

Unit 1 Title: Successful Students!

Lesson Title: Dear Sassy Successful Student

Lesson: 1 of 2

Grade Level: 5

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Domain:

AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standard (GLS):

AD.4.A.05.a.i: Demonstrate study skills and test taking strategies to enhance academic achievement.

American School Counselor Association (ASCA) National Standard:

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Dear Sassy Successful Student letters—attached

Self-Assessment--attached

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
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	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name three study skill strategies and three test taking strategies to enhance academic achievement.

Lesson Formative Assessment (acceptable evidence):

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

The student will self-assess his/her ability to utilize study and test taking skills via a written inventory.

Lesson Preparation**Essential Questions:**

What study and test taking skills do students utilize to be successful?

Engagement (Hook):

How many of you have heard of an advice column in a magazine or newspaper? What do all of these columnists have in common?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor lists responses to engagement question from students, leading to the fact that these people all give advice.	1. Students participate by suggesting answers to questions.
2. Counselor divides class into groups of 3 or 4. Each group is given a request for advice letter.	2. Students listen/participate.
3. Counselor tells the class that each group has two tasks: 1) to come up with helpful study strategies for the letter writer; 2) to come up with a creative way for their group to present	3. Students work in small groups on assigned tasks. Student groups make presentations.

<p>their advice.</p> <p>4. Counselor asks for volunteer students to tell one important thing that they learned about study skills during the lesson.</p> <p>5. Counselor hands out the study skills self-assessment to all students.</p> <p>6. Counselor gives students a chance to discuss their study skills self-assessment. Students will keep these assessments in their portfolios for review in 6th Grade.</p>	<p>4. Students share their thoughts.</p> <p>5. Students complete self-assessment.</p> <p>6. Students discuss their self-assessment. Students take their self-assessment home and put it in their portfolios in a safe place for review in 6th Grade.</p>
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Teacher Follow-Up Activities

Teacher will encourage/guide students in the use of their test taking and study skills, as well as in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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NAME _____

DATE _____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

Dear Sassy,

My teacher gives my class lots of essay and constructed response questions that have lots of parts. I never do very well on these questions. I always miss something. What are some things that I can do to answer these questions better?

Signed,
Missing Parts

Dear Sassy,

My teacher has multiple-choice questions that I have to answer. I always get confused with the choices. There always seems to be at least two good answers. Is there an easy way to figure out the answer?

Signed,
Confused

Dear Sassy,

I never do very well on true/false questions. Do you have any tips so I can do better? I always question my first choice, and it scares me.

Signed,
Scared of T/F

Dear Sassy,

I never feel prepared for a test, even though I studied the night before. What can I do to feel better prepared for the test?

Signed,
Feeling Unprepared

Dear Sassy,

I go home after school and try to do my homework. Even though I start my homework as soon as I get home, it still takes me until after supper to be finished. My friends say they get their homework done in an hour. What can I do differently?

Signed,

Forever With Homework

Dear Sassy,

When I try to complete my classroom assignments, I always get confused as to what I'm supposed to do. How can I do better remembering what the teacher told me to do?

Signed,

Forgetful

Dear Sassy,

I want to be a good student but no matter how hard I try, I still cannot get good grades. What are some things I can do to become a better student?

Signed,

Striving for Success