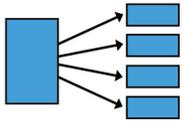
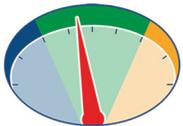


To make progress, I can...



1. Imagine the path to my success

2. Break it down 



3. Manage big feelings



4. Predict obstacles

5. Track my effort Monday Tuesday Wednesday



6. Notice my progress

7. Brainstorm my options 

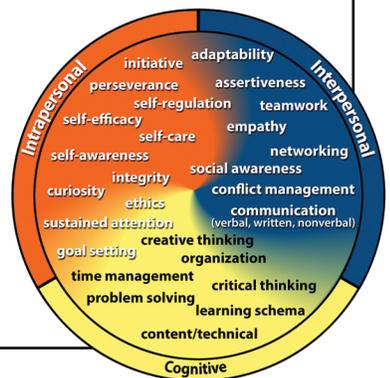


8. Choose my response

9. Keep doing..  Stop doing... 



10. Regulate even better



My Self-Regulation Workbook [Primary]

This supplemental workbook for students corresponds directly to the *Self-Regulation Lessons [Primary]* (www.cccframework.org). These activities are designed to be completed over time. Not all activities have associated workbook pages.

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Assessing Your Self-Regulation Knowledge (Pretest)

For each statement, mark or color in the emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

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

Count your responses in each column:

- 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*? _____

Unit 1: Introducing Self-Regulation

1. I can define self-regulation

Write or draw what self-regulation means.

Self-regulation means ...

Write or draw what you would like to learn by using self-regulation.

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

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

Think about something challenging you are working on or want to learn as a class.

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?

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

Create if–then statements for a few obstacles.

When could you use an if–then statement to help you overcome an obstacle?

4. We can create if–then statements for distractions

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.

5. We can practice *predicting obstacles* and creating if-then statements

For each of the following scenarios, brainstorm two possible obstacles the character could experience while working toward the goal and an if-then statement to address each obstacle.

How to Succeed: 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.

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: 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:

Never Give up on Your Dreams: 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:

Unit 3: Understanding My Ability to Self-Regulate

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

Which Self-Regulation Strategies are easiest for you?

How could you help someone who found these strategies difficult? What would you say to them?

Draw yourself doing a strategy while completing a task or learning something challenging.

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

What are some other things that you are good at now but that were difficult at first?

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?

Write about or draw two things that you are good at self-regulating.

I used self-regulation to learn ...

Write about or draw your challenges.

I will use self-regulation to learn ...

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

Write about or draw yourself doing what you want to learn.

Predict obstacles you could experience.

Break down your goal by writing or drawing three action steps.

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

Self-regulation is important to me because ...

Unit 4: Using Self-Regulation to Manage Big Feelings

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

Write or draw about a time when your 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 ...

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

For each scenario, create an if–then statement.

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 bored and can't concentrate.

Write or draw what you will do to ***manage your big feelings***:

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

If my mind and body feel slow, THEN I will ...

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

With a partner, you will build a Play-Doh tower.

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?

What could go wrong while building your Play-Doh tower?

What is an if–then statement for your obstacle?

Break down the task of building a Play-Doh tower into smaller steps:

Determine what techniques you will use to **manage big feelings** while building your Play-Doh tower.

What big feelings do you think you will have?

What is an if–then statement for *managing big feelings*?

Unit 5: Tracking My Effort and Noticing My Progress

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

Think about something you are currently learning, like a new academic concept, video game, or sport. Ask yourself 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?

18. We can track our effort and notice our progress in managing distractions

For one minute, read silently while avoiding distractions.

After one minute, **track your effort** by rating your effort on the Effort Meter.



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

Write or draw if-then statements to manage distractions.

Unit 6: Brainstorming My Options and Choosing My Response

19. I can explain how my choices affect the outcome

For each of the following scenarios, identify the choices and the likely outcome of each choice.

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:

22. I can identify actions I should *keep doing* and actions I should *stop doing*

With a partner, you are going to make a paper chain.

Break down the task.

We will ***notice our progress*** by ...

One **potential obstacle**:

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

Another **potential obstacle**:

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

After a minute and a half, **track your effort** by identifying your level of effort.



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

Notice your progress by counting the number of links on your chain or measuring the length of your chain. Then ask yourselves the following questions:

What actions are helping us? How do we know?

What actions are not working? Is there something we could do differently?

Unit 7: Self-Regulation—Putting It All Together

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

Refer back to your goal from Unit 3, Activity 11. Use this goal or choose another one that you would like to complete.

My goal is ...

Describe or draw what it will look and feel like when you are successful.

Predict two obstacles you are likely to experience and write or draw them.

1.

2.

Write or draw if-then statements you can use to overcome each obstacle.

1.

2.

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

Write or draw three action steps you will complete as you are progressing toward your goal.

Action Step 1:

Action Step 2:

Action Step 3:

I will *manage big feelings* by ...

25. I can *track my effort* and *notice my progress*

Choose the methods you will use to *track your effort* and *notice your progress*.

I will *track my progress* by ...

I will *notice my progress* by ...

26. I can *brainstorm my options* and *choose my response*

Use the following chart to reflect on the Self-Regulation Strategies you have practiced and determine if you need to make any changes to your action steps.

	Reflection 1	Reflection 2	Reflection 3	Reflection 4
Am I using effort? How do I know?				
Have I experienced obstacles? What options might help me through these obstacles? Which options will I choose?				

Am I making progress toward my goal? How do I know?

Am I noticing any other improvements?

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

Refer back to Activity 24, where you ***broke down*** your goal. Practice the strategy ***keep doing ... stop doing ...*** by asking yourself the following questions:

Is this action helping me make progress? How do I know?

Is there something else I could do?

Unit 8: Regulating Even Better

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

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 can *regulate even better*?

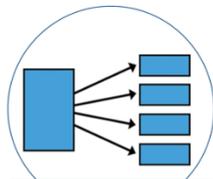
30. I can identify Self-Regulation Strategies

Cut out each icon and choose nine to place or glue in the spaces on the bingo card. Listen as your teacher reads clues that describe each strategy.

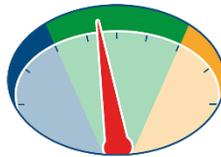
Self-Regulation Strategies Bingo Card



IMAGINE THE PATH TO MY SUCCESS



BREAK IT DOWN



MANAGE BIG FEELINGS



PREDICT OBSTACLES



TRACK MY EFFORT



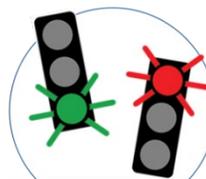
NOTICE MY PROGRESS



BRAINSTORM MY OPTIONS



CHOOSE MY RESPONSE



KEEP DOING... STOP DOING...



REGULATE EVEN BETTER

This page is intentionally blank for the activity on the previous page.

Assessing Your Self-Regulation Knowledge (Posttest)

For each statement, mark or color in the emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

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

Count your responses in each column:

- 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*? _____

Complete the chart below by drawing or writing about the strategies that are your strengths and areas for growth.

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