

Unit #1 Title: Planning for Educational Achievement	
Lesson Title: Our Classroom Party	Lesson: 2 of 2
Grade Level: K	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance Standard: AD.4: Applying Skills Needed For Educational Achievement	
Grade Level Expectation (GLE): AD.4.A.0K.a.i: Identify and follow classroom and school routines. AD.4.B.0K.a.i: Identify work habits necessary for school success.	
American School Counselor Association National Standard (ASCA): Academic Development A: Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.	

Materials (include activity sheets and/ or supporting resources) Chalkboard, dry erase board or chart paper and proper writing utensils. Blank paper folded in half and drawing materials (i.e., crayons, markers).
--

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 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve 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
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)

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

Lesson Assessment (acceptable evidence):

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

Students work as a team member.

Students will identify what is needed for their party.

Students will decide what their classroom party schedule should be taking into account their lunch, specials, and recess times.

Lesson Preparation

Essential Questions:

What do you need to know in order to plan your party?

Why is it important to plan your party in advance?

Engagement (Hook):

Counselor comes in and asks the students to raise their hands if they would like to have a party.

Raise your hand if you would like to help plan the party.

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. Counselor walks in the classroom and says, “Please raise your hand if you would you like to have a party.” 2. Counselor says, “Now, raise your hand if you would you like to help plan the party.” 3. Counselor asks, “What do you we need to think about for the party?” 4. Counselor says, “most of you forgot to think about the time and how our classroom schedule affects the time we can have the party. 5. Counselor then asks the students, “When 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. All the students in the class raise their hand. 2. Hopefully, all the students in the class raise their hand. 3. Students will give their input (probably like food, movie, etc.) 4. Students are thinking about what the counselor is saying. 5. Students respond by giving the time of day
--	--

<p>do you have specials, lunch, and recess?</p> <p>6. Counselor then reminds student how important it is to schedule a classroom party around these activities because we don't want to interfere with other people's schedules.</p> <p>7. Counselor asks, "Based on your classroom schedule, would it be better to have the party in the morning or the afternoon?"</p> <p>8. Counselor then asks, "What behaviors do you need to show in order to participate in the party?"</p> <p>9. Counselor tells students that they can now make party invitations for their next classroom party (i.e. Halloween, Thanksgiving, Christmas, Birthdays).</p> <p>10. Counselor then tells students to remember next time your teacher has a party that she/he had to take into account your classroom schedule. Counselor also reminds students that they need their behavior to be appropriate in order to participate in this activity.</p>	<p>that they have these three activities during the school day.</p> <p>6. Students listen to the counselor.</p> <p>7. Students hopefully take into account their classroom schedule that was just discussed in order to pick the right time for their party.</p> <p>8. Students respond with comments like respectful, responsible, (i.e. displaying the core virtues).</p> <p>9. Students make party invitations to remind themselves of their next classroom party.</p> <p>10. Students listen to counselor.</p>
---	--

Teacher Follow-Up Activities

Teacher reminds students of the class schedule when she/he announces that their class is having their next party. Teacher frequently talks about the classroom schedule with the students

Counselor reflection notes (completed after the lesson)