

<p><b>Unit #1 Title:</b> Fourth Grade Transitioning</p> <p><b>Lesson Title:</b> Tic Tac Toe Do's and Don'ts <span style="float: right;"><b>Lesson:</b> 1 of 2</span></p> <p><b>Grade Level:</b> 4</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.5.A.04.a.i: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.</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 lifespan</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Tic Tac Toe Worksheet                  Transparency of Tic Tac Toe Worksheet                  Dry Erase Marker for transparency                  Crayons for each student</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</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</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>6. Examine problems and proposed solutions from multiple perspectives</p> <p>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 to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>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
	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

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		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.**  
 Counselor asks students questions based upon hook statements (see below). Based on the students' responses counselor would be able to assess whether the 4<sup>th</sup> Grade students understand the behavior/skills needed in 4<sup>th</sup> Grade.

**Lesson Preparation**

**Essential Questions:**  
 What strategies will I need to be successful in fourth grade?  
 How will these help me prepare for middle school?

**Engagement (Hook):**  
 Counselor makes the following statements:

- Jackie uses the dictionary to look up words that she doesn't know how to spell.
- Johnny reads a book quietly when he is done with his classwork.
- Louie runs down the hall when no one is looking.
- Mark starts to read his book the night before his book report is due.
- The night before a big test, Carla stays up until midnight studying.
- Taylor uses a planner to keep track of all her assignments and activities.

Then counselor asks: Who is doing the right thing? Who is not?  
 Counselor announces the Tic Tac Toe game.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Counselor makes the following statements:	1. Students listen to counselor as the statements are read.

<p>Jackie uses the dictionary to look up words that she doesn't know how to spell.</p> <p>Johnny reads a book quietly when he is done with his classwork.</p> <p>Louie runs down the hall when no one is looking.</p> <p>Mark starts to read his book the night before his book report is due.</p> <p>The night before a big test, Carla stays up until midnight studying.</p> <p>Taylor uses a planner to keep track of all her assignments and activities.</p> <p>Counselor states to the students that some of these behaviors may describe them.</p>	
<p>2. Counselor lets the students know that they are going to play a game called TIC TAC TOE to see which behaviors and skills they currently have.</p>	<p>2. Students receive TIC TAC TOE worksheet and complete it with 2 different color crayons.</p>
<p>3. Counselor hands out the worksheet to the students and lets them complete it. Counselor asks student volunteers to share answers.</p>	<p>3. Students look at the overhead projector and check their TIC TAC TOE gamecard. Students discuss their answers with the counselor.</p>
<p>4. Counselor puts transparency on overhead and discusses each item with the students.</p>	<p>4. Students respond to counselor questions throughout the lesson.</p>
<p>5. Counselor goes back to the statements from the beginning of the lesson (see # 1). Counselor generates questions from these statements and has students respond to these verbal questions regarding behaviors and responsibilities of 4<sup>th</sup> Grade students.</p>	

### Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4<sup>th</sup> Grade students.

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

# 4<sup>TH</sup> GRADE CHECKLIST

**PLEASE MARK AN X FOR ALL TRUE ANSWERS WITH A CERTAIN COLOR CRAYON AND PUT AN O FOR ALL FALSE ANSWERS WITH A DIFFERENT COLOR CRAYON IN THE TIC TAC TOE BOX.**

- 1. I COMPLETE WORK WITH NO REMINDING OR NAGGING FROM TEACHERS OR PARENTS.**
- 2. I AM ABLE TO SOLVE PROBLEMS WITHOUT FIGHTING.**
- 3. KEEPING MY DESK AND SUPPLIES ORGANIZED IS NOT IMPORTANT**
- 4. I TURN IN ALL OF MY HOMEWORK ASSIGNMENTS LATE**
- 5. USING AN ORGANIZED SYSTEM OF KEEPING UP WITH ASSIGNMENTS IS IMPORTANT TO SCHOOL SUCCESS.**
- 6. I ONLY FOLLOW CLASSROOM AND SCHOOL RULES WHEN I FEEL LIKE IT.**
- 7. I STAY UP LATE (PAST 10:00P.M.) PLAYING VIDEO GAMES OR WATCHING TV ON SCHOOL NIGHTS.**
- 8. I DESTROY PROPERTY WHEN I GET ANGRY.**
- 9. I USE TIME WISELY AT SCHOOL BECAUSE I WANT TO DO MY BEST.**

1.	2.	3.
4.	5.	6.
7.	8.	9.