

**Unit #1 Title:** How to Succeed in Third Grade**Grade Level:** 3**Number of Lessons in Unit:** 2**Time Required for each lesson:** 30 minutes**Best time of year to implement this Unit:** Beginning of 3<sup>rd</sup> grade**Lesson Titles:**

Lesson # 1: Acting Like a Third Grader (Part 1)

Materials/Special Preparations Required:

Chart paper and markers (smart board, dry erase board could be used)

4 hats with K, 1,2, and 3<sup>rd</sup> grade signs

Activity Sheet - Skit Script Sheet and pencils

Lesson # 2: Acting Like a Third Grader (Part 2)

Materials/Special Preparations Required:

Chart paper from last lesson

1 hat

Activity Sheet - Skit Script Sheet and pencils

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Standard(s) (GLS):**

AD.5.A.03.a.i:Revise and practice strategies to meet increased school activities. (DOK Level - 3)

**American School Counselor Association National Standard (ASCA):**

Academic School

- 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
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented and solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information 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	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	

**Unit Essential Questions:**

What do people expect you to do?

**Unit Measurable Learning Objectives:**

The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.

**Unit Instructional Strategies/Instructional Activities:**

- ☒ Direct (Compare & Contrast; Demonstrations)
- ☒ Indirect (Reflective Discussion)
- ☒ Experiential (Role-playing)
- ☐ Independent Study
- ☒ Interactive Instruction (Role Playing; Peer Partner Learning; Discussion; Cooperative Learning)

**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.**

Skits written and performed by students will demonstrate the skills and behaviors used by 3<sup>rd</sup> graders to succeed.

**Brief Summary of Unit:**

Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.

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

Develop strategies to meet increased school expectations  
K, 1, 2 expectations  
Vocabulary: Expectations