### Power Packs™ - “Try, Try Again” by Sarah Canter

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<th>What to Teach (Common Outcome)</th>
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| **Self-regulation**: Conscious control of thoughts, behaviors, and emotions (i.e., the ability to stop, think, and then act). Examples of self-regulation skills include, but are not limited to: making plans before taking action, solving problems, taking the perspective of others, getting, keeping, and shifting attention, delaying gratification, ignoring distractions, adapting to change, moving and acting deliberately, considering alternatives, recalling information, and following directions. | **Story time** (read aloud to large or small groups; buddy reading) | Class library | *Try, Try Again*, by [Sarah Canter](#) and published by [Sunny Day Publishing](#) | **Self-talk**  
- Say, “When I don’t feel like things are going my way, I have to change my expectations or what I want.”  
- Say, “Sometimes I have to block out the noise in the classroom so I can focus on what I’m trying to make.”  
- Say, “I can tell when a friend needs a hug, just by looking at the expression on their face.”  
  
**Directives**  
- Say, “Show me what it looks like when you are trying hard or concentrating.”  
- Say, “Tell me about a time when you tried really hard to do something.”  
- Say, “Tell me what you will do if you feel distracted or like giving up.”  
  
**Ask Questions**  
- Ask, “What do you think the little bear is trying to accomplish?”  
- Ask, “What can you do when you are struggling or something isn’t going your way?”  
- Ask, “How do your friends/family feel when you give them hugs?” |
| **Rest time** (have the book available for children to look at and/or to read to themselves) | **Quiet area** | **Snack time** (read aloud and/or retell the story from memory) | **Lunchroom or snack area** | |

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