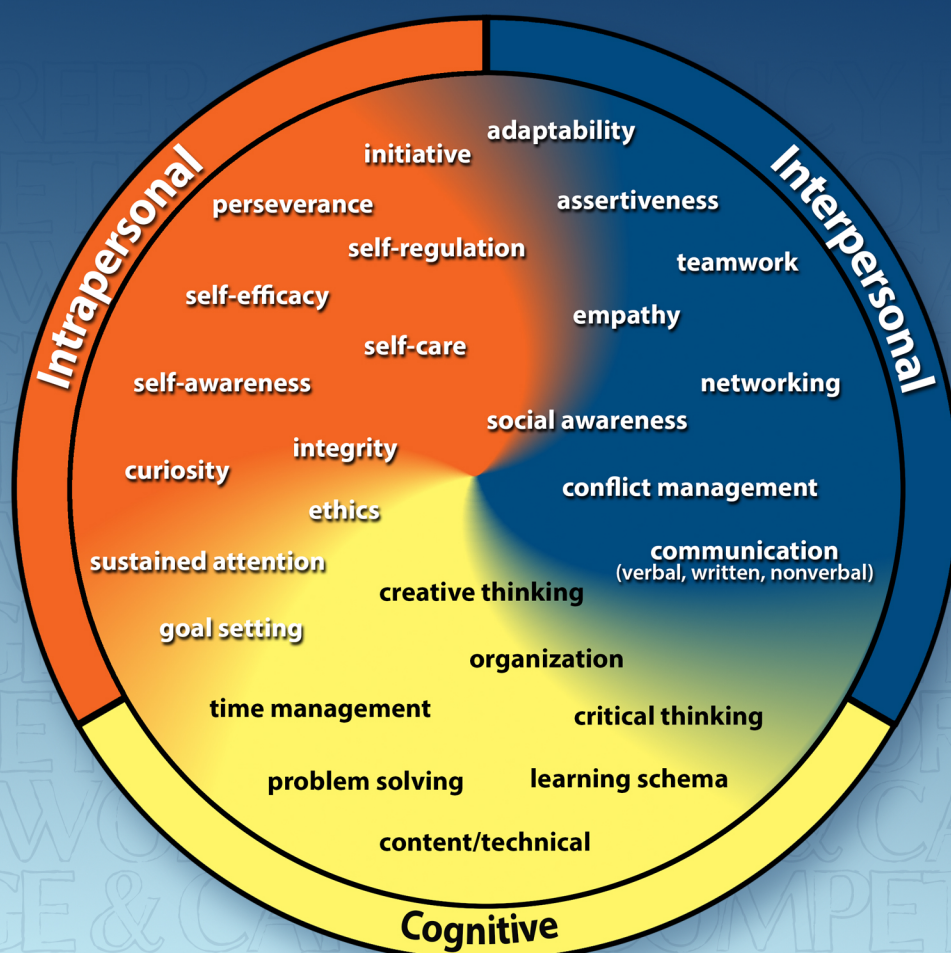


# TEACHING

# SELF-REGULATION

## IN ELEMENTARY CLASSROOMS (K–2nd GRADE)



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## Self-Regulation Lessons (Grades K–2)

This set of lessons was developed to support the teaching of self-regulation in kindergarten through second-grade classrooms to increase student engagement and ownership of effort, promoting academic learning. The lessons include numerous instructional activities, with each activity taking approximately 20 minutes. Each lesson’s set of activities should be taught sequentially.

While these lessons give students a strong foundational understanding of self-regulation, it is critical to provide opportunities for practice with teacher feedback and student reflection over time. The lessons are designed to address three specific instructional criteria: 1) provide instruction that facilitates students’ understanding of self-regulation and its components, 2) guide students to determine how self-regulation applies to them personally, and 3) facilitate students’ reflection on their strengths and challenges related to the components of self-regulation.

Provide students consistent opportunities to practice building their self-regulation within specific content through assignments, projects, and cooperative learning, as well as across the school environment through extracurricular activities and interactions with staff. Consistently reinforce concepts from the lessons by incorporating self-regulation concepts into academic content to address three additional criteria: 4) provide opportunities for students to practice self-regulation, including each component, over time; 5) provide meaningful feedback to students about their strengths and areas for growth in self-regulation, and 6) facilitate students’ reflection on their development of self-regulation, including each component.

With practice in authentic classroom situations, students will be better able to generalize their application of self-regulation concepts and strategies to new contexts and challenges.

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## Assessing Your Self-Regulation (Pre-Test)

**Competency:** Self-Regulation K–2

**Learning Target:** Students reflect on their current self-regulation behaviors.

**Materials:**

- Handout **My Self-Regulation Workbook** for each student.

To record the *Self-Regulation Performance-Based Observation* results, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site.

### Preparing to teach self-regulation










You will use 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*.













#### 1. Administer the *Self-Regulation Questionnaire K–2*

The *Self-Regulation Questionnaire K–2* is a self-reporting 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* should be administered prior to self-regulation instruction. As students learn more about self-regulation, the way they view learning challenging tasks and their own abilities may change. Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, or having a scribe fill in each response option.

Explain to students that you will provide a set of statements. Students will mark or color in the Like Me, Not Sure, or Not Like Me emoji on page 2 of their **My Self-Regulation Workbook**. Each answer should be based on how they feel. For example, if a student always knows how to get started when they have things to do, they will mark or color in the Like Me emoji. Remind 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 students that they should pause and think about how they feel about a statement before marking it.

Use the question labeled with a “P” to provide practice responding to the statements and marking the correct emoji. Then proceed through each item, providing examples and prompting responses.

P	I feel happy.	 Like Me	 Not Sure	 Not Like Me
1	When I have things to do, I know how to get started. “For example, when your teacher asks you to work on something in class, do you get started without someone telling you to get started?”	 Like Me	 Not Sure	 Not Like Me
2	I think about the steps I need to take when learning something new. “For example, when you started to learn how to read, did you think about things you could do to get better at reading?”	 Like Me	 Not Sure	 Not Like Me

3	When learning is hard, I keep trying. <i>“For example, if you didn’t understand how to do a math problem, would you try a different way?”</i>	 Like Me	 Not Sure	 Not Like Me
4	I keep track of how close I am to meeting my goals. <i>“For example, do you know when you are about to accomplish something?”</i>	 Like Me	 Not Sure	 Not Like Me
5	I can calm myself when I have big feelings. <i>“For example, when you feel frustrated, can you think of things that you could do to calm down?”</i>	 Like Me	 Not Sure	 Not Like Me
6	I learn from my mistakes. <i>“For example, when you make a mistake, do you think about it and try to understand what was wrong?”</i>	 Like Me	 Not Sure	 Not Like Me

After completing the assessment, remind students that there are no incorrect responses to the questions. They will all have different answers because they each have their own unique feelings about things. Tell students to count their responses in each category on page 3 of their **My Self-Regulation Workbook**. Then ask students:

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

Explain to students that as they are learning self-regulation and improving their ability to follow a step-by-step process for reaching their goals, they may start to think differently about some of the questions. Tell them they will take this assessment again later in the year to see how much they have improved their self-regulation.

Then write the date of each student’s assessment at the top and review the results for each student. See Lesson 2, Activity 3, for more information on interpreting responses. Students will repeat taking the *Self-Regulation Questionnaire K–2* after all instruction is delivered.

## 2. Observe students using the *Self-Regulation Performance-Based Observation*

The *Self-Regulation Performance-Based Observation* is an assessment tool that requires you to observe and record student behaviors in specific situations. You will rate each student’s self-regulation behaviors on a 4-point scale. It is recommended that you observe and record your students’ self-regulation behaviors three times per year (before, midway through, and after instruction) to see student growth as well as challenges.

First, determine a time span for observing your students. For example, do you plan to observe all students on all indicators over the course of a week, or will you observe individual students each day? Make sure that you have classroom activities planned during your observation time that provide opportunities for students to demonstrate each behavior. For example, asking students to work on learning a new, challenging concept would provide an opportunity to observe how well the

student is addressing the second indicator, “Identifies potential barriers to plan completion using If–Then Statements.”

To complete the *Self-Regulation Performance-Based Observation*, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site. Follow the directions on the website to launch the *Self-Regulation Performance-Based Observation*. Title the observation clearly. For example, 2023 Self-Regulation Grade 1. The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary. Detailed instructions are provided on the website.

### Self-Regulation Performance-Based Observation

**Student Number:**

**Observation Date(s):**

Based on your observations, use the following scale to evaluate the student’s self-regulation behaviors by placing a checkmark in the column that best represents their performance/application of each behavior.

**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:** Select this if you have not had an opportunity to observe a situation where the individual student could potentially apply the relevant behavior.

Self-Regulation Sequence Indicators	Beginning (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observed
1. Demonstrates the ability to create a plan to accomplish a task or set of tasks.					
2. Identifies potential barriers to plan completion using If–then Statements.					
3. Monitors progress of efforts over time.					
4. Plans and practices ignoring some distractions during a task, resulting in increased focus.					
5. Reflects on strengths, challenges, effort, and outcomes related to self-regulation in specific situations.					



## Lesson 1: Defining Self-Regulation

**Competency:** Self-Regulation K–2

**Learning Target:** Students can define self-regulation, give examples of tasks they might self-regulate, and explain why self-regulation is important in their lives.

**Materials:**

- Self-Regulation Poster,
- Book *Jabari Tries* by Gaia Cornwall or video read-aloud: <https://www.youtube.com/watch?v=ywPzDnxbk88>, and
- Handout **My Self-Regulation Workbook** for each student.

**Activities:**

### 1. I can define self-regulation

In this activity students are introduced to the concept of self-regulation and how it can help them manage their emotions, learn something new, or meet their goals. The goal is for students to be able to describe self-regulation in their own words and begin to connect learning self-regulation with reaching their goals, learning new concepts, and managing their emotional reactions.

Tell students that they are going to begin learning about self-regulation. Explain that self-regulation is a process that helps us accomplish a task, learn something new, or learn to manage big feelings and emotions. Show students the Self-Regulation Poster and define self-regulation as: a step-by-step process that will help you make progress and meet goals.

Provide students with an example of something you learned to do or accomplished by self-regulating. Include details about how you **made a plan**, **monitored** your plan, **adjusted** your plan, and **reflected** throughout the process of learning something new by thinking about how you were doing and how you could get better.

After providing a personal example of how you used self-regulation, review your example with students and emphasize how you used each component. Tell students there are four steps: **make a plan**, **monitor the plan**, **adjust as needed**, and **reflect**. Explain to students that they will learn more about each step later.

Read or play the video *Jabari Tries* by Gaia Cornwall:

<https://www.youtube.com/watch?v=ywPzDnxbk88>

Stop at key points during the book or video to ask students about the self-regulation steps Jabari demonstrates. For example, when Jabari says he is going to make a flying machine that will fly across the yard (0:38 in video), ask students:

- What is Jabari’s goal? What does he want to accomplish (e.g., he wants to make a flying machine)?

Then ask students to listen for how Jabari plans to make his machine fly. Stop the book or the video (0:41 in video) as Jabari is saying he plans to make a ramp to make his machine fly. Ask students:

- How does Jabari plan to make his machine fly (e.g., he is going to build a ramp)?

Explain to students that Jabari had a goal to make a flying machine and he started by **making a plan**, which was to build a ramp that could launch the machine. Emphasize the first step on the Self-Regulation Poster, **make a plan**. Tell students that the next step is to **monitor** the plan. Monitor means that Jabari will need to know if he is improving or making progress. Jabari will need to determine if his ramp is working correctly. Continue to read or play the video. Stop after Jabari has made a better ramp (at 1:58 in the video) and ask students:

- What did Jabari do when his ramp didn't work (e.g., he studied and built a better ramp)?

Explain to students that Jabari **monitored** his plan for making a flying machine by checking to see if his ramp worked. When he discovered that it didn't work, he had to **adjust** his plan. Tell students that when our plan to accomplish something doesn't work, we have to **adjust** it and try different ways to reach our goals. Continue reading the book or playing the video. Stop at the point where Jabari gets mad and kicks his flying machine (3:02 in video) and ask students:

- Did Jabari's new ramp work to launch his flying machine (e.g., no; it still crashed)?
- What did Jabari do (e.g., he got mad and kicked his machine)?
- When you are trying to do something and it doesn't work, have you ever felt like Jabari?

Tell students to listen and watch for what Jabari does when he experiences big feelings like frustration and anger. Continue reading the book or playing the video. Stop at the point when Jabari says to Nika, "Let's try again." (3:53 in video) and ask students:

- What did Jabari do to calm down (e.g., he took a deep breath and tried again)?
- What happened to his body when he calmed down (e.g., he noticed his brain started to work again)?
- Have you ever tried taking a deep breath and closing your eyes for a second when you felt frustrated?

Explain to students that learning self-regulation will also help us learn how to calm our big feelings and keep those big feelings from getting in the way of learning. When we are working on completing a task or reaching a goal, it is normal to experience frustration or feel overwhelmed. We have to practice calming ourselves by taking a deep breath when we start to feel this way. Finish the book or video and ask students:

- Did Jabari reach his goal of making a flying machine (e.g., it finally flew across the yard)?
- How did Jabari **monitor** his progress toward making a flying machine (e.g., he tested his ramp by launching the machine several times)?
- How did Jabari **adjust** his plans for making a flying machine (e.g., he made a bigger ramp; he made bigger wings; he kept **adjusting** and making it better until it worked)?

Emphasize the steps **make a plan**, **monitor**, and **adjust as needed** on the Self-Regulation K–6 poster and explain how Jabari addressed each step. Tell students that the last step is **reflect**. Explain that **reflect** means asking ourselves if something is going well. When we have a plan to accomplish something, we have to ask ourselves:

- Is my plan working?
- Am I getting better?



- How do I know I am getting better?

When we ask ourselves those questions as we are working toward a goal, we are reflecting and thinking about different things we can try to improve. It is important to **reflect** after we accomplish something too. For example, Jabari could **reflect** on how he would make another flying machine, and he might ask himself:

- What worked on my flying machine that I can use for a new one (e.g., he could use a ramp again)?
- How can I make a new flying machine even better (e.g., bigger ramp, bigger wings)?

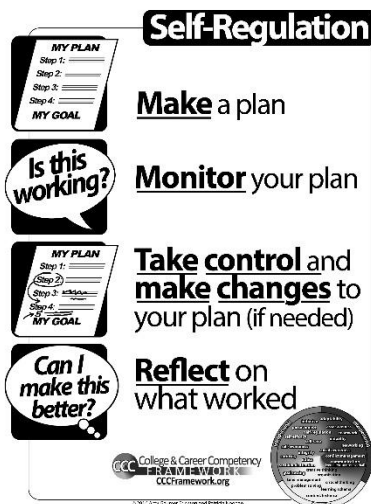
Tell students that Jabari used self-regulation to reach his goal of making a flying machine. He used a step-by-step process for accomplishing a task. Ask students to use page 4 of their **My Self-Regulation Workbook** to define self-regulation in their own words use the prompt:

Self-Regulation is \_\_\_\_\_.

For non-reading students, ask them to draw a picture of what self-regulation means to them. What will it help them learn to do?

## 2. I can identify what I want to learn using self-regulation

In this activity, students identify a few things they would like to improve or learn and **reflect** on why self-regulation is important for improving or learning something new. When students can identify something they want to learn and connect how self-regulation can help them learn, it engages them more fully in the learning process.



Show students the Self-Regulation poster and review each of the four steps by relating them to Jabari, from the book *Jabari Tries*. Tell students Jabari’s goal was to try to make a flying machine. When we have something we want to learn or try to do, we start with Step 1, **make a plan**. Jabari’s plan for making a flying machine was to build a ramp that he could use to launch the machine and see if it would fly.

Explain to students that when we **make a plan**, we need to check and see if it is working. This is called **monitoring** our plan, and it is Step 2. Jabari **monitored** his plan for building a flying machine by launching the machine several times to see if it would fly. He was checking to see if his plan (the ramp he built) was working.

Explain to students that sometimes our plan doesn’t work and we have to try new things to help us reach our goals. When we don’t give up and keep trying different ways to reach our goals, it is called **adjusting**. **Adjusting** is Step 3 of learning self-regulation. Jabari had to **adjust** his plan and try something new when he realized his ramp was too small; he made a bigger ramp. When the larger ramp didn’t work, he had to **adjust** his plan again by making larger wings for the flying machine.

Tell students that it is important to think about how our plan is going while we are doing it. We have to ask ourselves: *Am I improving? Is my plan working? Is there something else I could try to help me improve?* When we think about how things are going and whether we could try new things to get

better, it is called **reflecting**. **Reflecting** is Step 4 in learning self-regulation. Jabari **reflected** throughout his work on the flying machine, and it helped him identify how he could make the machine fly as well as what he wanted to try next, which was making a rocket.

Tell students that they are going to identify three things they would like to learn or improve. Remind students that it can be a classroom concept like writing better sentences or a behavior like learning how to manage their big feelings. For very young students, it may be best to choose three things the class will need to learn. The students will eventually select one thing from the list and create a plan. It may be best to have a class-wide plan before asking students to create individual plans. For example, as a class, we all want to learn to write our full names, or we all want to learn 2-digit addition.

Using the prompt below in their **My Self-Regulation Workbook** on page 4, ask students to write or draw a few things they would like to learn.

**I would like to learn: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_.**

After students have had time to write or draw what they want to learn, ask students:

- How will learning self-regulation help you (e.g., it will help me learn to \_\_\_\_\_; I will know the steps I need to take to learn \_\_\_\_\_)?

### **3. I can explain why self-regulation is important**

In this activity, students identify a few things they have already learned to do by self-regulating. They may not have realized it was self-regulation, but they have probably used the process in the past to learn things like playing video games, riding a bike, or getting better at kicking a soccer ball. When students can connect practicing self-regulation with learning difficult concepts, they understand why self-regulation is important.

Explain to students that they have already learned to do many things. Provide a few examples of concepts students have recently learned to do. Ask students:

- What is something you have learned to do that was very difficult for you?
- How did you learn to do it? Did you practice? Did you ask for help?

As a class, ask your students to brainstorm 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:

- Completing chores
- 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

- Learning to ride a bike

Remind students that people need to be able to self-regulate to achieve their goals. This is related to learning not only in school but also in many other areas, such as sports, singing, getting along with friends, and new things they want to try. Students who have learned about self-regulation (and consistently used it in school) have experienced benefits such as completing more of their homework on time, doing better in their classes, and feeling more in control of their learning and their upcoming tasks. Self-regulation can also be applied to improving musical, artistic, or athletic ability; maintaining control over your emotional reactions; and reaching any goal. Ask students:

- Why is learning self-regulation important (e.g., it helps us learn new things without giving up; it helps us get better at something we need to improve)?

Ask the students to use page 4 of their **My Self-Regulation Workbook** and respond to the prompt:

**Self-Regulation is important because \_\_\_\_\_.**

For non-readers, encourage them to draw pictures of why self-regulation is important or ask them to explain their thoughts to you and write their thoughts for them.

## Lesson 2: Understanding Your Ability to Self-Regulate

**Competency:** Self-Regulation K–2

**Learning Target:** Students can identify their strengths and challenges related to self-regulation.

**Materials:**

- Self-Regulation Poster,
- Handout **My Self-Regulation Workbook** for each student,
- Chart paper for Activity 2, and
- Completed *Self-Regulation Questionnaire K–2*.

**Preparation:** Gather large chart paper for Activity 2 and preview the questions in Activity 2.

**Activities:**

### 1. I can identify my areas of strength and challenge

In this activity, students identify things that are easy for them and that they have already learned to do by self-regulating. They also identify something that is difficult for them and by learning self-regulation they will be able to improve. It is important for students to be self-aware and understand their strengths and challenges. When students understand their challenging areas, they are more likely to use that knowledge and apply what they have learned about self-regulation to improve their challenging areas.

Explain to students that we all have things that are easy and that we have already learned, and we all have things that are difficult for us and that we are still learning. Refer back to the book *Jabari Tries* and remind students that Jabari was good at **adjusting** his plan and making his flying machine better, but he struggled with getting frustrated, so he had to learn some strategies for calming himself. Remind students that Jabari became frustrated and kicked his flying machine. His dad had to help him “gather his patience” and take a deep breath. Tell students that taking a break and taking a deep calming breath are ways to help us when we become frustrated.

Provide a personal example of something that is easy for you to do and that you used self-regulation to learn. Then provide students with an example of something that is hard for you and that you are using self-regulation to learn. Include ways that you are calming yourself when you start to get frustrated, **adjusting** your plan for learning something, and **reflecting** on what is working for you and what you could try to improve.

Ask students to think about a few things that are easy for them and a few things that are difficult for them to do. For example, you may have learned to ride a bike already, but some students are still learning to ride a bike. What is easy for you may not be easy for others. Ask students:

- What is something that you have learned to do?
- What is something that is difficult for you to do that self-regulation will help you learn?

Emphasize that we all have different things that are easy for us and different things that are difficult for us. The activities that are difficult for us are difficult because we are still learning how to do them. Tell students to use page 5 of their **My Self-Regulation Workbook** and write or draw an area of strength on one side of the paper and an area of challenge on the other side of the paper. For

example, they may draw themselves playing basketball as an area where they already self-regulate well and it is therefore easy for them. The same student may draw learning to read as an area where they don't self-regulate well and it is therefore a challenging area for them.

## 2. I can brainstorm ways for improving the challenging areas of self-regulation

Just as students all have different activities that are easy or difficult for them, they all have different areas of self-regulation that they do well or that they need to improve. For example, a student may find it easy to begin their learning by **making a plan**. They may naturally start thinking about all the steps they need to take when learning something new. That same student may struggle with **monitoring** their learning. They may not know how to determine if they are on track for meeting their goals or deadlines. In this activity, students brainstorm ways to improve the way they do each step of self-regulation, and then they work in groups to determine how they will improve the area of self-regulation that is challenging for them.

Review each step of self-regulation. Explain to students that they are going to brainstorm different actions they can use to get better at each step of self-regulation.

As students are brainstorming ways to improve each area of self-regulation, write their suggestions on large chart paper. For example, when students have brainstormed a few ideas for improving the step **make a plan**, write those suggestions under a section of chart paper titled "**Make a Plan.**"

Begin by helping students brainstorm ways to improve Step 1, **make a plan**. Ask students:

- How could we help someone who is having trouble getting started when they need to do their work at school?

Example actions could include:

- Breaking down work into smaller pieces.
- Writing down each thing that needs to be done and crossing it off the list as it is completed.
- Ask a friend how they got started.
- Watching others to see how they got started.

Ask students:

- What if you had a friend who always got frustrated when learning got hard and they gave up? How could we help them **plan** ways to calm down?

Example actions could include:

- Take a deep breath when they start to have big feelings.
- Get a drink when they start to have big feelings.

Then ask students to think about how they can help each other with the second step for self-regulation, **monitoring**. Ask students:

- How can we help someone who is having trouble remembering all the things they need to get done? They may have trouble **monitoring** their progress each day.

Example actions could include:

- Write or draw the things they need to complete each day.
- Set a timer or alarm to help them remember what they need to do.

Ask students:

- How can we help someone who is having big feelings without realizing it? They may have trouble **monitoring** their big feelings.

Example actions could include:

- Write down or draw the activities that cause big feelings, and plan for ways to calm themselves when they are doing those activities (e.g., I know that math causes me to feel anxious; what strategies can I use to calm myself when I am working on math?).
- Ask others to watch and help them become aware of when they are having big feelings and remind them to use strategies to calm themselves.

Then ask students to think about how they can help each other with the third step for self-regulation, **adjusting**. Ask students:

- How can we help someone who forgets how to calm themselves when they are having big feelings? They may need help **adjusting** their plan for keeping their big feelings in check.

Example actions might include:

- Ask a friend to remind them of the strategies they can use when they become upset.
- Draw the different strategies they can use and keep it on their desks.

Ask students:

- How can we help someone who does the same thing over and over again but doesn't get better? They may have trouble **adjusting** their plan to get their work done.

Example actions might include:

- Ask a friend for ideas they could try to make progress.
- Watch and use the strategies their friends are trying when they themselves aren't making progress.

Then tell students to think about ways they could help each other improve their ability to **reflect**, the fourth step for self-regulation. Ask students:

- How can we help someone who gives up when learning gets hard? They may have trouble **reflecting** on what strategies they can use to keep going.

Example actions might include:

- Take a short break and try again.
- Ask a friend about strategies that are working for them.
- Think about what strategies they used to learn a difficult task previously.

Ask students:

- How can we help someone who doesn't know what they could do to get better at something? They may have trouble *reflecting* on what they have learned and what they still need to learn.

Example actions might include:

- Ask for help.
- Name the actions they did last time they were learning something new (e.g., practicing with a friend, working in a quiet place without distractions, trying different ways to solve a problem) and try those.

After students have brainstormed different action steps to improve each step of self-regulation, tell students that each of the actions listed on the chart paper are strategies they can use to improve their self-regulation. For example, if you want to get better at learning your math facts, you can write down each math fact you need to learn and check it off the list as you learn it. Remind students that we each have different areas of strength and challenge when it comes to self-regulation.

Ask students to think about something they want to improve or learn (math facts, remembering my backpack every day, not getting frustrated when learning gets hard). Once they have determined something they want to work on, have them use the list of actions they just brainstormed to help them determine an action to help them improve or learn something new. Tell students to use page 5 of their **My Self-Regulation Workbook** and complete the prompt by either writing or drawing a response.

I want to get better at \_\_\_\_\_. I will \_\_\_\_\_ to improve.

*Example: I want to get better at reading my library book each night. To improve, I will read it before I play with my friends.*

Examples of things students could choose to get better at self-regulation might include:

- Getting ready for school by myself by drawing a list of things I need to do (e.g., brushing my teeth and hair, getting dressed, putting library books into my backpack).
- Asking for help when I don't understand something.
- Reading my library books each night.
- Using strategies to stay calm when I have to redo my work.

### 3. I understand my current level of self-regulation

In this activity, you meet with students individually to review the *Self-Regulation Questionnaire K–2* and provide them with feedback on the work they have done so far in their **My Self-Regulation Workbook**.

Provide each student with their completed *Self-Regulation Questionnaire K–2*. An analysis of the responses is provided below. Use the analysis and guiding questions to help each student determine their areas of strength and opportunities for growth related to self-regulation.

#	Statement	Analysis
P	I feel happy.	N/A
1	When I have things to do, I know how to get started.	If a student responded Not Like Me, they could have difficulty with the self-regulation step <b>make a plan</b> . Help them brainstorm ways they can get started on completing a task by themselves, such as writing down the things they want to get done over the next ten minutes or shorter periods of time. Use the suggestions generated by the class in Activity 2 under <b>make a plan</b> .
2	I think about the steps I need to take when learning something new.	If a student responded Not Like Me, they could have difficulty <b>making a plan</b> for learning something new. Talk to the student about the different steps they could take when they are starting to learn something new. For example, if a student is starting to learn a new math concept, you could talk to them about working the sample problems with the teacher, practicing the concept with a friend or parent, and reviewing their mistakes to help determine what they need to do to improve. Use the suggestions generated by the class in Activity 2 under <b>make a plan</b> .
3	When learning is hard, I keep trying.	If a student marked Not Like Me, they may have difficulty planning how they will overcome obstacles. Talk to the student about the things they can do to persist, such as try again, ask a friend for help, and think positive thoughts. Use the suggestions generated by the class in Activity 2 under <b>make a plan</b> .
4	I keep track of how close I am to meeting my goals.	If a student marked Not Like Me, they could have difficulty <b>monitoring</b> their progress. Talk to them about different ways to <b>monitor</b> their progress toward meeting a goal. Use the suggestions generated by the class in Activity 2 under <b>monitor</b> .
5	I can calm myself when I have big feelings.	If a student marked Not Like Me, they may not know about different ways they can calm themselves when they are experiencing emotions. Talk to the student about things they can do to calm themselves, like taking deep breaths or taking a walk.
6	I learn from my mistakes.	If a student marked Not Like Me, they may not understand that mistakes are opportunities to learn. Talk to them about how we can learn from our mistakes and use them to determine how to improve. Use the ideas generated by the class in Activity 2 under <b>adjust</b> .



After you meet with each student, record a summary of the student conference. Include details about which concepts they already understand and which concepts need further instruction.

After you have completed a *Self-Regulation Performance-Based Observation* for the student, compare your observations to the students' responses to better understand their perceived and teacher-observed strengths and challenges related to building self-regulation.

## Lesson 3: Making a Plan

**Competency:** Self-Regulation K–2

**Learning Target:** Students are able to improve self-regulation plans by determining how the self-regulation steps (components) are addressed in the plans of others.

**Materials:**

- Self-Regulation Poster,
- Chart paper for Activity 3,
- Poster-sized version of Tina’s plan from Activity 2,
- Self-Regulation Planning Poster,
- Handout **My Self-Regulation Workbook** for each student,
- Video *Count, Breathe, Relax*: <https://www.youtube.com/watch?v=n66r5Y6wguc>, and
- Video *Teaching Belly Breathing*: <https://www.youtube.com/watch?v=oFlKuSCw7ag>.

**Preparation:** Copy Tina’s plan from Lesson 3, Activity 2, onto large chart paper so that the class can view her plan.

**Activities:**

### 1. I can help others improve their plan

This activity deepens students’ understanding of the first component, or step, for self-regulation, **make a plan**. Students learn that good plans contain many details, actions, thoughts, and behaviors that will need to be **monitored** to complete a task or meet a goal. Data from over 10,000 students shows that most students feel that they need the most help with the first component, or step, **make a plan**. They can set goals for themselves, but beginning the process of self-regulation and knowing that it starts with **making a plan** is not something students typically understand. It is important to support students in understanding that anything we want to learn or improve starts with planning.

Briefly review the four steps for **self-regulation** (**make a plan**, **monitor** the plan, **adjust** as needed when things are not going as planned, and **reflect** on what worked and what could be changed in the future). Reiterate that doing all four steps helps us be more successful in attaining our goals (e.g., saving money for a toy that you really want, improving in a sport, learning to read chapter books).

Explain to students that this activity focuses on the first step—**making a plan**—and they’re going to learn how to make plans that are detailed, realistic, and include ways to overcome challenges. Plans that have these characteristics are more likely to help people make progress toward their goals than plans that are vague and unrealistic. Remind students that the “*self*” part of self-regulation means that we are the ones who must regulate our own behavior/actions. Teachers and parents can provide support and help with the learning process, but ultimately, self-regulation is a personal ability.

## Self-Regulation Planning

To make a good plan, think about...



1. What do I need to do?



2. By when?



3. How will I do it? What steps/  
actions do I need to do?



4. What could go wrong?



5. What adjustments  
could I make along  
the way?



Show students the Self-Regulation Planning Poster and explain to students that a good plan should address these five questions.

Refer back to the book or video *Jabari Tries* and ask students to recall Jabari's goal (make a flying machine). Tell students to think about Jabari's plan. Ask students:

- Did Jabari have a detailed plan (no, he had a simple plan to make a flying machine by launching it from a ramp, but his plan could use more detail)?
- Did his plan include actions and thoughts to help him reach his goal of making a flying machine (no, Jabari could have thought about what actions would help him reach his goal; he struggled with getting frustrated and should have considered adding some calming strategies when his plan to make a flying machine was not going well)?

Refer back to the illustration of Jabari and Nika mixing soda and vinegar to give their flying machine more power (2:28 in video). Ask students:

- Did Jabari realize when his plan to make a flying machine wasn't going well and **adjust** it (yes, he thought about how to make his machine better, and he added more power and eventually added bigger wings, so Jabari did well in **adjusting** his plan)?
- What changes did he make (Jabari made several changes; he added "power" and eventually larger wings)?

Tell students that there were things that Jabari did well. He was very good at **adjusting** his plan when things didn't go well, but maybe if he had a better plan to begin with, he wouldn't need to make so many adjustments. Explain to students that they are going to practice making a detailed plan by using Jabari's goal of creating a flying machine. As a class, brainstorm answers to each of the questions below and create a new and improved plan for Jabari.

- What is Jabari's goal?
- When does he need to complete his goal?
- What are some things he can do to reach his goal?
- What could go wrong?
- What adjustments could he make if things don't go well?

Use large chart paper to list each step in the new plan they have created for Jabari. Summarize the activity by telling students that it is important to put as many details in a plan as possible. Thinking about what could go wrong and what we can do to keep going when things don't go as planned can help us make better plans. Tell students that they will practice making a few more plans for others, but later they will make their own detailed plans for accomplishing something.

## 2. I can check for details in a plan

In this activity, students review each step for self-regulation and practice identifying each step in someone else's plan. When students can identify what step could be missing in a self-regulation plan, they are beginning to understand the process of self-regulation.

Tell students that they are going to practice reviewing someone else's plan. Remind students that when they **make a plan** to reach a goal, it needs to include details about how and when they will accomplish the goal. Review the questions on the Self-Regulation Planning Poster.

Read through Tina's plan for learning to tie her shoes. Tell students we want to make sure Tina has a good plan for learning to tie her shoes.

**Tina's Plan:** Every time Tina's shoes are untied, she has to ask her teacher to tie them for her. When the teacher is not there, she asks her friend Julie to do it. Tina really wants to learn to tie her own shoes (goal). She decides to watch the steps her teachers take when tying her shoes, and she asks Julie to show her how to tie her shoes at recess. Tina also practices at home each night for one week. When at school, she tries to tie her shoes herself before asking for someone else to help her. Tina starts to be able to tie her shoes most of the time, and each time she ties her shoes by herself, she puts a tally mark on a piece of paper (**monitors** her plan). Tina notices that sometimes she forgets the steps for tying her shoes, so she decides to draw pictures of each step so she can refer to them when she forgets (**adjusts** her plan). After a few more days of practicing, Tina looks at her tally marks and thinks about how many times she has tied her own shoes. She realizes that creating drawings of each step for shoe tying has helped her become more successful (**reflects** on her plan).

After reading Tina's plan, ask students:

- What is Tina's goal? What does she want to learn (she wants to learn to tie her shoes.)?
- Did Tina have a **plan** (Tina had four steps in her plan: 1. watch her teacher when tying her shoes; 2. ask her friend Julie to show her how to tie her shoes; 3. practice at home each night; 4. try to tie her shoes by herself before asking for help)?
- How did Tina **monitor** her plan to make sure she was getting better at tying her shoes (Tina used tally marks to monitor her plan and kept track of each time she tied her shoe by herself)?
- Tina needed to **adjust** her plan because she kept forgetting the steps for tying her shoe. What did she do to **adjust** her plan (Tina **adjusted** her plan by drawing pictures of each step to tying her shoe because she kept forgetting)?
- Did Tina **reflect** and ask herself, "What is going well with my plan, and what is not working?" (Tina **reflected** about what would help her remember the steps for tying her shoe. She decided to draw the steps; if she hadn't taken the time to think about what was going well and what was not, she might not have been successful in learning to tie her shoes.)?

Emphasize that good plans address all four components, or steps, and many details about how the goal will be accomplished. Tina had a good plan for learning to tie her shoes, and it included many details to help her reach her goal.

### 3. I can help others create a plan

This activity gives students another opportunity to practice creating a plan for someone else. They have previously created a plan for Jabari and evaluated Tina’s plan to determine if she included all four steps. In this activity, students create a plan for Frank, who wants to learn to write his name.

Review the Self-Regulation Planning Poster with students and remind them that good plans answer the questions on the poster. When we learn to make good plans for something we want to learn, it will help us make progress and reduce the possibility that we give up.

Tell students that they are going to practice helping another person create a detailed plan. Remind them that detailed plans contain actions that need to be **monitored** so that they make progress in learning something new. In this example, the student wants to learn to write his name.

**Frank’s Plan:** Frank wants to learn to write his name. He knows how to write the *F* and the *r*. He usually just writes *Fr* on his papers. What can Frank do to learn to write his name?

Tell students that they are going to help Frank create a detailed plan for learning to write his name. Ask students:

- What are some things Frank could do to learn to write his name (e.g., he could practice each night by adding a new letter; he could ask a friend for help; he could trace the letters)?

As students are brainstorming ideas, determine three realistic, actionable steps for Frank and write them on large chart paper.

- What could go wrong with Frank’s plan (e.g., he might forget to practice; his friend or parent might be busy)?
- What are some things he could do to **adjust** his plan if things go wrong (e.g., he could practice twice as long the next night; he could trace the letters with his finger; he could ask a different friend for help)?
- How long should it take Frank to write his name? He knows two letters and his name has five letters (it could take Frank 2–3 days).

Keep brainstorming until the class has developed a detailed 3-step plan that will ensure Frank’s success if he follows it. Write Frank’s plan on chart paper so that students can refer to it in the next activity. If necessary, draw simple related images after each step of the plan to cue non-readers. An example plan is provided below:

Frank’s Plan for Writing His Name

1. Practice during school by copying the name sign on his desk.
2. Practice each night for 10 minutes by writing an additional letter in his name each night and then writing his full name.
3. Ask his mom to check his work each night and provide feedback. Fix any mistakes.

Summarize this activity by emphasizing to students that whenever they want to improve or learn something new, they should practice self-regulation and start by **making a plan**. Remember to include details in your plan like we have put in Frank’s plan that include your goal, when you will

reach your goal, and how you will reach your goal. Frank's goal was to learn to write his full name. He wants to learn that in three days, and he is going to learn to write his name by copying his name at school, practicing each night for 10 minutes, and asking his mom to check his work.

Your students may have created an alternate plan for Frank, and his timeline and action steps may be different. Summarize their plan and emphasize how they have addressed each question from the Self-Regulation Planning Poster.

#### 4. I can add strategies to manage big feelings to a plan

In this activity, students review the plan they created for Frank in the previous activity and add strategies for managing his big feelings when he is learning to write his name. Students need to understand that self-regulation can help us meet our goals, and one way to keep progressing toward our goals is to learn how to manage our emotional reactions. When students learn to manage their emotional reactions, it increases their self-efficacy in completing a task and prevents their emotions, or big feelings, from getting in the way of their progress.

Refer back to the book or video *Jabari Tries* and discuss the illustration where Jabari is kicking his flying machine (2:52 in video). Ask students:

- What is happening to Jabari in this picture (e.g., he is getting frustrated; he is kicking his flying machine)?
- Have you ever become frustrated and done or said things that you didn't mean to?

Remind students that learning new things can be difficult and sometimes we can get frustrated or upset. Show the next illustration, where Jabari's dad is explaining what he should do when he gets frustrated (3:06 in video). Ask students:

- What is happening in this picture (Jabari's dad is telling him how to calm down)?
- What strategies did Jabari's dad tell him to use when he gets frustrated (he told him to gather his patience, take a deep breath, and blow away his frustrations)?
- Have you ever tried taking a deep breath and blowing away your frustration?

Explain to students that just like Jabari had to learn to manage his big feelings, so do we when we are working on something. Remembering to take a deep breath, take a break, or take a walk will keep us from giving up on what we want to learn.

Tell students that they are going to watch a video that will include a few more strategies for managing big feelings. Ask students to listen for the strategies while they are watching the video. Choose one or both of the videos below to show students. After each video, discuss different strategies that were mentioned for managing their emotional reactions.

- Cookie Monster and the Count: *Count, Breathe, Relax*, <https://www.youtube.com/watch?v=n66r5Y6wguc>
- Elmo: *Teaching Belly Breathing*, <https://www.youtube.com/watch?v=oFlKuSCw7ag>

Explain to students that they are going to add some strategies for helping Frank manage his big feelings when he is learning to write his name. Review Frank’s plan and tell students that learning to write his name is difficult for Frank, but he really wants to learn it. Ask students:

- How might Frank be feeling when he is practicing each night (e.g., he might feel frustrated; he might feel upset)?
- What are some things Frank could do to manage his big feelings (e.g., he could take a deep breath and try again; he could take a break or take a walk before he tries again)?

As a class, determine two strategies Frank could use for managing his big feelings while learning to write his name. Add those strategies to the poster of Frank’s plan. Then ask students to think about which strategies they would like to use to manage their big feelings when learning gets hard. Tell students to use page 6 of their **My Self-Regulation Workbook** to write or draw their responses to the prompt below.

When learning gets hard, I will \_\_\_\_\_ or \_\_\_\_\_ to manage my big feelings.

Remind students that when they **make a plan** to learn something new or get better at something, they should also include ways to manage their big feelings. Tell students that when they practice strategies for managing their big feelings, they are practicing self-regulation.

## Lesson 4: Monitoring Your Plan

**Competency:** Self-Regulation K–2

**Learning Target:** Students are able to identify a variety of ways to monitor their self-regulation efforts.

**Materials:**

- Self-Regulation Poster,
- Large copy of the chart in Activity 2, and
- Handout **My Self-Regulation Workbook** for each student.

**Preparation:** Create a chart similar to the one in Activity 2 and determine a few options for class-wide concepts/activities that could be used to provide students with the opportunity to practice monitoring in Activity 2.

**Activities:**

### 1. I can learn about *monitoring* a plan

In this activity, students focus on the second step (component) for self-regulation, **monitoring**. Students need to be able to **monitor** their plans to determine if they are on track to complete their plan or if they need to **adjust** their plan and try new ways to reach their goal.

Refer to the Self-Regulation Poster and briefly review each step for self-regulation. Explain to students that they are going to focus on the second step, **monitoring** your plan. Tell students that **monitoring** means checking to make sure you are making progress.

Refer back to the book or video *Jabari Tries* and tell students to think about how Jabari checked to make sure he was getting better and making progress toward creating a flying machine. Ask students:

- How did Jabari **monitor** his plan for making a flying machine (he launched his flying machine several times to see if it worked)?

Refer back to Tina’s plan for learning to tie her shoes. Read through the plan and ask students:

- How did Tina **monitor** her plan for learning to tie her shoes (Tina made a tally mark each time she successfully tied her shoe)?

Refer back to the plan the students created for helping Frank learn to write his name. Review Frank’s plan and ask students:

- How did Frank **monitor** his plan? How did he know he was getting better at writing his name (Frank added a letter to his name each night he practiced; by adding a letter, he could see that he was learning more letters and making progress)?

Explain to students that when we successfully **monitor** our plans, we ask ourselves these questions:

- Am I doing better?
- How do I know I am getting better?
- If I’m not getting better, what could I do instead?



## 2. I can practice *monitoring* a plan

This activity helps students learn different ways to **monitor** their progress toward a goal and the effectiveness of the actions in their plan rather than only **monitoring** the outcome. When students **monitor** their plans, they check to make sure the actions they put in their plan are helping them progress. Without **monitoring**, students may not be able to determine if they are off track for meeting their goal until their timeline for meeting the goal has already passed. Students have typically been taught to measure the outcome rather than the actions. For example, they may ask, “What grade did I get on the test?” instead of considering how well their actions helped them prepare for the test. It is important to support students in understanding how their actions affect the outcome.

In this activity, students determine a class-wide goal, create a class-wide plan, and identify how the class will **monitor** their progress toward reaching a goal. For older students, it may be possible for them to do this activity by choosing individual goals. If you are modifying this activity for older students, have students write their individual goals, monitoring tool, and plan in the chart on page 7 of their **My Self-Regulation Workbooks** rather than recording the class’s plan.

Remind students that we are focusing on learning more about the second step of self-regulation, **monitoring**. Review how Jabari **monitored** his plan for making a flying machine. Jabari’s plan included building a ramp. He had to **monitor** how well the ramp was working by launching his flying machine several times.

Review how Tina **monitored** her plan for learning to tie her shoes. Tina **monitored** her plan by making a tally mark each time she successfully tied her shoes. Finally, review how Frank **monitored** his plan. He made sure he was making progress toward his goal by adding a new letter to his name each night. Each of these characters had to check to see if they were getting better at what they wanted to accomplish. Tell students that we need to **monitor** our progress toward something we are learning too. If we **monitor** our plans, then we know if/when we need to **adjust** them and try different ways to meet our goals.

Show students the copy of Tina’s plan written on chart paper. Tell students that they are going to take a closer look at Tina’s plan to help them understand how to **monitor** the actions.

This is Tina’s plan for learning to tie her shoes:

**Tina’s Plan:** Every time Tina’s shoes are untied, she has to ask her teacher to tie them for her. When the teacher is not there, she asks her friend Julie to do it. Tina really wants to learn to tie her own shoes (goal). She decides to watch the steps her teachers take when tying her shoes, and she asks Julie to show her how to tie her shoes at recess. Tina also practices at home each night for one week. When at school, she tries to tie her shoes herself before asking for someone else to help her. Tina starts to be able to tie her shoes most of the time, and each time she ties her shoe by herself, she puts a tally mark on a piece of paper (**monitors** her plan). Tina notices that sometimes she forgets the steps for tying her shoes, so she decides to draw pictures of each step so she can refer to them when she forgets (**adjusts** her plan). After a few more days of practicing, Tina looks at her tally marks and thinks about how many times she has tied her own shoes. She realizes that creating drawings of each step for shoe tying has helped her become more successful (**reflects** on her plan).

She had four steps in her plan:

1. Watch the steps her teachers took when tying her shoes.
2. Ask her friend Julie to show her how to tie her shoes.
3. Practice each night at home.
4. Attempt to tie her shoes herself before she asked for help.

Tina **monitored** her plan by making a tally mark each time she successfully tied her shoes. However, Tina noticed that she wasn't making any more tally marks, so she knew she wasn't making progress. She had to **adjust** her plan to continue making progress. If Tina had not **monitored** her plan by making tally marks, she may not have realized that she wasn't making progress in learning to tie her shoes. Tell students to think about different times when they have **monitored**. Ask students:

- Have you ever tried to keep track of your progress by making tally marks or graphing your progress?
- What other ways have you seen people keep track of their progress (e.g., setting an alarm, marking things on a calendar or in a journal, marking progress on a chart)?

Students could have experience graphing their progress using charts with stickers or checking off things they completed each day. It is important that they know these tools were used to help them **monitor** their progress.

Provide students with a few examples of how plans could be **monitored**. Examples might include:

- Graph or tallies (e.g., documenting specific information at regular intervals and then using a graph to illustrate overall success or challenges)
- Writing or drawing about their progress each day (e.g., how far did they progress in their plan, and what will they do next?)
- Timelines (e.g., using a calendar template to show the end date and marking each day that they practice)
- Video or picture log (e.g., documenting progress in a visual format to display time-lapse improvements)
- Apps on devices (e.g., calendars, to-do list/memo apps, apps specifically intended for self-regulation and **monitoring** progress)

Create a large version of the table below on chart paper. Explain to students that they are going to practice **monitoring** something they want to learn or improve over the next week. Determine a class-wide concept that students could use to practice **monitoring**. Concepts could include improving the class's memorization of math facts, walking down the hall quietly for a week, or completing reading logs. Provide students with a few examples of things they could choose to improve or learn related to your content area. Ask students:

- What is something we could agree to work on this week so we can practice **making a plan** and **monitoring** our progress?

Once the class has determined the concept they will use to practice monitoring, tell students that this will be their goal for the week. For example, our goal for the week is to walk quietly to music class each day. Ask students to use page 7 of the **My Self-Regulation Workbook** to follow along with you as you complete the chart.

Write the goal in the chart and ask students to either write or draw the goal in their workbooks. Ask students:

- When we want to improve or reach a goal, how do we start (we practice self-regulation and start by **making a plan**)?

Tell students that they need a 3-step plan that will help them reach their goal. Provide the students with a few examples of actions that could be used in the class plan. It is important that any action included in the plan is something that the students can control. Once the class has brainstormed three actionable and reasonable steps to their plan, write the steps in the Plan column and ask the students to record those steps in their workbook.

Explain to students that they need to determine how they will **monitor** their progress in reaching their goal. Provide a few examples of how their plan could be **monitored**, and once the class has decided how they will **monitor** their plan, write their monitoring tool in the Monitoring Tool column. Then ask students to record how they will **monitor** their progress in their workbook.

Self-Regulation Goal	Monitoring Tool	Plan
<b>Example:</b> Read my library book each night at home.	Putting a tally mark on a calendar each night I remember to read a book.	<ol style="list-style-type: none"><li>1. Go to the library and check out new books.</li><li>2. Put my books in my backpack each day so that I have them at school and at home.</li><li>3. Read for 20 minutes after dinner each night.</li></ol>

Conclude this activity by telling students that you will provide a few minutes each day for them to **monitor** the class's progress in reaching their goal. You will need to provide a format for them to **monitor** as a class, such as a class-wide calendar they can mark or chart paper they can use to graph the class's progress.

## Lesson 5: Adjusting as Needed

**Competency:** Self-Regulation K–2

**Learning Target:** Students understand how to use the information from their monitoring efforts to determine if their plan is off track and identify the obstacles that are derailing their efforts. Students can analyze that information to identify and implement specific actions and strategies to get back on track and then incorporate the new strategies/actions into their future monitoring efforts.

**Materials:**

- Self-Regulation Poster,
- Book *The Crayon Man* by Natacha Biebow or video read-aloud: <https://www.youtube.com/watch?v=aYkqCILYib4>,
- Yellow and blue Play-Doh for each student for Activity 2,
- Handout **My Self-Regulation Workbook** for each student,
- Poster of the chart in Activity 5,
- Video *Curious George Rides a Bike*: <https://www.youtube.com/watch?v=KAW9OajQmRU>,
- Video *How to Succeed*: [https://www.youtube.com/watch?v=hS5CfP8n\\_js](https://www.youtube.com/watch?v=hS5CfP8n_js),
- Video *One Common Goal, Motivation*: <https://www.youtube.com/watch?v=rErQ9BPceDU>, and
- Video *Never Give Up on Your Dreams*: <https://www.youtube.com/watch?v=Sv4KKykRHjI>.

**Preparation:** Divide portions of yellow and blue Play-Doh for each student for Activity 2 and make a poster-sized copy of the table in Activity 5 on chart paper.

**Activities:**

### 1. I can learn to **adjust** when things aren't going as planned

This activity deepens students' understanding of the third step (component) for self-regulation, **adjust** as needed. Students use **monitoring** to determine if they need to **adjust** their plan in order to make it more effective. When students **adjust** their plans, they learn persistence in reaching their goals.

Refer to the Self-Regulation Poster and briefly remind students of the four self-regulation steps: **making a plan**, **monitoring** that plan, **adjusting** as needed when things are not going as planned, and **reflecting** on what worked.

Explain to students that this lesson focuses on the third component—**adjust** as needed when things are not going as planned—and they're going to learn about how to manage obstacles and improve their plan going forward rather than getting discouraged and giving up.

Compare learning to **adjust** as needed to how a scientist does experiments. When scientists invent something, they have to try many different ways and **adjust** their experiment many times before they are successful. Tell students that they are going to learn about how important it is to **adjust** our plans by learning about the two scientists who invented crayons, Edwin Binney and C. Harold Smith. They had a plan for inventing crayons, but it didn't go exactly like they thought it would, and they had to **adjust** their plan many times before the crayons worked correctly. Tell students that as they

are listening to the book or video, they should listen for the different ways Mr. Binney and Mr. Smith had to **adjust** their plan.

Begin the book or video *The Crayon Man*. Stop the book or video at the illustration of Edwin's family explaining why the crayons they currently have don't work (2:25 in video). Ask students:

- What is the problem (the crayons they have aren't colorful and don't work)?
- What is a goal for Edwin (he needs to make better and more colorful crayons)?

Continue reading the book or watching the video. Stop at the illustration of the factory workers covered in colors (3:49 in video). Ask students:

- What was Edwin's plan for making crayons (he was going to combine wax and powdered dye to make better, more colorful crayons)?

Continue reading the book or watching the video. Stop at the illustration of Edwin and his staff looking at the table full of crayons (4:46 in video). Ask students:

- Did Edwin have to **monitor** his plan for making crayons (yes; he had to add more dye and **adjust** the temperature for melting the wax)?

Explain that Edwin's plan did not go as he thought it would and he had to **adjust** his plan. Rather than giving up, he tried different dyes and **adjusted** the heat for melting the wax. Finish reading the book or watching the video. Emphasize that Edwin had to **adjust** his plan many times and try many different things before he reached his goal of making a crayon.

Provide students with a personal example of a time when you planned to do something but had to **adjust** your plan. Include details about the actions and thoughts you had to **adjust** to complete your plan. Then tell students to think about a time when they had planned something but had to **adjust** because their plan did not go well. Ask students:

- Did you ever **make a plan** for learning something or completing a task and it didn't go like you thought it would?
- What did you do when things didn't go as planned?

Ask students to use page 8 of their **My Self-Regulation Workbook** to complete the prompt.

**Adjusting** means \_\_\_\_\_ (explain **adjusting** in their own words or drawings).

I had to **adjust** my plan when \_\_\_\_\_ (write or draw about a time when they had to **adjust** their plan).

## 2. I can use **monitoring** to help me know when to **adjust** my plan

In this activity, students learn about the connection between **monitoring** and **adjusting**. When students learn to **monitor** well, they can use that information to determine if they need to **adjust** their plan. When students **monitor**, they **reflect** on how well the actions in their plan are working. They may ask themselves: What is going well? How do I know? What is not working? How do I know my actions aren't helping me improve?

Tell students one of the reasons we sometimes give up when something goes wrong in our plan is that we don't always know where we got off track, and even if we do, we might not know *how to get back on track*. Explain to students that we learned a lot about **monitoring** a plan by reading *The Crayon Man*. Remind students that Edwin kept his goal in mind (making a brightly colored crayon) and kept **monitoring** his goal by testing the crayons. He had to **adjust** the heat and the amount of dye many times before the crayons would work.

Ask students:

- How did Edwin know he had to **adjust** his plan for making brightly colored crayons (he **monitored** the colors to see if they were bright enough)?
- What did Edwin do to **adjust** his plan (when the crayons were not the right color, he **adjusted** the amount of dye and heat he used until he had the correct formula)?

Tell students they are going to **make a plan** for creating bright-green Play-Doh by mixing yellow and blue Play-Doh together. Emphasize that they may need to **adjust** their Play-Doh formula to get the brightest green possible. Remind students that their plan needs to be specific and include exactly what portion of each color will be mixed, how many times they will knead the dough before it turns green, and how they will know when they have created the correct color of green. Ask students:

- How many pinches of each color will you need?
- How long will you knead the dough to combine the colors?
- How will you **monitor** your plan for making green Play-Doh?

Some examples of actions students could use to **monitor** their plan are watching the dough to make sure the yellow and blue are blending and the dough is turning green, observing the color of the dough after kneading to determine if they need to add more of one color or keep kneading the dough, and comparing the color of the Play-Doh to bright-green objects such as crayons or construction paper to determine if they have a bright-green color. Then ask students:

- How will you **adjust** your plan for making green Play-Doh if you need to?

Some examples of adjustments students could make are adding more of each color and kneading the dough for longer periods of time to blend the colors.

Ask students to write or draw their plan for making green Play-Doh in their **My Self-Regulation Workbook** on page 8.

My plan for making green Play-Doh is:

- 1.
- 2.
- 3.

I will **monitor** my plan by \_\_\_\_\_.

I will **adjust** my plan if needed by \_\_\_\_\_.

**Example Plan:**

*My plan for making green Play-Doh is:*

1. *Get four pinches of yellow Play-Doh.*
2. *Get four pinches of blue Play-Doh.*
3. *Knead the yellow and blue Play-Doh for five seconds to combine.*

*I will **monitor** my plan by comparing my Play-Doh to my green crayon to see if it is the right color.*

*I will **adjust** my plan if needed by adding two more pinches of yellow or two more pinches of blue Play-Doh and kneading it for five more seconds.*

After the students have written or drawn their plans for making green Play-Doh, ask them to complete each step. When each student has completed each step, ask students:

- Is the Play-Doh turning the color you planned?
- Do you need to **adjust** your plan?

Allow the students to **adjust** their plans as needed, and summarize the activity by asking students:

- How did you know you needed to **adjust** your plan?
- How did you **adjust** your plan to make green Play-Doh?

Emphasize that when we **monitor** our plans well, we know if we are off track, and we know when we need to **adjust** our original plans so that we can meet our goals. Tell students that they each created a plan for making green Play-Doh, and because they **monitored** their plans by comparing their Play-Doh to other green objects or by observing the color, they knew whether or not they needed to **adjust** their plans. **Monitoring** helps us know when we need to **adjust** our plans.

### **3. I can use If–then Statements to help me overcome obstacles**

This activity introduces students to If–then Statements as a tool for helping them learn to predict obstacles they could encounter when working toward a goal. Students identify potential obstacles they could encounter when working toward a goal and use If–then Statements to plan for ways to overcome obstacles.

Review the stories *Jabari Tries* and *The Crayon Man* and remind students that each had a plan, **monitored** their plan, and had to **adjust** their plan to reach their goals. Explain that one way to keep us from needing to **adjust** our plans so much is to brainstorm some potential obstacles or things that might get in the way of our plan. An obstacle is something that keeps you from reaching your goal. For example, if you had a goal to read your library book every night at home, an obstacle might be that you forgot your library book at school. Ask students to brainstorm obstacles for the following scenarios:

1. You have a plan for learning to write your name by practicing each night at home. What obstacles might you experience (e.g., not having time because you had soccer practice, not having pencil and paper)?

2. You have a plan for learning to ride your bike by asking a friend to help you after school. What obstacles might you experience (e.g., your friend not having time, you having another activity you forgot about)?

Explain to students that when we think about things that could go wrong, one strategy we can use to help us overcome obstacles is to use If–then Statements. Ask students:

- If you had a plan for learning to write your name by practicing each night at home but you had to practice soccer instead of practicing your name, what could you do to keep working toward your goal of learning to write your name (e.g., get up early and practice before school, practice in the car on the drive to soccer, practice twice as long the next night)?

Model an If–then Statement for the students based on the scenario: “**If** I have soccer practice, **then** I will get up early and practice writing my name while I am waiting on the bus.”

Ask students to provide a few If–then Statements for Scenario 2, above.

If students consider in advance what could derail their efforts, then their plans can incorporate ways to avoid those obstacles in the first place. With students, brainstorm potential obstacles for specific plans, use If–then Statements to strategize how to address specific complications, and predict how specific actions/decisions might affect progress. Practice using If–then Statements with the characters from the books or videos that were previously watched.

- Jabari has a plan to make a flying machine. **If** his machine doesn’t fly, **then** he can: (e.g., make larger wings, adjust the size of the ramp).
- Mr. Binney and Mr. Smith have a plan to create brightly colored crayons. **If** the color is not correct, **then** they can: (e.g., add more dye, adjust the heat).

Ask students to think about something they want to accomplish today. Then ask students to think about a potential obstacle that could get in the way of their accomplishment. Tell students to write or draw an If–then Statement for a goal they want to accomplish by the end of the day by using the prompt on page 9 of their **My Self-Regulation Workbook**.

I want to \_\_\_\_\_. An obstacle I might experience is \_\_\_\_\_.

If \_\_\_\_\_ happens, then I will \_\_\_\_\_.

Summarize the activity by emphasizing that it is important for us to think ahead and identify the areas where we might need to **adjust** our plans. We have to be scientists and **monitor** our plans; when we **monitor** and notice that things aren’t going as we want them to, we need to **adjust** and keep going!

#### 4. I can identify distractions that could keep me from completing my plan

In this activity, students learn that distractions, such as friends, cell phones, technology, and wanting to do something else, can keep them from reaching their goals, and they need to predict how they will handle distractions to keep progressing toward their goals.



Explain to students that distractions are obstacles that we can predict, and thinking about things that could distract us when we want to reach a goal can help us make better plans. Provide a few examples of distractions you have experienced. Then ask students:

- Have you ever experienced a distraction when you were trying to get something done (e.g., people talking, noises from technology, someone tapping a pencil)?
- What do you do when you experience distractions (e.g., move to another place to complete my work, ask my friend to stop talking, put on headphones so I can't hear other people)?

Tell students they are going to watch a short video clip of Curious George, <https://www.youtube.com/watch?v=KAW9OaiQmRU>. In this video clip, Curious George has a goal of delivering newspapers on each side of the street, but he gets distracted. Ask students to identify the distractions that become obstacles for Curious George in accomplishing his goal of delivering newspapers. In the video, from 0:58 to 3:52, you will see two distractions (the river and the boat) and the consequence (newspapers are all wet, and Curious George's bike is broken). If you continue the video beyond the 3:52 time stamp, there are additional distractions; however, these are not necessary to facilitate the following conversation.

After the video, ask students:

- What distracted Curious George (e.g., the river, the boat)?
- What are some If–then Statements for keeping Curious George from getting distracted by the river or the boat (e.g., if he starts to get distracted by the river, then he could remind himself that he has a goal of delivering the newspapers and that he can go to the river after he achieves his goal; if he gets distracted by the boats, then he can ride his bike on a path away from the river and the boats).

## 5. I can practice identifying obstacles and use If–then Statements to overcome them

Students continue to learn about and practice identifying obstacles and creating If–then Statements for overcoming the obstacles in this activity. In this activity, students watch a series of short video clips where the characters identify goals. The students then must identify potential obstacles and create If–then Statements for each character.

Tell students that obstacles can be many different things. Obstacles can include how we feel, think, and what we do. Obstacles can also include other people and distractions. Remind students that we can manage distractions by planning for them.

Create a larger version of the table below on chart paper. Explain to students that they are going to watch a few short videos. You will tell them each character's goal, and they will brainstorm two possible obstacles on page 9 of their **My Self-Regulation Workbook** the character could experience while working toward the goal.

Scenario	2 Potential Obstacles (What could get in the way?)	If–then Statement to Address Each Obstacle
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<p><b>Scare contest clip:</b> Mike has a goal to win the scare contest. His plan is to practice every day and read books about how to scare people. What are some potential obstacles for his plan?</p> <p><a href="https://www.youtube.com/watch?v=hS5CfP8n_js">https://www.youtube.com/watch?v=hS5CfP8n_js</a></p>		
<p><b>Raise money clip:</b> The Minions have a goal to raise money to fund their rocket project. Their plan is to sell all their belongings to raise money. What are some potential obstacles for their plan?</p> <p><a href="https://www.youtube.com/watch?v=rErQ9BPceDU">https://www.youtube.com/watch?v=rErQ9BPceDU</a></p>		
<p><b>Ballerina clip:</b> A girl has a goal to become a ballerina. Her plan is to practice every day at home. What are some potential obstacles for her plan?</p> <p><a href="https://www.youtube.com/watch?v=Sv4KKykRHjl">https://www.youtube.com/watch?v=Sv4KKykRHjl</a></p>		

## 6. I can choose actions that will positively impact a plan

This activity helps students strengthen their ability to consider how various actions and decisions affect the outcome of a plan. Students need to understand that their actions can either positively or negatively affect the likelihood that they will complete a task.

Explain to students that there are numerous options for how we could react in a given situation, and there usually isn't a right or a wrong option. Learning self-regulation can help us think about the actions that will be most effective in helping us reach our goals.

Tell students that you are going to read a few scenarios to them and that they will need to determine what the character could do next in each situation. Ask students to share, documenting their choices and outcomes visually. Begin by reading a scenario. Then ask students:

- What could you do?
- What's the likely outcome of that choice?
- What other choices could you make? What would be the outcome of those choices?

Scenario	What could you do?	What's the likely outcome of your choice?
Marta has a goal to learn how to do a flip on the uneven bars in her gymnastics class. Her plan is to stay after class for 10 minutes 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	Outcome
Javier made a plan to be able to write all of his numbers to 100. He is going to ask his older sister to practice	Choice	Outcome

every night at home with him, but his sister is busy tonight.	
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Summarize the activity by reminding students that they will have choices to make as they are working toward a goal. Some choices will help you reach your goal more quickly. We don't always have to choose the action that is focused on our goal, but we do have to get back on track and keep working toward our goals.

## Lesson 6: Reflecting on Your Plan

**Competency:** Self-Regulation K–2

**Learning Target:** Students are able to engage in self-directed reflection (both during and after their efforts). When making and using a plan, students include opportunities to reflect on their progress. After completing a self-regulation plan, students reflect on what worked and what didn't, what they accomplished, and how they can apply their knowledge going forward.

**Materials:**

- Self-Regulation Poster,
- Handout **My Self-Regulation Workbook** for each student,
- Self-Regulation Reflecting Poster,
- Self-Regulation Planning Poster, and
- Marshmallows and toothpicks for each student.

**Preparation:** Put marshmallows and toothpicks in a baggie for each student to be used in Activity 1.

**Activities:**

### 1. I can practice *reflecting* during and after my plan

Students need to practice **reflecting** on how things are going in reaching their goals or accomplishing a task throughout the process of self-regulation. They should continually ask themselves if they are on track for meeting their goal, what is going well, and what are some things they can improve as they are practicing self-regulation.

Refer to the Self-Regulation Poster and briefly remind students that they have been learning a step-by-step process that will help them complete a task, manage their big feelings, and ultimately reach their goals. Whenever they want to get better at something, they should follow the four steps for self-regulation. Review each step (component) using the Self-Regulation Poster.




Explain to students that the next activity focuses on the fourth step—**reflecting** on their plan and their progress toward their goal—and they're going to learn about ways to incorporate **reflection**, both during and after self-regulation efforts. Show students the Self-Regulation Reflecting Poster. Define the word **reflection** as thinking about how you are doing in learning something or getting better at something. When we **reflect**, we ask ourselves these questions, depicted in the Self-Regulation Reflecting Poster.


Explain to students that we need to **reflect** while we are working on our plans and after we have completed them to determine which actions worked the best. Tell students that they are going to practice **reflecting** during their plan and after they have completed a plan.

The plan they will make is for playing a game where they build a tower out of toothpicks and marshmallows. Tell the students that they will create a plan for building the tallest toothpick tower in 3 minutes and that you will stop the game midway through so that they can practice **reflecting** on their plan and **adjust** it as needed. After the game is over, you will

**Self-Regulation**  
Reflecting

**Reflecting on My Progress**

	1. What parts of my plan have I completed?
	2. Is my plan working? How do I know?
	3. If it isn't working, what can I adjust?

  
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ask them another set of questions to help them **reflect** after they have completed their plan for the game.

Refer back to the Self-Regulation Planning Poster that was introduced in Lesson 3. Remind students that a good plan contains the elements listed on the poster. Use the guiding questions to help students create their mini plans for the game:

- What is the goal (my goal is to build the tallest toothpick tower in 3 minutes)?
- How long do I have (I have 3 minutes to complete the tower, but I will stop after 90 seconds to **reflect** and **adjust** my plan as needed)?
- What is my plan (for example, 1: start by making a square base with marshmallows at each corner; 2. add another level by copying the shape of the base each time; 3. continue adding levels until 3 minutes is up)?
- How will you know if your plan is working? How will you **monitor** your plan (for example, I will **monitor** my plan by making sure to add a new level every 30 seconds; if my tower keeps growing, my plan is working; if it topples over or leans, I will need to **adjust** my plan)?
- How will you **adjust** if your plan is not working (for example, I will **adjust** my plan by making the upper levels narrower, if needed)?

Ask students to write or draw their plans on pages 10–11 of the **My Self-Regulation Workbook**.

My plan for building a toothpick tower is:

- 1.
- 2.
- 3.

I will **monitor** my plan by \_\_\_\_\_.

I will **adjust** my plan by \_\_\_\_\_.

Start the game and let the students work on their towers for 90 seconds. Then ask them to stop their building and **reflect** by asking the questions on the Self-Regulation Reflecting Poster aloud:

- What parts of my plan have I completed?
- Is my plan working? How do I know?
- If it isn't working, what can I adjust?

Give the students a few minutes to **reflect** and make adjustments to their plan. Tell students they are going to complete the game and then **reflect** on their plan again. After 90 seconds of building time, tell students to stop building and ask:

- What adjustments did I make to build a tall tower?
- What parts of my plan worked the best?
- What would I change next time?

Allow students a few minutes to write or draw their *reflections* on page 11 of their **My Self-Regulation Workbook**. Wrap up by discussing with students that this activity is really about self-reflection. It is taking a moment to think about what we did to achieve, grow, or learn. When we take the time to stop and *reflect* on our progress, we can identify things that would make the tasks easier or better.

## Lesson 7: Self-Regulation—Putting It All Together

**Competency:** Self-Regulation K–2

**Learning Target:** Students are able to apply their self-regulation knowledge and use all four steps (components) while developing a self-regulation plan for something they want to learn or practice.

**Materials:**

- Handout copies of the **My Self-Regulation Workbook** for each student,
- Self-Regulation Poster,
- Self-Regulation Reflecting Poster, and
- Self-Regulation Planning Poster.

**Preparation:** Review each of the activities and consider whether or not you will ask students to write individual plans or collaboratively create a class-wide plan for something all students need to learn.

**Activities:**

### 1. I can make a detailed plan

In this activity, students apply what they have learned about making detailed plans and create a detailed plan for something they want to learn. For younger students, it may be necessary to collaboratively create a class-wide plan for something the entire class needs to learn. Older students should be able to identify something they want to learn or improve, and create individual plans for accomplishing it.

Briefly review the four steps (components) for self-regulation and emphasize that during this activity, students will create detailed plans for accomplishing a goal. Review the Self-Regulation Planning Poster with the students and review how they have practiced adding details to the plans for Jabari, Frank, and Tina. They have even practiced making their own mini plans for the Toothpick Tower game.

Tell students that they will make a detailed plan for something they would like to learn. Ask students to refer back to Lesson 1, Activity 2, on page 4 of their **My Self-Regulation Workbook**, where they wrote or drew three things they would like to learn by practicing self-regulation. Explain to students that their goal should be a longer-term goal like improving on a specific writing concept or reducing their emotional reactions to stressful situations. The goal needs to take students approximately two weeks to complete. Ask the students to write or draw their goal on page 12 of the **My Self-Regulation Workbook**.

My goal is: \_\_\_\_\_. I will use self-regulation to help me reach my goal.

Ask a few students to share examples of their goal. Explain to students that once they have a goal, they are ready to write or draw a detailed plan for reaching their goal. Remind students that their plans need to include actions, thoughts, and behaviors that need to be **monitored**. Use the questions on the Self-Regulation Planning Posters to help students determine the actions, thoughts, and behaviors they will need to include in their self-regulation plans. Allow students a few minutes to develop their plans by writing or drawing each step on page 12 of their **My Self-Regulation Workbook**. Their plan should have at least three actionable steps. As they are writing their plans, provide them with feedback and guidance as needed. After a few minutes, ask students to pause

and consider how they will manage their big feelings when they are working on their plan and write or draw two strategies they could use to manage their big feelings.

Summarize this activity by telling the students that creating detailed plans is the first step in the self-regulation process. They will continue to work on their plan and add **monitoring**, **adjusting**, and **reflecting** actions in later activities.

## 2. I can choose how I will **monitor** my plan

In this activity, students choose how they will **monitor** their plan. In Lesson 4, you have emphasized the importance of **monitoring** their plan to help them determine if they are on track for meeting their goal and if their plan is working effectively. Begin a discussion with students about the importance of **monitoring** their plan by reviewing how each of the following characters **monitored** their plans:

- Jabari: How did Jabari **monitor** his plan for making a flying machine (he watched and analyzed each time he launched his flying machine to see if it flew further and higher; he **monitored** by watching)?
- Tina: How did Tina **monitor** her plan for learning to tie her shoes (she made tally marks each time she tied her shoes by herself to track how she was doing)?
- Frank: We helped Frank add **monitoring** to his plan. How did we decide to have Frank **monitor** his plan for learning to write his name (the class determined how Frank would **monitor** his plan; remind students what tool they chose for Frank to use in **monitoring** his plan)?

Remind students that they also practiced **monitoring** their plans for making green Play-Doh by observing the color of the dough and tracking how many pinches and kneads they had to do before the dough turned green. Tell students that **monitoring** their plans is how they will know if they are on track for meeting their goal or determine if they need to **adjust** their plan and add some different steps. Remind students that they will need to **monitor** their actions by asking, “Is this working? Are the steps in my plan helping me make progress?” and their progress by asking, “Am I making progress? How do I know?” Review the different ways that students can **monitor** their plans:

- Writing or drawing about their progress each day (e.g., how far did they progress in their plan; what they will do next?)
- Timelines (e.g., using a calendar template to show my end date and marking each day that I practice)
- Video or picture log (e.g., documenting progress in a visual format to display time-lapse improvements)
- Tally marks (e.g., making a tally mark each time they complete an action)
- Graphs (e.g., documenting specific information at regular intervals and then using a graph to illustrate overall success or challenges)



Ask students to choose the method they will use to **monitor** their plan. Tell the students to circle the method they will use to **monitor** their plan, and then write or draw how they will use that method on page 12 of their **My Self-Regulation Workbook**.

Examples could include graphing my progress in learning to write my numbers each day, making a tally mark each time I remember to bring my backpack to school, or writing a few sentences about how I am progressing in learning to ride my bike.

Conclude this activity by explaining to students that they will **monitor** their progress toward meeting their goal several times. Tell students that we have to continually **monitor** our plans to make sure we are progressing. That means that they could be adding to their graph several times, making tally marks at different intervals in time, or writing about their progress every few days.

### 3. I can brainstorm ways to **adjust** my plan

In this activity, students brainstorm potential obstacles for their plan and write or draw If–then Statements to help them overcome obstacles they could experience.

Remind students about the importance of **monitoring** their plans and that **monitoring** their plans can help them know when they need to **adjust** their plans. Explain to students that when they learn to **adjust** their plans, they are like scientists. They may need to try many different ways, but they shouldn't stop trying to reach their goal. Review how Edwin from *The Crayon Man* had to **adjust** his plan many times for making crayons by changing the dye they used and the heat settings. Remind students that they practiced **adjusting** their plans when they made green Play-Doh and when they made toothpick towers.

Ask students to recall the name of the statements we use when predicting obstacles and planning how to overcome them (If–then Statements). Remind students that they practiced making If–then Statements for Jabari and the scientists in the book *The Crayon Man*. Review and discuss how distractions can also become obstacles and get in the way of students completing a self-regulation plan. Remind students that they watched several video clips and helped the character from each video clip predict obstacles to their plan. Ask students to refer back to Lesson 5, Activity 5, on page 9 of their **My Self-Regulation Workbook**, where they made a list of obstacles for the characters in the video clips. Discuss the different obstacles by asking students:

- What were some of the obstacles the characters experienced?
- What were some of the actions we brainstormed to help each character overcome their obstacles?

Tell students that they are going to brainstorm obstacles that could get in the way of completing their self-regulation plans and write or draw If–then Statements for each obstacle. Help the students generate obstacles for their plan by asking them to think about these questions:

- What could go wrong? What could distract you?
- Are there people who are helping you with your plan? If they are not available, what will you do?

Ask the students to begin a list of obstacles and If–then Statements on page 13 of the **My Self-Regulation Workbook** by writing or drawing their obstacle and the accompanying If–then Statement.

Obstacle	If–then Statement
<i>In my plan to learn to ride a bike, it could be raining when I planned to practice.</i>	<i>If it is raining when I planned to practice riding my bike, <b>then</b> I will practice longer the next day.</i>

After students have identified some obstacles, ask them to share in groups. Their partners should help them brainstorm additional obstacles and If–then Statements.

Conclude this activity by emphasizing that things don’t always go as planned and that when we practice predicting obstacles, it can provide us with strategies to keep going and progressing toward our goals rather than giving up. Tell students that whenever they experience an obstacle in other classes, when working with friends or in extracurricular activities, they should think about how to overcome the obstacle instead of giving up.

#### 4. I can accept feedback on my plan

In this activity, students share their plan with a friend and ask the friend to provide them with feedback and ideas to make the plan better. This activity helps students practice recognizing the elements of a good plan and using feedback from others to improve their plans.

Begin this activity by discussing how important it is to apply feedback when we are learning. Provide a few examples of feedback the students might receive on an assignment and how using that feedback can help them learn. Tell students they are going to use feedback to make their self-regulation plans stronger. Show students the Self-Regulation Planning Poster and explain that their partner will use the poster and some guiding questions to provide them with feedback on their plans.

Ask students to share their self-regulation plans with their partner, including how they will **monitor** the plan and their If–then Statements. Ask partners to provide feedback on each other’s plan, answering the Self-Regulation Planning Poster questions.

After the partner **reflects** on the questions, ask them to share a few things they like about the plan and a few things they would suggest for improving the plan. Students can incorporate these suggestions into their planning and monitoring descriptions and If–then Statements.

## 5. I can *reflect* on my plan

In this activity, students add the final step (component) to their self-regulation plans. Remember that supporting students in learning to self-reflect both during and after they have completed their plans will improve their ability to make adjustments to their plan when needed and help them develop actionable steps that they can use as they develop other plans.

Discuss the importance of *reflection* with students. *Reflection* helps us know what is going well, how much progress we are making, and if we might need to *adjust* our plans. Refer students back to the Self-Regulation Reflecting Poster and review the *reflective* questions they need to consider:

- What part of my plan have I completed?
- Is my plan working? How do I know?
- If it isn't working, what can I adjust?

Remind students that they practiced *reflecting* on their plans when they built the toothpick towers. Explain to students that sometimes another person can help you practice *reflecting*. Another person can hold you accountable for slowing down and thinking about how your learning is going. Tell students that they are each going to have a reflection partner. Their reflection partner will help them stop and think about their learning and how well their plan is going. Tell students that while they are implementing their plan, you will prompt them every few days to stop and meet with their reflection partner. Their reflection partner should use the guiding questions on the Self-Regulation Reflecting Poster each time they meet with their partner. Assign each student a reflection partner.

## Lesson 8: Implementing Your Plan

**Competency:** Self-Regulation K–2

**Learning Target:** Students are able to apply their self-regulation knowledge to monitor, adjust, and reflect on their self-regulation plans.

**Materials:**

- Handout **My Self-Regulation Workbook** to each student and
- Self-Regulation Reflecting Poster.

**Preparation:** Determine a specific time 2–3 days per week that students will be given 10 minutes to complete the activities in Lesson 8.

**Activities:**

### 1. I can *monitor* my self-regulation plan

After completing each activity from Lesson 7, students should have a detailed self-regulation plan with monitoring techniques and strategies for overcoming obstacles. Students should be ready to implement their plans and begin **monitoring** their progress. It is important to build time into their schedule (approximately 10 minutes every few days) to review their plans, **monitor** their plans, **adjust**, and **reflect**.

Lesson 8, Activities 1–3 are question based and meant to provide accountability for the student to refer back to the specific steps (components) of their plan and **reflect** on how well they are addressing each step. You will complete Activities 1–3 sequentially each time you provide students time to update their plans. You may need to repeat the sequence several times until students have had time to complete their self-regulation plans. Self-Regulation is an ongoing process that, with practice, students will learn to follow on their own.

Explain to students that they are going to take a few minutes and review how their self-regulation plan is going. They will do this by **monitoring** their plans. Students should refer back to Lesson 7, Activity 2, and review how they are **monitoring** their plan. Ask students to consider these questions to help them **monitor** how their plan is going so far:

- Which tool did you choose to **monitor** your plan (e.g., tally marks, graph, writing)?
- Are you using your tool to **monitor** your plan (e.g., making a tally mark each time I remember to bring my backpack to school, etc.)?
- Do I need to update my **monitoring** efforts at this point in time?

Allow students a few minutes to update their progress on their plan by making tally marks for completed steps, graphing progress, or writing about their progress so far on page 14 of their **My Self-Regulation Workbook**. Each time the students are asked to **monitor** their plans, they will return to this page. Students will need to **monitor** their plans several times before they complete the plan.

After a few minutes, ask students:

- Are you making progress toward your goal (various responses)?

- How do you know (students should be able to see their progress through their monitoring tool)?
- Are you on track for meeting your goal?

Explain to students that they will be asked to **monitor** their progress a few more times. Each time, you will ask them the guiding questions, and they will think about their progress.

## 2. I can **adjust** my plan

After you have asked students to complete Lesson 8, Activity 1, for **monitoring** their plans, give them the opportunity to **adjust** their plan if needed. Remind students that it is important to make changes and **adjust** their plans if they are not making progress. When we **adjust** our plans, we make them better and increase the likelihood that we will meet our goals.

Ask students to refer back to Lesson 7, Activity 3, and review the obstacles they brainstormed for their plan. Help students determine if they have experienced obstacles and need to **adjust** their plan by asking the following questions:

- Have you experienced any obstacles while working on your plan?
- Do you need to **adjust** your plan based on the obstacles?
- Can you use your If–then Statements to help you make adjustments?
- Will your adjustments help you meet your goal?

Give the students a few minutes to review their obstacles and write about or draw the adjustments they need to make in their plan in Lesson 8, Activity 2, on page 14 of the **My Self-Regulation Workbook**. Circulate the room and provide guidance, support, and feedback as students **adjust** their plans. After students have considered adjustments, ask them to share what they have experienced and how they have **adjusted** their plans. Remind them that they will need to **monitor** their **adjusted** plans and that they may need to **adjust** their plans again.

## 3. I can **reflect** during my plan

After students have completed Activities 1 and 2 (**monitoring** and **adjusting** their plans), remind students that it is important to **reflect**, or think about how their plan is progressing. Show students the Self-Regulation Reflecting Poster and review the questions they should ask themselves as they are working on their plans. Explain to students that **reflecting** during and after they complete their plan will help them get better at self-regulating.

Ask each student to meet with their reflection partners and use the reflection date on page 15 of their **My Self-Regulation Workbook** to help each other **reflect** on how well their plan is going. Each student should respond verbally or in writing to their partner’s **reflective** questions. Remind students that taking the time to **reflect** is a way that we determine what we are doing well and where we may need to make some adjustments. When we **reflect** on our self-regulation plans, it helps us make better plans.

Reflection Date 1:

- What parts of my plan are going well?
- Is my plan working? How do I know?
- If it isn't working, what can I adjust?

Reflection Date 2:

- What parts of my plan are going well?
- Is my plan working? How do I know?
- If it isn't working, what can I adjust?

Reflection Date 3:

- What parts of my plan are going well?
- Is my plan working? How do I know?
- If it isn't working, what can I adjust?

#### 4. I can *reflect* after my plan

Students have completed their Self-Regulation plans. In this activity, they meet with their reflection partner to determine what areas of the plan were successful and what they will do differently the next time they implement a self-regulation plan.

Remind students that it is important to reflect as we are working on our self-regulation plan and after we have completed it. When we reflect after we have completed our plan, we are able to determine what we will do differently next time and what parts of our plan were most successful. Ask students to work with their reflection partner and discuss their self-regulation plans.

**Post Plan Reflection:**

- What part of your plan was the most successful?
- Did your plan work? How do you know?
- Were you successful in overcoming challenges or obstacles?
- If it didn't work, how did you adjust it?
- Did you meet your goal or make progress? Why or why not?

After students have had time to work with their partners, ask students to write or draw answers to these questions on page 15 of their **My Self-Regulation Workbook**:

- What worked well in my self-regulation plan?
- How will I use what I learned about self-regulation?
- What will I do differently the next time?

## Assessing Your Self-Regulation (Post-Test)

**Competency:** Self-Regulation K–2

**Learning Target:** Students reflect on current self-regulation behaviors.

**Materials:**






















- Handout **My Self-Regulation Workbook** for each student.

To record the *Self-Regulation Performance-Based Observation* results, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site.

### 1. Re-administer the *Self-Regulation Questionnaire K–2*

Explain to students that you will ask a set of questions. Students will mark or color in the Like Me, Not Sure, or Not Like Me emoji. Remind students that there are no correct or incorrect answers and that everyone’s answer may be different because we all have our own thoughts and feelings. Tell students that they should pause and think about how they feel about a statement before marking it.

Use the question labeled with a “P” to provide practice responding to the statements and marking the correct emoji. Then proceed through each item, providing examples and prompting responses.

P	I feel happy.	 Like Me	 Not Sure	 Not Like Me
1	When I have things to do, I know how to get started. <i>“For example, when your teacher asks you to work on something in class, do you get started without someone telling you to get started?”</i>	 Like Me	 Not Sure	 Not Like Me
2	I think about the steps I need to take when learning something new. <i>“For example, when you started to learn how to read, did you think about things you could do to get better at reading?”</i>	 Like Me	 Not Sure	 Not Like Me
3	When learning is hard, I keep trying. <i>“For example, if you didn’t understand how to do a math problem, would you try a different way?”</i>	 Like Me	 Not Sure	 Not Like Me
4	I keep track of how close I am to meeting my goals. <i>“For example, do you know when you are about to accomplish something?”</i>	 Like Me	 Not Sure	 Not Like Me
5	I can calm myself when I have big feelings. <i>“For example, when you feel frustrated, can you think of things that you could do to calm down?”</i>	 Like Me	 Not Sure	 Not Like Me
6	I learn from my mistakes. <i>“For example, when you make a mistake, do you think about it and try to understand what was wrong?”</i>	 Like Me	 Not Sure	 Not Like Me

After completing the assessment, remind students that there are no incorrect responses to the questions. They will all have different answers because they each have their own unique feelings about things.

Explain to students that they may feel differently 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 so they can compare their answers to before they learned about self-regulation.

## 2. Observe students using the *Self-Regulation Performance-Based Observation* (see Lesson 8)

Observe your students' self-regulation behaviors two or three times per year in order to see student growth as well as challenges. To complete the *Self-Regulation Performance-Based Observation*, you or your school will need an account on <https://www.ccstudent.org/>, a free assessment site. Compare each observation, noting the areas where students exhibit strong self-regulation and where students need growth in self-regulation concepts.

### Self-Regulation Performance-Based Observation

**Student Number:**

**Observation Date(s):**

Based on your observations, use the following scale to evaluate the student's self-regulation behaviors by placing a checkmark in the column that best represents their performance/application of each behavior.

**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:** Select this if you have not had an opportunity to observe a situation where the individual student could potentially apply the relevant behavior.

Self-Regulation Sequence Indicators	Beginning (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observed
1. Demonstrates the ability to create a plan to accomplish a task or set of tasks.					
2. Identifies potential barriers to plan completion using If-then Statements.					
3. Monitors progress of efforts over time.					
4. Plans and practices ignoring some distractions during a					



task, resulting in increased focus.					
5. Reflects on strengths, challenges, effort, and outcomes related to self-regulation in specific situations.					

### 3. Compare pre- and post-test results

Review each student’s questionnaire results alongside the *Self-Regulation Performance-Based Observations* you have completed, noting areas in which they have grown and areas in which they need additional practice. Meet with each student to review and discuss the results. During the conference, use the questions below to help students determine their areas of strength and opportunities for growth related to self-regulation, and help students identify their next steps in improving their self-regulation.

Ask students to **reflect** on questionnaire data, your observations, the self-regulation plans that they implemented, and what they have learned about self-regulation. Use the questions below to help generate **reflection** from the students.

- What went well in your plan?
- What challenged you?
- How did you **adjust** your plan? Did the changes help you?
- What did you learn?
- What will you do next time you make a self-regulation plan?
- Can you think of something else you want to use self-regulation to learn or improve?

On page 17 of the **My Self-Regulation Workbook**, ask students to answer the following prompt: Why is self-regulation important? How can it help you?