

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

Counselor: Anny Kenney

Title of Lesson: Initiative

Essential Question: What is initiative and how can we show it?

Intervention: X Classroom Guidance Small Group

Target Grade: Second

Curriculum Integration: English/Language Arts

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC

- A:A1.5 – Identify attitudes and behaviors that lead to successful learning.
- A:A2.2 – Demonstrate how effort and persistence positively affect learning.
- A:A3.1 – Take responsibility for their actions.

CAREER

- C:A1.3 – Develop and awareness of personal abilities, skills, interests and motivations.

PERSONAL/SOCIAL

- PS:A1.2 – Identify values, attitudes and beliefs.

GEORGIA PERFORMANCE STANDARDS

ENGLISH/LANGUAGE ARTS

- ELA2R1f – Reads multisyllabic words.
- ELA2R1g – Applies learned phonics skills when reading and writing words, sentences, and stories.
- ELA2R4h – Makes connections between texts and/or personal experiences.
- ELA2R4i – Identifies and infers main idea and supporting details.
- ELA2R4o – Recognizes the author’s purpose.
- ELA2W1k – Creates documents with legible handwriting.
- ELA2W1l – Consistently writes in complete sentences with correct subject/verb agreement.
- ELA2w1o – Uses singular and plural possessive pronouns.
- ELA2W1q – Uses common rules of spelling.
- ELA2W1r – Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).
- ELA2LSV1b – Begins to use oral language for different purposes: to inform, to persuade, and to entertain.

QUALITY CORE CURRICULUM STANDARDS

CHARACTER EDUCATION

- Integrity: confirmed virtue and uprightness of character, freedom from hypocrisy.
 - 12.3 – Trustworthiness: worthy of confidence.
 - 15.5 – Diligence: attentiveness; persistence; perseverance.

GUIDANCE

- 5.4 – Demonstrate an understanding of the importance of practice, effort, and learning.

MATERIALS/RESOURCES: *Never Finished, Never Done!* By Regina Brooks, initiative worksheet, (see end of document)
pencil, crayons, LCD projector, screen

DURATION OF LESSON: 30 minutes

ACTIVITY OUTLINE

- Introduce the word of the month, initiative (seeing what needs to be done and doing it) to students.
- Encourage them to work very hard during the lesson today so they know how to show initiative at school and at home.

- Tell them that this month a special lunch will be held and the student in their classroom that shows the most initiative will be invited to attend the lunch and eat with Ms. Kenney and Ms. Oliver or Ms. Wheaton.
- Read the book *Never Finished, Never Done!* By Regina Brooks to students.
- Ask students:
 - What was the author's purpose for writing this book?
 - What is the main idea and supporting details?
 - Why do you think Shayla's mother asked her to do so many chores around the house?
 - Would Shayla and her mother have been able to get to the park any earlier if Shayla had not helped out and done so many chores? Why?
 - What did Shayla's mom teach her about initiative by asking her to do her chores?
 - Do you think in the future Shayla will do her chores without being asked first? Why or why not?
- Pass out the initiative worksheet to students (at end of document, adapted from Core Essentials 2007-2008 teacher's guide, see www.coreessentials.org for more information).
- Project the worksheet at the end of this document via LCD projector onto a whiteboard.
- Ask students for examples of how they show initiative at school and at home.
- Draw pictures of students' suggestions and write sentences to accompany them as a model for students on the whiteboard.
- Assist students with drawing and writing sentences about how they show initiative.
- Stress to students the importance of correct punctuation and capitalization when writing sentences and the use of legible handwriting.
- At end of lesson, ask for students to role-play/act out the ways they show initiative for their classmates to demonstrate usage of oral language skills and mastery of content.

ACCOMMODATIONS/MODIFICATIONS FOR DIFFERENTIATED LEARNING

- EIP/Title 1 – Assist students with drawing and writing about initiative on their worksheet if needed. Have students discuss how they show initiative to encourage verbal processing and translation into pictorial and written format.
- ELL - Assist students with drawing and writing about initiative on their worksheet if needed. Have students discuss how they show initiative to encourage verbal processing and translation into pictorial and written format. If students have not acquired sufficient verbal communication skills, have students point to pictures of people in magazines depicting initiative, and assist them in cutting them out and pasting them on their worksheet.
- Special Education – Assist students as needed (including suggestions above) and make any modifications outlined by their IEP's.

EVALUATION

- Collect worksheets and enter students' responses into 2nd grade portfolio spreadsheet. Return worksheets to classroom teachers for students to keep in their desks during the month for reference.

CONCLUSION

- Remind students that initiative means seeing what needs to be done and doing it and that teachers are watching for initiative so a student from their class can be nominated to attend a special recognition lunch with Ms. Kenney and Ms. Oliver or Ms. Wheaton.

Name _____

Initiative - Seeing what needs to be done and doing it.



In the boxes, draw pictures of yourself showing initiative and write a sentence or two to describe your pictures.

I show initiative at school.

I show initiative at home.

I show initiative at _____.