The Sky is the Limit By: Kim Ichter Eldredge & Illustrated by: Toni Friddell Jordan (Decision Making Lesson) (Michelle Smith – differentiated instruction lesson plan)

### **Learning Goals for this Lesson**

Students will use the strategy, "Decision Making", as a tool to have a unique opportunity to become involved in the content / lesson by questioning and making informed decisions on the topic of study.

#### **Standards**

Match to grade level standards.

#### Students Will know

that decision-making requires personal involvement and questioning in order to make informed decisions about a topic.

#### Students will be able to:

make an informed decision about a topic after becoming personally involved and questioning the topic of study.

#### **Lesson Essential Questions:**

How can I make an informed decision on a topic of study? Why are asking questions about a topic important? Where can I find information to learn more about a topic?

# **Key Vocabulary:**

decision making choices informed career goals

# **Activating Strategy:**

Unpack the standard/learning goals/EQs. Define and describe vocabulary

# **Activity: 1:**

Read the book "The Sky is the Limit"



### **Activity 2:**

Discuss with students the information from the book making an anchor chart (whole group).

Focusing on setting personal goals and career choices

### **Activity 3:**

After completing the anchor chart, ask students to think only about the following questions- students should have a piece of paper to journal their thoughts as they think about the questions.

- What are some goals you would like to set for yourself in life?
- What is a career you would like to have?
- What decisions do you think you would have to make to accomplish the goal, career, or both?
- How do you think you could become more informed to make a decision about your goal, career, or both?
- Why is it important to become informed on decisions?
- Where can you look for facts when making a decision?
- Is it important to make a decision now or can you take time to be informed about a variety of information prior to making a decision?
- What do you do when someone disagrees with your decisions?

# **Activity 4:**

Have students use the graphic organizer record their research and personal journaling.

- 1. Identify your goal or career options (encouraging students to build a list of choices)
- 2. Which goal or choice would be your favorite? (consider points-of-view of others, which one has the best future benefits for you?)
- 3. Make a choice and go for it.

