

<p>Unit #1 Title: Fourth Grade Transitioning</p> <p>Lesson Title: Tic-Tac-Toe Do's and Don'ts Lesson: 1 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive School Counseling Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p>TIC-TAC-TOE Game Card Example of TIC-TAC-TOE Game Card SmartBoard Crayons for each student</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>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve 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.

Academic Content Area(s)	Specific Skill(s)
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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 identify four behaviors that are related to being successful in the fourth grade.

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 identify and discuss behaviors that are associated with them being successful in fourth grade.

Lesson Preparation

Essential Questions:
 What strategies will I need to be successful in fourth grade?
 How will these help me prepare for middle school?

Engagement (Hook):
 Counselor makes the following statements:

- Jackie uses the dictionary to look up words that she doesn't know how to spell.
- Johnny reads a book quietly when he is done with his classwork.
- Louie runs down the hall when no one is looking.
- Mark starts to read his book the night before his book report is due.
- The night before a big test, Carla stays up until midnight studying.
- Taylor uses a planner to keep track of all her assignments and activities.

Then counselor asks: Who is doing the right thing? Who is not?
 Counselor announces the Tic-Tac-Toe game.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
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<ol style="list-style-type: none">1. After the hook, counselor lets the students know that they are going to play a game called Tic-Tac-Toe to see which behaviors and skills they currently have.2. Counselor hands out the game cards to the students and lets them complete it. Counselor asks student volunteers to share answers.3. Counselor displays game card on SmartBoard and discusses each item with the students.4. Counselor goes back to the statements from the beginning of the lesson (see # 1). Counselor generates questions from these statements and has students respond to these verbal questions regarding behaviors and responsibilities of 4th grade students.	<ol style="list-style-type: none">1. Students receive <i>TIC-TAC-TOE Game Card</i> and complete it with 2 different color crayons.2. Students look at the SmartBoard and check their <i>TIC-TAC-TOE Game Card</i>. Students discuss their answers with the counselor.3. Students respond to counselor questions throughout the lesson.4. Students respond to the verbal questioning regarding behavior and responsibilities of 4th grade students.
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Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4th grade students.

Counselor reflection notes (completed after the lesson)

Name: _____ Date: _____

TIC TAC TOE Game Card

Please mark an X for all TRUE answers with a certain color crayon and put an O for all FALSE answers with a different color crayon in the TIC TAC TOE box.

1. I complete work with no reminding or nagging from teachers or parents.
2. I am able to solve problems without fighting.
3. Keeping my desk and supplies organized is not important.
4. I turn in all of my homework assignments late.
5. Using an organized system of keeping up with assignments is important to school success.
6. I only follow classroom and school rules when I feel like it.
7. I stay up late (past 10:00p.m.) playing video games or watching TV on school nights.
8. I destroy property when I get angry.
9. I use time wisely at school because I want to do my best.

1.	2.	3.
4.	5.	6.
7.	8.	9.