

[District](#)[Schools](#)[Programs](#)[Students](#)[Families](#)[Community](#)[Employment](#)[MPS](#) > [Families](#) > [Education Resources](#) > [RtI Academics & PBIS](#) >[Social Academic Instructional Group \(SAIG\) Curriculum](#)

# Social Academic Instructional Group (SAIG) Curriculum

## Elementary Lessons

These elementary SAIG (Social Academic Instructional Group) lessons are based on the circle format, revolve around restorative practices, and rely heavily on *Skillstreaming*. Each SAIG with a group of students should last nine weeks. There are two group themes: [Classroom Survival Skills](#) and [Emotional Management Skills](#).

The lessons contain all resources, discussions, and activities needed to conduct the SAIG with your students. Schools are invited to download any of the lessons and adapt them to fit their needs. Lessons are divided by grade level bands with the topics varying by grade level.

A [variety of sources and resources](#) were used in the creation of these SAIG lessons. *Skillstreaming Guides* were a primary resource for the elementary lessons. We would highly recommend getting a copy of the guide for your age group. Each guide contains more than 100 pages of time-tested best practices. The information on effective use of modeling and role play is especially helpful.

## Circle Highlights



Each SAIG lesson is designed to be facilitated using community-building circle processes. Two articles – [What are Circles?](#) and [Circles for SAIGs](#) – should cover everything you need to know in order to do this.

## Things to Consider

Following these “best practice” strategies will maximize the effectiveness of your SAIG.

- [Things to Consider K4- K5](#)
- [Things to Consider Elementary](#)
- [Things to Consider Grades 6-8](#)

## Elementary Classroom Survival Lessons

PBIS refers to these as Academic Behavior Skills. Lessons are grouped according to grade level: K4-K5, grades 1-3, grades 4-5, and grades 6-8. Feel free to teach the lessons in any order that seems appropriate for the needs of your group. Each lesson is complete in itself. Some lessons may take more than one session to complete – especially if you choose to have each student design their own role play or if you choose to use the optional activities at the end of the lesson.

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### Classroom Survival Skills Grade K4-K5

**Lesson 1: Listening**  
Listening [Skill Card](#)

**Lesson 2: Asking a Question in Class**  
Asking a Question in Class [Skill Card](#)

**Lesson 3: Asking for Help**  
Asking for Help [Skill Card](#)

Lesson 3 Resource: [Who Should We Ask?](#)

**Lesson 4: Ignoring**  
Ignoring [Skill Card](#)

**Lesson 5: Following Directions**  
Following Directions [Skill Card](#)

Lesson 5 Resource: [Picture Alphabet Worksheet](#)

- [All Lessons \(PDF\)](#)
- [All Skill Cards \(PDF\)](#)

**Lesson 6: Trying When It Is Hard**  
Trying When It Is Hard [Skill Card](#)

**Lesson 7: Interrupting**  
Interrupting [Skill Card](#)

**Lesson 8: Waiting Your Turn**  
Waiting Your Turn [Skill Card](#)

**Lesson 9: Dealing With Mistakes**  
Dealing With Mistakes [Skill Card](#)

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### Classroom Survival Skills Grades 1-3

**Lesson 1: Listening**  
Listening [Skill Card](#)

**Lesson 2: Asking for Help**  
Asking for Help [Skill Card](#)

Lesson 2 Resource: [Mystery Pathways](#)

**Lesson 5: Contributing to Classroom Discussions**  
Contributing to Classroom Discussions [Skill Card](#)

**Lesson 6: Asking a Question**  
Asking a Question [Skill Card](#)

**Lesson 7: Ignoring Distractions**  
Ignoring Distractions [Skill Card](#)



**Lesson 3: [Following Instructions](#)**Following Directions [Skill Card](#)Lesson 3 Resource: [Campground](#)**Lesson 4: [Completing Assignments](#)**Completing Assignments [Skill Card](#)**Lesson 8: [Making Corrections](#)**Making Corrections [Skill Card](#)**Lesson 9: [Accepting Consequences](#)**Accepting Consequences [Skill Card](#)

- All Lessons [\(PDF\)](#)
- All Skill Cards [\(PDF\)](#)

**Classroom Survival Skills Grades 4-5****Lesson 1: [Listening](#)**Listening [Skill Card](#)**Lesson 2: [Asking for Help](#)**Asking for Help [Skill Card](#)Lesson 2 Resource: [Mystery Pathways](#)**Lesson 3: [Following Instructions](#)**Following Instructions [Skill Card](#)Lesson 3 Resource: [Royal Castle Floor Plan](#)**Lesson 4: [Bringing Materials to Class](#)**Bringing Materials to Class [Skill Card](#)**Lesson 5: [Completing Assignments](#)**Completing Assignments [Skill Card](#)**Lesson 6: [Contributing to Classroom Discussions](#)**Contributing to Classroom Discussions [Skill Card](#)**Lesson 7: [Ignoring Distractions](#)**Ignoring Distractions [Skill Card](#)**Lesson 8: [Making Corrections](#)**Making Corrections [Skill Card](#)**Lesson 9: [Accepting Consequences](#)**Accepting Consequences [Skill Card](#)

- All Lessons [\(PDF\)](#)
- All Skill Cards [\(PDF\)](#)

**Classroom Survival Skills Grades 6-8****Lesson 1: [Listening](#)**Listening [Skill Card](#)**Lesson 2: [Asking for Help](#)**Asking for Help [Skill Card](#)Lesson 2 Resource: [Mystery Pathways](#)**Lesson 3: [Following Instructions](#)**Following Instructions [Skill Card](#)Lesson 3 Resource: [Addition Squares](#)Lesson 3 Resource: [20 Circles](#)**Lesson 5: [Making a Decision](#)**Making a Decision [Skill Card](#)**Lesson 6: [Trying When It's Hard](#)**Trying When It's Hard [Skill Card](#)**Lesson 7: [Bringing Materials to Class](#)**Bringing Materials to Class [Skill Card](#)**Lesson 8: [Ignoring Distractions](#)**Ignoring Distractions [Skill Card](#)

Lesson 4: [Concentrating on a Task](#)  
Concentrating on a Task [Skill Card](#)

Lesson 9: [Talking Assertively](#)  
Talking Assertively [Skill Card](#)

- All Lessons [\(PDF\)](#)
  - All Skill Cards [\(PDF\)](#)
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## Elementary Emotional Management Lessons

PBIS refers to these as Problem-Solving Skills. Lessons are grouped according to grade level: K4-K5, grades 1-3, grades 4-5, and grades 6-8. Feel free to teach the lessons in any order that seems appropriate for the needs of your group. Each lesson is complete in itself. Some lessons may take more than one session to complete – especially if you choose to have each student design their own role play or if you choose to use the optional activities at the end of the lesson.

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### Emotional Management Grade K4-K5

Lesson 1: [Knowing Your Feelings](#)  
Knowing Your Feelings [Skill Card](#)

Lesson 6: [Accepting Consequences](#)  
Accepting Consequences [Skill Card](#)

Lesson 2: [Feeling Left Out](#)  
Feeling Left Out [Skill Card](#)

Lesson 6 Resource: [Memory Game Cards](#)

Lesson 3: [Deciding How Someone Feels](#)  
Deciding How Someone Feels [Skill Card](#)

Lesson 7: [Relaxing](#)  
Relaxing [Skill Card](#)

Lesson 3 Resource: [Feelings Bingo](#)

Lesson 7 Resource: [Guided Relaxing](#)

Lesson 4: [Dealing with Teasing](#)  
Dealing with Teasing [Skill Card](#)

Lesson 8: [Dealing with Losing](#)  
Dealing With Losing [Skill Card](#)

Lesson 5: [Dealing with Feeling Angry](#)  
Dealing with Feeling Angry [Skill Card](#)

Lesson 9: [How to Make Yourself Better](#)  
How to Make Yourself Better [Skill Card](#)

- [All Lessons](#) (PDF)
  - [All Skill Cards](#) (PDF)
  - [All Resources](#) (PDF)
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### Emotional Management Grade 1- 3

Lesson 1: [Knowing Your Feelings](#)  
Knowing Your Feelings [Skill Card](#)

Lesson 6: [Thinking Smart When You Feel Angry](#)

Lesson 1 Resource: [On Monday When It Rained](#)

Thinking Smart When You Feel Angry [Skill Card](#)



Lesson 2: [Expressing Your Feelings](#)  
Expressing Your Feelings [Skill Card](#)

Lesson 3: [Recognizing Another's Feelings](#)  
Recognizing Another's Feelings [Skill Card](#)

Lesson 4: [Staying Out of Fights](#)  
Staying Out of Fights [Skill Card](#)

Lesson 5: [Cooling Off When Feeling Angry](#)  
Cooling Off When Feeling Angry [Skill Card](#)

- [All Lessons](#) (PDF)
- [All Skill Cards](#) (PDF)
- [All resources](#) (PDF)

Lesson 7: [Dealing With an Accusation](#)  
Dealing With an Accusation [Skill Card](#)

Lesson 8: [Relaxing](#)  
Relaxing [Skill Card](#)

Lesson 8 Resource: [Guided Relaxing](#)

Lesson 9: [How To Make Yourself Feel Better](#)  
How To Make Yourself Feel Better [Skill Card](#)

### Emotional Management Grade 4- 5

Lesson 1: [Knowing Your Feelings](#)  
Knowing Your Feelings [Skill Card](#)

Lesson 2: [Expressing Your Feelings](#)  
Expressing Your Feelings [Skill Card](#)

Lesson 3: [Recognizing Another's Feelings](#)  
Recognizing Another's Feelings [Skill Card](#)

Lesson 4: [Staying Out of Fights](#)  
Staying Out of Fights [Skill Card](#)

Lesson 5: [Cooling Off When You Are Angry](#)  
Cooling Off When You Are Angry [Skill Card](#)

- [All Lessons](#) (PDF)
- [All Skill Cards](#) (PDF)

Lesson 6: [Thinking Smart When You Are Angry](#)  
Thinking Smart When You Are Angry [Skill Card](#)

Lesson 7: [Dealing With An Accusation](#)  
Dealing With An Accusation [Skill Card](#)

Lesson 8: [Relaxing](#)  
Relaxing [Skill Card](#)

Lesson 9: [How To Make Yourself Feel Better](#)  
How To Make Yourself Feel Better [Skill Card](#)

### Emotional Management Grade 6-8

Lesson 1: [Knowing Your Feelings](#)  
Knowing Your Feelings [Skill Card](#)

Lesson 2: [Expressing Your Feelings](#)  
Expressing Your Feelings [Skill Card](#)

Lesson 3: [Understanding the Feelings of Others](#)

Lesson 6: [Dealing With Embarrassment](#)  
Dealing With Embarrassment [Skill Card](#)

Lesson 7: [Dealing With Accusations & Dealing With Fights](#)

Dealing With Accusations [Skill Card](#)  
Dealing With Fights [Skill Card](#)

Understanding the Feelings of Others [Skill Card](#)

Lesson 8: [Relaxing](#)  
[Relaxing Skill Card](#)

Lesson 4: [Cooling Off When Angry](#)  
[Cooling Off When Angry Skill Card](#)

Lesson 9: [How To Help Yourself Feel Better](#)  
[How to Help Yourself Feel Better Skill Card](#)

Lesson 5: [Thinking Smart When You Feel Angry](#)  
Thinking Smart When You Feel Angry [Skill Card](#)

- [All Lessons](#) (PDF)
- [All Skill Cards](#) (PDF)

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## Elementary Attendance as a Responsible Behavior Lessons

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### [Attendance K4-K5 Lessons](#)

[Lesson 1: Intro to Circles and Purpose](#)

[Lesson 2: Identifying Resources & Resource Mapping](#)

[Lesson 3: Sphere of Control](#)

[Lesson 4: Being Responsible](#)

[Lesson 5: Effects of Absenteeism](#)

[Lesson 6: Education and Professional Aspirations](#)

[Lesson 7: Getting Prepared](#)

Optional Lessons:

[Self-Advocacy](#)

[Self-Regulation](#)

[Anxiety](#)

[Hygiene](#)

[All Lessons](#)

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### [Attendance Grades 1-3](#)

[Lesson 1: Intro to Circles and Purpose](#)

Lesson 2: Identifying Resources & Resource Mapping

Lesson 3: Sphere of Control

Lesson 4: Being Responsible

Lesson 5: Effects of Absenteeism

Lesson 6: Education and Professional Aspirations

Lesson 7: Getting Prepared

Optional Lessons:

Self-Advocacy

Self-Regulation

Anxiety

Hygiene

All Lessons

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Attendance Grades 4-5

Lesson 1: Intro to Circles and Purpose

Lesson 2: Identifying Resources & Resource Mapping

Lesson 3: Sphere of Control

Lesson 4: Being Responsible

Lesson 5: Effects of Absenteeism

Lesson 6: Education and Professional Aspirations

Lesson 7: Getting Prepared

Optional Lessons:

Self-Advocacy

Self-Regulation

Anxiety

Hygiene

## All Lessons

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### Attendance Grades 6-8

Lesson 1: Intro to Circles and Purpose

Lesson 2: Identifying Resources & Resource Mapping

Lesson 3: Sphere of Control

Lesson 4: Being Responsible

Lesson 5: Effects of Absenteeism

Lesson 6: Education and Professional Aspirations

Lesson 7: Getting Prepared

### Optional Lessons:

Self-Advocacy (same as grades 4-5 lesson)

Self-Regulation

Anxiety

Hygiene

All Lessons

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### Supplemental Materials

Lesson 2 K4-K5: My Network Hand

Lesson 2 Grade 1-Grade 3 and Grade 4-5: Resource Web

Lesson 2 Grade 5-Grade 8: What's Your Reason

Lesson 3 All Grades: T-Chart Template

Lesson 4 All Grades: Snowman Activity

Lesson 5 All Grades: The Ripple Effect

Lesson 6 All Grades: Professional Aspiration Cards

Lesson 7 All Grades: Visual Schedule (A, B,C)

Lesson 7 Grade 6-Grade 8: My Countdown to School Schedule

Optional Lesson Self-Advocacy: My Network Hand



[Optional Lesson Self-Regulation: Volcano](#)

[Optional Lesson Hygiene: Personal Care Plan](#)

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## High School Lessons



These SAIG lessons are based on the circle format and revolve around restorative practices and other [sources](#). Each SAIG with a group of students should last nine weeks, with each school selecting the lessons that will fit the needs of their students. The lessons contain all resources, discussions, and activities needed to conduct the SAIG with your students. Schools are invited to download any of the lessons and adapt them to fit their needs.

- [Overview for facilitators](#)
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### General Behavior Lessons

The lesson sequence is a combination of required lessons and lessons chosen by your group. The SAIG is a total of 9 lessons: 8 weekly lessons and 1 follow-up lesson. The lessons are as follows:

Lesson 1: [Circle Introduction](#)

Lesson 2: [Respect](#)

Lesson 3: [Shared Agreements](#)

Lesson 4: [Goal Setting](#)

Lessons 5-7: Topics That Come Out of Group

- [Advocating for Self \(self-advocacy inventory\)](#)
- [Communicating Effectively with Others and Listening](#)
- [Concentrating on a Task](#)
- [Dealing with Conflict](#)

- [Difficult Conversations](#)
- [Empathy](#)
- [Making a Decision](#)
- [Managing Emotions](#)
- [Matching your Behavior to your Environment](#)
- [Negotiating & Compromising](#)
- [Resiliency / Resiliency Quiz / Resiliency Quiz Scoring](#)
- [Ribbing vs Bullying](#)
- [Study Skills](#)
- [Taking Responsibility and Apologizing](#)
- [Understanding your Emotions](#)
- [Understanding Graduation Requirements](#)

Lesson 8: [Dealing with Stress/Knowing your Supports](#)

Lesson 9: [Goal Follow-Up](#)

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## [Attendance Lessons](#)

[Lesson 1: Introduction](#)

[Lesson 2: Identifying Resources](#)

[Lesson 3: Building Resources in Areas of Need](#)

[Lesson 4: Understanding MPS Graduation Requirements](#)

[Lesson 5: Goal Setting](#)

Lessons 6-8: Optional Lessons (below)

[Lesson 9: Closing](#)

Optional Lessons (for weeks 6-8)

[Difficult Conversations](#)

[Pre-Planning](#)

[Ribbing vs Bullying](#)

[Self-Advocacy and Empowerment](#)

[Self-Care](#)

[Taking Responsibility and Apologizing](#)

## All Lessons

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### Progress Monitoring

All interventions must be progress monitored on an ongoing basis to monitor the student's progress through the intervention and to determine if the intervention is meeting the needs of the student or if adjustments to the intervention must be made. Elementary students should be monitored on a daily basis directly by their classroom teacher. The classroom teacher will also meet with the student about his or her behaviors during that block of time in class. For middle school and high school SAIG, all schools will be monitoring on a weekly basis (students receive daily scores, but it is collected weekly). Each teacher will have a form for students in the SAIG. On a daily basis, the teachers must meet with the student about his or her behaviors in that class period.

The student then receives a 1, 2, or 3 around Be Safe, Be Respectful, and Be Responsible. Each week, scores will be recorded online for decision-making purposes.

#### Classroom Survival

- [DPR K4 - Grade 3](#)
- [DPR Grade 4 - Grade 8](#)

#### Emotional Management

- [DPR for K4 - Grade 3](#)
- [DPR for Grade 4 - Grade 8](#)

#### High School SAIG

- [HS SAIG Weekly Progress Report \(DPR\)](#)
- [Student Weekly Goal Monitoring Form](#) (for students to self-reflect on their weekly goals; would not be recorded online)

### Teachers' Role

The classroom teachers have the most important role of any Tier 2 intervention. They are the ones actually administering the intervention to the student on a daily basis through their positive interactions with the students. Working together the student and the teacher set behavior goals and work toward them, with the teacher giving positive feedback on areas the student is doing well in and providing corrective feedback in those areas the student struggles with in his or her behavior.

- [Watch a video on the teacher's role in a Tier 2 intervention for elementary schools](#)
- [Watch a video on the teacher's role in a Tier 2 intervention for high schools](#)



## More Information

### About RtI

- [MPS Newsfeed](#)
- [Special Considerations](#)

### Family Resources

### Teams

- [RtI Process](#)
- [Professional Development](#)
- [Fidelity of Implementation \(FOI\)](#)

### PBIS

- [Social Academic Instructional Group \(SAIG\)](#)
- [Attendance](#)
- [RENEW](#)
- [Educational Wraparound](#)
- [Functional Behavior Assessment/Behavior Intervention Plan \(FBA/BIP\)](#)
- [Crisis Plans](#)

### RtI Math

### RtI Literacy

### Specific Learning Disability (SLD)

### Resources

### Project AWARE

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