Appendix B

**Goal Setting Student Interviews**
(to be conducted randomly with students by paraprofessionals)

1. What are you working on today?

2. Is what you’re doing helping you work towards your goal?

3. What is your goal?

4. What do you have to do to meet your goal?

5. What did you learn in math today?

6. What is your favorite part about math?
Appendix C

Survey on Goal Setting

1. Do you know what your goal means?
   😊 ☹️ ☩️

2. Do you think you are close to reaching your goal?
   😊 ☹️ ☩️

3. Do you like to work towards your goal?
   😊 ☹️ ☩️

4. Do you like to set goals?
   😊 ☹️ ☩️

5. Does setting goals make learning math easier?
   😊 ☹️ ☩️

6. Do you want to set new goals?
   😊 ☹️ ☩️
What to say when I introduce goal setting to the whole class:

I am going to teach us all something very exciting today in math. Remember how in Daily 5, we have heard of something called, “setting a goal?” We set goals for how many minutes we want to build or stamina to. Does anyone know what a goal is? A goal is when we work really hard to do or learn something. This week, I am going to be meeting with each one of you and we are going to be setting a goal in math. Which means, you are going to tell me one thing you want to learn in math and you are going to work hard to learn it. Remember last week when I met with you and asked you questions about counting? Well that taught me what you know and what you don’t know. You will make a goal on what you don’t know. Doesn’t that sound so exciting?

What to say during individual conferences:

(Show student their part of the binder and the standards)

These are all the things you need to learn about counting before you go to first grade. We are going to look at them and from your test last week, we are going to fill out the ones you already know. Then we’ll set our goal, okay?

(after filling the proficient standards out, read the rest to the student)

I want you to choose one that sounds really interesting to you, that you want to work hard to learn.

(once student chooses, fill out goal setting worksheet)
Appendix

Appendix E (for all standards, see attached)

Appendix F
Appendix G
Appendix

Appendix H

AN - "work with tubs"
DL - "number 1"
EB - no response
what does greater than mean?
DL - "if you pick a bug"
EB - "something good" discussed/defined greater, and less

MG - counted by tens 100
AP - go to 70 went to 100
KL - went from 38 to 100

All knew goal. Counted to 30 all together went around the circle and practiced starting at a different number than 1.

Students much more independent on tubs. They choose quickly and get right to work.

"How do you feel you did today?"
All thumbs
55, 15, 9, f, j, s.
Appendix

Appendix I

**Student Interviews**

- Do students know their goal? (#1)
  - Yes: HHH [69%]  
  - No: HHH

- Can students communicate something they have to do to meet their goal? (#3)
  - Yes HHH  
  - No [67%]  
  - I don’t know

- Find a task that had a goal
  - I’m not sure
  - I know

- Teaching to get help
  - Step by step

- Can students communicate what they learned in math that day? (#5)
  - Yes HHH
  - No [67%]  
  - I don’t know

**Goal Setting (Student Interviews)**

- What are you working on today?
  - Putting on numbers

- If I don’t play right it doesn’t help reach what?
  - Count to 100

- What did you learn in math today?
  - To set my goal

- What’s your favorite part about math?
  - Counting to 100
Appendix

Appendix J

Survey on Goal Setting
1. Do you know what your goal means?
2. Do you think you are close to reaching your goal?
3. Do you like to work towards your goal?
4. Do you like to set goals?
5. Does setting goals make learning math easier?
6. Do you want to set new goals?

Appendix K

Ways to Reach Our Math Goals
* Work hard
* Be quiet
* Use your brain
* Work the whole time
* Practice really hard
* Use tubs the right way