

## GETTING READY FOR NEXT YEAR

**Purpose:** In this lesson, students learn what is expected of them in the next grade. This activity strives to calm anxieties students may have about the next school year. Through the activities, students develop the skills of transition that will help students throughout their lives as they prepare for transitioning to any new situation.

**Time:** 30-40 Minutes (lesson designed for end of school year)      **Group Size:** Whole Class      **Grade Level:** K-3

**Materials:** Student Thinking Paper: [Lucky Me!](#) (4-leaf clover outline); Drawing paper, crayons; PSC: Big question mark & 4-leaf clover ([see Hook](#))

**Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:**

**Strand:** Academic Development (AD)

**Big Idea:** Ad 5 Applying The Skills Of Transitioning Between Educational Levels

**Concept:** Ad.5.A. Transitions

**American School Counselor Association (ASCA): Domain/Standard:**

**Academic Development Domain**

**Standard C:** Students will understand the relationship of academics to the world of work, and to life at home and in the community.

**Link to Sample MCGP Units/Lessons** (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg	AD 5.B	UNIT:	<a href="#">Transition into Kindergarten</a>		
1 <sup>st</sup> Grade	AD 5.B	UNIT:	<a href="#">What do First Graders Look and Act Like?</a>		
2 <sup>nd</sup> Grade	AD 5.B	UNIT:	<a href="#">Great Expectations!</a>		
3 <sup>rd</sup> Grade	AD 5.B	UNIT:	<a href="#">How to Succeed in Third Grade</a>		

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
Communication Arts	<i>NOTE: This strategy supports the development of the universal skill of making successful transitions—from grade to grade, level to level and school to life. Learning the skill of transitioning will facilitate students' adjustment to changing expectations in all academic content areas as they progress through school grades and levels.</i>
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:**

Complete the Student Thinking Paper: *Lucky ME!* Together. Each student will demonstrate a knowledge of self and fears/worries that accompany transitioning to a new situation AND identify a procedure to help alleviate fears by responding to the following (See *Lucky Me?* Student Thinking Paper):

- One or two worries about next year
- Questions that go along with the worries.
- People who can help answer the questions.
- Action to be taken to show they are smarter than the worry.

**Lesson Preparation/Motivation**

*Essential Questions:* How do students prepare for the unknowns of a new situation?

*Engagement (Hook):* See Lesson

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students to identify those who seem to be very uneasy or verbalize many fears about the future. In addition, systematically observe as students complete thinking papers noting those who demonstrate atypical development of ability to formulate/ask questions.</i></p> <p><i>Hook:</i> Come into class waving a big question mark and a 4-leaf clover. Say something like “When you see a question mark, what do you think? What do you think when you see a 4-leaf clover? Did you know you can change a question mark into a lucky clover? Our lesson today will help you learn how to do that!</p> <ol style="list-style-type: none"> <li>1. <b>Introduction to Lesson:</b> Following Hook, relate a personal experience about entering a new learning experience (e.g., college) and share with students that you were worried because you did not know what it would be like. Whenever we start something new, we may be afraid and we usually have lots of questions and no answers!</li> <li>2. <b>What are students’ worries?</b> Explain to students that the school year is almost over and they will be in a new class next year. Ask students what they worry about when they think of going to a new class. List responses on the board.</li> <li>3. <b>BIG WORRY or little worry?</b> Tell students that moving to a new grade can sometimes be scary. <b>SHOW-ME...WITH HANDS:</b> As the list of worries is read Show-Me your ranking for each of the worries: if the worry is just a “little worry”, hold up 1 finger; if the worry is a REALLY big worry hold up 5 digits (4 fingers + thumb).” Make a mental note of the worries that appear to be of most concern.</li> </ol>	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Listen with curiosity about how a worry can become lucky. Respond to school counselor’s questions: What does a “?” stand for? What does a 4- leaf clover stand for?</p> <ol style="list-style-type: none"> <li>1. Demonstrate engagement with the ideas the school counselor presents (make [as culturally appropriate] eye contact, follow with eyes as school counselor moves about room); think about what it is like to begin a new situation.</li> <li>2. Contribute to the list of worries; encourage those who do not contribute by making comments such as, “Seth, what are you worried about?” or Maggie, we haven’t heard from you. (Seth and Maggie know they can pass if they are not ready to contribute.)</li> <li>3. Participate in <b>SHOW-ME...WITH HANDS:</b> think of OWN feelings about each worry as it is read.</li> </ol>

4. **It's Magic: A Worry Turns Into Luck:** Hold up the big question mark and remind students that you promised you would show them how to change a question mark into a lucky clover. Explain that for every worry, there is a question to ask that will help us not to worry so much because we are smarter than the worry! Invite comments and/or questions from students.
5. **BIGGEST WORRIES:** Identify the worries that appeared to be of most concern during step 2. Help students formulate questions they can ask to help them gain information about the major worries. Explain that by asking questions, they are able to turn their question marks into lucky clovers...they are lucky to be able to ask questions AND lucky not to have so much to worry about because they are **smarter than their worries!**

**ASSESSMENT: Content:** Distribute the Student Thinking Paper: *Lucky ME!* Complete the handout together, completing each leaf before going on to the next. Depending upon the skill level and/or preferences of students, they draw or write the responses.

- One or two worries about next year
- Questions that go along with the worries.
- People who can help answer the questions.
- Action to be taken to show they are smarter than the worry.

**CONGRATULATIONS! YOU JUST TURNED A QUESTION MARK INTO A LUCKY CLOVER!**

**ASSESSMENT: Personalization of Content:**

Distribute drawing paper and ask students imagine their first day of school next year and draw a picture of themselves that shows:

- Something new or different about self, the school or the classroom.
- Thought bubble with a worry about next year.
- Another thought bubble with a question that will help make the worry go away (or get smaller).
- Him or her celebrating being **SMARTER THAN THE WORRY!**

When pictures are completed, ask students to tell shoulder partners about their pictures. Invite 4 or 5 students to explain pictures to class.

Tell students take their pictures home and suggest they tell their at-home-adult about the future they see for themselves on the first day of school next year.

4. Engage in conversation; make topic-relevant comments or ask clarifying questions

5. Help school counselor formulate questions to help worries disappear. (Younger students will need reminders about what a question is and my need extra help developing the ability to formulate questions.)

**ASSESSMENT: Content:** Complete each leaf of the “*Lucky Me?*” thinking paper as school counselor explains the directions. Ask clarifying questions.

**ASSESSMENT: Personalization of Content:** Fast forward to the first day of school next year; follow school counselor’s directions--draw a picture of self. Ask clarifying questions as needed.

When pictures are complete, tell a shoulder partner about worries; the questions to be asked and who can help answer the question.

Put pictures in back-pack or other “to-take-home” place. Talk with at-home-adult about picture; explain how asking questions about a worry helps

<p>Before collecting the <i>Lucky Me</i> thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher <b>might</b> read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Collect <i>Lucky Me</i> thinking papers.</p> <p><b>CLOSURE:</b> Ask: How do students prepare for the unknowns of a new situation? Invite students to respond. Fill in gaps in order to provide a "complete" review of lesson (e.g., give clues and invite more students to respond).</p> <p><i>After class review four-leaf clovers (Lucky Me thinking papers) for students' (age appropriate) ability to ask questions and to seek answers to questions. Assess age-appropriate command of conventions of standard English &amp; ability to articulate thoughts and feelings in 1<sup>st</sup> person language.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p>	<p>the worry go away.</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Give <i>Lucky Me</i> thinking papers to school counselor.</p> <p><b>CLOSURE:</b> Volunteer to answer the question asked by school counselor.</p>
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### Classroom Teacher Follow-Up Activities

<p><b>Provide classroom teacher</b> with a brief overview of the lessons and copies of <i>Lucky Me</i> Student Thinking Paper.</p> <p><b>Summarize Systematic Observations:</b> Identify those who seemed uneasy expressing fears or who verbalized many fears about the future. Identify students who demonstrated atypical development of ability to formulate/ask questions.</p> <p><b>Consult with Classroom Teacher:</b> Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of fearfulness about the future...is it evidenced in the classroom as anxiety when any new task is approached? Is hesitancy to ask (age-appropriate) questions a will (won't) or a skill (can't) issue?</p> <p><b>Collaborate</b> with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about transitioning to the next grade level or the skill of asking questions or Responsive Services involvement, e.g., individual/group counseling regarding transitions and/or learning to ask questions in class or parental involvement.</p> <p><b>If the student behaviors are limited to classroom guidance lessons</b> consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?</p> <p>When you return <i>Lucky Me</i> thinking papers, ask classroom teacher to "hang" them in the classroom (be sure to remove the papers of those who requested privacy) and ask him or her to follow-through with reminding/helping students to seek answers to questions (worries) about the next year.</p>
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# LUCKY ME! I AM SMARTER THAN MY WORRIES!

One or two of my worries about next year

Questions that relate to my worries

Action I will take to show I am smarter than the worry.

People who can help me answer the question(s).