

<p><b>Unit #1 Title:</b> Great Expectations!</p> <p><b>Lesson Title:</b> 2<sup>nd</sup> Grade Great Expectations <span style="float: right;"><b>Lesson:</b> 1 of 2</span></p> <p><b>Grade Level:</b> 2</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive School Counseling Standard Big Idea:</b> AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Grade Level Expectation (GLE):</b> AD.5.A.02: Develop strategies to meet increased school expectations.</p> <p><b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Academic Development</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>2<sup>nd</sup> Grade Expectations game cards (cut apart prior to lesson)</p> <p>Coloring materials provided by the students</p> <p>Chart paper, dry erase board, or chalk board</p>
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**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>1. Develop questions and ideas to initiate and refine research</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 for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
	Goal 2: Communicate effectively within and beyond the classroom
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</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>1. Explain reasoning and identify information to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</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	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	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will be able to identify at least 10 expectations for second grade students from an array of 22 choices.

**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 be able to identify expectations of second grade students from a pool of choices.

**Lesson Preparation**

**Essential Questions:**

How do expectations change over time? Why do expectations matter?

**Engagement (Hook):**

How many of you like to play games? Today we are going to play the 2<sup>nd</sup> Grade Expectation game. What is important to do when you play a game with others as a 2<sup>nd</sup> grader? (e.g. respectful, responsible behavior, play fair)

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b>  <i>NOTE: The counselor will cut up the game cards from the game sheet before the lesson starts.</i></p> <ol style="list-style-type: none"> <li>1. Counselor shares with the students that they are going to play the 2<sup>nd</sup> Grade Expectations ... game.</li> <li>2. Before the game starts, the counselor will draw the following graphic organized chart. On the chart paper they will write in the middle 2<sup>nd</sup> Grade Expectations. Divide the lists into two sides (appropriate behavior and inappropriate behavior):</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students sit in circle and participate in the game when selected.</li> <li>2. Students will review the use of the graphic organizer illustration.</li> </ol>
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2 <sup>nd</sup> Grade Expectations		
Appropriate Behavior		Inappropriate Behavior
<p>3. Game Directions: Individual students will be selected to draw a game card and read it out loud. A second student is selected to determine if the statement is an appropriate or inappropriate expectation for a 2<sup>nd</sup> grader in school. They then tape the card under the correct column on the chart paper.</p> <p>4. After all cards are drawn the counselor will review the behaviors, which were appropriate and or inappropriate with the students.</p> <p>5. After the game and discussion the counselor shares with students that they will keep the chart for the next lesson. During the next session they will continue to discuss the expectations for 2<sup>nd</sup> graders in school.</p>	<p>3. Students will play the game and decide which behaviors are appropriate or inappropriate 2<sup>nd</sup> grade expectations.</p> <p>4. The students will discuss why behaviors are appropriate or inappropriate.</p> <p>5. Students will participate in the conclusion of the lesson.</p>	

**Teacher Follow-Up Activities**

Teacher will review the chart and reiterate the expectations of 2<sup>nd</sup> grade students.

**Counselor reflection notes (completed after the lesson)**

*2<sup>nd</sup> Grade Expectations ... Game Cards.* Cut out cards before starting the lesson.

Put on a bathing suit to come to school this morning.	You got yourself up this morning.
Mom gave you coins this morning for lunch money.	You dressed yourself this morning.
Stayed up until midnight last night to complete all of your assignments or homework.	You listen carefully in class.
Do your homework without being told.	You crawl on the floor when lining up to go to P.E.
Put your name on your paper.	Follow school and classroom rules.
You push kids in line.	Keep your desk/table space organized.
You drink from a baby bottle at lunch.	Do your best in class.
Like to get along with people.	Throw things at others on the playground.
You sit in your seat at school.	You cheat when playing a game at recess.
You raise your hand in class.	You laugh at others when they make a mistake.
You show respect to others.	You throw paper on the floor in class.