

**Unit #1 Title:** Successful Students!**Lesson Title:** My Time to Shine!**Lesson:** 2 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.B.05.a.i: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.

**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 life span.

**Materials (include activity sheets and/ or supporting resources)**

Visual template and Paper copies of a *Weekly Time Management Schedule*—attached  
*Your Busy Week Sheet*--attached  
 Glass Cup (approximately 2 cup clear measuring glass)  
 Enough garden rocks to fill up the measuring glass  
 Dry corn or beans (1 cup)  
 Sand (1 cup)  
 Bottled water

**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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
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 methods/strategies for completing assignments on time.

**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 work individually to develop a personal weekly time management schedule for use.

**Lesson Preparation**

**Essential Questions:**

Why are time management and organizational skills important for students to be successful?  
 What types of time management and organizational skills do successful students utilize?

**Engagement (Hook):**

Counselor brings the items listed in material list into the classroom and asks the students if they think the counselor can fit all of these items into the glass without it overflowing.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. The counselor enters the classroom and asks the students if the counselor can fit all of the items into the glass?	1. Students offer responses.
2. Counselor asks the students in what order they think that they can get all of these	2. Two or three students volunteer to respond to this question.

items to fit into the glass.	
3. Counselor asks what do you think the first thing is that you should put in? Second thing? Third thing?	3. Students raise their hands and give their guesses.
4. Counselor will put the sand in first, then the corn, and then the rocks.	4. Students will observe the counselor putting the different ingredients in.
5. Counselor will say that “As you can tell not all of the rocks will fit in and neither will the water.”	5. N/A
6. Counselor then starts putting the ingredients in the order that they will fit into the glass (rocks, grain, sand, water). Counselor will have to shake the glass to make it all fit. Counselor will say “Sometimes we have to shake things up (adjust) in order to get them all to fit.”	6. Students will observe the counselor putting the different ingredients in.
7. Counselor will hand out “ <i>Your Busy Week</i> ” worksheet.	7. Students receive the “ <i>Your Busy Week</i> ” worksheet.
8. Counselor reviews the concept of time management. a. Scheduled tasks/activities that we have to do b. Unscheduled tasks/activities that we have to do c. Tasks/activities that we want to do “Trying to fit all of those tasks/activities into a week can be a challenge. Today, you will develop your own personal time schedule for the next week.”	8. Students listen.
9. Counselor asks students to brainstorm their activities and responsibilities for a typical week and record them on the “ <i>Your Busy Week</i> ” handout.	9. Students follow directions given.
10. Counselor passes out weekly schedule and helps students fill in their weekly schedule.	10. Students fill out the “ <i>Your Busy Week</i> ” handout. Students receive and complete their weekly schedule.
11. As a closing, have student volunteers tell	11. As individuals respond, the other students



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## **YOUR BUSY WEEK**

### **Scheduled Things I Must Do:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### **Unscheduled Things I Must Do:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### **Things I Want To Do:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEKLY SELF-MANAGEMENT SCHEDULE**

<b>TIME/DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
<b>5:00 a.m.</b>							
<b>6:00 a.m.</b>							
<b>7:00 a.m.</b>							
<b>8:00 a.m.</b>							
<b>9:00 a.m.</b>							
<b>10:00 a.m.</b>							
<b>11:00 a.m.</b>							
<b>12:00 noon</b>							
<b>1:00 p.m.</b>							
<b>2:00 p.m.</b>							
<b>3:00 p.m.</b>							
<b>4:00 p.m.</b>							
<b>5:00 p.m.</b>							
<b>6:00 p.m.</b>							
<b>7:00 p.m.</b>							
<b>8:00 p.m.</b>							
<b>9:00 p.m.</b>							
<b>10:00 p.m.</b>							
<b>11:00 p.m.</b>							