

Unit # 1 Title: Great Expectations!	
Lesson Title: Get Ready, Get Set, Get Organized!	Lesson: 2 of 2
Grade Level: 7	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance Standard: AD.5: Applying the Skills of Transitioning Between Educational Levels	
Grade Level Expectation (GLE): AD.5.A.07.a.i: Recognize ongoing academic expectations and develop strategies to meet increased demands.	
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)

Student planners, agenda or assignment notebooks (daily, weekly & monthly) Index cards Overhead on goal suggestions Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

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 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	Data analysis, probability and statistics
Social Studies	
Science	
X Health/Physical Education	Principles and practices of physical and mental health(such as personal health habits, nutrition, <i>stress management</i>)
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.</p> <p>Have students turn in goal cards after 2 weeks. Students should write on the back of their goal card how they met their goal or why they didn’t meet their goal. Guidance counselor should review each student’s goal card and write comments (focus on positives) and return cards to students.</p>
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Lesson Preparation

<p>Essential Questions: What is the process of transitioning and why is it important?</p> <p>Engagement (Hook): The counselor should enter the classroom in a very disorganized manner. Prior to the lesson, the counselor will let the teacher know that you are demonstrating what it looks like to be disorganized. Papers flowing out of books, arrive late, don’t have the correct supplies for the lesson.</p>
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Procedures

<p>Instructor Procedures:</p> <p>1. The counselor will ask the students what, organizational skills they noticed when the counselor entered the room.</p>	<p>Student Involvement:</p> <p>1. Students will orally state the organizational skills they witnessed.</p>
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<p>2. The counselor will ask students to point out what the counselor could have done differently, to appear organized when he/she came to class.</p> <p>3. The counselor will remind students that they have an organizational tool they can use each day. The counselor will instruct the students to open their planners, agenda or assignment notebook. Facilitate a discussion about differences between daily, weekly and monthly planning. The counselor will present suggestions for keeping track of each kind of assignment: daily, weekly or monthly.</p> <p>The counselor will have an overhead transparency prepared or will write on board the following questions.</p> <p>a) Do you use your planner? How often? b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them? c) For long-term assignments do you identify/list the steps to take to complete the assignments?</p> <p>4. (Optional) The counselor will instruct students to trade planners with a partner. With a partner answer the same questions about the partner's entries in their planner. Is what has been written and what has to be done clear, complete and coherent?</p> <p>5. The counselor will project the overhead transparency, "Goal Suggestions" for all students to read. Counselor will read the suggestions.</p> <p>The counselor will provide an index card for each student. Student will write an academic goal based on the self and peer critiques</p>	<p>2. Students will orally provide organizational skills that should or could have helped the counselor come to class more organized.</p> <p>3. Students will have planners out and will critique (review) their own according to the questions being asked.</p> <p>4. (Optional) Students will trade planners and critique (similar to peer editing) each other's planners. Students will discuss what they found out about each other's planners and give ideas to one another about what could be done differently. Students will ask partner clarifying questions if entries are unclear.</p> <p>5. Students will write their goals on the index card, and explain goals to their partners.</p>
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Goal Suggestions

- **Write assignments as soon in planner as they are given.**

What is the specific assignment?

For example page numbers to read, title of worksheet to complete, which questions to answer.

When is it due?

What materials are needed?

- **Ask questions if you don't understand the assignment.**
- **Write long-term assignments and test date reminders in your planner so that you can be preparing for tests and long-term assignments.**
- **Write extra-curricular activities in planner and include scheduled homework time.**

Students as self-assessment mechanism and by counselors and classroom teachers will use this rubric throughout the year.

Planner Usage Rubric

Student's Name: _____ **Weeks Of:** _____

(School Counselor decides

“Weeks Of”)

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information.	Usually has information with 1 or 2 components missing.	Occasionally has the planner completed.	Rarely has assignment notebook completed.
Long-term assignments	Consistently has long-term assignments listed each day until due.	Usually has long-term assignments listed at least 2 days before due.	Has long-term assignments listed on 1 day before due or on due date.	Rarely has long-term assignments recorded.
Test dates	Consistently has test dates listed each day until test.	Usually has test dates listed as least 2 days before test.	Has test dates listed 1 day before test or on test date.	Rarely has test dates recorded.
Extracurricular Activities (if applicable)	Consistently has scheduled extracurricular activities recorded.	Usually has scheduled extracurricular activities recorded.	Occasionally has scheduled extracurricular activities recorded.	Rarely has scheduled extracurricular activities recorded.
Scheduled homework time	Consistently has scheduled homework time in planner.	Usually has scheduled homework time in planner may be missing 1 or 2 days.	Occasionally has scheduled homework time in planner.	Rarely has scheduled homework time in planner.

Name(s) of those assessing student usage of planner rubric:

Name: _____ **Date:** _____

Name: _____ **Date:** _____