

Setting Goals for Success

Lesson Objective:

Students will learn the importance of setting SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) and how to use these goals to achieve personal success. They will reflect on their personal strengths and set goals for the school year.

Materials Needed:



- Copy of Chapter 2: Setting Goals for Success
- Pencils and markers
- SMART Goal & Goal Tracking Worksheet
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss what they think SMART goals are.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today, we're going to talk about something very important—setting goals. Goals are what help us focus and guide us as we try to achieve something, whether it's learning a new skill or getting better at something we already do. But setting a goal isn't just about wanting something—it's about making a plan. We're going to learn about how to set SMART goals, which help us take our big dreams and break them down into manageable steps."
- Wait for the children to settle.

2. Discussion Starter

- "Now, can anyone share what goals are, and why do we set them?" Wait for a few children to respond and acknowledge their answers.
- "Can anyone share a goal they have, whether it's for school, sports, or something else?" [Pause for student responses.] "How do you think goals help us achieve success?"

- We're going to read Chapter 2 from *Ollie's Superpower Squad- Fourth Grade Challenges*, where Ollie and his friends learn about setting goals and in particular how to set SMART goals."

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 in the story.

Story Time Teacher Script:

1. Prepare the Students for the Story:

- "The second chapter in our novel *Ollie's Superpower Squad- Fourth Grade Challenges* is called "Setting Goals for Success" (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

2. Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
 - Why does Ms. Sanchez say it's important to set long-term goals?
 - What are SMART goals, and what does each letter stand for?
 - How does Betty feel about setting long-term goals at the beginning?
 - How does Ms. Sanchez help Betty make her goal more specific?
 - How does Buzz turn his goal of juggling into a SMART goal?
 - What is the purpose of making goals measurable?
 - Why is it important for a goal to be achievable?
 - How can making a goal relevant help you stay motivated?
 - What does "time-bound" mean when setting a goal?
 - How does setting a SMART goal help Betty feel more confident about improving her math skills?

Chapter 5: Setting goals for Success

The first few weeks of fourth grade were buzzing with excitement for Ollie, Harriet, Benny, Sammy, Buzz, and Betty. They had settled into their new classroom, felt confident about their personal strengths, and were excited for what the year had in store. But as they soon learned, fourth grade brought more responsibilities—and bigger challenges.

One afternoon, Ms. Sanchez gathered the class after lunch. "Today, we're going to talk about something very important—setting long-term goals. Goals give us direction and help us focus on what we want to achieve. But setting a goal isn't just about deciding you want something. You need a plan to get there."

Betty exchanged a look with her friends. She was great at solving problems on the spot, but long-term goals felt different—like something that took a lot of time and patience.

Ms. Sanchez continued, "We're going to learn how to set SMART goals. That stands for Specific, Measurable, Achievable, Relevant, and Time-bound. It's a way to make sure your goals are clear and that you have a plan to reach them."

"Like when we build a project step by step?" Ollie asked.

"Exactly," Ms. Sanchez smiled. "Just like we used your strengths to solve problems in our first week, SMART goals help you figure out the steps you need to take to reach something big."

Buzz leaned over to Harriet. "Do you think a goal can be like learning to juggle? I've always wanted to do that."

"Totally," Harriet whispered back, her eyes lighting up at the thought of setting goals for running faster and jumping higher in soccer.

"Let's start by talking about what kind of goals you might have," Ms. Sanchez said. "Think about something you want to improve this year, something you want to get better at. It can be about school, a hobby, or even something with your friends."

The class grew quiet as everyone thought about their goals. After a few moments, Ms. Sanchez asked them to share.

"I want to become better at solving math problems," Betty said. "I love figuring things out, but sometimes I get stuck on math, and I want to be able to solve problems faster."

"That's a great goal, Betty," Ms. Sanchez said. "Now, let's break it down using the SMART goals strategy."

Betty perked up, curious. "How do we do that?"

"Let's start with Specific," Ms. Sanchez explained. "You said you want to get better at solving math problems. Can you be more specific about what kind of math problems or how you want to improve?"

Betty thought for a moment. "I guess I want to get better at multiplication and division because that's where I get stuck."

"Great! That's a specific goal," Ms. Sanchez said. "Now, how can you measure your progress?"

Betty scratched her head. "Maybe I can track how many problems I solve in a certain amount of time?"

"Exactly!" Ms. Sanchez nodded. "You can measure your progress by timing how many problems you solve correctly each week."

Buzz raised his hand, buzzing with energy. "What about 'Achievable'? How do we know if a goal is achievable?"

"Good question, Buzz," Ms. Sanchez replied. "To make sure a goal is achievable, you need to ask yourself if it's something you can work toward, given your time and resources. For Betty, practicing math for 15 minutes a day might be achievable, but saying she'll master every math skill in one week wouldn't be realistic."

Betty nodded. "I can definitely practice for 15 minutes a day."

"Perfect!" Ms. Sanchez said. "Now, let's think about 'Relevant.' This means the goal should matter to you. Betty, does improving your math skills help you in other areas?"

"Yeah," Betty said. "It'll help me feel more confident in class, and I know it'll help me with the projects we're going to do this year."

"Exactly," Ms. Sanchez agreed. "Finally, let's talk about 'Time-bound.' When do you want to reach your goal?"

Betty considered. "Maybe by the end of the month, I can improve my speed in solving multiplication and division problems?"

"That's a great time frame," Ms. Sanchez said. "Now you have a SMART goal! You'll practice for 15 minutes a day, work specifically on multiplication and division, and track your progress by the end of the month."

Betty grinned, feeling excited to tackle her new goal. The process made the challenge feel more manageable.

As the rest of the class thought about their own goals, Buzz eagerly raised his hand. "I want to learn how to juggle by the end of the month!"

Ms. Sanchez laughed. "That's a fun goal, Buzz. Now let's make it SMART. How can you be specific?"

"I'll practice with three balls every day," Buzz said, bouncing in his seat.

"And how can you measure your progress?" Ms. Sanchez asked.

"I can count how long I keep the balls in the air without dropping them," Buzz answered.

"Is it achievable?" Ollie asked.

"Totally!" Buzz said confidently. "I'll practice for 10 minutes every day."

The group continued sharing their goals, and as they did, they realized how breaking their goals into smaller steps made them easier to accomplish. Harriet wanted to run faster in soccer, so she set a goal to practice sprinting every day and time her runs. Sammy decided to work on listening more in class by keeping track of how often he could stay focused for the entire lesson.

By the end of the day, each friend had a SMART goal, and they all felt more in control of their personal growth.

As they walked home from school, Betty thought about how setting a SMART goal was a lot like using her strength of problem-solving. "I feel like I'm building something step by step," she said. "It's like solving a puzzle, but instead of doing it all at once, I'm putting the pieces together bit by bit."

Ollie agreed. "And it's cool how we can measure what we're doing. It's not just about wishing we'll get better—it's about making a plan and sticking to it."

Buzz buzzed with excitement. "I'm going to juggle so well by the end of the month. You just wait!"

As they all laughed, Harriet added, "And even if we don't hit our goals perfectly, we'll learn along the way, right? That's what a growth mindset is all about."

Betty smiled. "Yeah, and with SMART goals, it feels like we're all moving forward, one step at a time."

Grandma, who had been walking with them, smiled at their conversation. "You're learning that goals aren't just dreams—they're plans with action steps. And by reflecting on your progress, you'll continue to grow and improve. It's all part of becoming the best version of yourselves."

As the friends waved goodbye and headed home, they felt confident and ready for the challenges ahead. They knew that with their strengths, their new SMART goals, and their determination, they were on the path to success.

3. Post-Chapter Teacher Script

- **Teacher:** "Well, Ollie and his friends are sure going to make progress with their goals by using the SMART goal strategy. Maybe they'll be helpful for us too."

4. Post-Chapter Questions

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

- What's one goal you have this year? Can you make it into a SMART goal?
- Why is it important to be specific about your goal?
- How can you measure your progress toward your goal?
- What makes a goal achievable? Can you think of a goal that might not be realistic?
- How do you know if a goal is relevant to you?
- Why is it important to set a deadline for your goal?
- Can setting a goal help you in other areas of your life, like sports or hobbies?

- What strengths can help you achieve your goal?
- How does breaking your goal into smaller steps help you?
- What should you do if you don't meet your goal on the first try?

Do an Activity (20 minutes)

- Students will practice setting SMART goals

Activity: Set Your Own Smart Goal (20 minutes)

1. Introduce Activity

"Now that we've talked about SMART goals, it's time to create your own! Think about something you want to improve on this year, whether it's a school subject, a sport, or something you want to get better at. We're going to break your goal down into the five parts of SMART goals: Specific, Measurable, Achievable, Relevant, and Time-bound."

- **Activity Instructions**
- Hand out the SMART Goal Worksheet to each student.
- Walk the students through each part of the SMART goal:
 - Specific: Ask them to write down exactly what they want to achieve. For example, instead of "I want to get better at reading," write "I want to read three chapter books this month."
 - Measurable: Ask them to think about how they'll measure their progress. How will they know they're improving?
 - Achievable: Ask them to think about whether this goal is possible, given their time and resources. How will they make time to work toward the goal?
 - Relevant: Encourage them to choose a goal that's important to them personally.
 - Time-bound: Ask them to set a deadline. When do they want to reach their goal?
- Give students time to complete the worksheet.
- Once finished, ask for a few volunteers to share their SMART goals with the class.

- **Reflection**



"Great job, everyone! Let's have a few volunteers to share their work and explain their goal to us." Ask these questions to the students sharing their goals.

Wrapping it Up

"Great job, everyone! Today, you've all created SMART goals that will help you work toward success this year. Remember, goals aren't just about what you want to achieve—they're about making a plan and taking small steps to get there. As we go through the year, we'll check in on our goals and see how much progress we're making. And remember, even if you don't reach your goal right away, every step you take is helping you grow."

Wrap Up the Lesson (5 minutes)

1. Review and Reflection Overview:

- Review what they learned about the importance of seeing things from a different perspective.
- Ask a few children to share when this might help them.

Review and Reflection Teacher Script

1. Gather in a Circle for Reflection:



- "Let's all come back together in a circle."
- "How does breaking down your goal into these steps help you feel more confident about achieving it? What's one thing you can start doing today to work toward your goal?"
- Listen to a few responses and provide positive reinforcement.

2. Closing

- "Great job today setting SMART Goals. I'm looking forward to seeing all of us achieving those goals this year!"

Home Connection Letter

1. Sending Information Home:

- "Before you go, I have a letter for you to take home. It explains that we talked about setting SMART Goals this year."
- Hand out the letters as the children prepare to leave. "Great job, everyone! This is going to be a super year using our Superpowers!"

Parent Letter

Sending Information Home:

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

Dear Parents/Guardians,

Today in class, your child learned about setting SMART goals to help them achieve success. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound, and they help students break their goals into manageable steps. Each student had the opportunity to create their own personal SMART goal, which they will work toward throughout the school year.

We encourage you to talk with your child about their goal and help them track their progress at home. Setting goals and working toward them is a great way for students to build confidence, develop responsibility, and see how their efforts can lead to success.

Thank you for your support in helping your child grow and succeed!

Sincerely,
[Your Name]

SMART Goals Worksheet

Name: _____

Date: _____

1. What is your goal?*

Write down one goal you want to achieve this year.

Example: "I want to improve my math skills."

My Goal:

2. Make it a SMART Goal!

S = **Specific

What exactly do you want to achieve? Be as clear and detailed as possible.

Example: "I want to get better at multiplication and division."

My Specific Goal:

M = Measurable

How will you measure your progress?

Example: "I will practice solving 10 problems a day and see how many I get right."

How I will measure my progress:

A = Achievable

Is this goal realistic? Do you have the time and resources to reach it?

Example: "I can practice for 15 minutes every day."

How I know my goal is achievable:

R = Relevant

Why is this goal important to you? How will it help you?

Example: "Improving my math skills will help me feel more confident in class."

Why my goal is relevant to me:

T = Time-bound

When do you want to achieve this goal? Set a deadline.

Example: "I will achieve my goal by the end of the month."

My Deadline:

3. Action Plan:

What will you do every day or week to work toward your goal?

Example: "I will practice for 15 minutes every day."

My Action Plan:

4. Tracking My Progress:

How will you track your progress?

Example: "I will check in every week to see how much I've improved."

How I will track my progress:*

5. Reflection:

At the end of the month or deadline, reflect on how far you've come.

- Did you reach your goal?
- What helped you succeed?
- What could you improve for next time?

My Reflection:

This worksheet will help you break down your goals into smaller, more manageable steps. Keep working toward your goals, and remember that progress takes time and effort!