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| Unit #1 Title: Who am I? | |
| Lesson Title: What Color is Your Apple? | Lesson 2 of 3 |
| Grade Level: 3 | |
| Length of Lesson: 30 Minutes | |
| Missouri Comprehensive School Counseling Big Idea: | |
| SE.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities | |
| Grade Level Expectation (GLE): | |
| SE.1.A.03 Identify positive characteristics and areas for personal growth. | |
| American School Counselor Association (ASCA) Mindsets & Behaviors: | |
| Social/Emotional Development | |

Materials (include activity sheets and/ or supporting resources)

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| Tree poster with apples from previous lesson Paper Pencils or crayons Dry erase board, smart board, chart paper, other |
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Show Me Standards: Performance Goals (check one or more that apply)

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| X | Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. |
| X | Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences. |
| | Goal 3: Recognize and solve problems |
| | 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 | 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)

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|---|--------------|---|-----------|---|-----------------|
| X | Perseverance | X | Integrity | X | Problem Solving |
|---|--------------|---|-----------|---|-----------------|

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|---|---------|--|--------------|---|-----------|
| X | Courage | | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will determine which of the four character traits named by other students describe him/her.
 The student will identify two character traits that he/she would like to develop for personal growth.

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 characteristics they have, and traits they would like to develop for personal growth.

Lesson Preparation

Essential Questions: How can you tell that you are maturing or growing up?

Engagement (Hook): Review the apple tree activity from previous lesson and direct students' attention to the tree poster.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
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| 1. Review previous lesson and the tree poster. Tell the students that today they will help their classmates discover some of the traits that we see in each other. | 1. Students participate in the review of the tree poster. |
| 2. Counselor asks students to brainstorm positive traits and behaviors, which are needed to be successful in school. These are written on dry erase board, smart board, chart paper, or other visual media to create a word bank. | 2. Students contribute ideas. |
| 3. Counselor distributes blank paper to students and explains that they are to write their names at the top and draw four large apples on their paper. | 3. Students follow directions. |
| 4. Counselor divides the class into groups of five. Students are instructed to pass their paper to the person to their left. That person is to select a trait from the word bank that describes the person and write it in one of | 4. Students follow directions. |

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| <p>the apples.</p> <p>5. Counselor tells students to pass that paper to the person to their left. Students are instructed to look at the name on the paper that they have and then select a trait from the word bank that describes the person and write it in one of the remaining blank apples.</p> <p>6. Repeat Step 5 until each student’s apple sheet has been completed. Ask students to pass the paper to the once more, which should result in students having their own paper back.</p> <p>7. Counselor tells students to look at the traits written on their paper by the group. The class discusses whether they feel the traits described them or if they were surprised by any traits.</p> <p>8. Have students write on the back of their paper some of the traits that they would like to develop for their own personal growth.</p> | <p>5. Students follow directions.</p> <p>6. Students follow directions.</p> <p>7. Students participate in the discussion.</p> <p>8. Students follow directions.</p> |
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Teacher Follow-Up Activities

Teacher will leave the tree up for a few weeks to remind students to practice the positive traits needed for a strong class community.

Counselor reflection notes (completed after the lesson)