

# Really Good Stuff® Instructional Guide

## Learning Goals Pocket Chart™

This Really Good Stuff® product includes:

- Learning Goals Pocket Chart™, with magnetic strip
- 6 Header Cards, laminated
- 8 Subject Cards, Write Again® wipe-off laminate
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Learning Goals Pocket Chart™**—a useful resource designed to help you conveniently print and display daily and/or weekly standards and objectives in the classroom.

### **Cleaning and Storing the Learning Goals Pocket Chart™**

Keep your **Learning Goals Pocket Chart™** in good condition by wiping it occasionally with a damp sponge. Fold the *Pocket Chart* horizontally along the stitching lines for easy storage.

### **Assembling and Displaying the Learning Goals Pocket Chart™**

Before introducing the **Learning Goals Pocket Chart™**, make copies of this Really Good Stuff® Instructional Guide, cut apart the reproducibles, and file the pages for future use. Or, download another copy of it from our website at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). Always use a dry erase marker on the *Subject Cards* in order to preserve their Write Again® wipe-off laminate surface. Hang the *Pocket Chart* where students will be able to see it easily.

Choose the *Header Card* (This Week, We Will, Daily Objectives, Weekly Objectives, Learning Goals, or Learning Targets) that best matches your district's language, and place it in the large pocket at the top of the *Pocket Chart*.

Using a dry erase marker, program the *Subject Cards* to reflect your subjects, and place them in the small rectangular pockets. Print out your objectives for the day (or week) and place them in the clear, paper-sized pockets under the appropriate subject.

### **Introducing the Learning Goals Pocket Chart™**

Invite students to look at the **Learning Goals Pocket Chart™** at the beginning of each day or week, depending on the *Header Card* used. Explain that a learning goal, or objective, will help them focus on what you will be teaching and on what you hope they will learn. For example, if you use the *This Week, We Will: Header Card*, begin the lesson by reading the corresponding weekly objectives for each subject aloud to students. For instance, one of your objectives in Social Studies may be for students to use technology by using pull-down menus and icons of a resource in order to locate and sort information. Discuss the lesson ahead of time and how students are to achieve the desired goals.

### **Tickets to Learning**

Make a supply of copies of the *Tickets to Learning Reproducible*, cut them apart, and distribute one to each student at the end of a lesson or unit. Indicate where in the room you will store additional copies of the reproducible so that students can find them when needed. Show students the language from the *Pocket Chart* that you want them to fill in under Learning Goal, and instruct them to check off the boxes that apply and to answer the prompts for each one that they have checked.

All instructional guides can be found online.

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

**Learning Goal:**

- I have learned:
- A connection I made is:
- I still wonder:

Use the back if you need more room. 

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

**Learning Goal:**

- I have learned:
- A connection I made is:
- I still wonder:

Use the back if you need more room. 

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

**Learning Goal:**

- I have learned:
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Use the back if you need more room. 

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