

Unit #1 Title: Working Together

Lesson Title: Cooperative Puzzles

Lesson: 1 of 2

Grade Level: K

Length of Lesson: Flexible (20-30 minutes)

Missouri Comprehensive Guidance and Counseling Domain:

CD.9: Applying Skills for Career Readiness and Success

Grade Level Standard (GLS):

CD.9.A.0K.a.i: Identify personal and ethical skills needed to work cooperatively with others in a group at school.

American School Counselor Association (ASCA) National Standard:

Career Development

B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4

Puzzle: 1 puzzle for every 4 students

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
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 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience and preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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	
Social Studies	
Science	

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group and by identifying skills used to complete a puzzle.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc.

The student will use participate in the cooperative task and be assessed through observation.

Lesson Preparation**Essential Questions:**

Why do you need to learn how to play and to work with other people?

What does it look like when a group is working cooperatively?

Engagement (Hook):

The counselor enters the classroom with puzzles in bags, and asks, "Who likes puzzles?" The counselor hands 3 of the puzzle bags to 3 students. Stops and says, "Oops! I don't have enough puzzles for everyone to have his or her own puzzle. I want everyone to work on a puzzle during our Lesson. What shall I do?" The counselor says, "Hold up your hand if you have a solution for me." (Encourage and accept several responses and guide to share.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Response/Instructional Activities:
1. When students agree on solution (sharing, working in small groups), assign students to cooperative work groups.	1. Students go to assigned groups.
2. Counselor gives each group one of the puzzles, and instructs the group by role play how to work cooperatively such as turn-taking; sharing; listening; patience; and using kind words.	2. Students will listen and observe.
3. Counselor circulates around the room	3. Students work together to complete their

<p>observing group interactions for examples of cooperative skills. Counselor makes positive comments to reinforce desired behavior. If conflicts or inappropriate interactions occur, counselor encourages students to solve the problem independently, intervening only if conflict seems to escalate.</p>	<p>group's puzzle using cooperative skills. (Some of the group work would include putting the puzzle away.)</p>
<p>4. When group puzzles are completed, say/ask: "You helped your group be successful. 'Thumbs up' if you are proud of your work. What cooperative skills did your group find important in this activity?"</p>	<p>4. Students contribute ideas (such as sharing, turn-taking, patience, using kind words).</p>
<p>5. Summarize the lesson and close.</p>	<p>5. Students share closing thoughts.</p>

Teacher Follow-Up Activities

Teacher can relate the cooperative skills discussed (turn-taking; sharing; caring; using kind words; listening; patience) to other class activities that utilize teamwork such as helping others and cleaning up after activities. Keep the classroom a place everyone can learn safely.

Counselor reflection notes