



## Lesson Plan Template\*

**School Counselor intern:** Holsworth

**Date:** 09/12/18

**Activity:** Identity & Self-Confidence

**Grade(s):** 3-5

**WAC Standard(s) Addressed:** 5.A, 5.B, 5.C

**ASCA Mindsets & Behaviors (2014) Addressed:** M2, B-SS 2, B-SS 4

**Learning Objective(s):**

1. SWBAT identify moments when another student is being singled out
2. SWBAT stop and empathize with another student being singled out
3. SWBAT advocate for fair treatment of self and others

**Materials:**

Book: A Bad Case of Stripes

Writing Journal

**Lesson Outline/Procedure: Include each of your learning activities**

- Pre-Reading: Ask students 1. What is something you like to eat or something you like to do that you don't think other people would like? Discuss. 2. Have you ever not eaten or done something because you thought other people would make fun of you? Discuss. "Let's see what happens in this story when the main character won't eat her favorite food because no one else likes it.
- During Reading: Ask students: 1. Why didn't Camilla want other people to know she likes lima beans? Discuss. 2. How does Camilla feel when the other kids laugh at her? Discuss. 3. Do you think the kids are bullying Camilla? Why or Why not? Discuss.
- Post-Reading: Journal Writing Activity: How did Camilla change from the beginning of the story to the end? Use at least two details from the book to support your ideas.

- Writing Assessment: Camilla's classmates call her names and make fun of her. Pretend you are a student in that class. Write a letter to your classmates to convince them not to tease her (or anyone). Use two details from the book to support your ideas.

**Plan for Evaluation: How will each of the following be collected?**

- Process Data: All 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classes. 25 students each.
- Perception Data: Self Evaluation and intrapersonal skills test pre-test. Post-test given after series of five lessons.
- Outcome Data: Writing assessment, Parent/Teacher observation and anecdotal notes

**Plan for Next Lesson/ Follow Up:** Similar & Different Lesson



## Lesson Plan Template\*

**School Counselor intern:** Holsworth

**Date:** 09/19/18

**Activity:** Similar & Different

**Grade(s):** 3-5

**WAC Standard(s) Addressed:** 5.A, 5.B, 5.C

**ASCA Mindsets & Behaviors (2014) Addressed:** M 3, B-SS 2, B-SS 6,

**Learning Objective(s):**

1. SWBAT list and describe evident similarities and differences in their school and community
2. SWBAT use a Venn diagram to document similarities and differences

**Materials:**

Book: Sandwich Swap

Venn Diagram Handout

Maslow's Hierarchy of Needs diagram

**Lesson Outline/Procedure: Include each of your learning activities**

- Display Maslow's Needs diagram. Have students read stages and discuss what they think each level means. Discuss how these needs are common to everyone.
- Choose two volunteers to model for comparison based on 18 criteria: 1) eye color, 2) hair color, 3) older/younger, 4) taller/shorter, 5) gender, 6) favorite food, 7) favorite music/song, 8) favorite game, 9) favorite movie, 10) favorite animal, 11) favorite TV show, 12) favorite subject in school, 13) motivation to get high grades, 14) loves school, 15) likes going to birthday parties, 16) dislikes arguments, 17) dislikes getting feelings hurts, and 18) likes humor.
- Read: Sandwich Swap

- Post-Reading: As a class complete a Venn diagram based on story discuss how similarities and differences affected the characters
- Writing Assessment: Students will write two paragraphs about similarities and differences between their classroom, school, or self and others.

**Plan for Evaluation: How will each of the following be collected?**

- Process Data: All 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classes. 25 students each.
- Perception Data: Self Evaluation and intrapersonal skills test pre-test. Post-test given after series of five lessons.
- Outcome Data: Writing assessment, Parent/Teacher observation and anecdotal notes

**Plan for Next Lesson/ Follow Up:** Mindful Listening



## Lesson Plan Template\*

**School Counselor intern:** Holsworth

**Date:** 09/26/18

**Activity:** Mindful Listening

**Grade(s):** 3-5

**WAC Standard(s) Addressed:** 5.A, 5.B, 5.C

**ASCA Mindsets & Behaviors (2014) Addressed:** M 1, B-LS 1, B-SMS 2, B-SS 1

**Learning Objective(s):**

1. SWBAT train their attention on specific sounds and try to identify them
2. SWBAT identify how mindful listening skills can help them communicate

**Materials:**

Various objects for making sound

Chart paper

Journal

**Lesson Outline/Procedure: Include each of your learning activities**

- Warm Up: Ask volunteers to demonstrate how loud or soft their voices are for different activities (independent work/library time, group work, on stage, outside). Underscore how the human ear can hear small difference among the voices at all the different levels. As a class, students say “ah” quietly with teacher’s hands together, they get louder the further the hands move apart. Modulate volume up and down. Have successful students model. Discuss why learning to regulate their volume might be helpful. Discuss why listening is important at school, with friends, and for safety. Ask students how they pay attention to just one sound in a noisy environment.

- Sound activity: Students sit at desks with eyes closed. Instruct students to listen carefully and determine what is making the sound and how they know and record responses in journal. One at a time make a sound with an object (tap a pencil, crumple a piece of paper, shake coins or marbles in a jar, shuffle cards, tear paper). When done students can open their eyes and record responses. Have students share guesses and explanations. Last, reveal each sound origin.
- Journal write: How was this experience different from how you usually listen to sounds. If you lost your focus, explain what distracted you.
- Writing Assessment: Tell about a time when listening carefully to someone helped you avoid or solve a problem.

**Plan for Evaluation: How will each of the following be collected?**

- Process Data: All 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classes. 25 students each.
- Perception Data: Self Evaluation and intrapersonal skills test pre-test. Post-test given after series of five lessons.
- Outcome Data: Writing assessment, Parent/Teacher observation and anecdotal notes

**Plan for Next Lesson/ Follow Up:** Acceptance & Self-Discovery



## Lesson Plan Template\*

**School Counselor intern:** Holsworth

**Date:** 10/03/18

**Activity:** Acceptance & Self-Discovery

**Grade(s):** 3-5

**WAC Standard(s) Addressed:** 5.A, 5.B, 5.C

**ASCA Mindsets & Behaviors (2014) Addressed:** M 1, B-SS 1, B-SS 6, B-SS 9

**Learning Objective(s):**

1. SWBAT Identify key elements of a story that support a central theme and determine lesson
2. SWBAT write an autobiographical people describing their traits, needs, and feelings

**Materials:**

Book: No Mirrors in my Nana's House

Journal

Graphic Organizers

Autobiographical Poem Template

**Lesson Outline/Procedure: Include each of your learning activities**

- **Pre-Reading:** Explain to students that they are going to listen to a story about a home where there are no mirrors. Ask students to pretend there are no mirrors in their house. How would life be different? Introduce the title, No Mirrors in My Nana's House. Ask students to give their definition of the word Nana. Explain to students that in Africa, Nana is referred to as a respected leader or teacher. Have them predict what the story might be about.

- During Reading: Instruct students to pay close attention to the illustrations during the story. What do you notice about the people in the illustrations? After listening to the story, briefly discuss the following questions: 1) Why don't the people have faces? 2) What were some of the things the little girl wasn't aware of because there were no mirrors in her Nana's house?
- Post-Reading: Sometimes the central message can be a lesson, or something the author wants us to learn. We can find the central message, or lesson, by looking at the key events, or key details. Key details are the important events in a story that keeps the story interesting. Display the graphic organizer. Explain that this graphic organizer will help you determine the lesson in No Mirrors in My Nana's House. Explain how the graphic organizer will be used. Tell students that they are going to pick out the key details that will lead to understanding the lesson. When all four boxes are filled in with details, they will use them as clues to decide the central message or lesson, in the story. The central message will be written in the center circle on the organizer. Partner students to complete the key detail boxes in the organizer. After students have had time to complete, gather students together and explain how to use their details to determine the central message. Have partners return, discuss, and fill in the central message on the organizer. Gather the class together for partners to share central message. List all ideas on chart paper. Guide students to a consensus of the central message. Review the key details and the central message to make sure the key ideas support the central message.
- Reading Response: Why do you think there were no mirrors in her Nana's house? Use details from the story to support your ideas.
- Writing Assessment: Autobiographical Poem.



**Plan for Evaluation: How will each of the following be collected?**

Process Data: All 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classes. 25 students each.

Perception Data: Self Evaluation and intrapersonal skills test pre-test. Post-test given after series of five lessons.

Outcome Data: Parent/Teacher observation and anecdotal notes

**Plan for Next Lesson/ Follow Up:** Acceptance & Problem Solving



## Lesson Plan Template\*

School Counselor intern: Holsworth

Date: 10/10/18

Activity: Acceptance & Problem Solving

Grade(s): 3-5

**WAC Standard(s) Addressed:** 5.A, 5.B, 5.C,

**ASCA Mindsets & Behaviors (2014) Addressed:** M 2, M 5, B-LS 1, B-SMS 1, B-SS 1

### **Learning Objective(s):**

1. SWBAT identify actions need to handle and solve problems
2. SWBAT use text details to support opinions

### **Materials:**

Book: Henry's Freedom Box

Box: 3'1"x2'6"x2'

### **Lesson Outline/Procedure: Include each of your learning activities**

- Activate prior knowledge with short discussion about slavery and what students know about the Underground Railroad.
- Pre-Reading: Review timeline in the back of the book.
- During Reading: Discuss hardships Henry faced.
- Post-Reading: Discuss with class: Did Henry deserve the things he went through? What problem solving skills did he have to use to get him out of the situation he was in? What other things could he have done? How can Henry's story help you when faced with problem they think is too big to handle and develop a solution for the problem.
- Have students examine the box, try to fit inside, talk about what it would be like to spend as much time in it as Henry did.

- Writing Assessment: Pretend you are Henry. Write a letter to a loved one explaining your plan, hardships you faced, what problem solving skills you employed, whether it was worth the risk or not, and whether you'd do it again or not. Use details from the story to support your ideas. Decide whether to convince your loved one to follow in your footsteps or not. Use examples to support your decision.

**Plan for Evaluation: How will each of the following be collected?**

Process Data: All 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classes. 25 students each.

Perception Data: Self Evaluation and intrapersonal skills test pre-test. Post-test given after series of five lessons.

Outcome Data: Parent/Teacher observation and anecdotal notes

**Plan for Next Lesson/ Follow Up:**