

Unit #1 Title: Great Expectations!**Grade Level:** 2**Number of Lessons in Unit:** 2**Time Required for each lesson:** 30 minutes**Best time of year to implement this Unit:** 1st Quarter**Lesson Titles:**Lesson #1: 2nd Grade Great Expectations

Materials/Special Preparations Required

2nd Grade Expectations Game Cards (cards will need to be cut apart before the lesson)

Paper, pencils, and crayons for each student.

Chart paper and markers, dry erase boards and dry erase markers, or chalk and chalkboards.

Lesson # 2: I am Proud To Be a 2nd Grader

Materials/Special Preparations Required

Paper, pencils, and crayons for each student.

Smart Board, Chart paper/Markers, Dry-erase Boards/Markers.

Student Activity Sheet "*I'm Proud To Be a 2nd Grader*"**Missouri Comprehensive Guidance Standard:**

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

Grade Level Standards (GLS):

AD.5.A.02.a.i:Develop strategies to meet increased school expectations. (DOK Level - 3)

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.

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 structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements

	2. Develop and apply strategies based on ways others have prevented or solve problems 6. Examine problems and proposed solutions from multiple perspectives 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 to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 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.
	Mathematics	
X	Social Studies	7. 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	

Unit Essential Questions:

How is your life different as you get older?

Unit Measurable Learning Objectives:

The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.

The student will write a sentence and draw a picture of what these strategies are.

Unit Instructional Strategies/Instructional Activities:

- ☒ Direct (Compare & Contrast; Guided & Shared reading, listening viewing, thinking)
- ☒ Indirect (Writing to Inform; Concept Formation)
- ☒ Experiential (Games)
- ☐ Independent Study
- ☐ Interactive Instruction

Unit Summative 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 a sentence and draw a picture of an expectation for students in second grade.

Students will identify ten second grade expectations by selecting them from an array of 22 choices.

Brief Summary of Unit:

Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do an (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will

identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the Smart Board or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Previous school expectations.

Vocabulary: compare, behavior