

5E Lesson Plan

Teacher: Ayla Campbell

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Subject / grade level: Introduction to Business (grades 9-12)

Materials:

My laptop

Students will need their laptops.

Puzzle Link- <https://www.jigsawplanet.com/?rc=play&pid=04d22c82a284>

4 worksheets for each student to fill out about what each letter represents in S.M.A.R.T.(Bring one extra)

4 printed out documents with example S.M.A.R.T goals for the students to dissect (Bring one extra)

Missouri or National Standards:

Career Development I.B.2.1

Career Development I.A.3.1

Career Development IV.B.2.4

Lesson objective(s):

I can identify what it means for a career goal to be specific.

I can identify what it means for a career goal to be measurable.

I can identify what it means for a career goal to be achievable.

I can identify what it means for a career goal to be relevant.

I can identify what it means for a career goal to be timely.

I can write my own S.M.A.R.T occupational goal.

Differentiation strategies to meet diverse learner needs:

- If I have a student who doesn't have their computer or doesn't have good motor skills, I can print the puzzle off and help them move the piece into place if they need support.
- If a student prefers an online version of the example goals, I can provide one by sharing a Word document with him/her.

ENGAGEMENT

- Describe how the teacher will capture students' interest.
- What kind of questions should the students ask themselves after the engagement?

Anticipatory Set- Puzzle with a S.M.A.R.T goal image

Time: 2-3 minutes

Questions students should ask themselves:

How does the puzzle image relate to what we are learning about today?

What is a S.M.A.R.T goal?

How do I create a S.M.A.R.T goal for my own career goals?

Before moving on, I will introduce that we will be learning about the elements of a S.M.A.R.T goal, and then inform them that they will create their own relating to their career at the end.

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EXPLORATION

- Describe what hands-on/minds-on activities students will be doing.
- List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration

Pre-reading activity- Students will fill out a worksheet guessing what the element represented by each letter in S.M.A.R.T means.

Time Limit- 5 minutes

Conceptual questions on the worksheet-

1. What does it mean to be specific?
2. How can you make a goal measurable?
3. How can you ensure that a goal is attainable?
4. What does it mean for a goal to be relevant?
5. How can you make an occupation goal timely?
6. Why is it important to make good goals?
7. How can a person's culture affect the occupational goals they make for themselves?
8. Has your culture affected your own career goals? If so, how? If not, why?

EXPLANATION

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.

Student Explanations- Each student will share their written explanations. After everyone has shared, we will solidify the definitions of each letter in a S.M.A.R.T goal by having a discussion.

Time Limit- 5-7 minutes

ELABORATION

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

As a group, we will read through three examples of S.M.A.R.T goals, and then we will pinpoint the different pieces that coincide with each letter.

At the end of this activity, they should know how to recognize when an occupational goal is specific, measurable, attainable, relevant, and timely.

Time limit- 3-5 minutes

EVALUATION

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson

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Students will apply what they have learned in a formative assessment at the end of the lesson.

Formative assessment- Students will write their own S.M.A.R.T goals utilizing their new knowledge.

Time limit- 5-7 minutes (Remaining time)