

<p>Unit #1 Title: Becoming a Self Starter</p> <p>Lesson Title: “I DID IT!” Lesson: 2 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.</p> <p>American School Counselor Association (ASCA) National Standard: Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Independent Working Skills Progress Report</i> for each student (see lesson 1) <i>Positive Work Habit Name and Picture Activity Sheet</i></p>

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 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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	
	Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will share data collected on his/her selected work habits.

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.
 The student will identify positive work habits and monitor their application of a positive work habit.

Lesson Preparation

Essential Questions:
 Why are positive habits important?

Engagement (Hook):
 Students write their positive work habit names (Neat Nelly, Working Walter) on the activity sheet. The students can draw a picture of their character on the sheet, write how they feel when they have positive work habits and/or draw a picture of them performing that positive work habit.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. The counselor asks students to tell about the <i>Positive Work Habit Name</i> they selected for themselves; including reason for selection, how habit is demonstrated and how applying the habit helps him or her to do it.) 2. The counselor asks students to get out their completed work habits progress report and discuss their progress since the previous week. 3. In closing the counselor says, “Who was able to complete their positive work habit sheet this week?” 4. Counselor collects positive work habit sheets for review. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students share their name sheet and picture and provide an explanation for why they selected the name for themselves (Example: My Positive Work Habit Name is: Organized Annie. I put things where they belong and I keep my desk clean. 2. Students share their self-assessment of how well they felt they practiced the selected skills throughout the week. 3. Students respond, “I did it!” 4. Students turn in positive work habit sheets.
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Teacher Follow-Up Activities

The teacher will review the charts of the students' progress. The teacher may chose to refer some students to the counselor for small group on individual work if they are having difficulties with positive work habits.

Counselor reflection notes (completed after the lesson)

This sheet should be completed the previous week before this lesson.

NAME: _____

**INDEPENDENT WORKING HABITS
PROGRESS REPORT**

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____

My Positive Work Habit Name:

My picture...

When I use positive work habits, I feel _____.