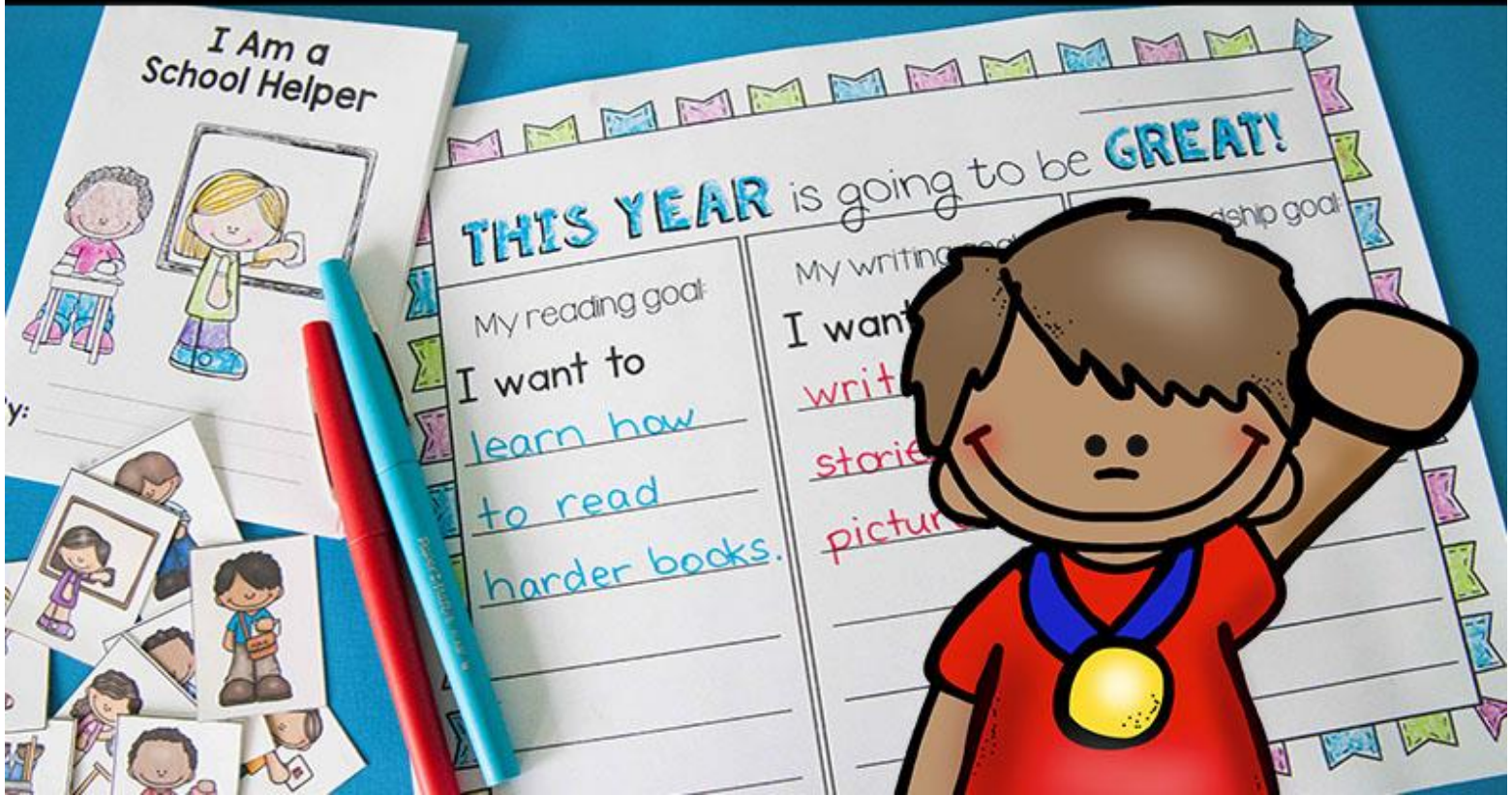




GOAL *Setting*

ACTIVITIES FOR SETTING GOALS AND LEARNING ABOUT HELPERS



11 Lesson Plans

20 Student Activities

2 Mini Books

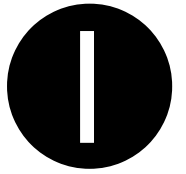
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I Have Talents

Lesson Plan



- Gather students together at the meeting place/carpet.
- Talk about what a talent is: something that you are good at.
- Make a chart paper with the heading “We are talented”
- As students volunteer what they are good at, fill in the sentences as follows:

We are talented:

James is good at running.

Sarah is good at soccer.

Liam is good at helping.

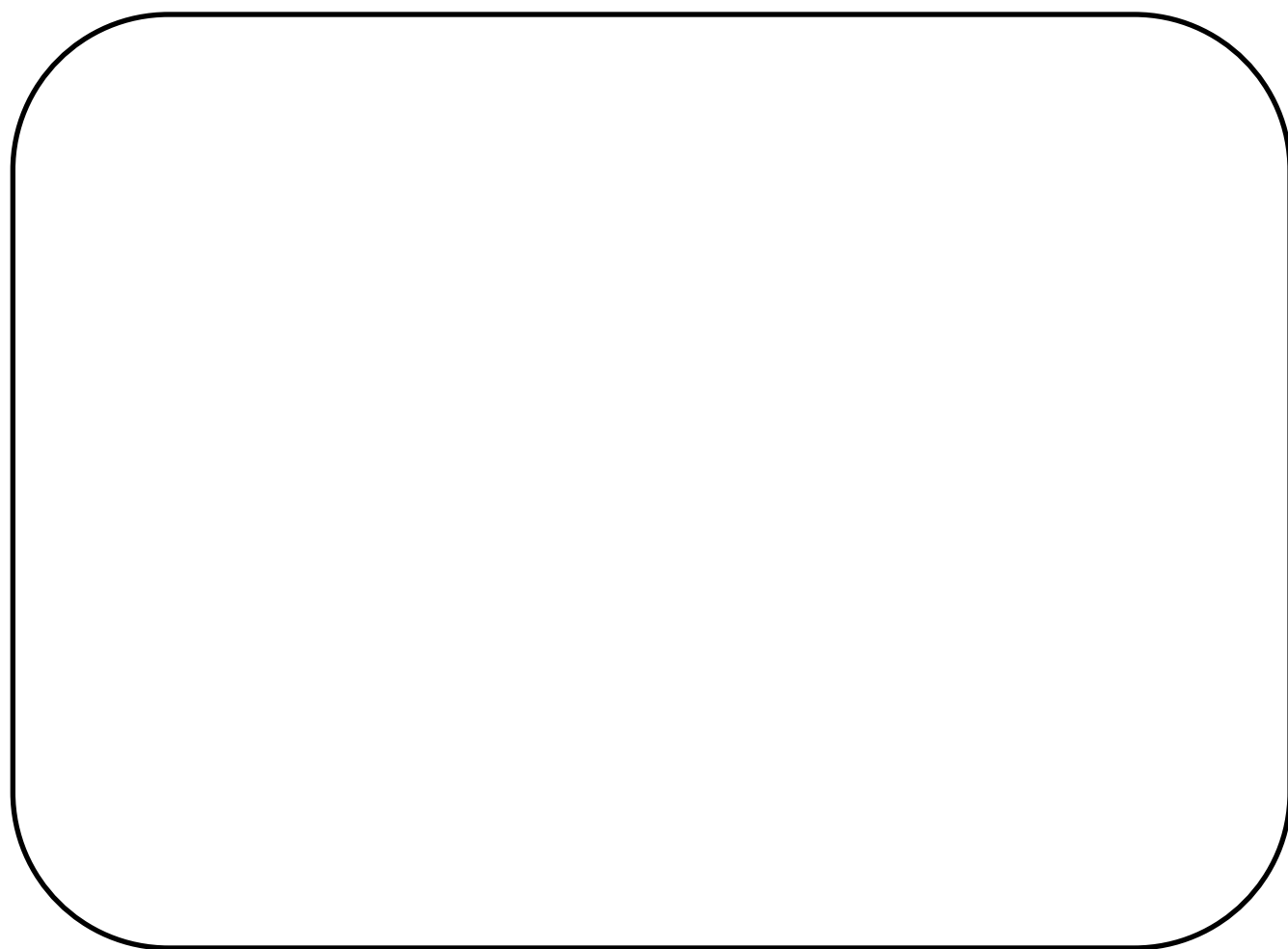
Pierre is good at counting.

- Keep this chart paper up for the duration of the Goal Setting unit.



I Have Talents

A talent is something that you are good at. Some people are talented at sports, music, art, math, or building! Usually the more you do something, the better you get at it! Draw about your talent:

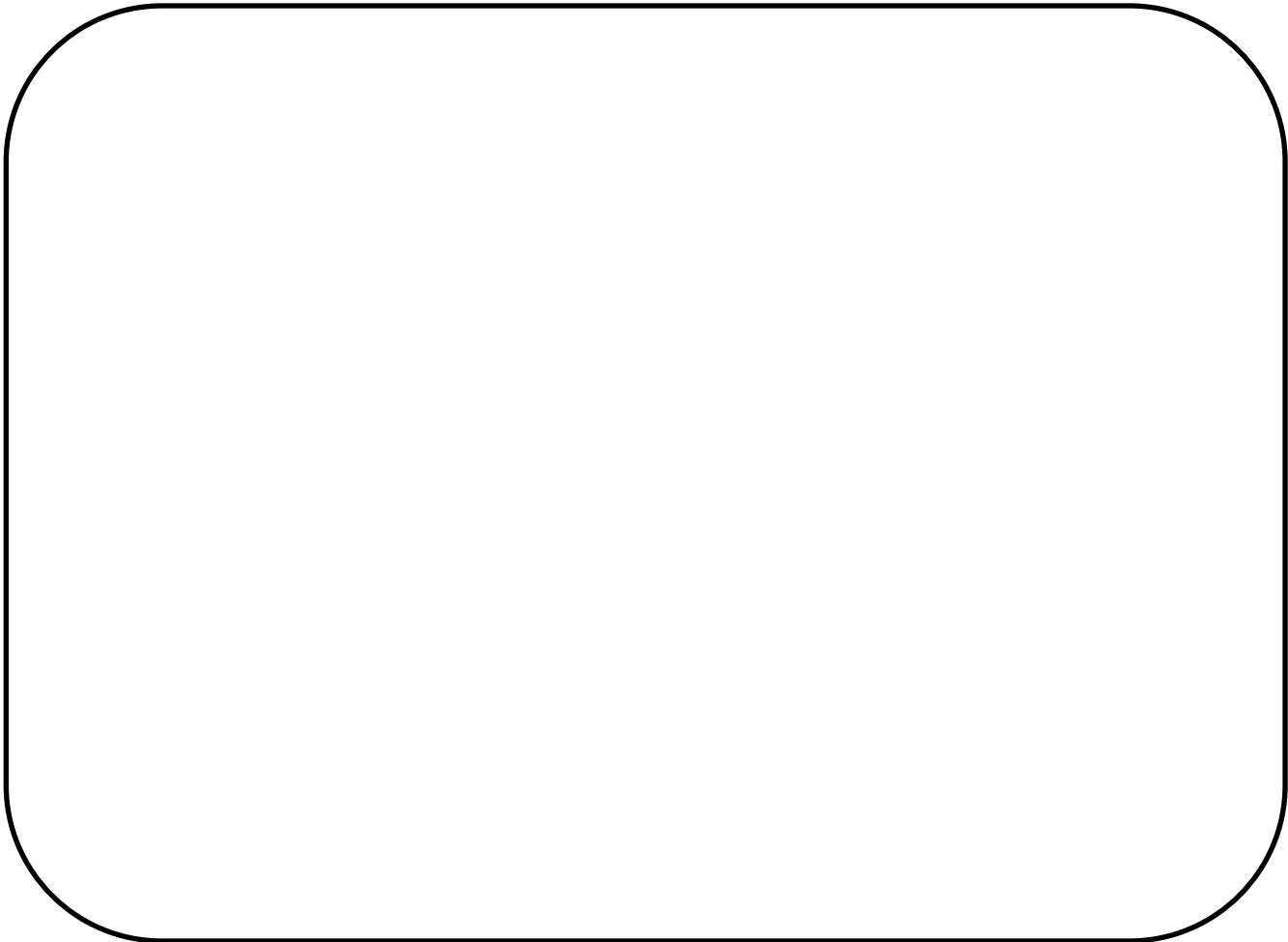


I am good at



I Have Talents

A talent is something that you are good at. Some people are talented at sports, music, art, math, or building! Usually the more you do something, the better you get at it! Draw about your talent:



Two sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

We are School Helpers

2

Lesson Plan

- Talk about what our job as students at school is: to learn. In order to make our learning experience the best it can be, we all need to “pitch in” to make our school days go more smoothly.
- Make a chart paper with the heading “Classroom Jobs”

<u>Classroom Jobs</u>
-coat area keepers
-gardeners
-librarians
-secretaries (passing papers)
-messengers
-table washers
-floor sweepers

- Make a list of the jobs that need to be done around the room.
- Name each job, and discuss how you will divide up the responsibilities in your classroom (the way you run classroom jobs)
- If applicable, have students fill out an “application” for their one or two most desired jobs.
- Complete Mini book. Fold paper in half width-wise and then in half again to make a 4 page book.
- Students may sort jobs using the sorting pictures if you choose.

Job Application

- Applicant's Name: _____
- Job wanted: _____
- Have you done a job like this before?
Yes No
- Why would you like this job? Write and draw about the best part of the job.



School Helpers

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines arranged vertically on the page.

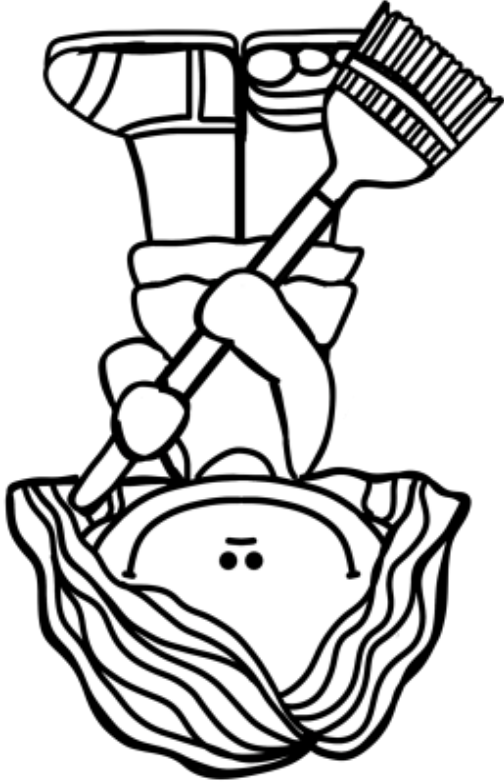


School Helpers

At school I help by

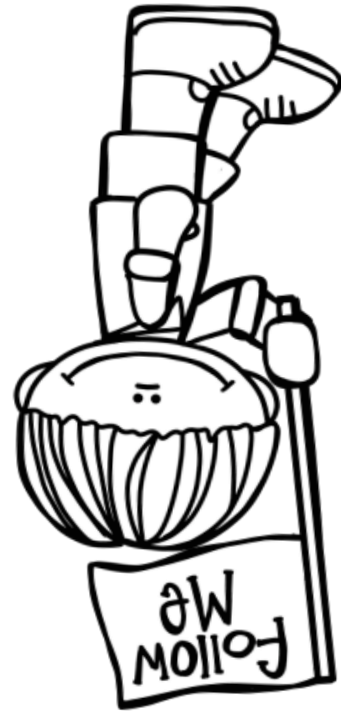
Blank handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for tracing.

I like to sweep the floor.



I like to be the

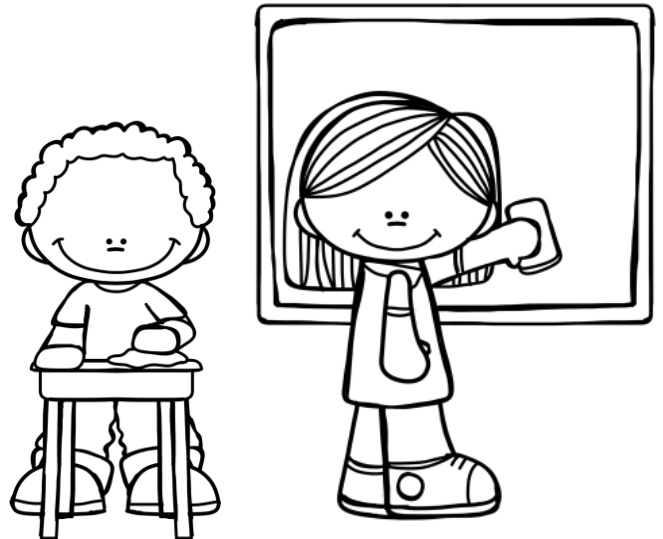
line leader.



I Am a School Helper



I like to turn off the lights.



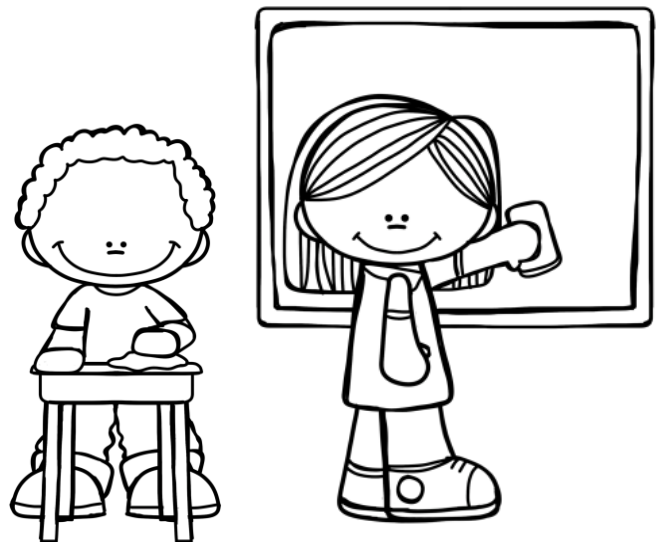
By:

I like to sweep the floor.

line leader.

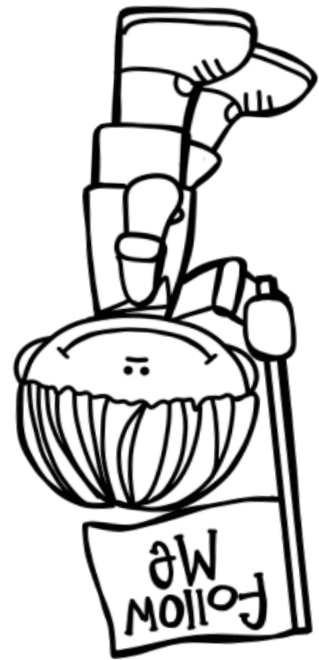
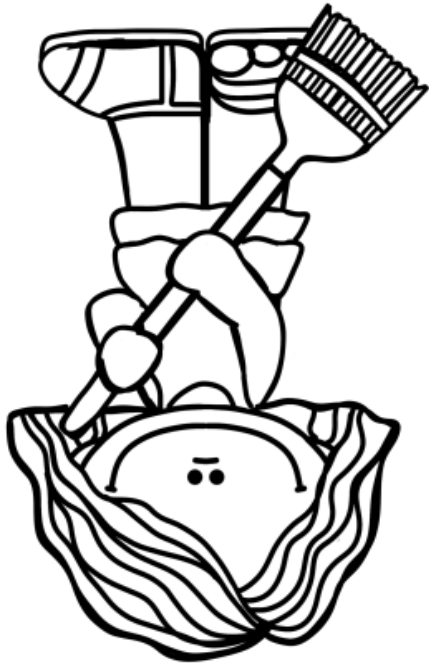
I like to be the

I Am a School Helper

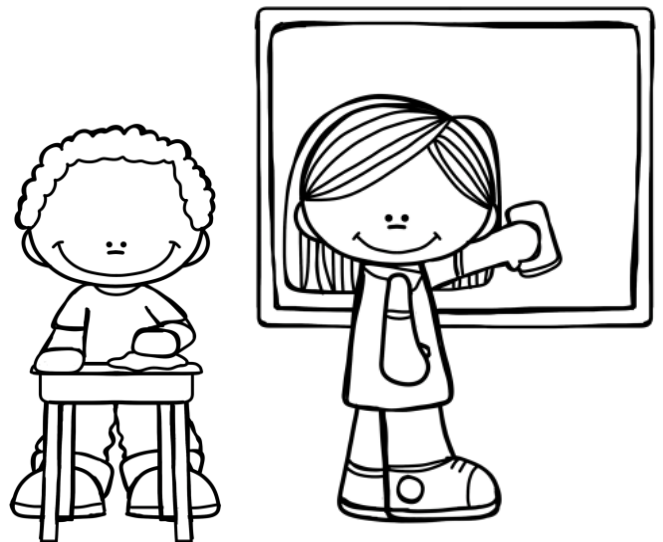


I like to turn off the
lights.

By:

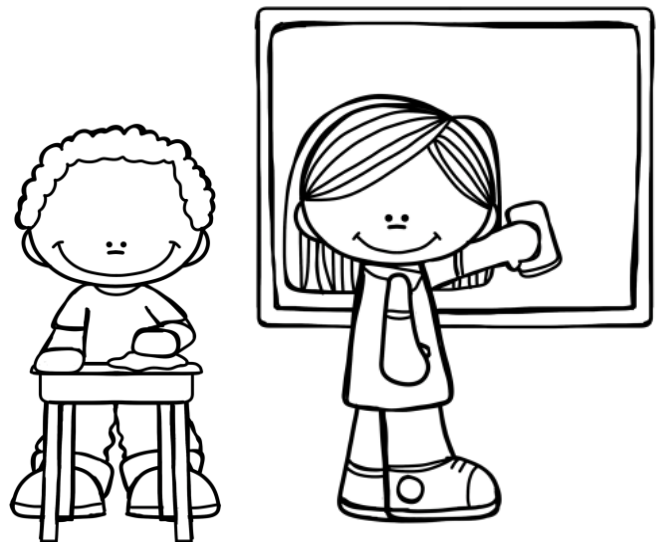


I Am a School Helper



By:

I Am a School Helper



By:



School Job Picture Cards

To use: print and cut apart. Use for graphing and sorting activities.



School Job Picture Cards

To use: print and cut apart. Use for graphing and sorting activities.





Jobs at School

--

Jobs I have done at school	Jobs I want to do	Jobs I don't want to do



School Helper Vocabulary Matching



- Plant Monitor



- Trash Monitor



- Paper Delivery



- Board Cleaner



- Sweeper



- Table Cleaner



School Helper Vocabulary Matching



- Plant Monitor



- Trash Monitor



- Paper Delivery



- Board Cleaner



- Sweeper



- Table Cleaner

Adult Helpers at School

Lesson Plan

- Talk about how in our school there are many adults here to help you. What kinds of adult helpers do we have at school? Brainstorm a list of the job titles and names of the different adult helpers in the school.
- Suggested activities to do to help the students gain familiarity with the adults in the building:

Interviews: As a class, plan interviews for the various adult helpers in the school. Guide the questions to be related to the job the person does. Allow one personal question such as those about pets, or hobbies. Invite each adult into the class on a different day (perhaps over the span of one week) and interview the adult. Divide up the questions ahead of time, and have the students practice asking “their” question. Teacher takes notes of the answers and can either turn the answers into a class chart or a shared book. Take a photo of the adult and put it on the chart or class book. Name the chart or book “Adult Helpers in our School.”

School “Scavenger Hunt”. For example: Find an adult helper in the school who works with books and loves teaching kids to learn how to read. This could be done as a whole class, or if you have big buddies, the groups could be given the questions in different orders so that they don’t all arrive at the same spot in the school at the same time.



Adult School Helpers

In our school there are many adults here to help you. Fill in the blanks of the names of some the helpers in our school.

**Principal
Teacher**

**Librarian
Lunch Monitor**

**Assistant
Volunteer**

_olunt__r

_rinci__al

_ssista__t

_ibr__rian

_un__h M__ni__or

_ea__h__r

What are Goals?



Lesson Plan

- Gather students at the meeting area/carpet
- Talk about the definition of a goal. A goal is something that you hope to be able to do one day. Or, it might be to get better at something you are already good at.
- Discuss: Why is it important to have goals?
- Having goals helps you to grow and become better at things. It gives you direction so that you know what you want to work hard on.
- Brainstorm a list of goals that the students think of. Do not write students' names attached to the goals, so that students feel more free to choose from any of the goals that are brainstormed.

Goals
-become a better reader
-become a better writer
-learn math facts
-learn more about how plants grow



Practice Makes Better!

Circle the skills that you would like to improve.

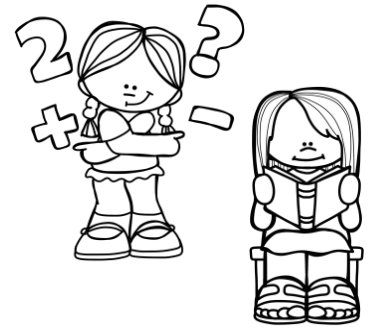
- | | | |
|-------------|-----------------|---------|
| Reading | Writing stories | Drawing |
| Running | Math | Soccer |
| Building | Painting | Singing |
| Dancing | Cutting | Hockey |
| Monkey Bars | Using Computers | Games |

The more you practice something (like riding your bike, or drawing, or reading) the better you'll become! Think about the skill that you are most excited to improve. Write that skill on the line and draw a picture to match.

Find a partner who has a different goal than you. Talk about how each of you could practice so that you can each get better. Present each others goals and strategies to the class.



What are Goals?



A goal is something that you hope to be able to do one day. Or, it might be to get better at something you are already good at.

Make a list of your three goals for this school year:

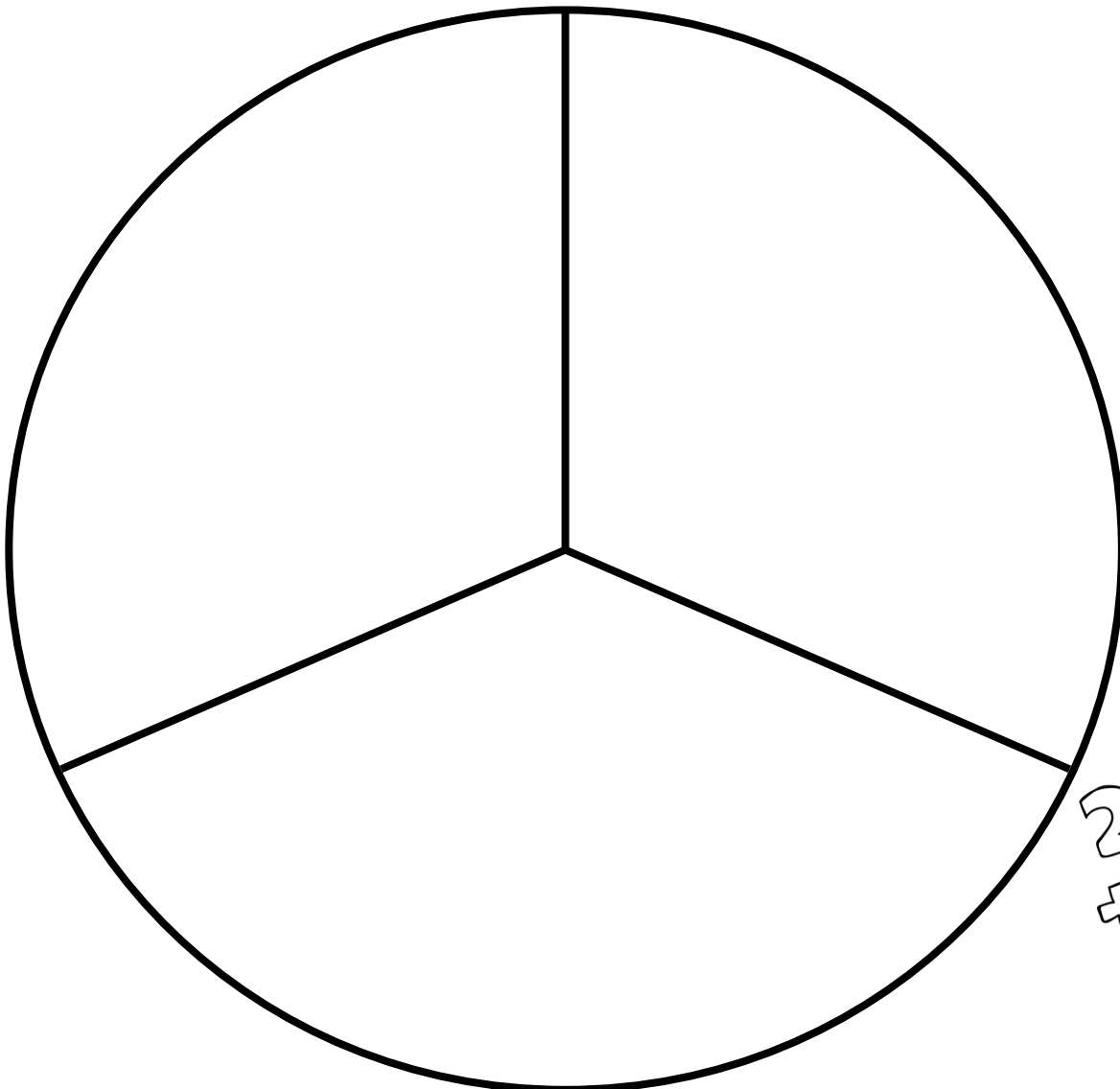
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for writing goals.



What are Goals?

A goal is something that you hope to be able to do one day. Or, it might be to get better at something you are already good at.

Draw your three goals for the year:



Class Goals

5

Lesson Plan

- Gather students at the meeting place/carpet
- Talk about goals:
Most of the goals we have discussed have been goals for one person. Goals can also be group goals! Families can have goals, teams can have goals. Can you think of any other groups that might have goals? (something that they want to achieve). *schools, classes, companies, clubs
- Create a class set of goals for what the class-members would like their class to learn or for how they would like their classroom to look, sound and feel.

Example: Class Goals

Our class will Look:

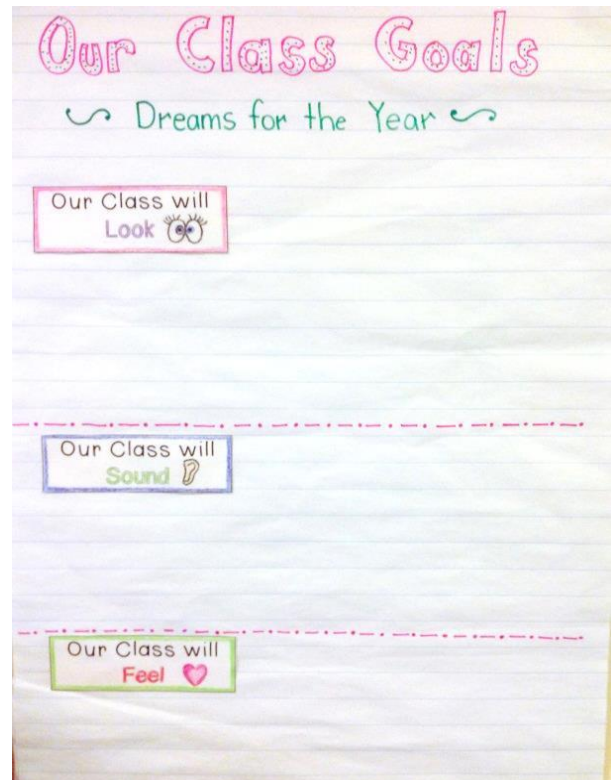
- clean
- busy

Our class will Sound:

- happy
- respectful
- calm

Our Class will Feel:

- safe
- special



*You may choose to use the included graphic chart headers to create your own charts. Leave room on the chart to add “the action plan” at the next lesson. See picture on next lesson plan.



Class Goals

Let's think about our goals for our class this year. Write and draw about what you would like our class to learn this year.



Class Learning Goals



Let's think about our goals for our class this year. Draw and write about what you would like our class to learn this year.



Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



Class Environment Goals

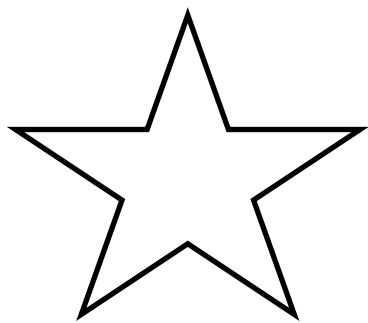


Let's think about our goals for our class this year.
Draw and write about what you would like our class
to look like, sound like, and feel like this year.

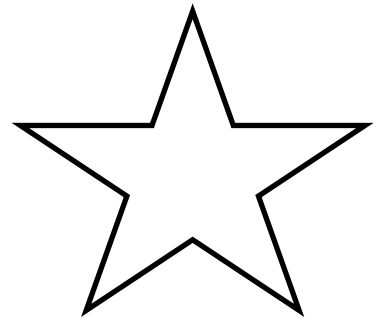


Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for student writing.

Our Class Goals

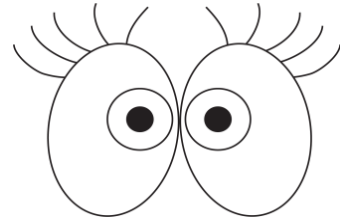


**Our
Plan**



Our Class will

Look



Our Class will

Sound



Our Class will

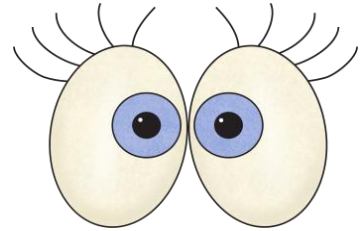
Feel



Headers to use for a Class Chart. See example in lesson plan.

Our Class will

Look



Our Class will

Sound



Our Class will

Feel



Headers to use for a Class Chart. See example in lesson plan.

Making Our Class Plan

Lesson Plan

- Gather students at the meeting area/carpet
- Talk about making a plan to achieve our goals:
- Last time we talked about what we want our class to look like and feel like. We made a list of our class goals
- In order to reach our goals, we need to have a plan. Let's think about what we could do to achieve our goals. Let's add to our chart.

Example: Class Goals

Our class will Look:

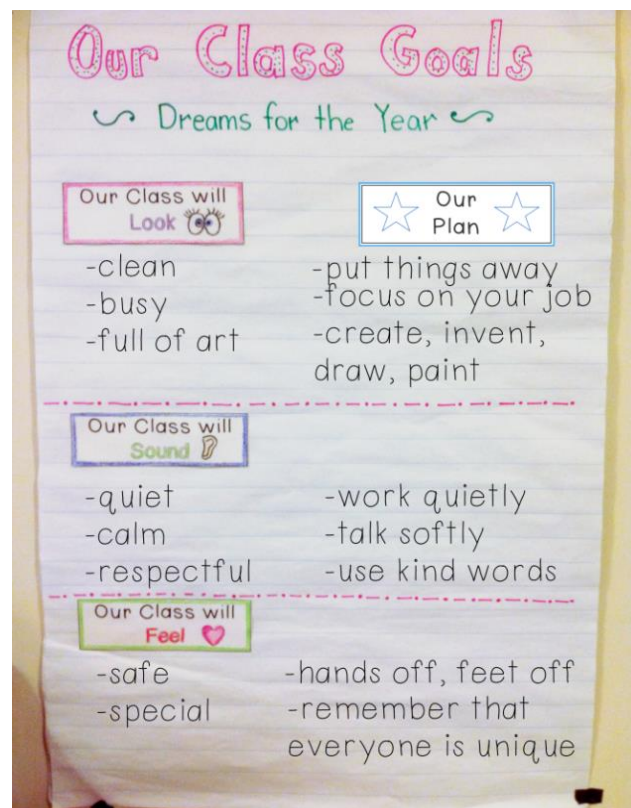
- clean (each student takes care of their own belongings, put things back where they belong, use indoor shoes, etc.)
- busy (lots of kids reading and writing, etc.)

Our class will Sound:

- happy, (lots of singing and reading)
- respectful (listening to each other and using kind words)
- calm (quiet voices)

Our Class will Feel:

- safe (hands and feet off)
- special (remember that everyone is unique)



Class Goals: Seatwork

- Seatwork option: Our Class Flip Book (or Our Plan Writing Page)
- Students each get a copy of the Flip book
 - Fold on the dotted line, cut on the solid lines
 - Color the Bubble Letters and the images



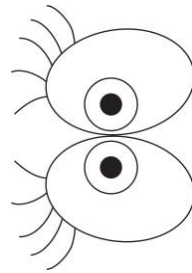
Open each page and draw/write a corresponding idea



Class Goals:

Our class will

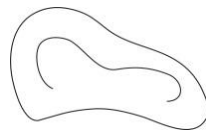
Look



Class Goals:

Our class will

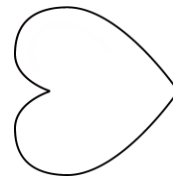
Sound



Class Goals:

Our class will

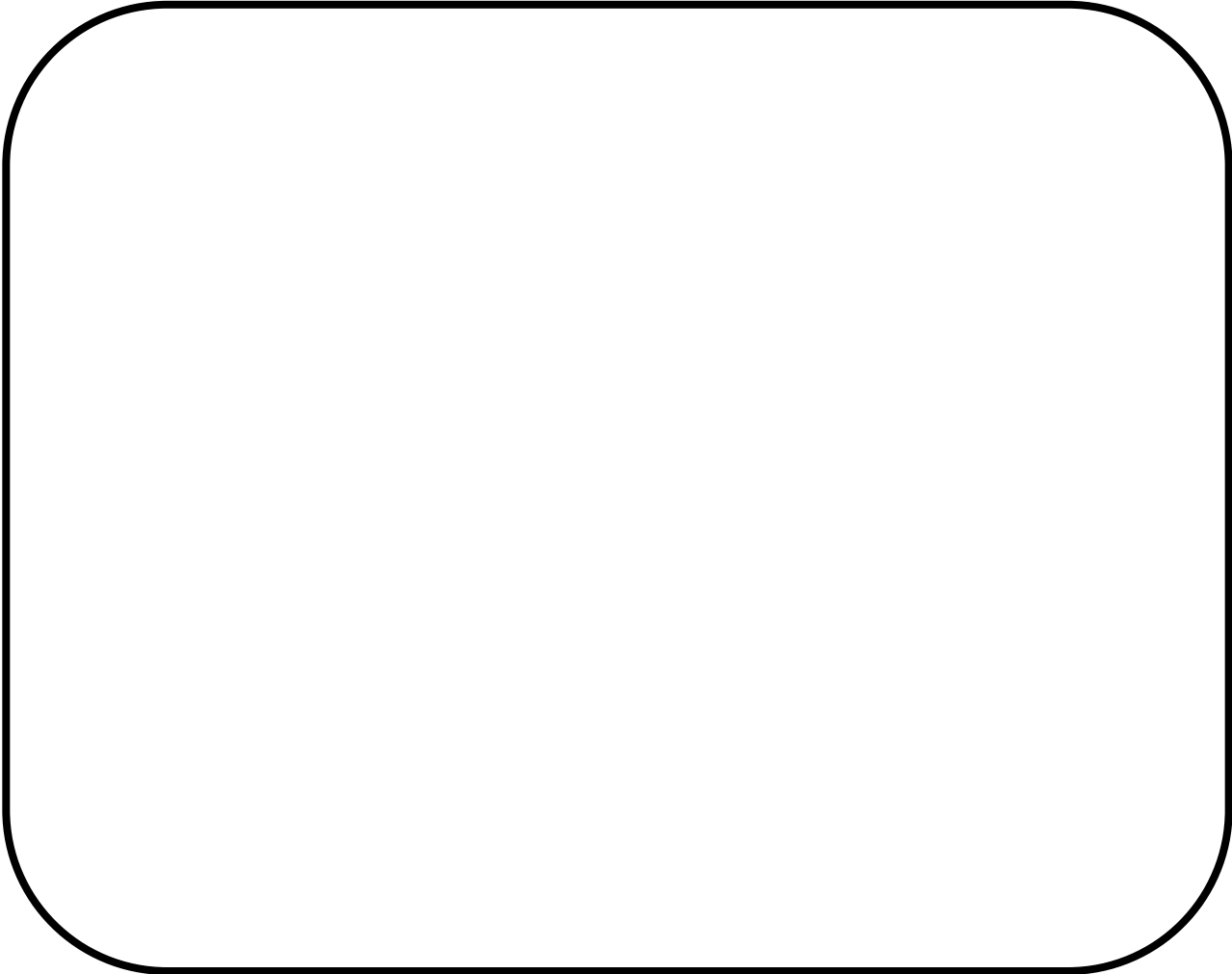
Feel





Our Plan

We have a plan for how to have a wonderful year! Draw and write one thing that you can do to help our class reach our goals.



I will

Types of Goals

Lesson Plan

- Talk about different types of goals (short-term and long-term)
- Some goals are smaller, like wanting to learn how to use the monkey bars, and some goals are bigger, like choosing what you want to be when you grow up.
- Ask: Why might it be a good idea to have short-term goals AND long term goals? (It feels good to accomplish many smaller goals to help you reach your bigger goals, most long-term goals will take years to achieve, so in the meantime it is helpful to have short-term goals to work toward. They often build upon each other, such as wanting to learning letters sounds can lead to wanting to learn how to read words, which leads to wanting to read books independently, which leads to wanting to read chapter books, etc.)
- Brainstorm a short list of goals that would be considered short-term goals to accomplish “soon”, and goals that would be considered long-term goals to be accomplished later. Make simple illustrations beside each item if necessary.
- If you wish, on another day, brainstorm goals in categories of reading, writing and friendship (or make your own categories) and have students complete the “This Year is Going to Be Great” printable. See suggestions.



Types of Goals

Some goals are smaller, like wanting to learn how to use the monkey bars, and some goals are bigger, like choosing what you want to be when you grow up. Draw you doing something that you hope to be able to do soon, and something else that you hope to be able to do later when you are an adult.

Soon	Later

THIS YEAR is going to be GREAT!

My reading goal:

- learn more sight words
- read more fluently
- understand more of what I read
- learn more letter sounds
- read a lot of books
- learn new ways to figure out words
- read every night

My writing goal:

- write my own stories
- write more about my own life
- learn how to spell more words
- print neater
- write my own little books

My friendship goal:

- make some new friends
- use my words to solve problems
- invite people to play with me
- share my toys
- play with different people

THIS YEAR is going to be **GREAT!**

My reading goal:

I want to

My writing goal:

I want to

My friendship goal:

I want to

THIS YEAR is going to be **GREAT!**

Goal #1

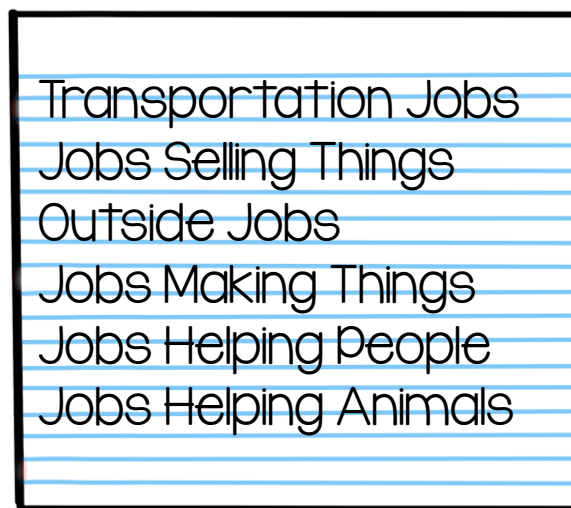
Goal #2

Goal #3

Community Jobs

Lesson Plan

- Gather students at meeting area/carpet
- List on chart papers the following headings:



Transportation Jobs
Jobs Selling Things
Outside Jobs
Jobs Making Things
Jobs Helping People
Jobs Helping Animals

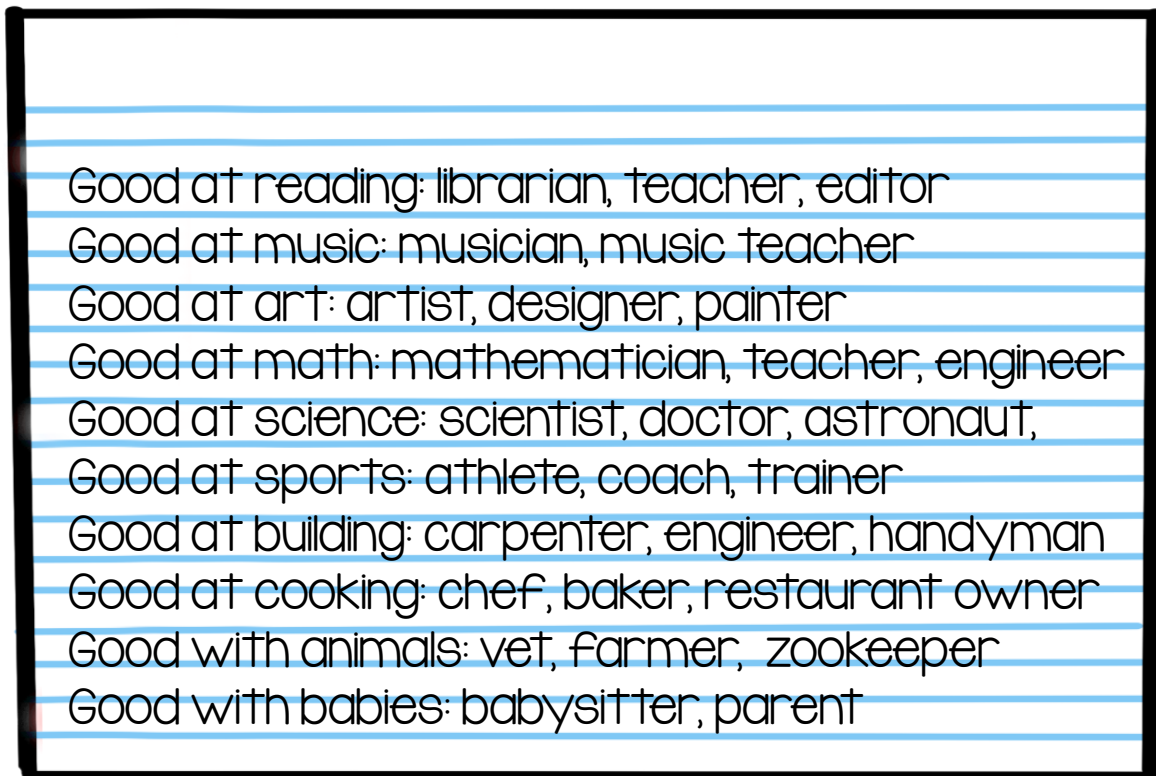
- Have students vote for which type of job they think that they would like. Possibly allow each student to vote for their top two choices. They can put their name on one or two sticky notes, and vote by placing the sticky note under the headings.
- Brainstorm with the class the different types of jobs that would belong under each heading.
- Have students partner-talk about if they changed their minds once the class came up with the lists.

When I grow up



Lesson Plan

- **Discuss types of jobs:** There are so many jobs that you can choose from when you grow up! Many people think about what they are good at, and they choose a job that uses their talents.
- **Using brainstormed list of talents that the students came up with at the first session as a general guide, the teacher creates a new chart. The class contributes ideas of what jobs might be suitable for people with those talents. Teacher adds onto the chart paper as students make suggestions. See examples below:**



- **Discuss as a class, in small groups, or in partners if you thought of another big goal for yourself for when you are an adult.**

Community Helpers

Lesson Plan (part 1/2)

- Discuss children's role in the community: In the community children can help in a number of ways, can you think of any? (being careful in stores, putting away your garbage, holding the door for others, looking where you're going, being polite at restaurants, etc.)
- In the community many adults have jobs, and some of them are specifically "people helping" jobs like we talked about earlier. Who are some people in the community that you can go to for help? (Police, Firefighter, Nurse, Teacher, Doctor, etc.)
- Discuss when you might need the help from those people, and how you would ask for their help. (9-1-1, etc.)
- Complete Community Helper pictures/writing. Perhaps have photographs/books available for the students to use to add applicable details to their pictures. Also encourage labeling.



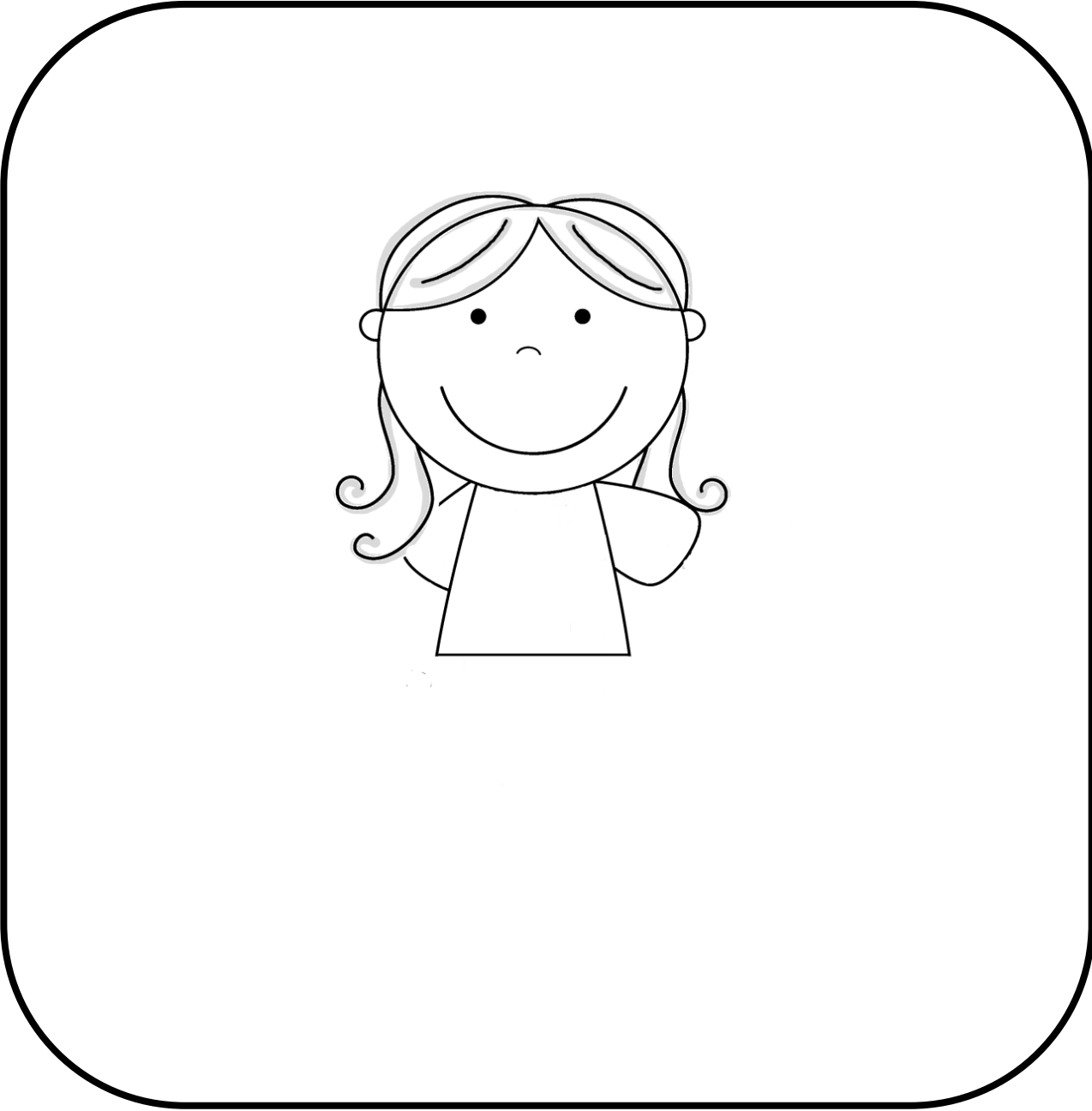
Community Helpers

Lesson Plan (part 2/2)

- **If you wish, you can also use the “Who Am I?” cards for a memory game or as a matching game.**
- **For memory, simply print the cards one-sided on card stock so that the images don’t show through. Then turn the cards face-down and mix them up. Students turn over two cards and keep them if they get a match. If it’s not a match, turn back over and the next person has a turn.**
- **For the matching game, tape one card onto the back of each student without showing them what they have. They need to walk around the room and try to find their match by asking questions to each other. When they find their match they sit down where they are next to their partner. We like to beat a timer, so it’s not a race against each other, it’s against the clock!**

Empty rectangular box for writing.

Community Helpers

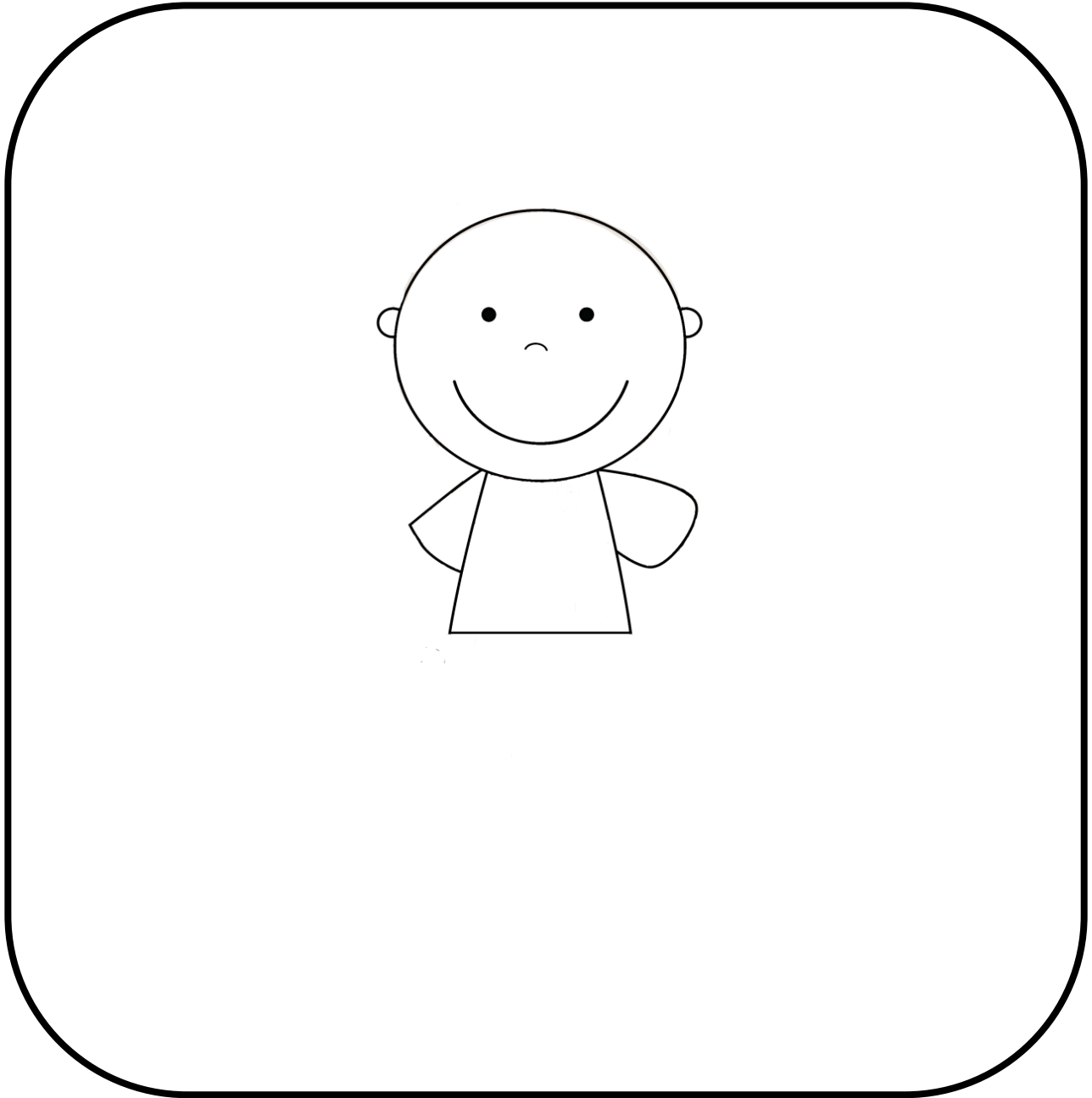


Two horizontal lines, the top one solid and the bottom one dashed, for writing.

1. Choose a community helper and write their job name on the line.
2. Complete the picture to show what this person might wear (hat, uniform)
3. Add details to show where the person works and the kinds of tools they might use.



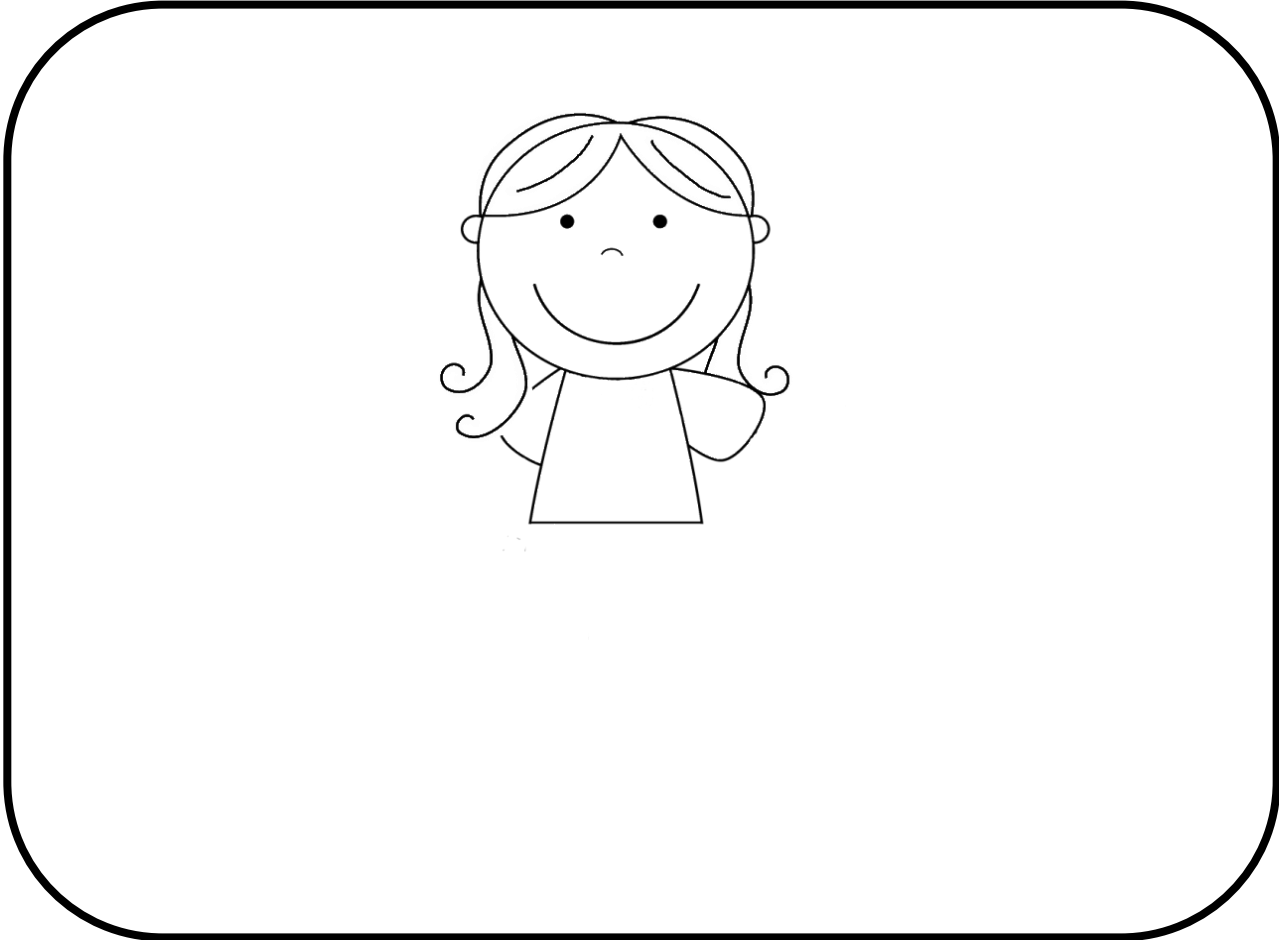
Community Helpers



1. Choose a community helper and write their job name on the line.
2. Complete the picture to show what this person might wear (hat, uniform)
3. Add details to show where the person works and the kinds of tools they might use.



Community Helpers

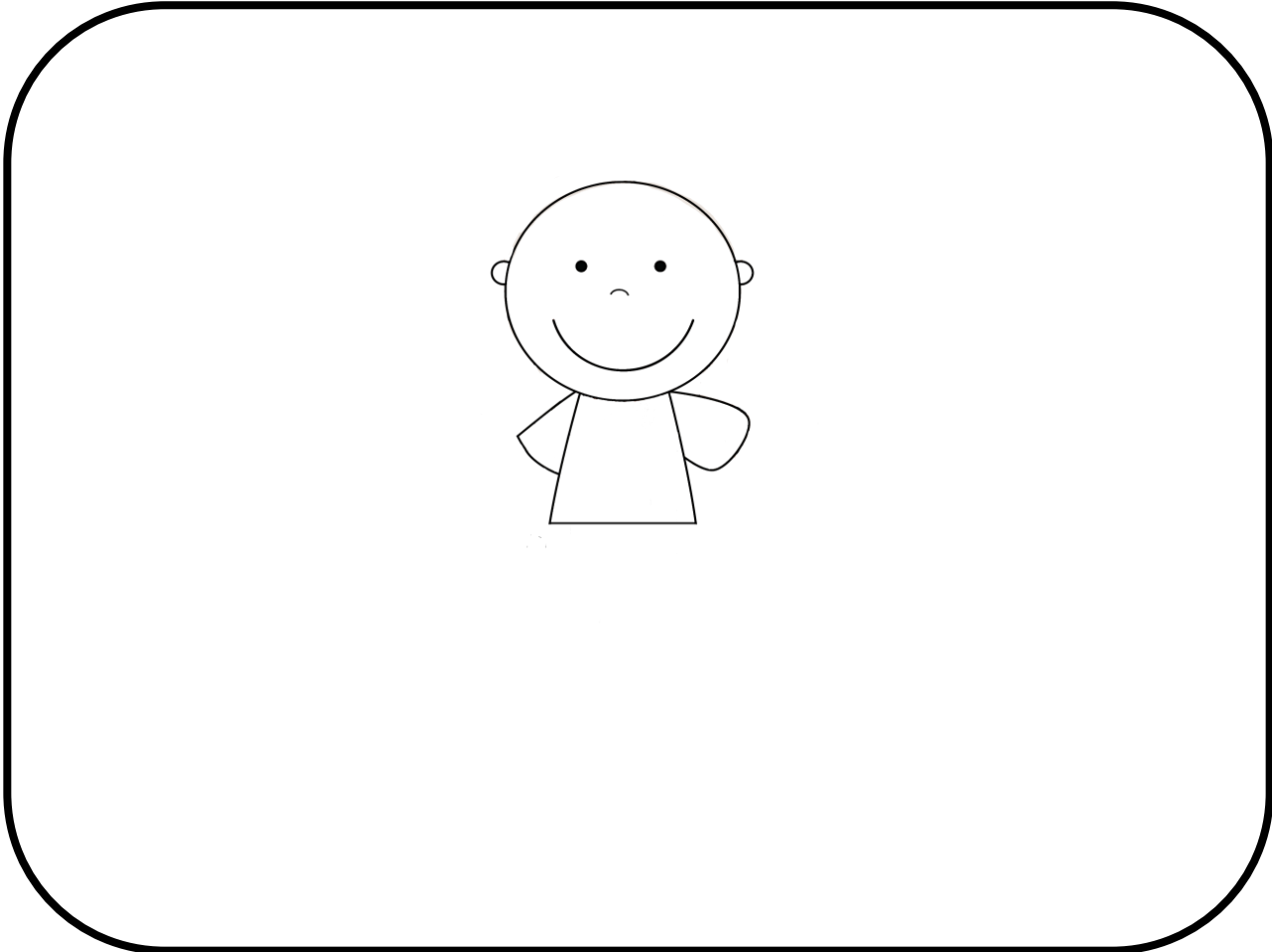


Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

1. Choose a community helper and write about what they do to help in the community.
2. Complete the picture to show what this person might wear (hat, uniform)
3. Add details to show where the person works and the kinds of tools they might use.

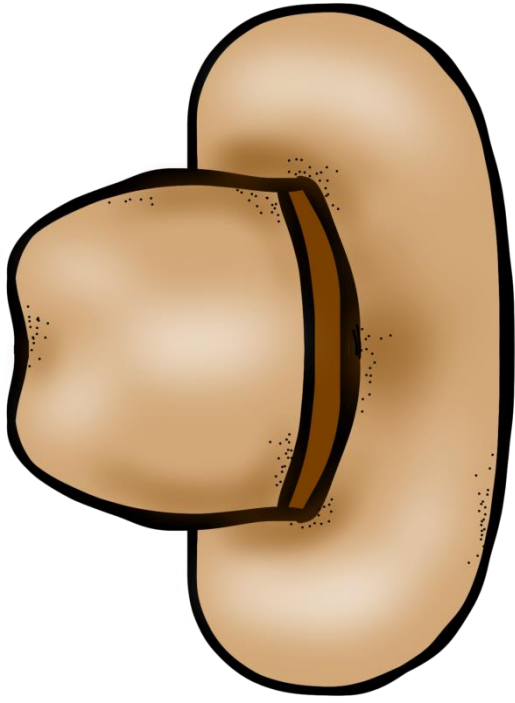


Community Helpers

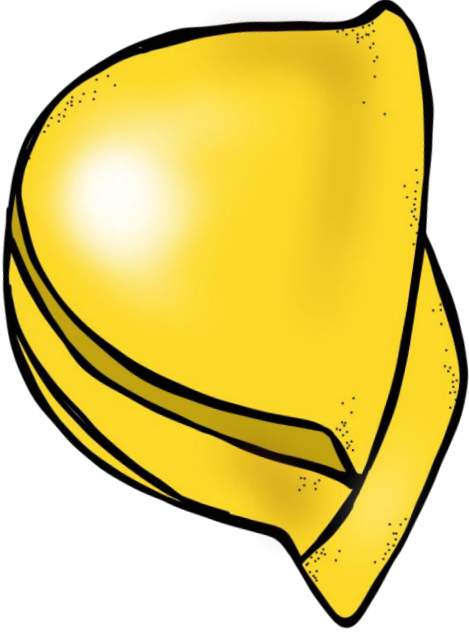


Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

1. Choose a community helper and write about what they do to help in the community.
2. Complete the picture to show what this person might wear (hat, uniform)
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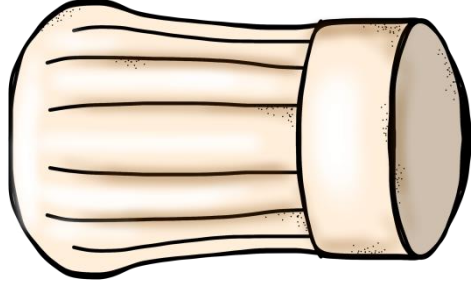
**I might wear a cowboy hat.
I raise animals or grow
food.**



**I wear a hard hat. I work
on a construction site.**



**I wear a helmet and I work
in dangerous and hot places.
I help people and animals
get to safety.**

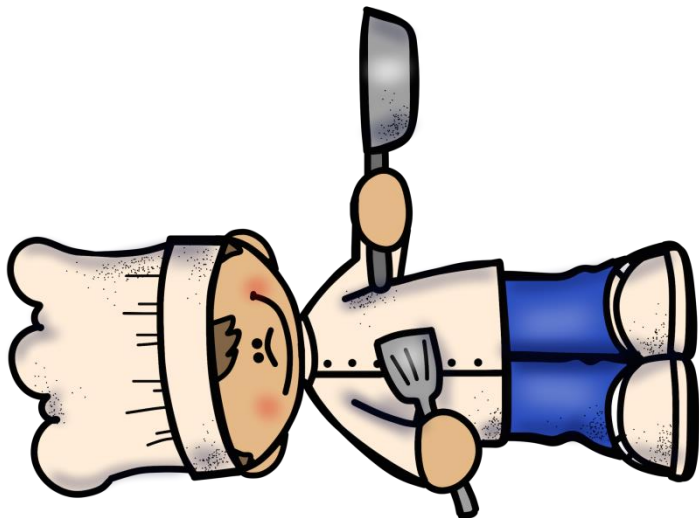


**I might wear a white hat
and I work in a kitchen.**

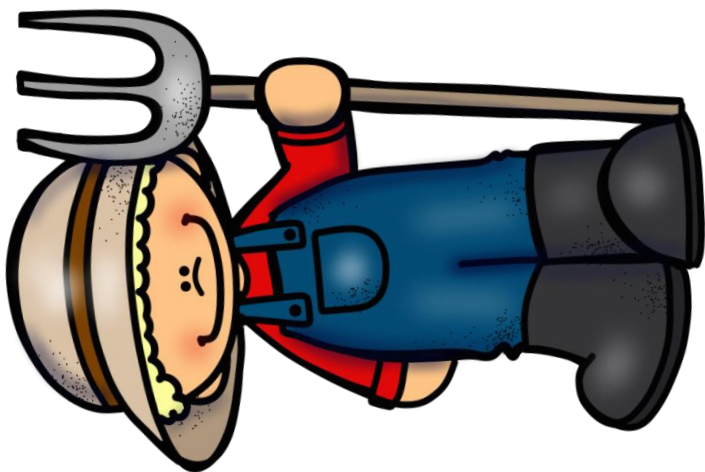
**I am a
construction
worker.**



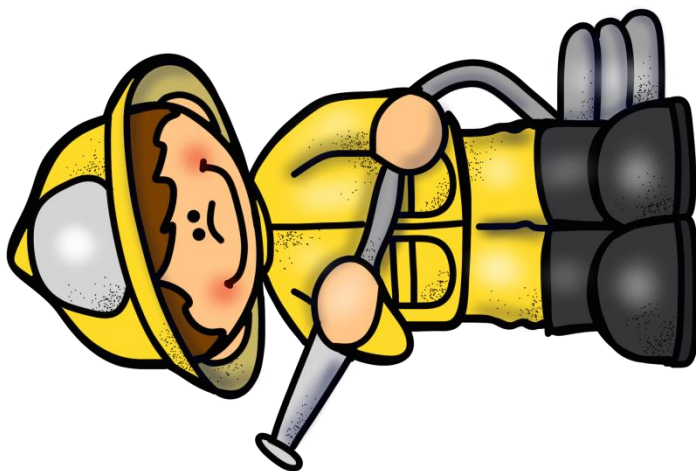
**I am a
chef.**

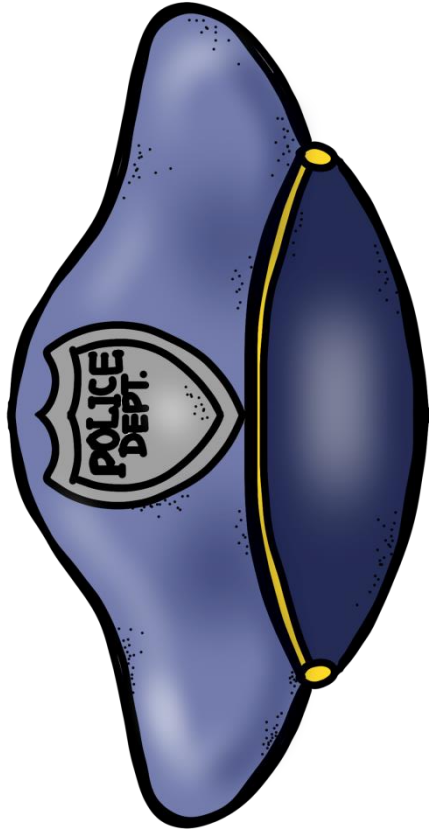


**I am a
farmer.**

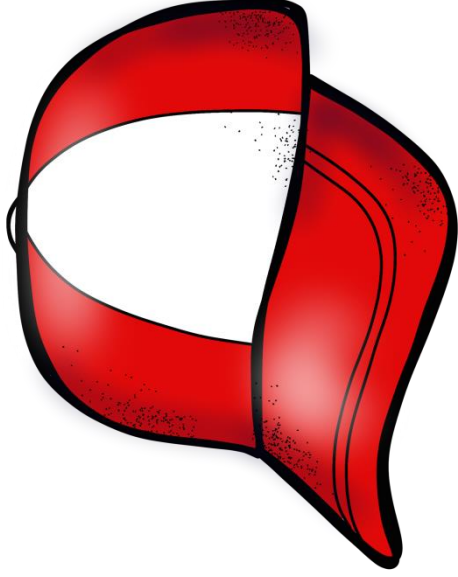


**I am a
firefighter.**

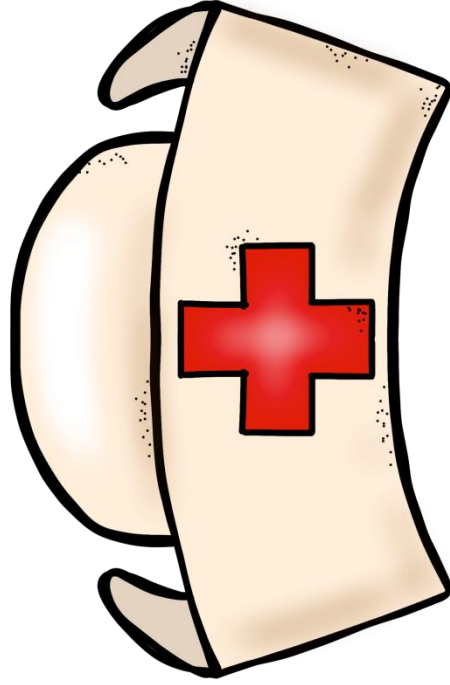




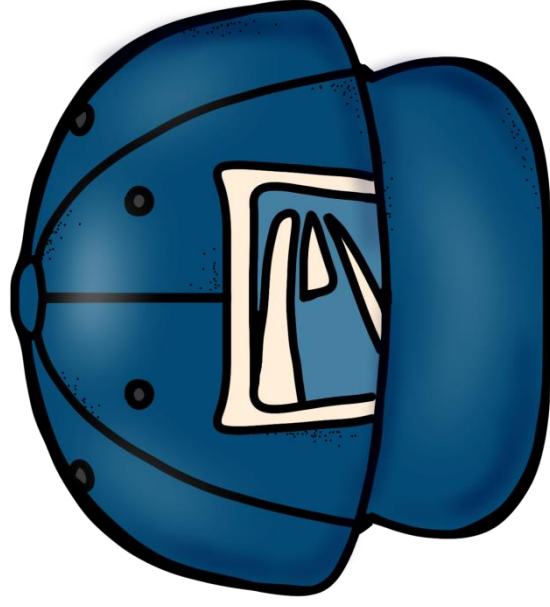
I wear a blue hat and I drive a car with lights on top. I help to keep our towns and roads safe.



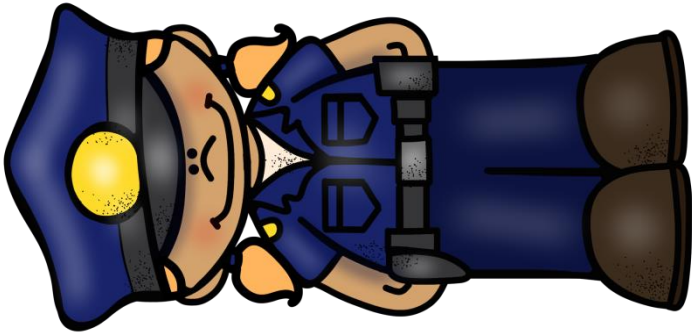
I might wear a ball cap. I might use a whistle. I help people learn to be better athletes.



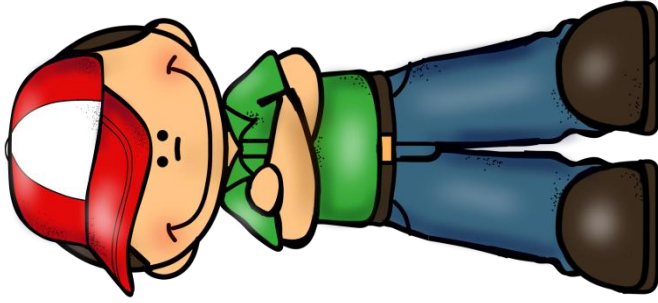
I might wear a white hat with a red cross on it. I help sick and hurt people in the hospital.



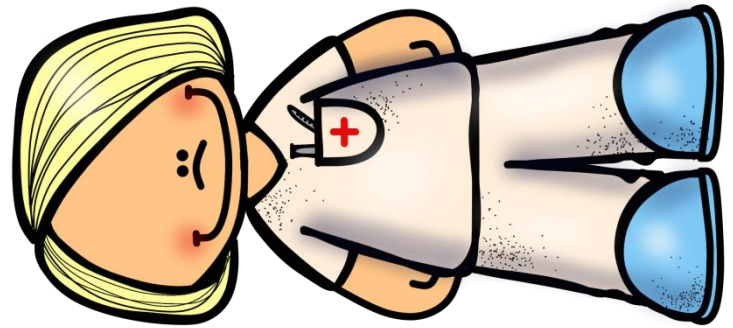
I might wear a blue ball cap. I deliver things to people.



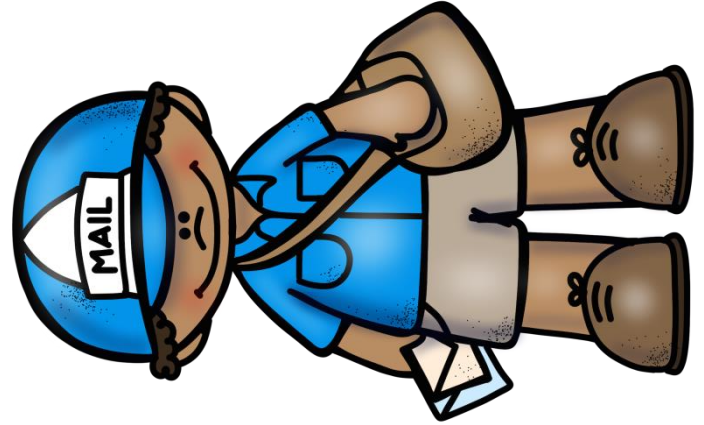
I am a
police officer.



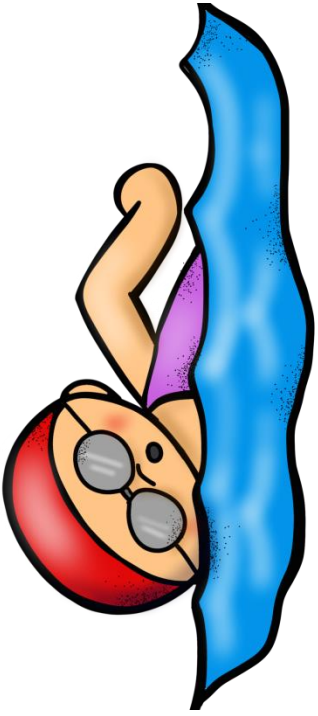
I am a
coach or a
gym teacher.



I am a
nurse.



I am a
postal worker
or a
delivery person.



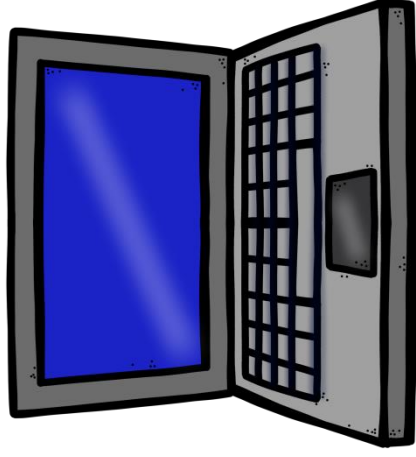
I watch people when they are swimming or near the water. I save them if they are in danger.



I work at a restaurant. I take orders and deliver food when it is ready.

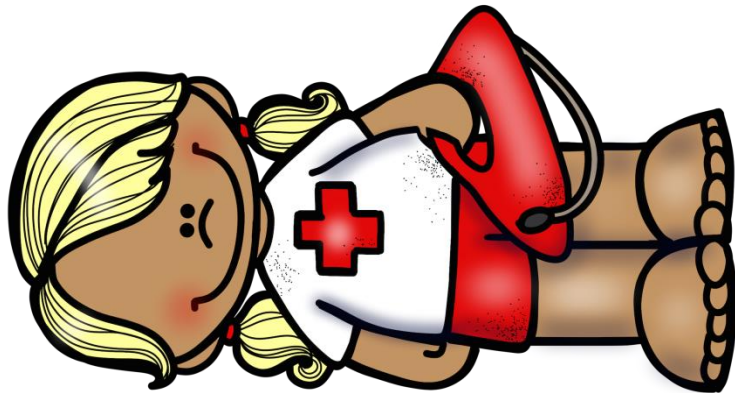


I might drive a Jeep. I protect parks and forests.

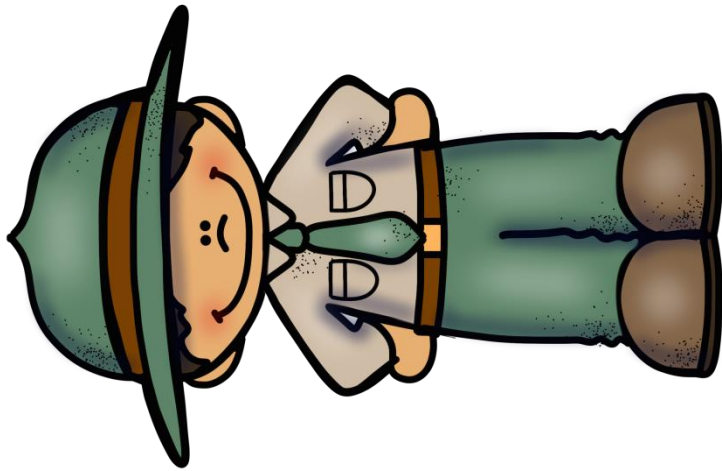


I might work in an office. I help a company.

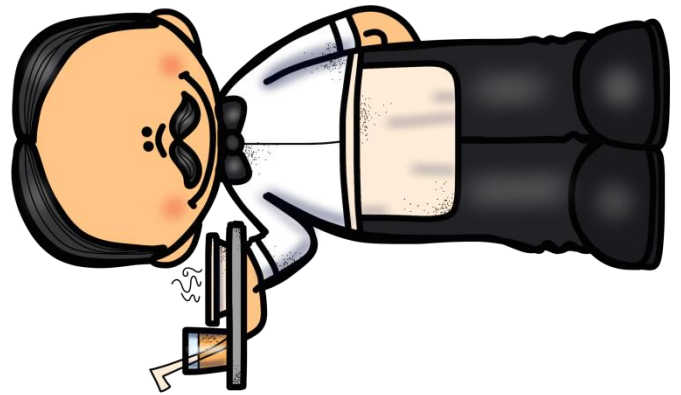
**I am a
lifeguard.**



**I am a
park ranger.**



**I am a
server.**



**I am a
business person.**





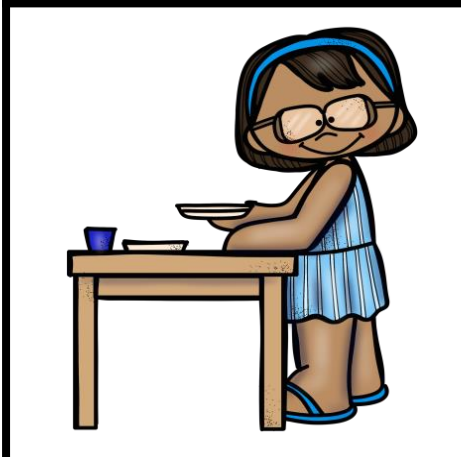
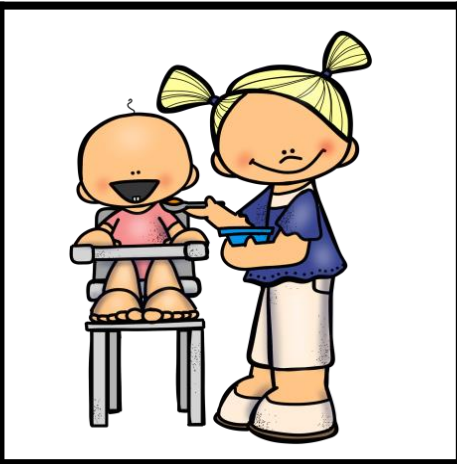
Home Helpers

Lesson Plan

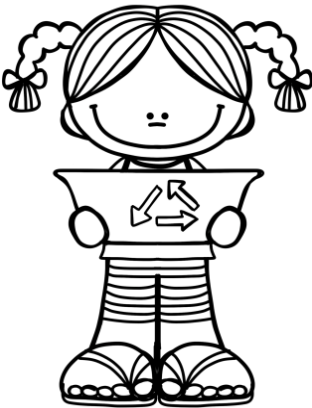
- Gather students at meeting area/carpet
- Discuss jobs that students can do at home: Just like there are jobs in the community, there are jobs at home.
- Turn to a partner and talk about one job that you have at home.
- Teacher creates a list of jobs that the students have at home
- Do a sorting/ graphing activity with the students

- **Activity #1- Graphing Chores**
 - Place one large picture card at the bottom of a chart paper to create a graph, with the number of students up the left-hand side. Students color in one square for each chore they are responsible for at home.

- **Activity #2- Sorting Chores**
 - Each child gets a copy of the small chore pictures. They cut the pictures out and sort them by chores they do, chores they don't do, and chores they wish they could start doing.

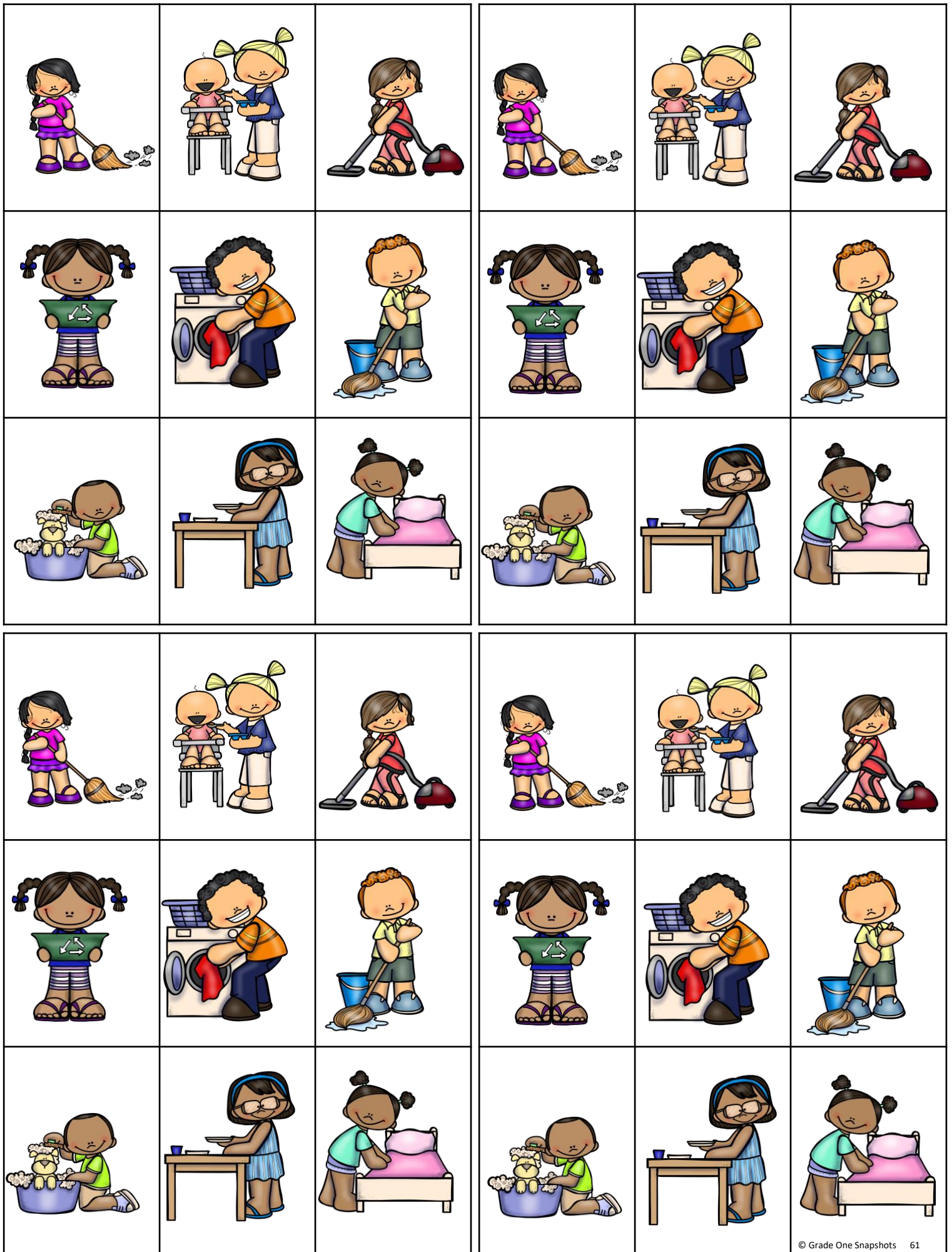


Chore Picture Cards
To use: print and cut apart. Use for graphing and sorting activities.



Chore Picture Cards

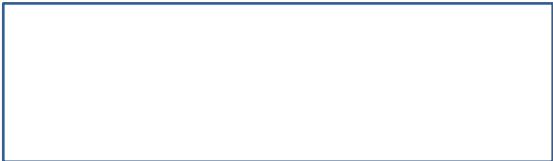
To use: print and cut apart. Use for graphing and sorting activities.





Chores at Home

Chores I do	Chores I want to do	Chores I don't do



Home Helpers

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



Home Helpers

At home I help by

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Home Helper Vocabulary Matching



- Sweeping



- Vacuuming



- Setting the Table



- Pets



- Recycling



- Laundry



Home Helper Vocabulary Matching



- Sweeping



- Vacuuming



- Setting the Table



- Pets

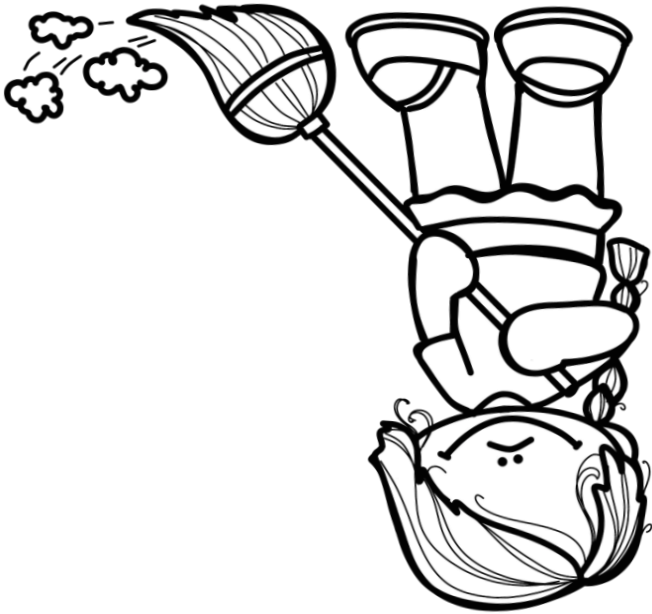


- Recycling



- Laundry

I like to sweep the floor.



vacuum.

I like to use the



I Am a Home Helper



I like to do the
laundry.



By: _____

vacuum.

I like to use the

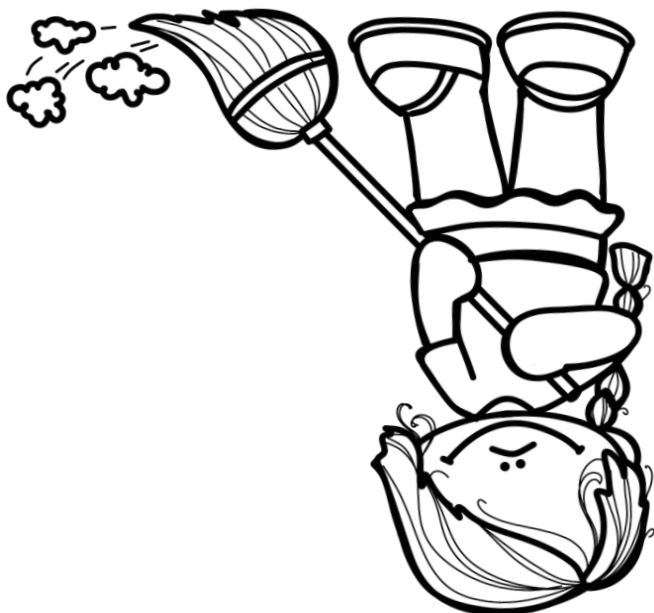
I like to sweep the floor.

I Am a Home Helper



I like to do the
laundry.

By:



I Am a Home Helper



By: _____

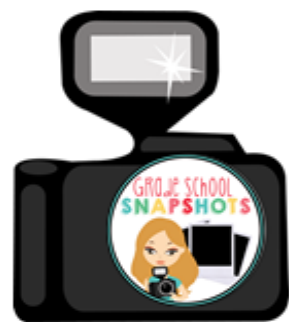
I Am a Home Helper



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Credits

