



Teacher Prompts

1. "Look at me with your eyes."
2. "Fold your hands on the table or in your lap."
3. "Close your mouth."
4. "Listen with your ears."

Listening

1. **Eyes forward.**
2. **Hands folded.**
3. **Mouth closed.**
4. **Ears open.**



Lyrics of “**Listening**” from Core Knowledge Social Skills CD:

My eyes are looking forward,
My hands are in my lap,
My mouth is closed,
I put on my thinking cap.
My eyes are looking forward,
My hands are in my lap,
My mouth is closed like that—
Shhhh!

Look at me with your eyes.
I can see you’re listening.
Fold your hands in your lap
And open up your ears.

Chorus

French fries-forward eyes!
Snip snap-hands in lap!
North South-closed mouth!
Cheers, cheers-open ears!

Chorus



Teacher Prompts

3. "Mouth still closed."

4. (Teachers will need to teach students what the "signal" is.)

Answering a Question

1. **Listen** to the question; **mouth closed**.
2. **Think** of the answer.
3. **Raise** your hand and **look** at the teacher.
4. **Wait** for the teacher's signal.
5. **Answer** the question.



Lyrics of **“Answering a Question”** from Core Knowledge Social Skills CD:

I’m listening to the question with my mouth
closed

‘Cause if I’m talking, I won’t hear how it goes.
I’m listening to the question with my mouth
closed—

Yodaleedalodaodallylay!

I’m thinking about the question in my head.
I think I know it and it hasn’t been said.
I’m thinking about the question in my head—
Yodaleedalodaodallylay!

I’m going to raise my hand and look at the
teacher.

This is grand. This is great, great, great!
I’m going to raise my hand and look at the
teacher and
wait.....wait, wait, wait, (deep breath) and
wait!

“Cathy?”

I’m answering the question. Now it’s my turn.
There’re a lot of things that I have learned.
I’m answering the question, Now it’s my
turn—

Yodaleedalodaodallylay!



Teacher Prompts

1. "Whisper this inside your head."
2. "Take deep breaths and relax if you need to."
3. "Get ready when you are next."
4. "Do or say what you need to."

Waiting for Your Turn

1. **Sit or stand** in your Listening Position.
2. **Tell yourself**, "I will wait my turn."
3. **Listen** to or **watch** what is happening.
4. **Wait** for the last person to finish and look at you.
5. **Take your turn.**
6. **Option at any time: Find something else to do** if waiting is too hard.



Lyrics of **“Waiting for My Turn”** from Core Knowledge Social Skills CD:

I’m waiting for my turn.
It seems it’s been a while.
I’m waiting for my turn, it seems it’s been
a while,
And I’m still waiting for my turn.
I don’t have to think of me.
My turn will come eventually.
I’m listening to Bo
And when he’s done, I’ll know
It’s time to take my turn.

Oh, I’m going to sit or stand where I am . . .
“I will wait my turn, I will wait my turn.”
Watch until I’m told I can
Take my turn.

Chorus in Spanish

Sometimes if it takes too long
I can go and choose something else to do.
Take a breath, I know I can . . .
Wait my turn.

Instrumental

I don’t have to think of me.
My turn will come eventually.
I’m listening to Bo
And when he’s done, I’ll know
It’s time to take my turn.



Teacher Prompts

1. "Stay in the Listening Position until you hear the whole direction."
2. "Repeat the direction out loud, in a whisper, or inside your head."
3. "Raise your hand to ask a question."
4. "Think about the steps to the direction."

- ## Following Directions
1. **Listen** to the direction.
 2. **Whisper** the direction to yourself.
 3. **Ask** a question if you don't understand.
 4. **Get ready** to follow the direction.



Lyrics of “**Following Directions**” from Core Knowledge Social Skills CD:

First I listen to the directions.
Then I whisper them to myself.
If I don't get it, I'll ask a question.
Then get ready and follow directions.

First I listen to the directions.
Then I whisper them to myself.
If I don't get it, I'll ask a question.
Then get ready and follow directions.

Are you staying still and waiting until
You've heard the whole direction?

Did you whisper what was said or say it in
your head this time?

Did you raise your hand if you don't
understand a word or correction?

If you follow these steps—1, 2, 3
Listen to preps—do re mi
You'll do fine!

Chorus

If you follow these steps—1, 2, 3
Listen to preps—do re mi
You'll do fine!

Chorus



Teacher Prompts

2. "Whisper this inside your head."
3. "Take deep breaths and relax if you need to."
4. "Or wait until the teacher looks at you and gives you a signal."
5. "Do or say what you need to."

Taking Your Turn

1. **Sit or stand** in your Listening Position.
2. **Tell yourself**, "I will wait my turn."
3. **Listen** to or **watch** what is happening.
4. **Wait** for the last person to finish and look at you.
5. **Take your turn.**



Lyrics of **“Taking Your Turn”** from Core Knowledge Social Skills CD:

OK, are you ready,
Hanna, Kate, and Eddie?
It’s time that we learn about
Taking our turn!

Number 1, it seems that it is my mission
To sit or stand in Listening Position.
(clap, clap)

Number 2 is the step where I learn
To tell myself, “I will wait my turn.”
(clap, clap)

Number 3, I can listen and look around,
Watching what is going down.
(clap, clap)

Number 4, I wait until it’s clear
That the last person’s finished and my
turn is here!
(clap, clap)



Teacher Prompts

1. (1a and 1b give teachers two situations where they can teach this skill: Group discussions versus Seatwork activities.)
3. "Mouth still closed."
4. (Teachers will need to teach students what the "signal" is.)

Asking a Question

- 1a. **Listen** to the discussion; **mouth closed**.
- 1b. **Focus** on your work; **mouth closed**.
2. **Think** of your question.
3. **Raise** your hand and **look at** the teacher.
4. **Wait** for the teacher's signal.
5. **Ask** your question.



Lyrics of **"Asking a Question"** from Core Knowledge Social Skills CD:

I'm in circle time and I'm listening to my teacher,
Talking about spiders and other wiggly creatures.
She's talking kind of fast—Arachnids?
I don't understand.

I've got a question. I've got something to say.
I've got it in my head. I made it up that way.
I've got a question. I've got my question planned.
I'm looking at my teacher, now I'll raise my hand.
"Yes, Dorey?"
"Mrs. Hickleman, what's an arachnid?"

I'm sitting at the table,
Working on my letters.
"A" is looking good, but "B" could be better.
I get to letter "G"—I can't remember how to make it—
I don't understand.

I've got a question. I've got something to say.
I've got it in my head. I made it up that way.
I've got a question. I've got my question planned.
I'm looking at my teacher, now I'll raise my hand.
"Yes, Josh?"
"Mrs. Hickleman, how do you make the letter "'G?'"

Chorus

Core Knowledge Social Skills



Teacher Prompts

1. "Look at it again. Think about it more." "Can you do it yourself?"
"Can you wait and do something else instead right now?"
3. "Or another adult."
4. (Teachers will need to teach students what the "signal" is.)

Asking for Help

1. **Ask yourself**, "Do I really need help?"
2. **Raise** your hand; **mouth closed**.
3. **Look** at the teacher.
4. **Wait** for the teacher's signal.
5. **Say**, "Please, I need help," and **say** exactly what you need.



Lyrics of **“Asking for Help”** from Core Knowledge Social Skills CD:

Do I need help right now?
Do I need help right now?
I’ll try it myself
And if I still need help
Then I can—
Look at my teacher now.
Look at my teacher now.
I’ll raise my hand.
She’ll call on me and
Then I’ll say . . .
“Please, I need help,”
“Please, I need help today.”



Teacher Prompts

1. "Try it first yourself."
"Look at it again." "Think about it more." "Can you do it yourself?" "Can you wait and do something instead right now?"
2. "If you really need help right now..." "Or another person you need."
(Teachers can train students to use this skill with other adults.)
3. "Or another adult."
4. (Teachers will need to teach students what the "signal" is.)
5. "Use a nice or friendly voice."

Interrupting

1. **Ask yourself**, Do I need help right now?
2. **Walk and stop** near the teacher.
3. **Look** at the teacher; **mouth closed**.
4. **Wait** for the teacher's signal.
5. **Say**, "Please, I need help," and **say** exactly what you need.



Lyrics of **“Interrupting”** from Core Knowledge Social Skills CD:

Oh, how I love to play dress-up.

I can choose what I want to be.

Today, I’ll be a pirate

And sail away on the sea.

I’ll put on a patch

That covers my eye,

And put on a pirate hat,

And a coat with gold buttons

I’ll put on last—

Oh!!!

These buttons are hard to fasten,

So hard to fasten.

I don’t know if I

Can get them, but I’ll try again.

These buttons are hard to fasten,

So hard to fasten.

I’ll walk up to my teacher

And wait to get her signal—“Cathy,

what do you need to get you up to speed?”

“Please, may I have help?

Please, may I have help with these buttons?”

Oh, how I love painting.

I can paint whatever I see.

Today, I’ll paint a flower

And paint it right next to a tree.

I’ll make the blossom,

A bright, bright pink.

The center, I’ll paint blue.

And last of all, I’ll add some green.

Oh, this green paint is hard to open,

so hard to open.

I don’t know if I

Can get it, but I’ll try again.

This green paint is hard to open,

So hard to open.

I’ll walk up to my teacher

and wait to get her signal—“Cathy, thanks for waiting. What will you be needing?”

“Please, may I have help? Please, may I have help with this paint?”

Oh, how I love doing puzzles.

Puzzles they make me grin.

First I’ll dump out the pieces

And then fit the pieces back in.

Now this piece goes here and that piece goes there,

And this one right on the top.

And this crooked piece goes right underneath.

Oh, this piece is hard to fit in, so hard to fit in.

I don’t know if I can get it, but I’ll try again.

“Hey I got it. . . I didn’t even need help. . . I did it myself!”



Ignoring Distractions

Teacher Prompts

1. "A distraction could be a person or a thing that is bothering you."
2. "Do not look at the distraction."
3. "If the distraction continues or is too big."

1. **Turn away** or **walk away** from the distraction.
2. **Focus** on your work or activity.
3. **Ask** a teacher for help, or **find** something else to do.



Core Knowledge®

Core Knowledge Social Skills



Lyrics of **“Ignoring Distractions”** from Core Knowledge Social Skills CD:

I’m sitting in a circle, trying to listen to Miss Kate.
Henry’s right beside me, whispering “Hey Heidi!”
I think it’s hard to concentrate.

What could you do if this happened to you?
What could you think to say?
What could you do if this happened to you?
Turn away, turn away,
Or if you need it, ask for help.
Or, walk away, walk away,
And go do something else.

I’d have to say I’d walk away.

I’m playing with the airplanes.
Will is playing with his truck.
He’s driving his truck around,
Making a real loud sound.
Things have really gone amuck.

Chorus

Hocus pocus!
Focus! Focus!
Hocus pocus!
Focus on your teacher, focus on your work!
Don’t focus on the thing that makes you go berserk!

Instrumental

Chorus

Hocus pocus!
Focus! Focus!
Hocus pocus!
Focus on your teacher, Focus on your work!
Don’t focus on the thing that makes you go berserk!



Teacher Prompts

1. "Do you need to be brave?"

4. (Teachers can begin to teach "I messages" here.)

Using Brave Talk

1. **Think** about what you want to say.
2. **Look at** or **walk up** to the person involved.
3. **Hands** by your side; take a deep breath.
4. **Be calm** and **say** what you want to say.



Lyrics of **"Using Brave Talk"** from Core Knowledge Social Skills CD:

I'm building with blocks and I've made a town,
Little houses in a row.

Dameon comes up and he knocks them down,
Scatters my village to and fro.

I'm mad! What can I do?
I'm sad because of you.
Egad, I think it's time to be brave.

I'm going to think about what I want to say,
Walk right up and say it.

Keep my hands out of the way.
Keep calm, breathe in.
Keep calm, breathe out.
Keep calm.

"Dameon, that makes me mad. Please don't do that again."

I'm sitting at the table making a kite.
The teacher is telling us what to do.
I'm listening to the steps on how to do it right.
But she's on number three and I'm stuck on two.

I'm scared stiff! Oh, this feels bad!
What if the teacher's mad?
Makes no difference 'cause it's time to be brave.

Chorus

"Mrs. Broderick, I'm confused."
"Here, let me help you with that."



Teacher Prompts

1. (Students should always count **UP** to five.)

“Use your **Following Direction** skill, if needed”

Accepting the Consequences for a Bad Choice

1. **Take** deep breaths and **count** to five.
2. **Think** about your bad choice and **what** you’ve been told to do.
3. **Say**, “I’m sorry. I made a Bad Choice.”
4. **Tell** the person what Good Choice you’ll make next time.
5. **Accept** the consequence.



Core Knowledge®

Core Knowledge Social Skills



Lyrics of **"Accepting Consequences"** from Core Knowledge Social Skills CD:

Did you make a bad choice?
Did you get in trouble?
Did you make too much noise? ("Too loud, too loud!")
"Tony, come here on the double!"
Think about if you did what your teacher said to do.
If you made a bad choice, I think it's time for you
To accept the consequence. Oh, oh, accept the
consequence.

Did you make a bad choice?
Do you wish that you hadn't?
'Cause if you'd made a good choice
Then you wouldn't be saddened.
Think about if you did what your teacher said to do.
If you made a bad choice, I think it's time for you
To accept the consequence. Oh, oh, accept the
consequence.

Instrumental

Take a deep breath and count to five—1, 2, 3, 4, 5.
Think about what you'd do next time.
You can say "I'm sorry. I made a bad choice. Next
time I'll do better. I'll make a good choice."
But for now, you've got to accept the consequence.
Oh, oh, accept the consequence.



Teacher Prompts

2. "Take a deep breath."

Asking to Share

1. **Think about** what you want someone to share with you.
2. **Look** at your "partner."
3. **Ask** in a friendly voice: "Would you share **(say thing or activity here)** with me?"
4. **Listen** to your partner's answer.
- 5a. If "YES": **Begin** to share.
- 5b. If "NO": **Find** something else to do.



Lyrics of **“Asking to Share”** from Core Knowledge Social Skills CD:

(Call and Response)

Would you like to share?

To share with me?

Would you like to share?

To share with me?

Would you share your books with me? OK.

This one starts with ABC.

Would you like to share?

To share with me?

Would you like to share?

To share with me?

Would you like to share?

To share with me?

“Would you share your paints again?” “Not right now.” “Maybe, I’ll play dress-up then.”

Would you like to share?

To share with me?

First I’ll think about what I want you to share.

Then ask if it’s ok— “Will you share?”

I won’t shout. I’ll use a friendly voice,

Then listen to what you say.

Would you like to share?

This song with me?

Would you like to share?

This song with me?

We could start with you and me.

Add another, we’d have three.

Think how nice this world could be . . . when we share.



Teacher Prompts

1. "This may not happen if you are deciding to share something with your 'partner' on your own."

3. "Take a deep breath."

Agreeing to Share

1. **Listen** to what your "partner" wants you to share.
2. **Decide** if you want to share.
3. **Look** at your partner.
- 4a. If "YES": **Say**, "I would be happy to share," and **begin** to share.
- 4b. If "NO": **Say**, "I do not want to share right now."



Lyrics of **"Agreeing to Share"** from Core Knowledge Social Skills CD:

I've got a puzzle, a barnyard
puzzle.

You want to share it, to play
with the cow.

I've got a puzzle, a barnyard
puzzle.

You want me to
Share it right now.

Ho Hum, do I want to share it?
Tweedaly Dum, do I think I
could bear it?

Ho Hum, do I want to share it?

"Could you find something
else? I want to do it myself."

I've got a puzzle, a barnyard
puzzle.

You want to share it. You just
want the cow.

I've got a puzzle, a barnyard
puzzle.

"No, I do not want to share
right now."

I've got some blocks,
Some really fun blocks.
I've got some blocks

And you want to play, too.

I've got some blocks,
Some really fun blocks.

And you want me to
Share them with you.

Ho Hum, do I want to share
them?

Tweedaly, Dum, do I think I
could spare them?

Ho Hum, do I want to share
them?

"Yes, I think I do.

I'd like to share them with you."

I've got some blocks,
Some really fun blocks.

I've got some blocks
And you want to play, too.

I've got some blocks,
Some really fun blocks.

"Yes, I'd be happy to share
them with you."

Repeat last two verses

Playing with blocks is more fun
with two!



Teacher Prompts

3. "Fold your hands on the table or in your lap."

4. "Use a happy or friendly voice."

Using a Friendly Voice

1. **Think** about what you want to say.
2. **Look** at the person you want to talk to.
3. **Fold** your hands.
4. **Say** what you want in a happy way.



Lyrics of **“Using a Friendly Voice”** from Core Knowledge Social Skills CD:

I like to use my friendly voice.
I get a lot more smiles.
I find that it’s a real good choice
To say what I say in a happy way.
I like to use my friendly voice.
I get a lot more smiles.
And when I use my friendly voice,
I’d have to say, it brightens up my day!

When I see Mr. Mack, dressed in black, I could say,
“Hello.”—Oh no!
Or I could change my voice to make a pleasant noise and say,
“Hello!”—Way to go!

Chorus

When I see Miss Sue,
Dressed in blue, I could say,
“Hi.”—Oh my!
One good choice,
Put a smile in my voice,
And say,
“Hi!”—Easy as pie!

Instrumental

THINK about what you want you want to say.
LOOK at the person that you want to talk to.
FOLD your hands in your lap,
And say what you say in a happy way.
Then, “Hi, I’m fine”. . . could be . . . “Hi, I’m fine!”
And “See you later” could be “See you later!”