



<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> Setting Goals			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4 XX	5-8	9-12	A	B x	C	D

**Instructional Focus:**

Reading – Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Performance Task**

1. Tell the students they are going to set a goal today. Ask volunteers to give examples of goals people make such as: going on a diet, getting better grades, and earning a position on a sports team.
2. Distribute copies of the “Goal Setting” (Setting Goals Chart) worksheet to the students.
3. Instruct the students to decide on a goal they would like to reach. It can be a short-term goal taking a few days or a longer-range goal to work on for the rest of the school year. Try to discourage goals that would take years to accomplish.
4. Ask the students to complete the worksheet.
5. As a class, discuss the goals the students have written. Collect them to sign and return to the students as soon as possible. This will serve as their commitment to work toward their stated goal.

**ICLE Essential Skills**

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goals. (ela 20)

Summarize, synthesize and organize information while reading. (ela 24)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela 40)

**Scoring Guide:**

Ratings: 4 – Excellent, 3 – Good, 2 – Average, 1 – Poor, 0 – Unacceptable

Works well independently. \_\_\_\_\_

Stayed focused on task. \_\_\_\_\_

Seeks help appropriately/assumes responsibility for completing task. \_\_\_\_\_

Structure and content appropriate for grade level. \_\_\_\_\_

Spelling and punctuation appropriate for grade level. \_\_\_\_\_

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading Comprehension</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing Grammar Narrative Journals</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications Discussion Listening</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

**Setting Goals ... continued**

**Chart**

GOAL SETTING

Name:

My Goal:

I will \_\_\_\_\_

By the date of:

To meet my goal, the first thing I need to do is:

The second thing I need to do is:

Other things I may need to do are:

Problems I may have meeting my goal:

I would overcome these problems by:

My alternative plan if I cannot meet this goal is to:

My Signature:

My Teacher's Signature: