

<p>Unit # 1 Title: Great Expectations!</p> <p>Lesson Title: Sixth Grade is a Ball! Lesson: 1 of 2</p> <p>Grade Level: 6</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.06: Recognize ongoing academic expectations and develop strategies to meet increased demands.</p> <p>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.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Soft Nerf-like Balls (11)</p> <p>Homework and Activity Log for each student (classroom teacher will distribute explain these logs to students the day before the lesson.)</p> <p>Student planners, agenda or assignment notebooks</p> <p><i>Planner Usage Rubric</i> (To be used as an assessment instrument periodically throughout the school term.)</p>

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

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>6. discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
	<p>Goal 2: communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: recognize and solve problems</p> <p>2. develop and apply strategies based on ways others have prevented or solved problems</p> <p>4. evaluate the processes used in recognizing and solving problems</p> <p>7. evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>5. develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

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

Academic Content Area(s)	Specific Skill(s)
Communication Arts	Writing formally (such as reports, narratives, essays)

X		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, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *Homework and Activity Log* to compare how activities changed from last year, and will change again next year.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will create a *Homework and Activity Log*
 Previous learning about setting goals and using individual planners will be assessed using the *Planner Usage Rubric* as a measurement periodically throughout the year.

Lesson Preparation

Essential Questions:
 What is the process of transitioning? Why is it important?

Engagement (Hook):
 Have a variety of small soft (Nerf like) balls labeled with the following: homework for science, math, (1 for each core subject), eating, sleeping, home chores, free time, sports, clubs and travel time. Choose a volunteer from the class to demonstrate the process of juggling the balls. Explain that he or she will catch the balls tossed to them without dropping any or putting any of them down. Begin to toss the balls slowly to the student, naming the balls as you toss them until all balls have been tossed to the student. Remind student that all balls need to keep moving during the demonstration.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. After the juggling demonstration (lesson	1. Students will note that there were too

<p>engagement hook), the counselor will ask the students to describe what just happened.</p> <ol style="list-style-type: none"> 2. The counselor will have students complete the <i>Homework and Activity Log</i> and give them approximately 10 minutes to list several activities for each column. 3. The counselor will ask the students for examples of activities that were recorded on the <i>Homework and Activity Log</i>. The counselor will act as the recorder and list the activities that the students give on the board. 4. The counselor will ask the students to relate the ball activity to the activities listed on the board and on their Logs. Discussion may include: total time doing homework, scheduled activities and free time activities, and how they had to plan in order to get all activities done after school and before bedtime last night. 5. The counselor will ask what students feel they will do differently next year. 6. The counselor will ask students what they could have done differently to alleviate problems. 7. The counselor will ask students to examine their logs and note where different choices are necessary. 8. The counselor will discuss the need for planning, so that students are not overwhelmed with what they must accomplish and what they want to do each year. 9. Point out that: planning is a skill and that can be learned; making transitions from grade to grade and level to level (Elementary to Middle School to High School) requires the individual to plan for the unknown. Being 	<p>many balls to catch and keep moving.</p> <ol style="list-style-type: none"> 2. Students will complete <i>Homework and Activity Log</i>. 3. Students will report activities they listed on their <i>Homework and Activity Log</i>, noting time for each. 4. Students will need to look at activities they listed on the board. Students will talk with a partner about activities that did not get done, and what he or she did instead. Discuss how their use of time may change next year and how it was different from last year. 5. Students will share problems they had getting everything accomplished and discuss the previous year and next year. 6. Students will discuss strategies that would have alleviated the problems. 7. Students will examine their logs for specific problems and note where changes are needed. 9. Students will continue to work on planning. 9. Students discuss how to be a successful planner and how to adapt to the changes they will face during the next school year.
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able to make meaning of ambiguity (the unknown) is a skill of effective transitioning.	
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Teacher Follow-Up Activities

Teachers will follow-up by working with students on planners, and on planning good use of time.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess effect use of the student planner, agenda, or assignment notebook. Students will complete the rubric to show how effectively they are utilizing their planner, agenda or assignment notebook. The counselor will determine which weeks will be used to complete the rubric. The rubrics will be distributed every two weeks, or once a month, and returned to the counselor. Rubrics should be completed by the student based on their own planner and, if possible, reviewed by at least one other person (e.g. teacher, parent, or fellow student).

Counselor reflection notes (completed after the lesson)

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Homework and Activity Log

Name _____ Date _____

Directions: In the second column list the homework time, and the activities that you do after school this year. In the third column, list a sample of what you did last year. In column four, list what you think your homework and activities will be next year.

After School Time	This Year	Last Year	Next Year
2:30 - 3:00			
3:00 - 3:30			
3:30 - 4:00			
4:00 - 4:30			
4:30 - 5:00			
5:00 - 5:30			
5:30 - 6:00			
6:00 - 6:30			
6:30 - 7:00			
7:00 - 7:30			
7:30 - 8:00			
8:00 - 8:30			
8:30 - 9:00			
9:00 - 9:30			
9:30-10:00			
10:00-10:30			
10:30-11:00			

This rubric is designed to be used by students as a self-assessment mechanism, and may also be utilized by counselors and classroom teachers 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 with *Planner Usage Rubric*:

Name: _____ **Date:** _____

Name: _____ **Date:** _____