<table>
<thead>
<tr>
<th><strong>Unit #3 Title:</strong></th>
<th>Working Together</th>
<th><strong>Grade Level:</strong></th>
<th>K</th>
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<tbody>
<tr>
<td><strong>Number of Lessons in Unit:</strong></td>
<td>2</td>
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<td><strong>Time required for each lesson:</strong></td>
<td>30 minutes</td>
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<td><strong>Best time to implement this Unit:</strong></td>
<td>Anytime</td>
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**Lesson Titles:**

- **Lesson 1:** Cooperative Puzzles  
  **Materials/Special Preparations Required:**  
  Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4.

- **Lesson 2:** Helping Others  
  **Materials /Special Preparations Required:**  
  Berenstain Bears: Lend a Helping Hand Book (or a similar helping story)

**Mississippi College and Career Readiness Standard:**

- SL.K.1, SL.K.1b, SL.K.6  
- RL.K.1, RF.K.1, RL.K.2

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

- M 1, M 2, M 3, M 5, M 6,  
- B-LS.1, B-LS.4, B-LS.6, B-LS.7, B-LS.9,  
- B-SM.1, B-SM.4, B-SM.5, B-SM.6, B-SM.7, B-SM.8,  
- B-SS.1, B-SS.2, B-SS.4, B-SS.6, B-SS.7, B-SS.8, B-SS.9

**Other Resources:**

- [https://youtu.be/TmRjyQlWyQg](https://youtu.be/TmRjyQlWyQg)  
- [https://youtu.be/1yLg1nPua0k](https://youtu.be/1yLg1nPua0k)

**Unit Essential Questions:**

- Why do people need to learn how to play and work with other people?  
- Why do people need to be helpers at home and at school?

**Unit Measurable Learning Objectives:**

- The student will use his/her cooperative skills by working with a group to complete a puzzle.  
- The student will identify at least two ways he/she is a helper at home and at school.  
- The student will identify at least one classroom helper job.
Unit Instructional Strategies/Instructional Activities:

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<th>Direct (Guided &amp; Shared-Reading, Listening, Viewing, Thinking)</th>
<th>Indirect (Problem Solving)</th>
<th>Experiential (Games, Role Playing)</th>
<th>Independent Study</th>
<th>Interactive Instruction (Role Playing, Discussion)</th>
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Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals and objectives. Assessment can be question answer, performance activity, etc.
The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.

Brief Summary of Unit:

Students will learn about working in groups to achieve a goal by completing a puzzle using cooperation skills. Students will discuss helping at home and at school, and will identify the feelings they have when they are helpful.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will have some previous knowledge of cooperation skills such as sharing, turn-taking, encouraging others; ability to put puzzles together.

Vocabulary: cooperation/cooperate