

|  |
|--|
| <p><b>Unit # 1 Title:</b> Great Expectations!</p> <p><b>Lesson Title:</b> Get Ready, Get Set, Get Organized! <span style="float: right;"><b>Lesson:</b> 2 of 2</span></p> <p><b>Grade Level:</b> 7</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b><br/>AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Grade Level Expectation (GLE):</b><br/>AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.</p> <p><b>American School Counselor Association National Standard (ASCA):</b><br/>Academic Development<br/>A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p> |
|--|

**Materials (include activity sheets and/ or supporting resources)**

|   |
|---|
| <p>Student planners, agenda or assignment notebooks (daily, weekly &amp; monthly)</p> <p>Index cards</p> <p>Visual display on goal suggestions</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>3. develop and apply strategies based on one’s own experience in preventing or solving 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.**

| <b>Academic Content Area(s)</b> | <b>Specific Skill(s)</b>  |
|---------------------------------|---|
| X<br>Communication Arts         | Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes).<br>Participating in formal and informal presentations and discussions of issues and ideas |
| X<br>Mathematics                | Data analysis, probability and statistics   |
|                                 | Social Studies  |
|                                 | Science   |
| X<br>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 |
|   | Courage      | X | Compassion   |   | Tolerance       |
| X | Respect      | X | Goal Setting |   |                 |

**Lesson Measurable Learning Objectives:**

The student will write three transition goals and discuss them with their peers.

**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.**

Have students turn in goal cards with three transition goals. Students should write on the back of their goal card how they plan to meet their goals.

**Lesson Preparation**

**Essential Questions:**  
What is the process of transitioning and why is it important?

**Engagement (Hook):**  
The counselor should enter the classroom acting in a disorganized manner. Prior to the lesson, the counselor will let the teacher know that class will begin with a demonstration of what it looks like to be disorganized. (Papers flowing out of books, arriving late, don't have the correct supplies for the lesson).

**Procedures**

| <b>Instructor Procedures/Instructional Strategies:</b>  | <b>Student Involvement/Instructional Activities:</b>  |
|---|---|
| <p>1. The counselor will ask the students what, organizational skills they noticed were missing when the counselor entered the room.</p> <p>2. The counselor will ask students to point out what the counselor could have done differently, to appear organized when he/she came to class.</p> <p>3. The counselor will remind students that they have an organizational tool they can use each day. The counselor will instruct the students to open their planners, agenda or assignment notebook. Facilitate a discussion about differences between daily, weekly and monthly planning. The counselor will present suggestions for keeping track of each kind of assignment: daily, weekly or monthly. Adjustments may need to be made as they transition each year.</p> <p>The counselor will pose following questions.</p> <p>a) Do you use your planner? How often?</p> <p>b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them?</p> <p>c) For long-term assignments do you identify/list the steps to take to complete the assignments?</p> <p>4. The counselor will provide an index card for each student and instruct students to write three transition goals for next year. Remind students that goals need to be achievable, measurable, and fit a specific time frame for completion. The effective use of a planner may also be discussed.</p> <p>The counselor will ask students to think about how they can reach their goals (plan),</p> | <p>1. Students will orally state the organizational skills they noticed were missing.</p> <p>2. Students will orally provide organizational skills that should have, or could have helped the counselor come to class more organized.</p> <p>3. Students will have planners out and will critique (review) their own planner according to the questions being asked.</p> <p>4. Students will write their three goals on the index card. Students will then discuss their ideas with a partner.</p> <p>Students will share goals with the rest of the class.</p> |

|  |   |
|--|---|
| <p>and who can help (resources). Remind students who successfully use their planners that maintaining effective use of the planner may be a goal. Students will then explain goals and action plans with their partner.</p> <p>5. Counselor will discuss transition goals and why they are needed.</p> | <p>5. Students will participate in the discussion of the need for transition goals.</p> |
|--|---|

**Teacher Follow-Up Activities**

All teachers will be made aware that each student has set a goal to improve or maintain use of his or her planner as an aid to succeeding as a student. (Some students may need only to maintain effective use of the planner.)

Suggestion:  
Counselor can periodically check for use of planning strategies to accomplish goals before beginning guidance lessons.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess the use of the student planner, agenda, or assignment notebook. Students will complete the rubric to assess how well 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)**

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:** \_\_\_\_\_