

<p><b>Unit #1 Title:</b> Becoming a Self Starter</p> <p><b>Lesson Title:</b> “I WILL DO IT!” <span style="float: right;"><b>Lesson:</b> 1 of 2</span></p> <p><b>Grade Level:</b> 2</p> <p><b>Length of Lesson:</b> 30-35 min.</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.4: Applying Skills Needed for Educational Achievement</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.4.A.02.a.i: Demonstrate skills needed to complete classroom tasks independently.                  AD.4.B.02.a.i: Build individual work habits and study skills that apply to a variety of learning situations.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  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)**

Attached story <i>The Not-So Independent Working Classroom</i> for each student Attached <i>Independent Working Skills Progress Report</i> for each student Chart paper for listing habits
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**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 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
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 6. Examine problems and proposed solutions from multiple perspectives
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 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	6. Relationships of the individual and groups to Institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Students will be able to identify effective work habits.

Students will choose 2 work habits that they personally want to practice for a week. Each day they will self-assess their level of success. Counselor will collect those sheets for review.

**Lesson Preparation**

**Essential Questions:**

What kinds of work/study habits are most helpful to the individual person to use in many settings?

**Engagement (Hook):**

Counselor reads *The Not-So Independent Working Classroom*. (check for understanding of the word “independent”)

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Counselor hands out <i>The Not-So Independent Working Classroom</i> story to each student.</li> <li>2. The counselor reads the story and prompts the students to read aloud the “Not I” and the “I will try” statements in the story and tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.</li> <li>3. After reading the story, the counselor tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.</li> <li>4. The counselor will ask the class: “What habits might get in the way of working</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students receive the handout and quietly look over it.</li> <li>2. Students will respond “Not I” and “I will try” as the counselor reads the story.</li> <li>3. N/A</li> <li>4. Students generate answers (e.g., interrupting others, talking loudly, giving up</li> </ol>
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<p>independently?” Circle those words in the story.</p> <p>5. “Now, looking back to the story, what are some habits that help people work well independently?” Underline those habits in the story.</p> <p>6. Counselor gives each student a blank, “<i>Independent Working Skills Progress Report</i>” chart. Counselor instructs the students to fill out the top row with 2 work habits that they plan to practice this week. Each day, each student is to self-assess how well he or she applied the skill by either putting a smiling face or a straight face in the box. Charts will be reviewed during the next lesson.</p> <p>7. In closing the counselor says, “WHO WILL BE ABLE TO COMPLETE THE CHART THIS WEEK?” (If the students don’t “get it,” ask if there are any “Angry Als” or “Independent Irene’s” in the class. Students are encouraged to make up their own positive work habit names. The names will be shared in the next lesson.</p>	<p>when task is difficult). Find the habits in the story that are not helpful. Students circle those words (e.g. talkative, interrupting).</p> <p>5. Students underline the helpful habits in the story.</p> <p>6. Students fill in chosen work habits during the week to practice.</p> <p>7. “I WILL DO IT!”</p>
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**Teacher Follow-Up Activities**

The teacher will have students self assess their work habit progress at the end of each day.

**Counselor reflection notes (completed after the lesson)**

(NOTE: Counselor should check names ahead of time to make sure that none of his/her current students' names are used in the story.)

### The Not-So Independently Working Classroom

There once was a classroom where the teacher wanted the students to complete an assignment independently. "Who will be able to complete this assignment on his or her own?" asked the teacher.

"Not I," said Talkative Timmy.

"Not I," said Bashful Betty.

"Not I," said Wandering Wanda.

"Not I," said Noisy Ned.

"Not I," said Interrupting Ida.

"Not I," said Rude Rhoda.

"Not I," said Angry Al.

"Not I," said Humming Harry.

"Not I," said Mumbling Mary.

"Not I," said Destructive Donnie.

"I will try!" said Independent Irene.

"I will try!" said Listening Larry.

"I will try!" said Focused Fred.

"I will try!" said Prepared Patty.

"I will try!" said Behaving Bonita.

"I will try!" said Hardworking Harriet.

"I will try!" said Conscientious Carla.

"I will try!" said Thinking Thad.

"I will try!" said Responsible Rudy.

"I will try!" said Respectful Ralph.

"I will try!" said Persevering Perry.

The teacher said, "I appreciate all of the students who are willing to try to do the assignment independently. I will help others learn independent work habits so that everyone can be successful at school and at home!"

NAME \_\_\_\_\_

### INDEPENDENT WORKING HABITS PROGRESS REPORT

Day	Work Habit 1:	Work Habit 2:
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		

Total # of faces = \_\_\_\_\_