

Month of:	Kindergarten	First	Second	Third	Fourth	Fifth
September	<p>Standard(s): <u>ASCA Mindsets:</u> M2: Sense of acceptance, respect, support, and inclusion for self and others in the school environment. <u>ASCA Behaviors:</u> B-SS 3: Positive relationships with adults to support success. B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary. Learning Target: Students will learn to identify the school counselor's role. Success Criteria: I am successful when I can tell others how the school counselor helps students at SSE. Lesson/Activity: The Rabbit Listened by Cori Doerrfeld/Counselor Introduction - The counselor will read the book, discuss how it relates to the counselor's role in school, and facilitate making individual hats that read, "My School Counselor - listens, loves, stays by my side, helps"</p>	<p>Standard(s): <u>ASCA Mindsets:</u> M2: Sense of acceptance, respect, support, and inclusion for self and others in the school environment. <u>ASCA Behaviors:</u> B-SS 3: Positive relationships with adults to support success. B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary. Learning Target: Students will learn to identify the school counselor's role. Success Criteria: I am successful when I can tell others how the school counselor helps students at SSE. 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Lesson/Activity: All Are Welcome by Alexandra Penfold and Suzanne Kaufman - The counselor will read the book, lead an open discussion about our similarities/differences within the classroom/school, and ask students to write about themselves on a post-it note. Examples: I am really good at listening to others. I can speak another language. I can make people laugh when they are sad., etc. Students will stick their post-it on the board (name on the back or anonymously). The counselor will share the post-it results and discuss how everyone brings something helpful to the classroom.</p>	<p>Standard(s): <u>ASCA Mindsets:</u> M2: Sense of acceptance, respect, support, and inclusion for self and others in the school environment, M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes. <u>ASCA Behaviors:</u> B-SS 2 Positive, respectful and supportive relationships with students who are similar to and different from them, B-SS 4 Empathy Learning Target: Students will learn about similarities/differences they have with their classmates. Success Criteria: I am successful when I can identify how a classmate can help me based on our differences. Lesson/Activity: All Are Welcome by Alexandra Penfold and Suzanne Kaufman - The counselor will read the book, lead an open discussion about our similarities/differences within the classroom/school, and ask students to write about themselves on a post-it note. 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<p>October</p>	<p>Standard(s): <u>ASCA Mindsets:</u> M3: Sense of belonging in the school environment. <u>ASCA Behaviors:</u> B-SS 2: Create positive and supportive relationships with other students. LT: Students will learn to identify peers who need a friend and ways to include them. SC: I am successful when I include others at home and school. Lesson/Activity: The Invisible Boy by Trudy Ludwig - The counselor will read the book, discuss <i>inclusion</i> of others and how it relates to the book, review and color the “I can include others!” mini book.</p>	<p>Standard(s): <u>ASCA Mindsets:</u> M3: Sense of belonging in the school environment. <u>ASCA Behaviors:</u> B-SS 2: Create positive and supportive relationships with other students. LT: Students will learn to identify peers who need a friend and ways to include them. SC: I am successful when I include others at home and school. Lesson/Activity: The Invisible Boy by Trudy Ludwig - The counselor will read the book, discuss <i>inclusion</i> of others and how it relates to the book, review and color the “I can include others!” mini book.</p>	<p>Standard(s): <u>ASCA Mindsets:</u> M3: Sense of belonging in the school environment. <u>ASCA Behaviors:</u> B-SS 2: Create positive and supportive relationships with other students. LT: Students will learn to identify peers who need a friend and ways to include them. SC: I am successful when I include others at home and school. Lesson/Activity: The Invisible Boy by Trudy Ludwig - The counselor will read the book, discuss <i>inclusion</i> of others and how it relates to the book, split class into groups and ask each group to use their “How can you include Brian” discuss card by identifying how Brian was feeling in the picture and how the students could include Brian, students will then complete the “I included other when I...” worksheet</p>	<p>Standard(s): <u>ASCA Mindsets:</u> M3: Sense of belonging in the school environment. <u>ASCA Behaviors:</u> B-SS 2: Create positive and supportive relationships with other students. LT: Students will learn to identify peers who need a friend and ways to include them. SC: I am successful when I include others at home and school. Lesson/Activity: The Invisible Boy by Trudy Ludwig - The counselor will read the book, discuss <i>inclusion</i> of others and how it relates to the book, split class into groups and ask each group to use their “How can you include Brian” discuss card by identifying how Brian was feeling in the picture and how the students could include Brian, students will then complete the “I included other when I...” worksheet</p>	<p>Standard(s): <u>ASCA Mindsets:</u> M1: Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being. M2: Sense of acceptance, respect, support, and inclusion for self and others in the school environment. <u>ASCA Behaviors:</u> B-SS 2: Positive, respectful, and supportive relationships with students who are similar to and different from them. B-SS 4: Empathy. LT: Students will learn to identify wants vs. needs and show respect for those who are different from them. SC: I am successful when I can empathize with my peers. Lesson/Activity: Those Shoes by Maribeth Boelts - The counselor will read the book, the counselor will lead a brief discuss about the book (specifically wants vs. needs), she will then split the class into groups and ask them to answer a discussion question card, each group will then present their card/answer to the class.</p>	<p>Standard(s): <u>ASCA Mindsets:</u> M1: Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being. M2: Sense of acceptance, respect, support, and inclusion for self and others in the school environment. <u>ASCA Behaviors:</u> B-SS 2: Positive, respectful, and supportive relationships with students who are similar to and different from them. B-SS 4: Empathy. LT: Students will learn to identify wants vs. needs and show respect for those who are different from them. SC: I am successful when I can empathize with my peers. Lesson/Activity: Those Shoes by Maribeth Boelts - The counselor will read the book, the counselor will lead a brief discuss about the book (specifically wants vs. needs), she will then split the class into groups and ask them to answer a discussion question card, each group will then present their card/answer to the class.</p>
<p>November (gifted testing)</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>
<p>December (maternity leave)</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>

January (maternity leave)	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:
February	Standard(s): LT: SC: Lesson/Activity: Erin's Law/SB401 - Second Step Curriculum	Standard(s): LT: SC: Lesson/Activity: Erin's Law/SB401- Second Step Curriculum	Standard(s): LT: SC: Lesson/Activity: Erin's Law/SB401- Second Step Curriculum	Standard(s): LT: SC: Lesson/Activity: Erin's Law/SB401- Second Step Curriculum	Standard(s): LT: SC: Lesson/Activity: Erin's Law/SB401- Second Step Curriculum	Standard(s): LT: SC: Lesson/Activity: Erin's Law/SB401- Second Step Curriculum
March	Standard(s): LT: SC: Lesson/Activity: Sesame Street or Daniel Tiger Video?	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:
April	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:
May	No classroom guidance lessons due to assistance with GMAS testing	No classroom guidance lessons due to assistance with GMAS testing	No classroom guidance lessons due to assistance with GMAS testing	No classroom guidance lessons due to assistance with GMAS testing	No classroom guidance lessons due to assistance with GMAS testing	No classroom guidance lessons due to assistance with GMAS testing