

<b>Unit #1 Title:</b> Skills for School Success	<b>Grade Level:</b> K
<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 School	
<b>Lesson Titles:</b>	
Lesson # 1: Body Basics	
Materials/Special Preparations Required:	
Song Lyrics	
Flash Card Pictures	
Partnering Bracelets	
Scoring Sheet.	
Lesson # 2: The Envelope Guessing Game	
Materials/Special Preparations Required:	
Pictures for Mystery Envelopes	
Partnering Bracelets	
Scoring Sheet	
Take-Home Activity Sheet	
Envelopes	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.6: Apply information to revise and implement a personal educational plan for life-long learning.	
<b>Grade Level Expectation(s):</b>	
AD.6.A.0K.a.i: Identify the skills needed to be a successful learner.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development Standard	
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)**

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	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.**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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	

**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.**

**Lesson #1: Performance Task:** Students will demonstrate their understanding of Body Basics by successfully performing actions written in visual format on flash cards presented by the counselor. The counselor will observe the class simultaneously responding to the counselor's presentation of the flash cards. The counselor will record the number of students demonstrating correct responses and record number of correct responses on the Scoring Sheet.

**Lesson #2: Performance Task:** Students will partner by using the symbol bracelets from lesson #1. Students will be seated next to their partners. 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 #2 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 the student's ability to use the following skills (taking turns, communicating, questioning, and participating) by scoring the student's responses on a scoring rubric.

**Brief Summary of Unit:**

This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches "Body Basic" skills such as eyes on teacher, voices off, hands to self, and criss-cross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.

**Unit Goals:**

Students will learn the essential skills needed to become successful learners. These skills include eyes on teacher, hands to self, voices off, criss-cross legs as well as communication skills such as questioning, participating, and taking turns.

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

Vocabulary: successful student