

**Unit #1 Title:** What do First Graders Look and Act Like?

**Lesson Title:** Portrait of a First Grader **Lesson:** 1 of 2

**Grade Level:** 1

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**  
 AD.5: Applying the Skills of Transitioning Between Educational Levels

**Grade Level Expectation (GLE):**  
 AD.5.A.01.a.i: Identify increased school expectations.

**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)**

Bulletin board paper  
 Puppet  
 Markers

**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
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 problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

**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
X	Health/Physical Education 2. Principles and practices of physical and mental health

	Fine Arts	
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**Enduring Life Skill(s)**

	Perseverance		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 generate ideas of the things that a 1<sup>st</sup> Grade student thinks, does and feels based on a model on bulletin board paper.

**Lesson Preparation**

**Essential Questions:**  
 Is there a difference in school expectations from Kindergarten to 1<sup>st</sup> grade?

**Engagement (Hook):**  
 A puppet is used to ask students what a 1<sup>st</sup> Grade student thinks, does and feels.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Counselor will pick a student and trace that student's body onto a piece of bulletin board paper on the floor. The rest of the students will sit in a circle around the paper.</li> <li>2. Counselor will ask students the following:                     <ol style="list-style-type: none"> <li>a. What does a 1<sup>st</sup> Grader think about friends, schoolwork, play?</li> <li>b. What does a 1<sup>st</sup> Grader do with friends, schoolwork, play?</li> <li>c. What does a 1<sup>st</sup> Grader feel about friends, schoolwork, play?</li> </ol>                     Counselor will write the responses from the students in marker on the paper silhouette.                 </li> <li>3. Counselor will look at the completed body and discuss the ideas that were generated.</li> <li>4. The counselor will pass the puppet around the circle and have the students share one thing they like about being a first grader.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. One student will need to lie on the paper so that the counselor can trace the student.</li> <li>2. Students will raise their hands and share their responses.</li> <li>3. Students will participate in discussion.</li> <li>4. Student will share their individual ideas about 1<sup>st</sup> grade.</li> </ol>
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5. The counselor tells students that during the next lesson they will be making their own body profile describing their thoughts, things they like to do in first grade and their feelings about first grade.	5. Students respond or ask questions before ending the lesson.
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**Teacher Follow-Up Activities**

Teacher could determine where in the classroom or hallway the completed body on the bulletin board paper could hang until the next lesson.

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