

**THE HABITS OF SCHOOL SUCCESS: MAKING YOURSELF A STAR:**

***Apply the Habits of School Success to Your Stardom in the Classroom***

*This lesson may be used in conjunction with the series of 4-6 Career Development lessons: You Can be Successful (CD.9.A); The term “Habits of Success” is used in both sets of lessons(the Career Development lessons integrate Habits of School Success with Habits of Work Success); similar self-assessments are used in each. The Career Development lessons lead to a performance assessment (producing a commercial for one Habit of Success).*

**Purpose:** This lesson is designed to help students become aware of the Habits of School Success (study habits); their current application of the habits and new strategies to use as they work to improve their academic performance. Personal responsibility, self-advocacy and the influence students have on their own success are emphasized. Self-Assessment and a Plan of Action are a part of the lesson. It may be used in conjunction with the series of 4-6 Career Development lessons "You Can Be Successful" (CD.9.A).

**Time:** 45-50 minutes      **Group Size:** Whole Class      **Grade Level:** 4-6

**Materials:** [Make Yourself a Star! PSC Resource](#) (Hook and Closure—make 2 copies for each student); [Habits of School Success Self-Assessment](#) and [Habits of School Success: Make Yourself a Star: PLAN!](#) Student Thinking Papers; and [Make Yourself a Star: Helpful Hints for Applying the Habits of School Success:](#) Student Resource

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

**Strand:** Academic Development (AD)

**Big Idea:** AD.4 Applying Skills Needed for Educational Achievement

**Concept:** AD.4.B. Self-management for educational achievement

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

**Academic Development Domain**

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**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)

4 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Tick-Tock Goes the Clock</a>	 
5 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Successful Students!</a>	 
6 <sup>th</sup> Grade	AD 4	Unit	<a href="#">The Successful Student</a> (Lessons 1 & 2)	 

**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)
X	Communication Arts
X	Mathematics
X	Social Studies
X	Science
X	Health/Physical Education
X	Fine Arts
<p><i>This lesson supports students’ development of universal study skills they must apply in all academic content areas in order to be successful students. Learning basic study skills (Habits of School Success) empowers students to advocate for and take charge of their own success—in elementary school and beyond</i></p>	

### Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Self-Advocacy

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

Students complete a self-assessment of their current use of the Habits of School Success. Using the results, students identify the Habits they need to improve the most and develop a plan for improvement.

### Lesson Preparation/Motivation

*Essential Questions:* True or False: I can influence my own success in school.

*Engagement (Hook):* See Lesson

### Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students as they participate in the activities. Make note of students who appear to be unable to accept that idea that they can influence their educational achievement and individual students who consistently have difficulty participating in specific aspects of the lesson.</i></p> <p><i>Hook:</i> Ask: <b>Do you know—you can make yourself a star?</b> When students have “responded” (facial expressions, body language, verbalization), distribute the PSC Resource for <i>Hook (Make Yourself a Star!)</i> and instruct them to connect the dots—<b>VOILA!</b> They made themselves star</p> <ol style="list-style-type: none"> <li>Transition from <i>Hook</i> to this lesson: The goal of the lesson today is making yourself the star of your own life with the Habits of School Success, perseverance, goal-setting and believing in yourself—every day!</li> <li>Who is brave enough to guess one Habit of School Success? If students have difficulty thinking of “Habits of School Success”, relate the term to “good work habits” or “study skills”. Acknowledge guesses and use those to emphasize: <ul style="list-style-type: none"> <li>The term “Habits of School Success” is used because it is important to think of work habits/study skills as “habits” and with the goal of students’ “school success”.</li> <li>Some may already use some of the Habits of School Success every day;</li> <li>Others have never heard of the Habits of School Success;</li> <li>Some may have the misconception that they don’t apply to them because they think your success is</li> </ul> </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> Connect the dots—You made yourself a star!</p> <ol style="list-style-type: none"> <li>Think about how easy it was to make yourself a star. Believe it: You CAN make yourself the star—of your life--every day --in every way.</li> <li>Volunteer to guess one Habit of School Success; if don’t volunteer, listen to others’ guesses and consider it compares to yours.</li> </ol> <p>Listen with curiosity about the Habits of School Success and how they can make you a star.</p> <p>Have you ever heard of the Habits of School Success (or “good work habits” or “study habits”)?</p>

Professional School Counselor Procedures:	Student Involvement:
<p>decided by the teacher. Start where you are:</p> <ul style="list-style-type: none"> <li>• AND believe that you can rise higher as the star of your life.</li> <li>• All it takes is for YOU:               <ul style="list-style-type: none"> <li>○ To know and use the habits;</li> <li>○ To set goals;</li> <li>○ To persevere...every day.</li> </ul> </li> </ul> <p>Every resource person in our school is here to help you learn and apply the habits—especially your teacher and me.</p> <p>3. Beginning where you are means <b>knowing where you are</b>. As you distribute the <i>Habits of School Success: Self Assessment Student Thinking Paper</i>, explain that this self-assessment will give them an idea of where they are RIGHT NOW.</p> <ul style="list-style-type: none"> <li>• Emphasize integrity (honesty and thoughtfulness) as they complete the self-assessment so they have a true place to start.</li> <li>• Tell students the class will do thinking paper together. Explain the thinking paper and column headings; invite questions.</li> <li>• Read each statement on the self-assessment (explain statements as needed); students place a check in the appropriate column.</li> </ul> <p>Process the thinking paper by inviting a conversation about students’ thinking as they responded to the statements. Listen for misconceptions, especially those that might keep individuals from fully engaging in the implementation of the habits of success.</p> <p>4. As you distribute the <i>Make Yourself a Star: Helpful Hints for Applying the Habits of School Success: Student Resource</i>, explain to students that the habits are applied with a series of small, specific steps. Consider the developmental level, prior experiences and misconceptions of your students as you decide the depth at which to discuss the <i>Helpful Hints</i> resource. The following are suggested areas to emphasize:</p> <ul style="list-style-type: none"> <li>• Organization before starting homework—Think about:               <ul style="list-style-type: none"> <li>○ Materials</li> <li>○ Environment (Study Area)</li> <li>○ Time</li> </ul> </li> <li>• Importance of reviewing (and understanding) directions/rubrics/class notes for lesson.</li> <li>• Taking short “look-around-and-think” breaks can help thaw their brains and open them to a new idea.</li> <li>• Celebrate completion of an assignment or a major step in a long-term project.</li> </ul>	<p>Do they apply to you?</p> <p>What are you thinking about your school counselor’s comments about YOU becoming the star of your life...and that all it takes is YOU?</p> <p>3. Look over the <i>Habits of School Success: Self Assessment</i> thinking paper. Ask clarifying questions.</p> <p>As your school counselor reads each item, complete it integrity. Be brave; ask clarifying questions if you do not understand an item.</p> <p>Participate in the conversation by sharing with classmates some of the things you were thinking as you responded. (Sometimes your thinking can keep you from being the star you can be)</p> <p>4. When you get the <i>Make Yourself a Star: Helpful Hints for Applying the Habits of School Success</i> thinking paper, look it over. Listen and contribute comments or ask clarifying questions as your school counselor leads a discussion about the <i>Helpful Hints</i>.</p> <p>Where do you do your homework? Is it an area where stars can shine?</p> <p>How do you keep yourself on-track when doing your homework?</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> <li>• Perseverance is critical to reaching a goal; curiosity helps make tasks interesting.</li> <li>• PUT COMPLETED HOMEWORK WITH ALL OTHER TAKE-BACK-TO-SCHOOL IN BACK PACK; plan for way to remind self to TURN-IT-IN! They worked too hard not to get credit for it! CELEBRATE the application of Habits of School Success, perseverance, problem-solving and reaching a BIG goal (e.g., finishing all homework and <b>TURN-IT-IN!!!</b>)</li> </ul> <p>(★<i>Note:</i> See Follow-up with Classroom Teacher at end of lesson for ideas about helping those who indicate they can't study at home because [____].)</p> <p><b>ASSESSMENT: Content:</b> Ask students to review responses on completed <i>Habits of School Success: Self Assessment</i> thinking paper. Instruct them to circle the habits they want/need to improve the most. Turn to a “shoulder-partner” (person next to him or her); talk together 2-3 minutes about the habits each circled; help each other think about one (or more) steps/actions that can be taken to improve the habit. Invite public partner sharing. Use students’ comments to lead into the personalization of content.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Distribute the <i>Habits of School Success: Make Yourself a Star: PLAN!</i> thinking papers. Instruct students to look over the thinking paper. Draw students’ attention to first row in chart; write inclusive dates of the week they will start monitoring their success. Ask students to choose one habit they need/want to improve; write it in the blank. Help students develop a goal and action for improving that habit.</p> <p>Explain the directions for the rest of the thinking paper. Emphasize:</p> <ul style="list-style-type: none"> <li>• Their BIG STAR focus for the week is their target habit; however...</li> <li>• Every Habit of School Success is important; thus, they will indicate their application of all habits with a small star (label★ with habit).</li> <li>• 12 Habits of School Success are identified on the self assessment; if they have 12 stars in every square, they should be able to measure their success with greater understanding and higher test scores.</li> <li>• It is important to track application of the habits every day—it is rewarding to watch the stars add up.</li> <li>• Integrity is critical...persevering with intent to</li> </ul>	<p>How do you like to celebrate your accomplishments?</p> <p>What system do you use to be sure your homework gets turned in?</p> <p><b>ASSESSMENT: Content:</b> Follow your school counselor’s instructions. Identify a habit you need/want to improve the most; talk with your shoulder-partner, help each other think of ways to practice/apply the habits each of you wants/needs to improve.</p> <p>Be brave! Volunteer to explain the ideas you and your partner thought of to improve your use of the habits of school success—so you can make yourself a star!</p> <p><b>ASSESSMENT: Personalization of Content:</b> Follow your school counselor’s instructions for the thinking paper: <i>Habits of School Success: Make Yourself a Star: PLAN!</i> Use the ideas you and your partner thought of (<b>Assessment: Content</b>) to make your plan for the first week.</p> <p>Each week set another goal for improvement of one more habit—your BIG STAR focus. Keep applying the other habits, too. Watch your charts fill with stars—your stars!</p> <p>Shine on!</p>

Professional School Counselor Procedures:	Student Involvement:
<p>improve every day is the only way they can be a star in their own lives.</p> <ul style="list-style-type: none"> <li>Perseverance requires saying “NO” to self when they’d rather be doing something else.</li> </ul> <p>Invite several students to read their goals or action steps so the rest of the class can hear their great plans for success—by reading <b>their</b> goals they help others learn more about the Habits of School Success!</p> <p>Tell students to go back to their <i>Habits of School Success: Self Assessment</i> thinking papers. Draw their attention to the Reflection/Projection section (bottom of page). Invite clarifying questions; students complete reflections and projections independently. FYI—following are the sentence stems: This self-assessment tells me I _____. In order to be the star of my life, my goal is _____. My first star-reaching action _____. I need the following help _____ from _____.</p> <p><b>CLOSURE: SHOW-ME...THUMBS UP OR DOWN:</b> True or False: I can influence my own success in school. I can be the star of my own life.</p> <p>Distribute the second <i>Make Yourself a Star!</i>; tell students connect the dots and on each ray of the stars, write one action they take to influence their own lives. Say: SHOW-ME...SHOUT-OUT...ALL-AT-ONCE (inside shouts): <b>I influence my own success in school AND I am the star of my own life. I believe it! I live it!</b></p> <p style="text-align: center;"><b>MAKE YOURSELF A STAR!</b></p>	<p>PERSEVERE! The Habits of School Success will come naturally the more you use them.</p> <p>Share your star-bright ideas with your classmates.</p> <p>Find the Reflection/Projection section of your self-assessment. Look over the statements; ask clarifying questions; complete the statements with integrity.</p> <p><b>CLOSURE:</b> Participate in SHOW-ME...THUMBS UP OR DOWN: True or False: I can influence my own success in school. I can be the star of my own life.</p> <p>MAKE YOURSELF A STAR! Participate in SHOW-ME...SHOUT-OUT:</p> <p style="text-align: center;"><i>I influence my own success in school. I am the STAR of my own life. I believe it! I live it!</i></p> <p style="text-align: center;"><b>Start every day with the chant</b></p>

**Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)**

**Provide classroom teacher** with a summary of the lesson(s) and copies of the student thinking papers: [Make Yourself a Star! PSC Resource](#); [Habits of School Success Self-Assessment](#) and [Habits of School Success: Make Yourself a Star: PLAN!](#) Student Thinking Papers; [Make Yourself a Star: Helpful Hints for Applying the Habits of School Success](#); Student Resource

**Summarize Systematic Observations:** Identify students who appeared unable to accept idea that they can influence their educational achievement and students who consistently have difficulty participating in specific aspects of the lesson, for example: students whose responses indicated that their thinking about the role of THEIR self-management was influenced by misconceptions; students who rarely (if ever) contributed to class conversations or whose responses to thinking papers were inappropriate or lacked depth/sincerity.

**Note: Work individually** with students who indicate that they “can’t study at home because (\_\_\_\_).” Ask them to help you more fully understand what those words mean (e.g., they truly can’t study at home, saying they can’t is an excuse to not take responsibility or a mask for misconceptions about their ability to make themselves a star). Collaborate with classroom teacher to find a “study place” for these students. For example:

- If there is not a specific place to study, suggest that student keep all supplies in a basket, box or re-usable

shopping bag that can be used anywhere.

- Suggest students talk with adults at home about the necessity of having a quiet place to study/do homework and/or...
- Arrange a student/adult-at-home/PSC conference to plan a study place and/or...
- Make use of after-school community resources/programs that offer “study halls” for students, e.g., Boys and Girls Clubs, faith-based programs.

Follow-through to make sure students persistently and consistently use the resources to their advantage. It will take extra effort; however, the long-term payoff for becoming actively engaged in helping students make the *Habits of School Success* their own every day, life-long habits is “priceless.”

**Talk with classroom teacher about your systematic observations** of students as a group or individually. Consider persistent misconceptions about personal role in achievement, i.e., did not appear to accept that application of the *Habits of School Success* can help his or her academic achievement. Confer about individual students who consistently had difficulty participating in specific aspects of the lesson, for example, students who were unable to truthfully complete the self-assessment and/or identify goals for improvement, were hesitant to express ideas during whole class conversations and/or with partners, appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions and/or partner collaboration, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

**Collaborate with classroom teacher to plan** appropriate interventions. Interventions might include (not limited to) additional classroom guidance activities about the *Habits of School Success*, Responsive Services involvement (e.g., individual or group counseling [*Habits of School Success* small group]) or more intensive parent/guardian involvement.

If the student behaviors are limited to classroom guidance lessons, 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?

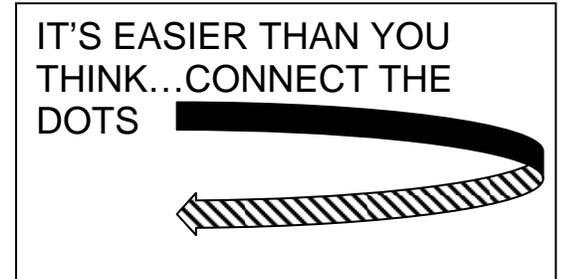
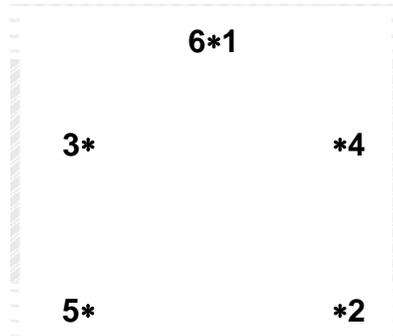
# MAKE YOURSELF A STAR!!



# YOU CAN!

**HABITS OF SCHOOL SUCCESS: SELF-ASSESSMENT**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_



Directions: Place a check mark on the appropriate line for each of the work habits below. Rate yourself truthfully.

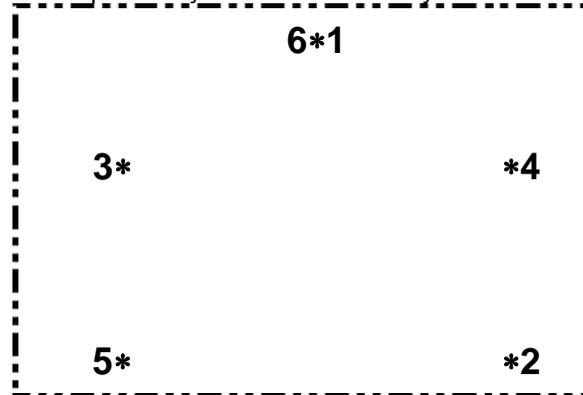
I ...	Always	Some- times	Never
1. Listen in class.			
2. Organize my desk and materials; use pocket-folders (or a binder) to organize important papers.			
3. Use a planner to write down and keep track of <b>all</b> assignments and due dates; use reminder notes to make sure I have plenty of time to complete assignments.			
4. Take notes and use them for review.			
5. Use reference materials and a dictionary.			
6. Budget my time for studying.			
7. Do "short" (daily assignments) ASAP; on the day a long-term assignment is made, I write "to-dos" for the assignment in planner.			
8. Review for tests by studying notes, asking others to quiz me, and quizzing myself.			
9. Use "tricks" to memorize factual information.			
10. Take my assignment sheets, rubrics and books home.			
11. Use my assignment sheets/rubrics as guides before, during and after I do my homework. I read all directions carefully before I begin, check while doing the assignment to make sure I am still on track and compare my work to the assignment sheet and rubric when I finish, making sure I did everything I was supposed to do.			
12. Complete AND hand in all assignments on time.			

**Reflection/Projection:** This self-assessment tells me I \_\_\_\_\_  
 \_\_\_\_\_. In order to be the star of my life, my goal is \_\_\_\_  
 \_\_\_\_\_. My first star-reaching action \_\_\_\_\_  
 \_\_\_\_\_. I need the following help \_\_\_\_\_  
 \_\_\_\_\_ from \_\_\_\_\_

## MAKE YOURSELF A STAR!

### HELPFUL HINTS TO HELP YOU APPLY THE HABITS OF SCHOOL SUCCESS

As you finish each step, connect 2 dots; e.g., finish # 1 ready to go to #2, connect the 1 and 2 dots. When all steps are completed...you will have made yourself a STAR!

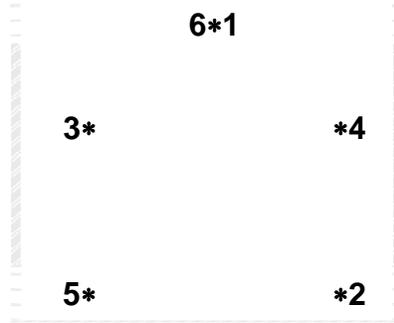


#### 1. Organize:

- Materials needed to complete assignment(s), for example:
    - Assignment information (e.g., directions, rubrics);
    - Dictionary/Thesaurus;
    - Paper/pencil/eraser, highlighters, sticky-notes, note cards;
    - Textbooks and other reference materials/resources (e.g., class handouts).
  - Environment (study place) to assure best learning atmosphere for you, for example:
    - Find a quiet study area which minimizes distractions, such as, conversations, television or loud music;
    - Use a desk or other solid writing surface;
    - Make sure to have adequate lighting;
    - In other words, study at home in a place that helps you become the star of your life.
  - Time:
    - Estimate how long the tasks for each assignment will require;
    - Decide which assignment you do first (some start with hardest, others with easiest).
    - Decide if you can all the tasks without a break; if not identify the breaking point.
    - Establish a schedule for this study period.
2. **Review assignment directions before you begin**—be sure you understand the directions; if not, seek help from an adult or a friend; review your class notes and **BEGIN THE ASSIGNMENTS.**
  3. **If your brain stops working**, take a “look around and think” break. Often, stopping and looking around, lets new ideas enter your brain; Persevere (keep working) until assignment is finished.
  4. **Celebrate** your STAR work when you finish each assignment!
  5. **START your next assignment** with curiosity about what you will learn. Follow the same procedures you followed for first assignment.
  6. **When you finish ALL assignments, do something outrageous** (and safe), for example, yell, “WA-HOO! I DID IT! MADE MYSELF A STAR TODAY!” AND put your completed assignments in with other take-back-to-school materials in your backpack AND **turn your assignments in to your teacher(s) tomorrow!**

**CELEBRATE YOUR PERSEVERENCE, PROBLEM-SOLVING AND GOAL REACHING—  
DO SOMETHING YOU ENJOY!**

**HABITS OF SCHOOL SUCCESS: MAKE YOURSELF A STAR!**



**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Choose one circled Habit of School Success to improve during the current week. Each time you do something to improve that habit, make yourself a big star in the appropriate box. In your notebook or planner, copy the chart and use it for a new habit to work on next week. Do the same each week (persevere on the previous weeks' habits, too). **Every time you use any** of the Habits of School Success, make a small star in the appropriate box and label it to indicate which habit it represents. Keep track of your progress toward being a powerful, self-directed learner—a star shining for YOU! Plan a celebration when you have 12 stars (one ☆ for each habit you applied) in all boxes for one week.

MY HABIT OF SCHOOL SUCCESS GOAL FOR THE WEEK OF _____					
I will improve my application of the habit of _____ by taking the following actions:					
I will know I am successful when _____.					
My Progress In:	Monday	Tuesday	Wednesday	Thursday	Friday
Mathematics					
Language Arts					
Reading					
Spelling					
Social Studies					
Science					
Other Classes					

What do you have to say for yourself now, STAR? Be Proud! \_\_\_\_\_

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## YOU HAVE A TEST! TAKE CHARGE—BE SUCCESSFUL!

*Note: With slight modifications, each of these lessons may be used as a single activity—or the series maybe expanded for an in-depth study of test preparation/test-taking skills. They are “bundled” because of their inter-relatedness in regard to test preparation and test-taking skills. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching the same MCGP Concept.*

*PSC Note: The series of lessons: How to Take Notes from Oral and Written Information (AD.4.B.) provides an in-depth study of note-taking; you may want to plan a series of lessons about note-taking, test preparation/taking skills. You Have a Test...and How to Take Notes...complement each other. Individually or together, the lessons may be a complement to existing test-taking and test-preparation curricula.*

**Purpose:** These two (2) (or 3) lessons provide basic, universal test-preparation and test-taking strategies; specifically, they address the non-standardized assessment of students’ knowledge/understanding of day-to-day learning in academic content areas. Students learn the importance of reading and following directions, the similarities/differences among objective, essay and performance-based assessment of their learning and understanding of academic content and how assessments/tests throughout the year prepare them for the increasing rigor of assessment in middle school/junior high (and beyond). An anticipated by-product is less anxiety and enhanced performance on the inevitable high-stakes standardized tests.

**Time:** Three (3) 50-60 minute lessons      **Group Size:** Whole Class      **Grade Level:** 4-6

**Lesson 1: You Have a Test! Are You Ready?** *The focus of Lesson 1 is informal assessment of students’ thoughts/feelings about test-taking in general and the basic skills of test-taking, e.g., reading and following directions, previewing entire test and preparation.*

**Materials:** [Pre-Test](#)

**Lesson 2: You Have a Test! Help Yourself Get Ready!** *The focus of Lesson 2 is developing an awareness of the characteristics of the major types of tests—objective, essay/short answer and performance based assessments. (Lessons 2 and 3 may be expanded to several lessons—perhaps one on each type of test, depending upon needs of the students and the other test-preparation/test-taking curriculum in your school).*

**Materials:** [Objective Assessments](#) Student Thinking Papers, *Our Tips for Taking Charge of Our Success on Tests* (student-generated list from Lesson 1)

**Lesson 3: (Continuation of Lesson 2) You Have a Test! Help Yourself Get Ready!** Lesson 3 provides information about essay/short answer and performance-based assessments.

**Materials:** [Essay/Short Answer Assessments](#), [Performance-Based Assessments](#), [Doing Your Best](#) and [Post-Test](#) Student Thinking Papers

**Note:** Student materials used in these three (3) lessons were adapted from materials originally created by: the St. Louis Public Schools Career Education Office, *Personal Exploration*, 1992.

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

**Strand:** Academic Development (AD)

**Big Idea:** AD.4. Applying Skills Needed for Educational Achievement

**Concept:** AD.4.B. Self-management for educational achievement

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

**Academic Development Domain**

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**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)

4 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Tick-Tock Goes the Clock</a>		
5 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Successful Students!</a>		
6 <sup>th</sup> Grade	AD 4	Unit	<a href="#">The Successful Student</a> (Lessons 1 & 2)		

**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
X	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)
X	Communication Arts
X	Mathematics
X	Social Studies
X	Science
X	Health/Physical Education
X	Fine Arts

*NOTE: These two (2) lessons support students' development of the universal skill of preparation for day-to-day assessment of their knowledge and understanding of academic content. Learning basic test-preparation and test taking strategies empowers students to advocate for their own success—in elementary school and beyond.*

**Enduring Life Skill(s)**

X	Perseverance		Integrity		Problem Solving
X	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:**

See Individual Lessons
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**Lesson Preparation/Motivation**

<p><i>Essential Questions:</i> If teachers want us to be successful on tests, why don't they give us the questions and answers before the test?</p> <p><i>Engagement (Hook):</i> See Individual Lessons</p>
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**Procedures**

Professional School Counselor Procedures:	Student Involvement:
<p><b>LESSON 1: YOU HAVE A TEST!--ARE YOU READY?</b></p> <p><b>Materials:</b> <u>Pre-Test</u> Student Thinking Paper</p> <p><i>PSC Note: An important aspect of this lesson is the opportunity for students to talk about their THINKING about assessment/tests! As you listen and respond to their thinking, make note of misconceptions that may influence preparation (or lack thereof) or performance. Query ambiguous comments or broad generalizations with open-ended questions—"tell me more...".</i></p> <p><i>Throughout this lesson, systematically observe to identify persistent misconceptions about effectiveness of self-advocacy in achievement; listen systematically to gain information about how students' thinking developed</i></p>	<p><b>LESSON 1: YOU HAVE A TEST—ARE YOU READY?</b></p> <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>

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<p><i>and, as appropriate, correct misconceptions.</i></p> <p><i>Hook:</i> Come into class with a college textbook and pages of notes. Flutter around, mumbling I have a test tomorrow night and I am soooooo nervous. I just don't know what I am going to do. Suddenly, greet class and say something like: "I am enrolled in a university class. Our first test is tomorrow night and I am scared I won't do well."</p> <ol style="list-style-type: none"> <li>Transition from <i>Hook</i> to lesson by saying (something like): (students need pencils for writing) I need about 4 minutes to put my notes in order, so I am going to give you this thinking paper –it'll take you exactly 4 minutes to complete it." <ul style="list-style-type: none"> <li>Tell students to keep the paper face-down until everyone has a paper.</li> <li>Distribute the <i>Pre-Test</i> thinking paper.</li> <li>Tell students you will tell them when to look at their paper and that they are to follow the instructions—no questions until 4 minutes are up; when they finish, they are to put their pencils down and remain silent until the 4 minutes are up (or everyone has finished).</li> <li><b>Set the timer for 4 minutes—tell students to turn papers over and begin.</b></li> <li>While they work sort your papers (keep one eye on students; observe their work styles)</li> <li>When timer goes off say, "Stop; pencils down".</li> </ul> </li> <li>Instruct students to re-read the first statement silently. Invite someone to read the statement aloud and another person to interpret the meaning of the statement. What did it instruct students to do? SHOW-ME...PRIVATE THUMBS-UP OR DOWN (so only I can see your responses)...Yes or no...did you follow the instructions in statement #1?</li> <li>Guide students to the <b>Reflection/Projection</b> section of their <i>Pre-Test</i> thinking papers. Read the open-ended statements and instruct students to write a note to you by completing the sentences (<i>repeated here FYI</i>): <i>Dear PSC: When I looked at the test, I thought__.</i> <i>While I was completing the Pre-Test, I __.</i> <i>I learned I __.</i> <i>When I think about taking tests, I __.</i> <i>In the future when I get a test, I will __.</i> <i>I would like help with __.</i></li> </ol> <p>Invite volunteers to read their responses to one of the sentences. Encourage others to listen/react with respect.</p>	<p><i>Hook:</i> Listen and observe with curiosity about school counselor's mutterings.</p> <ol style="list-style-type: none"> <li>Follow school counselor's instructions.</li> </ol> <p>Follow the directions on the <i>Pre-Test</i>.</p> <ol style="list-style-type: none"> <li>Re-read first item on the <i>Pre-Test</i> thinking paper. Volunteer to read or interpret the statement.</li> </ol> <p>Participate in SHOW-ME...THUMBS-UP. Respond honestly.</p> <ol style="list-style-type: none"> <li>Write a note to school counselor. Listen to/complete the open-ended statements; be sure to use the conventions of standard written English.</li> </ol> <p>Volunteer to read one of your sentences. If you do not volunteer, listen and think about others' responses. Are their responses similar to or different from yours?</p>

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<p><i>Collect papers to review and return during next lesson.</i></p> <p>4. Continue by pointing out there are two important lessons to learn from the <i>Pre-Test</i> thinking paper. Invite students to hypothesize about the two lessons (<i>do exactly what the directions ask you to do AND preview a test before answering any questions</i>).</p> <p>5. Clear up the truth about your supposed test...unless, of course, it is true. Explain that if you <b>were</b> enrolled in a university class, you would be anxious or nervous about your first assessment by the professor. Disclose some of the thoughts or feelings you might have about taking a test.</p> <p>SHOW- ME...WITH YOUR HANDS...1-10 how many flutters of butterflies flutter in your stomach when you know you have a test soon? (1=just a few single butterflies; 10 = 10 flutters of butterflies [lots])...participate yourself.</p> <p>6. Ask: Tests cause me anxiety; tests cause you anxiety—then why in the world do we keep having them? Invite several volunteers to provide hypotheses about the reasons we have tests.</p> <p>7. Engage students in a conversation about what they think/feel/do when they find out they have a test. Encourage their integrity and respect—answer honestly and thoughtfully and respect others and their responses.</p> <ul style="list-style-type: none"> <li>• <i>Strive for a trust level among classmates and between you and students that encourages them to talk beyond surface or socially acceptable thoughts/feeling/actions</i></li> <li>• <i>Listen for such things as their individual and collective misconceptions about tests, their ability, and the mystique of tests (never know what teacher will ask; afraid I won't know enough, teachers don't like me).</i></li> <li>• <i>Listen systematically to the language they use when talking about themselves.</i></li> </ul> <p>8. Lead into the idea that there are universal strategies that will help them do well on every test they take from now on. Discuss short-term and long-term preparation for taking tests.</p> <p><b>Long-term preparation</b></p> <ul style="list-style-type: none"> <li>• Take notes in class.</li> <li>• Write down important information given by the</li> </ul>	<p>Hand in completed <i>Pre-Test</i> and note to school counselor.</p> <p>4. Think about the <i>Pre-Test</i> thinking paper; hypothesize about the two lessons to be learned as a result. Contribute your hypothesis to discussion. If you choose not to volunteer, listen and think about others' hypotheses. Are their hypotheses similar to or different from yours?</p> <p>5. Listen with curiosity to school counselor's confession about the test he or she does NOT have. Think about the similarities between his or her thoughts/feelings and your own thoughts and feelings about tests.</p> <p>Participate in SHOW-ME...WITH YOUR HANDS: How many butterflies flutter for you when you know you have a test soon?</p> <p>6. Think about school counselor's question: Why do we have tests? Develop a hypothesis; test it out by telling the class. If you choose not to volunteer, listen and think about others' hypotheses. Are their hypotheses similar to or different from yours?</p> <p>7. Help your classmates learn that other people have some of the same thoughts, feeling and actions when thinking about tests. Bravely tell classmates about some of your thoughts/feeling/actions about tests.</p> <p>8. Listen and imagine the possibilities—fewer butterflies and more correct answers on tests.</p>

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<p>teacher.</p> <ul style="list-style-type: none"> <li>• Underline the key words in their notes.</li> <li>• Do homework carefully.</li> <li>• Ask questions about anything that is not clear <b>BEFORE YOU KNOW A TEST IS COMING.</b></li> <li>• Always correct errors on your homework; understand why your answer was incorrect.</li> <li>• Complete all reading assignments</li> </ul> <p>(See the series of lessons: <i>How to Take Notes from Oral and Written Information</i> [AD.4.B.] for in-depth study of note-taking):</p> <p><b>Short-term preparation:</b> Emphasize/remind students that they know more than they might think!</p> <p>9. Continue the conversation by asking students to share their tips with their classmates; develop a list on the board: “OUR TIPS FOR TAKING CHARGE OF OUR SUCCESS ON TESTS”; tell students to copy the list as suggestions are added; they will then have a ready-reference to use before their next test. <i>Let the list be “theirs” ...so they feel a sense of ownership of the ideas; however, monitor the list to assure it includes critical actions.</i></p> <p><i>Use the following list as a guide; if a major idea is overlooked, suggest it be added to the list.</i></p> <ul style="list-style-type: none"> <li>• Believe in yourself and the study you have done all along (e.g., homework assignments, reading assignments <b>ASKING QUESTIONS WHEN UNCERTAIN ABOUT SOMETHING IN TEXT OR CLASS DISCUSSION</b>).</li> <li>• Know what type of test it will be—be familiar with the type of test: objective, essay or performance-based assessment (see Lesson 2 for a description of each type).</li> <li>• Try to predict the questions that will be asked.</li> <li>• Plan ahead for the best results: <b>each</b> day, schedule a time to review notes, clarify questions, re-read text, and talk about the subject with other students.</li> <li>• Review notes on the day before the test</li> <li>• Get plenty of rest the night before the test.</li> <li>• Eat a good breakfast the day of the test.</li> </ul> <p><b>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</b></p> <p>Tell students to keep their lists in a safe place; they’ll need them in the next lesson(s). <i>**Ask a volunteer to let you borrow his or her list so you can make a copy for yourself and return student’s list during the next lesson.</i></p> <p><b>ASSESSMENT: Content:</b> Throughout lesson, students:</p>	<p>9. Contribute at least one of your great ideas to the list of tips. On a fresh piece of notebook paper, write the tips as they are listed. Save it as a future reference.</p> <p><b>ASSESSMENT: Content:</b> Demonstrate</p>

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<ul style="list-style-type: none"> <li>• Actively participate in classroom discussions and conversations,</li> <li>• Make eye contact and talk with classmates (rather than you),</li> <li>• Contribute ideas and ask questions when appropriate,</li> <li>• Contribute to and copy the “Tips” list (Step 8).</li> </ul> <p><b>ASSESSMENT: Personalization of Content:</b> Soft-Toss: Toss a foam ball or other soft object to a student who begins the Soft Toss cycle: <i>For me, the best part of the lesson was ___</i> and tosses the ball to someone else, saying, I invite ___ to tell us the best part of the lesson for (him or her). Soft-Toss continues until all (or a pre-designated number) of students contributes. (Remind students of Pass with Responsibility option—ok to pass—student must take responsibility and say with confidence [something like]: “I choose to pass for now.”)</p> <p><b>CLOSURE:</b> Remind students to: <b>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</b></p> <p><i>Before next lesson, copy student-generated list of test-preparation hints; review Pre-Test Student Thinking papers, especially students’ notes to you for students’ (age appropriate) level of self-assessment regarding test-taking and the ability to articulate thoughts and feelings in 1<sup>st</sup> person language. Be aware of misconceptions in their thinking about tests. Plan to comment on the collective ideas presented.</i></p> <p><b>LESSON 2: YOU HAVE A TEST! HELP YOURSELF GET READY!</b></p> <p><i>Take the Pre-Test thinking papers and the student’s list of hints you borrowed and copied. Return to students during Step 1.</i></p> <p><b>Materials:</b> <i>Objective Assessments</i> Student Thinking Paper, <i>Our Tips for Taking Charge of Our Success on Tests</i> (students generated list from Lesson 1 [students have their copy of the list])</p> <p><i>Continue to systematically observe students as they participate in the activities and make note of misconceptions that may influence preparation (or lack thereof) or performance.</i></p> <p><b>Hook:</b> Begin class by saying something like: When we finish these lessons, I’m going to give you a test over everything we’ve discussed about test-preparation and test-taking. Will you be ready?</p>	<p>knowledge/understanding of types of tests by being active contributors to discussions and other activities. Support classmates as they participate—especially those who are hesitant to express ideas during public sharing of ideas.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Participate in Soft-Toss sharing of ideas. Remember: Pass-With-Responsibility option (ok to pass—must confidently say [something like] “I choose to pass for now”).</p> <p><b>CLOSURE:</b> When getting ready to take a test, say to self: <b>I BELIEVE IN ME AND THE STUDY OF THE SUBJECT I HAVE DONE ALL ALONG!</b></p> <p><b>LESSON 2: YOU HAVE A TEST! HELP YOURSELF GET READY!</b></p> <p>Student Reminder: 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><b>Hook:</b> Respond to school counselor’s announcement that you will have a test Friday. What are your first thoughts? Are butterflies aflutter? How do you answer the question “Will you be ready?”</p>

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<p>1. Transition from <i>Hook</i> to this lesson, by distributing the <i>Pre-Test</i> thinking papers. Comment on the notes they wrote to you and their collective responses; as appropriate, correct misconceptions students expressed about tests. Invite students to comment about what their notes remind them to do and other thoughts they may have about taking tests.</p> <p>2. Ask students to get out and look over their “Tips” list from the last lesson. Review the list together.</p> <p>3. Introduce today’s lesson by talking about the importance of knowing and understanding the kinds of questions that will be on tests. Today’s lesson will help you know more about what to expect on different kinds of assessments.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): What kinds of assessments or tests have you taken? Make list on board. Use their responses to transition to the next step...</p> <p>4. Write: Objective, Essay/Short Answer and Performance on the board. Explain that there are three types of written assessments used in the majority of classrooms: objective, essay/short answer and performance-based assessments.</p> <p>Briefly talk about the kinds of question that are usually on each type of test—this will familiarize students with the vocabulary so that when they get their thinking papers, the words will not be new.</p> <ul style="list-style-type: none"> <li>• Questions on an <b>objective test/assessment</b> are answered with facts. Questions may be: <ul style="list-style-type: none"> <li>○ True or False</li> <li>○ Fill-in-the-blank</li> <li>○ Multiple-choice</li> <li>○ Matching</li> </ul> </li> <li>• Questions on <b>essay/short answer tests/assessments</b> are answered with more detail about information and may include your opinion. Question may require answers to be written as: <ul style="list-style-type: none"> <li>○ A sentence</li> <li>○ A paragraph</li> <li>○ An essay/composition of specified length</li> </ul> </li> <li>• Questions on <b>performance-based</b> assessments require the application of knowledge and understanding to real-world problems. You may be required to perform such tasks as: <ul style="list-style-type: none"> <li>○ Create a solution to a new problem using information from a unit your class has just</li> </ul> </li> </ul>	<p>1. Look over the note you wrote to school counselor.</p> <p>2. Get out your copy of the list of tips you and your classmates generated during the last lesson. Review the tips; ask clarifying questions.</p> <p>3. Listen thoughtfully to school counselor’s words about the kinds of questions to expect on tests. What do you know? What do you learn?</p> <p>Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...state one kind of test you have taken.</p> <p>4. Listen thoughtfully as school counselor talks about the categories of written assessments (tests)—ask clarifying questions as appropriate.</p> <p>Think about: objective-type questions that are the trickiest for you.</p> <p>Do you dread or look forward to essay/short answer questions? Why?</p> <p>What do you like/not like about demonstrating knowledge in a way that is different from the other two types of tests?</p>

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<p>completed.</p> <ul style="list-style-type: none"> <li>○ Write a play or short story about how to use information you gained.</li> <li>○ Engage in a debate about a controversial topic you have studied</li> </ul> <p><i>Encourage students to take notes as the following thinking papers are discussed.</i></p> <p>5. Distribute <a href="#"><i>Objective Assessments</i></a> Student Thinking Paper.</p> <ul style="list-style-type: none"> <li>● Discuss the examples of objective questions; give hints about choosing correct answers.</li> <li>● Call students’ attention to the <b>Notes and Questions</b> section of thinking paper. Explain the directions and complete the first two probes together: <ul style="list-style-type: none"> <li>○ Invite several students to state a question they have about doing well on an objective test.</li> <li>○ Each student writes at least one of his or her own questions.</li> <li>○ Invite volunteers to identify the most important things to remember about being successful on objective tests.</li> </ul> </li> <li>● Explain the <b>Reflection/Projection</b> section; students complete independently.</li> </ul> <p>Invite volunteers to read one of their sentences.</p> <p><b>ASSESSMENT: Content:</b> See <b>Notes and Questions</b> section of <i>Objective Assessments</i> Thinking Paper.</p> <p><b>ASSESSMENT: Personalization of Content:</b> See the <b>Reflection/Projection</b> section of <i>Objective Assessments</i> Thinking Paper.</p> <p><b>CLOSURE:</b> Preview next lesson (essay/short answer and performance-based assessments). Remind students they will have a test at the end of the next lesson. Without saying anything more, pause long enough for students to ask questions. Respond to questions they ask; <b>HOWEVER</b>, do not invite questions. (Use their response or lack of response during the next lesson when talking about self-advocacy—taking responsibility for their success.</p> <p>Collect thinking papers.</p> <p><i>Before the next lesson, review responses to thinking paper, Objective Assessments. Make note of misconceptions and questions students ask.</i></p>	<p>Practice your note-taking skills. Not good at note-taking? Tell school counselor about the note-taking lessons (<i>How to Take Notes from Oral/Written Information</i> [AD.4.B.]</p> <p>5. Look over the thinking paper; listen with curiosity and take notes; participate in discussion.</p> <p>Find the <b>Notes and Questions</b> section of thinking paper. Listen and participate.</p> <p>What questions do you have about objective tests? Ask one of your questions publicly; write at least one of your questions in the Notes and Questions section of thinking paper.</p> <p>What do YOU think is the most important thing to remember? Share it publicly with the rest of the class.</p> <p>Thoughtfully complete the Reflection/Projection section on your own.</p> <p>Volunteer to read one of your sentences.</p> <p><b>ASSESSMENT: Content:</b> <i>Objective Assessment: Notes and Questions</i> section.</p> <p><b>ASSESSMENT: Personalization of Content:</b> <b>Reflection/Projection</b> section of <i>Objective Assessments</i> Thinking Paper</p> <p><b>CLOSURE:</b> Listen as school counselor previews the next lesson. What must you do to prepare for the test?</p> <p>Hand in thinking paper.</p>

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<p><b>LESSON 3: YOU HAVE A TEST! HELP YOURSELF GET READY! (Cont'd)</b>  <i>Take students' completed Objective Assessments thinking paper to class with you; distribute during Hook.</i>  <b>Materials:</b> <a href="#">Essay/Short Answer Assessments</a>, <a href="#">Performance-Based Assessments</a>, <a href="#">Doing Your Best</a> and <a href="#">Post-Test</a> Student Thinking Papers  <i>Continue systematic observations of students' thinking about test preparation, test-taking and self-advocacy/self-management.</i></p> <p><i>Hook:</i> SHOW-ME...SHOUT-OUT...ONE-AT-TIME (inside shouts): Tell us one idea you remember from the last lesson. Distribute <i>Objective Assessments</i> thinking paper. Comment in general about responses; answer specific questions and correct (as appropriate) patterns of misconceptions</p> <ol style="list-style-type: none"> <li>Distribute <a href="#">Essay/Short Answer Assessments</a> Student Thinking Paper. <ul style="list-style-type: none"> <li>Define essay/short answer assessments; provide examples of clue words.</li> <li>Read and discuss the <b>Practice Situation</b>; invite volunteers to hypothesize about the score the student's response (outline) would receive and why.</li> <li>Discuss the examples of essay/short answer questions; identify and underline clue words;</li> <li>Invite volunteers to identify the clue words and explain what their answer might include. As needed, give hints about responding to the prompts successfully.</li> <li>Compare similarities and differences between objective tests and essay/short answer tests.</li> <li>Call students' attention to <b>Notes and Questions</b> section of thinking paper. Explain the directions and complete the first two probes together: <ul style="list-style-type: none"> <li>Invite several students to state a question they have about doing well on an essay/short answer test.</li> <li>Each student writes at least one of his or her own questions.</li> <li>Invite volunteers to identify the most important things to remember about being successful on essay/short answer tests.</li> </ul> </li> <li>Explain the Reflection/Projection section; students complete independently.</li> </ul> <p>Process responses by inviting volunteers to read one of their sentences.</p> </li> <li>Distribute <a href="#">Performance-Based Assessments</a> Student Thinking Paper.</li> </ol>	<p><b>LESSON 3: YOU HAVE A TEST! HELP YOURSELF GET READY! (Cont'd)</b>  A Student Reminder: 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> Participate in SHOW-ME...SHOUT-OUT. Review your thinking paper responses; contribute topic-relevant comments and ask clarifying questions.</p> <ol style="list-style-type: none"> <li>Look over the thinking paper; listen with curiosity and take notes; participate in discussion. <ul style="list-style-type: none"> <li>Volunteer a hypothesis about student's score; explain response.</li> <li>Underline clue words in each example; volunteer to tell class the clue words in one example; explain response.</li> <li>What questions do you have about essay/short answer assessments? Ask one of your questions publicly; write at least one of your questions in the <b>Notes and Questions</b> section of thinking paper.</li> <li>What do YOU think is the most important thing to remember? Share it publicly with the rest of the class.</li> <li>Thoughtfully complete the Reflection/Projection section on your own.</li> <li>Volunteer to read one of your sentences.</li> </ul> </li> <li>Look over the thinking paper; listen with curiosity and take notes; participate in discussion.</li> </ol>

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<ul style="list-style-type: none"> <li>• Define performance-based assessments.</li> <li>• Discuss the example of a performance-based assessment.</li> <li>• Invite volunteers to identify clue words and describe what their response would include for each example; as needed give hints about successfully demonstrating knowledge and understanding on performance-based assessments.</li> <li>• (Suggest that students practice performance-based assessments by conducting the cookie research study at home with their at-home-adults.)</li> <li>• Compare and contrast the similarities and differences among objective, essay/short answer and performance-based assessments.</li> <li>• Call students attention to <b>Notes and Questions</b> section of thinking paper. Explain the directions and complete the first two probes together:               <ul style="list-style-type: none"> <li>○ Invite several students to state a question they have about doing well on a performance-based assessment.</li> <li>○ Each student writes at least one of his or her own questions.</li> <li>○ Invite volunteers to identify the most important things to remember about being successful on performance-based assessments.</li> </ul> </li> <li>• Explain the Reflection/Projection section; invite clarifying questions; students complete independently.</li> </ul> <p>Process responses by inviting volunteers to read one of their sentences.</p> <p>3. Impress upon the students:</p> <ul style="list-style-type: none"> <li>• Preparation for a test begins long before the date of the test.</li> <li>• When they are prepared for a test, they will do better because they think, act and feel more confident.</li> <li>• The list of “Tips” they generated during the first lesson is a reminder of how they can become self-managers of their achievement--refer to it often.</li> </ul> <p>4. Distribute the <i>Doing Your Best</i>-Student Thinking Paper. (If time is limited, tell students to complete the thinking paper with their at-home-adults). Explain the directions and read the statements as students decide and mark statements as True or False. When they have completed Student Thinking Paper, discuss results. Together, rewrite the false statements so they are true statements.</p> <p><b>ASSESSMENT: Content:</b> (see first two prompts on <b>Notes and Question</b> sections of thinking papers.)</p>	<p>Volunteer to identify the clue words and explain/describe your response to one of the examples.</p> <p>Find the <b>Notes and Questions</b> section of thinking paper. Listen and participate:</p> <p>What questions do you have about performance-based assessments? Ask one of your questions publicly; write at least one of your questions in the <b>Notes and Questions</b> section of thinking paper.</p> <p>What do <b>YOU</b> think is the most important thing to remember? Share it publicly with the rest of the class.</p> <p>Listen to school counselor’s directions, ask clarifying questions and thoughtfully complete the <b>Reflection/Projection</b> section on your own.</p> <p>Volunteer to read one of your sentences.</p> <p>3. Listen thoughtfully as school counselor reviews important things to remember; keep your list of test-taking tips in a “handy” place—refer to it often.</p> <p>4. Listen to directions for <i>Doing Your Best</i> thinking paper; as school counselor reads a statement, circle True or False.</p> <p>Contribute to discussion and help rewrite False statements as True statements.</p> <p><b>ASSESSMENT: Content:</b> (first two prompts on <b>Notes and Questions</b> section of thinking papers)</p>

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<p><b>ASSESSMENT: Personalization of Content:</b> See Notes and Questions: Reflection/Projection sections of each page of thinking paper re: types of assessment.</p> <p>Before collecting their assessment thinking papers, tell 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?</p> <p>If NOT ok... write “PLEASE DO NOT SHARE” at top of paper first page.</p> <p>Tell students to put the 3 pages in order (<i>Essay/Short Answer Assessments</i> on top, then <i>Performance-Based Assessments</i> and <i>Doing Your Best</i> last); staple together (upper left-hand corner); collect thinking papers.</p> <p><b>CLOSURE:</b> Refer to <i>Hook</i> (You have a Test!). Invite students to ask questions about the test. (Use this as an opportunity to assess their willingness to advocate for themselves in anticipation of an assessment/test. Make note of questions they ask as well as questions they do not ask.). If they do not ask the most important question “Are you REALLY going to give us a test?” tease them into asking the question. Answer: Yes—Here it is.</p> <p>Distribute the <a href="#">Post-Test</a> Student Thinking Paper. Ask students to follow the directions carefully; if they ask a question, repeat: Read carefully. Adhere to the 5 minute time limit. Observe students as they are working. Mid-way through, you may want to say “Are you reading carefully?”</p> <p>Invite volunteers to talk about their thoughts as they began the <i>Post-Test</i> and their thoughts when they realized the directions were to <b>READ</b> with no mention of “do....”</p> <p>Explore assumptions and how they can avoid making assumptions that contradict instructions. Draw students’ attention to the message of the notes below the test. Close with:</p> <p><b>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</b></p> <p><i>After class, review first two prompts in the <b>Notes and Questions</b> section of students’ thinking papers. Assess students’ accuracy of content regarding the three types of assessments.</i></p>	<p><b>ASSESSMENT: Personalization of Content:</b> (Reflection/Projection sections each thinking paper re: types of assessments)</p> <p>If you want your responses to the thinking papers to be private between you and school counselor, write “PLEASE DO NOT SHARE” at the top of first page.</p> <p>The 3 thinking papers in order and staple together (upper left-hand corner). Give papers to school counselor.</p> <p><b>CLOSURE:</b> Recall <i>Hook</i> and school counselor’s announcement of a test. What questions do you have about the test? Ask them!</p> <p>Read and follow the <i>Post-Test</i> directions carefully. Stop at the end of 5 minutes.</p> <p>Did YOU follow instructions? Participate with courage and integrity (be brave-volunteer; answer thoughtfully and honestly) in conversation with classmates and school counselor.</p> <p><b>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</b></p>

<p><i>Professional School Counselor Procedures:</i></p>	<p><i>Student Involvement:</i></p>
<p><i>Review <b>Reflections/Projections</b> section for students' (age appropriate) level of self-assessment regarding application and plans for improving their test-taking and preparation skills AND assess 1) age-appropriate command of conventions of standard English; 2) 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>	

**Classroom Teacher Follow-Up Activities**

**Provide classroom teacher** with a brief summary of the lesson(s) and copies of the student thinking papers: *Pre-Test, Objective Assessments, Essay/Short Answer Assessments, Performance-Based Assessments, Doing Your Best and Objective Assessments.*

**Summarize Systematic Observations:** Identify persistent misconceptions about self-advocacy and self-management that may influence all students' preparation (or lack thereof) or performance. Identify students who:

- Appeared unable to accept that self-management of test preparation/test-taking skills can help his or her academic achievement;
- Had difficulty talking about their THINKING about assessment/tests;
- Consistently had difficulty participating in specific aspects of lessons, for example:
- students who were unable to differentiate among the different types of assessments;
- Were not able to re-state false statements as true statements (Doing Your Best Student Thinking Paper)
- Were hesitant to express ideas during whole class conversations;
- Appeared to lack confidence in their own thoughts;
- Consistently attempted to take over class discussions;
- Repeatedly engaged in distracting behaviors
- Rarely (if ever) voluntarily contributed to class conversations;
- Responses to thinking papers were inappropriate or lacked depth/sincerity.

**Consult with Classroom Teacher:** 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 challenge: How is it evidenced in the classroom? Determine if the challenge is a "will" or a "skill" issue. Does the student know HOW to prepare for tests but lacks the confidence to take the risk to express ideas in group setting (will)? Or does the student lack the skill to take responsibility for self-management

**Collaborate with Classroom Teacher** to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about test preparation and test-taking. Responsive Services involvement might be indicated for individual students (e.g., individual/group counseling about test preparation and test-taking or developing academic self-confidence). More extensive parental involvement may be indicated.

If the student behaviors are limited to classroom guidance lessons, 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?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### PRE-TEST

1. FOLLOW THE DIRECTIONS CAREFULLY: Time limit: four (4) minutes
2. Read this entire sheet before doing anything on it or to it.
3. Write your name, class and date in the blanks above.
4. Circle the word "name" in instruction number two.
5. Draw four small squares in the upper right corner of this paper.
6. Put an "X" in each square.
7. Write your first name under the title of this paper.
8. Put a circle around each square above.
9. After the title of this paper, write "YES, YES, YES."
10. Draw a circle around instruction number eight.
11. Put an "X" in the lower left corner of this paper.
12. Draw a triangle around the "X" you just wrote.
13. On the reverse side of this paper, multiply 904 by 777.
14. Draw a rectangle around the word "paper" in instruction number four.
15. On the reverse side of this paper add 7980 and 8604.
16. Put a circle around your answer.
17. Draw a sketch of school counselor on the back of this paper.
18. Punch a hole in the top of this paper with your pencil point.
19. Do not follow any instructions except for numbers one and two.
20. STOP!! PLEASE REMAIN SILENT!!

**REFLECTION/PROJECTION: Write a note to your school counselor by completing the following sentences** (be sure to use the conventions of standard written English).

Dear PSC:

When I first looked at this test, I thought \_\_\_\_\_  
 \_\_\_\_\_. While I was completing the *Pre-Test*, I \_\_\_\_\_

I learned I \_\_\_\_\_

When I think about taking tests, I \_\_\_\_\_  
 \_\_\_\_\_. In the future when I  
 get a test, I will \_\_\_\_\_

I would like to have help with \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### OBJECTIVE ASSESSMENTS

Most objective tests are based on facts and are composed of the following types of items.

**True or False:**

T F Abraham Lincoln was the first President of the United States of America.

**Matching: Draw a line from the state (of matter) to the form of water that it matches:**

- |                    |                 |
|--------------------|-----------------|
| 1. Liquid State    | (a) ice         |
| 2. Solid State     | (b) water vapor |
| 3. Gas(eous) State | (c) water       |

**Multiple-choice:**

The capital of Missouri is:

- a. St. Louis
- b. Columbia
- c. Jefferson City
- d. Kansas City

**Completion (fill-in-the-blank):**

Water is composed of hydrogen and \_\_\_\_\_

**NOTES AND QUESTIONS ABOUT OBJECTIVE TESTS (Use back of paper for more space):**

Questions I have about objective tests: \_\_\_\_\_

Facts to remember: \_\_\_\_\_

**Reflections/Projections (Use the back of your paper if you need more space):**

The most helpful part of this part of the lesson for me: \_\_\_\_\_

When I am preparing for a test that I know will have objective questions, I will \_\_\_\_\_

When I am answering objective questions on a test, I will \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**ESSAY/SHORT ANSWER ASSESSMENTS**

Essay/short answer test questions begin with or include **clue words**. **Clue words** are BIG hints about how you are supposed to answer a question. Pay close attention! For example:

**Practice situation:** You did a great job of **outlining** a paragraph; **HOWEVER**, the question/prompt told you to **compare and contrast** the families of two characters in the paragraph? How would your teacher score your response?

Practice answering essay questions by answering the questions below. Respond fully and accurately to the questions and the clue word. (In this case it is ok to make up answers as long as you do what the clue word tells you; however, this would be a fun family research project.)

- Outline:** Outline the procedure for making chocolate chip cookies.
- Describe:** Describe the results of the experiment you and your family conducted: baking chocolate chip cookies on a coated (non-stick) cookie sheet versus baking chocolate chip cookies on an **un**-coated cooking sheet.
- Compare and Contrast:** Compare and contrast the color, flavor and texture of chocolate chip cookies and peanut butter cookies.
- Define:** Define the term "Toll House Cookies."
- Explain:** Explain what is meant by the old saying, "I've never met a chocolate chip cookie I didn't like."

**NOTES AND QUESTIONS: ESSAY/SHORT ANSWER TESTS (Use back for more space):**

Questions I have about essay/short answer tests: \_\_\_\_\_

Facts to remember: \_\_\_\_\_

**Reflections/Projections (Use the back of your paper if you need more space):**

The most helpful part of this part of the lesson for me: \_\_\_\_\_

When I am preparing for a test that I know will include essay/short answer questions, I will \_\_\_\_\_

When I am answering essay/short answer questions, I will \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**PERFORMANCE-BASED ASSESSMENTS**

Performance-based tests assess your ability to apply what you have learned about a topic to a new situation. Following is an example:

Answer the following questions about Neil's neighborhood. Show all of your work and write your answers directly on this page.

Neil's friend Ryan lives at the end of Cottonwood Street. Neil can't remember the house number.

Neil knows it is a 3-digit number. He also knows it starts with a 5 and has a 2 and a 9 in it.

Write the largest number it could be: \_\_\_\_\_

Write the smallest number it could be: \_\_\_\_\_

How much greater is the largest possible number for Ryan's house than the smallest possible number for Ryan's house? \_\_\_\_\_

Neil knows: first house on the block is 500; the last is 595. Ryan's house # is \_\_\_\_\_

**NOTES AND QUESTIONS ABOUT PERFORMANCE-BASED TESTS (Use back if needed):**

Questions I have about performance-based tests: \_\_\_\_\_

Facts to remember: \_\_\_\_\_

**Reflections/Projections (Use the back of your paper if you need more space):**

The most helpful part of this part of the lesson for me: \_\_\_\_\_

When I am preparing for a test that I know will have performance-based questions, I will \_\_\_\_\_

When I am answering performance-based questions on a test, I will \_\_\_\_\_

## DOING YOUR BEST

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read each statement about test-preparation and test-taking below. If the statement is true, circle the "T." If the statement is false, circle the "F." On the back of this Student Thinking Paper, rewrite all the "false" statements to make them "true" statements.

T	F	1. Take notes on what your teacher says weeks before the test.
T	F	2. In your notes, include and highlight key words used in textbooks.
T	F	3. Do homework only if you feel like it.
T	F	4. Save all of your studying for the day before the test. Then, it will all be fresh in your mind.
T	F	5. Try to think of which questions will be asked on the test.
T	F	6. Do not eat on the day of the test.
T	F	7. Stay up late the night before; anxiety will keep you awake during the test.
T	F	8. Prior to the test, ask your teacher for help if you need it.
T	F	9. Be calm and tell yourself "I'm prepared! I do the best that I can."
T	F	10. Don't bother to listen to directions given by your teacher.
T	F	11. Look over the entire test first.
T	F	12. Always spend the same amount of time on each question.
T	F	13. Answer every question unless wrong answers count against you.
T	F	14. Look for clue words.
T	F	15. Review-the test and your responses before handing it in.

## POST-TEST

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** This is a timed test. You have exactly 5 minutes to read the entire test. Read everything very carefully to be sure you do not miss anything. You may begin reading now. Remember to read carefully! GOOD LUCK!

1. Write your name in the upper right corner of this test.
2. Circle the word "name" in sentence #1 above.
3. Sign your name under the title.
4. Put an "X" in the lower left corner of this test.
5. Draw a triangle around the "X" you just made in the lower left corner.
6. Cross out the vowels in the title.
7. Circle the consonants in the title.
8. Draw a rectangle around the title of this paper.
9. Put your pencil down briefly and take a quick stretch at your desk.
10. Out loud, say your first name aloud, but DO NOT SHOUT.
11. In your normal talking voice count backwards from 1 to 10.
12. IF YOU ARE THE FIRST PERSON TO THIS POINT, without shouting, say aloud, "I am the first person to this point, and I am following directions."
13. Underline all the even numbers on the left side of this test.
14. Say aloud, "I am nearly finished! I have followed directions."
15. At this point of the test, because you have worked hard, stand up and stretch for a quick moment.
16. Quickly but quietly go to the back of the room and touch the wall and then return to your seat.
17. Circle all the odd numbers on the left side of this test.
18. Go up to school counselor and shake his or her hand.
19. Continue to read the remainder of this test.
20. When you have finished, relax and watch to see if others are following directions.

Did you really follow school counselor's directions?

Always listen very carefully and do exactly what the teacher or school counselor says.

FOLLOWING DIRECTIONS IS A VERY SIMPLE THING TO DO; YET, MANY STUDENTS DO NOT LISTEN OR READ CAREFULLY AND DO NOT DO WELL ON ASSIGNMENTS OR TESTS. FOLLOWING DIRECTIONS IS VERY IMPORTANT. IT SAVES TIME AND ALLOWS YOU TO TAKE CHARGE OF YOUR SUCCESS AND MAKE TERRIFIC GRADES.

### GETTING HELP IN MIDDLE SCHOOL/JUNIOR HIGH (MS/JH)

*PSC Note: This lesson complements: MS/JH Question Box—2 lessons (AD.5.A-5<sup>th</sup>/6<sup>th</sup> grade). This lesson, Getting Help... features an adult (e.g., you OR middle school professional school counselor) who answers elementary school students' questions about MS/JH resources. The two (2) Middle School/Junior High Question Box lessons feature interaction between students in their last year(s) of elementary school and a panel of MS/JH students. Both perspectives are important as younger students address questions and misconceptions about their transition to MS/JH.*

**Purpose:** One of the anxieties students have about entering middle/junior high school is that they won't know where to go if they need information or have a problem. In this activity, students discover where they can find help.

*PSC Note: Anticipatory anxiety about the mysteries of MS/JH begins a year **before** the final year in elementary school; thus, you may want to do a variation of this activity during the year before or at the very beginning of the year transition to MS/JH is made.*

**Time:** 50-60 minutes      **Group Size:** Whole Class      **Grade Level:** 5/6 (last year of elementary school)

**Materials:** A large (dispensable) calendar for the current year; circle in a bright color the date the students will begin MS/JH. [People Who Can Help](#) Student Thinking Paper; rolled-up sock

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

**Strand: Academic Development (AD)**

**Big Idea:** AD.5.A Applying the Skills of Transitioning Between Educational Levels

**Concept:** Transitions

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

**Academic Development Domain**

**Standard A:** Students will acquire the attitudes; knowledge; and skills that contribute to effective learning in school and across the life span

**Link to Sample MCGP Units/Lessons** (Note: The Unit listed is merely an example of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

5<sup>th</sup> Grade      AD.5.A      UNIT: [Transition to Middle School](#)            

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

X	Goal 1: gather; analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	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)
X 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 that everyone has questions about a new situation and from whom they can get help will facilitate students' adjustment to changing expectations in all academic content areas as they progress through school grades and levels.</i>
X Mathematics	
X Social Studies	
X Science	
X Health/Physical Education	
X Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
X	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:**

When asked to spontaneously identify someone who can help with a MS/JH problem; students are able to name MS/JH resource person from whom he or she can get help. Responses are stated using complete sentences and conventions of standard written and oral English AND in a confident voice that everyone can hear.

**Lesson Preparation/Motivation**

*Essential Questions:* HELP! I don't know where to turn for help! Who can help me?

*Engagement (Hook):* See Lesson Procedures

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>Advanced Preparation:</b> Determine the date your students will begin MS/JH. Using a large (dispensable) calendar for the current year, circle in a bright color the date the students will begin MS/JH next school year (to be used during <i>Hook</i>).</p> <p><i>Throughout this lesson, systematically listen for what is NOT being said about anxieties of making the transition to MS/JH. Observe students to identify those who appear to have difficulty anticipating the future and formulating/asking question or seeking help. In addition, systematically observe as students who are hesitant to contribute to conversations.</i></p> <p><i>Hook:</i> Use a (dispensable) calendar for the current year... circle in a bright color the date the students will begin MS/JH. Before saying anything; tear off the current month and the successive months until it is the month school starts next year.</p> <p>1. Transition from <i>Hook</i> to lesson by saying something like: WOW! Time passes so quickly! Here it is the first day of your MS/JH career. A new page! A new day...and LOTS of butterflies.</p> <p>Close your eyes and take mental snapshots of yourself on this; your very first day of MS/JH! You have just walked in the door wearing brand new clothes, carrying new supplies and holding your schedule.</p> <ul style="list-style-type: none"> <li>• How do you feel?</li> <li>• What are you thinking?</li> <li>• What are you doing?</li> <li>• What questions do you have?</li> <li>• What information do you need?</li> </ul>	<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> Where is time going?</p> <p>1. Listen with curiosity to what your school counselor is saying (and wonder if his or her mind has gone on vacation).</p> <p>Put on “imagination-cap” and follow your school counselor’s instructions as if it really were the first day of MS/JH. Take vivid pictures!</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ul style="list-style-type: none"> <li>• Where do you get the information you need or get an answer to your questions?</li> <li>• You can't figure out where to go for help! What do you do?</li> <li>• What questions do you have that you won't/can't/are afraid to ask another student?</li> <li>• Whom do you seek because he or she is the most comfortable person with whom to talk?</li> </ul> <p>2. Partner Processing: place students in pairs; describe and talk about the mental snapshots each took of their very first day of MS/JH; seek commonalities in thoughts and feelings and questions.</p> <p>3. Public Processing: invite students to discover common thoughts and feelings about MS/JH among classmates by talking together about the commonalities discovered during conversations with partners.</p> <p>4. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Common questions you and your partner have. List questions on board. (list is used in Step 6)</p> <p><i>PSC Note: Systematically listen for thoughts that indicate misconceptions about MS/JH. Use systematic observations during lesson to gain more information about how students' thinking developed and, as appropriate, to correct misconceptions.</i></p> <p>5. Tell students they are lucky—time passing so quickly was just a nightmare...and they really have lots of time to get questions answered before starting MS/JH...AND...lots of adults are ready to help them make the transition.</p> <p>Distribute the <a href="#"><i>People Who Can Help</i></a> Student Thinking Paper. Explain that it includes some of the questions/experiences other 5<sup>th</sup>/6<sup>th</sup> graders have had before going to MS/JH. We'll complete it together; when we finish, you'll have an excellent resource to use when you need help.</p> <p>Read each question; identify people who can help solve the dilemmas. Invite student input based on their prior knowledge; write responses for each situation on board. (Write numbers for questions/situations to help those with auditory perception challenges and/or emerging/ slower note-taking skills to keep-up or catch-up.)</p>	<p>2. Partner Processing: Describe and talk with your partner about what you imagine your first day of MS/JH will be like. Seek common thoughts/feelings and questions you have. Prepare to talk about the commonalities with classmates during public processing time.</p> <p>3. Public Processing: Participate in conversation with classmates about commonalities you and partner discovered. Make notes of similarities and differences.</p> <p>4. Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Shout-out common questions you and your partner have about MS/JH.</p> <p>5. Look over the <i>People Who Can Help</i> thinking paper; ask clarifying questions; write answers to questions/statements as they are discussed.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>6. Compare questions on list with student-generated questions (Step 4); erase questions that are answered on <i>People Who Can Help</i> thinking paper. As appropriate (some questions may not require students to seek a MS/JH resource person), instruct students to write the unanswered questions on their thinking paper as they are discussed.</p> <p>7. Give students time to write questions that have not been asked and/or list resource persons at middle school/junior high not mentioned on the <i>People Who Can Help</i> thinking paper.</p> <p><b>ASSESSMENT: Content: SHOW-ME...SOCK-IT-TO-US:</b> (you’ll need a rolled-up sock for Assessment: Content)</p> <p>Prior to the first toss of the sock, remind students—ok to pass—although student takes responsibility and confidently says [something like]: “I choose to pass for now.”)</p> <p>Tell students it’s time to play “Sock-It-To-Us!” Get ready...review thinking paper; put it away.</p> <ul style="list-style-type: none"> <li>• Use rolled up sock, PSC asks question from thinking paper:</li> <li>• Toss sock to a student;</li> <li>• He or she answers question (standard English, complete sentences);</li> <li>• PSC asks next question;</li> <li>• Student (who just answered previous question) says “I invite _____to answer the next question and tosses the sock to that person</li> <li>• And so it goes until sock has made the rounds.</li> </ul> <p>Last person with sock says: I invite (school counselor) to answer this question: (last student [or any student]) asks question about MS/JH, tosses sock to you...you answer question.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Explain that becoming a MS/JH student might be a little scary AND it is a sign you’re growing up. It is a time to begin anew.</p> <p>Instruct students to get out/turn over their <i>People Who Can Help</i> thinking paper and find the Reflection/Projection section. Explain the directions:</p> <ul style="list-style-type: none"> <li>• Write at least two thoughts about changes you want to make—as a student—as a person.</li> <li>• For one of those thoughts; write a specific goal for change.</li> </ul>	<p>6. Participate in comparison of questions on thinking paper with those you and classmates generated. Write unanswered questions on thinking paper as they are discussed.</p> <p>7. Write any questions you have that were not answered during the class conversations and discussions.</p> <p><b>ASSESSMENT: Content:</b> Participate in “Sock-It-To-Us”:</p> <p>Remember: It is ok to pass—with responsibility (confidently say [something like] “I choose to pass for now)</p> <p>Review <i>People Who Can Help</i> thinking paper; turn it over or put it away for now.</p> <ul style="list-style-type: none"> <li>• When sock is tossed to you; answer question;</li> <li>• When school counselor asks the next question;</li> <li>• Say “I invite ___ to answer this question and toss sock to that person.</li> <li>• Last person (or another student) with sock, asks school counselor a question and tosses sock to him or her for answer.</li> </ul> <p>Be sure to use:</p> <ul style="list-style-type: none"> <li>• Complete sentences;</li> <li>• Conventions of standard oral English</li> <li>• A confident voice; loud enough for everyone to hear.</li> </ul> <p><b>ASSESSMENT: Personalization of Content:</b> Think about MS/JH as an opportunity to begin anew.</p> <p>Find the Reflection/Projection section of <i>People Who Can Help</i> thinking paper.</p> <p>Follow along as your school counselor explains instructions; ask clarifying questions; complete reflections/projections.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ul style="list-style-type: none"> <li>• Who can/will you go to get support for making those changes?</li> <li>• Use the back of paper if you need more room.</li> </ul> <p>Before collecting <i>People Who Can Help</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 not; write: PLEASE DO NOT SHARE at the top of paper.</p> <p>Collect thinking papers</p> <p><b>CLOSURE:</b> SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Tell us; please: One thing that makes you excited about going to MS/JH NEXT YEAR.</p> <p><i>After class; review responses to both sections of People Who Can Help thinking papers. Review for identification of accurate resource persons for specific problems. Review individual questions for appropriateness as well as to identify indications of lingering misconceptions in thinking about MS/JH.</i></p> <p><i>Review reflection/projection section for students' (age appropriate) level of awareness about making a plan for change in MS/JH AND 1) age-appropriate command of conventions of standard English; 2) 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>If you want your responses to be private between you and your school counselor; write "PLEASE DO NOT SHARE" at top of papers.</p> <p>Give school counselor thinking paper.</p> <p><b>CLOSURE:</b> Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Shout out one thing that excites you about going to MS/JH.</p>

**Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)**

<p><b>Provide Classroom Teacher</b> with a brief overview of lesson and a copy of the student thinking paper: <i>People Who Can Help</i>.</p> <p><b>Summarize Systematic Observations:</b> Identify what was NOT being said about transition anxieties of making the transition to MS/JH and persistent misconceptions about MS/JH. Identify students who appeared to have difficulty anticipating the future and formulating/asking question or seeking help. In addition, identify students who were hesitant to contribute to conversations.</p> <p><b>Consult with Classroom Teacher:</b> Discuss your systematic observations of students. Identify students' misconceptions about MS/JH. Identify additional observations/concerns about individual students. 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 a lack of accurate knowledge about MS/JH and/or anticipating the future. Is it evidenced in the classroom as lack of involvement in other classroom discussions? Determine if the difficulty is a "will" or a "skill" issue. Does the student know HOW to ask questions or project self into</p>
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MS/JH situations but lacks the confidence to take the classroom risks (will)? Or does the student lack the skill to imagine the future and/or formulate questions?

**Collaborate with Classroom Teacher** to plan appropriate interventions to assist students as they make the transition to MS/JH, especially those students who appeared to have excessive anxiety about MS/JH; whose responses indicated that their thinking about MS/JH was influenced by misconceptions; who had difficulty expressing themselves in group conversations or whose responses to thinking paper were inappropriate or lacked depth/sincerity. Interventions might include (and are not limited to) additional classroom guidance activities regarding transition to MS/J and/or Responsive Services (e.g., individual/group counseling regarding transitions and/or self confidence or more intensive parental involvement).

If the student behaviors are limited to classroom guidance lessons, 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?

## People Who Can Help

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Resource persons are people who may be able to help you when you need help. Write the names of resource persons you might contact to get the information needed for each situation. You may have more than one resource person for each situation.

Situations	Resource Person
1. You are lost and you need directions.	_____
1. You were not in class and need the assignment.	_____
2. You left your backpack on the bus/in the car.	_____
3. You need help with an assignment.	_____
4. You have a personal problem and need advice.	_____
5. You want to organize a new club at school.	_____
6. You have a problem with the school bully.	_____
7. You are failing a class and need help.	_____
8. You forgot your locker combination.	_____
9. You want to try out for a sports team.	_____
10. _____	_____
11. _____	_____
12. _____	_____

**Ask YOUR questions or list additional resource persons & how they can help.**

13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____

**Reflection/Projection:** *Becoming a MS/JH student might be a little scary; however, it is a sign you're growing up. It is a time to begin anew. Write some (at least two) of your thoughts about the changes you want to make to become more of the **YOU** you want to be—as a student—as a person. For one of those thoughts, write a specific goal for change. Who can/will you go to get support for making those changes? (Use back of paper, too.)*

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## MIDDLE SCHOOL/JUNIOR HIGH QUESTION BOX

*With slight modifications, these lessons may be consolidated into a single activity. The classroom teacher could solicit the questions from students instead of gathering them in a separate lesson. They are “bundled” because they provide an extended emphasis on the importance of asking questions. In addition, the Student Resource could be used in other lessons that solicit questions from students.*

*PSC Note: These 2 lessons complement/extend the lesson: Getting Help in MS/JH (AD.5.A-5<sup>th</sup>/6<sup>th</sup> grade). The MS/JH Question Box lessons feature interaction between students in their last year(s) of elementary and a panel of MS/JH students. The Getting Help in MS/JH lesson features an adult (e.g., you OR middle school professional school counselor) who answers elementary school students’ questions about MS/JH resources. Both (adults’ & students’) perspectives are important as younger students address questions and misconceptions about the transition to MS/JH.*

**Purpose:** These two (2) lessons provide students the opportunity to submit anonymous questions about middle school/junior high (MS/JH) and have them answered by MS/JH students.

*If students in your district visit the MS/JH the year prior to enrollment, providing the experiences of this activity before the visit will accomplish 2 tasks: students get most pressing questions answered AND become familiar with several MS/JH students. When they visit the MS/JH, they will be able to focus on additional information.*

**Time:** Two 50-minute sessions      **Group Size:** Whole Class      **Grade Level:** 5 or 6 (last grade in the school)  
(Major timing/group size decisions: How will this activity be conducted so as to include each student who will make transition to MS/JH next year? The number of students and grade level sections will enter into decisions. This is an opportunity to collaborate with classroom teachers. Important consideration: small enough group so that neither elementary students nor the panel of experts are intimidated.)

*PSC Note: Anticipatory anxiety about the mysteries of MS/JH begins a year **before** the final year in elementary school; thus, in addition to this activity, you may want to do a variation during the year before or at the very beginning of the year transition to MS/JH is made.*

### Lesson 1: Questions! Questions! What Are Your Questions?

**Materials:** A question box (e.g., a decorated shoe box), [Questions! Questions! What Are Your Questions?](#) PSC/Student Resource

### Lesson 2: Questions? Questions? We Have the Answers!

**Materials:** [Middle School/Junior High: Here I Come!](#) Student Thinking Paper; Panel of Experts (four or five middle school/junior high school students): work with a middle school/junior high colleague to identify a panel of students to answer questions about life as a “middle-schooler” (or “junior-higher”); Composite list of questions for Panel of Experts and (elementary) students (see Lesson 1 procedures).

### **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:**

**Domain:** Academic Development (AD)

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Link to Sample MCGP Units/Lessons** (Note: The Unit listed is merely an example of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

5<sup>th</sup> Grade

AD.5.A

Unit: [Transition to Middle School](#)



**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
X	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 asking questions to solve a concern and/or alleviate anxiety about a new situation.— Learning to ask questions when transitioning to a new setting will facilitate students’ adjustment to changing expectations when making transitions in all areas of their lives.</i>
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

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

<b>See individual lessons</b>
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**Lesson Preparation/Motivation**

<p><i>Essential Questions:</i> What can be done about the butterflies fluttering about when middle school/junior high is mentioned?</p> <p><i>Engagement (Hook):</i> See Lesson 1</p>
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**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>LESSON ONE: QUESTIONS! QUESTIONS! WHAT ARE YOUR QUESTIONS??</b></p> <p><b>Materials:</b> <a href="#">Questions! Questions! What are your Questions Resource</a></p> <p>Prior to lesson create (or use an existing) question box. To communicate “questions are private and anonymous”, seal box and make a slot in the top so that students may drop in their questions.</p> <p><b>Advanced Preparation:</b> work with a middle school/junior high colleague to arrange for several (4 or 5) students to serve as the panel of experts and answer questions about MS/JH. <b>Obtain appropriate permission(s) for MS/JH students to travel to elementary school!</b> If necessary, make preliminary</p>	<p><b>LESSON ONE: QUESTIONS! QUESTIONS! WHAT ARE YOUR QUESTIONS??</b></p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>transportation arrangements for Panel of Experts.  <i>PSC Note 1: Strive for alumni of the elementary school as panelists;</i>  <i>PSC Note 2: Your work will be easier if you arrange for selected students to help you sort (elementary) students' questions after this lesson.</i></p> <p><i>Throughout this lesson, systematically observe students to identify those who appear to have difficulty generating questions. In addition, systematically observe as students who are hesitant to contribute to conversations.</i></p> <p><i>Hook:</i> Open Lesson 1 by telling a true (and somewhat dramatic or traumatic) heartfelt story about one of your scary transitions when you were their age; incorporate elements of anxieties many of them probably have about making the transition to middle school/junior high.</p> <ol style="list-style-type: none"> <li>1. Make transition from <i>Hook</i> to lesson by saying (something like) "I still get butterflies when I think about that time in my life. How about you—what color are the butterflies that flutter when thoughts of middle school/junior high enter your mind?"</li> <li>2. Acknowledge that starting a new experience like middle school/junior high is often a bit scary! Other students have asked questions about classes such as:  "Are the teachers nice?"  "What if I don't understand something?"  And questions about things not related to classes, for example:  "Will all the girls be mean to the new girls?"  "What if I don't have time to go to the restroom between my classes?"  Each of these question (and any others) are legitimate questions—because, they are from students getting ready to make a transition to a new adventure—just like you!</li> <li>3. SHOW-ME...THUMBS UP OR DOWN...Do you have questions about middle school/junior high?  Explain: <ul style="list-style-type: none"> <li>• Today, everyone has an opportunity to think of and write questions about ANY aspect of MS/JH.</li> <li>• All questions are anonymous</li> <li>• EVERY question is important because it is yours!</li> </ul> </li> <li>4. SHOW-ME...SHOUT-OUT (all-together; inside shouts): One question you have about MS/JH.</li> <li>5. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): 5 scholars, please, shout out one question</li> </ol>	<p>Students: During these 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> As school counselor tells his or her story about transitions, think about what your feelings might have been in the same situation. How are they similar to the feeling you have about middle school?</p> <ol style="list-style-type: none"> <li>1. Think about your middle school/junior high butterflies. Volunteer to describe them. If don't volunteer, listen and think about others' comments.</li> <li>2. Listen &amp; think as school counselor talks about questions other students have asked. Think about the questions you have about middle school/junior high.</li> <li>3. Participate in SHOW-ME...THUMBS UP OR DOWN. Continue to think about the questions you have about MS/JH.</li> <li>4. Participate in SHOW-ME...SHOUT-OUT (all-together; inside shouts): shout out 1 question.</li> <li>5. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): shout out a question. If you do not get to</li> </ol>

Professional School Counselor Procedures:	Student Involvement:
<p>about middle school/junior high.</p> <p>Continue with..."And...there are many more questions in each head in room."</p> <p>6. Distribute the <a href="#"><u>Questions! Questions! What are your Questions</u></a> resource: Instruct students:</p> <ul style="list-style-type: none"> <li>• Cut the page of question marks apart.</li> <li>• Use a separate piece of paper and brainstorming skills to generate/write as many questions as they can in 90 seconds (remind students that brainstorming lists are quick; spelling/complete sentences do not matter).</li> <li>• At end of 90 seconds, review the brainstormed list, add additional questions as needed and mark the questions they want to ask the panel of experts;</li> <li>• Use the conventions of standard written English to review, refine and revise questions to submit to panel (remember: concise, clear language);</li> <li>• Transfer each question to the back one of the rectangles (using separate rectangles for each question facilitates the task of sorting questions and creating a composite list).</li> </ul> <p>Remind students: any and all questions are "OK". Encourage each student to write a minimum of five questions.</p> <p>7. Collect questions. Explain that you will:</p> <ul style="list-style-type: none"> <li>• Gather all the questions, (<i>and with the help of panel of experts[?]</i>) sort them out (e.g., combine duplicates, eliminate "fuzzy" questions);</li> <li>• Create a composite list of questions for the panel of experts.</li> <li>• Provide the composite list to the panel of experts</li> <li>• Give each of them (your students) a copy of the composite list of questions during the next lesson.</li> </ul> <p>The panel of experts will answer as many questions as possible during the next lesson.</p> <p><b>ASSESSMENT: Content:</b> Each student submits a minimum of 5 questions to ask panel of experts; questions are topic-relevant (related to MS/JH) and reflect knowledge and usage of conventions of standard written English.</p> <p><b>ASSESSMENT: Personalization of Content:</b> On the back of a left-over "???" rectangle, tell students to complete the following: When I think about going to MS/JH next year I _____.</p>	<p>shout out your question, listen and think about others' questions. Do you have some of the same questions?</p> <p>6. Follow school counselor's instructions for the <a href="#"><u>Questions! Questions! What Are Your Questions?</u></a></p> <p>Remember: brainstorming means getting as many ideas as possible on paper—with no worries about duplication or conventions of standard English.</p> <p>Review, refine and revise questions to be asked of Panel of Experts; write each question on a separate rectangle.</p> <p>Keep writing until have a minimum of 5 questions.</p> <p>7. Listen, think about and ask clarifying questions about the process school counselor will use to create a composite list of questions.</p> <p><b>ASSESSMENT: Content:</b> Did you write a minimum of 5 questions YOU have about MS/JH? Did you use the conventions of standard English?</p> <p><b>ASSESSMENT: Personalization of Content:</b> On the back of a left-over "???" rectangle, complete the following: When I think about going to MS/JH next year I _____.</p>



<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>them to transportation back to MS/JH.</p> <ol style="list-style-type: none"> <li>1. Welcome experts to the class. Give experts their nameplates. Ask them to introduce themselves and relate their most vivid memories of their first week in middle school/junior high.</li> <li>2. Distribute composite list of questions. <ul style="list-style-type: none"> <li>• While distributing composite list to students, explain how decisions were made about the questions to include.</li> <li>• Invite panel members to make comments about questions and/or procedure (make sure each member of the panel has the list of questions).</li> <li>• Instruct students to look over list of questions; invite clarifying questions.</li> <li>• Tell students to listen, think and take notes on their list of questions papers. As they learn something they did not know before the experts talked, write it down and put a big asterisk next to it.</li> </ul> </li> <li>3. Explain and moderate the process of answering questions (be sure every panel member has an equal opportunity to answer questions, intervene if one or two panel members become over-eager about demonstrating knowledge).</li> <li>4. If time allows, place students in groups so that each panel member meets with a small group to answer additional questions and/or expand on existing questions.</li> <li>5. Summarize lesson; invite experts to make final comments; thank experts and invite several volunteers to express appreciation to experts and tell them one new idea they learned.</li> </ol> <p>Direct panel members to the individual who will accompany them to their transportation back to the MS/JH.</p> <p><b>ASSESSMENT: Content:</b> Distribute <a href="#"><i>Middle School/Junior High: Here I Come!</i></a> Thinking paper. Explain the first part of the thinking paper; instruct students to identify and list a minimum of 5 things they learned about MS/JH as a result of listening to the panel of experts.</p> <p>If students think of more than 5 ideas, instruct them to use the BONUS space (their reward for more than 5? Pride in knowing they listened and learned more than the minimum requirement—an indicator they will be a</p>	<ol style="list-style-type: none"> <li>1. Listen, remember experts' names and think about their first-week stories. Could they be your stories next year?</li> <li>2. Look over composite list of questions; ask clarifying questions; prepare to take notes.</li> <li>3. Listen, think and take notes as the MS/JH experts answer your class's questions. As you learn something you did not know before the experts talked, write it down and put a big asterisk next to it. Jot down any additional questions.</li> <li>4. Participate in small group conversation with expert; ask questions; listen to/comment about other students' questions and/or comments.</li> <li>5. Think about the lesson as a whole; volunteer to tell the experts something learned during their visit.</li> </ol> <p><b>ASSESSMENT: Content:</b> Follow school counselor's instructions; thoughtfully make a list of the things you learned--More than 5?--Add bonus learning in the space provided.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>successful MS/JH student!)</p> <p><b>ASSESSMENT: Personalization of Content:</b> Call students’ attention to the Reflection/Projection section of the <i>Middle School/Junior High: Here I Come!</i> Thinking Paper. Read and explain the open-ended statements; invite clarifying comments. (Statements: <i>Before this lesson, my butterflies about MS/JH were ___; now they are ___.</i> <i>When I think about going to MS/JH next year I ___.</i> <i>I used to think ___; now I know ___ (about MS/JH).</i> <i>I still want to know ___.</i>)</p> <p><b>CLOSURE:</b> Invite several students to read one of their statements; invite comments and/or questions.</p> <p>Instruct students to staple thinking papers to list of questions (thinking paper on top).</p> <p>Before collecting 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. Collect papers.</p> <p><i>After class, review students’ responses on the Middle School/Junior High: Here I Come! Thinking papers for students’ (age appropriate) level of awareness of themselves and making the transition to MS/JH. Summarize the questions students’ included in the Reflection/Projection section to aid in planning future activities. Look over the page of questions...assess their note-taking skill. If time permits, extend reviews to a comparison of students’ responses to the Middle School/Junior High: Here I Come! Thinking Paper with the notes they took to determine if there is a relationship. This may indicate need for note-taking lessons.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who wrote “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students after your review.</i></p> <p>***After lesson, each student writes a formal thank-you note to the Panel of Experts. If possible collaborate with classroom teacher to plan class time for writing notes.</p> <p>Use format and academic vocabulary for writing</p>	<p><b>ASSESSMENT: Personalization of Content:</b> Find the Reflection/Projection section of thinking paper; listen to explanation, ask clarifying questions and complete the statements.</p> <p><b>CLOSURE:</b> Volunteer to read one statement; if don’t volunteer, listen to others’ comments and learn from them. Compare similarities/differences.</p> <p>Staple papers as school counselor instructs</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; give school counselor your papers.</p> <p>***Write a formal thank-you note to the Panel of Experts. Follow the guidelines you have learned in English-Language Arts for formal thank-you notes or the format your school counselor provides.</p>

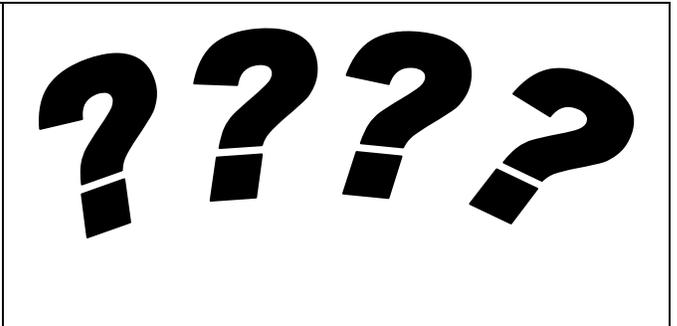
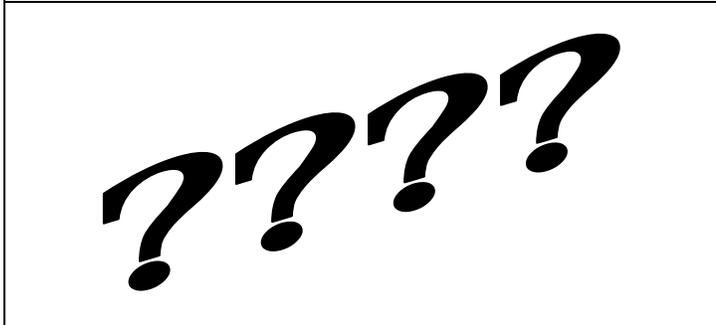
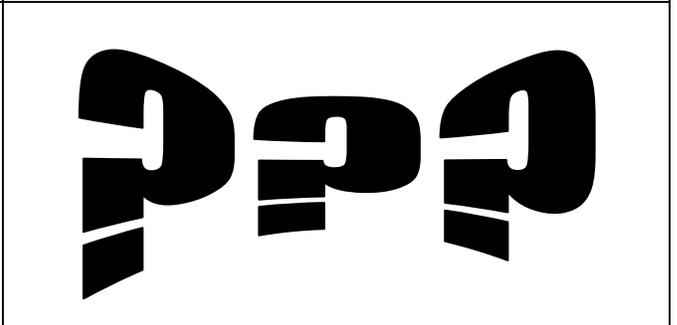
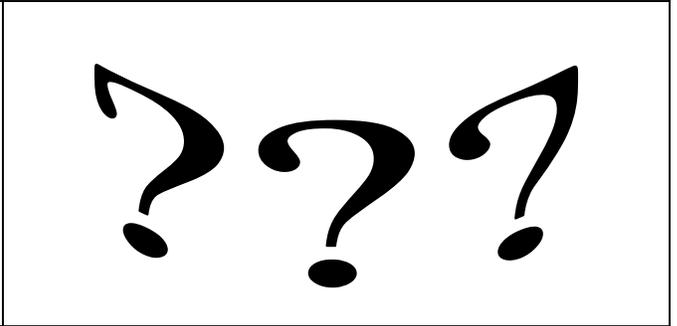
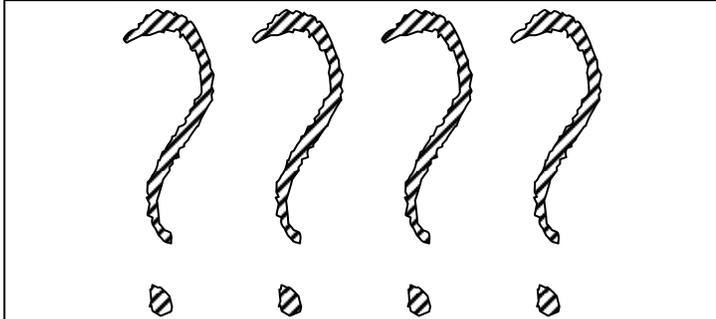
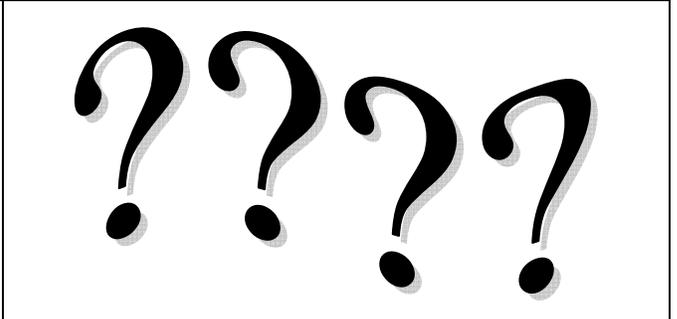
<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>formal letters all classroom teachers use. If there are not common elements used in teaching students to write thank-you notes, following is an example format:</p> <ul style="list-style-type: none"> <li>• Date_____</li> <li>• Greeting (Dear __:)</li> <li>• Body (Thank you _____. I learned _____. I [appreciated] _____. I plan to [use the information] _____.</li> <li>• Closing: (Have fun the rest of the year!)</li> <li>• (Sincerely,)</li> <li>• (Signature)</li> </ul>	

**Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)**

<p><b>Provide Classroom Teacher</b> with an overview to the lesson and copies of materials used: the composite list of students’ questions about MH/JH and the Student Thinking Paper <i>Middle School/Junior High: Here I Come!</i></p> <p><b>Summarize Your Systematic Observations:</b> Identify students’ persistent misconceptions about MS/JH. Identify students who appeared to have difficulty generating questions and students who were hesitant to contribute to conversations—in small groups and with whole class.</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 the hesitancy to ask questions and/or participate in discussions/classroom conversations. Determine if the difficulty is a “will” or a “skill” issue. Do the students know HOW to formulate and ask questions and lack the confidence to take the risk to contribute publicly (will)? Or does the student lack the skill to formulate/ask questions?</p> <p><b>Collaborate with Classroom Teacher:</b> Discuss writing formal thank-you notes (e.g., allowing students class time to write notes and/or providing you the template/format used in classroom). Encourage classroom teacher to look over list of questions students have about MS/JH and, as appropriate, incorporate answers/comments in daily teaching. Collaborate with classroom teacher to plan appropriate interventions to meet learning needs to help students make the transition from elementary school to MS/JH. Interventions might include (and are not limited to) Responsive Services in the form of individual or small group counseling, additional classroom guidance activities such as preparation for MS/JH or the self-confidence to ask questions in large or small groups of class mates.</p> <p>If the student behaviors are limited to classroom guidance lessons, 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>
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## QUESTIONS! QUESTIONS! WHAT ARE YOUR QUESTIONS?

**DIRECTIONS:** Cut the cells apart; on the back of each rectangle, write one question about middle school/junior high. If you have more than 8 questions ask for additional paper. Any question is "OK"; however, please be sincere. Your questions will be combined with everyone's questions and given to our panel of experts—middle school/junior high students. You will get a copy of the questions given to the panel. **DO NOT SIGN YOUR QUESTIONS!** Put them in the Question Box. If you think of more questions later, write those on separate pieces of paper and put them in the special box in the school guidance and counseling office.

## MIDDLE SCHOOL/JUNIOR HIGH: HERE I COME!

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Five things I learned about middle school/junior high that I did not know before:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### BONUS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### REFLECTION/PROJECTION: Respond to the following open-ended statements:

Before this lesson, my butterflies about MS/JH were \_\_\_\_\_  
\_\_\_\_\_ ; now they are \_\_\_\_\_

When I think about going to MS/JH next year I \_\_\_\_\_

I used to think (about MS/JH) \_\_\_\_\_

\_\_\_\_\_ ; now I KNOW \_\_\_\_\_

I still want/need to know \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_