

<p><b>Unit #1 Title:</b> Transitioning to Middle School</p> <p><b>Lesson Title:</b> Middle School Here I Come! (Part 1) <span style="float: right;"><b>Lesson:</b> 1 of 2</span></p> <p><b>Grade Level:</b> 5</p> <p><b>Length of Lesson:</b> 45 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.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.</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>Combination locks (toolbox, locker, etc.)          Directions to open a combination lock (one for each group)          Activity Sheet - <i>Expectations and Skills Needed to be Successful in Middle School</i></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>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.</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.          3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies.          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)	
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	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will have one successful opening of a combination lock.  
 The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.

**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 open a combination lock. Students will prioritize skills that will lead to success in middle school.

**Lesson Preparation**

**Essential Questions:**  
 What educational strategies do students need in order to make a smooth transition to middle school?

**Engagement (Hook):** Counselor begins struggling to open a combination lock. Counselor asks: “How many of you are worried about having enough time to go to your locker and get to your classes in middle school? How many of you have ever used a combination lock before?” Counselor explains to class that they will be divided into small groups (depending on how many locks the counselor has to use during the class). Each group will have a combination lock that they will work together to open. No instructions are given to the group the first time the groups try to open the lock. The counselor tells the groups they have 3 minutes to work together to open the lock.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>The counselor sets a timer and stops the groups after 3 minutes. The counselor asks the students to raise their hands if they were able to open the lock. Did they have enough time? Why were they not able to open their lock?</li> <li>Is it important to be organized and have enough information to finish something in a</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Most groups will not be able to open the lock without further instruction. The students will indicate that they needed more time and more information.</li> <li>Students identify reasons to be organized and have good self-management skills.</li> </ol>
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<p>certain amount of time? Do you think you will need organization and self-management skills in middle school to be successful?</p> <p>3. Do you need more information in order to open the lock in the 3-minute time frame? If so, the counselor gives the students directions on how to open the lock and gives them the same timeline of 3 minutes to open the lock. Also, the counselor talks with the groups about taking turns and making sure all students get a chance to practice opening the lock (3 minutes for each person in the group).</p> <p>4. The counselor will monitor students opening the lock and discuss their success in the 3-minute time frame.</p> <p>5. The counselor explains that there are many activities and events students will have to adjust to when transitioning to middle school. Having the appropriate skills to be successful in middle school is like having the right directions to opening the lock. Many things will open for you when you have the right skills. You will need to take things step by step in learning expectations, just like you have been doing these past 6 years in elementary school.</p> <p>6. The counselor will work with students as they complete the Activity Sheet - <i>Expectations and Skills Needed to be Successful in Middle School</i>. He or she will highlight the key points as students rate themselves on each expectation/skill.</p> <p>7. The counselor asks the students to keep their Expectation/Skills Activity Sheets or counselor may want to collect them for use during the next lesson. The counselor closes by letting the students know they will continue to talk about transitioning during the next lesson.</p>	<p>3. The students use the directions given and open the lock. All groups should be able to do this.</p> <p>4. Once students open the lock, discuss the process and relate the importance of having the correct directions and skills to complete a task.</p> <p>5. Students participate in this discuss.</p> <p>6. The students will complete the activity sheet with the counselor's guidance. Students will add their own ideas at the end of the sheet and share their ideas with the classroom group.</p> <p>7. Students will participate in the closing of the lesson.</p>
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**Teacher Follow-Up Activities**

The teacher will reinforce the Expectation/Skills list with the students during classroom activities.

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

## HOOK ACTIVITY

**Prepare the directions that work for the combination locks you are using.**

Sample Directions to open the lock:

Pretend Combination: 12 - 25 - 4

Steps to opening the lock:

1. Clear the lock by moving the dial one complete circle in both directions.
2. Start at 0
3. Turn the dial directly to the right to the number 12 and stop.
4. Turn the dial left past 25 once and then go directly to 25 and stop.
5. Turn the dial to the number 4 and stop.
6. The lock should open.
7. If not, re-read the directions on how to open the combination.

## Expectations and Skills Needed to be Successful in Middle School

<b>Expectation/Skills</b>	<b>I have this skill.</b>	<b>I do okay with this skill.</b>	<b>I need to keep working on this skill.</b>
I am organized.			
I know how to open a combination lock.			
I complete my schoolwork.			
I know how to complete a daily assignment planner.			
I finish my assignments on time.			
I get to school on time.			
I know where to go for help if I don't understand something.			
I am a positive member of a team.			
Add your own information...			