



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Warm-Up

What's one thing that makes you nervous about starting middle school?

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## Activity

With a partner, write down at least two ideas for what helped things get better after starting something new.

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## Wrap-Up

Review your response to the Warm-Up question. Who can you go to for help with that challenge?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Warm-Up

Think of something that made you nervous when you first started middle school, but that you didn't worry about for long because someone helped you. What did the person do that was helpful?

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## Video

Write down at least two ways the middle schoolers in the video helped new students and how it made them feel to help.

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## Activity: How Would You Help Them?

### Instructions

1. Read the following three scenarios.
2. For each scenario, write down at least two ways you could help the new student.

1. You forgot your science book, so you walk back to your locker to get it. While grabbing your book, you notice a new student struggling to open her locker.

### Ways to help:

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## Activity: How Would You Help Them? (cont.)

2. As you're walking to the cafeteria for lunch, you overhear a new student saying he can't get lunch because he forgot his student ID number.

**Ways to help:**

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3. A new student in your social studies class wants to join an after-school club but doesn't know how to get started.

**Ways to help:**

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## Wrap-Up

Think about your answer to the Warm-Up question.

How else could someone have helped your younger self with that situation?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

- **Neuron** (n.) a cell that sends and receives signals in your brain
- **Neural pathway** (n.) a connection of neurons that forms when you repeat an action or thought

## Warm-Up

1. What's an activity or skill you're good at?

\_\_\_\_\_

2. Put a checkmark on the scale from 1 to 5 to rate yourself on how good you were when you first started learning this activity or skill. Then rate yourself on how good you are now.

	1 Not very good	2	3	4	5 Very good
At first					
Now					

## Wrap-Up

1. How does practicing something new and difficult grow and strengthen your brain?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What's something you want to practice this week?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Warm-Up

Think about a time when you tried to learn something new and felt like giving up.

What was it? Why did you feel like giving up?

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## Discuss

### Formula for Learning

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = Powerful Learning

1. What are some learning strategies that work for you when you're having trouble learning something new?

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2. Who are some people you go to for help?

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## Activity: What Could Happen?

Maria is trying to learn to skateboard, but every time she gets on the board she falls. She's frustrated and doesn't feel like she's getting any better.

1. What could happen if she gives up?

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## Activity: What Could Happen? (cont.)

2. Instead of giving up on skateboarding, how could Maria change her strategy? Think of 2 or 3 ideas.

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## Activity: Your Turn

**Instructions:** With a partner, choose **ONE** of the two following scenarios and answer the question.

Scenario 1	Scenario 2
Piper is having trouble learning a list of vocabulary words in Spanish class.	Ahbed is having difficulty learning how to create a video blog.

Instead of giving up, how could they change their strategy?

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## Wrap-Up

Think back to what you wrote for the Warm-Up question. What are some strategies you used (or could have used) to help you keep going?

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# Making Goals Specific

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

- **Goal** (n.) something you aim for; a desired result
- **Specific** (adj.) clearly identified or defined
- **Vague** (adj.) broad and not clearly defined

## Activity

Which of the goals on the screen will most likely be accomplished? Why?

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## Partner Activity 1

**Instructions:** With a partner, decide which of these goals are vague and which are specific by putting a check mark in the appropriate column. Be prepared to explain your reasoning.

Goal	Vague	Specific
Improve my short story		
Make my hair look better		
Complete my Spanish lesson by the end of the day		

## Partner Activity 2

Goal	Vague	Specific
Play 3 varsity sports in high school		
Go to college the year after I graduate		
Be more outgoing		
Put on a school musical this year		

**Activity**

Write down three specific goals you'd like to accomplish in middle school. Make sure at least one goal is a big, long-term goal.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. Big, long-term goal: \_\_\_\_\_

Use the following checklist to make sure your goals are specific:

- ☐ The goal is clear and describes exactly what you need to do.
- ☐ The goal has a realistic deadline or time frame for achieving it.
- ☐ You'll know when you've achieved the goal.

**Wrap-Up**

In the list of your goals from the Activity, circle the goal you want to work on most.  
Why is this goal important to you?

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# Breaking Down Your Goals

Student Handout  
GRADE 6 | Unit 1 | Lesson 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Warm-Up

What can make it difficult to achieve a big, long-term goal, even if it's specific?

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## Partner Activity 1

Henry's big, long-term goal: to read 15 books by the end of the school year.

Write at least three smaller, short-term goals for Henry.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Partner Activity 2

Big goal: Make a video featuring messages from your extended family for your grandparent's birthday.

Their birthday is in one month. Write one or two smaller, short-term goals for each of the four weeks.

Week 1	Week 2	Week 3	Week 4
Short-term goal:	Short-term goal:	Short-term goal:	Short-term goal:
Short-term goal:	Short-term goal:	Short-term goal:	Short-term goal:



## Your Turn

Break down one of your big, long-term goals you wrote down in the last lesson into smaller, short-term goals.

**Big, long-term goal:** \_\_\_\_\_

**Smaller, short-term goals:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Use the following checklist to make sure your goals are specific:

- ☐ The goal describes exactly what you need to do.
- ☐ The goal has a realistic deadline or time frame for achieving it.
- ☐ You'll know when you've achieved the goal.

## Wrap-Up

Imagine you just completed your first small, short-term goal on the way to your big, long-term goal. How would you feel, and why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

- **Progress marker** (n.) a sign that you're getting closer to achieving your goal
- **Roadblock** (n.) something that gets in the way of you achieving a goal

## Warm-Up

Think about the last time you were successful at something.

What was it? What signs told you that you were successful? How did you feel when you succeeded?

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## Activity

**Instructions:** Work with a partner to answer the following questions related to Leona's scenario.

1. What progress markers could show Leona that she's on her way to achieving her goal?

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2. What target could Leona set?

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3. How can Leona adjust her strategy?

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## Activity (cont.)

### Instructions

1. Write down a big, long-term goal you identified in Lesson 4.
2. Identify at least two progress markers.
3. Describe how you'll know when you've achieved your goal.

**GOAL:** \_\_\_\_\_

### Progress markers:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I'll know I've achieved my goal when \_\_\_\_\_

\_\_\_\_\_.

## Wrap-Up

What roadblocks do you think you might encounter on the way to your big goal? How would you adjust your strategy if you encounter a roadblock?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Performance Task:  
Bringing It All Together

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Warm-Up

Are you making progress toward the goal you set last week? How do you know?

\_\_\_\_\_

Activity

Choose a big, long-term goal you haven't worked on yet in this unit. Create an action plan that answers the following:

1. What is your goal?

**Remember:** Your goal needs to be specific (clear, measurable, and realistic).

\_\_\_\_\_

2. How will you know you've reached your goal?

\_\_\_\_\_

3. What smaller, short-term goals will help you reach it? How long will they take to complete?.

Smaller, Short-Term Goal	Time to Complete

4. What are two or three progress markers that will tell if you're on track?

\_\_\_\_\_

5. How will you change your strategy if you're not making progress?

\_\_\_\_\_



## Performance Task: Bringing It All Together

Student Handout  
GRADE 6 | Unit 1 | Lesson 7

### Activity (cont.)

Think about what you and your partner discussed. How could you strengthen your action plan?

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