SOCIAL SKILLS CURRICULUM

80 Skills, 80 Social Stories, K-2

160 LESSONS

3 LEVELS





Bright Path Sped

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- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The notes box on every lesson page, the home note name lines, the checklists and the class records are type-in fields. The story pages and student sheets print and are done by hand; their lines and boxes are also type-in fields for a student who types.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the tracing lines and the ruled lines stay the size shown. The Look and Color sheets are black and white to save ink. Every student page is readable in black and white inside a colored border.

Student work

A filled-in checklist, class record or home note carries a real student's name. Keep it in your data folder, and use a first name only on any page that leaves your hands.

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PREVIEW

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My name _____

Say Hello

Read the story. Then tell what you will do.

I feel happy.



I can say hello.

1. When I see someone I know, I can say hello.
2. Hello is a kind word. It tells a person I see them.
3. The person smiles back, and I feel happy.
4. I look at the person, smile and say hello in a friendly voice.
5. Saying hello is a good way to start a talk.

What will I do?

_____

_____

I read it! ☆ ☆ ☆ **Color a star each time I read it.**

PREVIEW

Preview - Bright Path Sped

My name _____

I can say please.

Color the child. Draw what you do.



Draw what I do.

PREVIEW

I did it! ☆ ☆ ☆ Color a star each time.

Preview - Bright Path Sped

My name _____

I can meet a new child.

Color the child. Draw what you do.



Draw what I do.

PREVIEW

I did it! ☆ ☆ ☆ Color a star each time.

Preview - Bright Path Sped

My name _____

I can take turns talking.



Trace the words. Then copy them.

I can take turns talking.

I can take turns talking.

Check each step you did.

- [ ] 1. I talk.
- [ ] 2. My friend talks.
- [ ] 3. I listen.
- [ ] 4. Then I talk again.

I did it! ☆ ☆ ☆ Color a star each time.

PREVIEW

Preview - Bright Path Sped

My name _____

I can share my news.



Trace the words. Then copy them.

I can share my news.

I can share my news.

Check each step you did.

- [ ] 1. Think of one thing to tell.
- [ ] 2. Wait for my turn.
- [ ] 3. Say it in a few sentences.
- [ ] 4. Ask if anyone has a question.

I did it! ☆ ☆ ☆ **Color a star each time.**

PREVIEW

Preview - Bright Path Sped

My name _____

I can take turns with a toy.



Write the steps. Use the word bank.

Word bank: play toy pass time wait

1. _____

2. _____

3. _____

4. _____

I did it at: ☐ school ☐ home

I did it! ☆ ☆ ☆ Color a star each time.

PREVIEW

Preview - Bright Path Sped

My name _____

I can be a good sport.



Write the steps. Use the word bank.

Word bank: notice game over say good

1. _____

2. _____

3. _____

4. _____

I did it at: ☐ school ☐ home

I did it! ☆ ☆ ☆ Color a star each time.

PREVIEW



Skill 32: Give a Compliment

I can give a compliment.

Unit 4: Making Friends - Story page 175 - Sheets A, B and C on pages 176, 177 and 178 - Home note page 436

1 Notice something nice.	2 Look at my friend.	3 Say the nice thing.	4 Say it in a kind voice.

Day 1: Teach it

1. Read the social story (page 175) aloud, pointing to each sentence. Read it again with the group joining in.
2. Talk about it with the questions below. Then say the 4 steps in order, pointing to the step boxes.
3. Do the skill once, slowly, saying each step. Then once more with the group saying the steps for you.
4. Hand out Sheet A (page 176), B (page 177) or C (page 178) by student. Sheets go in the journal.

> Say this: A compliment is a kind true thing. Notice, look, say it.

Day 2: Practice it

1. Reread the story, then say the steps together without doing them.
2. Play it: Each child gives a partner one compliment about what they are wearing or making.
3. Say the next step only when a student stops.
4. Mark the unit checklist (page 219). A Sheet A student tries Sheet B, and a Sheet B student tries C.

> Say this: Say the steps with me: Notice something nice. Look at my friend. Say the nice thing. Say it in a kind voice. Now you show me.

Talk about it

- How does the child in the story feel? The picture says: glad. Why?
- What nice thing could you say about a friend's picture?
- What could you do the same way tomorrow?

Look for

- All 4 steps in order, with no reminder.
- Which step needed a reminder? Say that one first tomorrow.
- Home note (page 436): Give a compliment at dinner, and invite everyone to do the same.

Notes: your routine, your school's rule for this skill, or what happened today

PREVIEW



Skill 37: Help a Friend Who Is Hurt

I can help a friend who is hurt.

Unit 4: Making Friends - Story page 200 - Sheets A, B and C on pages 201, 202 and 203 - Home note page 437

1 Stop and look.	2 Ask, are you okay?	3 Get a grown-up.	4 Stay close until help comes.

Day 1: Teach it

1. Read the social story (page 200) aloud, pointing to each sentence. Read it again with the group joining in.
2. Talk about it with the questions below. Then say the 4 steps in order, pointing to the step boxes.
3. Do the skill once, slowly, saying each step. Then once more with the group saying the steps for you.
4. Hand out Sheet A (page 201), B (page 202) or C (page 203) by student. Sheets go in the journal.

> Say this: I do not fix a hurt, I get help. Look, ask, get a grown-up, stay close.

Day 2: Practice it

1. Reread the story, then say the steps together without doing them.
2. Play it: A partner pretends to trip. Practice asking and getting a grown-up.
3. Say the next step only when a student stops.
4. Mark the unit checklist (page 219). A Sheet A student tries Sheet B, and a Sheet B student tries C.

> Say this: Say the steps with me: Stop and look. Ask, are you okay? Get a grown-up. Stay close until help comes. Now you show me.

Talk about it

- How does the child in the story feel? The picture says: scared. Why?
- Who do you get when a friend is hurt?
- What could you do the same way tomorrow?

Look for

- All 4 steps in order, with no reminder.
- Which step needed a reminder? Say that one first tomorrow.
- Home note (page 437): Talk about which grown-up to find at school when someone is hurt.

Notes: your routine, your school's rule for this skill, or what happened today

PREVIEW

Preview - Bright Path Social

My name _____

Name My Feeling

Read the story. Then tell what you will do.

I feel confused.



I can name my feeling.

1. Sometimes I have a feeling inside, and I do not know what it is.
2. I feel confused about my own feeling.
3. Feeling words help me tell people how I feel.
4. I stop, think about what happened and pick a word like happy, sad or mad.
5. Then I say, I feel, and the word.

What will I do?

_____

_____

I read it! ☆ ☆ ☆ **Color a star each time I read it.**

PREVIEW

Preview - Bright Path Shed

My name _____

Tell Someone I Am Worried

Read the story. Then tell what you will do.

I feel worried.



I can tell I am worried.

1. Sometimes I have a worry that sits in my mind.
2. I feel worried.
3. It helps to tell someone I trust.
4. I find a grown-up, say I am worried and tell what it is.
5. The grown-up listens, and I do not have to hold the worry alone.

What will I do?

_____

_____

I read it! ☆ ☆ ☆ **Color a star each time I read it.**

PREVIEW

Unit 5: Feelings and Caring - Skills Checklist

One student, ten skills. Mark it on Day 2 of each skill and keep it in the front of the journal.

Student _____ Unit started _____ Unit finished _____

Skill	Day 1 date	Day 2 date	Sheet (A, B or C)	Alone, prompted or not yet	Which step needed a reminder
41. Name My Feeling					
42. Look at a Face					
43. Care When a Friend Is Sad					
44. Cheer Up a Friend					
45. Be Happy for a Friend					
46. Tell Someone I Am Worried					
47. Say I Am Proud of Myself					
48. Welcome a Shy Friend					
49. Say Thank You for Kindness					
50. Say How I Feel With Words					

How to mark it

- **Alone:** every step, in order, with no reminder.
- **Prompted:** the student did the skill after you said a step.
- **Not yet:** the student needed you to do a step. Write which one.
- A skill marked prompted or not yet comes back on Friday for one more try.

At the end of the unit

Count the skills marked alone and write the number here, then pick the one skill to keep practicing next unit.

Skills done alone (out of 10) _____ Keep practicing _____

Your own goal wording or school routine for this unit (optional) _____

Who else practices these skills with this student (family, para, another teacher) _____

PREVIEW

Preview - Bright Path Sped

My name _____

I can use gentle hands.

Color the child. Draw what you do.



Draw what I do.

PREVIEW

I did it! ☆ ☆ ☆ Color a star each time.

My name _____

Say Thank You to a Helper

Read the story. Then tell what you will do.

I feel excited.



I can thank a helper.

1. Many people help me, like my teacher, the bus driver and the lunch helper.
2. I feel excited to say thank you.
3. A thank you makes their day.
4. I look at the helper and say, thank you for your help.
5. The helper smiles, and I smile too.

What will I do?

_____

_____

I read it! ☆ ☆ ☆ **Color a star each time I read it.**

PREVIEW

My name _____

I can do my part.



Trace the words. Then copy them.

I can do my part.

I can do my part.

Check each step you did.

- [ ] 1. Know my job.
- [ ] 2. Do my job.
- [ ] 3. Check it is done.
- [ ] 4. Tell the group.

I did it! ☆ ☆ ☆ Color a star each time.

PREVIEW

My name _____

I can let everyone have a turn.

Color the child. Draw what you do.



Draw what I do.

PREVIEW

I did it! ☆ ☆ ☆ Color a star each time.

My name _____

I can say oops and try again.



Write the steps. Use the word bank.

Word bank: notice mistake say oops think

1. _____

2. _____

3. _____

4. _____

I did it at: ☐ school ☐ home

I did it! ☆ ☆ ☆ Color a star each time.

PREVIEW

Preview - Print Page Spec

My name _____

I can find a new game.



Trace the words. Then copy them.

I can find a new game.

I can find a new game.

Check each step you did.

- [ ] 1. Notice I am left out.
- [ ] 2. Look for another group.
- [ ] 3. Ask, can I play?
- [ ] 4. Tell a grown-up if it keeps happening.

I did it! ☆ ☆ ☆ Color a star each time.

PREVIEW