### Unit 1 Title: What do First Graders Look and Act Like?

**Lesson Title:** “I am a First Grader”  
**Lesson:** 2 of 2

**Grade Level:** 1

**Length of Lesson:** 30 minutes

**Missouri Comprehensive School Counseling Standard Big Idea:**

AD.5: Applying the Skills of Transitioning Between Educational Levels

**Grade Level Expectation (GLE):**

AD.5.A.01: Identify increased school expectations.

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

**Academic Development**

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

- Large drawing of a body profile from the previous lesson
- Markers or crayons
- Student Activity Sheet, “I am a First Grader”

**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  
|   | 1. Develop questions and ideas to initiate and refine research  
|   | 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  
|   | Goal 4: Make decisions and act as responsible members of society  
|   | 1. Explain reasoning and identify information to support decisions

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

**Academic Content Area(s)**  
**Specific Skill(s)**

|   | Communication Arts  
|   | 6. Participating in formal and informal presentations and discussions of issues and ideas.  
|   | Mathematics  
|   | Social Studies  
|   | 6. Relationships of the individual and groups to institutions and cultural traditions.  
|   | Science  
|   | Health/Physical Education  
|   | 2. Principles and practices of physical and mental health  
|   | Fine Arts

**Enduring Life Skill(s)**

---

Missouri Comprehensive School Counseling Programs: Linking School Success to Life Success  
To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
<table>
<thead>
<tr>
<th>Perseverance</th>
<th>Integrity</th>
<th>X</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>Compassion</td>
<td>X</td>
<td>Tolerance</td>
</tr>
<tr>
<td>X</td>
<td>Respect</td>
<td>X</td>
<td>Goal Setting</td>
</tr>
</tbody>
</table>

**Lesson Measurable Learning Objectives:**
The student will identify and write six activities associated with first graders.

**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 write or copy on student activity sheet things that a 1st Grade student thinks, does, and feels based on the large model or on their own ideas.

**Lesson Preparation**

**Essential Questions:**
How are the expectations in school different from Kindergarten to 1st grade?

**Engagement (Hook):**
The bulletin board paper with the body profile of a first grader is hung in the front of the room. The counselor asks students to pretend this is one of the classmates. The class gives the body profile a name. (Example: Freddie First Grader)

**Procedures**

**Instructor Procedures/Instructional Strategies:**
1. The counselor will review the information on the body profile.
2. The counselor asks students if they think Freddie First Grader would be a good student in their class.
3. Counselor will give each student a copy of the Activity Sheet “I am a First Grader”. He or she will instruct the students to write things they do, things they think and things they feel as a 1st Grade student. Students may use information from the big body or generate their own ideas.
4. Students will sit in the sharing circle and share one idea from their activity sheet.
5. The counselor collects the activity sheets to share with the classroom teacher.

**Student Involvement/Instructional Activities:**
1. Students participate in the review.
2. Students share why Freddie would or would not be a good student in first grade.
3. Students will complete the activity sheet.
4. Students will share their ideas.
5. Students turn in their activity sheets so the counselor can share the information with
Teacher Follow-Up Activities
The teacher reviews the activity sheet that the students have completed and then gives them back to the students to take home.

Counselor reflection notes (completed after the lesson)
Name: ___________________________   Date: _________

“I am a First Grader”

What I think: ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What I do: ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How I feel: ____________________________

________________________________________________________________________

________________________________________________________________________