

## Instructor Resource Guide: Setting Goals

The following activities and resources were selected to support classroom instruction and family literacy engagement. In addition to these instructor resources, each book in the collection has three short engagement activities for adults and families.

### Suggestions for Using the Collection and Activities

- ◆ Explore the books in the *Setting Goals* collection by clicking on the book title in the table below.
- ◆ Notice that the books in the collection provide text across a span of reading levels for adults and include books that are engaging for children and families to read together.
- ◆ Access the short, guided activities for each book that offer suggestions for both instructors and families. You may access the activities by clicking on the book title in the table below. The activities are attached to each book.
- ◆ Allow learners individual time to access the application and explore the collection and guided activities.
- ◆ If using the reading collection for the first time, model how the age and language filters work in the application, and how to locate the search function, so books can be easily found.
- ◆ Decide how you will interact with the topic and curated text collection. This resource guide has suggestions to support in-person instruction and offers online resources for instructors and family engagement. Consider using the materials as starting points for larger units or creative activities to engage with topics and texts.
- ◆ Use this collection and guide to help develop and foster a reading life for your learners and their families!

Engaging Books for Adults		
Book Title	Author	Lexile Reading Level
<a href="#"><i>Tom Longboat</i></a>	Terry Barber	390
<a href="#"><i>Hidden Talent</i></a>	Stephanie Chamberlain	630

<a href="#"><i>News for You: Broken New Year's Resolution? Blame the Brain</i></a>	New Readers Press (ProLiteracy)	710
<a href="#"><i>News for You: ¿Propósitos de Año Nuevo no cumplidos? Culpe al cerebro</i></a>	New Readers Press (ProLiteracy)	710
<b>Engaging Books for Adults and Children</b>		
<a href="#"><i>Madison y su bicicleta</i></a>	Dr. Vanita Braver	460
<a href="#"><i>I Kick the Ball / Pateo el balón</i></a>	Gwendolyn Zepeda	480
<a href="#"><i>The Water Warrior</i></a>	Ervina Hasibuan	490
<a href="#"><i>Madison and the Two Wheeler</i></a>	Dr. Vanita Braver	510
<a href="#"><i>Stan's Olympic Plans</i></a>	K. L. Pickett	520
<a href="#"><i>What a Pro Knows: Playing to Win</i></a>	Christine Louise Hohlbaum	800

### Activities to Support Instruction

To explore this topic, consider how you will build anticipation, background knowledge, and schema for your learners about topics regarding *setting goals*. To do this, consider addressing the following questions with your learners:

- What does goal setting mean to you?
- What types of goals do people set? What goals have you set for yourself?
- Why do you think people like to set goals at the start of a new year?
- Are goals always met?
- What steps do people have to take to meet their goals?

To address those questions, you could have a class discussion. However, there are many more ways to get your learners thinking, collaborating, and actively engaging with each other. To do so, consider any of the following activities:

- **Blended Learning:** Use this strategy to encourage discussions among small groups of learners on a number of different topics to activate their background knowledge. This strategy puts learners in charge of their pace and place within their learning environment.

- **Affinity Mapping:** This activity will help students make connections to each other's thinking visually by responding to, categorizing, and linking thoughts and ideas on paper.
- **Cooperative Learning:** This strategy helps learners build critical skills for interpersonal communication. It also fosters collaboration, higher-order thinking, and provides learners accountability for their part in the cooperative process with their peers.
- **Silent Conversations:** This is a great strategy that can be repeated before, during, and after reading text for multiple purposes. It also fosters communication through writing and provides all learners a voice within the learning environment.

While you read the texts, you will want to support your learners with literacy strategies to foster their learning growth. Consider comprehension skills that learners will need to access the texts within the collection. It will also be important for learners to continue building background knowledge.

For example, if learners are reading the text, *Tom Longboat*, consider having them gather information about the Six Nations Reserve, Boston Marathon, and the Onondaga Nation. It will also be important for them to have informational context, so consider having them watch short clips of television shows or movies, or read short stories to better understand the reading for deeper comprehension. The following resources and templates will help learners build literacy skills and comprehension as they read:

- **Three Reads Protocol:** This strategy will help learners set a purpose for reading and build their comprehension. It requires learners to read a text multiple times, each time with a different purpose or lens on the text.
- **Jigsaw:** This strategy fosters a cooperative and collaborative learning strategy that will foster comprehension among students while giving each one a role.
- **Sketchnoting:** This framework will help learners build their comprehension and show their thinking. It will help them conceptualize and organize their thinking.

### Online Resources to Support Instructors

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The following resources will help instructors gather more ideas and insights for teaching texts within the *Setting Goals* collection:

- **Adult Learners Goals Toolkit:** Use this tool kit as a resource for you to support your learners in setting, monitoring, and celebrating goals.
- **6 Activities That Inspire a Goal-Setting Mindset in Students:** This article will provide educators with the research behind the power of

goal-setting for learners and six activities that can be implemented for any age level.

- **Set and Monitor Goals:** This link to LINCS will provide educators with some quick tips to support learners with their goals.
- **Help Students Set Goals with Vision Boards:** This activity is very adaptable for any age or grade level. It will foster the idea of goal setting and make it visible for learners.

## Suggestions for Using the Collection and Activities with Families

These suggestions may be shared directly with adult learners and their families, so they can explore this theme and books together.

- ◆ Choose a book to explore from the *Setting Goals* collection.
- ◆ Read and discuss the book with your child. Use *before*, *during*, and *after reading* questions to help your child make connections to themselves and to other parts of their life. The following are some examples:
  - **Before Reading**

Look at the front cover with your child. Explore the pictures and text, and ask them:

    - Does this book remind you of anything?
    - What do we already know about \_\_\_\_\_?
    - What does the word, “goal” mean to you?
    - What is an example of a time you experienced goal setting? How did that go?
    - How do you think goals are accomplished?
  - **During Reading**
    - If you were in this story, what do you think you would be hearing? Seeing? Tasting? Smelling? Feeling?
    - What has happened to the character(s) so far?
    - Have you been in a situation that is similar, or like, the situation the character in the story is in? What was the same for both of you? What was different?
    - What is the goal that this character is trying to accomplish? How do you think it will turn out?
    - What clues do we know so far from the book?
  - **After Reading**
    - Tell me the story in your own words.
    - What would you like to ask the author (or characters) of the book?

- What did you like most about the story? Why?
  - Would you have done things in a different way than the character in the story did? If so, what would you have done differently?
  - How did this character's goal end? Do you think it was a good ending? What would you have changed?
- ◆ After reading the story, you will notice activities at the bottom of the screen. Explore these activities with your child!