

Unit #1 Title: Transition into Kindergarten**Grade Level:** Kindergarten**Number of Lessons in Unit:** 2**Time Required for each lesson:** 30 minutes**Lesson Titles:**

Lesson # 1: Life Before Kindergarten

Materials/Special Preparations Required

4 puppets

"The Things I learned before Kindergarten at _____." Activity Sheet

Crayons/markers

Lesson # 2: Life in Kindergarten

Materials/Special Preparations Required

3 puppets

The things I've learned in Kindergarten To Be Successful Activity Sheet

Crayons/markers

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard(s) (GLS):

AD.5.A.0K.a.i: Identify how school expectations are different from home, day-care, or pre-school. (DOK Level - 2)

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 6. Discover and evaluate patterns and relationships in information, ideas, and structures
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.
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	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:

How is being in kindergarten different from what you did last year?
 How is kindergarten the same as last year?

Unit Measurable Learning Objectives:

The student will identify at least two expectations of his/her previous environment.
 The student will identify at least one way kindergarten is different than his/her previous learning experiences.

Unit Instructional Strategies/Instructional Activities:

☒ Direct (Compare & Contrast)
☒ Indirect (Reflective Discussion)
☒ Experiential (Role-playing)
☐ 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 draw pictures that depict the differences between their previous learning experiences and Kindergarten.

Brief Summary of Unit:

In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.

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

Vocabulary: Expectations, Day Care, Preschool, Differences