

<b>Unit #1 Title:</b> Working Together	<b>Grade Level:</b> K
<b>Number of Lessons in Unit:</b> 2	
<b>Time required for each lesson:</b> 30 minutes	
<b>Best time to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
Lesson 1: Cooperative Puzzles	
Materials/Special Preparations Required:	
Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4.	
Lesson 2: Helping Others	
Materials /Special Preparations Required:	
Berenstain Bears: Lend a Helping Hand Book (or a similar helping story)	
<b>Missouri Comprehensive School Counseling Big Idea:</b>	
CD.9: <b>Applying Skills for College and Career Readiness and Success</b>	
<b>Grade Level Expectations (GLEs):</b>	
CD.9.A.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school. (DOK Level – 2)	
CD.9.B.0K: Identify helper jobs that are available in the classroom. (DOK Level – 1)	
<b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b>	
Career Development	

**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply information and ideas
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 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 and preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

**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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Essential Questions:**

Why do people need to learn how to play and work with other people?  
 Why do people need to be helpers at home and at school?

**Unit Measurable Learning Objectives:**

The student will use his/her cooperative skills by working with a group to complete a puzzle.  
 The student will identify at least two ways he/she is a helper at home and at school.  
 The student will identify at least one classroom helper job.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)  
 Indirect (Problem Solving)  
 Experiential (Games, Role Playing)  
 Independent Study  
 Interactive Instruction (Role Playing, Discussion)

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.**  
 The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.

**Brief Summary of Unit:**

Students will learn about working in groups to achieve a goal by completing a puzzle using cooperation skills. Students will discuss helping at home and at school, and will identify the feelings they have when they are helpful.

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

Students will have some previous knowledge of cooperation skills such as sharing, turn-taking, encouraging others; ability to put puzzles together.  
 Vocabulary: cooperation/cooperate