

<b>Unit #1 Title:</b> What do First Graders Look and Act Like?	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Beginning of the school year	
<b>Lesson Titles:</b>	
Lesson # 1: Portrait of a First Grader	
Materials/Special Preparations Required:	
Large piece of bulletin board paper or two pieces of chart paper taped together	
Markers	
Lesson: # 2: "I am a First Grader"	
Materials/Special Preparations Required:	
Large drawing of a body profile from the previous lesson	
Markers or crayons	
Student Activity Sheet " <i>I am a First Grader</i> "	
Students provide their own crayons and pencils	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation(s):</b>	
AD.5.A.01.a.i: Identify increased school expectations.	
<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 lifespan.	

**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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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Missouri Comprehensive Guidance Programs:	Linking School Success to Life Success
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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	

**Unit 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 write or copy information.

**Brief Summary of Unit:**

First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a “model student” drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual “person” outlines or papers.

**Unit Goals:**

Students will learn the skills and behaviors that they will need to be successful in first grade.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Kindergarten or pre-school experience.  
 Vocabulary: think, do, feel