

Goal Setting Lesson Plan – Part 2

Objective 1 : Students will be able to describe goals in learning language skills – listening, speaking, reading, and writing and document progress towards goals in these areas for themselves.

Objective 2: Students will be able to identify a long term goal for themselves related to applying their English skills outside of class.

Levels: Beginning High – Advanced

Length of time for lesson – 30 minutes – 1 hour

MATERIALS NEEDED: Reading on Maria, Goals chart

Warm-up/ Review: Elicit from students examples of attendance and testing goals discussed in the previous lesson.

Introduction: Explain that in this lesson we are going to identify more goals related to their lives.

Presentation 1:

1. Tell the story about Maria. Point to visuals as you tell the story. Ask Students to listen.

Maria is a mother of two children. They go to elementary school. Maria wants to learn English to help her children in school. Her goal is to help her children in school. She wants to listen in English to understand phone messages from the school or doctor's office. She wants to speak English to call the school to report her child's absence. She wants to read English to read messages from the school and her children's report cards. She also wants to read stories to her children and help them with homework. She wants to write English to write a note to the school. Maria's future goal is to help the teacher at her child's school.

2. Check comprehension of the story. Ask questions, such as the following.

- a. What is Maria's goal in listening?
- b. What does Maria want to read?
- c. What is Maria's future goal?

Or Ask students to provide one of the following responses after you read a sentence.

Example: T – She wants to call the school to report an absence
S – Speaking
T – She wants to understand a phone message.
S – Listening

Practice: Have students sit in pairs and read to each other or ask each other the comprehension questions about the story and orally respond.

Presentation 2:

1. Put up the chart “ My English Goals for this Semester” and model how to complete the form about Maria. Ask students questions (e.g. What is Maria’s listening goal? What does she want to listen to ?) and then write the response on the chart next to “listening.” Continue to complete the chart about Maria’s goals. Then ask students, “What are your goals in listening, speaking, reading, and writing English?” As students respond, write their responses on the board, so students know how to spell what they want to write on their forms.

Practice:

2. Have students complete their forms, writing in their goals in listening, speaking, reading, and writing.
3. Model how students should reflect on (think about) their progress toward meeting each goal by circling a number from 1-5 on the chart. Have them write in the month next to the numbers. Explain the key at the bottom of the chart. Explain that they will look at their progress again at the end of the semester or session. Students will be asked to record their progress twice in each skill area.
4. Remind students what Maria’s future goal is – to help at her child’s school. Provide some other examples of future goals related to using English in everyday activities, e.g. getting a job or going to college.
5. Ask students to record a future goal they have on their goals form. Assist students in spelling words needed to identify their goals.
6. Ask students to keep this form in their binder or assessment folder with their attendance and test score chart.

Application:

1. Set aside time at the beginning of a lesson, before the break or at the end of a lesson to have students update their goal setting forms. To build consciousness of goal setting, this should be done weekly, if possible.
2. Encourage students who do not feel that they are making progress quickly enough to keep trying. Everyone has barriers that interfere with goal setting.
3. Do Goal Setting Lesson Plan – Part 3 to guide students in addressing barriers to reaching their goals.



Maria's Goals

Maria is a mother of two children. They go to elementary school. Maria wants to learn English to help her children in school. Her goal is to help her children in school. She wants to listen in English to understand phone messages from the school or the doctor's office. She wants to speak English to call the school to report her child's absence. She wants to read English to read messages from the school and her children's report cards. She also wants to read stories to her children and help them with homework. She wants to write English to write a note to the school. Maria's future goal is to help the teacher at her child's school.

1. What is Maria's listening goal?
2. What does Maria want to read in English?
3. Who does Maria want to speak to in English?
4. What does Maria want to write?
5. What is Maria's future goal?

My English Goals for This Semester

In English I want to

understand when I listen to _____

Progress:

Month:

1 2 3 4 5

Month:

1 2 3 4 5

speak to _____

Progress:

Month:

1 2 3 4 5

Month:

1 2 3 4 5

read _____

Progress:

Month:

1 2 3 4 5

Month:

1 2 3 4 5

write _____

Progress:

Month:

1 2 3 4 5

Month:

1 2 3 4 5

Key: 1= I didn't do it yet.

2= I tried it. It was difficult.

3= I can do it, but I need more practice.

4= I can do it.

5= I can do it well.

In the future I want to _____



