

**Unit #1 Title:** Skills for School Success

**Lesson Title:** The Envelope Guessing Game **Lesson:** 2 of 2

**Grade Level:** K

**Length of Lesson:** 30 Minutes

**Missouri Comprehensive Guidance Standard:**  
 AD.6: Developing and monitoring personal educational plans

**Grade Level Expectation(s):**  
 AD.6.A.0K.a.i: Identify the skills needed to be a successful learner.

**American School Counselor Association National Standard (ASCA):** Academic Development Standard  
 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)**

1. Mystery envelopes (One envelope per child)
2. Pictures within mystery envelopes
3. Partnering Bracelets (Use templates from lesson #1 from this Unit)
4. Scoring Sheet for *Targeted Skills*
5. Take-home activity sheet for playing game (includes directions.)

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

Missouri Comprehensive Guidance Programs: Linking School Success to Life Success  
 To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	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.**

**Performance Task:** Students will partner by using the symbol bracelets from lesson #1. Counselor will hand each pair of students a mystery envelope with a picture of an object hidden inside. Student number #1 will look at the object keeping it hidden from student #2. Student number two will then ask questions in order to determine the qualities and characteristics of the object enabling student #2 to guess the object. Counselor will evaluate each student's ability to use the following skills (taking turns, communicating, questioning, and participating) by scoring the student's responses on a scoring rubric *Targeted Skills*.

**Lesson Preparation**

**Essential Questions:**

What happens when a student doesn't do what is expected of them at school?

**Engagement (Hook):**

Today we are going to play the Mystery Envelope Game.

**Procedures**

**Instructor Procedures:**

1. Counselor will instruct the students to sit next to partners. Partnering will be accomplished as in lesson #1, using partnering bracelets.
2. Counselor will instruct students on how to play "Mystery Envelope Game." by demonstrating the game with a sample pair of students. (The Mystery Envelope Game is similar to the familiar game, 20 Questions). The counselor can determine what pictures to use during the game or select his or her own pictures. Some pictures provided may be too advanced for some groups.
3. Counselor will say, "Students, we are going to play the Mystery Envelope Game. I have given Jill (student #1) an envelope. It has a picture of something inside. Jack's job (student #2) is to guess what that something

**Student Involvement:**

1. Students will sit next to their partners forming a circle arrangement.
2. A selected student pair will model teacher directions for the rest of the pairs to observe.
3. Students will offer some ideas about what questions might help Jack guess what is in the envelope.

<p>is. Jack can ask questions to help him guess.</p> <p>Students, what kinds of questions do you think would help Jack?" (Students will offer questions that are helpful and will also offer questions that are less helpful in ascertaining the answer. The counselor can use these responses to further teach the students which questions are more helpful than others.) Some students may also need to be taught the difference between a question and a statement.</p> <p>4. The counselor will teach the students some possible questions that will help while playing the game.</p> <p>Is it alive? Is it an animal? What color is it? Can you eat it? Is it big or small?</p> <p>5. In order to keep the rest of the class engaged during the demonstration, the counselor will often ask the class for suggested questions. "Students, can you think of a good question to ask?"</p> <p>6. The counselor will continue this process with subsequent pairs one at a time in order to demonstrate how the game is played. The counselor will continue practicing (for the entire class's benefit) with student pairs until it is obvious that the class understands how to play the game.</p> <p>7. At the point in which the students are able to work independently in pairs, the counselor will instruct the students to play the game independently.</p> <p>The counselor will monitor pairs and watch for students who have finished an envelope. As students raise their hands to tell the counselor they have finished with an envelope, the counselor will give them another envelope that contains a different</p>	<p>4. The student pair that the counselor is using to model the game will demonstrate the questioning by using the teacher's suggested questions.</p> <p>5. Students use the counselor's questions as well as the class's suggested questions to continue playing the guessing game until the picture or object has been guessed correctly.</p> <p>6. Students continue to play the game a pair at a time with the counselor's help and the class's help until it is clear that pairs will be able to play the game independent of the counselor's help.</p> <p>7. Student pairs play the game independently. (Students will raise their hands when they have finished an envelope so that the teacher can hand them another envelope in order that practice may continue.)</p>
--	---

mystery object.	
8. At any point after the students have started playing the game in pairs, the counselor may assess each student using the scoring rubric.	

**Teacher Follow-Up Activities**

1. Students may take home an activity sheet with objects on it that they can cut and place in mystery envelope at home in order to continue practicing questioning and communication skills. (The activity sheet can be one of the pages in this lesson that has the object pictures. Photocopy one of the pages to send home with the students. Also tell the students they can play this game with real objects from home.
2. Teacher may continue to play Mystery Envelope game with students throughout the year. The teacher may choose to use found objects in the room possibly to help the students with orientation of where certain materials are found in the room, since it is the beginning of the year and students are becoming familiar with the contents of the room.

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

--

# Targeted Skills Scoring Sheet

Targeted Skills	Students demonstrating the targeted skills. + = Yes - = No	Total Number of Students demonstrating correct response.	Percentage of students with correct response.
Turn Taking Skills			
Questioning Skills			
Participation Skills			

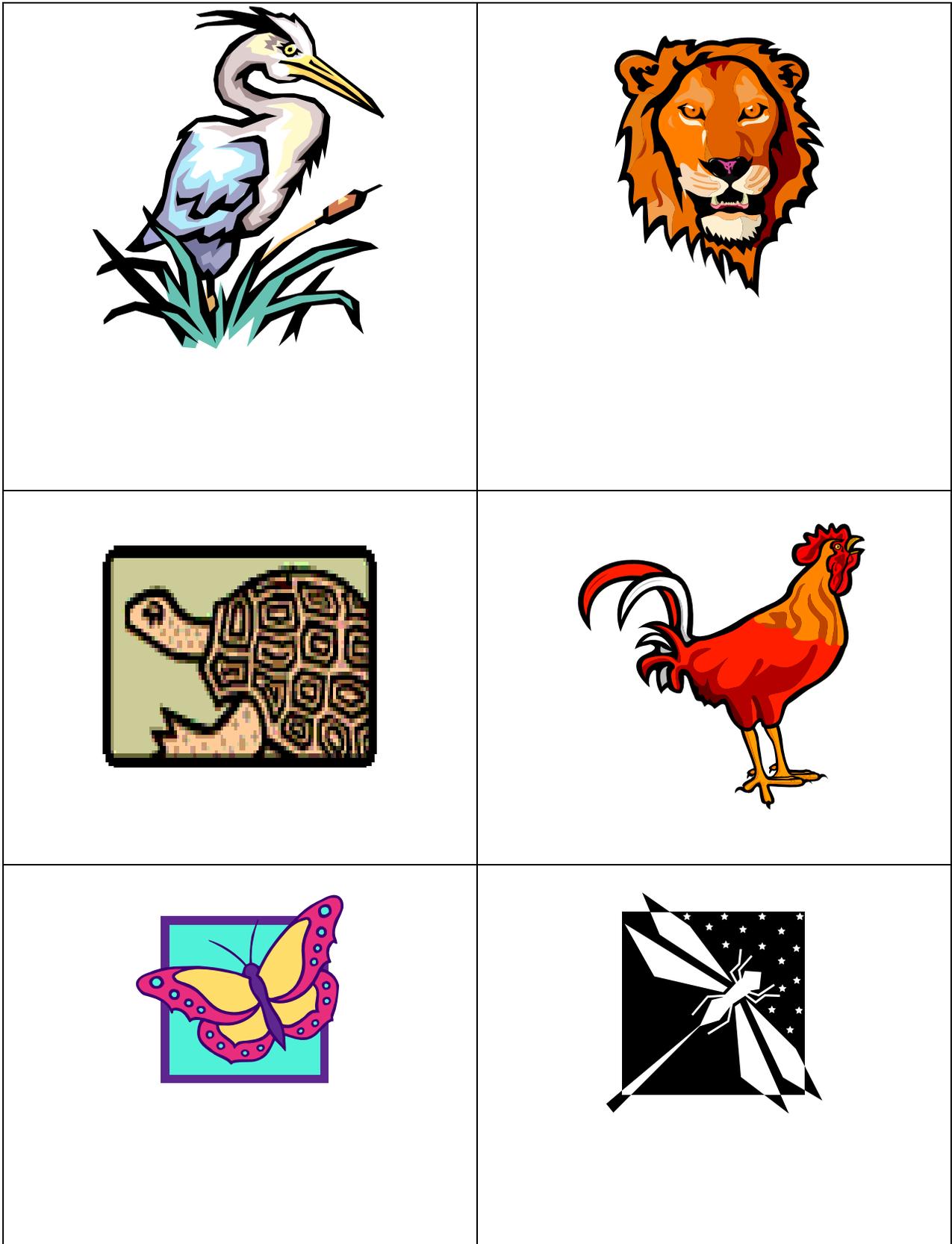
## Directions for Scoring Rubric

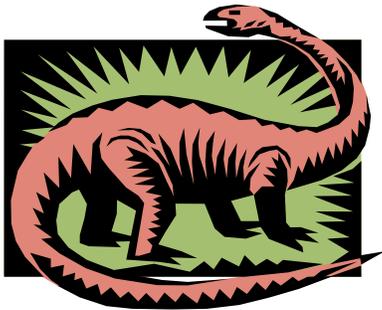
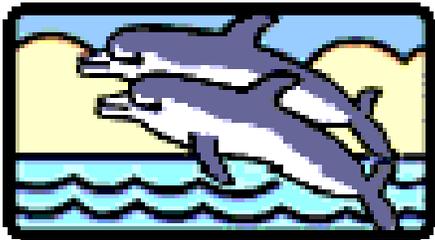
**Turn Taking Skills** – A (+) response would be students demonstrating the ability to pass materials in a turn-taking manner and share conversation in a turn-taking manner as well as being able to play the role of questioner and the listener appropriately. (This also re-teaches the concepts from lesson one of hands to self, voices off while listening to partner, eyes on partner when partner speaks, and criss-cross legs.)

**Questioning Skills** – A (+) response would be the ability to ask effective, relevant questions that are successful in identifying the object.

**Participation Skills** – A (+) response would be demonstrating all the above as well as on-task behaviors.

**Objects to be used in Envelopes for Mystery Envelope Game** (Use one of these pages to send home with student as activity sheet—so that student can play the game at home.)







Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.