

<p>Unit #1 Title: Study and Work for Success</p> <p>Lesson Title: Complete or Incomplete? That is the Question! Lesson: 1 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 30-35 min.</p> <p>Missouri Comprehensive Guidance Standard: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectation (GLE): AD.4.A.01.a.i: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01.a.i: Develop and practice work habits necessary for school success.</p> <p>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 life span.</p>
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Materials (include activity sheets and/ or supporting resources)

2 puppets (optional)
 Get 2 different blank worksheets from the classroom teacher. For the first worksheet, counselor should make one copy neat, complete, and following all directions. Make a second copy of the same worksheet messy, crumpled, incomplete, no name, not following directions.
 For the second blank worksheet, counselor should make 4-5 copies, and make each one different, yet still exhibiting poor completion/work habits. These will be used for group work in the activity.

NO ACTUAL STUDENT WORK SHOULD BE USED!!

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 5. Comprehend and evaluate written, visual and oral presentations and works. 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.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

Procedures

Instructor Procedures:	Student Involvement:
1. Ahead of time, counselor should consult with the teacher to find out the specifics of what s/he requires as components for a well-done assignment (e.g. name at top, date, neat, follows directions, all questions answered, etc.)	1. N/A
2. Counselor will ask the group: How are these two assignments alike and different?	2. Students will respond identifying elements of complete and incomplete assignments (see #1).
3. Counselor will write the student generated components of a complete, well done assignment on a board or easel.	3. N/A
4. What work habits help in making sure that work is complete and well done? Give me a thumbs up/thumbs down if you think the following work habits would be helpful or not in completing work well? (following directions/listening/getting along with others/talking to someone while the teacher is giving directions/wandering around the room/having a pencil/yelling out, etc.)	4. Students will listen to each work habit and give a thumbs up/thumbs down.
5. Divide students into 4-5 groups, giving each group one of the poorly done assignments described above. Each group is to identify the areas that need improvement for completion of the work.	5. Students will work together, cooperatively, to complete the activity. (2-3 minutes)
6. Each group will report its findings to the rest of the class.	6. Each group reports findings; the other students/groups listen.
7. Counselor will compliment the class on a job well done, emphasizing the positive work habits that they used in the activity.	7. Students sit quietly, ready for their next activity.

Teacher Follow-Up Activities

The teacher may review the list of good work habits, and students will put those habits into practice by completing the next assignment.

Counselor reflection notes (completed after the lesson)