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| <b>Unit #1 Title:</b> Transitioning to Kindergarten   |                       |
| <b>Lesson Title:</b> Life Before Kindergarten   | <b>Lesson:</b> 1 of 2 |
| <b>Grade Level:</b> K   |                       |
| <b>Length of Lesson:</b> 30 minutes   |                       |
| <b>Missouri Comprehensive Guidance Standard:</b><br>AD.5: Applying the Skills of Transitioning Between Educational Levels   |                       |
| <b>Grade Level Expectation (GLE):</b><br>AD.5.A.0K.a.i: Identify how school expectations are different from home, daycare, or preschool.  |                       |
| <b>American School Counselor Association National Standard (ASCA):</b><br>Academic Development<br>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)**

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| 4 Puppets   |
| Student activity sheet. <i>Things I learned before Kindergarten at _____.</i> |
| Students will provide their own coloring materials                            |

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

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| X | Goal 1: Gather, analyze and apply information and ideas<br>6. Discover and evaluate patterns and relationships in information, ideas, and structures         |
| X | Goal 2: Communicate effectively within and beyond the classroom<br>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<br>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                                  |

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

|  |              |   |              |   |                 |
|--|--------------|---|--------------|---|-----------------|
|  | Perseverance |   | Integrity    | X | Problem Solving |
|  | Courage      |   | Compassion   |   | Tolerance       |
|  | 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 draw two pictures of their learning experiences before Kindergarten.  
 Pictures will include: student engaged in an activity and posted rules.

**Lesson Preparation**

**Essential Questions:**

How is school behavior different from behavior at home, daycare, or preschool? What do students do when they don't understand what to do at school?

**Engagement (Hook):**

Counselor will dialogue with puppets about puppets' previous learning experiences.

**Procedures**

**Instructor Procedures:**

1. The counselor will bring students together and sit in a circle. Introduce Counselor will introduce the home puppet, babysitter puppet, daycare puppet, and preschool puppet and interview them about their previous experiences. Four students are selected to be puppeteers. The counselor will point to the puppet to indicate when they are to talk. When the counselor talks for the puppet the students will move the mouth of the specific puppet. Where did you go to preschool/ daycare? What kind of things did you do when you stayed at home all day? What kinds of things did you do at preschool/daycare? Did you have certain rules? What did you learn?
2. Counselor will ask students to respond to the following:
  - a. Stand up if you went to preschool. Then instruct students to sit down.
  - b. Stand up if you went to daycare. Then

**Student Involvement:**

1. Students will be sitting in a circle watching the counselor with the puppets. Four students will participate as puppeteers.
2. Students stand up based on their previous learning experiences. After each request students will sit down.

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| <p>instruct students to sit down.</p> <p>c. Stand up if you stayed at home with a parent. Then instruct students to sit down.</p> <p>d. Stand up if you went to a babysitter. Then instruct students to sit down.</p> <p>3. Counselor will have students go back to their desks/tables. Counselor will pass out the student “The things I learned before Kindergarten at _____.” Activity Sheet. Students will draw a picture of two things they did or two expectations in their previous learning situation (home, pre-school).</p> <p>4. The counselor will collect and store student’s work until next session. Next session the students will be asked to identify expectations they have learned about in Kindergarten.</p> | <p>3. Students will draw pictures of two things they did or two expectations during their previous learning situation.</p> <p>4. Students will complete their drawings and turn it in to the counselor.</p> |
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**Teacher Follow-Up Activities**

The teacher may want to review the students’ drawings of differences in experiences.

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

The things I learned before Kindergarten at \_\_\_\_\_.

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