

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

Materials (include activity sheets and/ or supporting resources)

<p><i>Learning Book</i> activity sheet (begun in Lesson 1) Crayons or colored pencils Picture cards (six cards) Copy of <i>The Learning Song</i> Scissors Stapler</p>

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 learn and sing *The Learning Song*.

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.
 Students will state the learning skills in a song.

Lesson Preparation

Essential Questions:

What does a successful learner do?

Engagement (Hook):

The counselor enters the room singing the *Learning Song* to the tune of *London Bridge is Falling Down*.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor gives each student a copy of the song and teaches the words to the students.	1. Students sing the song with the counselor.
2. The counselor hands out the students' <i>Learning Book</i> activity sheet from the last lesson. The students are instructed to illustrate the cover of their Learning Books (upper left- hand square on the sheet) and then to get out their crayons or colored pencils to color their pictures.	2. Students get out the correct materials and illustrate the covers of their Learning Books.
3. The counselor instructs students to follow the steps below. a. Review the pictures they drew last session. b. Color the pictures. c. Cut the squares apart. d. Put the book together in order.	3. Students will follow directions, and raise their hand if they have questions.
4. When students raise their hands indicating they are finished with their books, the	4. Students will raise their hand indicating they are ready to complete their learning

<p>counselor staples the book together. Books will be kept in the classroom so that these books can be shared with the teacher and peers. Counselor will use books to reinforce the application of skills.</p> <p>5. The counselor closes the lesson by singing the <i>Learning Song</i> with the students.</p>	<p>book.</p> <p>5. Students will sing the song. Students will take their books home after sharing them.</p>
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Teacher Follow-Up Activities

Teacher will reinforce the skills introduced in the lesson and review the *Learning Books* the students made. The teacher will be given a copy of the words to the song to help reinforce the lesson in the classroom throughout the week.

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.

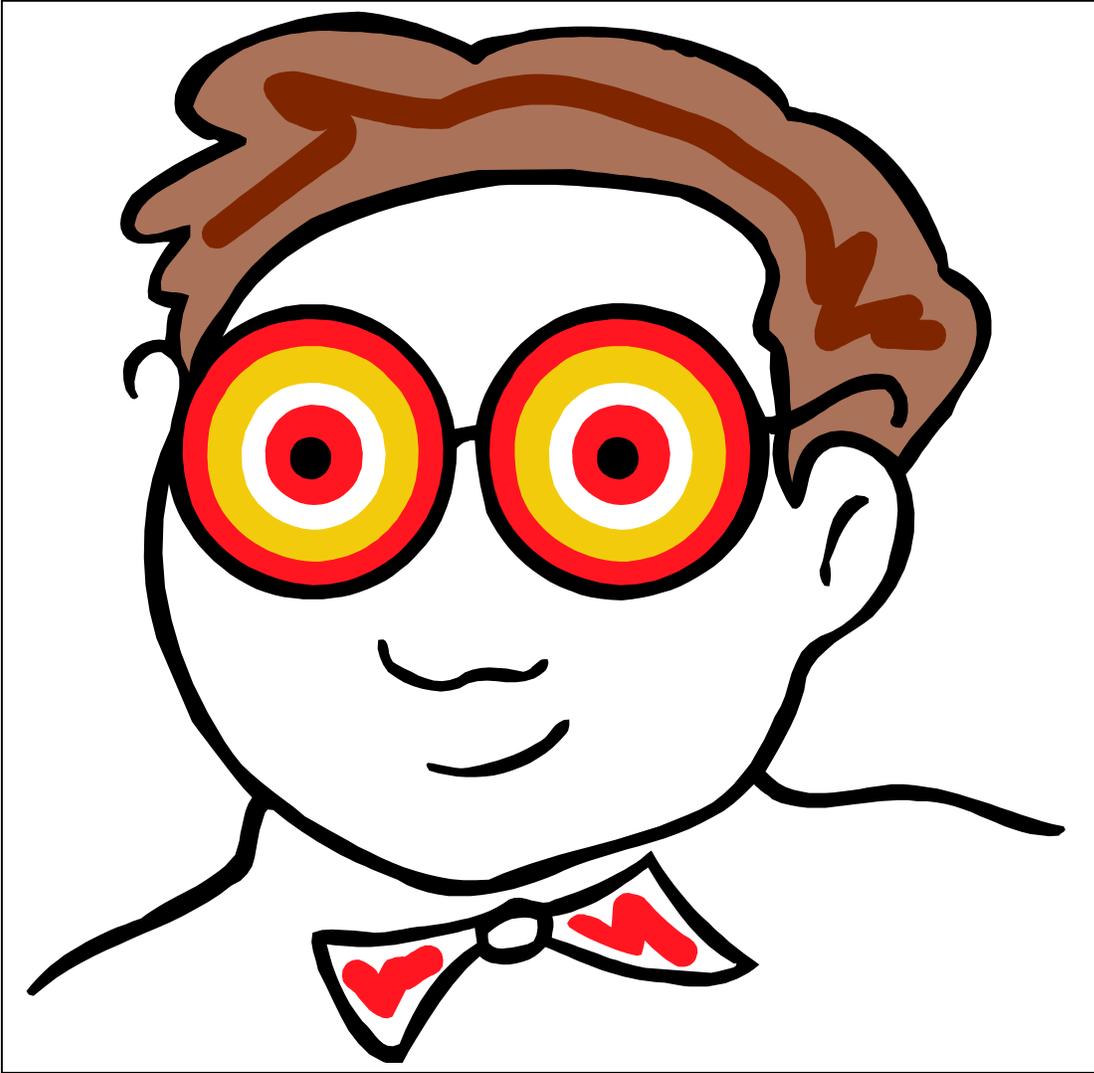
This is how I learn in school,
Quiet mouth,
Quiet mouth,
This is how I learn in school,
Quiet mouth.

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.

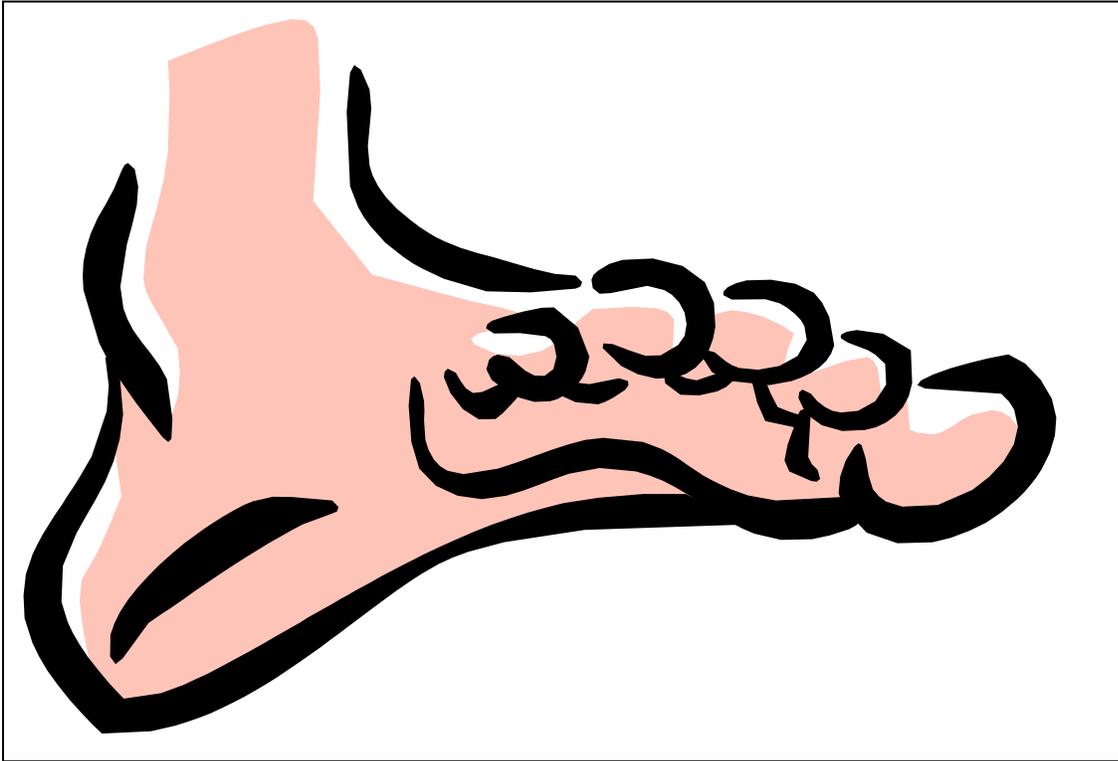
<p style="text-align: center;">The Learning Book</p> <p>Name: _____</p>	<p>1. Eyes on speaker</p>
<p>2. Quiet body (hands and feet)</p>	<p>3. Raise my hand</p>
<p>4. Quiet mouth</p>	<p>5. Use my ears</p>



Eyes on speaker



Quiet hands



Quiet feet



Raise your hand



Quiet mouth



Use your ears