

CL-09C

Growth Mindset and Goals

Grades 4–5

Intrapersonal Effectiveness

Goal Getters

Students turn fuzzy goals into clear ones, then coach a story character through a Goal Getter Plan: small steps, obstacles, helpers and growth-mindset self-talk.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Goal Coach

BIG IDEA Pick one clear goal, take small steps, plan for obstacles and keep going.

1 I CAN

- ☐ turn a fuzzy goal into a clear goal that says what and by when.
- ☐ explain how short-term steps help a character reach a long-term goal.
- ☐ coach a character's Goal Getter Plan, including obstacles, helpers and growth self-talk.

KEY WORDS / PALABRAS CLAVE

goal	meta
long-term	a largo plazo
short-term	a corto plazo
obstacle	obstáculo
persevere	perseverar
growth mindset	mentalidad de crecimiento

3 STANDARDS

Texas Model 5th ed., 2018	Intrapersonal Effectiveness
ASCA Standards Mindsets & Behaviors, 2021	M 4 Self-confidence in ability to succeed · B-LS 7 Long- and short-term academic, career and social/emotional goals · B-SMS 5 Perseverance to achieve long- and short-term goals
Health TEKS Gr 4 §115.16(b)(4)(B)–(C)	(B) explain the advantages of setting short- and long-term goals · (C) explain the importance of time management with respect to a goal
Health TEKS Gr 4 §115.16(b)(3)(C)	discuss and explain how the brain develops during childhood and the role the brain plays in behavior. Partial fit: practice strengthens brain connections.
Health TEKS Gr 5 §115.17(b)(4)(B)–(C)	(B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals · (C) discuss choices and decision making as part of goal setting
PE TEKS Gr 4 §116.16(b)(14)	identify ways to accept individual challenges and use self-management skills to persevere in a positive manner when learning a variety of new skills. Applied to Rodrigo and the Goal Coach characters.
Character traits TEC §29.906(b)(5)	responsibility, including accountability, diligence, perseverance, self-management skills, and self-control

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Goal Coach cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the Goal Coach cards apart.
- Read Daniela's example plan on p. 4 once, so you can model it.

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. Two fifth graders each set a goal. Listen to both.”

GOAL A Óscar: “I want to get better at math.”

GOAL B Daniela: “I will learn my 7s and 8s multiplication facts in 3 weeks.”

ASK “Which goal will be easier to reach? Why?” Take two answers, then say: “Both are good ideas. Daniela’s goal is clear: it says what she will do and by when. A goal is something you want to learn or do. You work toward it step by step.”

TEACH 5 min

DO Show the projector page. Point to the Fuzzy and Clear panels. Say, “A clear goal says **what** you will do and **by when**. Daniela’s goal is long-term: it takes a few weeks. Short-term goals are the small steps along the way. Small steps make a big goal easier to start, and you can see your progress.”

DO Point to each part of the Goal Getter Plan and read it. Then read Daniela’s example on the right: her steps, her obstacle plan, her helpers and her self-talk. Say, “Flash cards can be index cards or scrap paper.”

SAY “Self-talk matters. A growth mindset means knowing your brain gets stronger when you practice and try again. Practice strengthens the connections between brain cells, and your brain keeps building them all through childhood. A fixed thought is stuck: ‘I can’t, so I’ll stop.’ A growth thought keeps going: ‘I can’t yet, so I’ll keep trying.’”

PRACTICE 9 min

DO · 2 MIN Fuzzy or clear? Students point left for Fuzzy or right for Clear, like the projector panels. Partners add a what and a by when to each fuzzy goal.

CLEAR 1. Nayeli: “I will finish my 150-page library book in 3 weeks. I’ll read 10 pages a day.”

FUZZY 2. Mateo: “I want to be good at soccer.”

FUZZY 3. Ava: “I want to read more.”

CLEAR 4. Ethan: “I will learn to spell the 20 words on our science word wall by Friday.”

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 on their own. For Parts 2 and 3, partners talk for one minute first. If they disagree, they use the frame “I see it differently because ____.” Then each student writes.

Answer key. Part 1: Fuzzy 1, 4, 5; Clear 2, 3. Part 2: any small steps (add one lap each week; jog, walk, jog), an obstacle plan (slow down instead of stopping), a helper (the P.E. coach, a running partner) and growth self-talk (“...yet, but each lap gets easier”). Part 3: any calm, respectful reply.

WRAP-UP 3 min

SAY “Three weeks later, Daniela knows all her 7s and most of her 8s. Did her plan fail?” Take two answers. (No: she grew a lot, and she can keep going.) “She hasn’t reached her goal *yet*. Goal getters keep going.”

CHECK “Make it clear: Ben says, ‘I want to be good at reading.’ How could Ben make his goal clear?” (Any goal with a what and a by when.) Give the family letters to the teacher for take-home folders.

Short on time? Use practice items 1 and 2 only, and do worksheet Part 2 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Goal Coach. Groups of 3 or 4 each take one Goal Coach card from page 6. Rule: act out only what the card says, and use the names on the card, never a classmate's name.

- 1 Read the card. Make the character's goal clear: what + by when (2 minutes).
- 2 Coach the plan on a sticky note: two small steps, an obstacle plan, a helper and one growth self-talk line (4 minutes).
- 3 Two or three groups role-play a 30-second talk: one student is the character, one is the Goal Coach. Classmates name the plan parts they hear or respectfully disagree: "I see it differently because ____" (4 minutes).

Groups write on sticky notes, so the cards stay clean. The goals belong to the card characters; students don't share their own goals.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *obstáculo*, *perseverar*, *plan*, *practicar*. Partners may plan in Spanish first. Frames: "The goal is clear because ____." / "If ____ happens, he can ____."

EXTRA SUPPORT

Read the sort items aloud. In Part 2, students may use ideas from the projector page and write a word or phrase on each line.

STRETCH

Ask: "Why do short-term steps help with a long-term goal?" Early finishers coach one Goal Coach card on a sticky note.

7 QUICK CHECK

During practice: listen for a what and a by when. If many partners stop at "I want to get better," model one more with Daniela's goal.

After class: I collect the worksheets and sort Part 2 into "all four parts" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect. No student writes a personal goal in this lesson.

8 PICTURE BOOKS (OPTIONAL)

The Most Magnificent Thing by Ashley Spires (Kids Can, 2014). Spanish edition: *La cosa más magnífica (ebook)*. A girl plans a project, gets frustrated, takes a break and tries again. Listed for K-3; a quick read-aloud about obstacles.

Your Fantastic Elastic Brain by JoAnn Deak (Little Pickle, 2010). Spanish edition: *Tu fantástico y elástico cerebro (Spain)*. How the brain stretches when we learn and make mistakes. Listed for 2-3; read a few pages for the brain science.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 9

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Goal getters pick one clear goal, take small steps and plan for obstacles. Haven't reached a goal yet? Keep going!"

ES "¡Buenos días, Yellow Jackets! Para alcanzar una meta, escojan una meta clara, den pasos pequeños y planeen qué hacer con los obstáculos. ¿Todavía no la han alcanzado? ¡Siguen adelante!"

HALLWAY IDEA

Post a big paper "Yellow Jacket Growth Tree" near the office. When a class reaches a class goal, it adds a paper leaf with its class name and goal, such as "Room 21: read 100 books together."

TEACHER TIP

Praise the plan and the effort: "You broke that big project into steps and kept going. That's how goal getters work!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Daniela could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Goal Getters

A goal is something you want to learn or do. You work toward it step by step.



Fuzzy goal

“I want to get better at math.”
What? By when? Hard to tell.



Clear goal

What: “I will learn my 7s and 8s facts...”
By when: “...in 3 weeks.”

1

Goal: Pick one clear goal.

2

Steps: Break it into small steps.

3

Obstacles: Plan for what might get in the way.

4

Helpers: Name who can help.

5

Self-talk: Use growth thoughts.



Daniela's steps

4 new facts a day, with flash cards



Obstacle plan

Mixes up 7×8 and 6×8 ?
Practice those two first.



Helpers

Her teacher and a practice partner



Self-talk

“I don't know 7×8 yet. I'll keep practicing.”



Growth thought: “I can't yet, so I'll keep trying.”

Name _____

Teacher _____

Goal Getters

A goal is something you want to learn or do. You work toward it step by step.

Part 1 Fuzzy or clear? Circle FUZZY or CLEAR.

1 Valeria: "I want to be better at art."

 FUZZY

 CLEAR

2 Isaac: "I will read 20 minutes every school day this month."

 FUZZY

 CLEAR

3 Jimena: "I will write a 3-page story for the class book in 4 weeks."

 FUZZY

 CLEAR

4 Noah: "I want to get faster."

 FUZZY

 CLEAR

5 Sergio: "I want to do well this year."

 FUZZY

 CLEAR

Part 2 Coach the goal Talk with a partner. Then write.

Rodrigo's goal is to run one mile at P.E. without stopping in 8 weeks. Today he ran 2 laps, then had to walk. A classmate said, "Why bother? A mile is too far." Rodrigo is thinking about giving up.



Coach Rodrigo's Goal Getter Plan.

Small steps: Rodrigo could _____

Obstacle plan: If he gets tired, he can _____

Helper: He can ask _____

Self-talk: "I can't run a mile yet, but _____

Part 3 Respond What could Rodrigo say to his classmate?

Rodrigo could say, _____

Goal Coach

✂ Cut on the dashed lines.

1. Read your card. 2. Make the goal clear: what + by when. 3. Coach the plan on a sticky note. 4. Role-play a 30-second coaching talk. Use the names on the card.

GOAL COACH #1



Marisol wants to juggle 3 beanbags at P.E. She drops them every time and says, “This is impossible.”

What?

By when?

Steps

Obstacle plan

Helper

Self-talk

GOAL COACH #2



Liam wants to finish a 200-page library book. He keeps losing his place and starting over.

What?

By when?

Steps

Obstacle plan

Helper

Self-talk

GOAL COACH #3



Lucía wants to learn her 6s, 7s and 8s facts. She keeps mixing them up.

What?

By when?

Steps

Obstacle plan

Helper

Self-talk

GOAL COACH #4



Wyatt wants to make 5 free throws in a row at recess. He made 1 and wants to quit.

What?

By when?

Steps

Obstacle plan

Helper

Self-talk

GOAL COACH #5



Renata wants to write in cursive. Her letters slant every way, and her hand gets tired.

What?

By when?

Steps

Obstacle plan

Helper

Self-talk

GOAL COACH #6



Esteban wants to learn 10 new English words a week. By Friday, he remembers only half of them.

What?

By when?

Steps

Obstacle plan

Helper

Self-talk

GOAL COACH #7



Maya wants to jump rope backward 10 times. She gets tangled on jump 3.

What?

By when?

Steps

Obstacle plan

Helper

Self-talk

GOAL COACH #8



Ximena wants to draw a dog for the class art wall. Her first sketch looks like a cloud.

What?

By when?

Steps

Obstacle plan

Helper

Self-talk

Goal Getters

Cómo alcanzar nuestras metas

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



ENGLISH

Dear Family,

This week, your child's class had a lesson about **setting and reaching goals** with the school counselor. A goal is something you want to learn or do. You work toward it step by step. Students practiced coaching story characters through a Goal Getter Plan.

THE GOAL GETTER PLAN

Goal: Pick one clear goal (what + by when). · **Steps:** Break it into small steps. · **Obstacles:** Plan for what might get in the way. · **Helpers:** Name who can help. · **Self-talk:** Use growth thoughts: "I can't yet, so I'll keep trying."

TRY THIS AT HOME

1. If you like, set a family goal together, such as taking a walk together three times a week or learning a new game. Use the Goal Getter Plan, and celebrate each small step.
2. When a plan hits an obstacle, try growth self-talk out loud: "We haven't reached it yet. What can we try next?"

TALK ABOUT IT AT HOME

"What makes a goal clear?"

Your child may bring home a worksheet about Rodrigo's running goal. Ask your child how Rodrigo can keep going. The goals in class were for story characters; nothing needs to be sent back to school.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo fijar y alcanzar metas** con la consejera escolar. Una meta es algo que uno quiere aprender o hacer, y se logra paso a paso. Los estudiantes practicaron cómo ayudar a personajes de cuentos a hacer un plan para alcanzar sus metas.

EL PLAN PARA ALCANZAR UNA META

Meta: Escoger una meta clara (qué y para cuándo). · **Pasos:** Dividirla en pasos pequeños. · **Obstáculos:** Planear qué hacer si algo se interpone. · **Ayudantes:** Pensar en quién puede ayudar. · **Lo que me digo a mí mismo(a):** Usar pensamientos de crecimiento: "Todavía no puedo, así que voy a seguir intentándolo." (En clase usamos el nombre en inglés *Goal Getter Plan*.)

PARA PRACTICAR EN CASA

1. Si gustan, fijen juntos una meta familiar, como salir a caminar juntos tres veces por semana o aprender un juego nuevo. Usen el plan y celebren cada pequeño paso.
2. Cuando el plan encuentre un obstáculo, digan en voz alta un pensamiento de crecimiento: "Todavía no lo logramos. ¿Qué podemos intentar ahora?"

PARA PLATICAR EN FAMILIA

"¿Qué hace que una meta sea clara?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre la meta de Rodrigo de correr una milla. Pídale que le cuente cómo puede Rodrigo seguir adelante. En clase, las metas fueron de personajes de cuentos; no hace falta mandar nada a la escuela.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar