

Unit #1 Title: Who Am I

Grade Level: 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 min.

Best time of year to implement this Unit: Autumn

Lesson Titles:

Lesson 1 An Apple a Day

Materials/Special Preparations Required

3 apples (one red, one green, and one rotten)

What Color Is Your Apple? worksheet

Poster with the outline of a tree and branches (counselor made)

Plain paper

Crayons (red, green and brown)

Lesson 2 What Color is Your Apple?

Materials/Special Preparations Required

Tree with apples from previous week.

Paper

Pencils or crayons

Dry erase board, smart board, chart paper, other

Lesson 3 Fly Your Kite

Materials/Special Preparations Required

Kite

Fly Your Kite worksheet

Go Fly Your Kite Venn Diagram worksheet

Yarn

Crayons or markers

Glue

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.1 Understanding self as an individual and as a member of diverse local and global communities.

Grade Level Expectations (GLEs):

PS.1.A.03 Identify positive characteristics and areas for personal growth. (DOK Level - 1)

PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities. (DOK Level - 2)

PS.1.C.03 Identify the personal characteristics needed to contribute to the classroom. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	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 1. Speaking and writing standard English 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. 7. The use of tools of social science inquiry
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

Why are positive character traits important?

Unit Measurable Learning Objectives:

The student will determine positive and negative character traits from a list of fifteen character traits.

The student will determine which of four character traits named by other students describe him/her.

The student will identify two character traits that he/she would like to develop for personal growth.

The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly.

The student will list seven roles and responsibilities he/she has at home and school.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Demonstrations; Guided & Shared – reading, listening, viewing, thinking)
- Indirect (Reflective Discussion)
- Experiential
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school.

Brief Summary of Unit:

This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.

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

Understanding of the following:

Personal roles

Feelings

Responsibilities