

Gena Wilson
ED448fay17
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Assignment #13A

Mary Ann Johnson
Helping Students Motivate Themselves
400 level

“Strong Finish” Lesson Plan:

Instructional Objective:

The students will identify and write out individual goals to finish the year on a strong, positive note while also helping classmates to do the same. Student goals will be posted in the classroom as a referral point.

Length of lesson:

Roughly 60-90 minutes over a 2-3 day period

Common Core ELA standards:

CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Materials:

- 1.Document camera or whiteboard for brainstorming session and/or modeling task
- 2.Materials for students to write goals...paper, pencils, computers if a typed finished product is desired

Lesson procedure:

1. If previous lessons regarding goal setting have been taught, review as needed. If no goal setting has been taught, as is the case here, brainstorm what that is. Begin by writing GOALS on the board. Ask the students to quickly jot down what that word means to them. Have them share their responses and record them on the board. Next, have them talk to a shoulder partner about WHY someone would want to set a goal. Discuss that and record some of the students' responses. Ask what the students think the characteristics of a good/attainable goal are vs. characteristics of goals that are not easily attainable. Have them discuss with shoulder partners and then as a class. Outline the premise of SMART goals...specific, measurable, achievable, realistic, and timely...giving the students a concrete outline to see if the goals they are setting are wise.

2. Share with the students they are going to be setting their own goals with the target of finishing the year on a strong, positive note. They will also be coming up with goals to help their classmates have a successful wrap up as well. Share, too, that the goals they will be looking to set will focus on both academics and behavior.

3. Reveal three questions that have previously been written on the whiteboard or Interwrite board.

*What are two things you can do to help yourself finish the school year strong academically?

* What is one thing you can do to help yourself finish the school year strong behaviorally?

* What is one thing you can do to help your classmates finish the year strong?

Ask the students if they have any ideas for goals in any of the categories. If responses are not what you are looking for, you may offer a suggestion or two. For example, "I am going to continue reading 20 minutes every night." or "I will stop distracting my classmates by keeping my toys/fidgets at home."

4. Give the students time to compile their list of goals. Circulate and check on goals. Confer with students as necessary.

5. Ask students to share what they wrote with one or two classmates. After they do that, ask them what goals they liked from other students and why they liked them.

6. Have students copy their goals neatly on paper or type them for a bulletin board display to be used for the rest of the year as a reminder of the goals set.

Assessment:

This lesson, the instructions, and the outcome are pretty straight forward. Determining if students met the criteria for the assignment can be easily seen by the finished product. If necessary, a rubric could be developed to assess student work.

Lesson Plan Commentary

The lesson plan worked well in terms of giving the kids a quick lesson on goals and some practice formulating them. The kids benefitted from the discussion about how to set goals that met the SMART goal criteria. Many of the goal ideas they originally came up with were very broad and generic. The bulletin board display was a good option as it served as a referral/review tool if kids needed a gentle reminder about the goals they set. It helped keep them accountable. The student feedback about the lesson was mostly positive. There were a couple of kids who were appalled that we had more work to do that close to the end of school!! Kids talked about how they can set goals for just about anything in their lives and how setting and reaching goals is a big confidence booster.

Personal responsibility in the classroom is very important. This class, and more specifically, this type of lesson, will help me set a solid foundation at the beginning of the year for the students to take ownership of their education and their effort. I look forward to making improvements in this lesson and implementing it in the fall rather than waiting until the end of the year. I plan on integrating a component of grit/perseverance to this overall plan. I feel it is imperative to help the kids learn to become comfortable with a bit of struggling as so many of them give up too easily when faced with any sort of adversity. I am also going to modify some of the goal setting handouts in the text to better fit the grade level I teach. These goals will be put in a goal book/folder the student will create at the beginning of the year. The goals will be recorded, reflected upon, and updated each quarter. They will be used as a talking point during first quarter parent/teacher conferences. Formal conferences are held each fall for my students. We have another optional conference in February. Typically, this time is used to touch base with those kids who have had ongoing struggles throughout the year. In thinking about how to best utilize the information from this class, I am going to schedule conferences

with all of my students that second time. It will be a great opportunity to have student led conferences and have them reflect on how the goal situation has progressed over the course of the year.