

<b>Unit #1 Title:</b> Skills for School Success	
<b>Lesson Title:</b> The Learning Book (Part 1)	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> K	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive School Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study	
<b>Grade Level Expectation (GLE):</b> AD.6.A.K: Identify the skills needed to be a successful learner.	
<b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Academic Development	

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

<i>Learning Book</i> activity sheet Crayons or colored pencils Picture cards (set of 6) Copy of <i>The Learning Song</i>
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**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
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will create a *Learning Book* depicting five skills for learning.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**

The students will create a *Learning Book* about important skills needed to be a learner.

**Lesson Preparation**

**Essential Questions:**  
 What does a successful learner do?

**Engagement (Hook):**  
 “Today you’re going to pretend you are illustrators and make your own *Learning Book*. What do you think it is going to take to be an illustrator? Students will respond with follow directions, draw pictures, neat work and listen to the teacher. Ask the students to state what they think would be important skills to include in a *Learning Book*. The counselor will share the six picture cards (attached) and ask students if these would be important skills. Students will state why each skill is important.

1. Eyes on the speaker
2. Quiet feet, quiet hands (Quiet body in song)
3. Raise Hand
4. Quiet mouth
5. Use your ears

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. The counselor will hand out a <i>Learning Book</i> activity sheet to each student. The counselor will review the steps of making the book with the students:                             <ol style="list-style-type: none"> <li>a. Draw pictures</li> <li>b. Color the pictures</li> <li>c. Cut the squares apart.</li> </ol>                             Do not cut the squares apart until the pictures are complete.                              Make the book by stapling pages together.                         </li> <li>2. The counselor directs students to draw eyes in the square labeled <b>1. Eyes on Speaker</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students listen to steps.</li> <li>2. Students will draw eyes in square 1. Students will raise their hand if they have</li> </ol>

<p>Discuss why this skill is important. Assist those who are unable to follow directions.</p> <p>3. The counselor directs students to draw hands and feet in the square of their book labeled <b>2. Quiet Bodies</b>. Discuss why this skill is important. Give examples of ways to have quiet hands and feet in different situations (at your desk, at group time on the carpet, walking in the hall, etc.).</p> <p>4. The counselor directs students to draw a child raising his or her hand in square <b>3. Raise my hand</b>. Counselor assists those who are unable to follow directions.</p> <p>5. The counselor directs students to draw a face with a mouth closed in square <b>4. Quiet mouth</b>.</p> <p>6. Counselor directs students to draw a picture of ears in square <b>5. Use my ears</b>. The counselor asks, “Why is it important to listen when you are being a learner?”</p> <p>7. The counselors tell students they will color and cut out the book next class period.</p>	<p>questions.</p> <p>3. Students will draw hands and feet in square 2. Students give examples of using quiet hands and quiet feet.</p> <p>4. Students will draw a child raising his or her hand in square 3. Students will share ideas of when it is necessary to raise their hands.</p> <p>5. Students will draw a closed mouth in square 4.</p> <p>6. Students will complete the illustrations by drawing ears in square 5 and share ideas. (Example: It is important to be a good listener so you know what to do in class. So you can learn new things)</p> <p>7. The students will put their names on the activity sheet before turning it in.</p>
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**Teacher Follow-Up Activities**

Teacher will reinforce the skills introduced in the lesson and post the picture cards in the classroom.

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

## **The Learning Song**

(Sung to the tune of *London Bridge Is Falling Down*)

This is how I learn in school,  
Learn in school,  
Learn in school,  
This is how I learn in school,  
Every day.

This is how I learn in school,  
Eyes on speaker,  
Eyes on speaker,  
This is how I learn in school,  
Eyes on speaker.

This is how I learn in school,  
Quiet hands,  
Quiet feet,  
This is how I learn in school,  
Quiet bodies.

This is how I learn in school,  
Raise my hand,  
Raise my hand,  
This is how I learn in school,  
Raise my hand.

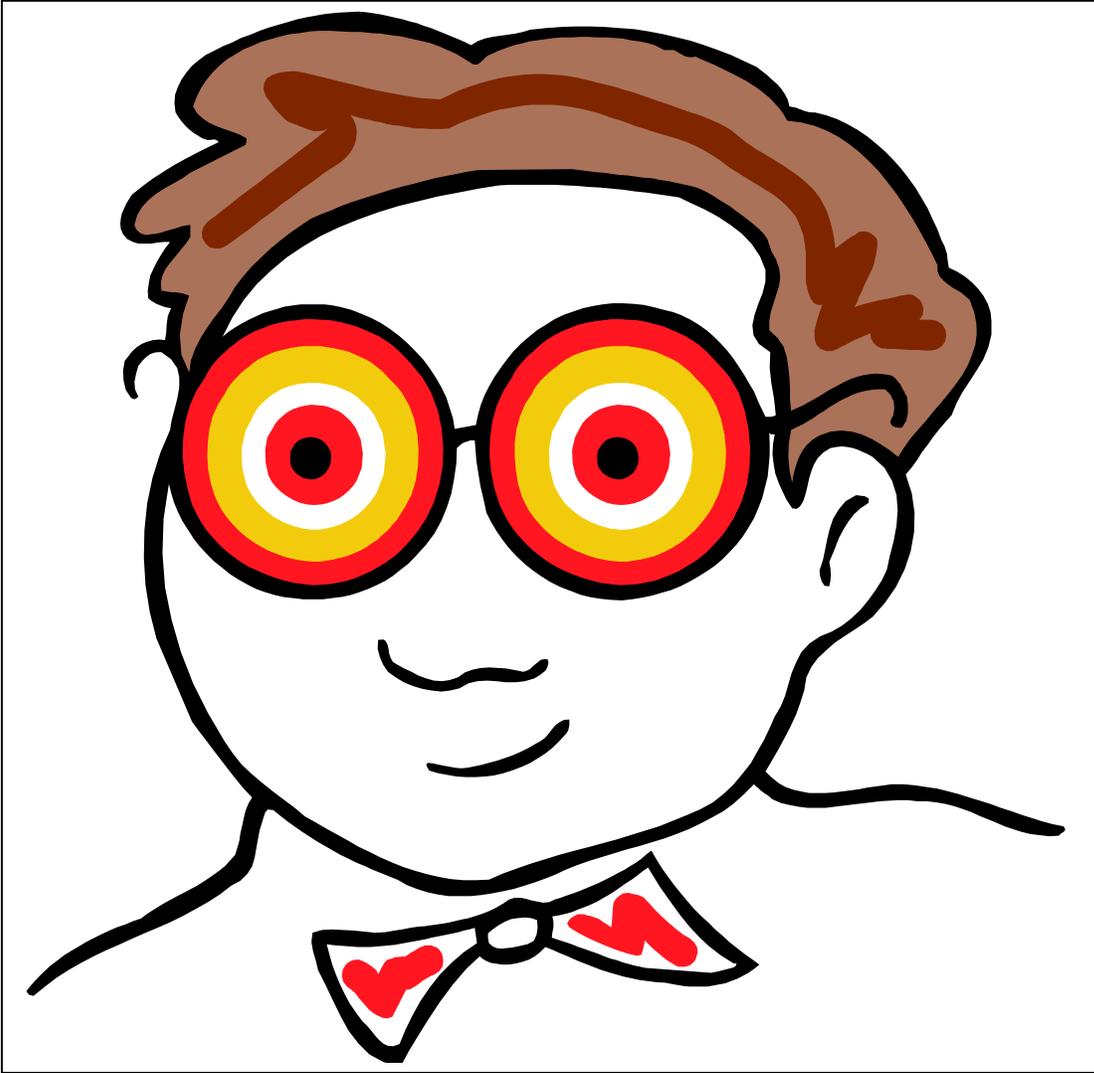
This is how I learn in school,  
Quiet mouth,  
Quiet mouth,  
This is how I learn in school,  
Quiet mouth.

This is how I learn in school,  
Use my ears,  
Use my ears,  
This is how I learn in school,  
Use my ears.

**Learning Book Activity Sheet**      Student's Name \_\_\_\_\_

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

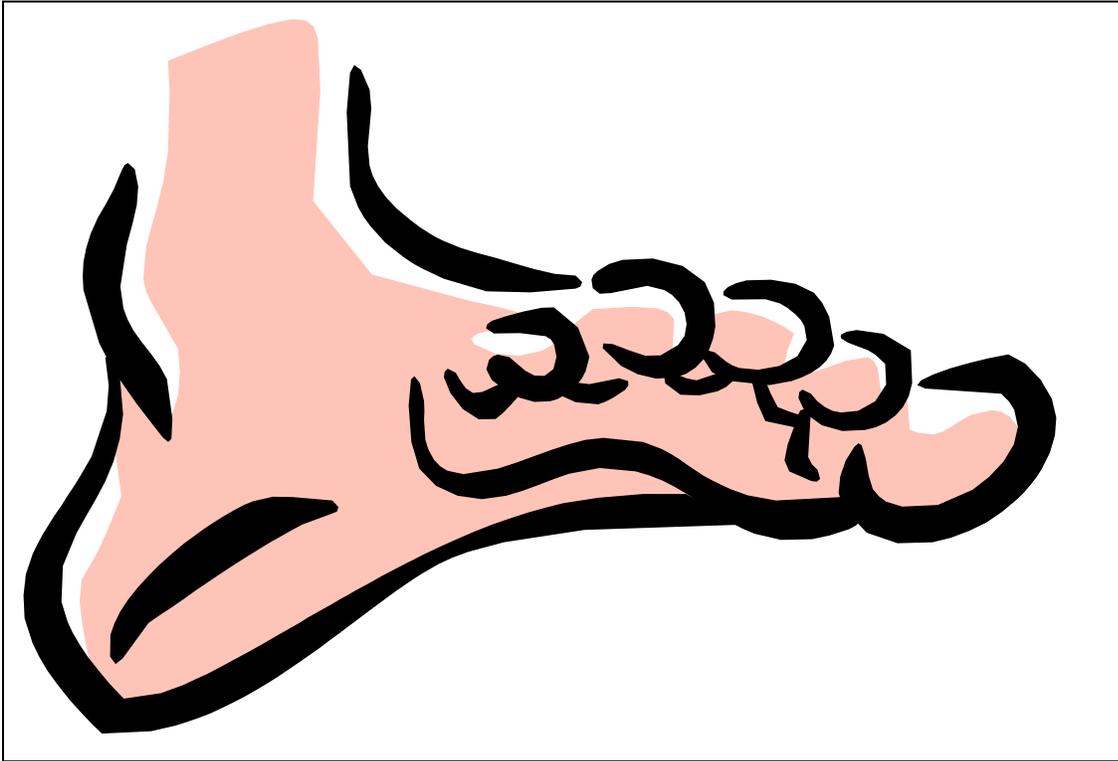
<p style="text-align: center;"><b>The Learning Book</b></p> <p>Name: _____</p>	<p>1. Eyes on speaker</p>
<p>2. Quiet body (hands and feet)</p>	<p>3. Raise my hand</p>
<p>4. Quiet mouth</p>	<p>5. Use my ears</p>



# Eyes on speaker



# Quiet hands



Quiet feet



# Raise your hand



Quiet mouth



Use your ears