

<p><b>Unit #1 Title:</b> Successful Students!</p> <p><b>Lesson Title:</b> My Time to Shine! <span style="float: right;"><b>Lesson:</b> 2 of 2</span></p> <p><b>Grade Level:</b> 5</p> <p><b>Length of Lesson:</b> 30-40 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.B.05.a.i: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.</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)**

<p>Overhead template and Paper copies of a weekly time management schedule—attached                  Your Busy Week sheet--attached                  Glass Cup (approximately 2 cup clear measuring glass)                  Enough garden rocks to fill up the measuring glass                  Dry corn or beans (1 cup)                  Sand (1 cup)                  Bottled water</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>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.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>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.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.                  5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b></p> <p>Students will work individually to develop a personal weekly time management schedule for use.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>Does every successful student use the same self-management style?                  How are your current time management/organizational techniques working for you?                  How can one improve in the use of these skills to be a successful student?</p> <p><b>Engagement (Hook):</b></p> <p>Counselor brings the items listed below into the classroom and asks the students if they think the counselor can fit all of these items into the glass without it overflowing.</p>
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**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>The counselor enters the classroom and asks the students if the counselor can fit all of the items into the glass?</li> <li>Counselor asks the students in what order they think that they can get all of these items to fit into the glass.</li> <li>Counselor asks what do you think the first thing is that you should put in?</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students offer responses.</li> <li>Two or three students volunteer to respond to this question.</li> <li>Students raise their hands and give their guesses.</li> </ol>
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<p>Second thing...                  Third thing...</p> <p>4. Counselor will put the sand in first, then the corn, and then the rocks.</p> <p>5. Counselor will say that “As you can tell not all of the rocks will fit in and neither will the water.”</p> <p>6. Counselor then starts putting the ingredients in the order that they will fit into the glass (rocks, grain, sand, water). Counselor will have to shake the glass to make it all fit. Counselor will say “Sometimes we have to shake things up (adjust) in order to get them all to fit.”</p> <p>7. Counselor will hand out “Your Busy Week” worksheet.</p> <p>8. Counselor reviews the concept of time management.                  a. Scheduled tasks/activities that we have to do                  b. Unscheduled tasks/activities that we have to do                  c. Tasks/activities that we want to do                  “Trying to fit all of those tasks/activities into a week can be a challenge. Today, you will develop your own personal time schedule for the next week.”</p> <p>9. Counselor asks students to brainstorm their activities and responsibilities for a typical week and record them on the “Your Busy Week” handout.</p> <p>10. Counselor passes out weekly schedule and helps students fill in their weekly schedule.</p> <p>11. As a closing, have student volunteers tell one thing that they learned from this lesson.</p>	<p>4. Students will observe the counselor putting the different ingredients in.</p> <p>5. N/A</p> <p>6. Students will observe the counselor putting the different ingredients in.</p> <p>7. Students receive the “Your Busy Week” worksheet.</p> <p>8. Students listen.</p> <p>9. Students follow directions given.</p> <p>10. Students fill out the “Your Busy Week” handout. Students receive and complete their weekly schedule.</p> <p>11. As individuals respond, the other students can do thumbs up if that is something new that they learned from the lesson.</p>
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**Teacher Follow-Up Activities**

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

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

## **YOUR BUSY WEEK**

### **Scheduled Things I Must Do:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### **Unscheduled Things I Must Do:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### **Things I Want To Do:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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