

**JEFFERSON ELEMENTARY SCHOOL
COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAM
LESSON PLAN
NOVEMBER 2007**

Counselor: Anny Kenney

Title of Lesson: My Uniqueness Tree

Essential Question: What is uniqueness and how can I show it?

Intervention: Classroom Guidance X Small Group

Target Grade: First Grade

Curriculum Integration: English/Language Arts

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC

- A:A3.3 – Develop a broad range of interests and abilities
- A.A2.3 – Use communication skills to know when and how to ask for help when needed

CAREER

- C:A1.3 – Develop an awareness of personal abilities, skills, interests, and motivations
- C:A2.5 – Learn to respect individual uniqueness in the workplace

PERSONAL/SOCIAL

- PS:A1.1 - Develop positive attitudes toward self as a unique and worthy person
- PS:A1.10 – Identify personal strengths and assets
- PS:A2.2 - Respect alternative points of view
- PS:A2.3 - Recognize, accept, respect, and appreciate individual differences
- PS:A2.4 - Recognize, accept, and appreciate ethnic and cultural diversity
- PS:A2.6 – Use effective communication skills
- PS:A2.7 – Know that communication involves speaking, listening and nonverbal behavior

- PS:B1.7 - Demonstrate a respect and appreciation for individual and cultural differences

GEORGIA PERFORMANCE STANDARDS

ENGLISH/LANGUAGE ARTS

- ELA1R5a – Reads and listens to a variety of texts and uses new words in oral and written language.
- ELA1R6 – Reads and listens to a variety of texts for information and pleasure.
- ELA1R6f – Makes connections between texts and/or personal experiences.
- ELA1W1b – Describes an experience in writing.
- ELA1W1g – Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.
- ELA1W1t – Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and proper nouns.
- ELA1LSZ1c – Responds appropriately to orally presented questions.

QUALITY CORE CURRICULUM STANDARDS

CHARACTER EDUCATION

- **Standard** – Self-esteem: pride and belief in oneself and in achievement of one’s potential.
- 14.1 – Respect for self; knowledge: learning, understanding, awareness.
- 15.6 – Respect for self; pride: dignity; self-respect; doing one’s best.

GUIDANCE

- **Standard** – Describe positive characteristics about self as seen by self and others.
- 1.4 – Demonstrate a positive attitude about self.
- 1.5 – Identify personal interests, abilities, strengths, and weaknesses.
- **Standard** – Identify how people are unique.

MATERIALS/RESOURCES: What I Do Best by Allia Zobel Nolan, My Uniqueness Tree paper, die cut leaves in varying fall colors, pencil, crayons, and glue.

DURATION OF LESSON: 30 minutes

ACTIVITY OUTLINE

- Discuss the meaning of the character education word of the month – *uniqueness: learning more about others so you can know more about yourself*. Discuss how we are all different and good at different things which makes us really cool. We

need to respect our own differences and the differences of others. These differences make us the talented, special people we are.

- Read the book What I Do Best by Allia Zobel Nolan to students and discuss events in the story during the reading.
- Pass out the My Uniqueness Tree Activity Sheet to students (see end of document).
- Have them put their names on it and tell them they can begin to color their tree however they wish.
- Pass around baskets of assorted colors of pre-made leaf die-cuts and let students pick 3-4 leaves to go on their trees.
- Have students write a sentence and draw a picture that represents them or describes their interests and talents on each leaf.
- Instruct students to glue their leaves to their trees after they have finished coloring the trees and writing and drawing on them.
- Have students hold up their trees at the same time when they are all finished. Tell them to look around the room at how different the trees are. Each of their trees is different and beautiful in their own way, just like them. Everyone started with the same blank tree and used coloring and talents to make the trees reflect their uniqueness. Show a tree you have made as well.
- Make connections among similarities and differences of students.
- Let class decide whether they would like their trees made into a book or kept separately to post in the hallway.

MODIFICATIONS FOR DIFFERENTIATED LEARNING

- Visual – Scan model of my uniqueness tree using the LCD projector for a visual representation to aid in written processing. Pass a hard copy of the model around.
- Auditory – Repeat directions for tree several times and answer questions that are posed; let students use sound field microphone to read their trees.
- Kinesthetic – Allow students to sit on the floor or other areas of the classroom to complete their work if needed.

EVALUATION

- Collect papers and enter students' responses into first grade portfolio spreadsheet. Use rubric format to assess student responses. Glue slips to poster board and return to classroom.
- Take picture of completed book for further documentation.

CONCLUSION

- Remind students that uniqueness means learning more about others so you can know more about yourself and that teachers and classmates are watching for uniqueness so a student from their class can be nominated to attend the Dragon Diner with Ms. Kenney.



Name _____

Date _____

My Uniqueness Tree