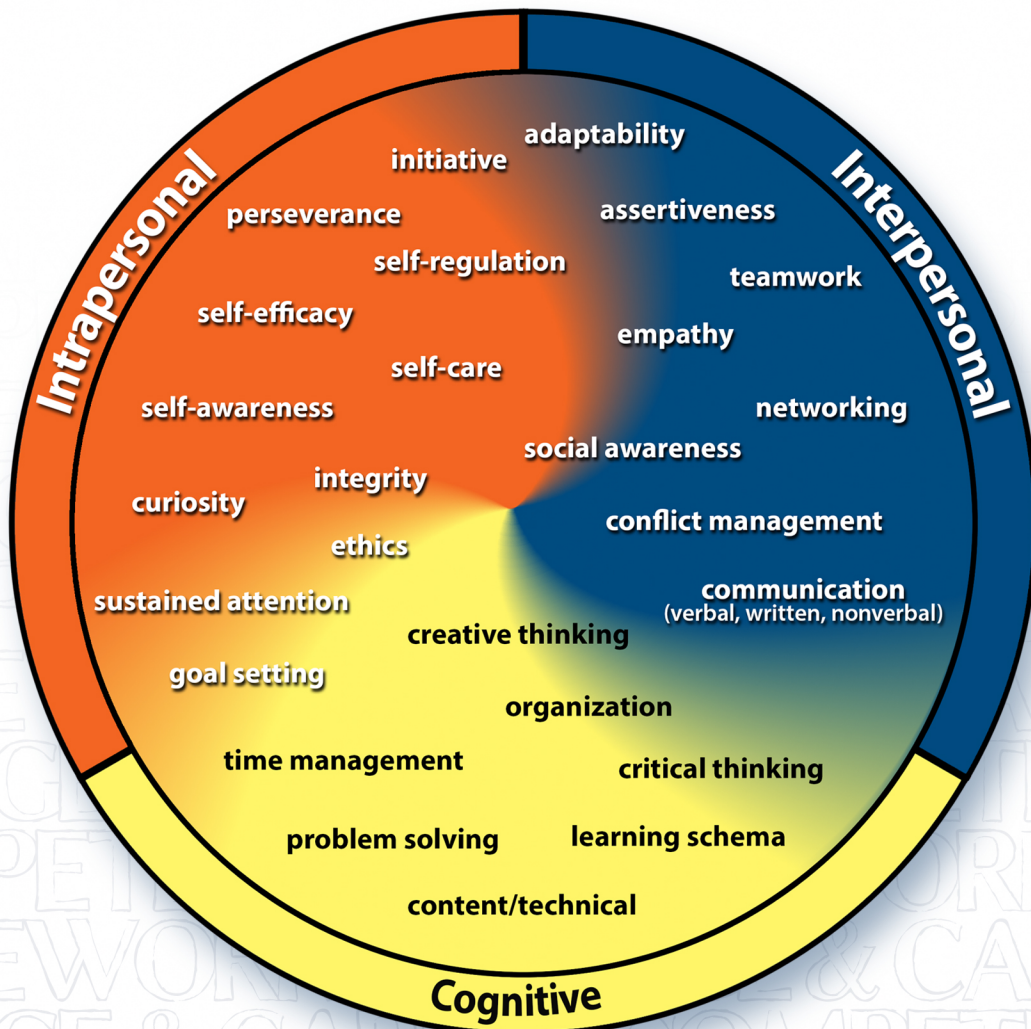


MY

SELF-REGULATION

WORKBOOK (K–2nd GRADE)



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My Self-Regulation Workbook (K–2)

This supplemental workbook for students corresponds directly to the *College & Career Competency Self-Regulation Lessons*—<https://cccframework.org/>. These activities are designed to be completed over time.
























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Assessing My Self-Regulation (Pre-Test)

Pre-Test: You will mark or color in the Like Me, Not Sure, or Not Like Me emoji for each statement. Each answer should be based on how you feel. For example, if you always know how to get started when you have things to do, you will mark or color in the Like Me emoji. There are no correct or incorrect answers, and everyone’s answers may be different because we all have our own thoughts and feelings. You should pause and think about how you feel about a statement before marking it.

P	I feel happy.	 Like Me	 Not Sure	 Not Like Me
1	When I have things to do, I know how to get started.	 Like Me	 Not Sure	 Not Like Me
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4	I keep track of how close I am to meeting my goals.	 Like Me	 Not Sure	 Not Like Me
5	I can calm myself when I have big feelings.	 Like Me	 Not Sure	 Not Like Me
6	I learn from my mistakes.	 Like Me	 Not Sure	 Not Like Me

Remember that there are no incorrect responses to the questions. You will all have different answers because you each have your own unique feelings about things. Count your responses in each category:

- 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? _____

Lesson 1: Defining Self-Regulation

Lesson 1, Activity 1: I can define self-regulation

To complete this activity, write or draw your own definition of self-regulation.

Self-Regulation is _____
_____.

Lesson 1, Activity 2: I can identify what I want to learn using self-regulation

To complete this activity, write or draw what you would like to learn by using self-regulation.

I would like to learn:

1. _____.
2. _____.
3. _____.

Lesson 1, Activity 3: I can explain why self-regulation is important

To complete this activity, write or draw why you think self-regulation is important.

Self-Regulation is important because _____
_____.

Lesson 2: Understanding Your Ability to Self-Regulate

Lesson 2, Activity 1: I can identify my areas of strength and challenge

To complete this activity, draw something that is **easy** for you on one side of the paper and something that is **hard** on the other.

My Self-Regulation Area of
Strength (**Easy**)

My Self-Regulation Area of
Challenge (**Hard**)

Lesson 2, Activity 2: I can brainstorm ways for improving the challenging areas of self-regulation

To complete this activity, write or draw something you want to improve and how you will improve.

I want to get better at _____.

I will _____ to improve.

Lesson 3: Making a Plan

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?

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Lesson 3, Activity 4: I can add strategies to manage big feelings to a plan

To complete this activity, write or draw what you will do to manage your big feelings.

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

Lesson 4: Monitoring Your Plan

Lesson 4, Activity 2: I can practice *monitoring* a plan

Follow along with your teacher as they fill out the chart. Write or draw your goal, the monitoring tool you will use, and the three steps of your plan.

Self-Regulation Goal	Monitoring Tool	Plan
Example: 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">1. Go to the library and check out new books.2. Put my books in my backpack each day so that I have them at school and at home.3. Read for 20 minutes after dinner each night.

Lesson 5: Adjusting as Needed

Lesson 5, Activity 1: I can learn to *adjust* when things aren't going as planned

To complete this activity, write or draw your own definition of self-adjusting and a time when you had to adjust your plan.

Adjusting means _____.

I had to **adjust** my plan when _____.

Lesson 5, Activity 2: I can use *monitoring* to help me know when to *adjust* my plan

To complete this activity, write or draw your plan for making green Play Doh.

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 _____.

Lesson 5, Activity 3: I can use If–then Statements to help me overcome obstacles

To complete this activity, write or draw an If–then Statement for a goal you want to accomplish by the end of the day.

I want to _____.

An obstacle I might experience is _____.

If _____ happens, then I will _____.

Lesson 5, Activity 5: I can practice identifying obstacles and use If–then Statements to overcome them

Brainstorm two possible obstacles 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
<i>How to Succeed:</i> 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?		
<i>One Common Goal, Motivation:</i> 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?		
<i>Never Give Up on Your Dreams:</i> 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?		

Lesson 6: Reflecting on Your Plan

Lesson 6, Activity 1: I can practice *reflecting* during and after my plan

Write or draw your plan for building a toothpick tower and your reflections.

My plan for building a toothpick tower is:

1. _____
2. _____
3. _____

I will **monitor** my plan by _____.

I will **adjust** my plan by _____.

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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After 90 seconds of building my tower:
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?

After completing my tower:

What adjustments did I make to build a tall tower?

What parts of my plan worked the best?

What would I change next time?

Lesson 7: Self-Regulation—Putting It All Together

Lesson 7, Activity 1: I can make a detailed plan

To complete this activity, write or draw your goal and your plan for reaching your goal.

My goal is:

I will use self-regulation to help me reach my goal.

My plan is:

Two strategies to manage my big feelings:

Lesson 7, Activity 2: I can choose how I will *monitor* my plan

Circle the methods you will use to monitor your plan, and then write or draw how you will use that method.

tally marks

graphs

writing/drawing

timeline/calendar

Lesson 7, Activity 3: I can brainstorm ways to *adjust* my plan

Brainstorm obstacles that could get in the way of completing your self-regulation plan and write or draw If–then Statements for each obstacle.

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, then I will practice longer the next day.</i>

Lesson 8: Implementing My Plan

Lesson 8, Activity 1: I can *monitor* my self-regulation plan

Monitor your plan by making tally marks for completed steps, graphing progress, or drawing or writing about your progress.

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

Am I on track for meeting my goal?

Lesson 8, Activity 2: I can *adjust* my plan

Write or draw the **adjustments** you need to make in your plan.

Lesson 8, Activity 3: I can *reflect* during my plan

Meet with your reflection partner and *reflect* on how well your plan is going.

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?

Lesson 8, Activity 4: I can *reflect* after my plan

Meet with your reflection partner to determine what areas of your plan were successful and what you will do differently the next time you implement a self-regulation plan.






















What worked well in my self-regulation plan?

How will I use what I learned about self-regulation?

What will I do differently next time?

Assessing My Self-Regulation (Post-Test)

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Why is self-regulation important? How can it help you?