

<b>Unit 1 Title:</b> Fourth Grade Transitioning	<b>Grade Level:</b> 4
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Beginning of school year	
<b>Lesson Titles:</b>	
Lesson # 1:Tic-Tac-Toe Do’s and Don’ts	
Materials/Special Preparations Required	
<i>TIC TAC TOE Game Card</i> and crayons for each student Project or display example of <i>TIC TAC TOE Game Card</i>	
Lesson # 2: What’s In Your Bag?	
Materials/Special Preparations Required	
Pencils and writing paper.	
A book bag filled with 4 <sup>th</sup> grade toys, a dictionary, pencils, paper, crayons, binder, dividers, markers, an old (or toy) cell phone, a lighter, etc.	
<b>Missouri Comprehensive School Counseling Standard Big Idea:</b>	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation (GLE):</b>	
AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills. (DOK Level - 4)	
<b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b>	
Academic Development	

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

	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.**

<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	

**Unit Essential Questions:**

How can behaviors be appropriate or inappropriate?

**Unit Measurable Learning Objectives:**

The student will identify four behaviors that are related to being successful in the fourth grade.  
The student will name five items to have at school and the reasons that each is appropriate.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Guided & Shared-reading, listening, viewing, thinking)  
 Indirect  
 Experiential (Games)  
 Independent Study  
 Interactive Instruction (Discussion; Problem Solving)

**Unit Summative 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 discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.

**Brief Summary of Unit:**

Fourth grade students need a number of appropriate skills and behaviors in order to be successful.

- In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete.
- In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student’s success (books, electronic games, or ruler). Through small group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students need to have learned the skills and behaviors learned in previous grades.