

Unit #1 Title: Planning for Educational Assessment	
Lesson Title: Stick With The Plan, Man!	Lesson: 1 of 2
Grade Level: K	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance Standard: AD.4: Applying Skills Needed For Educational Achievement	
Grade Level Expectation (GLE): AD.4.A.0K.a.i: Identify and follow classroom and school routines. AD.4.B.0K.a.i: Identify work habits necessary for school success.	
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 lifespan.	

Materials (include activity sheets and/ or supporting resources)

Poster board, divided into 6 blocks 1 small beanbag/sponge/soft object At least one other staff member or alternative option
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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 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.
	Goal 3: Recognize and solve 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
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 model specific work habits needed for staying on a daily plan.

Have students discuss their daily schedule.

Ask students why it is important to have time routine on school nights.

Follow up with the next lesson where students plan a classroom party.

Lesson Preparation

Essential Questions:

Why is it important to have a daily plan?

What would happen if there weren't a time for breakfast, a time for lunch, and a time for dinner?

What would happen if you play all day?

What do students need to do to stay on the daily plan?

Engagement (Hook):

Counselor plans the following ahead of time with one or two other staff members:

Counselor and other staff enter class at same time, announcing that it's their time to work with the students. Each one looks at the other with wide eyes, or a puzzled look. A short discussion about whose time it is ensues. Counselor remains and begins the discussion using the first essential question.

If other staff members are unavailable, counselor enters the room and announces that recess will be after school and lunch will be at nighttime! Counselor observes the children's reactions and then asks, "Any questions?" Then the counselor calms the children by saying, "Don't worry, that's why we have a plan."

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. Counselor asks why it is important to have a daily plan. 2. Counselor asks students about their bedtime schedule. 3. What do students need to do to help our class keep our daily plan? As students give 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students offer responses such as: order, do what you suppose to do, etc. 2. Students share their home schedules with the class. 3. Students offer answers (e.g. listen, hands/feet still, eyes on teacher, work
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answers, counselor writes each suggestion in a block on the poster board, until all blocks are filled.	together cooperatively, quiet/silent voices, follow directions).
4. Putting the poster on the floor, the counselor tosses a beanbag (or other soft item) on each block, randomly.	4. Students listen and watch.
5. Counselor asks several students to “show us” what that skill/behavior looks like, making sure that every student is included in modeling.	5. Selected students model the behaviors/skills, while others watch. (Make sure that all students have a chance to model.)
6. Counselor summarizes: “Now that you’ve practiced all of these great ways to stay on the daily plan, I hope that you will continue to do a great job using these skills to follow the plan. Give me a thumbs up if you will do your best to follow the plan!” (or something to that effect).	6. Students respond.

Teacher Follow-Up Activities

Students could draw a picture of one way that they help their class stay on schedule.

Counselor reflection notes (completed after the lesson)