

Setting Goals & Tracking Progress

Lesson Objective:

Students will learn how to set SMART goals and track their progress using a progress chart, reinforcing the concept of a growth mindset.

Materials Needed:



- Copy of Book 6, Chapter 2, *Betty Learns to Set Goals and Track Progress*
- Pencils and markers
- S.T.A.R. Strategy Poster
- Activity 1: Setting SMART Goals Worksheet
- Activity 2: SMART Goals Progress Chart
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Begin with a brief discussion on setting goals and tracking your progress.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

○ “Today, we are going to talk about how setting goals and tracking your progress can help you learn and improve. Have you ever wanted to get better at something, like playing soccer, solving math problems, or drawing? Sometimes, it can feel hard to know where to start or how to measure if you are improving. We’re going to learn how to set goals and keep track of your progress, so you can see how much you’re learning!”

2. Discussion Starter

○ "Can you think of something you’ve worked hard to get better at? What did you do to improve?"

(This helps students connect personal effort with progress.)



- "How do you know if you're getting better at something? What signs or clues can you look for?"
(This introduces the idea of tracking progress.)
- "Why do you think it's helpful to set a goal instead of just saying, 'I want to get better'?"
(This encourages thinking about clarity and purpose in goal setting.)

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 2 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts of the story.

Story Time Teacher Script:

Prepare the Students for the Story:

- "Now, we'll read a story about Betty and her friends, who are also learning how to set goals and keep track of how well they're doing."
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
 - Why does Betty feel proud after building the birdhouse?
 - What are some of the things Betty wants to get better at?
 - How does Betty feel when she's unsure about where to start with her goals?
 - What does Ollie suggest to help the group with their goals?
 - What are SMART goals, according to Grandma?

- Can you explain what the 'Specific' part of a SMART goal means?
- Why is it important to make sure your goal is 'Achievable'?
- What does 'Time-bound' mean when setting goals?
- How does Grandma say progress charts help you?
- How does Betty feel about using a progress chart?

Betty's Big Brainstorm, Chapter 2: Betty Learns to Set Goals and Track Progress

After building the birdhouse in the park, Betty felt proud of her new growth mindset. She had learned that with practice and effort, she could get better at things. But there was one thing still bugging her. Betty had lots of things she wanted to get better at—like drawing, playing soccer, and even learning math—but sometimes she didn't know where to start. How could she keep track of everything she wanted to achieve?

One afternoon, as Betty sat under the big oak tree in the park, Ollie, Harriet, Buzz, Sammy, and Bennie joined her. They were all chatting about what they wanted to get better at.

"I want to learn how to play the piano," Harriet said. "But every time I practice, I forget what I'm supposed to do."

"I want to score more goals in soccer," Buzz added, buzzing with excitement. "But I don't know how to practice better."

"I'm trying to improve in math," Betty said. "But it feels like I'm just spinning in circles. How do I even know if I'm making progress?"

Ollie, always the thinker, spoke up. "I think what we need is a plan. Our teacher talked about setting personal goals in class. Maybe we should try setting specific goals and find a way to track our progress."

Grandma, who had been sitting nearby knitting, overheard their conversation and smiled.

"That's a great idea, Ollie! Setting personal goals is the first step in reaching them, but tracking your progress helps you stay focused and see how far you've come."

Betty looked up. "But how do we do that? How do we set goals that aren't too hard or too easy?"

"Well," Grandma began, "you can start by setting SMART goals."

"SMART goals?" Sammy asked. "What does that mean?"

Grandma explained, "SMART goals are specific, measurable, achievable, relevant, and time-bound. It's a way to make sure your goals are clear and doable. Let's break it down:

- **Specific:** Make sure your goal is clear. Instead of saying, 'I want to get better at soccer,' say, 'I want to practice kicking the ball into the goal five times every day.'

- **Measurable:** Make sure you can track your progress. For example, you can count how many times you kick the ball into the goal.

- **Achievable:** Set a goal that's challenging but possible. You don't want it to be too hard, but it should push you to improve.

- **Relevant:** Make sure your goal is something important to you. If you really care about getting better at soccer, it's relevant.

- **Time-bound:** Set a deadline. For example, you could say, 'I want to practice for two weeks and then see how much I've improved.'"

The group nodded, understanding how SMART goals could help them.

"Okay," Harriet said, "my specific goal is to practice the piano for 10 minutes every day, and after two weeks, I'll check how much I've improved."

Buzz grinned. "My goal is to practice shooting goals in soccer. I'll aim to make five goals every day for two weeks and track how many I score each time."

Betty thought for a moment. "For math, I want to practice solving multiplication problems. My goal will be to practice five problems each day and track how many I get right."

Grandma clapped her hands. "Those are all wonderful SMART goals! Now, let's talk about tracking your progress. One way to do that is by using a progress chart."

"A progress chart?" Bennie asked.

"Yes," Grandma explained. "You can create a simple chart where you track each time you work on your goal. For example, you could use a calendar or notebook and write down each day you practice. Then, at the end of the week, you can look back and see how much you've accomplished."

Betty's face lit up with excitement. "I like that! It will help me see if I'm improving."

"Exactly," Grandma said. "And remember, your brain is learning from every experience. By tracking your progress, you're giving your brain evidence that you're improving, which helps you stay motivated."

The group decided to create their own progress charts. Betty pulled out a notebook, and they all made a page for their goals. Each time they worked on their goal, they would color in a box to show they practiced that day.

For two weeks, Betty practiced her multiplication problems, and every day, she filled in a box on her chart. At the end of the two weeks, she looked back and saw all the colorful boxes, showing how much effort she had put in.

Harriet, Buzz, Sammy, and Bennie also worked on their goals and filled in their charts. At the end of the two weeks, they gathered together again at the park to share their progress.

"I practiced the piano every day, and I'm getting better at remembering the notes," Harriet said proudly.

"I've made more goals in soccer than ever before!" Buzz added, beaming.

Betty smiled. "I've improved in math, too. I got more multiplication problems right than I did at the beginning. Seeing the progress on my chart really helped me stay motivated."

Grandma smiled warmly. "You've all done an amazing job setting goals and tracking your progress. By using the SMART goals and progress charts, you've shown yourselves that with effort and practice, you can grow and improve."

Betty felt proud of what she had accomplished. "I'm going to keep using my chart for other goals too. It feels good to see how much I'm learning."

"And remember," Grandma said, "goals aren't just about reaching the end result. They're about the journey and what you learn along the way. With a growth mindset and good strategies for tracking progress, you'll always be moving forward."

From that day on, Betty and her friends used their progress charts for everything—from learning new skills to solving problems. They realized that by setting clear goals and tracking their effort, they could see their improvement and stay motivated to keep going, no matter what challenges they faced.

And as they continued working toward their goals, they knew that with a growth mindset and the right strategies, they could accomplish anything they set their minds to.

Post-Chapter Teacher Script

- **Teacher:** “Betty and the rest of her friends learn that setting goals is important, but tracking your progress is what helps you to know where you are in achieving your goal. And, remember, the journey to reaching your goal is important, not just the end result.”

Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- How did Betty’s feelings change after learning about SMART goals?
- What is one goal you might want to set for yourself?
- Why is it helpful to track progress?
- How do you think a progress chart could motivate you to keep practicing?
- What happens when you focus on one small part of a bigger goal, like Betty does with her math?
- Why is it important to look at how much effort you’ve put in, not just the final result?
- How did Buzz set his soccer goal? What made it specific and measurable?
- How did Harriet track her progress with the piano?
- What does it mean to have a growth mindset when you’re working on a goal?
- How does seeing your progress help you when things feel hard?

Do an Activity (20 minutes)

- Students will practice setting SMART goals and tracking progress

Please choose from the following 2 activities:

Activity 1: Setting SMART Goals (15 minutes)

Introduce Activity

“Now it’s your turn to think of a goal you want to work on. It can be anything—learning to read faster, getting better at drawing, or even helping out more at home. We are going to make sure our goals are SMART, just like Betty did in the story.”

“Before we set our SMART goals today, let’s take a few minutes to think about what we really want to get better at. This could be something at school, at home, or something you do for fun. Think about a time when you thought, ‘*I wish I were better at this!*’ That’s the first clue to setting a great goal.”

Activity Instructions

1. Personal Reflection (5 minutes)

Distribute a Setting SMART Goals. Ask them to complete these prompts:

- One thing I really enjoy doing is: _____
- One thing I sometimes find hard is: _____
- I’d love to get better at: _____
- It would make me proud if I could: _____

The teacher may model this aloud, e.g., “I really enjoy cooking, but sometimes I burn things. I’d love to get better at cooking meals without needing help.”

2. Partner Chat (5 minutes)

“Now turn to a partner and share one thing from your reflection that you’d like to get better at. As you listen to your partner, you can also help each other think of small ways to practice or improve.”

3. Choosing a Goal (3 minutes)

Ask students to circle or star the goal they’re most excited about.

Then transition to SMART goal writing with this question:

“Now that you’ve chosen something to get better at, let’s figure out how to turn that into a SMART goal—one that helps you take steps and see your progress!”

4. Write a SMART Goal Statement (7–10 minutes)

Distribute the **SMART Goal Builder Worksheet** (or write the formula on the board):

SMART Goal Formula:

"I will [specific goal] by [timeframe], and I will know I’m making progress when [measurable result]."

Go through each SMART letter as a class:

- **S – Specific:** What exactly do you want to do?
- **M – Measurable:** How will you know you're improving?
- **A – Achievable:** Is it realistic for you?
- **R – Relevant:** Why is it important to you?
- **T – Time-bound:** When do you want to reach it?

Example:

"I will practice reading for 15 minutes every day for the next 2 weeks, and I will know I'm improving when I can finish a chapter book by myself."

Students use the formula to write their goal at the bottom of the worksheet.

Activity 2: Progress Tracking (15 minutes)

Introduce Activity

"To help keep track of our goals, we're going to use progress charts. Each day that you work on your goal, you will color in a box or write down what you practiced. After two weeks, you can look back and see all the hard work you've done!"

Activity Instructions

1. Hand out progress charts to each student.
2. Let students decorate their charts and write their goals at the top.
3. Explain that each time they work on their goal, they'll fill in a section of the chart to show how they're progressing. In the first column, they will write the day. In the second column, they will

write what they accomplished/did to work on their goal. And in the third column, they will draw a face to represent how they felt about their accomplishment. (happy, neutral, or sad)

4. Ensure that you check in with the students as they complete their chart and work on their goals.

Review and Reflection Teacher Script

1. Gather in a Circle for Reflection:

- “Let’s all come back together in a circle.”



2. Closing

- “Today, you learned how to set SMART goals and track your progress, just like Betty did in the story. Remember, having a growth mindset means you know you can improve if you keep trying. Your progress chart will help you see how much effort you’re putting in and how much you’re learning. I’m so excited to see all the great things you’ll accomplish!”
- “Who would like to share their SMART goal with the class?”

Home Connection Letter

1. Sending Information Home:

- “Before you go, I have a letter for you to take home about what we learned today in class.”
- Hand out the letters as the children prepare to leave.

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Parent(s)/Guardian(s),

Today, your child learned about setting goals and tracking progress as part of our lesson on a growth mindset.

We read a story about Betty, who learns how to set SMART goals and use a progress chart to track her efforts. Your child has set a personal goal and created a chart to track their progress over the next two weeks.

You can support your child by asking them about their goal and checking in on their progress.

Encourage them to color in their progress chart each day they work toward their goal, and celebrate their effort and improvement!

Thank you for supporting your child's learning journey!

Best Regards,



Setting SMART Goals



PART 1 - Figuring Out a Goal

- One thing I really enjoy doing is: _____
- One thing I sometimes find hard is: _____
- I'd love to get better at: _____
- It would make me proud if I could: _____

PART 2 - Setting a SMART GOAL

1. Specific

What exactly do I want to accomplish?

2. Measurable

How will I know I'm making progress? How can I measure it?

3. Achievable

Is this goal realistic? What steps will I take to reach it?

4. Relevant

Why is this goal important to me?

5. Time-bound

When do I want to achieve this goal?

My SMART Goal Statement

Using the ideas from the sections above, write your SMART goal here:

SMART Goal Progress Chart

My SMART Goal is: _____

| <i>Day</i> | <i>What I did?</i> | <i>How I felt?</i> |
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