

Unit #1 Title: What do First Graders Look and Act Like?	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Beginning of the school year	
Lesson Titles:	
Lesson # 1: Portrait of a First Grader	
Materials/Special Preparations Required:	
Large piece of bulletin board paper or two pieces of chart paper taped together	
Markers	
Puppet	
Lesson: # 2: "I am a First Grader"	
Materials/Special Preparations Required:	
Large drawing of a body profile from the previous lesson	
Markers or crayons	
Student Activity Sheet " <i>I am a First Grader</i> "	
Missouri Comprehensive Guidance Standard:	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
Grade Level Standard(s) (GLS):	
AD.5.A.01.a.i:Identify increased school expectations. (DOK Level -2)	
American School Counselor Association National Standard (ASCA):	
Academic Development	
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How do expectations change?

Unit Measurable Learning Objectives:

The student will name two thoughts or activities that are associated with a first grader.
 The student will identify and write six activities associated with first graders.

Unit Instructional Strategies/Instructional Activities:

- Direct
- Indirect (Formation concept)
- Experiential
- Independent Study
- Interactive Instruction (Discussion; Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's.
Assessment can be question answer, performance activity, etc.

The student will identify activities and expectations for students in first grade and write them on an activity sheet.

Brief Summary of Unit:

First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a “model student” drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual “person” outlines or papers.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Kindergarten or pre-school experience.
 Vocabulary: think, do, feel