

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

Counselor: Anny Kenney

Title of Lesson: Counselor Introduction Lesson – Teddy Bear Circle

Essential Question: Who is the counselor and what is her job at school?

Intervention: X Classroom Guidance Small Group

Target Grade: Kindergarten

Curriculum Integration: English/Language Arts and Social Studies

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC

- A:A2.3 - Use communication skills to know when and how to ask for help when needed.
- A:A3.2 - Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- A:B1.4 - Seek information and support from faculty, staff, family and peers.

CAREER

- C:C2.3 - Learn to work cooperatively with others as a team member.

PERSONAL/SOCIAL

- PS:A1.1 - Develop positive attitudes toward self as a unique and worthy person.
- PS:A1.9 - Demonstrate cooperative behavior in groups.
- PS:C1.6 - Identify resource people in the school and community, and know how to seek their help.

GEORGIA PERFORMANCE STANDARDS

ENGLISH/LANGUAGE ARTS

- ELAKLSV1a - Listens and speaks appropriately with peers and adults.
- ELAKLSV1b - Follows two-part oral directions.
- ELAKLSV1c - Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).
- ELAKLSV1d - Recites short poems, rhymes, songs, and stories with repeated patterns.
- ELAKLSV1h - Uses complete sentences when speaking.

SOCIAL STUDIES

- SSKCG1a - Explain how rules are made and why.

QUALITY CORE CURRICULUM STANDARDS

CHARACTER EDUCATION

- 11.1 - Civility and **cheerfulness**: courtesy and politeness in action of speech.
- 11.2 - **Compassion, kindness** and **generosity**: concern for suffering or distress of others and response to their feeling and needs.
- 11.3 - **Courtesy** and **cooperation**: recognition of mutual interdependence with others resulting in polite treatment and respect for them.
- 12.5 **Patience**: not being hasty or impetuous.

GUIDANCE

- 2.1 - Identify how people are unique.
- 2.2 - Demonstrate effective skills for interacting with others.
- 2.3 - Demonstrate group membership skills.

MATERIALS/RESOURCES: On the Way to Kindergarten by Virginia Kroll, Teddy bear with a die cut or felt heart pinned on, stickers, My First Week of School coloring sheet.

DURATION OF LESSON: 30 minutes

ACTIVITY OUTLINE

- Have students sit in a circle
- Read students the book On the Way to Kindergarten by Virginia Kroll.

- After the story, introduce yourself and Teddy. Explain that you are the counselor and counselors and teddy bears are a lot alike. (Have ears for listening, arms for hugging, a heart that cares and make really good friends, etc.).
- Tell the children that Teddy and you want to get to know each of them.
- Explain to students that the rules are: the person holding Teddy has permission to speak, listen to everyone who is sharing like you would want to be listened to, and be patient and wait for your turn to share with Teddy.
- Each child holds Teddy while the rest of the class listens to him or her. When the student is finished with Teddy, he or she will pass it on to the next student. Go through different categories depending on time (favorite color, favorite food, favorite animal, favorite sport or game to play, etc.).
 - Have students say, “My name is _____ and my favorite color is _____”. (Followed by patting on the legs for the transition between students).
 - Have students repeat the above phrase and change it for each category.
- At the end, remind students that you and Teddy are their friends. Give each child a sticker to remind them of how happy you are to be their friend.
- Time permitting, have students complete the My First Week of School coloring sheet by writing their name and drawing a picture of something they have enjoyed doing their first week of school (see end of document).

ACCOMMODATIONS/MODIFICATIONS FOR DIFFERENTIATED LEARNING

- EIP/Title 1 – Assist students with writing their names if needed. Have students discuss what they have enjoyed this week to encourage verbal processing and translation into pictorial format.
- ELL - Assist students with writing their names if needed. Have students discuss what they have enjoyed this week to encourage verbal processing and translation into pictorial format. If students have not acquired sufficient verbal communication skills, have students point to pictures of people in magazines depicting what they enjoyed doing this week, assist them in cutting them out, and pasting them on their coloring sheet.
- Special Education – Assist students as needed (including suggestions above) and make any modifications outlined by their IEP’s.

EVALUATION

- Keep a copy of students’ work for their Kindergarten guidance portfolios demonstrating awareness of standards above.

CONCLUSION

- Remind students how happy you are to have met them and thank them for letting you come and teach in their class.

