

Unit #1 Title: Skills for School Success	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Beginning of School	
Lesson Titles:	
Lesson # 1: Body Basics	
Materials/Special Preparations Required:	
Lyrics to song	
Flash Card Pictures (One set for each pair of students.)	
Partnering Bracelets	
Song/Flash card sheet for each student	
Lesson # 2: The Envelope Guessing Game	
Materials/Special Preparations Required:	
Mystery envelopes containing pictures (One envelope per child)	
Partnering Bracelets (also used in Lesson 1)	
Scoring rubric for <i>Targeted Skills</i>	
Take-home activity sheet (includes directions for playing game)	
Missouri Comprehensive Guidance and Counseling Domain:	
AD.6: Developing and monitoring Personal Plan of Study.	
Grade Level Standard (GLS):	
AD.6.A.01.a. Demonstrate the skills needed to be a successful learner. (DOK Level -2)	
American School Counselor Association (ASCA) National Standard:	
Academic Development Standard	
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	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	

Unit Essential Questions:

What does it look like to be a successful learner?
What happens when we don't do what is expected?

Unit Measurable Learning Objectives:

The student will follow a visual instruction three times.
The student will demonstrate participation skills such as: taking turns, asking questions, and participating at least once during a game.

Unit Instructional Strategies/Instructional Activities:

Direct (Explicit Teaching; Drill & Practice; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect
 Experiential (Games; Focused Imaging)
 Independent Study
 Interactive Instruction (Think, Pair, Share; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's. Assessment can be question answer, performance activity, etc.

Lesson #1: Performance Task: Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Lesson #2: Performance Task: Students will demonstrate taking turns, communicating, questioning, and participating by playing the *Mystery Envelope Game*.

Brief Summary of Unit:

This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.

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

Vocabulary: successful student