

Unit 1 Title: What do First Graders Look and Act Like?

Lesson Title: “I am a First Grader”

Lesson: 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standards (GLS):

AD.5.A.01.a.i: Identify increased school expectations.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

Large drawing of a body profile from the previous lesson

Markers or crayons

Student Activity Sheet, “*I am a First Grader*”

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

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

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

Academic Content Area(s)

Specific Skill(s)

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and write six activities associated with first graders.

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.

Students will write or copy on student activity sheet things that a 1st Grade student thinks, does, and feels based on the large model or on their own ideas.

Lesson Preparation**Essential Questions:**

How are the expectations in school different from Kindergarten to 1st grade?

Engagement (Hook):

The bulletin board paper with the body profile of a first grader is hung in the front of the room. The counselor asks students to pretend this is one of the classmates. The class gives the body profile a name. (Example: Freddie First Grader)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor will review the information on the body profile.	1. Students participate in the review.
2. The counselor asks students if they think Freddie First Grader would be a good student in their class.	2. Students share why Freddie would or would not be a good student in first grade.
3. Counselor will give each student a copy of the Activity Sheet "I am a First Grader". He or she will instruct the students to write things they do, things they think and things they feel as a 1st Grade student. Students may use information from the big body or generate their own ideas.	3. Students will complete the activity sheet.
4. Students will sit in the sharing circle and share one idea from their activity sheet.	4. Students will share their ideas.

5. The counselor collects the activity sheets to share with the classroom teacher.

5. Students turn in their activity sheets so the counselor can share the information with the teacher.

Teacher Follow-Up Activities

The teacher reviews the activity sheet that the students have completed and then gives them back to the students to take home.

Counselor reflection notes (completed after the lesson)

Name: _____ **Date:** _____

“I am a First Grader”

What I think: _____

What I do: _____

How I feel: _____
