**Transition Unit**

**For 5th grade**



**Des Moines Elementary School Counseling**

**UNIT: Transitions Grade Level 5**

**ACTIVITY:** Intro to Middle School  **Lesson 1**

|  |
| --- |
| Personal/Social Standard: 1. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
 |
|  Competencies: PS:A1 Acquire self-knowledge |
|  Indicators: PS:A1.4 Understand change is a part of growth PS:A1.5 Identify and express feelings PS:A1.11 Identify and discuss changing personal and social roles  |

Materials:

* KWL Sheet (if you want this lesson to last for 2 lessons you may have students fill out their own KWL)
* Video *Student Workshop: All About Middle School ;* available through Learn 360 at www.iowaaeaonline.org or Heartland AEA11 (L15149,DY); 20 min. – do not watch the last section: *The Good, The Bad, The Ugly*

(this is a video download)

Related Materials:

* Available hrough Heartland AEA: *All About Middle School* (073089); 18 min., vhs or dvd; *How to Succeed in Middle School* (062973); 21 min., vhs

Vocabulary:

* Transition – a change from one place to another

Gathering:

“What thoughts are you having about middle school? How do you feel about moving from elementary to middle school?”

Review Agenda/Before the Lesson:

“Today we are going to begin our Transition Unit, which means helping you get ready for middle school. We will start by filling out a KWL chart, which will help us determine what you already know about middle school, and what you’d like to know.”

Instruct students to tell you things they know about middle school and put those in the “K” column. The questions they have about middle school will go in the “W” column. Leave the third row empty for now (we will use this for the last lesson).

(If students fill out their own KWL give 7-10 minutes for this activity; this may take longer, so you can use the video as the 2nd lesson.)

During the Lesson:

Show the video about Middle School, and direct students to write any other questions they may have on the KWL form.

After the Lesson:

Discuss any other questions/ comments generated from the video as time allows. If students did their own KWL, collect those and save for the last lesson.

Checking Out What You Learned/Assessment:

Assessment is included in the KWL chart. If time, you can begin filling out the “L” section of the KWL chart and finish it during the last lesson.

Closing:

“We will be talking a lot about middle school in the next few weeks and hopefully answering any questions you have as we learn. We will be studying schedules and practicing lock combinations to help ease any concerns you may have.”

Reflective Questions:

*What did my students gain from this lesson*?

*How did it impact their thinking, attitudes and abilities*?

*What things did I do well*? *How did I know?*

*In what way did the strategies I used enhance learning*?

 *How does my assessment meet my lesson objective*?

Notes:

* Keep KWL for the last lesson – students will complete Section L to show what they have learned about the transition to middle school. This can be used as an assessment tool.
* Generate a list of questions from Section W to give to middle school representatives before the visit.

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **K****What I already KNOW about middle school** |  |
| **W****What I WANT to learn about middle school** |  |
| **L****What I LEARNED about middle school** |  |

**UNIT: Transitions Grade Level 5**

**ACTIVITY:** Middle School Visit Lesson 2

  **with 5th Grade Students**

|  |
| --- |
| Personal/Social Standard: **A:** Students will acquire the knowledge, attitudes and  interpersonal skills to help them understand and respect self  and others.**Academic Development Standard:**  A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span.   |
| Competencies: PS:A1 Acquire self knowledge A:A1 Improve academic self-concept A:A2 Acquire skills for improving learning |
| Indicators: PS:A1.5 Identify and express feelings  PS:A1.11Identify and discuss changing personal and social roles  A:A1.5 Indentify attitudes and behaviors that lead to  successful learning  A:A2.3 Use communication skills to know when and how to  ask for help when needed  |

Materials:

* Student portfolios
* Class offerings and schedules from your feeder middle school/s. (Please check with the middle school counselor or school improvement leader.)
* KWL forms from previous lesson (as a back-up, if middle school panel does not bring questions forwarded to them from these forms)

Vocabulary:

* Transition: a change from one place to another

Gathering:

Explain to students that the questions they wrote on KWL forms from a previous lesson were forwarded to the middle school panel. Ask students to open their portfolios to the corresponding page of the transition unit (Venn diagram and notes page). They may jot down brief notes or questions in the note section.

Review Agenda/Before the Lesson:

Explain that a staff member from middle school will speak to them, and also a panel of middle school students may share their middle school experience. The panel will answer the questions from their KWL forms. They will be able to ask additional questions after the presentation.

During the Lesson:

The middle school staff member will give an overview of their school and talk about schedules. The panel will share experiences and answer the KWL questions. Students will have an opportunity to ask additional questions or ask about any notes they jotted down in their portfolios.

After the Lesson:

* Use Venn diagram following the panel discussion to process similarities and differences between 5th and 6th grades.
* Popcorn around room, getting as many responses as possible: What did you hear about responsibilities that 6th graders will have in middle school?
* Discuss: How are you feeling about middle school now? Any other questions?

Checking Out What You Learned/Assessment:

What have you noticed about your feelings? Did they change? What caused them to change? Did they stay the same? Why do you think that is?

Closing:

If you have any further questions or concerns, write them down and let teacher or counselor know. We’ll do our best to answer them during the next few weeks.

Reflective Questions:

*What did my students gain from this lesson*?

*How did it impact their thinking, attitudes and abilities*?

*What things did I do well*? *How did I know?*

*In what way did the strategies I used enhance learning*?

 *How does my assessment meet my lesson objective*?

Notes:

\*You may need more than one week to complete the lesson.

**UNIT: Transitions Grade Level 5**

**ACTIVITY:** Locks 1  **Lesson 3**

|  |
| --- |
| Academic Standard: 1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span

Career Standard: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions |
|  Competencies: A:A2 Acquire Skills for Improving Learning |
| C:A2 Develop Employment Readiness Indicators: A:A2.1 Apply time-management and task-management skills C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace |

Materials:

* Picture of a combination lock
* 15 combination locks
* Student activity sheet with lock directions

Vocabulary:

* Transition- a change from one place to another
* Combination- a group of numbers that opens a lock

Gathering:

Have students read the objective and pre-lesson statement in the portfolio (or on the activity sheet.) Have students do a “quick write”. Give them 90 seconds to write how they are feeling about middle school in the activity portion. If you have already had middle school staff or students visit, the class can write about what they learned or what they still want to know.

Review Agenda/Before the Lesson:

Have the students define what transition means. Review how you are there to help them make a smooth transition to middle school. Today they are going to work on one part of middle school that will be different for them – combination locks. Explain that a combination is a series or group of numbers in a certain order needed to open a lock.

During the Lesson:

Put the picture of a combination lock on the Elmo. Ask how many students know how to open one. Make a mental note of those that do. Write the numbers where the lines are. Make sure students understand that each line represents a number and they are to match up the combination with the triangle at the top of the lock. Ask what the highest number on the lock is.

Put an actual lock on the Elmo. Explain and demonstrate several times how to open it. Students can follow the directions on their activity sheet.

If possible, pair students up, putting those that know how to open a lock with those that don’t. Once both students are able to open the lock, let them trade it in for one with a different combination. Help students having trouble.

After the Lesson/ Checking Out What You Learned:

Have students report back to their seats and have a few students come forward and demonstrate how to open a combination lock.

Closing:

Have students rate on their fingers how difficult opening the lock was for them, 1 being easy and 5 being difficult.

Reflective Questions:

*What did my students gain from this lesson*?

*How did it impact their thinking, attitudes and abilities*?

*What things did I do well*? *How did I know?*

*In what way did the strategies I used enhance learning*?

 *How does my assessment meet my lesson objective*?

Notes:

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5th Grade Activity Sheet for Lock Combinations

**Activity/Reflection:**

Write about your feelings of going to middle school.

How do you feel about opening a combination lock?

**Directions for opening locks:**

Turn to the right (clockwise) , going past the first number 2 times. Stop at the 1st number.

Turn to the left one full turn past the 2nd number (counter-clockwise) . Stop at the 2nd number.

Turn to the right (clockwise) . Stop at the 3rd number.

**UNIT: Transitions Grade Level 5**

**ACTIVITY:** Locks 2  **Lesson 4**

|  |
| --- |
| Academic Standard: 1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span

Career Standard: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions |
|  Competencies: A:A2 Acquire Skills for Improving Learning |
| C:A2 Develop Employment Readiness Indicators: A:A2.1 Apply time-management and task-management skills C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace  |

Materials:

* 15 combination locks (optional: a congratulatory note hooked to each lock. If 2 students share a lock you need 2 notes hooked to each lock.)
* Optional: a piece of candy or treat for each student

Vocabulary:

* Transition- to change from one place to another

Gathering:

Give students a combination code and have them write down the proper directions to open a lock. For example, give them the combination on one of your locks and have them write the correct sequence and directions for opening the lock. Have a student share their answer and let a student demonstrate how to open it.

Review Agenda/Before the Lesson:

Tell students that today they will continue to practice opening locks so they feel comfortable doing it. Make sure students understand the directions on how to open the lock.

During the Lesson:

Explain the directions for the activity today. If you have put congratulatory notes on the locks one person will open the lock. They will bring you the congratulatory note and show you it is not ripped off. They will lock the lock back up, give it to their partner and their partner will try to unlock it. Once the student hands you the congratulatory note with the hole still intact you will give them a reward (piece of candy or sucker). After both students have opened the lock they can trade with other students. Pair up students and have them begin.

After the Lesson:

Once students feel comfortable opening locks you can have a station where students can race each other in opening the locks. You may want a student that is proficient at opening locks to referee that station, if you are helping those still having problems.

Checking Out What You Learned/Assessment:

Students will be assessed when they open the lock. If there are any students that still cannot open a lock, schedule a time to work with them individually or in a small group.

Closing:

Have students rate on their fingers how difficult opening the lock was for them, 1 being easy and 5 being difficult. Have them raise their hand if it was easier than the previous session.

Reflective Questions:

*What did my students gain from this lesson*?

*How did it impact their thinking, attitudes and abilities*?

*What things did I do well*? *How did I know?*

*In what way did the strategies I used enhance learning*?

 *How does my assessment meet my lesson objective*?

Notes:



**UNIT: Transitions Grade Level 5**

**ACTIVITY:** Beat the Clock (Schedules)  **Lesson 5**

|  |
| --- |
| Academic Standard: 1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span

Career Standard: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions |
|  Competencies: A:A2 Acquire Skills for Improving Learning |
| C:A2 Develop Employment Readiness Indicators: A:A2.1 Apply time-management and task-management skills C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace |

Materials:

* *Year at a Glance* Sheet
* Two different sample schedules from your middle school (one as an example for the Elmo and the other one for the class activity)
* Schedule Quiz
* Answer Sheet (You will have to make this according to the schedule you use).

Vocabulary:

* Semesters
* 12 week terms
* 9 week terms

Gathering:

“How do you know how to get somewhere on time?” Give an example: From the cafeteria to your locker. If you have access to a computer and Elmo show the class the following website: <http://pbskids.org/itsmylife/games/middleschool_flash.html>

This is a fun game on how to read your schedule and get to class on time. Invite a student to come up and try to get to class on time. (Do 2 or 3 Periods, and if students want the website post it so they can try it on their own.

Review Agenda/Before the Lesson:

If the classroom has their class schedule posted, refer to that and ask, “How does this schedule help keep you on track? Today we will look at middle school schedules and learn how to read them so we can be on time for class.”

During the Lesson:

Optional: Show the *Year at a Glance* Sheet on the Elmo. Explain how the year is divided into semesters, 12 week (trimesters), 9 week quarters, 6 week classes-if your middle school has 6 week classes). Tell students there are 180 days in the school year. “How many days are there in a semester?” Explain that the end of the 1st semester is around MLK day in January. Uncover each section as you explain it. If their middle school does not have 12 week classes or 6 week classes you may not want to teach that part. Show the sample middle school schedule. Explain the rows are the periods and the columns are the school year. Mark on the top of the schedule to show them the semesters, 9 week classes…

After the Lesson:

Hand out the other middle school schedules. Have students work individually or with a partner and complete the schedule quiz.

Checking Out What You Learned/Assessment:

Show the Middle School Answer Sheet on the Elmo and have students check their answers.

Closing:

One way I will use my schedule to get to class on time is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Popcorn around the room to get student responses.

Reflective Questions:

*What did my students gain from this lesson*?

*How did it impact their thinking, attitudes and abilities*?

*What things did I do well*? *How did I know?*

*In what way did the strategies I used enhance learning*?

 *How does my assessment meet my lesson objective*?

Notes:

The “Year at a glance” sheet may be too confusing for your students. Use your own judgement.

Year at a Glance

1st day 1 school year = 180 days Last day

of school of school

August June

1st semester= \_\_\_\_ days 2nd semester= \_\_\_\_ days

August January June

12 week classes = \_\_\_\_ days

August November March June

9 week classes = \_\_\_\_ days

August January June

6 week classes= \_\_\_\_ days

August January June

 

Teacher Sample Middle School Schedule

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1(08/26/10-10/01/10)**  | **Term 2(10/04/10-11/12/10)**  | **Term 3(11/15/10-01/14/11)**  | **Term 4(01/17/11-02/25/11)**  | **Term 5(02/28/11-04/15/11)**  | **Term 6(04/18/11-06/02/11)**  |
| **01** | **RD690-6 Literacy**CRENSHAW, LOUISE MARYRm: E8 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **RD690-6 Literacy**CRENSHAW, LOUISE MARYRm: E8 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **RD690-6 Literacy**CRENSHAW, LOUISE MARYRm: E8 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **RD690-6 Literacy**CRENSHAW, LOUISE MARYRm: E8 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **RD690-6 Literacy**CRENSHAW, LOUISE MARYRm: E8 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **RD690-6 Literacy**CRENSHAW, LOUISE MARYRm: E8 https://sis.dmps.k12.ia.us/campus/images/classbook.gif |
| **02** |
| **03** | **BND600-1 Band** (Day A, AER)DAY, STEPHENRm: 64 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**PHY600-2 Physical Education** (Day B, BER)BRINKMAN, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **BND600-1 Band** (Day A, AER)DAY, STEPHENRm: 64 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**PHY600-2 Physical Education** (Day B, BER)BRINKMAN, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **BND600-1 Band** (Day A, AER)DAY, STEPHENRm: 64 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**PHY600-2 Physical Education** (Day B, BER)BRINKMAN, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **BND600-1 Band** (Day A, AER)DAY, STEPHENRm: 64 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**PHY600-6 Physical Education** (Day B, BER)FLOYD, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **BND600-1 Band** (Day A, AER)DAY, STEPHENRm: 64 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**PHY600-6 Physical Education** (Day B, BER)FLOYD, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **BND600-1 Band** (Day A, AER)DAY, STEPHENRm: 64 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**PHY600-6 Physical Education** (Day B, BER)FLOYD, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif |
| **04** | **TEC600-5 Technical Education**WILLIAMS, BYRON DRm: 55 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **BUS600-6 Computers**SINCLAIR, OLIVER JOSEPHRm: 66 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**TEC600-5 Technical Education**WILLIAMS, BYRON DRm: 55 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **BUS600-6 Computers**SINCLAIR, OLIVER JOSEPHRm: 66 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **FCS600-7 Family Consumer Science**REEKERS, JOSIE ARm: 60 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **ART600-8 Art** BAETH, SHARON WRm: 56 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**FCS600-7 Family Consumer Science**REEKERS, JOSIE ARm: 60 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **ART600-8 Art** BAETH, SHARON WRm: 56 https://sis.dmps.k12.ia.us/campus/images/classbook.gif |
| **05** | **SOC600-7 Global Studies** (Day A, AER)MEADE, REBECCA ARm: E6 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-7 Science** (Day B, BER)VANDERLEY, PAMELA JRm: S3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-7 Global Studies** (Day A, AER)MEADE, REBECCA ARm: E6 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-7 Science** (Day B, BER)VANDERLEY, PAMELA JRm: S3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-7 Global Studies** (Day A, AER)MEADE, REBECCA ARm: E6 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-7 Science** (Day B, BER)VANDERLEY, PAMELA JRm: S3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-7 Global Studies** (Day A, AER)MEADE, REBECCA ARm: E6 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-7 Science** (Day B, BER)VANDERLEY, PAMELA JRm: S3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-7 Global Studies** (Day A, AER)MEADE, REBECCA ARm: E6 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-7 Science** (Day B, BER)VANDERLEY, PAMELA JRm: S3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-7 Global Studies** (Day A, AER)MEADE, REBECCA ARm: E6 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-7 Science** (Day B, BER)VANDERLEY, PAMELA JRm: S3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif |
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| **08** |
| **AR** | EMPTY  | EMPTY  | EMPTY  | EMPTY  | EMPTY  | EMPTY  |
| **ACT** | EMPTY  | EMPTY  | EMPTY  | EMPTY  | EMPTY  | EMPTY  |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sample Middle School Schedule for Student Activity

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1(08/26/10-10/01/10)**  | **Term 2(10/04/10-11/12/10)**  | **Term 3(11/15/10-01/14/11)**  | **Term 4(01/17/11-02/25/11)**  | **Term 5(02/28/11-04/15/11)**  | **Term 6(04/18/11-06/02/11)**  |
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| **03** | **PHY600-1 Physical Education** (Day A, AER)BRINKMAN, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif**MUS600-1 Music** (Day B, BER)GETTYS, JOEL DRm: 62 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **PHY600-1 Physical Education** (Day A, AER)BRINKMAN, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif**MUS600-1 Music** (Day B, BER)GETTYS, JOEL DRm: 62 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **PHY600-1 Physical Education** (Day A, AER)BRINKMAN, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif**MUS600-1 Music** (Day B, BER)GETTYS, JOEL DRm: 62 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **ART600-3 Art** BAETH, SHARON WRm: 56 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **ART600-3 Art** BAETH, SHARON WRm: 56 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**TEC600-4 Technical Education**WILLIAMS, BYRON DRm: 55 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **TEC600-4 Technical Education**WILLIAMS, BYRON DRm: 55 https://sis.dmps.k12.ia.us/campus/images/classbook.gif |
| **04** | **BUS600-5 Computers**SINCLAIR, OLIVER JOSEPHRm: 66 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **BUS600-5 Computers**SINCLAIR, OLIVER JOSEPHRm: 66 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**FCS600-6 Family Consumer Science**REEKERS, JOSIE ARm: 60 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **FCS600-6 Family Consumer Science**REEKERS, JOSIE ARm: 60 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **MIS651-8 Advisory** (Day A, AER)CRENSHAW, LOUISE MARYRm: E8 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**PHY600-8 Physical Education** (Day B, BER)FLOYD, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **MIS651-8 Advisory** (Day A, AER)CRENSHAW, LOUISE MARYRm: E8 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**PHY600-8 Physical Education** (Day B, BER)FLOYD, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **MIS651-8 Advisory** (Day A, AER)CRENSHAW, LOUISE MARYRm: E8 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**PHY600-8 Physical Education** (Day B, BER)FLOYD, MELISSA ARm: GYM https://sis.dmps.k12.ia.us/campus/images/classbook.gif |
| **05** | **MTH600-5 Math** COCHRAN, JARED SRm: N1 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **MTH600-5 Math** COCHRAN, JARED SRm: N1 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **MTH600-5 Math** COCHRAN, JARED SRm: N1 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **MTH600-5 Math** COCHRAN, JARED SRm: N1 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **MTH600-5 Math** COCHRAN, JARED SRm: N1 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **MTH600-5 Math** COCHRAN, JARED SRm: N1 https://sis.dmps.k12.ia.us/campus/images/classbook.gif |
| **06** |
| **07** | **SOC600-5 Global Studies** (Day A, AER)SOYER, MARLOU GLADYSRm: E10 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-5 Science** (Day B, BER)WEEKS, RANDI MONTAGRm: E3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-5 Global Studies** (Day A, AER)SOYER, MARLOU GLADYSRm: E10 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-5 Science** (Day B, BER)WEEKS, RANDI MONTAGRm: E3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-5 Global Studies** (Day A, AER)SOYER, MARLOU GLADYSRm: E10 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-5 Science** (Day B, BER)WEEKS, RANDI MONTAGRm: E3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-5 Global Studies** (Day A, AER)SOYER, MARLOU GLADYSRm: E10 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-5 Science** (Day B, BER)WEEKS, RANDI MONTAGRm: E3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-5 Global Studies** (Day A, AER)SOYER, MARLOU GLADYSRm: E10 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-5 Science** (Day B, BER)WEEKS, RANDI MONTAGRm: E3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif | **SOC600-5 Global Studies** (Day A, AER)SOYER, MARLOU GLADYSRm: E10 https://sis.dmps.k12.ia.us/campus/images/classbook.gif**SCI600-5 Science** (Day B, BER)WEEKS, RANDI MONTAGRm: E3 https://sis.dmps.k12.ia.us/campus/images/classbook.gif |
| **08** |
| **AR** | EMPTY  | EMPTY  | EMPTY  | EMPTY  | EMPTY  | EMPTY  |
| **ACT** | EMPTY  | EMPTY  | EMPTY  | EMPTY  | EMPTY  | EMPTY  |

Schedule Quiz

Name(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What class do you have Period 1? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Who is your teacher Period 6?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What class do you have Period 4 for Term 1?\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. What class do you have Period 3 for Term 4? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Who is your P.E. teacher? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What period(s) do you have Math? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. How many periods do you have classes each day? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. How many terms do you have P.E.? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. What is the name of your Global Studies teacher? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. What class do you have Day B, period 7? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Schedule Quiz Answer Key

Name(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What class do you have Period 1? \_Literacy\_
2. Who is your teacher Period 6?\_\_\_\_Mr. Cochran\_\_\_
3. What class do you have Period 4 for Term 1?\_\_\_\_ \_Computers\_\_\_\_
4. What class do you have Period 3 for Term 4? \_\_\_\_Art\_\_\_\_\_\_\_\_
5. Who is your P.E. teacher? \_\_\_\_Ms. Brinkman\_\_\_\_\_\_
6. What periods do you have Math? \_\_\_5 and 6\_\_\_\_
7. How many periods do you have classes each day? \_\_\_\_8\_\_\_\_\_\_\_
8. How many terms do you have P.E.? \_\_\_\_\_6 (3 Period 3 and 3 Period 4)\_\_
9. What is the name of your Global Studies teacher? \_\_\_\_\_\_Ms. Soyer\_\_\_\_\_
10. What class do you have Day B, period 7? \_\_\_\_\_\_Science\_\_\_\_\_\_\_\_\_

**UNIT: Transitions Grade Level 5**

**ACTIVITY:** What’s stressing you about Middle School: Part 1 Lesson 6

|  |
| --- |
| Personal/Social Standard: 1. Students will acquire the knowledge, attitudes, and inter-personal skills to help them understand and respect self and others
 |
| Competencies: PS:A1 Acquire Self-Knowledge |
| Indicators: PS:A1.4 Understand change is a part of growthPS: A1.5 Identify and express feelings  |

Materials:

* Acrostic of Stress: Have each of the letters of stress spelled on different sheets. On the back of each sheet put the description for each letter (from Stress Can Really Get on Your Nerves)
* Website:<http://kidshealth.org/kid/feeling/emotion/stress.html?tracking=K_RelatedArticle>
* Transition survey for each student adapted from NMSA

Related Materials:

* <http://kidshealth.org/kid/feeling/school/middle_school.html#cat20450>
* Stress Can Really Get on Your Nerves by Trevor Romain and Elizabeth Verdick

Vocabulary:

* Stress: A difficulty that happens when you are worried or uncomfortable about something

Gathering:

Have students guess what word you will be using in this lesson related to middle school by having volunteers, one by one, hold up a letter that will spell out stress. You can give them hints: like saying when someone feels overwhelmed and can’t do it all. Ask for a few volunteers to give an example of what kind of stress you would have in middle school. (The counselor could also give an example of a possible stressor in middle school.)

Review Agenda/Before the Lesson:

On the back of each letter (from the gathering) have what the letter stands for, in regards to stress (from What in the World is Stress?) and have volunteers read it for the class in order to define stress.

State the purpose of this lesson is to find out what stresses you about middle school.

During the Lesson:

Use the following website to describe more about stress by have them listen to someone reading the portions entitled, “What is Stress and What Causes Stress”.

<http://kidshealth.org/kid/feeling/emotion/stress.html?tracking=K_RelatedArticle>

Have students complete the transition survey about possible stressors in middle school. Read it to them. (After class you will be making a graph showing the top 3-5 stressors in middle school for this class).

After the Lesson:

Ask students to turn to a partner and share one of their top stressors. Ask for a few volunteers to share out to the whole group. You can also have students raise their hands if they chose “very worried” for any of the questions. You can write down the top stressors so you can graph them for the next lesson.

Checking Out What You Learned/Assessment:

Completion of the survey will be your assessment of this lesson, as well as verbal responses given throughout the lesson.

Closing:

Stress in middle school is like a roller coaster. Ask them how? They can also come up with their own analogy: Stress in middle school is like…. (You could have them write this down as a reflection.)

Reflective Questions:

*What did my students gain from this lesson*?

*How did it impact their thinking, attitudes and abilities*?

*What things did I do well*? *How did I know?*

*In what way did the strategies I used enhance learning*?

 *How does my assessment meet my lesson objective*?

Notes:

**What in the World is Stress?**

From Stress Can Really Get on Your Nerves

**S**omething you can’t see or touch but definitely can feel

**T**he name for tension in your mind and body

**R**eaction to things that are new, scary or different

**E**specially common in kids who are shy or want to be the “best”

**S**ource of headaches and stomach aches, etc.

**S**omething lots of kids don’t even know they have

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Concerns Survey

Circle the response that best fits how you feel about middle school.

 Not worried A little worried Very worried

I am worried about:

* 1. How I look 1 2 3
	2. Being made fun of 1 2 3
	3. Joining clubs and activities 1 2 3
	4. Being sent to the principal’s office 1 2 3
	5. Being picked on 1 2 3
	6. Changing in front of others in PE 1 2 3
	7. Drugs/alcohol 1 2 3
	8. Failing grades 1 2 3
	9. Getting lost 1 2 3
	10. Finding the restrooms 1 2 3
	11. Getting to class on time 1 2 3
	12. Work being too hard 1 2 3
	13. Keeping up with assignments 1 2 3
	14. Lockers/locker combinations 1 2 3
	15. Lunchroom 1 2 3
	16. Making friends 1 2 3
	17. Moving from room to room 1 2 3
	18. The size of the school 1 2 3
	19. Taking tests 1 2 3
	20. Peer pressure 1 2 3

Adapted with permission from NMSA Student Concerns Survey

**UNIT: Transitions Grade Level 5**

**ACTIVITY:** I Can Handle Middle School Stress: Part 2 Lesson 7

|  |
| --- |
| Personal/Social Standard: C. Students will understand safety and survival skills |
| Competencies: PS:C1 Acquire Personal Safety Skills |
| Indicators: PS:C1.10 Learn techniques for managing stressPS: C1.11 Learn coping skills for managing life events  |

Materials:

* Graph that the counselor created from the previous lesson
* Website: [http://kidshealth.org/kid/feeling/emotion/5\_steps.html?tra=K\_RelatedArticle#cat20450cking](http://kidshealth.org/kid/feeling/emotion/5_steps.html?tracking=K_RelatedArticle#cat20450)
* “4 Middle School Stress Scenarios” Activity Sheet

Related Materials:

* Website:

<http://kidshealth.org/kid/talk/kidssay/poll_stress.html?tracking=K_RelatedArticle#cat20450>

* Website: [http://www.youtube.com/watch?v=TBCxWUJf3rs](https://smtp.dmps.k12.ia.us/exchweb/bin/redir.asp?URL=http://www.youtube.com/watch?v=TBCxWUJf3rs)
* Stress Can Really Get on Your Nerves by Trevor Romain and Elizabeth Verdick

Vocabulary:

* Stress:A difficulty that happens when you are worried or uncomfortable about something

Gathering:

Have students respond to the questions below by some form of movement if they have done these ways of handling stress such as jogging in place or stretching. (Example: stretch your right hand over your head if the answer is yes and stretch your left hand over your head if the answer is no.)

* Have you played outside or done something active (exercise) when you were stressed?
* Have you listened to music when you were stressed?
* Have you played a video game or watched TV when you were stressed?

Review Agenda/Before the Lesson:

Show students the graph of the stressors from the previous lesson and ask students to point out the top three stressors for this class.

State the purpose of this lesson is to come up with some ways to reduce our stressors in middle school.

During the Lesson:

Use the following website to show general ways of handling stress. If you have speakers, the website will read the five steps to handling stress to them. Tell them they can use them in a few minutes to help them solve some common stress situations in middle school.

[http://kidshealth.org/kid/feeling/emotion/5\_steps.html?tra=K\_RelatedArticle#cat20450cking](http://kidshealth.org/kid/feeling/emotion/5_steps.html?tracking=K_RelatedArticle#cat20450)

See if students can name some other steps to relieving stress.

 If time allows you can show them the next website with more details related to middle school. Some of the issues that cause stress will not be the same in all middle schools. For example this school has police officers in the building.

[http://www.youtube.com/watch?v=TBCxWUJf3rs](https://smtp.dmps.k12.ia.us/exchweb/bin/redir.asp?URL=http://www.youtube.com/watch?v=TBCxWUJf3rs)

After the Lesson:

Have students complete the “Middle School Stress Scenarios” Activity Sheets with a partner or group. Tell them to use information from the video(s) to help them with their answers. You could model an example for them such as test stress: having them take deep breaths would relieve the stress first and then plan to study in advance and ask for help from adults and students to know the content of the material on the test.

Checking Out What You Learned/Assessment:

Have them share out responses from the activity sheets and you can put their answers on the overhead in the appropriate box so all can see.

Closing:

Show students the KWL from the first lesson. Have them discuss what they learned. Record it in the “Learned” section.

If time permits, use the following website by accessing the part where Kate gives advice about middle school under Let’s Talk—Real stories from real kids.

 <http://kidshealth.org/kid/feeling/school/middle_school.html#cat20450>

Reflective Questions:

*What did my students gain from this lesson*?

*How did it impact their thinking, attitudes and abilities*?

*What things did I do well*? *How did I know?*

*In what way did the strategies I used enhance learning*?

 *How does my assessment meet my lesson objective*?

Notes:

**Middle School Stress Scenarios**

Write down ways that you can relieve the stress of the following situations. Come up with as many ideas as you can.

|  |  |
| --- | --- |
| I am worried about fitting in and making new friends. | I am stressed out about how much work I will have to do. |
| I am afraid that I won’t get to class on time. |  I am not sure if I can get my lock open or remember my locker combination. |