Kimochis®

First Grade

Road Map

Scope and Sequence Page(s)	Topics	Feel Guide Page(s)
14-17	Integrating Social Emotional Learning In Your Classroom All Day Long	7-10; 67-71; 119-121
18	Social-Emotional Development Milestones for the Grade	n/a
20-22	**Week 1: Bug Teaches Us About Names** **FOCUS:** We would like everyone on our school campus to know that they are recognized by name and that their presence is important.	16-17
23-24	**Week 2: Lovey Dove Teaches Us How Friendly Signals Create Friendly Places** **FOCUS:** Using friendly signals is both cultural and personal but at our school we are practicing sending friendly signals, so EVERYONE feels they matter and count.	22-23
25-26	**Week 3: Huggtopus Helps Us With Partners** **FOCUS:** Learning to work with all classmates takes kindness, patience, and respect.	18-19; 162
27-28	**Week 4: Cloud Likes To Include Everyone** **FOCUS:** A school where students seek to include everyone in play and conversation is a happy and emotionally safe place to be.	14-15; 74
29-30	**Week 5: Cat Helps Us Understand How We Are The Same And Different** **FOCUS:** Make a point of sharing how you feel unique or different, and how you have embraced this as something special.	20-21
OPTIONAL PAUSE	**Integrate Kimochis® into your writing this week.** Provide prompts such as, "Who is your favorite character?", "Which character(s) are you most like?" Make a Kimochis corner to display the characters in your classroom.	n/a
31	**Week 6: Key 1 Call Name, Wait For Eye Contact, Give A Communication Tap Before You Speak.** **FOCUS:** Everyone will look first to see if someone is busy before talking and remember to start conversations by calling the person's name, waiting for eye contact and using the Communication Tap, if needed.	28-30
32-33	**Week 7: Key 2 Use a Talking Voice Instead of a Fighting Voice** **FOCUS:** When we feel upset and are able to use a Talking Voice, we raise the odds that others will want to understand our feelings and	30

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	resolve conflicts.	
34	**Week 8: Key 3 Use A Talking Face And Body Instead Of A Fighting Face And Body (Facial Expressions And Body Language)** **FOCUS:** Students who can "read" and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships.	32; 143
35	**Week 9: Key 3 Use A Talking Face And Body Instead Of A Fighting Face And Body (Talking Hands and Stop Hands)** **FOCUS**: Students can use nonviolent, nonverbal communication tools, such as the Talking Hand and Stop Hands to resolve upset feelings and conflict in the heat of an emotional moment.	34-35
36	**Week 10: Key 4 Choose Helping Words Instead Of Hurtful Words** **FOCUS:** When students use helpful words and avoid hurtful words, they can resolve social-emotional conflicts in peaceful ways.	36-37
37	**Week 11: Key 5 Be Brave and Redo Hurtful Moments** **FOCUS**: Redo (start again and do hurtful moments over) when you can see and hear that the way you spoke was hurtful.	38; 86
38	**Week 12: Review the Kimochis Keys to Communication** **FOCUS:** Students who use the Keys can be counted on to handle challenging social-emotional situations with character.	n/a
39	**Week 13: Left Out Feeling: Getting Included In Play** **FOCUS**: When students make room for everyone an inclusive and friendly school climate is created.	88-90
40	**Week 14: Left Out Feeling: Including Others** **FOCUS:** Students who seek to include all, not just close friends, help to create a school community where children can have a strong sense of belonging.	170
41	**Week 15: Mad Feeling: Cooling Down** **FOCUS:** When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face, or body language, a climate of calmness and respect will be created.	140-142; 145
42	**Week 16: Mad Feeling: Big Mean Things That Aren't True** **FOCUS:** When we feel mad sometimes, we can say hurtful things that aren't really true.	146
43	**Week 17: Brave Feeling: Trying New Things** **FOCUS:** Students who are brave and willing to try new things (even if they are hard or scary) tend to be more successful in school and in life.	86; 148-149

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First Grade

44	**Week 18: Brave Feeling: Saying Sorry** **FOCUS:** Being brave is also about learning from your mistakes and apologizing when you hurt others' feelings.	153-154
45	**Week 19: Brave Feeling: Forgiving Others** **FOCUS:** It is kind and helpful to forgive and allow others to have a redo to make things better.	155
46	**Week 20: Silly Feeling: For Silly To Be Fun, It Has To Be Fun For Everyone** **FOCUS:** We look for the clues that fun or silliness has gone too far and that everyone is not enjoying it	175-176
47	**Week 21: Silly Feeling: Know When To Be Silly And When To Be Serious** **FOCUS:** At school and at home, there are times to be silly and times to be serious.	94-95
48	**Week 22: Proud Feeling: I Am Happy For You And Happy For Me** **FOCUS:** When students have the ability to share pride without bragging, everyone feels encouraged to do their best, rather than having to be the best.	218-219; 223

Next Steps for Weeks 23-28

You can choose to review/revisit past lessons or use the SOS Tools for Elementary to support unexpected behaviors. You can also check out the *More Feelings Lessons* section starting on page 227 of the Feel Guide.

Don't miss our Fun, Fast, and Effective Resources for Using Kimochis Throughout the Day below on our portal.

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Second - Fifth Grade

Road Map

Scope and Sequence Page(s)	Topics	Feel Guide Page(s)
14-18	Integrating Social Emotional Learning In Your Classroom All Day Long	47; 50-53
19	Social-Emotional Development Milestones for the Grade	n/a
21-22	**Week 1: Meet Bug And Learn About Names** **FOCUS:** We would like everyone on our school campus to know that they are recognized by name and that their presence is important.	16-17
23-24	**Week 2: Meet Lovey Dove And Learn How To Give Friendly Signals** **FOCUS:** Using friendly signals is both cultural and personal but at our school we are practicing sending friendly signals, so EVERYONE feels they matter and count.	22-23
25-26	**Week 3: Meet Huggtopus And Learn To Be Partnered** **FOCUS:** Learning to work with all classmates takes kindness, patience, and respect.	18-19; 162-163
27	**Week 4: Meet Cloud And Learn How To Find A Partner** **FOCUS:** A school where students seek to include everyone in play and conversation is a happy and emotionally safe place to be.	14-15; 163
28-29	**Week 5: Meet Cat And Sort By Kimochis Characters** **FOCUS:** Make a point of sharing how you feel unique or different, and how you have embraced this as something special.	20-21
OPTIONAL PAUSE	**Integrate Kimochis® into your writing this week.** Provide prompts such as, "Who is your favorite character?", "Which character(s) are you most like?" Make a Kimochis corner to display the characters in your classroom.	n/a
30	**Week 6: Key 1 Call Name, Wait For Eye Contact, Give A Communication Tap Before You Speak.** **FOCUS:** Everyone will look first to see if someone is busy before talking and remember to start conversations by calling the person's name, waiting for eye contact and using the Communication Tap, if needed.	28-30
31	**Week 7: Key 2 Use a Talking Voice Instead of a Fighting Voice** **FOCUS:** When we feel upset and are able to use a Talking Voice, we raise the odds that others will want to understand our feelings and	30; 61

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	resolve conflicts.	
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35	**Week 11: Key 5 Be Brave and Redo** **FOCUS**: Redo (start again and do hurtful moments over) when you can see and hear that the way you spoke was hurtful.	38
36	**Week 12: Review the Kimochis® Keys to Communication** **FOCUS:** Students who use the Keys can be counted on to handle challenging social-emotional situations with character.	n/a
37	**Week 13: Left Out Feeling: Getting Included In Games and Conversations** **FOCUS**: When students make room for everyone an inclusive and friendly school climate is created.	160-161
38	**Week 14: Left Out Feeling: Including Others** **FOCUS:** Students who seek to include all, not just close friends, help to create a school community where children can have a strong sense of belonging.	170-171
39	**Week 15: Mad Feeling: Cooling Down** **FOCUS:** When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face, or body language, a climate of calmness and respect will be created.	63; 140-142; 145
40	**Week 16: Mad Feeling: Big Mean Things That Aren't True** **FOCUS:** When we feel mad sometimes we can say hurtful things that aren't really true.	142; 146
41	**Week 17: Brave Feeling: Trying New Things And Sticking With Hard Things**	148-149; 157-158;

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	FOCUS: Students who are brave and willing to try new things (even if they are hard or scary) tend to be more successful in school and in life.	188-189
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