

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

Lesson Title: “I am a First Grader” **Lesson:** 2 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
 Student Activity Sheet, “*I am a First Grader*”

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 problems
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 be able to write or copy on their individual silhouettes things that a 1st Grade student thinks, does and feels based on the large model or on their own ideas.

Lesson Preparation

Essential Questions:

Is there a difference in school expectations from Kindergarten to 1st grade?

Engagement (Hook):

The bulletin board paper with the body profile of a first grader is hung in the front of the room. The counselor asks students to pretend this is one of the classmates. The class gives the body profile a name. (Example: Freddie First Grader)

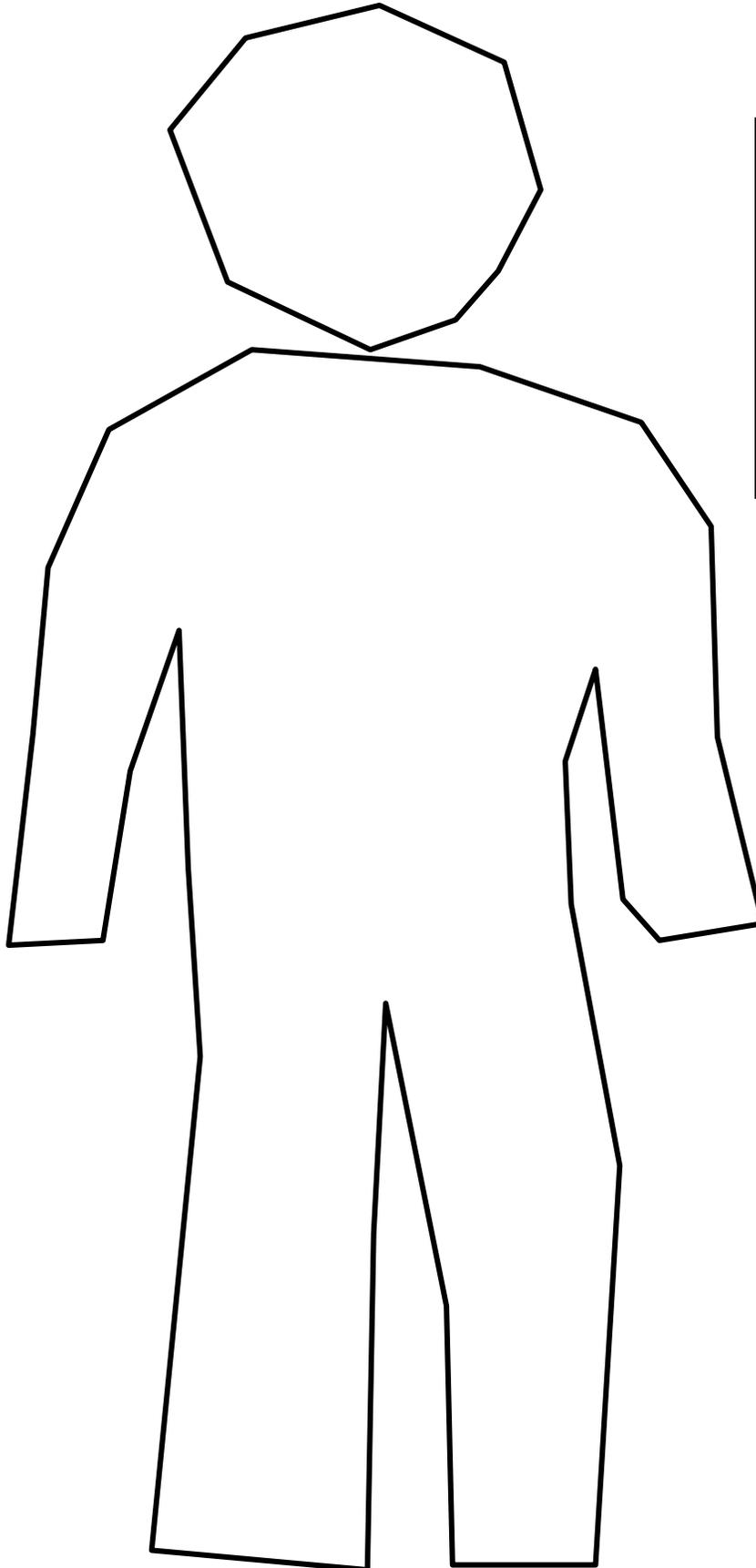
Procedures

Instructor Procedures:

1. The counselor will review the information on the body profile.
2. The counselor asks students if they think Freddie First Grader would be a good student in their class.
3. Counselor will give each student a cop of the Activity Sheet "*I am a First Grader*". He or she will instruct the students to write things they do, things they think and things they feel as a 1st Grade student. Students may use information from the big body or generate their own ideas. Students may color in the student profile.
4. Students will sit in the sharing circle and share one idea from their activity sheet and share their picture.
5. The counselor collects the pictures to share

Student Involvement:

1. The students participate in the review.
2. Students share why Freddie would or would not be a good student in first grade.
3. Students will complete the activity sheet.
4. Students will share their ideas and picture.
5. Students turn in their pictures so the



***“I am a
First
Grader”***
I think...
I do....
I feel...