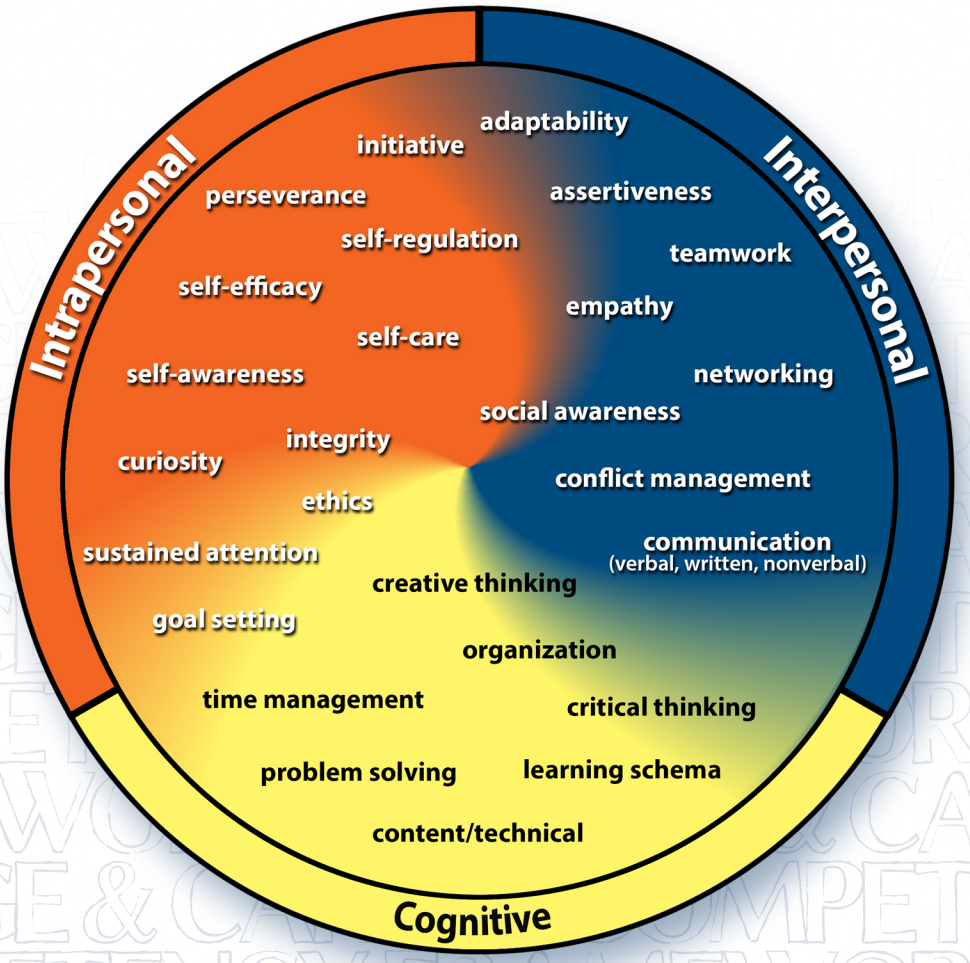
SELF-REGULATION
LESSONS

PRIMARY



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Introduction

The *Self-Regulation Lessons [Primary]* contain eight units that build students' understanding and practice of self-regulation concepts. Each unit is designed to be taught across time and contains a series of instructional activities with specific student learning targets. The lessons were developed for students in kindergarten through Grade 2 but can be used with any students who require additional instructional support.

Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing/drawing prompts are included in the activities to build students' understanding of key concepts. Students learn and practice ten Self-Regulation Strategies, which help them plan, monitor, adjust, and reflect to better achieve learning goals. The strategies can be generalized across school and home settings. The ten Self-Regulation Strategies are:

1. ***Imagine the Path to My Success:*** Visualizing actions needed to reach a goal increases students' confidence and develops critical thinking skills.
2. ***Break It Down:*** Breaking larger goals or tasks into smaller action steps makes the overall goal more manageable and helps students stay focused.
3. ***Manage Big Feelings:*** Understanding how their mind and body are affected by strong emotions helps students know when to use calming techniques and other appropriate reactions to strong emotions so that they can continue to learn and make progress.
4. ***Predict Obstacles:*** Identifying likely obstacles prepares students to enact actions for overcoming the obstacles and increases the probability that they will reach their goal.
5. ***Track My Effort:*** Learning to evaluate their effort helps students make the connection between putting forth effort and making progress.
6. ***Notice My Progress:*** Seeing progress helps students determine their short-term growth and maintain motivation toward their goal.
7. ***Brainstorm My Options:*** Considering actions that positively and negatively affect progress helps students make more informed decisions.
8. ***Choose My Response:*** Understanding that they have choices helps students select actions that will support progress and understand that setbacks can be minimized with good decision making.
9. ***Keep Doing … Stop Doing … :*** Reflecting on actions that are and are not helping them make progress toward a goal supports students in identifying areas for improvement and adjusting their actions to reach their goals.
10. ***Regulate Even Better:*** Reflecting on how well they applied the Self-Regulation Strategies and determining their areas of strength and challenge helps students self-regulate when they need to improve their ability to do something or have a goal they want to meet.

Teaching Resources

Many of the instructional activities within the units include a prompt for students to demonstrate their knowledge of self-regulation concepts by drawing their responses. These activities can be adjusted to writing as needed. A complementary workbook, **My Self-Regulation Workbook**, can help educators

document students' growth in self-regulation concepts, refine their self-regulation instruction, and provide individualized feedback to students. The activities can also be effectively taught without the workbook by asking students to respond to the prompts verbally or in writing or drawings.

You will refer to the **Self-Regulation Strategies Poster** throughout self-regulation instruction. This should be displayed in the classroom for students to reference as they are learning and practicing self-regulation.

Three books are read aloud and guide discussions throughout the units. If possible, obtain the books. Within the instructional activities, links are provided to free read-aloud videos that can be used if physical books aren't available.

Biebow, N., & Salerno, S. (Illustrator). (2019). *The crayon man: The true story of the invention of Crayola crayons*. Clarion Books. https://www.nataschabiebow.com/books/

Cornwall, G. (2020). *Jabari tries*. Candlewick Press. https://www.gaiacornwall.com/jabaritries

Rey, H. A., & Rey, M. (Illustrator). (1952). *Curious George rides a bike*. Houghton Mifflin. https://www.harpercollins.com/products/curious-george-rides-a-bike-h-a-reymargret-rey?variant=40074863869986

Links to videos are provided but are not guaranteed to be active. If necessary, search online for similar videos or borrow alternatives from your library.

Assessments

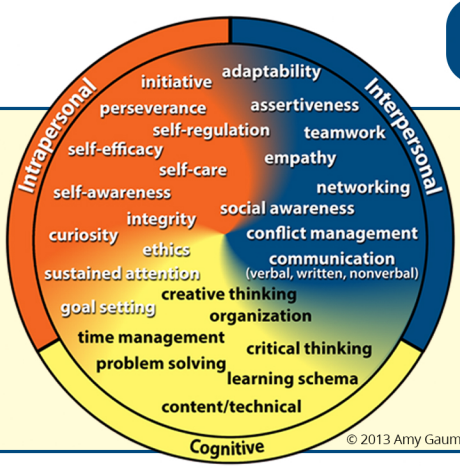
Students' growth in learning and practicing self-regulation should be measured. It is important to collect baseline data related to your students' current ability to self-regulate. There are two assessment tools to measure your students' understanding and application of self-regulation concepts: the *Self-Regulation Questionnaire K–2* and the *Self-Regulation Performance-Based Observation*. Both are described below and are available for immediate use at www.cccstudent.org.

The *Self-Regulation Questionnaire K–2* (Heger, Noonan, & Gaumer Erickson, 2025) is a self-report measure that asks students to respond to a series of statements by choosing *Like Me*, *Not Sure*, or *Not Like Me*—represented by emojis—based on their current feelings related to self-regulation concepts. The *Self-Regulation Questionnaire K–2* is administered prior to self-regulation instruction. The results help students better understand their self-regulatory behaviors. For additional information on this assessment, see pages 1–2 of the Technical Guide.

The *Self-Regulation Performance-Based Observation* (Gaumer Erickson & Noonan, 2018) assesses how well students demonstrate self-regulatory behaviors. It is appropriate for students of any age and can show growth when combined with explicit instruction and practice. This observation tool can be used at purposeful intervals to monitor the development of each student. Based on observations across time or in specific situations, the educator rates each student's self-regulatory behaviors on a scale. For additional information on this assessment, see page 3 of the Technical Guide.

To use the assessments, create an account on www.cccstudent.org, a free assessment website (students do not need accounts). Once students have taken the *Self-Regulation Questionnaire K–2* or you have observed their self-regulatory behaviors using the *Self-Regulation Performance-Based Observation*, you can view and analyze classroom and individual student results on this website. The assessment results can be used to refine instruction, and students and educators can use the results to determine growth. Additional details for launching an assessment and reviewing the results are provided on the website.

SELF-REGULATION



The **College and Career Competency Framework**, developed by Drs. Gaumer Erickson and Noonan at the University of Kansas, supports educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. Visit **www.CCCFramework.org** to learn more about College and Career Competencies.

STUDENT IMPACTS

Teachers providing **self-regulation** instruction and classroom practice observe student growth, including:

- Improved student responsibility
- Improved ability to set realistic goals, monitor progress, and evaluate results
- Increased reflection on successes and areas for improvement
- Increased sense of control and awareness of their academics
- Improved understanding of the relationship between actions and progress

Research in **elementary** and **secondary** education identifies proven student impacts from teaching **self-regulation**.

DEFINITION

Self-regulation is a proactive, self-directed process for attaining goals, learning skills, managing emotional reactions, and accomplishing tasks (Noonan & Gaumer Erickson, 2022).

Students use **self-regulation** strategies to increase their independence.

- Learning **self-regulation** strategies increases students' academic performance, especially if students are taught when, why, and how they should use certain strategies (Theobald, 2021).
- Students who **self-regulate** earn better grades and higher scores on standardized assessments (Hattie & Zierer, 2018).
- By receiving explicit instruction in **self-regulation**, students can better regulate their emotions, leading to decreases in negative internalizing and externalizing behaviors (Finlon et al., 2015).
- Students who use **self-regulation** recognize more ways to sustain their attention, allowing them to resist common distractions and show more resilience when faced with challenges (Mrazek et al., 2018).

RESOURCES

- **Instructional Activities** for teaching **self-regulation** strategies K–12
- **Teacher Testimonial Videos** for implementing **self-regulation**
- **Family Guidance** for building **self-regulation** in the home
- Measure student growth in **self-regulation** at **www.CCCStudent.org**

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Assessing Your Self-Regulation (Pretest)

Materials (available at www.cccframework.org/sr-lessons-pri/#pre):

- **My Self-Regulation Workbook** for each student
- *Self-Regulation Questionnaire K–2* (optional online version; see page 6 for the items)
- *Self-Regulation Performance-Based Observation* (online version; see page 8 for the items)

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Self-Regulation Questionnaire K–2*. Each assessment that you set up will have a specific code. Note the code for your test.

Assessment Link: www.cccstudent.org

Code: _____

Administer the *Self-Regulation Questionnaire K–2*

We recommend that students complete the *Self-Regulation Questionnaire K–2* online. For the students to complete the assessment online, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the assessment, and title the pretest so that it is easy for you to identify (e.g., "2025 Self-Regulation Pretest Kindergarten"). On the website, the items will be automatically read to the students, and they will choose the emoji that best represents them. Immediately after completing the assessment, the students will receive personalized reports that you can also access.

Alternatively, the assessment can be completed on paper. Explain to the students that you will provide a set of statements. The students will mark or color in an emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

Each answer should be based on how they feel. For example, if students know how to get started when they have things to do, they will mark or color in the emoji for *Like Me*. Assure the students that there are no correct or incorrect answers and that everyone's answers may be different because we all have our own thoughts and feelings. Tell the students that they should pause and think about how they feel about a statement before marking it.

Self-Regulation Questionnaire K–2

Student ID _____ **Date _____**

1.	When I have things to do, I know how to get started.	 LIKE ME	 NOT SURE	 NOT LIKE ME
2.	I think about the steps I need to take when learning something new.	 LIKE ME	 NOT SURE	 NOT LIKE ME
3.	I make choices to help me learn.	 LIKE ME	 NOT SURE	 NOT LIKE ME
4.	I can tell you what it looks like when I try hard.	 LIKE ME	 NOT SURE	 NOT LIKE ME
5.	I can ignore distractions.	 LIKE ME	 NOT SURE	 NOT LIKE ME
6.	I look for ways I've learned or improved.	 LIKE ME	 NOT SURE	 NOT LIKE ME

After the students have completed the assessment, remind them that there are no incorrect responses to the statements and that they will have different answers because they each have their own unique feelings about things. After the students have completed the online assessment, a Results page will be displayed. Tell the students to count their responses in each category. Then ask the students:

- How many marks did you have in the category *Like Me*?
- How many marks did you have in the category *Not Sure*?
- How many marks did you have in the category *Not Like Me*?

Tell the students that they may start to feel different about some of their answers as they learn about self-regulation.

Use the *Self-Regulation Performance-Based Observation* to observe students

The *Self-Regulation Performance-Based Observation* (see page 8) measures students' self-regulatory behaviors. You will rate each student's self-regulatory behaviors on a 4-point scale. We recommend that you observe and record your students' self-regulatory behaviors three times per year (at the beginning, midway through, and after instruction) to see student growth and challenges.

Reflect on the past three weeks and each student's demonstration of the behaviors listed in the observation. Use the scale to rate each student's proficiency. If you haven't had an opportunity to observe a behavior, select *Not Observed*. For behaviors that you haven't observed, consider providing classroom activities that allow students to demonstrate those behaviors. For example, you might ask the students what effort looks like when learning math and how they know they are making progress in math. You can use their responses to determine each student's proficiency in the fifth indicator, "Describes how their effort impacts their progress (Strategy 5, ***track my effort***; Strategy 6, ***notice my progress***)."

To complete the *Self-Regulation Performance-Based Observation*, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Self-Regulation Performance-Based Observation*. Title the observation so that it is easy for you to identify (e.g., "2025 Self-Regulation Observations Kindergarten"). The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary.

Self-Regulation Performance-Based Observation

Student ID _____ **Date _____**

Based on observations across time or in specific situations, evaluate each student's performance. This assessment can be used at purposeful intervals to monitor the development of each student.

Beginning: Not yet able to demonstrate without scaffolding.
Emerging: Minimal or superficial demonstration; prompting likely required.
Proficient: Sufficient demonstration, including self-appraisal and detailed, personalized application.
Advanced: Independent and consistent demonstration; teaches/prompts others.
Not Observed is documented if there has not been the opportunity to observe the behavior performed by an individual student.

Self-Regulation Sequence Indicators	Beginning	Emerging	Proficient	Advanced	Not Observed
1. Visualizes successes and challenges for completing a task and can explain their path to success (Strategy 1, ***imagine the path to my success***).					
2. Demonstrates the ability to break down a task by creating action steps (Strategy 2, ***break it down***).					
3. Predicts obstacles while working toward a goal and identifies ways to manage the obstacles (Strategy 4, ***predict obstacles***; Strategy 7, ***brainstorm my options***; Strategy 8, ***choose my response***).					
4. Uses techniques for managing big feelings while engaged in challenging learning (Strategy 3, ***manage big feelings***).					
5. Describes how their effort impacts their progress (Strategy 5, ***track my effort***; Strategy 6, ***notice my progress***).					
6. Reflects on how to improve self-regulation practices by identifying specific strategies that are their areas of strength and challenge (Strategy 10, ***regulate even better***).					

Unit 1: Introducing Self-Regulation

Learning Targets:

1. I can define self-regulation
2. We can ***imagine the path to our success*** and ***predict obstacles***
3. We can use if–then statements to plan how we will overcome obstacles
4. We can create if–then statements for distractions
5. I can ***predict obstacles*** and create if–then statements

Materials (available at www.cccframework.org/sr-lessons-pri/#u1):

- Video *What Is Self-Regulation?*
- Self-Regulation Strategies Poster
- Video ***Imagine the Path to My Success***
- Book or video *Jabari Tries*, by Gaia Cornwall
- Video ***Predict Obstacles***
- Chart paper
- Book or video *Curious George Rides a Bike*, by H. A. Rey
- Video *How to Succeed*
- Video *One Common Goal*
- Video *Never Give up on Your Dreams*

Instructional Activities:

1. I can define self-regulation

Ask the students to think about a big task they need to do—for example, cleaning their room, reading a book, learning a song on the piano, or doing their chores. Discuss these questions with the students:

- Have you ever had something you needed or wanted to do, but it felt *so big* you just didn't know how to get started? Describe one of those things.
- Are there times when you need to do something but you know it's going to be really hard so you avoid doing it? Describe one of those things.

Tell the students that we all have challenging things we need to learn or do and that we have all felt overwhelmed or discouraged when we think about them. However, learning *self-regulation* can help them know what to do when they have a big task to complete. It can also help them manage their feelings so they don't feel like giving up. The "self" in "self-regulation" means they learn how to do things like manage their emotions or complete tasks on their own.

Explain that they will learn Self-Regulation Strategies, like ***imagine your path to success***, ***break it down***, and ***manage big feelings***, that will help them learn new things or get better at something. First, they need to understand what self-regulation is and why it is important. Tell the students that they are going to watch a video that will help them understand self-regulation. Show the students the one-minute video *What Is Self-Regulation?* Afterward, discuss self-regulation:

- How would you describe self-regulation?
  [Possible response: it's breaking up a goal into steps and planning what you will do.]
- How do you think learning self-regulation will help you?
  [Possible response: it will help me manage my emotions, learn things on my own, and avoid distractions.]

Provide the students with an example of something you learned to do or accomplished by self-regulating. Include details about how you ***imagined the path to your success***, ***broke down*** the steps you

would need to complete, ***tracked your effort*** and ***noticed your progress***, and determined what to ***keep doing*** and ***stop doing***. You can develop your own example or use the following one.

Example:

Last year, I wasn't feeling well. I was busy coaching and teaching and didn't take time to eat healthy. I would usually grab a donut on the way to school. I decided I wanted to change my eating habits to have more energy and feel better. My goal was to make healthy food choices during the week. I started by ***imagining the path to my success***. I thought about what I would feel like when I became healthier. I imagined myself buying healthy foods from the grocery store and preparing healthy meals at home. I also imagined my friend giving me new and healthy recipes. Finally, I imagined myself eating healthy foods, like fruits and vegetables, and feeling more energetic. Then I ***broke down*** my goal of healthy eating into smaller steps. First, I would research healthy meals and write a grocery list every Friday night. On Saturday, I would get the groceries. Next, I would prepare my meals for the week and put them in containers. Each day, I would take a healthy breakfast and lunch with me to eat at school. I knew I needed to ***track my effort*** and ***notice my progress*** to make sure I was following my healthy-eating steps, so I journaled each night about what I ate and how I was feeling. After the first week, I felt better, but I noticed in my journal that I wrote about feeling run-down in the evening. That's when I thought about what I should ***keep doing*** and what I should ***stop doing*** to continue to make progress toward healthy eating. I talked to the school nurse and realized that I could eat an energy-boosting snack in the afternoon, like yogurt or almonds, to keep me from feeling sluggish in the evening. After two weeks, I was feeling better and didn't feel sluggish in the evening. I thought about the different steps I followed and what I could do the next time I wanted to get better at something by ***breaking down*** my goal, ***tracking my effort***, ***noticing my progress***, and determining what I should ***keep doing*** and ***stop doing***.

After providing a personal example of how you used self-regulation, review your example with the students and emphasize how you ***imagined the path to your success***, ***broke down*** the steps you needed to complete, ***tracked your effort*** and ***noticed your progress***, thought about what you should ***keep doing*** and what you should ***stop doing***. Ask the students to find a partner and discuss what they have learned about self-regulation so far. Ask them to answer these questions as they are working with their partner:

- How would you explain self-regulation?
- How will learning self-regulation help you?

After the students have discussed self-regulation with a partner, ask a few to summarize their conversations and what they know about self-regulation so far. Then ask each student to write or draw what self-regulation means to them and what they would like to learn by using self-regulation:

Self-regulation means …

By using self-regulation, I would like to learn …

Conclude the activity by emphasizing to the students that self-regulation will help them learn new things, get better at something, and ***manage big feelings*** so that they can keep making progress toward their goals. Self-regulation will help them know what to do and how to get started when they have something they want or need to learn.

2. We can *imagine the path to our success* and *predict obstacles*

Remind the students that they have been learning about self-regulation and that it is a process where they ***break down*** a goal they have or a task they need to complete into smaller steps. They use

strategies, like ***imagine the path to my success***, ***break it down***, and ***manage big feelings***, to help them stay on track and keep making progress.

Tell the students they are going to learn a strategy that will help with self-regulation. It is called ***imagine the path to my success***. Emphasize this strategy on the Self-Regulation Strategies Poster. Explain that "imagine" means you create pictures in your mind of what you want to happen. Review the personal example you provided to students in Activity 1 and emphasize that you began by ***imagining the path to your success***. Explain that when you ***imagine the path to your success***, you think about the things you will do while you are working toward your goal. You think about the actions you will do, what you will say to yourself, and what it will be like when you successfully complete a task. You also think about challenges you are likely to experience while working toward your goal and imagine how you will overcome them.

Tell the students they are going to focus on learning more about ***imagining the path to their success*** by watching a video. Show the students the two-minute video ***Imagine the Path to My Success***.

From the video ***Imagine the Path to My Success***

Afterward, discuss the strategy:

- What do you do when you ***imagine the path to your success***?
  [Possible response: you create pictures in your mind of what you want to happen.]
- How does ***imagining the path to your success*** help you learn?
  [Possible response: it helps you think about what you need to do and what it will look and feel like when you have learned it.]

Inform the students they are going to listen to a story about a boy who has something he wants to accomplish. As he is working on his goal, he uses different Self-Regulation Strategies to help him continue to make progress. He starts by ***imagining the path to his success***. Begin the story *Jabari Tries*, by Gaia Cornwall. You will stop at key points during the story to ask the students about the Self-Regulation Strategies Jabari demonstrates.

Stop on the illustration of Jabari saying he is going to make a flying machine that will fly across the yard.

From *Jabari Tries*, by G. Cornwall, 2020

Discuss the scene with the students:

- What is Jabari's goal? What does he want to accomplish?
  [Possible response: he wants to make a flying machine.]
- What does Jabari imagine the flying machine will do?
  [Possible response: he imagines it will fly across the whole yard.]

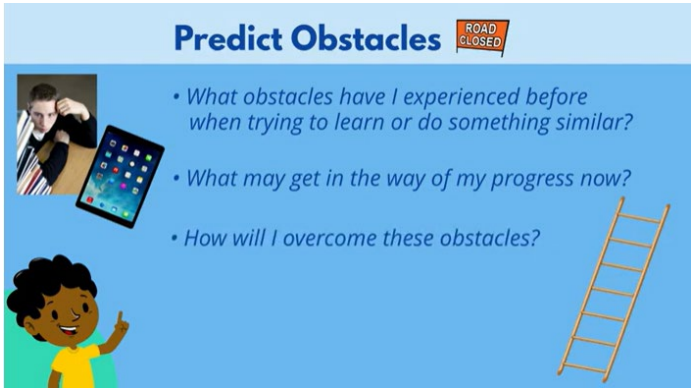
Tell the students that Jabari is ***imagining the path to his success*** by thinking about what it would be like if he built a flying machine. He knows he will be successful when the machine can fly across the yard.

Remind the students that when we ***imagine the path to our success***, it is important that we also think about challenges or obstacles we might experience along the way. Obstacles are things that could go wrong. When we think about obstacles and plan ways to overcome them, it helps us stay focused on what we want to do or learn.

Ask the students to discuss things that could go wrong for Jabari:

- What could be some obstacles for Jabari in building his flying machine? What could go wrong?
  [Possible responses: it might not fly; it might fly over the fence and break; he might not have the right materials to build it.]

Emphasize that when we ***imagine the path to our success***, we also ***predict obstacles*** by thinking about what could go wrong and imagining ourselves overcoming those obstacles. Tell the students they will watch a video that will help them understand how to ***predict obstacles***. Show the two-minute video ***Predict Obstacles***.



From the video ***Predict Obstacles***

Afterward, discuss the strategy:

- What does it mean to ***predict obstacles***?
  [Possible response: thinking about what could go wrong and how you could fix it and keep going.]

- Why is it important to ***predict obstacles***?
  [Possible responses: so you think about what could go wrong and are prepared; so when something does go wrong, you don't quit.]

Emphasize the strategy ***predict obstacles*** on the Self-Regulation Strategies Poster. Remind the students that when they think about what could go wrong and how they can overcome an obstacle, they can keep making progress toward their goal instead of giving up when things don't go their way.

Refer back to *Jabari Tries* and explain to the students that Jabari ***imagined the path to his success*** by thinking about what his flying machine would be able to do. He knew that he would be successful when his flying machine could fly across the yard. Even though Jabari thought it would be easy, it probably wouldn't be. Ask the students:

- What could he do to overcome the obstacles you predicted?
  [Possible responses: he could take a break from building the machine when he started to feel frustrated; he could remind himself that it would be challenging; he could ask for help.]

Tell the students they will learn more about Jabari and his flying machine in the next few activities. Explain that they are going to practice the two Self-Regulation Strategies they have just learned. Ask the students to think about something challenging they are working on or want to learn as a class. Examples might include writing better topic sentences or becoming more fluent in their math facts. **Note:** Focus on an academic concept for this goal. In later activities, you'll focus on behaviors, such as walking down the hall quietly or refocusing after recess.

Once the class has determined something challenging they want to learn or improve, write the goal on chart paper. Then tell the students to work with a partner and write or draw their answers to these questions:

- What will it look like when we can … ?
- How will it make us feel?
- What obstacles do you think we could experience?
- What could we do when we experience obstacles?

After the students have shared their ideas with a partner, ask each set of partners to summarize their discussions with the whole group. Then decide as a class on two or three of the likely obstacles and write those obstacles on chart paper. Ask the class to determine what they will do when they experience the obstacles they have predicted and add their responses to the chart paper. Display the chart for the students to refer to while working on the goal. An example is provided for you.

Example:

Memorizing single-digit subtraction facts

IF		**THEN**
I forget a fact …	→	I will practice ten times.
I get frustrated …	→	I will take three big breaths and think, "I can learn this."
I need to check my answers …	→	I will use my fingers to check my answers

Summarize the activity by explaining to the students that they have just learned two important Self-Regulation Strategies and will need to practice those strategies to become better at self-regulation. Remind the students that when the class is working on the concepts they want to learn or improve, they should remember what the path to their success looks like and how they will overcome the obstacles they predicted.

3. We can use if–then statements to plan how we will overcome obstacles

Remind the students that they started learning about self-regulation using the story *Jabari Tries*. Discuss the story with the students:

- What was Jabari's goal?
  [Possible response: he wanted to build a flying machine.]
- When you have a goal or something you need to do, what should you do first?
  *[Possible responses: you should start by **imagining the path to your success**; you think about what you will do to become successful.]*
- Once you imagine what it will be like when you are successful, what do you need to do?
  [Possible response: you need to think about obstacles or things that could go wrong.]
- Why is it important to ***predict obstacles***?
  [Possible response: so you can plan how to overcome them and keep working toward your goal.]
- What were the obstacles you predicted for Jabari?

Refer back to the chart paper where you wrote the class concept the students wanted to learn or improve. Ask the students to recall their path to success by discussing what they will be able to do when they learn the class concept:

- How will we know we are successful at learning _____?
- What are the obstacles we predicted as a class that we might experience while trying to learn _____?

Tell the students you are going to teach them a method to help them ***predict obstacles*** and plan how they will overcome them. The method is creating if–then statements. Show the obstacles and solutions that you wrote on chart paper. Then ask the students to say "if" in front of the obstacle and "then" in front of the solution. Choral read the obstacles and solutions.

Provide the students with a few more examples of if–then statements:

- IF learning gets hard, THEN I will take a few deep breaths to calm myself.
- IF I don't get to sit by my friend at lunch, THEN I will choose to sit by a different friend.
- IF I don't understand how to do my math problems, THEN I will ask for help.
- IF I make a mistake, THEN I will tell myself that it's okay, and I will start over.

Ask the students to think about how Jabari could have used if–then statements. For example, Jabari could have said, "IF my machine doesn't fly, THEN I will make a longer ramp." Ask volunteers to share additional examples.

Explain to the students that they are going to continue learning about self-regulation by listening to more of the story *Jabari Tries*. In this portion of the story, they will see that Jabari does face some obstacles and that if he had ***predicted obstacles***, he might have reached his goal more quickly.

Start *Jabari Tries* from the beginning. Stop on the illustration where the flying machine crashes.

From *Jabari Tries*, by G. Cornwall, 2020

Discuss the scene with the students:

- What is the obstacle Jabari just experienced?
  [Possible responses: his flying machine didn't work; it crashed.]
- How could he overcome this obstacle?
  [Possible responses: he could build a new flying machine; he could fix his flying machine and launch it again.]
- What is an if–then statement Jabari could use for this obstacle?
  [Possible responses: IF my machine crashes, THEN I will fix it and try again; IF my machine doesn't fly, THEN I will think about how I could make it better.]

Explain to the students that taking the time to think about what could go wrong will help them know what to do and help them keep going.

Tell the students they are going to practice using if–then statements. Read each scenario to the students and discuss ***predicting obstacles***. **Note:** Adapt the scenarios by describing skills that your students haven't yet mastered.

Scenario 1:

- You need to learn to write your whole name (or spell all words on the word list or learn the science vocabulary). You ***imagine the path to your success*** by thinking about how you will be able to write your name without anyone helping you. ***Predict obstacles*** you might experience.
  - What obstacles do you predict?
    [Possible response: I could get frustrated when I can't do it.]
  - What could you do to overcome the obstacle?
    [Possible response: I could take a deep breath and try again.]
  - What is an if–then statement for feeling frustrated?
    [Possible response: IF I feel frustrated, THEN I will take a deep breath and try again.]

Scenario 2:

- You want to learn to ride and do tricks on your new bike. You ***imagined the path to your success*** by thinking about riding your bike with friends and showing them how to do tricks.
  - What obstacles do you predict?
    [Possible responses: I could fall off while I'm practicing and hurt my knee; my bike could get a flat tire.]
  - What are if–then statements for overcoming the obstacles?
    [Possible responses: IF I fall off and get hurt, THEN I will get a Band-Aid and try again; IF my bike gets a flat tire, THEN I will ask someone to help me put air in it.]

After discussing the scenarios, ask the students to write or draw their answers to these questions:

- How does an if–then statement help you overcome an obstacle?
  [Possible response: it helps me plan what I am going to do if something goes wrong.]
- When could you use an if–then statement to help you overcome an obstacle?

4. We can create if–then statements for distractions

Remind the students that they have been learning how to ***predict obstacles*** and plan how they will overcome obstacles. In the last activity, they practiced using if–then statements to overcome obstacles. Ask a few students to volunteer to share example if–then statements. Then provide the students with the following scenarios. Ask them to work with a partner to ***predict an obstacle*** and write or draw an if–then statement for that obstacle in each scenario.

- You have a goal to practice your spelling words each night after supper. ***Predict an obstacle*** you might encounter. Create an if–then statement for this obstacle.
- You need to stay focused on your math problems so you don't have to stay in from recess to finish. ***Predict an obstacle*** you might encounter. Create an if–then statement for this obstacle.

After the students have worked with their partners, ask them to share their if–then statements with the class. Then explain that obstacles can be events that get in the way of our goals. For example, if you had a goal to practice your spelling words each night after supper, an event obstacle might be having piano practice in the evening. Obstacles can also be distractions. Distractions can include thinking about what you want to do later, looking out the window instead of reading your book, or watching other students walk down the hall instead of working on your math problems. Distractions can also be sounds we hear. If you had a goal to practice your spelling words each night, a distraction could be the sound of the TV, which you might listen to instead of focusing on your spelling words.

Emphasize that when they ***predict obstacles***, they should think about possible distractions they may experience, and plan how they will stay focused. Discuss these questions with the students:

- Have you ever experienced a distraction when you were trying to get something done (e.g., people talking, technology making noises, someone tapping a pencil)?
- What do you do during class when you experience distractions?
  [Possible responses: politely ask classmates to whisper; put distracting objects in our pockets or inside our desks; remind friends that we can talk later, during lunch and recess.]

Tell the students they are going to listen to a story, *Curious George Rides a Bike*, by H. A. Rey. In this story, Curious George has a goal of delivering newspapers on each side of the street, but he gets distracted. Ask the students to identify the distractions that become obstacles for Curious George in accomplishing his goal of delivering newspapers. In the first half of the story, you will see two distractions (the river and George's boat) and the consequences of George's bike accident (the newspapers are all wet, and George's bike is broken). In the second half of the story, there are additional distractions; however, these are not necessary to facilitate the following conversation.

Afterward, discuss the story:

- What distracted Curious George?
  [Possible response: George got distracted by the river and his boat.]
- What is an if–then statement for keeping Curious George from getting distracted by the river?
  [Possible response: IF he starts to get distracted by the river, THEN he can remind himself that he has a goal of delivering the newspapers and can come back to the river later.]

- What is an if–then statement for keeping Curious George from getting distracted by his boat?
  [Possible response: IF he starts to get distracted by his boat, THEN he should ride his bike on a path away from the river.]

Refer to the class goal you have written on chart paper and the if–then statements for the obstacles the class predicted. Ask the students to think about possible distractions they might experience while working on their class goal. Once the students have identified a couple of distractions, ask them to create if–then statements for their distractions. Add these if–then statements to the chart paper.

Summarize the activity by emphasizing that learning to manage distractions is part of self-regulation. Distractions can get in the way of learning and progressing toward our goals, so it's important to think about possible distractions and plan how you will manage them.

5. I can *predict obstacles* and create if–then statements

Inform the students that they have been using if–then statements to ***predict obstacles***. They practiced creating if–then statements for Curious George in the last activity. Discuss these questions with the students:

- When you have something you want to do, why is it important to ***predict obstacles*** you might experience?
  *[Possible responses: **predicting obstacles** helps you think about what to do when things don't go as planned; **predicting obstacles** keeps you from giving up when you experience an obstacle.]*
- How do if–then statements help you overcome obstacles?
  [Possible response: if–then statements help you plan what you will do when you experience an obstacle.]

Explain to the students that they are going to practice ***predicting obstacles*** and creating if–then statements for some characters in video clips. Remind the students that obstacles can be many different things. Obstacles can include how we feel, what we think about, and what we do. Obstacles can also include what we see and hear around us. Remind the students that we can manage distractions by planning for them.

As you show the students the video clips, tell them each character's goal. After each clip, ask the students to work with a partner and brainstorm two possible obstacles the character could experience while working toward the goal and an if–then statement to address each obstacle. After they have written or drawn the obstacles and if–then statements, ask each pair to verbally share their statements with the whole class.

How to Succeed (0:56): Mike has a goal to win the scare contest. He ***breaks down*** his goal by practicing every day and reading books about how to scare people. ***Predict some obstacles*** to his plan.

One **potential obstacle**:

An **if–then** statement to address this obstacle:

Another **potential obstacle**:

An **if–then** statement to address this obstacle:

One Common Goal (2:04): The Minions have a goal to raise money to fund their rocket project. They ***break down*** their goal by planning to sell their belongings to raise money. ***Predict some obstacles*** to their plan.

One **potential obstacle**:

An **if–then** statement to address this obstacle:

Another **potential obstacle**:

An **if–then** statement to address this obstacle:

Tell the students that for this example, they are going to work by themselves to determine two possible obstacles the character could experience while working toward the goal and an if–then statement to address each obstacle.

Never Give up on Your Dreams (2:37): A girl has a goal to become a ballerina. She ***breaks down*** her goal by planning to practice every day at home. ***Predict some obstacles*** to her plan.

One **potential obstacle**:

An **if–then** statement to address this obstacle:

Another **potential obstacle**:

An **if–then** statement to address this obstacle:

Summarize the activity by reminding the students that when you have a goal or something you need to do, you should begin by ***imagining the path to your success***. Think about what you will be able to do if you are successful. Then ***predict obstacles*** so that you are more likely to stay on track and keep making progress.

Review each student's responses to determine their understanding of the strategy ***predict obstacles***. Extend the activity by asking each student to determine an if–then statement for a distraction that they are likely to experience later today. Tomorrow, ask the students to reflect on whether their if–then statement helped them stay focused.

Unit 2: Using Self-Regulation to Break It Down

Learning Targets:

6. We can explain how to ***break it down***
7. We can practice ***breaking down*** a goal
8. We can explain how others ***imagined the path to their success*** and ***broke down*** their goal

Materials (available at www.cccframework.org/sr-lessons-pri/#u2):

- Self-Regulation Strategies Poster
- Video ***Break It Down***
- Book or video *Jabari Tries*, by Gaia Cornwall

Instructional Activities:

6. We can explain how to *break it down*

Remind the students they have been learning about how to use self-regulation to learn new things or improve their ability to do something. Emphasize the strategy ***imagine the path to my success***. Remind the students that they have already practiced this strategy by naming something they want to learn and describing or drawing how it would look and feel when they accomplished it.

Tell the students they are going to continue learning about the Self-Regulation Strategies by learning more about how Jabari used self-regulation to accomplish his goal of building a flying machine. Inform the students that when they have a goal and they have ***imagined the path to their success*** and ***predicted obstacles***, they will need to think about steps or actions they could do to get started. Thinking about actions they could do to get started is called ***breaking it down***. Emphasize the strategy ***break it down*** on the Self-Regulation Strategies Poster.

Explain that when we ***break it down***, we use smaller steps to make progress toward our goal. We can ask ourselves questions to begin ***breaking down*** our goal into steps. For example, if you needed to clean your room, you might ask yourself:

- What do I need to do? (I need to clean my room.)
- What do I need to do to get started? (I could start by putting my dirty clothes in the laundry and my clean clothes in the drawer.)
- What is the next thing I need to do? (I could make my bed. Then I could put my toys and books on the shelves.)

Tell the students they are going to watch a video that will help them understand how to ***break it down.*** Show the two-minute video ***Break It Down***.

From the video ***Break It Down***

Afterward, discuss the strategy:

- How would you explain the strategy ***break it down***?
  [Possible response: thinking about the smaller steps you can do when you have a big task.]
- When have you used the strategy ***break it down*** to help plan out what you wanted to do?

Remind the students that Jabari wanted to make a flying machine. He ***imagined the path to his success*** by thinking about how it would fly across the whole yard. After that, he had to think about what he could do to make it fly across the yard. He probably asked himself, "What do I need to do to get started, and what is the next thing I need to do?"

Tell the students they will learn more about what Jabari did to make his flying machine. Start *Jabari Tries* from the beginning. Stop on the illustration where Jabari starts his task by building a ramp.

From *Jabari Tries*, by G. Cornwall, 2020

Discuss this scene with the students:

- How does Jabari ***break down*** the big task of making a flying machine? How does he get started?
  *[Possible response: he **breaks it down** by starting with building a ramp.]*
- What else might Jabari do to ***break down*** the big task of making a flying machine?
  [Possible responses: building wings, making the machine, figuring out how to power the machine.]

Remind the students that Jabari had a goal to make a flying machine. He ***imagined the path to his success*** by thinking about what he wanted his flying machine to do and what it would look like if he was successful. He wanted it to fly across the yard.

Inform the students that they have also learned the importance of ***predicting obstacles*** and thinking about what to do to overcome them. The students ***predicted obstacles*** Jabari might experience. Jabari ***broke it down*** when he determined the steps he would need to take to complete his goal of making a flying machine. His first step was to build a ramp that could launch the machine.

Conclude the activity by explaining to the students that they will learn more in later activities about how Jabari used self-regulation. Remind the students that when they have a challenging task or want to learn something new, they should start by ***imagining the path to their success***, ***predicting obstacles***, and then ***breaking down*** the task into smaller action steps.

7. We can practice *breaking down* a goal

Briefly review the Self-Regulation Strategies ***imagine the path to my success***, ***predict obstacles***, and ***break it down*** by asking the students to work with a partner and take turns explaining each strategy in their own words. Reiterate that starting with these strategies helps us be more successful in reaching our goals (e.g., saving money for a toy, improving in a sport, reading a chapter book).

Explain to the students that they are going to practice ***breaking it down*** by creating action steps they will need to do to help them complete a task. They will also need to ***predict obstacles*** by thinking about things that could go wrong or setbacks they might experience.

Refer back to *Jabari Tries* and ask the students to recall Jabari's goal (make a flying machine). Tell the students they are going to finish the story. As they listen, they should think about how Jabari ***broke down*** his goal and what action steps he completed. Finish *Jabari Tries*.

After finishing the story, discuss it:

- What did Jabari want to do?
  [Possible response: he wanted to build a flying machine.]
- What did Jabari do to get started?
  [Possible response: he built a ramp, but that was the only step in his plan.]
- Did Jabari ***predict obstacles*** by thinking about what could go wrong?
  [Possible response: no, he didn't.]
- Did Jabari brainstorm any options he could use to overcome his obstacles?
  [Possible response: he didn't think about obstacles, but we brainstormed some obstacles he might experience.]

Explain that Jabari started by ***imagining the path to his success*** and ***broke down*** his plan to build a flying machine into one smaller step, but he could have included more steps, thought about what could go wrong, and brainstormed some options for overcoming obstacles.

Tell the students they are going to practice ***breaking it down*** by pretending that they have the same goal as Jabari, building a flying machine, but they know how to use the Self-Regulation Strategies ***imagine the path to my success***, ***break it down***, and ***predict obstacles*** to create a plan better than Jabari's.

Then guide the students in practicing the Self-Regulation Strategies ***imagine the path to my success***, ***break it down***, and ***predict obstacles*** by discussing these questions:

- What is our goal?
  [Possible response: to build a flying machine.]
- Ask the students to close their eyes and silently imagine themselves building a flying machine and watching it fly across the yard. What do you imagine it will be like if we are successful? What will our flying machine look like, sound like, and be able to do?
- What do we need to do to get started?
  [Possible response: gather materials, then build a ramp.]
- What is the next thing we need to do?
  [Possible response: build wings, test the flying machine, then make the wings bigger.]
- Then what do we need to do?
  [Possible response: add power by mixing vinegar and baking soda to make the machine fly.]
- Predict what we could experience. What could go wrong?
  [Possible responses: the machine could crash and get broken; we could get so frustrated that the machine doesn't work.]
- What could we do to overcome obstacles if things aren't going well?
  [Possible responses: take a break, take a few deep breaths, ask a friend to help us.]

Explain to the students that they are going to ***break down*** a task that is often challenging for the class (e.g., lining up quietly, refocusing after recess). Discuss possible tasks with the class and choose one. On the board or digital display, display the goal and prompt students to ***imagine a path to success*** by thinking about what it will look and feel like when the goal is achieved.

Then, ask each student to ***break it down*** by writing or drawing the action steps to achieve the class goal. Their action steps should address these questions:

- What do we do to get started?
- What is the next thing we need to do?

Afterward, ask the students to share their action steps with a partner. Then ask each group to share an action step with the class. As they are sharing, add the action steps for the goal displayed. Discuss and reorder the steps if needed. Note how ***breaking it down*** often includes more action steps than we originally thought.

Summarize the activity by reminding the students that when they have something they want or need to learn, they should start by ***imagining the path to their success*** and then ***break down*** their goal into smaller steps.

8. We can explain how others *imagined the path to their success* and *broke down* their goal

Remind the students they have been learning Self-Regulation Strategies. Briefly review the strategies ***imagine the path to my success***, ***break it down***, and ***predict obstacles*** using the Self-Regulation Strategies Poster.

Tell the students that they are going to learn about another person who used self-regulation to get better at something. Ask the students to listen carefully to Tina's story, about how she ***broke down*** her goal of learning to tie her shoes.

Tina's story:

> Everyone in Tina's class was learning to tie their shoes, but Tina was still having trouble. She imagined what it would be like to tie her own shoes and how she would help other people learn to tie their shoes after she had learned. She thought about what she could do to get better at tying her shoes. Tina knew that she could watch her teacher as she was demonstrating how to do it, but what if her teacher wasn't there? Tina might forget what to do. She decided to draw pictures of each step so she could refer to them when she started to forget. She planned to practice tying her shoes during recess with her friend Julie and practice at home each night for one week. Each time she practiced for five minutes, she drew a smiley face on her calendar. Each time Tina tied her shoes successfully, she made a tally mark so that she could determine if she was getting better.

After reading Tina's story, ask the students to think–pair–share after you ask each question:

- What was Tina's goal? What did she want to learn?
  [Possible response: to tie her shoes.]
- How did Tina ***imagine the path to her success***?
  [Possible response: she thought about herself tying her own shoes and teaching others to tie their shoes once she learned.]
- How did Tina ***break down*** her goal?
  [Possible response: first, she practiced at recess; next, she practiced at home.]
- What obstacles did Tina predict?
  [Possible response: she might forget what to do when her teacher wasn't there.]
- What options did she brainstorm to be able to overcome her obstacles?
  [Possible response: she drew pictures of the steps for tying her shoes so that she could remember when she didn't have help.]
- What other options might Tina try in order to remember the steps for tying her shoes?
  [Point out that we can each have different ways for overcoming obstacles and learning.]

Summarize the activity by emphasizing that Tina is using the Self-Regulation Strategies to improve her ability to tie her shoes and that the students can use the same strategies to help them learn something challenging. Tina ***imagined the path to her success***, ***broke down*** her goal of tying her shoes, and ***predicted obstacles*** she might experience along the way.

Unit 3: Understanding My Ability to Self-Regulate

Learning Targets:

9. I can name the Self-Regulation Strategies that are my strengths
10. I can name things that I regulate well and things that challenge me
11. I can describe something I want to learn using self-regulation
12. I can explain why self-regulation is important to me

Materials (available at www.cccframework.org/sr-lessons-pri/#u3):

- Self-Regulation Icons (a copy for each student)
- Self-Regulation Strategy Visuals

Instructional Activities:

9. I can name the Self-Regulation Strategies that are my strengths

Pass out the Self-Regulation Icons. Ask the students to cut the icons out (and to save them for later). Tell them that you will provide clues and they should hold up the icon matching the Self-Regulation Strategy based on your clues:

- Thinking about what it will look like, feel like, and sound like when you are successful (***imagine the path to my success***)
- Creating smaller steps you complete to finish a big task (***break it down***)
- Thinking about what could go wrong and what you will do if it does (***predict obstacles***)
- Choosing what you will do if you get distracted (***predict obstacles***)
- Thinking about reaching your goal (***imagine the path to my success***)
- Writing down what you will do first and what you will do next (***break it down***)

After the students have reviewed the strategies, ask them to discuss these questions with a partner and then write or draw their answers:

- Which Self-Regulation Strategies are easiest for you?
- How could you help someone who found these strategies difficult? What would you say to them?

Once the students have discussed the strategies that are the easiest for them, ask them to draw themselves doing a strategy while completing a task or learning something challenging. For example, a student who considers the strategy ***imagine the path to my success*** the easiest might draw themselves imagining what they would do while learning to ride a bike.

Ask the students to share and explain their drawings to the class. Point out that students had different strategies and scenarios they considered strengths.

Engage families by asking students to share their drawings with their parents or guardians and describe the Self-Regulation Strategies they consider to be their strengths. Refer families to the family guidance resources at www.cccframework.org/family-guidance to help build self-regulation in the home.

10. I can name things that I regulate well and things that challenge me

Remind the students that in the last activity, they determined which Self-Regulation Strategies they do well. Ask a few volunteers to share their reflections, and emphasize that each person has different areas of strength and challenge. Tell the students that even though they have just started learning about self-regulation, they have already used it without knowing it.

Explain to the students that they have already learned to do many things. Provide a few examples of academic concepts the students have recently learned to do, like adding two-digit numbers or writing good topic sentences. Then emphasize that self-regulation helps them at school and that it also helps them learn and do things that aren't related to school, like riding a bike, getting better at playing soccer, and improving their drawing skills. Using the Self-Regulation Strategies can also help with things like completing their chores or learning to play an instrument.

Ask your students to brainstorm as a class a list of at least ten things that they and their friends have self-regulated in the past and learned to do. Provide guidance or additional suggestions as necessary.

Examples might include:

- Paying attention in class
- Limiting time on their iPad or video games
- Responding calmly when feeling frustrated
- Keeping their room clean
- Learning to tie their shoes

Remind the students that people need to be able to self-regulate to achieve their goals. Students who have learned about self-regulation are better at doing their work, managing big feelings, and learning new things. Inform the students that Jabari didn't successfully make a flying machine on the first try. He had to try many ways to make it fly. He used the Self-Regulation Strategies ***imagine the path to my success*** and ***break it down*** to help him build a flying machine.

Then ask the students to think of something they have personally learned to do. Emphasize that it doesn't need to be something related to school or a major accomplishment. Some examples might include learning to decorate a cookie or play a new game.

Discuss these questions with the students:

- Were you able to do it perfectly on the first try?
- What did you do to improve or get better?
- Did you practice? Did you ask for help? Did you watch others?

Tell the students to work with a partner and describe some other things that they are good at now but that were difficult at first. After a few minutes, ask for volunteers to summarize their discussions. Emphasize again that we all have different things that we do well and that learning anything new and challenging takes self-regulation!

Inform the students that we all have different things that are difficult for us. Tell the students to think about a couple of things that they want or need to learn but find challenging. Explain that they can be things related to school or extracurricular activities. Then ask the students to discuss these questions with a partner:

- What is something that you want or need to learn that is hard for you?
- What ideas do you have for learning this? What Self-Regulation Strategies could you use?

After a few minutes, ask a few volunteers to summarize their discussions with their partner. Then tell the students to use the following prompt to write about or draw something that they are good at self-regulating:

I used self-regulation to learn …

Then prompt the students to reflect on the things they discussed with their partner that were challenging for them. Ask them to use the following prompt to write about or draw their challenges:

I will use self-regulation to learn …

Summarize this activity by reminding the students to use the Self-Regulation Strategies ***imagine the path to my success***, ***predict obstacles***, and ***break it down*** when they have challenging things they need to learn or do. Self-regulation can help them anytime they have a goal.

11. I can describe something I want to learn using self-regulation

Remind the students that as a class, they determined something they wanted to learn or improve by using self-regulation. Review the concept they chose in Activity 10 and what their path to success will look like. Explain that one of the most important aspects of self-regulation is "self." Inform the students that the "self" in "self-regulation" means that they will eventually learn to apply the Self-Regulation Strategies on their own.

Emphasize that we each have things we need to learn or improve. For example, you may need to learn to speak kindly to others when you feel frustrated or may need to learn to listen in class without interrupting others. Maybe you want to get better at writing sentences or reading aloud. There can also be things outside of school you may want or need to learn, like playing basketball or a video game.

Ask the students to think about something they want to learn. This could be the challenge they drew at the end of Activity 10. Then ask them to close their eyes and ***imagine the path to their success***:

- What will it look and feel like when you successfully learn what you want to?
- What will you be able to do?

Provide each student with a blank sheet of paper and ask them to divide it into three equal sections (or use the workbook page for Activity 11).

Tell them in the first section to write about or draw themselves doing what they want to learn. Emphasize that they are ***imagining the path to their success*** by thinking about what it will look and feel like when they are successful. Then ask them in the second section to ***predict obstacles*** they could experience by writing or drawing one or two obstacles and how they will overcome those obstacles. If the students can write if–then statements for their obstacles, ask them to do so. Younger students can verbalize their if–then statements for the obstacles they have predicted, and an adult can scribe.

Ask them in the last section on their paper to ***break down*** their goal by writing or drawing three action steps they will take to work toward or complete their goal.

When the students are finished, ask them to share their ideas with a partner. Afterward, ask each set of partners to summarize their discussions with the whole group.

Summarize the activity by explaining to the students that they can use self-regulation in school, at home, or in extracurricular activities, like sports or music. Encourage the students to share with their parents what they have written or drawn.

The following drawings are examples. The first shows a student who wants to use the strategy ***imagine the path to my success*** to learn archery. The second shows a student who wants to get better at balancing his time between playing on his iPad and reading a book.

12. I can explain why self-regulation is important to me

Preparation: Print the Self-Regulation Strategy Visuals for ***imagine the path to my success***, ***predict obstacles***, and ***break it down***. Place these in different corners or sections of the room. Alternatively, you can just write each strategy on a piece of paper or verbally prompt the students.

Remind the students they have been learning about self-regulation and how to ***imagine the path to their success***, ***predict obstacles***, and ***break it down***. Tell the students they are going to play a game to review what they have learned about self-regulation so far. The game is called Pick a Corner. During the game, the students will choose a strategy they want to improve and go to the corner you have labeled with that strategy. For example, if a student wants to get better at ***imagining the path to their success***, they will go to the corner that you have labeled with that strategy. They will work as a group to create a two-minute skit where they act out a scenario for the strategy.

Ask the students to choose a corner based on the strategy they want to improve. Then read the following scenarios to each group and tell them to begin developing a short skit about the scenario.

> ***Imagine the Path to My Success:*** Your friend Josie really wants to learn how to play the piano, but she thinks it's too hard, and she is scared to try it. You and your friends decide to tell her about the

strategy ***imagine the path to my success***, which will help her think about how fun it will be to learn to play the piano and what she could do when learning to play it gets hard.

Predict Obstacles: Your friend Jack has a goal to read three books at home each night. He told you and your other friends that he's not sure if he will be able to do it because he has soccer practice most nights. You and your friends decide to tell him about the strategy ***predict obstacles***, which can help him be successful even when he has obstacles.

Break It Down: Your mom told your brother that he needs to clean his room. His room is really messy, and he feels overwhelmed. You and your friends decide to tell him about the strategy ***break it down***, which can help him get started on cleaning his room by deciding on some action steps he could do.

After about ten minutes, ask each group to perform their skit. Emphasize to the students that learning the Self-Regulation Strategies can help them complete tasks or learn to do hard things.

Ask the students to quietly think for a minute about why self-regulation is important to them. Then tell them to write or draw why self-regulation is important to them.

Self-regulation is important to me because …

Summarize the activity by asking the students to share with the class their examples of why self-regulation is important. Emphasize that the more they practice each of the strategies, the better they will become at self-regulation.

Unit 4: Using Self-Regulation to Manage Big Feelings

Learning Targets:

13. I can describe times when my mind and body feel fast or slow
14. I can use if–then statements to ***manage big feelings***
15. I can practice ***imagining the path to my success***, ***breaking it down***, ***managing big feelings***, and ***predicting obstacles***

Materials (available at www.cccframework.org/sr-lessons-pri/#u4):

- Book or video *Jabari Tries*, by Gaia Cornwall
- Self-Regulation Strategies Poster
- Video ***Manage Big Feelings***
- Chart paper
- About ½ cup Play-Doh and 20 popsicle sticks for every two students

Instructional Activities:

13. I can describe times when my mind and body feel fast or slow

Remind the students they have been learning about self-regulation and how practicing self-regulation can help them complete a task or meet a goal. Ask them to work with a partner and take turns explaining the Self-Regulation Strategies ***imagine the path to my success***, ***break it down***, and ***predict obstacles***. After a few minutes, tell the students that they are going to learn more about self-regulation by thinking about big feelings and how they affect your mind and body.

Explain to the students that learning self-regulation will help them know what to do when they experience big feelings. Inform the students that big feelings are strong emotions they might experience while working on something. Big feelings can be emotions like anger, frustration, or hurt, and they can also be emotions like excitement and happiness. Big feelings can even be emotions like boredom or sadness.

For activities supporting students in learning how to identify and communicate their emotions, see *Assertiveness Lessons [Primary]*, Unit 2.

Emphasize that we all experience times when our mind and body feel fast or slow, but that we can use self-regulation to move our mind and body back to feeling just right. Refer back to the illustration of Jabari when he is kicking his flying machine.

From *Jabari Tries*, by G. Cornwall, 2020

Emphasize that Jabari is having big feelings. His mind and body are reacting to feeling frustrated about his flying machine not working. Remind the students that our body will tell us when we are starting to have big feelings. We might have a tight chest, feel hot, have butterflies in our stomach, or have shaky

hands, or we might feel tired, have droopy eyes, or yawn. Ask the students to recall how Jabari ***managed his big feelings***. Refer back to the illustration of Jabari's dad explaining what he should do when he gets frustrated. Then provide the students with an example of a time when you had big feelings and how those feelings affected the outcome of the situation, or use the following example.

Example:

I love to put together puzzles, and last year I got a 1,000-piece puzzle for my birthday. My goal was to complete the puzzle in a few days. I didn't really think about how to get started. I just dumped the pieces out on the table. I put several pieces together, but we needed to use the table for supper, so I had to carry the pieces over to a different table, and I ended up breaking the pieces apart. I got really frustrated and yelled, "This is too hard! I will never finish this puzzle!" My mind and body felt fast.

In this example, I was not using self-regulation. I should have ***broken down*** my goal into smaller steps, like starting by sorting the edge pieces. I also should have ***predicted obstacles*** and thought about needing to move the puzzle. Finally, I let my big feelings get in the way. Instead of helping my body slow down by taking a break or taking a few deep breaths, I started yelling that the puzzle was too hard. I forgot to use self-regulation.

Discuss these questions with the students:

- If I had ***managed my big feelings***, how would my story have changed?
  [Possible responses: you would have been able to complete the puzzle; you could have planned ahead and calmed yourself when you got frustrated so you could keep working on the puzzle.]
- What do our mind and body do when they feel too fast? Too slow?
- When has your mind and body felt fast?
- When has your mind and body felt slow?
- What did you do to ***manage your big feelings*** and move your mind and body back to just right?

Explain that we can't tell our feelings to go away but that we can learn how to get our mind and body back to that just-right spot. Explain that Jabari was trying to do something that was challenging for him. When we are trying to do something challenging, we can experience feelings that make our mind or body go fast, like frustration or fear. We can also experience feelings that make our body or mind go slow, like sadness or tiredness. Ask the students to use the following prompts to write or draw about a time when their mind and body were fast, slow, or just right.

My mind and body felt fast when …

My mind and body felt slow when …

My mind and body felt just right when …

Summarize the activity by asking the students to share their reflections. Emphasize that big feelings are okay. Tell the students that in the next activity, they will learn some techniques to manage their mind and body.

14. I can use if–then statements to *manage big feelings*

Remind the students they have been learning about self-regulation and that they have already learned several Self-Regulation Strategies. Tell the students that Jabari ***imagined the path to his success*** and ***broke down*** his goal but forgot to ***predict obstacles*** and think about how he might overcome them.

When we experience big feelings, it's important to do things like take deep breaths or go for a walk so that our mind and body are just right for learning. Emphasize ***manage big feelings*** on the Self-Regulation

Strategies Poster. Explain to the students that they will watch a video that will help them understand how to ***manage their big feelings*** when they are learning something. Show the students the three-minute video ***Manage Big Feelings***. Afterward, discuss the strategy:

- How are your mind and body like a car?
  [Possible responses: there are times when our mind and body go fast, and there are times when our mind and body go slow.]
- How does ***managing big feelings*** help you keep your mind and body at just the right speed?
  *[Possible responses: when our mind and body feel fast or slow, we know we can do things like go for a walk or take a few deep breaths to **manage our big feelings**.]*
- Why is identifying if your mind and body are fast or slow important when you are working on a challenging task?
  [Possible response: it helps you plan ahead, stay focused, and learn.]

Tell the students they are going to review some of Jabari's big feelings and what he did to ***manage big feelings***. Refer back to the illustration of Jabari kicking his flying machine.

From *Jabari Tries*, by G. Cornwall, 2020

Tell the students that Jabri has already experienced several obstacles. Discuss these questions:

- What obstacles has Jabari experienced?
  [Possible response: the flying machine crashed three times, and he was getting really frustrated.]
- Was Jabari's body feeling fast or slow? How do you know?
  [Possible response: fast, because his chest felt tight and his neck felt like a sunburn.]
- What did Jabari's dad tell him to do when he was having big feelings?
  [Possible response: gather his patience, take a deep breath, and blow away all the mixed feelings inside.]

From *Jabari Tries*, by G. Cornwall, 2020

Guide the students in practicing Jabari's technique—gather their patience, take a deep breath, and blow away all the mixed feelings inside.

Explain to the students that just like Jabari had to learn to ***manage big feelings***, so do we. When we have big feelings and our mind and body feel fast, we can do things like take a deep breath, take a break, or go for a walk to help us ***manage our big feelings***. When we have big feelings and our mind and body feel slow, we can do things to move our mind and body back to just right by taking a walk, doing jumping jacks, or stretching to give ourselves more energy.

Ask the students to share techniques for ***managing their big feelings*** and moving their mind and body back to just right for learning. Create a list on chart paper of techniques that they can use when their mind and body are going too fast or too slow. Keep the list posted so they can refer to it. Some techniques that can be used when their mind and body feel fast or slow are:

- Get a drink of water
- Take a break
- Draw your feelings
- Take deep breaths
- Remind yourself that you can do hard things
- Talk to an adult
- Move to a place where you can concentrate (e.g., away from friends, to the front of the room)
- Engage in physical activity, like jogging in place or doing jumping jacks

Explain that when we have big feelings and our mind and body are fast or slow, it can be an obstacle and keep us from learning or completing a task. Discuss this question with the students:

- What is the method we use to help us ***predict obstacles*** and plan how we will overcome them? *[Possible response: if–then statements.]*

Provide the students with a few examples of if–then statements related to ***managing big feelings***:

- IF I feel tired while reading my book, THEN I will stand up and stretch for a minute.
- IF I feel frustrated when I have a difficult math problem to do, THEN I will take a few deep breaths.

Tell the students that they are going to practice creating some if–then statements for big feelings. You will read scenarios to them, and they will work with a partner to write or draw an if–then statement for each scenario. Remind the students to use the techniques they just listed on chart paper to help them create if–then statements and ***manage their big feelings***.

Scenarios:

- Your teacher asked you to rewrite your spelling sentences, and you feel upset.
- You have a goal to get better at skateboarding, but you keep falling off the skateboard and feel so frustrated that you want to throw your skateboard.
- You want to get better at your math facts, but every time you start working on them, you feel tired and can't concentrate.

After each scenario, ask a few students to share their if–then statements.

Then tell the students they will choose one technique to help them move their mind and body back to just right when they feel fast and one technique to move their mind and body back to just right when they feel slow. Tell them to use the following prompts to write or draw what they will do to ***manage their big feelings***:

IF my mind and body feel fast, THEN I will …

IF my mind and body feel slow, THEN I will …

After the students have written or drawn how they will ***manage their big feelings***, ask a few to share their ideas. Remind them that when they notice their body sending them signals, they should use techniques to ***manage their big feelings***. Emphasize that it is normal to experience big feelings when they are trying to learn something or improve their ability to do something but that when they practice ***managing big feelings***, it helps them make progress and keep learning.

Extend the learning by reminding the students to use the techniques they have identified. Observe the students' proficiency in the fourth indicator of the *Self-Regulation Performance-Based Observation*, "Uses techniques for managing big feelings while engaged in challenging learning (Strategy 3, ***manage big feelings***)."

15. I can practice *imagining the path to my success*, *breaking it down*, *managing big feelings*, and *predicting obstacles*

Ask the students to review each of the Self-Regulation Strategies they have learned so far by working in small groups to explain each in their own words: ***imagine the path to my success***, ***break it down***, ***manage big feelings***, and ***predict obstacles***. Remind the students that they learned in the last activity that obstacles can be big feelings that get in the way of what we want to learn or need to do.

Tell the students they are going to practice the strategies they have learned so far by completing a challenging task with a partner. The task is called Play-Doh Towers, and the goal is to build a three-story Play-Doh tower. Tell the students that there are no rules for how their tower looks or how they build it except that it must be three stories high. They will work with a partner as they practice the Self-Regulation Strategies ***imagine the path to my success***, ***break it down***, ***manage big feelings***, and ***predict obstacles***.

Assign each student a partner and explain that before they begin building their Play-Doh tower, they will need to start by ***imagining the path to their success***. Ask the students to discuss each of these questions with their partner and write or draw their responses:

- What do you imagine your tower will look like when you are finished?
- What do you imagine yourself saying to your partner as you are building the tower?
- How do you imagine you and your partner will feel when the tower is finished?

Remind the students that part of learning self-regulation is learning to ***predict obstacles***. When they are preparing to do something challenging, they should know that it won't be easy, and they should think about the obstacles they might experience, including their own thoughts and emotions. Tell the students to work with their partner again and brainstorm some obstacles they think they might experience while building their Play-Doh tower. The students should write or draw their responses.

- What could go wrong while building your Play-Doh tower?
- What is an if–then statement for your obstacle?

Ask a few partners to share their if–then statements. Explain that building a Play-Doh tower in a short amount of time is a challenging task and that they will need to plan specific actions to complete to ensure they have a good tower. Remind them that when they have a task to complete, they should ***break it down*** into smaller steps. Ask the students to work with their partner to ***break down*** the task into smaller steps, writing or drawing their responses:

- What do we need to do to get started?
- What is the next thing we need to do?

Remind the students that while they are working on something challenging, they may experience big feelings. Tell the students they will need to work with their partner to determine what techniques they

will use to ***manage big feelings*** while building the Play-Doh towers. Ask the students to write or draw their responses to the following questions:

- What big feelings do you think you will have?
- What is an if–then statement for ***managing big feelings***?

Ask a few partners to share their if–then statements. Distribute Play-Doh and popsicle sticks to each group of students. Remind them to refer back to their responses to the questions to help them remember what the path to their success looks like, how they plan to overcome the obstacles they predicted, how they have ***broken down*** the steps for completing the Play-Doh tower, and what techniques they have chosen to ***manage their big feelings***.

Allow the students five minutes to construct their Play-Doh towers while you circulate between groups and remind them to practice the different Self-Regulation Strategies they have learned. After five minutes, ask them to reflect on the activity as a whole group:

- How did ***imagining the path to your success*** help you as you built the Play-Doh tower?
- What obstacles did you experience that you had predicted ahead of time?
- How did you overcome the obstacles?

Then discuss these questions with the students:

- How did ***breaking down*** the task into smaller steps help you complete the task?
- If you built another Play-Doh tower, what steps would you add?
- What big feelings did you experience as you were building the tower?
- What techniques did you use to ***manage big feelings***?

After a few students have shared their reflections, summarize the activity by explaining that learning and practicing self-regulation will help them understand how to get started on something they need to do. Emphasize that the Self-Regulation Strategies can be used anytime they have something they need to do or want to improve.

Unit 5: Tracking My Effort and Noticing My Progress

Learning Targets:

16. I can describe how I ***track my effort*** and ***notice my progress***
17. We can practice ***tracking our effort*** and ***noticing our progress***
18. I can ***track my effort*** and ***notice my progress*** in managing distractions

Materials (available at www.cccframework.org/sr-lessons-pri/#u5):

- Self-Regulation Strategies Poster
- Video ***Track My Effort & Notice My Progress***
- Book or Video *Jabari Tries*, by Gaia Cornwall
- ***Track My Effort*** and ***Notice My Progress*** Visual
- Effort Meter
- Class Goal Chart

Preparation: For Activity 17, determine a few options for class-wide concepts or behavioral expectations that could be used to provide students with the opportunity to practice ***tracking their effort*** and ***noticing their progress***.

Instructional Activities:

16. I can describe how I *track my effort* and *notice my progress*

Refer to the Self-Regulation Strategies Poster and remind the students that they have already learned several Self-Regulation Strategies. Ask them to describe how they would explain the Self-Regulation Strategies ***imagine the path to my success***, ***break it down***, ***manage big feelings***, and ***predict obstacles***. Then ask them to think of examples of how they have used or could use the strategies at school or at home.

Explain to the students that they are going to learn new Self-Regulation Strategies that will help them focus on their effort and see how much they are learning and improving. Tell the students that effort refers to how hard you are trying to learn or do something. When you keep trying to learn, avoid distractions, and keep practicing, you are putting forth a lot of effort. Effort can come from our bodies working hard, like running long distances, or our brains working hard, like trying different ways to solve a math problem.

Tell the students they are going to learn about the strategies ***track my effort*** and ***notice my progress***. Emphasize each of these strategies on the Self-Regulation Strategies Poster. Explain that when they ***track their effort***, they are thinking about what they are doing and how hard they are trying to do something. When they ***notice their progress***, they make sure they are getting better at something by looking for specific ways they have grown. For example, if you were ***tracking your effort*** in getting better at basketball, you might think about how many times you practiced and whether you were holding the ball the way your coach taught you. If you were ***noticing your progress*** in getting better at basketball, you might notice that shooting the ball seems easier and takes less physical effort and that your arms are feeling stronger. You could also ***notice your progress*** by attempting ten shots once a week and counting the number of baskets you made and comparing this number to earlier weeks.

Provide the students with a few examples of things they may do to ***notice their progress***, like periodically thinking about how much they have learned or how their skills have grown, graphing the number of correct responses over time and seeing an increase in correct answers, or performing a sport or instrument with fewer errors.

Inform the students they will watch a video to help them understand how to ***track their effort*** and ***notice their progress***. Show the two-minute video ***Track My Effort & Notice My Progress***.

From the video ***Track My Effort & Notice My Progress***

Afterward, discuss the strategies:

- How would you explain ***tracking effort***?
  [Possible responses: keeping track of how hard you try, making sure you put in time and energy when learning something.]
- How would you explain ***noticing progress***?
  [Possible response: looking for signs of how you are getting better at something.]
- Why would you need to ***track your effort*** and ***notice your progress***?
  [Possible response: to know if you need to try harder and to make sure you are getting better at something.]

After the students have reflected on the importance of ***tracking their effort*** and ***noticing their progress***, refer back to *Jabari Tries*. Tell the students to think about how Jabari ***tracked his effort*** and discuss these questions:

- How did Jabari ***track his effort***?
  [Possible responses: he had to launch his flying machine many times, and each time he thought about how to make it better; he was putting forth a lot of effort because he kept trying to make his flying machine better.]
- How did Jabari ***notice his progress***? How did he know his flying machine was getting better?
  [Possible response: each time he launched it, it flew a little bit further, so he knew his machine was getting better.]

Provide the students with an example of how you ***tracked your effort*** and ***noticed your progress*** while learning to do something, or use the following example.

Example:

I wanted to get better at baking cakes and decorating them so that someday I could make birthday cakes for others and sell them. I used the strategy ***track my effort*** by reminding myself that I would need to spend a lot of time baking cakes before I became good at it. I also kept baking cakes even when I felt frustrated because they were lumpy or burnt. I used the strategy ***notice my progress*** by taking a picture of each cake I baked and comparing it to the previous ones. By looking back at my pictures, I could tell I was making progress because my cakes were getting flatter across the top and had a smoother surface when I took them out of the pan. I still need to improve before I can sell my cakes, but by ***tracking my effort*** and ***noticing my progress***, I know that I am getting better, and I also know what I need to do to improve.

Emphasize that when we ***track our effort*** and ***notice our progress***, we ask ourselves questions like:

- How much time do I spend working on this?
- When I practice, how do I challenge myself?
- How do I know I'm improving?

Ask the students to think about something they are currently learning, like a new academic concept, video game, or sport, and to write or draw what it is, along with their answers to the following questions:

- How much time do I spend working on this?
- When I practice, how do I challenge myself?
- How do I know I'm improving?

Ask the students to discuss their responses with a partner. Then prompt a few to share and explain how they are ***tracking their effort*** and how they are ***noticing their progress***.

Summarize the activity by reminding the students that they can use the strategies ***track my effort*** and ***notice my progress*** anytime they want to make sure they are improving their ability to do something.

17. We can practice *tracking our effort* and *noticing our progress*

In the previous activity, the students learned about ***tracking their effort*** and ***noticing their progress***. Ask the students to volunteer and explain each of the strategies. Remind the students that effort means trying hard, staying focused, and not giving up. ***Noticing progress*** means you are improving your abilities to do or understand something. Review ways to ***track their effort*** and ***notice their progress***. The ***Track My Effort*** and ***Notice My Progress*** Visual outlines the following examples.

Tracking effort might include:

- Checklist—marking off completed steps
- Rating scale—recording effort each day
- Timeline—using a calendar to show the end date and marking each day that you practice
- Timer—recording how much time you practiced
- Tallies—noting each time you managed emotions, practiced, or used a strategy
- Journal—regularly writing or drawing about your effort

Noticing progress might include:

- Video or picture log—documenting progress in a visual format to display time-lapse improvements
- Timer—recording how fast you complete something
- Graph—tracking improvement
- Journal—writing or drawing about your progress

Point out that a timer and a journal are listed for both ***tracking effort*** and ***noticing progress***. Many times, the same tool can be used but for different purposes. For example, in a daily journal, you might write about your actions (effort) and the results you're seeing (progress).

Show the students the Effort Meter and explain that it is a way for them to think about their level of effort. It will help them consider how much effort they are putting forth in accomplishing a task and determine if they should use more effort. Explain that the blue colors at the bottom of the meter reflect little effort. You would rate your effort low when you didn't really try much and you gave up. Explain that the red and orange colors reflect high effort. That means that they tried really hard and didn't give up even when the task was hard.

Ask the students to raise their hands and show the number of fingers they think shows their effort in learning self-regulation. Ask the students who rated their effort as a 4 or 5 to share how they have put in a lot of effort.

Extend the activity by having the students rate their effort on tasks or behaviors throughout the school day. Examples might include staying focused while reading silently, completing math problems, lining up for recess quickly and quietly.

Adapted from "Focusing on Effort With Students," January 30, 2013, *Peachy Speechie*

Inform the students that they are going to practice ***tracking their effort*** and ***noticing their progress*** by thinking about a class-wide goal or outcome to improve over the next week. Concepts could include improving the class's memorization of math facts, walking down the hall quietly, or completing reading logs. The goal developed in Activity 7 can be expanded upon for this activity.

Download the Class Goal Chart and project it from your computer. You will fill in each column with your students' responses. An example of how to fill out the chart is provided.

Goal	**Example:** We will walk quietly to music class this week.
Imagine the path to our success	Everyone walks quietly down the hall without talking or disturbing the other classrooms. We feel proud that we aren't disturbing others.
Break it down	Remind the class of the goal as we line up each day. Zip our lips and put our hands to our sides. Walk quietly down the hall, staying in a row.
Predict obstacles	We might see our friends and want to talk to them. Someone might try to talk to us. IF we see our friends, THEN we will smile at our friends instead of waving or talking to them.

Track our effort	We will rate our effort when we get to music class by holding up 5 fingers for good effort, 1 finger for little effort, or 2–4 fingers for in between.
Notice our progress	We will notice the low noise level of our class and put a tally mark on a calendar each day we are all successful. If we forget to be quiet one of the days, we will not give up. We will try to do better the next day.

These prompts can be used to guide the students:

- What is something we could agree to work on this week so we can practice ***imagining the path to our success***, ***breaking it down***, ***predicting obstacles***, ***tracking our effort***, and ***noticing our progress***?
- When we want to improve or reach a goal, how do we start?
  *[Possible response: we have to **imagine the path to our success**, think about what it will look and feel like when we are successful, and **predict obstacles** we could experience along the way.]*
- What will it look and feel like when the class has [been successful or completed the goal they will be working on]?
- How can we ***break down*** the goal? What actions could we do to get started?
- What obstacles can we predict? What ideas do you have for overcoming the obstacles?
- How could we ***track our effort***?
- How could we ***notice our progress***?

Follow the plan for the next week, making sure to prompt the students to ***track their effort*** and ***notice their progress***.

18. I can *track my effort* and *notice my progress* in managing distractions

Remind the students that they have learned how to ***track their effort*** and ***notice their progress*** toward a goal. Review the class goal that they developed in the previous activity and how they are ***tracking their effort*** and ***noticing their progress***.

Explain to the students that they are going to practice ***tracking their effort*** and ***noticing their progress*** again. This time they will ***track their effort*** and ***notice their progress*** in managing distractions. Remind the students that distractions are things that get in the way of our learning. Distractions can become obstacles if we don't know how to manage them. Explain that distractions can be things like:

- Listening to other people talk instead of reading your book
- Talking to friends instead of working on a math problem
- Watching people walk down the hall instead of listening to the teacher
- Looking out the window instead of working on your writing assignment
- Watching TV when you are supposed to be reading your library book
- Thinking about other things instead of what you need to do

Provide the students with a personal example of what you do to manage distractions, or use the following example.

Example:

Each week, I make lesson plans for what we are going to do in class. I plan the math, reading, and writing lessons we are going to do. When I work on lesson plans, I need to concentrate so that I make sure I write down all the supplies we will need for our lessons, videos we will watch, and books we will read. A distraction I experience while working on my lesson plans is looking at my phone. I

sometimes check my phone to see if my children have texted me, or I play games. When I do things like texting or playing games instead of working on my lesson plans, it's getting in the way of what I need to do. It takes me longer to complete the lesson plans, and usually they aren't as detailed if I have distractions. One way I manage distractions while working on my lesson plans is putting away my phone. It helps me do better work and finish faster!

Ask the students to think about possible distractions they may experience. Discuss their distractions:

- What are some distractions you have experienced while trying to work on something?
- What did you do to manage the distractions?
- Why is it important to manage distractions while learning?
  [Possible response: managing distractions helps us focus, do better work, and get done faster.]

Tell the students they are going to play a game to practice ***tracking their effort*** and ***noticing their progress*** in managing distractions. During the game, they will work in groups of three. In each group, there will be a reader, a gamer, and a counter. The reader will be reading their book silently. The gamer will be playing a game on the iPad or playing any classroom game (e.g., building a tower of blocks, Legos) and is allowed to cheer for themselves and make sound effects as they are playing. The counter will track the number of times the reader looks at the gamer. Set the timer for one minute.

When the minute ends, ask the reader from each group to ***track their effort*** by rating their effort on the Effort Meter. Ask the counter to share the number of times the reader looked at the gamer. The students will switch roles within the group until each person has played each role.

Before beginning the second round, ask the students to think of ways they might avoid being distracted by the gamer. Some examples might include:

- Plugging your ears
- Turning your back to the gamer
- Holding your book in front of your face while reading so you can't look at the gamer

Repeat the process of switching roles within the group until each person has played each role.

After the second round, ask the students to ***track their effort*** by giving themselves a rating on the Effort Meter again and thinking about what they did to avoid being distracted. They can ***notice their progress*** by seeing a reduction in the number of times they were distracted. They can also ***notice progress*** by recognizing they are reading further in the text and understanding more of the content.

Summarize the lesson by emphasizing to the students that distractions can be obstacles in their learning and that by ***tracking their effort*** and ***noticing their progress*** in managing distractions, they are becoming better at self-regulation.

Unit 6: Brainstorming My Options and Choosing My Response

Learning Targets:

19. We can explain how our choices affect the outcome
20. We can practice ***brainstorming options*** and ***choosing a response***
21. We can describe how others ***brainstormed their options*** and ***chose their response***
22. We can ***break down*** a task, ***predict obstacles***, and identify actions we should ***keep doing*** or ***stop doing***

Materials (available at www.cccframework.org/sr-lessons-pri/#u6):

- Self-Regulation Strategies Poster
- Video ***Brainstorm My Options & Choose My Response***
- Rope or string (15–20 feet)
- Book or video *The Crayon Man*, by Natascha Biebow
- Video ***Keep Doing … Stop Doing …***
- Effort Meter
- One piece of paper, tape (about 1 foot), and a pair of scissors for every two students

Instructional Activities:

19. We can explain how our choices affect the outcome

Remind the students they have been learning about self-regulation and ways it can help them learn new things or reach their goals. Ask the students to work with a partner and use the Self-Regulation Strategies Poster to review each of the strategies they have learned so far: ***imagine the path to my success***, ***break it down***, ***manage big feelings***, ***predict obstacles***, ***track my effort***, and ***notice my progress***.

Emphasize to the students that whenever they have a goal or something they want to do, they will likely experience difficult choices. It's important to think about their choices and how each will affect their progress. For example, if your goal was to become better at shooting a basketball but you chose to play video games after school each night instead of practicing your shots, the outcome would probably be that you wouldn't get better at basketball. Emphasize that there are often many options for a given situation, like giving up, asking for help, or trying again. Each choice affects how much progress you make.

As a class, discuss options for the following scenarios and the possible outcome for each option.

- You have a goal to get better at reading, so you plan to read for ten minutes right after school for a week.
    - Your friend just invited you to jump on their trampoline after school. What are your options?
      [Possible response: you could go with your friend and forget about practicing your reading, you could practice your reading at home and not go to your friend's house, or you could ask your friend if you could come over after you practice reading.]
    - What could happen if you chose to jump on your friend's trampoline instead of practicing your reading?
      [Possible response: you probably wouldn't get better at reading.]
    - What could happen if you practiced your reading at home and didn't go to your friend's house?
      [Possible response: you would get better at reading but wouldn't have any fun with your friend.]

    - What could happen if you told your friend you had to practice reading and would come over after you read?
      [Possible response: you could still get better at reading and have fun with your friend too.]

- You want to save enough money to buy a new bike, but your friend invited you to the carnival, and you will need money to play the games.
    - What are your options?
      [Possible response: you could use the money you saved for a new bike to play games at the carnival, you could tell your friend that you are saving for a new bike and don't want to spend your money at the carnival, or you could ask your parents for money.]
    - What could happen if you went to the carnival and spent your money on the games?
      [Possible response: you might have fun at the carnival, but it would take you longer to save up for a new bike.]
    - What could happen if you told your friend you were saving for a new bike and didn't want to spend your money at the carnival?
      [Possible response: you would get a new bike sooner, but you might not have as much fun at the carnival.]
    - What could happen if you asked your parents for money?
      [Possible response: they might give you the money but ask you to do chores in exchange.]

Emphasize that whenever the students have a choice, it's important that they think about their options and the effect each could have on the outcome. Tell the students you are going to read two more scenarios and they will work with a partner by identifying choices in each scenario and the likely outcome of each choice. Ask them to write or draw their choices and outcomes.

Marta's goal is to learn how to do a flip on the uneven bars in her gymnastics class. Her plan is to practice at class each week and follow feedback from her coach. Marta just got invited to her friend's birthday party on the same night as her gymnastics lessons.	
Choice 1:	**Likely outcome:**
Choice 2:	**Likely outcome:**
Javier ***broke down*** his goal of writing his numbers to 100 by planning to practice with his older sister every night at home, but she's busy tonight.	
Choice 1:	**Likely outcome:**
Choice 2:	**Likely outcome:**

Summarize the activity by reminding the students that we all have choices to make as we are working toward a goal. Some choices will help us reach our goal more quickly. We don't always have to choose the action that is focused on our goals, but we do have to get back on track and keep working toward our goals.

20. We can practice *brainstorming options* and *choosing a response*

Remind the students that they have learned how to ***predict obstacles*** and have practiced ***predicting obstacles*** for setbacks they might experience. Ask a few students to explain how to ***predict obstacles***.

Explain that sometimes they will experience obstacles or dilemmas that they didn't predict. When this happens, they will need to think about their options and choose what they want to do. Emphasize the strategies ***brainstorm my options*** and ***choose my response*** on the Self-Regulation Strategies Poster and explain that when they are working toward a goal and need to make a decision about what to do, they

can use these two strategies. When they combine these two strategies, they know how to consider different options and choose the best one.

Explain that ***brainstorming their options*** and ***choosing their response*** is like doing a science experiment. When scientists' experiments don't go as planned, they have to think about what to do and use the information from the failed experiment to determine how they will respond. They are ***brainstorming their options*** and ***choosing their response*** so the experiment will get better each time. Tell the students that they are going to learn more about how to ***brainstorm options*** and ***choose responses*** just like scientists so that they can continue to make progress toward their goal.

Tell the students they will watch a video that will help them understand more about how to ***brainstorm their options*** and ***choose a response***. Show the students the three-minute video ***Brainstorm My Options & Choose My Response***.

From the video ***Brainstorm My Options & Choose My Response***

Afterward, discuss the strategies:

- How would you explain the strategies ***brainstorm my options*** and ***choose my response***? *[Possible responses: **brainstorm your options** means you think about different things you could do; **choose your response** means you decide what you are going to do.]*
- When have you experienced an obstacle and had to ***brainstorm your options*** so you could keep working toward your goal?

Explain to the students that they are going to play a game where they will practice ***brainstorming their options*** and ***choosing a response***. The game is called the Shrinking Circle. The goal is for all students to remain in the circle as it shrinks. During the game, you will use a rope or string to make a large circle. After each round, you will shrink the circle, and the students have to ***brainstorm their options*** and ***choose their response*** for overcoming the obstacle of fitting into a smaller circle. One rule is that all students must have one foot on the ground inside the circle, and they cannot have any part of their bodies touching the ground outside the circle. (You can also create additional obstacles for the students to ***brainstorm options*** for overcoming by adding a chair to the already shrinking circle at some point during the game. If you have a larger class, you may want to divide the students into several smaller groups.)

Tell the students that when you start the timer, they should work together to ***brainstorm their options*** for fitting in the circle. They will need to choose the best option for responding to the obstacle of a shrinking circle.

Set the timer for 30 seconds and ask the students to begin ***brainstorming their options*** for fitting into the circle. Each round will require more brainstorming and creativity to overcome the obstacle of the

shrinking circle. Play the game until the students can no longer fit in the circle. After the game, discuss how they used the strategies ***brainstorm my options*** and ***choose my response***:

- How did ***brainstorming your options*** and ***choosing your response*** help you stay in the game longer?
  [Possible response: we were able to think about how each option would work and which one would work the best.]
- When could you use the strategies ***brainstorm my options*** and ***choose my response***?

Conclude the activity by emphasizing that they will need to make choices when learning new things. They can make the choice that is best for them by ***brainstorming their options*** and ***choosing their response***.

Extend the learning by asking individual students to ***brainstorm their options*** anytime they exhibit behavior that is not conducive to learning. By asking the students to think through options and ***choose their response***, you are increasing their responsibility and self-regulation.

21. We can describe how others *brainstormed their options* and *chose their response*

Remind the students that they have learned how to ***brainstorm their options*** and ***choose their response*** to obstacles they experience. Ask them to work with a partner and explain the strategies ***brainstorm my options*** and ***choose my response***. After they have worked with a partner, ask them to summarize their conversations. Then discuss:

- Why is it important to ***brainstorm your options*** and ***choose your response***?
  *[Possible responses: brainstorming helps you think of all the different things you could do instead of trying the same thing over again; when you **choose your response**, it helps you think about which option would be best and help you the most.]*

Tell the students that they are going to learn about two scientists who experienced many different obstacles when they were trying to invent crayons. The scientists had to choose how they would respond to each obstacle. They had to think about what they could do to keep moving forward and making progress toward their goal of improving crayons. Tell the students that as they are listening to the story, they should listen for obstacles Mr. Binney and Mr. Smith experienced and what choices they made to overcome each obstacle.

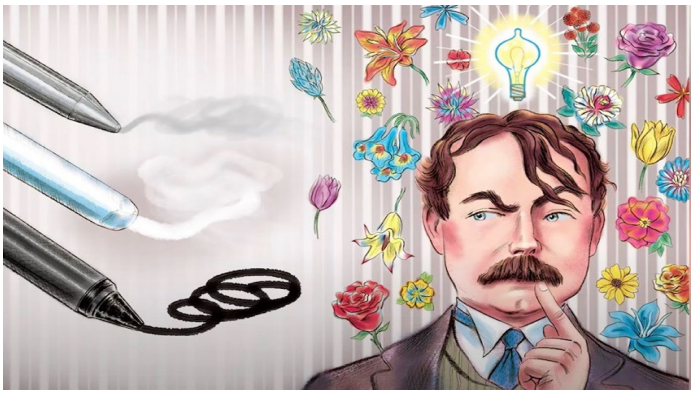
Begin *The Crayon Man*, by Natascha Biebow. Stop at the illustration of Edwin's family explaining why the crayons they currently have don't work.

From *The Crayon Man*, by N. Biebow, illustrated by S. Salerno, 2019

Discuss this scene with the students:

- What is the problem? What is wrong with the crayons?
  [Possible response: the crayons they have are big and clumsy and aren't brightly colored.]
- What could Edwin's goal be?
  [Possible responses: his goal could be to make better crayons that are brightly colored.]

As you come to the part where Edwin is thinking about the slate pencils and white chalk his company has invented, point out that Edwin has a light bulb over his head and brightly colored drawings around him because he is ***imagining the path to his success***. He is thinking about what the crayons would be like if he was successful.



From *The Crayon Man*, by N. Biebow, illustrated by S. Salerno, 2019

Continue the story. Stop on the illustration of the factory workers covered in colors.

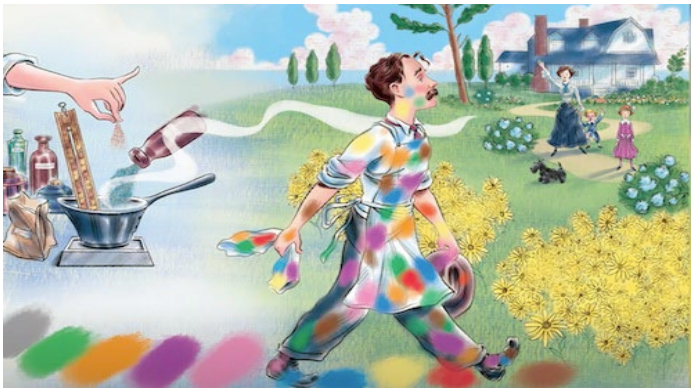
From *The Crayon Man*, by N. Biebow, illustrated by S. Salerno, 2019

Tell the students Edwin had a big goal of making crayons and used the strategy ***break it down*** to create some action steps he would complete.

- How did Edwin ***break down*** his goal of making better crayons?
  [Possible response: he started by melting wax, and then he ground down rocks and minerals into powders; finally, he mixed the wax with powders to make the colors.]

Emphasize the text "Edwin's team kept on trying. They kept on experimenting." Explain to the students that Edwin's team was experiencing many challenges but didn't give up. They kept on trying different ways to get to their goal of making crayons.

Stop on the illustration where Edwin's team chose to try different heat settings and ingredients to make the crayons.



From *The Crayon Man*, by N. Biebow, illustrated by S. Salerno, 2019

Explain to the students that Edwin's team experienced an obstacle of the crayons not being bright enough.

- How did they choose to respond to the obstacle?
  [Possible responses: they chose to try again; they chose to use different pigments.]

Finish the story. Discuss it with the students:

- What options did Edwin's team need to brainstorm?
  [Possible response: they had to brainstorm different ways to make the crayons by adjusting the heat and ingredients.]
- How did Edwin's team choose to respond to their obstacles?
  [Possible responses: they chose to keeping trying and experimenting; they didn't give up.]

Inform the students that Edwin's team used the Self-Regulation Strategy ***brainstorm my options*** as they experienced challenges while trying to make the crayons better. They used the Self-Regulation Strategy ***choose my response*** by choosing to keep trying and using different pigments and heat settings until their crayons worked.

Summarize the activity by explaining to the students that when they experience unexpected obstacles or dilemmas, they should ***brainstorm their options*** and ***choose their response***.

22. We can *break down* a task, *predict obstacles*, and identify actions we should *keep doing* or *stop doing*

Refer to the Self-Regulation Strategies Poster and briefly remind the students they have been learning strategies to help them improve their self-regulation. Whenever they want to get better at something, they should use the Self-Regulation Strategies to help them.

Explain that this activity focuses on reflecting. Define **reflecting** as thinking about how you are doing in learning or getting better at something. When we **reflect**, we ask ourselves, "Is this action helping me? How do I know? Are there other things I could do to keep making progress?" When we reflect, we are determining the actions we should ***keep doing*** and the actions we should ***stop doing***. Tell the students they are going watch a video to learn more about how to reflect and identify which actions they should ***keep doing*** and which actions they should ***stop doing***.

Show the students the two-minute video ***Keep Doing … Stop Doing …***

After the video, discuss the strategy:

- Why is it important to think about how things are going as you are working toward a goal or trying to complete a project?

[Possible responses: so you know if you are making progress, so you know if your actions are working.]

From the video ***Keep Doing … Stop Doing …***

Explain to the students that they will play a game where they work with a partner and try to create the longest paper chain in three minutes. They will only have one piece of paper, one pair of scissors, and about one foot of tape. They will need to ***break down*** the task into smaller steps. Midway through the task, you will prompt them to stop and reflect by thinking about which actions they should ***keep doing*** and which actions they should ***stop doing***. They should discuss with their partner the actions that are going well and helping them make a longer chain and the actions that aren't working.

Remind the students that when they are ***breaking down*** a task, they should think about their first step and then the additional steps they will then need to complete. Ask the students to work with a partner and ***break down*** the task of making a long paper chain.

After the students have had time to write or draw their responses for ***breaking down*** the task, remind them that they will need to ***track their effort*** and ***notice their progress*** to make sure their paper chain is getting longer. Tell the students that you will stop them during the game and ask them to ***track their effort*** by referring to the Effort Meter and determining if they are putting forth enough effort. Ask the students to determine how they will ***notice their progress*** and write or draw their method for ***noticing their progress***.

We will **notice our progress** by …
*[Possible response: we will **notice our progress** by counting the number of loops, measuring our chain, and seeing how far across the room we can stretch our chain.]*

Once the students have had time to identify how they will ***notice their progress***, ask a few to share their ideas with the group. Then remind the students that creating a paper chain will be challenging and they will likely experience obstacles. For example, they could accidentally tear their paper strips, or the tape they use to connect the loops might stick to their fingers and slow their progress. Ask the students to work with their partner and ***predict two obstacles*** they might experience. They should write or draw their obstacles and create if–then statements for the obstacles.

One **potential obstacle**:

An **if–then statement** to address this obstacle:

Another **potential obstacle**:

An **if–then statement** to address this obstacle:

After the students have had time to write or draw their if–then statements, ask a few to share their ideas with the group. Then remind the students that they have just learned about how important it is to reflect

on their progress by thinking about actions they should ***keep doing*** and actions they should ***stop doing***. Inform the students that you will tell them to stop and reflect halfway through the task. Set a timer for three minutes and allow the students to begin making their paper chains.

After a minute and a half, ask the students to stop working on their paper chains and ***track their effort***. Show them the Effort Meter and ask them to work with their partner and identify their level of effort in making a paper chain. Next, ask them to ***notice their progress*** by counting the number of links they have on their chain or measuring the length of their chain as well as thinking about ways they have improved in quickly making chains. Finally, ask the students to think about which actions they should ***keep doing*** and which actions they should ***stop doing***. Tell them to work with their partner and write or draw their answers these questions:

- What actions are helping us? How do we know?
- What actions are not working? Is there something we could do differently?

Once the students have had time to discuss the questions with a partner, ask a few to share their ideas with the whole group. Then tell the students to continue working on their paper chains for the next minute and a half. When the time is up, celebrate the students' long chains and debrief the activity by reminding the students that they practiced several Self-Regulation Strategies to help them create long paper chains.

Remind the students that it is important to reflect on how things are going as they are trying to complete a task or reach a goal. When they stop and think about the actions they should ***keep doing*** and the actions they should ***stop doing***, it is more likely that they will meet their goal or complete the task.

Unit 7: Self-Regulation—Putting It All Together

Learning Targets:

23. I can ***imagine the path to my success*** and ***predict obstacles*** to my goal
24. I can ***break it down*** and ***manage big feelings*** as I am working on my goal
25. I can ***track my effort*** and ***notice my progress*** while working toward my goal
26. I can reflect on my effort, ***brainstorm my options***, and ***choose my response***
27. I can determine actions I should ***keep doing*** and actions I should ***stop doing***

Materials (available at www.cccframework.org/sr-lessons-pri/#u7):

- Self-Regulation Strategies Poster
- ***Track My Effort*** and ***Notice My Progress*** Visual
- *Self-Regulation Performance-Based Observation*

Preparation: Review each of the activities and consider whether the students will have individual goals or you will collaboratively create a class-wide goal for something all the students need to learn or improve (e.g., complete more addition facts on a timed practice sheet, improve spelling). The key is that all students must be able to measure their improvement. This unit can be repeated, starting with a class-wide goal and then student-identified goals. Activities 23–25 can be completed on the same day or within a short timespan. For Activity 26, determine a specific time two or three days per week that the students will be given five minutes to reflect on their application of the Self-Regulation Strategies and potential changes to their action steps.

Instructional Activities:

23. I can *imagine the path to my success* and *predict obstacles* to my goal

Ask the students to work with a partner and take turns explaining each of the Self-Regulation Strategies in their own words. If possible, they should also recall how they practiced each of the strategies. For example, students practiced ***breaking it down*** when they built Play-Doh towers and when they made paper chains.

Note: For this activity, the students will determine their goal. It is fine if their goals use words like "improve," "get better at," "learn how to," etc. The goals do not need a specific target. For example, a goal might be "complete more addition facts on the timed practice sheet" and not a specific target like "complete 35 addition facts on the timed practice sheet."

Tell the students they are going to practice putting all the Self-Regulation Strategies they have learned together. Ask the students to refer back to Unit 3, Activity 11, where they ***imagined the path to their success*** and wrote or drew something they would like to learn by practicing self-regulation. They can use the goal they identified in Unit 3, Activity 11, or they can choose something different, but their goal should be a longer-term goal, like improving on a specific writing concept or reducing their emotional reactions to stressful situations. Ask each student to share their goal. Provide feedback if their goal won't take at least one week to complete or isn't something that can be practiced daily. Ask the students to write or draw their goal using the prompt:

> My goal is …

Explain to the students that once they have a goal, they need to ***imagine the path to their success*** by thinking about how they will feel when they accomplish their goal and what it will look and sound like as they are progressing toward their goal. Then they should ***predict obstacles*** they might experience as they

are working toward their goal. Remind them that obstacles can be things they do, thoughts they have, and distractions.

- What will it look and feel like when you are successful?
- What will you do to reach your goal?
- Predict two obstacles you are likely to experience. Write or draw if–then statements you can use to overcome each obstacle.

After the students have had time to create if–then statements, ask a few to share these with the class. Conclude the activity by emphasizing that learning something new or improving their ability to do something can be challenging. Tell the students that it is important to think about possible obstacles and ways they will overcome these as they are working toward their goal.

24. I can *break it down* and *manage big feelings* as I am working on my goal

Remind the students that in Activity 23, they identified something they wanted to learn or improve. Then they ***imagined their path to success*** and ***predicted obstacles***. Ask the students:

- After you have ***imagined the path to your success*** and ***predicted obstacles***, what do you need to do to get started on your goal or task?
  *[Possible response: we need to **break down** the task into smaller steps.]*

Emphasize the Self-Regulation Strategy ***break it down*** on the Self-Regulation Strategies Poster. Remind the students that they practiced this strategy when they built Play-Doh towers and paper chains. Explain to the students that the smaller steps need to be actions they will complete that will help them make progress toward their goal. Tell the students they will need to identify at least three different actions they will complete to help them make progress.

Ask the students to write or draw three action steps they will complete as they are progressing toward their goal.

Action Step 1:

Action Step 2:

Action Step 3:

After the students have had time to write or draw their steps, ask a few to share their ideas with the group. Then discuss these questions with the students:

- What Self-Regulation Strategy can you use if you start to have big feelings when you are working on your goal?
  *[Possible response: we can use the strategy **manage big feelings**.]*
- What are some things you can do to ***manage big feelings***?
  [Possible response: take a deep breath, go for a walk, or say positive things to ourselves when we start to feel frustrated or overwhelmed.]

Emphasize the strategy ***manage big feelings*** on the Self-Regulation Strategies Poster. If you created a chart of different techniques for managing emotions, as mentioned in Unit 4, Activity 14, review the techniques and practice a few as a class. Ask the students to identify which techniques they plan to use as they are working toward their goal. Tell the students to write or draw at least one technique for ***managing big feelings***.

I will ***manage big feelings*** by …

After the students have had time to write or draw their techniques for ***managing big feelings***, ask a few to share their ideas with the class. Summarize this activity by reminding the students that anytime they start to experience big feelings, they should use one of the calming techniques to ***manage their big feelings***. ***Managing big feelings*** helps keep emotions from getting in the way of what we need to do or learn.

25. I can *track my effort* and *notice my progress* while working toward my goal

Remind the students they have been working on a goal and have already ***imagined the path to their success***, ***predicted obstacles***, ***broken down*** their goal, and determined how they will ***manage big feelings***. Review the strategies ***track my effort*** and ***notice my progress*** on the Self-Regulation Strategies Poster. Remind the students they practiced ***tracking their effort*** and ***noticing their progress*** when they built the paper chains.

Emphasize that reaching a goal or getting better at something requires a lot of effort. This means that they will need to keep trying, get feedback from others, and try different actions to keep making progress toward their goal. When you keep trying to get better at something, you are using effort. Remind the students they will need to ***track their effort*** by thinking about how hard they tried to do something and how focused they were. Use the ***Track My Effort*** and ***Notice My Progress*** Visual to review different ways that the students can ***track their effort***:

- Checklist—marking off completed steps
- Rating scale—recording effort each day
- Timeline—using a calendar to show the end date and marking each day that you practice
- Timer—recording how much time you practiced
- Tallies—noting each time you managed emotions, practiced, or used a strategy
- Journal—regularly writing or drawing about your effort

Tell the students they will also need to ***notice their progress***. Review different ways that the students can ***notice their progress***:

- Video or picture log—documenting progress in a visual format to display time-lapse improvements
- Timer—recording how fast you complete something
- Graph—tracking improvement
- Journal—writing or drawing about your progress

Ask the students to choose the methods they will use to ***track their effort*** and ***notice their progress*** and then to write or draw their method.

I will ***track my effort*** by …

I will ***notice my progress*** by …

After the students have had time to write or draw how they will ***track their effort*** and ***notice their progress***, ask each student to share their ideas with the class. Offer suggestions for additional ways the students could ***track their effort*** and ***notice their progress***.

Conclude this activity by explaining to the students that they will ***notice their progress*** several times on the way toward meeting their goal. Tell the students that they must continually ***track their effort*** to make sure they are on track to meet their goal.

26. I can reflect on my effort, *brainstorm my options*, and *choose my response*

Tell the students they are going to continue to determine how they will practice the Self-Regulation Strategies by focusing on the strategies ***brainstorm my options*** and ***choose my response***. Remind the students they have been working on a goal and have already ***imagined the path to their success***, ***predicted obstacles***, determined how they would ***manage big feelings***, and determined how they will ***track their effort*** and ***notice their progress***. Emphasize each strategy and briefly review it using the Self-Regulation Strategies Poster.

Note: Once the students have completed Activities 23–25, it is time for them to implement their plan. You will need to allow about five minutes at regular intervals (e.g., each day, twice per week) for the students to reflect on their effort and determine if they need to make any changes to their action steps.

Begin the process by asking the students to refer to Activity 25 and review how they planned to ***track their effort***. Allow the students a few minutes to reflect on their effort and prompt them to draw or write about their effort so far:

> Am I using effort? How do I know?

Prompt the students to review their action steps. Ask whether they have been able to follow their plan. Has anything gotten in their way? If a student has experienced an obstacle, ask the class to ***brainstorm options***. Then ask the student to ***choose their response***. Emphasize that some options will help them make progress toward their goal and some options will not. Ask the students to write or draw their responses to these questions:

> What obstacles have I had? What options might help me through these obstacles? Which options will I choose?

Then ask the students to reflect on their progress:

> Am I making progress toward my goal? How do I know?
>
> Are my actions helping me make progress? Do I need to change any of my action steps?

Repeat these reflection prompts several times as the students work toward their goal. If a student has completed their goal, they can start working toward another one.

27. I can determine actions I should *keep doing* and actions I should *stop doing*

Emphasize the strategy ***keep doing … stop doing …*** on the Self-Regulation Strategies Poster. Remind the students that this strategy will help them to think about how they ***broke down*** their goal and if the actions they are completing are effective or if they should try new actions so they keep making progress.

Remind the students that it is important to determine if the actions are helping them so that they can continue to make progress and get better. If an action isn't helping them, they should think of a new and better action that will help them make progress.

Ask the students to refer back to Activity 24, where they ***broke down*** their goal. Ask them to practice the strategy ***keep doing … stop doing …*** by writing or drawing their answers to the following questions:

- Which actions are helping me make progress? How do I know?
- Are there actions that I should ***stop doing***? Why?
- Is there something else I could do?

Emphasize that if the students can say exactly how the action is helping them, they should ***keep doing*** it. If they can't determine how the action is helping them, they should ***stop doing*** it. After the students

have had time to reflect on their action steps, ask each student to share their reflections on what actions they determined they should ***keep doing*** and what actions, if any, they determined they should ***stop doing***. Summarize the activity by reminding the students that when they practice identifying what they should ***keep doing*** and what they should ***stop doing***, they are getting better at self-regulation.

As the students are answering the questions above and continuing to reflect on their self-regulation plan, use the *Self-Regulation Performance-Based Observation* to observe each student's application of Self-Regulation Strategies.

Unit 8: Regulating Even Better

Learning Targets:

28. I can explain how to ***regulate even better***
29. We can determine how to ***regulate even better*** as a class
30. I can identify Self-Regulation Strategies

Materials (available at www.cccframework.org/sr-lessons-pri/#u8):

- Self-Regulation Strategies Poster
- Video ***Regulate Even Better***
- Self-Regulation Strategy Visuals
- Green, yellow, and red crayons for each student
- Self-Regulation Strategies Bingo (or workbook page for Activity 30)

Preparation: For Activity 29, print out the Self-Regulation Strategy Visuals (or write the names of the Self-Regulation Strategies at the top of ten pieces of paper, one strategy per paper) and place them around the room.

Instructional Activities:

28. I can explain how to *regulate even better*

Remind the students they have been practicing the Self-Regulation Strategies to improve their ability to do something or meet a goal. Briefly review the strategies by asking various students to explain each strategy. Then, if your students had individual goals from Unit 7, ask a few to share their goals and ways they used self-regulation to improve. If you had a class-wide goal, remind them of the goal. Discuss these questions with the students:

- Which Self-Regulation Strategies did you find the most helpful to use?
- How did using the Self-Regulation Strategies help you?

Explain to the students that the last Self-Regulation Strategy is about reflecting and thinking about how they could use the Self-Regulation Strategies next time they have a task to complete or something they want to improve.

Emphasize the Self-Regulation Strategy ***regulate even better*** on the Self-Regulation Strategies Poster. Tell the students they will watch a video that will help them understand this strategy better. Show the students the two-minute video ***Regulate Even Better***.

From the video ***Regulate Even Better***

Afterward, discuss the strategy:

- How would you explain the strategy ***regulate even better***?
  [Possible response: it's thinking about what you did well and where you could improve.]

- Why is it important to think about which Self-Regulation Strategies you do well and which ones you need to keep working on?
  [Possible response: it can help you get better at self-regulation; it can help you reach your goals.]

Remind the students they have used Self-Regulation Strategies to learn many things. Now that they know about the strategies, they can apply them whenever they are trying to accomplish something. Ask the students to use the Self-Regulation Strategies Poster to work with a partner to discuss these prompts and then write or draw their responses:

- What is something you are currently trying to learn?
- Which Self-Regulation Strategies are you using to learn it?
- Which Self-Regulation Strategies do you need to practice more so that you ***regulate even better***?

Ask a few students to share their answers with the class. Then tell the students to write or draw their own answers to the questions.

Summarize the activity by reminding the students that they know and have practiced all of the Self-Regulation Strategies. Anytime they need to complete a task, improve their ability to do something, or work toward a goal, they should reflect on which Self-Regulation Strategies they do well and which strategies they could use to ***regulate even better***.

Note: For younger students, this activity could be adapted by choosing a classroom concept all students are currently working on, and asking them to reflect on how well they are currently using the Self-Regulation Strategies. For example, the class might be working on learning to write good topic sentences. The students could work with a partner to determine which strategies they have used to improve their ability to write topic sentences and which strategies they could try. Then each pair can share their responses with the class.

29. We can determine how to *regulate even better* as a class

Remind the students they have been learning about the importance of reflecting on their learning and practicing the strategy ***regulate even better*** to think about the Self-Regulation Strategies they do well and the Self-Regulation Strategies they could improve. They have been thinking about how they could ***regulate even better*** in school, in extracurricular activities, and at home.

Tell the students they are going to play a game that will help them reflect on the Self-Regulation Strategies they do well and the strategies they could improve so they know how to ***regulate even better***. The game is called Dance, Walk, Reflect. Inform the students that you have placed ten pieces of paper around the classroom and each piece has a Self-Regulation Strategy on it. Tell the students that they will need a green crayon, a yellow crayon, and a red crayon to play the game. They will draw a green dot on the strategies they do well. They will draw a yellow dot on the strategies they understand but need more practice using. They will draw a red dot on the strategies they don't understand and need help learning how to use. Remind the students that there are no incorrect answers and that each person will mark the strategies differently. They should ignore how others mark the strategy and only think about how they themselves feel.

Inform the students that you will play music. When the music is playing, they should dance around the room. When the music stops, they should walk to one of the pieces of paper you have placed around the room. Then you will ask them to reflect on how well they understand and use each Self-Regulation Strategy. Emphasize that they should think carefully about how they feel. After reflecting on the strategy, they should draw a dot on the paper using the color that represents their understanding of it. They will

repeat the process of dancing, walking, and reflecting ten times so they have reflected on each Self-Regulation Strategy by the end of the game.

Play music and allow the students 15 seconds to dance around the room. Stop the music and tell the students to walk to one of the pieces of paper. Then tell the students to think about the strategy and reflect on how they feel about it. Tell the students:

- If you feel you are good at this strategy and could help someone else learn it, draw a green dot.
- If you feel you are getting better at this strategy but need more time to practice it, draw a yellow dot.
- If you feel you need help learning this strategy or don't understand it, draw a red dot.

Repeat this process until the students have marked their reflections on each piece of paper.

Collect all of the papers and review as a class. Remind the students that when a strategy has a lot of green dots, it means that most of the class knows how to do the strategy. When the strategy has mostly red dots, it means that as a class, they need to learn more about that strategy. Ask the students to share their ideas for improving the strategies that were marked mostly in red, and explain that you will help the class practice the strategies.

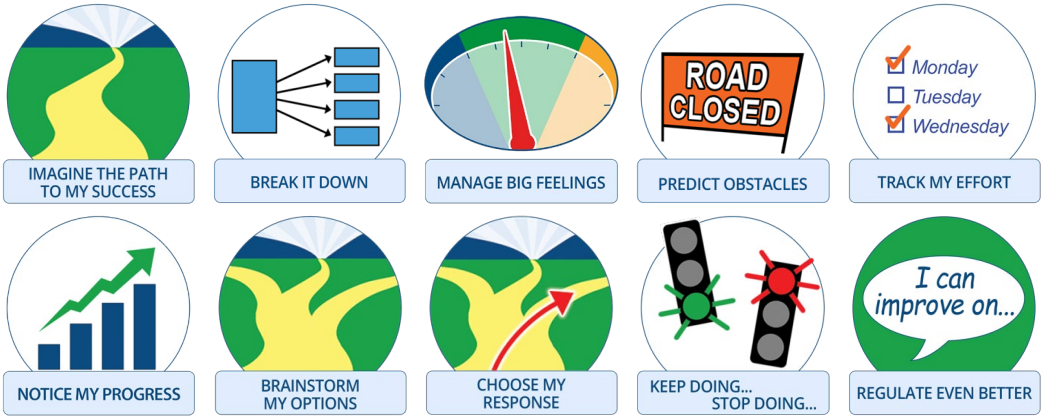
Summarize the activity by emphasizing that using the strategy ***regulate even better*** to identify areas where they could improve will help them get better at self-regulation and understand how to use the strategies at school and at home.

30. I can identify Self-Regulation Strategies

As a review, Self-Regulation Strategies Bingo will support students in recalling each Self-Regulation Strategy and can be played anytime the students need to review the strategies.

Ask the students to cut out each icon and choose nine to place or glue in the spaces of their choice on the card. When the students have finished placing the icons onto the card, use the clues to describe each strategy without naming it. The students should identify the strategy based on your descriptions.

Self-Regulation Strategies Bingo Card



Bingo Clues:

- When you use this strategy, you think about what it will look and feel like when you have met your goal.
  *[Response: **imagine the path to my success**.]*
- When you use this strategy, you think about what you could do to get started and what action steps you will do as you are working toward your goal.
  *[Response: **break it down**.]*
- When you use this strategy, you might take a few deeps breaths, take a break, or say positive things to yourself.
  *[Response: **manage big feelings**.]*
- By using this strategy, you think about how hard you are trying and if you need to try harder.
  *[Response: **track my effort**.]*
- This strategy helps you know if you are getting better at something or closer to meeting your goal.
  *[Response: **notice my progress**.]*
- When you use this strategy, you think about the things that could go wrong or get in the way of meeting your goal.
  *[Response: **predict obstacles**.]*
- You use this strategy to think of three options when you have a choice to make.
  *[Response: **brainstorm my options**.]*
- When you use this strategy, you select one option from three choices.
  *[Response: **choose my response**.]*
- This strategy helps you think about your action steps and decide which ones are working and which ones aren't.
  *[Response: **keep doing … stop doing …**]*
- When you use this strategy, you think about the Self-Regulation Strategies you do well and the ones you still need to practice.
  *[Response: **regulate even better**.]*

Summarize the activity by asking the students to share examples of how they have practiced each strategy, and remind them that learning self-regulation takes practice. Anytime they need to reach a goal, they can use the Self-Regulation Strategies.

Assessing Your Self-Regulation (Posttest)

Materials (available at www.cccframework.org/sr-lessons-pri/#post):

- *Self-Regulation Questionnaire K–2* (optional online version; see page 6 for the items)

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Self-Regulation Questionnaire K–2* again as a posttest. Note the code for your test and provide that code and the link below to the students. The items on the posttest are the same as those on the pretest.

Assessment Link: www.cccstudent.org

Code: _____

Re-administer the *Self-Regulation Questionnaire K–2*

We recommend that students complete the *Self-Regulation Questionnaire K–2* online. Using the www.cccstudent.org account that you created to launch the pretest, follow the directions on the website and title the posttest so that it is easy for you to identify (e.g., "2025 Self-Regulation Posttest Kindergarten"). On the website, the items will be automatically read to the students, and they will choose the emoji that best represents them. Immediately after completing the assessment, the students will receive personalized reports that the teacher can also access.

Alternatively, the assessment can be completed on paper. Explain to the students that you will provide a set of statements. The students will mark or color in an emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

Each answer should be based on how they feel. For example, if students always know how to get started when they have things to do, they will mark or color in the emoji for *Like Me*. Assure the students that there are no correct or incorrect answers and that everyone's answers may be different because we all have our own thoughts and feelings. Tell the students that they should pause and think about how they feel about a statement before marking it.

After completing the assessment, explain to the students that they may feel different about some of the statements now that they have learned about self-regulation. Tell them that you are going to meet with each of them to discuss their answers.

Reflect on pre- and posttest results

Compare each student's questionnaire results with the *Self-Regulation Performance-Based Observations* you have completed, noting areas in which they have grown and areas where they are still learning. Use these data to prioritize ongoing guided practice.

Meet with each student to review and discuss the results of their self-assessment. An analysis of student responses is provided on the following pages to help guide your discussions. The goal is to help the students determine their areas of strength and opportunities for growth related to self-regulation.

Use the following questions to begin your discussion and help the students identify their next steps in improving their self-regulation.

1. Tell me what you know about self-regulation. What is it?
2. What do you do when you need to learn something difficult? Tell me about Self-Regulation Strategies you've tried. What additional Self-Regulation Strategies could you try?

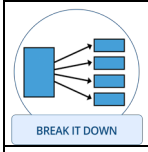
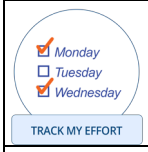
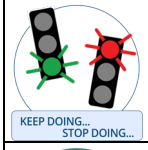
Statement	Analysis
1. When I have things to do, I know how to get started.	If a student marked *Not Like Me*, they could have difficulty with the strategies ***imagine the path to my success*** and ***break it down***. Help them brainstorm ways they can use the strategies, such as thinking about what it will look and feel like when they learn and reach their goal. Then help them identify and list action steps for everything they want to get done over a specific amount of time (e.g., 20 minutes).
2. I think about the steps I need to take when learning something new.	If a student marked *Not Like Me*, they could have difficulty ***breaking it down*** when they need to learn something new. Help them determine specific steps for reaching the goal. For example, if a student is starting to learn a new math concept, you could talk to them about working sample problems with their teacher, practicing the concept with a friend or parent, and reviewing their mistakes to help determine what they need to do to improve.
3. I make choices to help me learn.	If a student marked *Not Like Me*, they may have difficulty ***managing big feelings***, ***predicting obstacles***, or ***brainstorming options*** and ***choosing a response***. Talk to the student about using calming techniques, such as taking deep breaths or taking a break when learning gets hard. You could also talk to the student about ***predicting obstacles*** and thinking ahead about what emotions they are likely to experience when learning gets hard and determining what they will do when they experience an obstacle.
4. I can tell you what it looks like when I try hard.	If a student marked *Not Like Me*, they could have difficulty ***tracking their effort*** and ***noticing their progress***. Talk to them about different ways to ***track their effort***, like identifying how much time they focus on a task, and how they can ***notice their progress*** by seeing how they have improved or learned.
5. I can ignore distractions.	If a student marked *Not Like Me*, they may not know how to use the strategy ***predict obstacles*** to stay focused when they are experiencing distractions. Talk to the student about things they can do to plan for and manage distractions.
6. I look for ways I've learned or improved.	If a student marked *Not Like Me*, they may not understand how to reflect and use the strategy ***keep doing … stop doing …*** to determine how they can regulate better. Talk to the student about the Self-Regulation Strategies they use well and those they can try to improve their ability to ***self-regulate even better***. Ask them to discuss their ideas for the next time they need to learn something challenging.

After the students have reflected, help them to complete the chart by drawing or writing about the concepts that are their strengths and areas for growth.

Strengths in self-regulation	Areas for growth in self-regulation

Self-Regulation Activity Crosswalk

This table shows the location of each Self-Regulation Strategy within the three grade bands of the *Self-Regulation Lessons [Primary, Intermediate, and Secondary].* Regular font indicates that the strategy is addressed but is not the primary purpose of the activity. Bold font indicates that the strategy is a primary focus of the activity.

Strategy	Primary Activities	Intermediate Activities	Secondary Activities
 Imagine the Path to My Success	**2**, 3, 4, 5, 6, 7, **8**, 9, 10, 11, 12, **15**, 17, 21, **23**, 29, 30	**2**, 3, **5**, **7**, **8**, 9, **11**, 12, **15**, 17, 21, **23**, 29, 30	**2**, 3, **5**, **7**, **8**, 9, **11**, 12, **15**, 17, 21, **23**, 29, 30
 Break It Down	**6**, **7**, **8**, 9, 10, 11, 12, **15**, 17, 21, **22**, **24**, 29, 30	**6**, **7**, **8**, 9, 10, **11**, 12, **15**, 17, 21, 22, **24**, 29, 30	**6**, **7**, **8**, 9, 10, **11**, 12, **15**, 17, 21, 22, **23**, 29, 30
 Manage Big Feelings	**14**, **15**, **24**, 29, 30	**14**, **15**, **24**, 29, 30	**14**, **15**, **24**, 29, 30
 Predict Obstacles	**2**, **3**, **4**, **5**, 6, 7, 8, 9, 10, 11, 12, 14, **15**, 17, **22**, **23**, 29, 30	**2**, 3, 4, **5**, 6, **7**, 8, 9, 10, **11**, 12, **15**, 17, 21, **23**, 29, 30	**2**, **3**, **5**, **7**, 8, 9, 11, 12, **15**, 17, 21, **23**, 29, 30
 Track My Effort	**16**, **17**, **18**, **25**, 29, 30	**16**, **17**, **18**, 21, **25**, 29, 30	**16**, 17, 18, 21, **25**, 29, 30
 Notice My Progress	**16**, **17**, **18**, **25**, 29, 30	**16**, **17**, **18**, 21, **25**, 29, 30	**16**, 17, 18, 21, **25**, 29, 30
 Brainstorm My Options	**20**, **21**, **26**, 29, 30	19, **20**, **21**, **26**, 29, 30	19, **20**, 21, **26**, 29, 30
 Choose My Response	**20**, **21**, **26**, 29, 30	**20**, **21**, **26**, 29, 30	**20**, 21, **26**, 29, 30
 Keep Doing … Stop Doing …	**22**, **27**, 29,30	**22**, **27**, 29, 30	**22**, **27**, 29, 30
 Regulate Even Better	**28**, **29**, 30	**28**, 29, 30	**28**, 29, 30

Gaumer Erickson, A. S., Noonan, P. M., & Heger, E. (2025). *Self-regulation lessons* [Teacher lessons and student workbook]. College & Career Competency Framework. www.cccframework.org/competency-lessons-and-student-workbooks