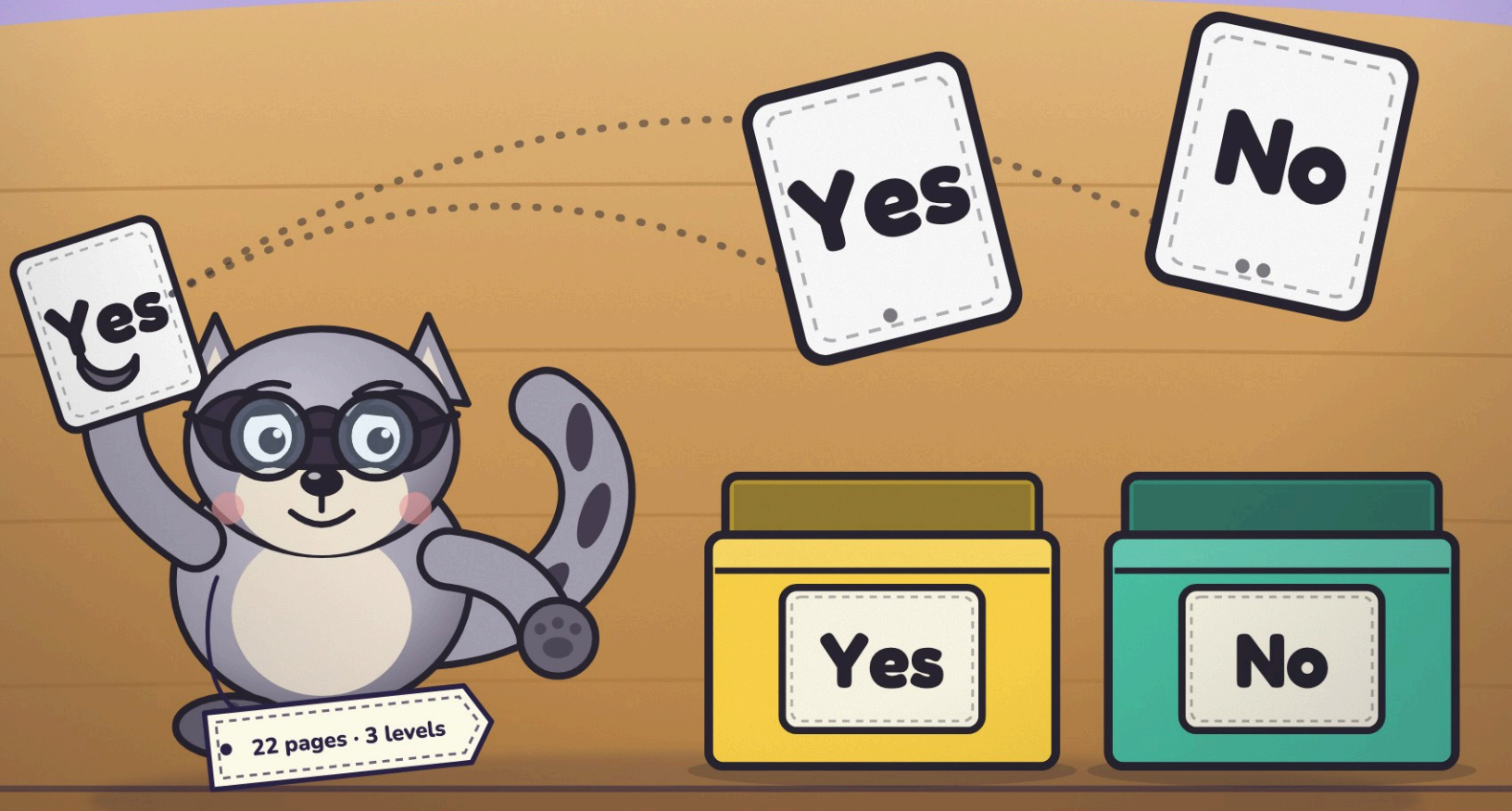
Good Choice Bad Choice?

TASK BOX

INDEPENDENT Work



Special Education · Social Skills · PreK – 2nd

by Bright Path Sped

PLEASE READ

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TWO SETS, ONE BOX

Section 1 prints the 72 scenario cards on tinted paper for a laminated box; section 2 prints the same cards in plain black on white for the copier. Only the tint differs.

PREVIEW

01

The Color Set

The sort mat and every round of scenario cards at three levels, tinted for a laminated classroom box.

IN THIS SECTION

Sort Mat (Color) 6

Level 1 Cards (Color) 7

Level 2 Cards (Color) 8

Level 3 Cards (Color) 9

PREVIEW

MAT

Sort Mat (Color)

MY NAME

Read the card. Is it a good choice or a bad choice? Put it in a box.

GOOD CHOICE

BAD CHOICE

Now write one good choice of your own.

PREVIEW

CARDS

Level 3 Cards (Color)

6 rounds, four cards per round — 24 cards: 12 good choice, 12 bad choice. Print on cardstock and cut along the dashed lines. This is the color set; the same rounds are on page 14 in the ink-saver set.

ROUND 1 Tell the teacher you spilled the milk •••	ROUND 1 Say a friend knocked over the milk •••	ROUND 2 Share the glue stick with your table •••	ROUND 2 Hide the glue stick in your desk •••	ROUND 3 Wait for a friend to finish talking •••	ROUND 3 Talk over a friend who is talking •••
ROUND 1 Ask to join the game at recess •••	ROUND 1 Take the ball and start playing •••	ROUND 2 Say sorry and help fix the puzzle •••	ROUND 2 Walk away from the broken puzzle •••	ROUND 3 Hand in a lost mitten to the teacher •••	ROUND 3 Keep a lost mitten in your pocket •••
ROUND 4 Ask for help with a hard worksheet •••	ROUND 4 Rip up a hard worksheet •••	ROUND 5 Pick up the paint you dropped •••	ROUND 5 Step over the paint you dropped •••	ROUND 6 Hold the door for the child behind you •••	ROUND 6 Let the door slam on the child behind you •••
ROUND 4 Give a friend a turn with the tablet •••	ROUND 4 Hold the tablet and say no •••	ROUND 5 Tell a friend good job for trying •••	ROUND 5 Tell a friend their try was silly •••	ROUND 6 Say hello to the new student •••	ROUND 6 Ignore the new student on purpose •••

PREVIEW

RUNNING A LEVEL 3 ROUND

Four cards cut as a block, two good and two bad. In each block a bad choice sounds a lot like a good one (telling the teacher you spilled it, or saying a friend did), so the child has to read to the end. Three dots mark this level.

MIXING LEVELS IN ONE BOX

A child who is steady here can file a mixed handful from all three levels, with the dots to sort the pile back afterward. Write “M” for the level on the data sheet and the graph.

02

The Ink-Saver Set

The same mat and the same rounds in black on white, for the copier, a spare box, or a set that goes home.

IN THIS SECTION

Sort Mat (Ink-Saver) 11

Level 1 Cards (Ink-Saver) 12

Level 2 Cards (Ink-Saver) 13

Level 3 Cards (Ink-Saver) 14

PREVIEW

CARDS

Level 1 Cards (Ink-Saver)

12 rounds, two cards per round — 24 cards: 12 good choice, 12 bad choice. Print on cardstock and cut along the dashed lines. This is the ink-saver (black and white) set; the same rounds are on page 7 in the color set.

ROUND 1 Share the crayons	ROUND 1 Grab a toy from a friend	ROUND 2 Yell out	ROUND 2 Say please	ROUND 3 Take turns	ROUND 3 Push a friend
ROUND 4 Grab toys	ROUND 4 Say thanks	ROUND 5 Put your coat on the hook	ROUND 5 Drop your coat on the floor	ROUND 6 Shout the answer	ROUND 6 Raise your hand
ROUND 7 Wash your hands	ROUND 7 Skip washing your hands	ROUND 8 Scream in the library	ROUND 8 Use a quiet voice	ROUND 9 Help pick up blocks	ROUND 9 Knock over a friend's tower
ROUND 10 Run to the front	ROUND 10 Wait in line	ROUND 11 Put trash in the bin	ROUND 11 Throw trash on the floor	ROUND 12 Race down the hall	ROUND 12 Walk in the hall

PREVIEW

RUNNING A LEVEL 1 ROUND

Hand over one strip. It holds one good choice and one bad choice, short and plain. Read a card aloud if the child wants it read. The answer for every round is on page 16.

THE DOT CODE

One dot in the corner marks Level 1. When strips from different levels end up in one pile, the dots put them back without anyone reading a card.

USE IT

Where to Use It

Six ways to run the same cards. Nothing here changes the cards or the mat.

MORNING CIRCLE

Read one card to the group. Thumbs up for a good choice, thumbs down for a bad one. Use the Level 1 strips; they are short and plain.

SMALL GROUP

Lay the mat on the table. Pass out one round at a time and let each child say where a card goes and why before it is placed.

INDEPENDENT STATION

Mat, a bag of cut cards, a pencil and the data sheet in a folder. The child sorts alone, then writes a choice of their own on the mat.

ACT IT OUT

Pick a card and act it out with a puppet or a partner. Then act out the other way to do it.

ANCHOR CHART

Tape the mat to chart paper. Cards go up as the class sorts them, and the chart stays on the wall for the week.

SENT HOME

Page 20 has six of the same cards, a bowl game and a line for the family to write on.

PRINTING WITHOUT COLOR

Pages in the ink-saver set are black on white. The two boxes on the mat are told apart by their words and by a check or a cross, so a black-and-white copy or a laminated pouch works the same as the color set. Cards are plain text, so there is no picture to wear off.

THE WRITE-A-CHOICE LINE

Every mat ends with two writing lines: “Now write one good choice of your own.” A child who is not writing yet can say it, or point to a card, and you write it for them.

ADD CARDS FROM YOUR OWN CLASS

Write two situations your students know, one good choice and one bad choice. Say them aloud for now, or print this page and cut them apart once the cards are written.

PREVIEW

LOG

Task Box Data Sheet

One row per session. It measures one thing: scenario cards placed in the correct box (good choice or bad choice). Plot the percent on page 18.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	DATE	LEVEL	ROUNDS GIVEN	CARDS CORRECT	CARDS GIVEN	PERCENT	HELP GIVEN	INITIALS
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

PREVIEW

FIGURING THE PERCENT

Cards correct divided by cards given, times 100, rounded to the nearest whole number. Score cards, not rounds: a Level 3 round with three of four placed right is 3 of 4. A card left off the mat counts as given and not correct.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed at the mat, repeated the words, showed one card first. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

NOTES

Practice at Home

Send home the week the box is new. No percents and no levels — the data sheet keeps those. Six of the same cards the child sorts at school.

STUDENT _____ WEEK OF _____ FROM (TEACHER) _____

THE SAME SORT WE DO AT SCHOOL (CUT APART, PLAY FOR A FEW MINUTES)

Cut the six cards apart (one cut across, two cuts down). Put two bowls on the table, one marked GOOD CHOICE and one marked BAD CHOICE. Hand over a card and ask: “Is that a good choice or a bad choice?” Your child says which and drops the card in that bowl.

✓ GOOD CHOICE	⊗ BAD CHOICE

Share the crayons	Grab a toy from a friend	Raise your hand
Shout the answer	Wash your hands	Scream in the library

A GOOD CHOICE WE NOTICED AT HOME THIS WEEK

Waiting for a turn, sharing a snack, holding a door — anything you saw and can name together.

_____

_____

WE PLAYED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME _____

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT _____

PREVIEW