

BEFORE YOU TEACH

How to Use the Closed-Loop Routing Tables

A one-page “Score → Intervention Crosswalk” opens every unit of Book 1 · K-2.

1 • Screen. Run the Grace Compass check-in. It scores three domains — A (Regulation & Well-Being), B (Self-Compassion & Growth), C (Social Competency & Repair).

2 • Route to the lowest domain. A student’s lowest-scoring domain is where support is needed most. Find that domain on the unit’s crosswalk; the rows beneath it are this unit’s targeted lessons, novel scenes, and anchor charts.

3 • Run the Teacher Move. The last column gives a one-line, low-prep way to deliver the row — usually a scaffold so students fill content, not structure.

4 • Mind the red flag. A red ★ (elevated) or ★★ (highest-sensitivity) badge means safety steps apply: counselor co-facilitation, posted crisis resources, and — for ★★ — pre/post consultation. Never route a flagged row without them.

Doing well? If all three domains score 75+, use the ♦ enrichment row — an integration capstone — instead of a support row.

Important: deliver lessons in order. The crosswalk tells you where a student’s need is met within the unit — it is not a license to reorder the curriculum. The same routing logic runs the Grace Compass digital screener, so print and screen always agree.

CLOSED-LOOP ROUTING

Score → Intervention Crosswalk

Unit 1 · Identity · Book 1 · K-2

Run the Grace Compass check-in. The student's **lowest-scoring domain routes first**. Use the **Teacher Move** to run the row with minimal prep, and watch the **red safety flag** when routing. (All domains 75+ → ♦ enrichment row.)

Emotional Regulation & Well-Being

Self-Compassion & Growth

Social Competency & Repair

DOMAIN	LESSON / ACTIVITY	NOVEL SCENE	ANCHOR CHART	TEACHER MOVE
A	U1-L2 Emotions Are Information	Ch. 2 · My Feelings Are Friends Sofia's stomach hurts before reading.	Four-Face Feelings Chart	Replace abstract feeling-words with body locations: "stomach tight = the worry feeling." Use a feelings-thermometer...
B	U1-L1 Who Am I?	Ch. 1 · Who Am I? First circle on the carpet.	Identity Web	Pre-build the "Identity Web" skeleton on the board; students add their own content only.
B	U1-L3 Everyone Makes Mistakes	Ch. 3 · Everyone Makes Mistakes The class learns that mistakes are part of being a person — adults make them, teachers make them,...	EVERYBODY OOPSES	Pre-build the "EVERYBODY OOPSES" skeleton on the board; students add their own content only.
B	U1-L4 Inner Critic vs. Inner Coach (K-2)	Ch. 4 · My Inside Voice — Kind or Unkind?	KIND COACH vs. GRUMPY GUS	Pre-build the "KIND COACH vs. GRUMPY GUS" skeleton on the board; students add their own content only.
B	U1-L5 Guilt vs. Shame (Oops vs. I Am Bad)	Ch. 5 · Oops vs. I Am Bad Kenji (another classroom) says "I am a TERRIBLE person." Marcus writes the first card on the Mistake Wa...	OOPS vs. I AM BAD	Pre-build the "OOPS vs. I AM BAD" skeleton on the board; students add their own content only.
B	U1-L6 I Am More Than My Worst Moment (K-2)	Ch. 6 · I Can Change and Grow The classroom plants seeds and watches them sprout.	I AM GROWING	Use a literal growth chart on the wall; mark the child's height monthly

Domain A (regulation) is light here — it is carried by the recurring Regulation Toolkit; pair any row with the Right-Now tools.

★ counselor co-facilitation + posted crisis resources · ★★ pre/post counselor consultation · ♦ enrichment (all 75+). *Mirrors the Grace Compass digital screener.*

U N I T 1 · L E S S O N 1

Who Am I?

20–25 min · Week 1 · First Lesson of the Year

OBJECTIVE Students name at least two things about themselves and understand every person in the class is unique.

**CASEL
FOCUS** Self-Awareness · identifying personal qualities and positive self-concept

VOCABULARY who I am · special · unique · strength · different

MATERIALS Drawing paper · crayons · large identity web poster · Sammy puppet

ILLINOIS SEL ALIGNMENT GRADES K-2 · EARLY ELEMENTARY

Goal 1 — Self-Awareness & Self-Management

1B.1a Identify one’s likes and dislikes, needs and wants, strengths and challenges.

Goal 2 — Social Awareness & Interpersonal Skills

2B.1a Describe the ways that people are similar and different.

Aligned to the Illinois Social/Emotional Learning Standards (ISBE).

SAFETY CHECK

Before class: Confirm Sammy is in his permanent spot. Practice the Kind Coach voice once. This is the first lesson — the tone you set today shapes the rest of the year.

SAMMY · KIND COACH VOICE

“I want to know all about YOU! Can you tell me one thing that makes you special?”

► **DIRECT INSTRUCTION**

Scripted teaching sequence · 5 STEPS · read aloud or in your own words

01 Introduce Sammy

3 MIN

Take two minutes to introduce Sammy before any content. Let students meet the puppet and feel the tone. Sammy says hello to each student by name. The classroom learns to anticipate Sammy as a regular presence.

IN-LESSON SCAN

After Sammy greetings: scan the room. Any child who did not respond may need a gentle individual check-in. Note for Teacher Reflection — do not address publicly.

02 Build the Identity Web

7 MIN

Draw a large web on the board — centre circle says "ME." Five branches: Things I Love · Things I'm Good At · Things That Make Me Happy · Something Special About My Family · Something People Might Not Know About Me. Build one branch at a time. Model with your own answers first.

03 Individual Webs

8 MIN

Students draw their own mini identity web on paper. Circulate with warmth — every web is valid, every answer is right.

IN-LESSON SCAN

While circulating: any student staring at blank paper for more than 2 minutes — crouch down: "Tell me one thing you love, I'll write it for you." Do not press publicly.

04 Share Circle

5 MIN

Each student holds up their paper and shares ONE thing of their choosing. They never have to share more than they want to. Sammy responds warmly to each share.

05 Establish the Compact

2 MIN

After the share circle: begin the Classroom Compact. "What do we need to feel safe in this space?" Collect 3–5 answers, post permanently. See [Section 1.6](#) for the full Compact protocol.

KINDERGARTEN

GRADES 1 – 2

Teacher circulates and writes dictated words while student draws. Pointing to a drawing is enough. Verbal sharing is optional.

Students write simple labels independently. Encourage specifics: not "I like animals" but "I like my dog Max." Share one favourite branch.

EXIT TICKET

"Thumb up if you feel like the class knows one true thing about you today."

Sammy: thumbs-up to every hand. No commentary. Sammy validates participation, not content.

TEACHER REFLECTION

Which students struggled to name anything — defaulting to silence? This is early data about self-perception that will matter all year. Note quietly.

SAFETY CHECK

POST-LESSON CLOSE-OUT · Any child who did not engage at all — flag for a gentle individual check-in before Lesson 2.

Did anything arise today requiring counselor follow-up? ☐ No ☐ Yes — contact counselor today

FAMILY CONNECTION

A Note Home

Today we began the year by celebrating who your child is. Ask at home: "What is one thing you would put on YOUR identity web?" Listen without correcting. Every answer is right.

A N C H O R C H A R T · U N I T 1 · L E S S O N 1

Print this page · Laminate for durability · Post in classroom · Keep posted all year

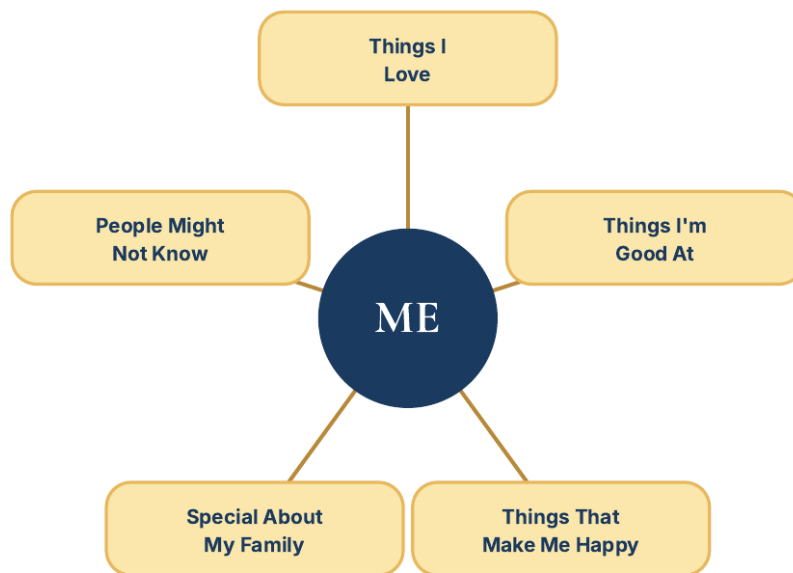
ANCHOR CHART · CLASSROOM DISPLAY — PRINT ON CARDSTOCK OR 11×17, POST AS THE LESSON INDICATES

ARCHITECTURE OF GRACE · BOOK 1 · THE FOUNDATION (K-2)

Who Am I?

My Identity Web

IDENTITY



Every web is valid. Every answer is right.

THE ARCHITECTURE OF GRACE FOUNDATION · CONFIDENTIAL — FOR DISTRICT REVIEW ONLY

UNIT 1 · LESSON 1

DISPLAY MODEL

My Identity Web

Who I Am — All the Pieces of Me

Build one branch at a time · Each branch is a different part of who you are



TEACHER NOTE

Build one branch at a time. Post BEFORE distributing the worksheet. Keep posted all year.

DRAWING ACTIVITY · UNIT 1 · LESSON
1

Teacher reference · Print and post during the activity

UNIT 1 · LESSON 1 · DRAWING ACTIVITY 1

Identity Web

Example completed student web — every web is unique

DISPLAY MODEL

Each branch is filled by the student. No two webs look the same — that is the point.

— STEP-BY-STEP STUDENT INSTRUCTIONS —

1
START

Students draw their *name* in the centre circle.

2
BUILD

Five branches radiate out — one per prompt. Each branch can be a drawing, a few words, or both.

3
CLOSE

Branch 5 is optional — students do not need to share it. Every web is valid; every answer is right.

TEACHER NOTE

Model your own web first on the anchor chart before distributing. Students do not need to share Branch 5. Every web is valid — every answer is right.

S C E N A R I O C A R D S · U N I T 1 · L E S S O N 1

Print · Cut vertically · Laminate · Reuse year after year

UNIT 1 · KNOWING & ACCEPTING YOURSELF · AUG-OCT

Who Am I?

CUT VERTICALLY · LAMINATE · REUSE

SCENARIO · 1-A

Who Am I?

THE SITUATION

Mia drew a picture of her family and her dog on her Identity Web. A boy in her class said, "That's a baby thing to draw." Mia felt embarrassed.

DISCUSSION QUESTIONS

- ▶ Is Mia's family part of who she really is?
- ▶ Why might someone say a mean thing about your drawing?
- ▶ What would you say to Mia to help her feel proud?

SCENARIO · 1-B

Who Am I?

THE SITUATION

Jaylen couldn't think of anything to write on his Identity Web. He kept thinking, "I'm not good at anything."

DISCUSSION QUESTIONS

- ▶ Do you think Jaylen really isn't good at anything?
- ▶ What might Jaylen's friends say he is good at?
- ▶ Name ONE thing you noticed about Jaylen this week.

D R A W I N G E X A M P L E · U N I T 1 · L E S S O N
1

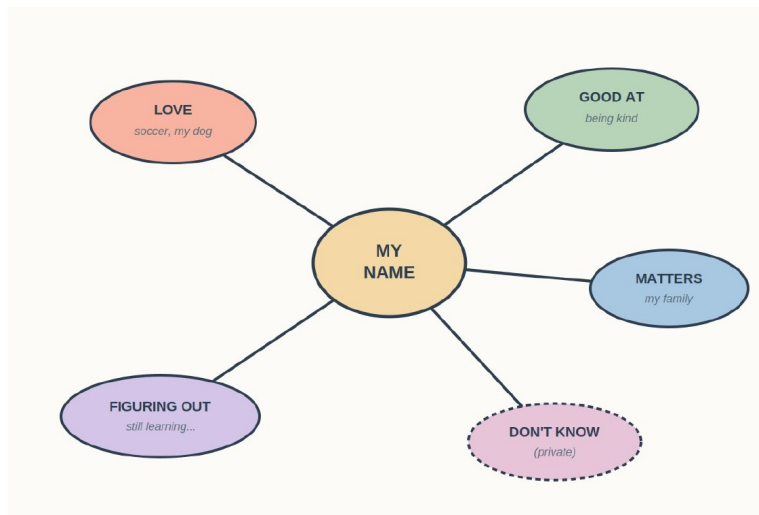
Visual reference for the drawing activity

DRAWING EXAMPLES · TEACHER REFERENCE

UNIT 1 · LESSON 1 · DRAWING EXAMPLE 1

IDENTITY WEB

Students draw their own Identity Web with their name in the centre and 5 branches.



HOW TO DRAW IT

- ▶ **Branch 1 — LOVE.** Something I love (drawing comics, playing soccer, my dog)
- ▶ **Branch 2 — GOOD AT.** Something I'm good at (reading fast, being kind, building things)
- ▶ **Branch 3 — MATTERS.** Something that matters to me (my family, being fair, animals)
- ▶ **Branch 4 — DON'T KNOW.** Something people don't know about me (optional / private)
- ▶ **Branch 5 — FIGURING OUT.** Something I'm still figuring out

TEACHER NOTE

Model your own web first on the anchor chart. Students do not share Branch 4 unless they choose to.

ARCHITECTURE OF GRACE

This is a free preview.

Sample Lesson · Book 1 · The Foundation (K–2)

The complete, classroom-ready curriculum — with anchor charts, worksheets, Illinois SEL alignment, closed-loop routing, and scripted Direct Instruction — is part of the Architecture of Grace district library. Educators can license the full set; families can find materials in the family store.

architectureofgrace.org