

# My Goals for Fall, Term I\_

Name \_\_\_\_\_

**Goal #1:**

**Goal #2:**

**My Plan:**

1.

2.

3.

4.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# My Goals - How did I do?

## A. Answer these questions.

1. What is your name?

2. Where are you from?

3. What were your goals?

4. What was your plan?

5. What was easy? Why?

6. What was difficult? Why?

7. How did you do?

## B. Model

1. Short Answers

1. *Joseph Ramirez*

2. *Cuenca, Ecuador*

3. *Speak more English*  
*Write more English*

4. *Speak English with people from other countries,*  
*watch TV in English*

- do my homework*  
*write in English 5 minutes every day*
5. *Spoke English with people from other countries - it was fun*
  6. *Didn't write in English for 10 minutes - too hard*
  7. *O.K. speak more English, but can't write*

## 2. Model Paragraph

My name is Joseph Ramirez. I am from Cuenca Ecuador. My two goals for Term \_\_\_ were 1) speak more English and 2) write more English. My plan was 1) to speak English with people from other countries 2) watch TV in English 3) do my homework and 4) write in English 5 minutes every day. I did speak in English with people from different countries. It was fun. I didn't write English for 5 minutes every day. It was too hard. I think I did very well.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

My Goals – How did I do?

My name is \_\_\_\_\_.

I am from \_\_\_\_\_, \_\_\_\_\_.

My two goals for Term \_\_\_\_ were 1) \_\_\_\_\_  
\_\_\_\_\_ and 2) \_\_\_\_\_.

My plan was 1) \_\_\_\_\_

2) \_\_\_\_\_, 3) \_\_\_\_\_

and 4) \_\_\_\_\_. It was

easy to \_\_\_\_\_

because \_\_\_\_\_. It was hard to

\_\_\_\_\_ because

\_\_\_\_\_. I did \_\_\_\_\_.



### Goal Paragraph Rubric – Level 3

Write a paragraph about your goals. The paragraph will include information about your goals, your plan and how well you did. Points Possible = 12.

(Level 3 Passing Score = 10)

CONTENT	Total Possible	Student Score
The goals are written correctly	2	
The plan is written correctly	4	
The paragraph addresses all parts of the task.	2	

**Note:** 1 point for each goal and each part of the plan written correctly. Total possible for Levels 1 and 2 is 3 points. (1 for goal and 2 for plan)

Legibility, Neatness, and Spelling	Total Possible	Student Score
Neat and legible. Spelling errors do not interfere with meaning.	2	
Not neat or legible or spelling errors may require reader to infer meaning	1	
Legibility, neatness, and/or spelling make it very difficult to understand even with inference.	0	

Grammar, Structure and Mechanics	Total Possible	Student Score
Some errors in grammar, structure, spelling, capitalization or punctuation that do not distract the reader	2	
Many errors in grammar, structure, spelling, capitalization or punctuation that may require the reader to infer meaning	1	
Errors make the writing difficult to understand even with inference	0	

### Teacher Notes – Goal Paragraph

#### Goal Form

1. Write GOAL on one side of the board.
2. Share pictures of goals: soccer – scoring ball in net, someone in graduation gown, girl/boy dreaming of career
3. Elicit goals from students. Help students make specific goals. For example, student may say *I want to learn English*. Ask why, where, when questions to get more specific. Examples: *I want to speak English with my child's teacher*. *I want to write a note to my boss*. *I want to learn more words*.
4. Write student goals on one side of the board.

Goals	Plan
want to speak English child's teacher	learn 5 words a day
write a note to my boss	write new words in notebook
learn more words	use picture dictionary to learn new words
help child with homework	
write a letter to friend in English	

5. On the other side of the board, write Plan.
6. Underline one of the goals. For example, underline *Learn More Words*
7. Identify activities for the plan. For example *learn 5 words a day, write new words in notebook, use picture dictionary to learn new words*
8. Continue having students identify plans for goals. Write everything on board. This will give students ideas when they write their own goal (s) and plan.
9. Do one goal form with the whole class.
10. Have students complete individual goal forms. Review them to be sure they have identified specific goals and a plan that matches goal. Have students read goal forms to class.
11. Post pictures around classroom, place goal forms on front on notebook or inside notebook, or make a class book of goal forms. You could add digital pictures, allow students to select pictures, or draw pictures.
12. Review goals several times during class.

**Draft**

**Review Goal Form – How Did I do?**

1. Week 7 or 8 of term. Do a sample Review Goal Form – How Did I Do? with the whole class.
2. Show rubric so students know how they will be evaluate.
3. Demonstrate model section – how short answers become information for model paragraph.
4. Read model paragraph.
5. Ask students to answer short answers using one of the Goal Forms with Plan.
6. Show how you substitute information from short answers into model paragraph.
7. Have students write individual Review Goal Form – How Did I Do?
8. Review and help students identify errors.
9. After revisions, collect papers.
10. When forms have been graded, return them to students and discuss results.

**April 14, 2008**



# Goals – Introduction – Michael Ray Teaching Notes

**Objective - Discuss and identify various goals in our lives - focus on short-term goals.**

**1. Brainstorm session** - Write "Goals" on the board and ask a few discussion questions. *What is a goal? Are goals important? Can you give me some examples?* I give some examples of personal goals and elicit others from the students. I write **everything** on the board, regardless of whether these are short or long-term goals.

**2. Narrow the discussion to Short-term goals** - Explain to the students the difference between *long-term* and *short-term goals*. With their responses on the board, I ask which goals can be reached within our 9 week term. This narrows the focus to attainable goals. (For example, *speak English with my daughter; improve my English; learn more English vocabulary words*)

**3. Plan** - Explain that a **plan** represents the necessary *steps* to reach our goals. Again, we do this by brainstorming, and I make a list of their responses on the board. Then, we focus on making sure that the plan matches/relates to the goal, i.e. **Goal=Write a letter to my friend.-- Plan=Learn more English words and Practice writing in English every day.**

**4. Goal forms** - I model a goal form using the Smart Box (on the white board), and they fill out their goal forms with their goals and plans. I collect these and take home to check for spelling, grammar and punctuation. I return them on computer night so they can type their information into the goal template.

## Transferring Goal question form information to paragraph (includes a group activity)

**Objective - Correctly transfer their answers to a paragraph format.**

**1. Overhead goal question form (using Smart Box)** - Model the activity by using a goal question form and writing the answers into the template on the board, so students can see how to transfer the information. Still using the model, we talk about our success with our goals. We spend a good bit of time discussing which was **easy** versus which was **difficult**. I also spend a lot of time explaining *why* something was easy or difficult.

**2. Goal Question forms (groups)**- Make sure each group (3 - 4 students) has a higher student as a group monitor. Students complete their goal-question forms according to how they feel they did. They read these forms to the group. I also had them pass around their forms and do some peer editing. (spelling, grammar, punctuation). This sharing helps them with new ideas. They bring me their papers, and I do a final check for errors and mark the changes.

**3. Cloze paragraphs (still in groups)** - Still using the Smart Box, I show them how to transfer the answers from the question form to this cloze paragraph sheet. In their groups, they transfer their information. Again, I like them to read this paper to their group and pass them around for checking. Finally, they bring them to me, so I can mark the mistakes and make suggestions. I return the papers to them.

**4. Final paragraphs** - They need to copy their corrected cloze sheets into a final paragraph and give to me. I take these home to edit and return them on computer night, so they can type their final paragraphs.