

<p>Unit #1 Title: Tick-Tock Goes The Clock</p> <p>Lesson Title: Time Is On My Side! Lesson: 1 of 3</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30-40 min.</p> <p>Missouri Comprehensive Guidance Standard: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectation (GLE): AD.4.A.04.a.i: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04.a.i: Apply time management and organizational techniques necessary for assignments and/or task completion.</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>

Materials (include activity sheets and/ or supporting resources)

Overhead template or Paper template of a weekly self management schedule--attached
 "Betty's Busy Week" Activity Sheet--attached

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 structure. 8. Organize data, information and ideas into useful forms.
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 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used 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.

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	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	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 work in small groups to develop a weekly self-management schedule based on Frantic Fred case study.

Lesson Preparation

Essential Questions:

How are your current study skills/test taking strategies/self management/organizational techniques working for you?
 How can one improve in the use of these skills?

Engagement (Hook):

Counselor posts a large daily/weekly schedule on the board/easel/overhead. Each student is given a copy of Betty's Busy Week. Together, the class and the counselor create a weekly schedule for Betty.

Procedures

Instructor Procedures:	Student Involvement:
1. Counselor asks students to give examples of effective study/test taking skills (for review). 2. Counselor introduces the concept of self management: a. Scheduled tasks/activities that we have to do (e.g. get out of bed, eat, go to school). b. Unscheduled tasks/activities that we have to do (play, watch TV, go to the park)	1. Students offer responses. 2. Students listen.

<p>c. Tasks/activities that we want to do “Trying to fit all of those tasks/activities into a week can be a challenge. Today, we are going to work together to come up with a workable plan for Busy Betty.”</p> <p>3. Each student is given a copy of Betty’s Busy Week. Counselor asks students to:</p> <p>a) Circle the tasks/activities that are scheduled that Betty must do</p> <p>b) Draw a box around the tasks/activities that are unscheduled that Betty must do</p> <p>c) Put an X in front of those tasks/activities that Betty wants to do</p> <p>4. With students’ help, the counselor fills out the weekly schedule for Betty.</p> <p>5. As a closing, have student volunteers to tell one thing they learned from this lesson.</p> <p>6. Counselor can tell the class that, in the next lesson, they will be working in small groups to develop a weekly schedule for a student named Frantic Fred.</p>	<p>3. Students follow directions given, and check their work with a partner.</p> <p>4. Students offer suggestions for task placement in Busy Betty’s schedule.</p> <p>5. As individuals respond, the other students can do a thumbs up if that is also something new that they learned from the lesson.</p>
---	---

Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

BUSY BETTY'S WEEK

Betty is VERY busy (just like YOU)! She is a 4th grade student, and has many activities each week. This week, here are all of the activities on Betty's "To Do" list:

Piano practice (Monday from 4-5 p.m.)

Birthday Party (Saturday from 1-4 p.m.)

Girl Scouts (Thursday from 7-8:30 p.m.)

Spelling Test (Friday)

Church School (Wednesday from 6:30-7:30 p.m.)

Book Report (due on Monday)

Daily chores that take 30 minutes

Seeing a new movie (comes out on Monday; shows from 5-7 p.m.)

Additional Information about Betty:

School is from 8 until 3 p.m.

She must be at the bus stop at 7:30 a.m.

Bedtime is 9 p.m.

Don't forget to eat!



TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							