

Goal Tracker Detectives: Naming My Learning Moves

Students name, track, and adapt their own learning moves using a mid-task checkpoint tracker.

GRADE
Grade 6

SUBJECT
Language

STRAND
A — Literacy
Connections and
Applications

DURATION
45 minutes

SKILL FOCUS
Self-Directed
Learning

CURRICULUM EXPECTATIONS

- A1.2

TRANSFERABLE SKILL

- Self-Directed Learning

CAREER CONNECTION

Project managers, athletes, and software developers all build in checkpoints to monitor progress and pivot when a plan isn't working, and this exact monitor-and-adapt skill is what co-op and apprenticeship programs coach students to build before they enter a workplace.

WE ARE LEARNING TO...

- Explain how the learning moves we use show our voice, help us engage, and help us plan next steps
- Monitor our own progress on a task and adapt our strategy when it isn't working

SUCCESS CRITERIA

- ✓ I can name at least one learning move I used today and explain how it helped me
- ✓ I can check my progress partway through a task and decide if my plan is working
- ✓ I can point to a specific moment where I changed my strategy because my first plan wasn't working
- ✓ I can explain, in my own words, how noticing and naming my learning moves helps me plan what I'll try next time

LESSON MATERIALS

MATERIAL				NOTES
Reading Checkpoint'	handout:	'The		Used in Part 2 as the shared reading anchor for monitoring and adapting.
Goal Tracker: My Learning Moves worksheet (1 per student)				Distributed in Part 2; used throughout Parts 3 and 4.
Short 4-clue (displayed)	word	riddle		Used for the teacher think-aloud model in Part 2.
Two-chunk logic or word puzzle task (1 per student)				The independent task students work through in Part 3.
Mini whiteboards or thumbs signal				Used for the Traffic Light state check-in in Part 1.
Chart paper or board space for 'Learning Moves That Work' chart				Built collaboratively in Part 4.
Exit Ticket handout				Completed individually in Part 5.

Personal Regulation Toolkit page (student notebook) Updated by each student at the close of the lesson.

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ACADEMIC VOCABULARY

TERM	PLAIN-LANGUAGE DEFINITION
Learning move	A specific action or decision you make while you're learning, like re-reading a question or trying a new strategy.
Monitor	To check in on how something is going while it's happening, not just at the end.
Strategy	A plan or approach you choose to solve a problem or complete a task.
Adapt	To change your plan because your first one isn't working the way you hoped.
Progress	How far along you are toward finishing or understanding something.
Checkpoint	A planned pause to check how things are going before you keep going.
Voice	Your own way of explaining your thinking, in your own words.

LESSON FLOW

See the Teacher Plan for the slide-aligned beat-by-beat script.

PHASE	WHAT HAPPENS	TIME
MINDS ON	Traffic Light state check-in and introduction of both WALT statements.	5 min
MINDS ON	Shared reading of 'The Checkpoint' plus teacher think-aloud modelling a checkpoint and strategy adaptation on a sample riddle.	10 min
ACTION	Individual two-chunk task with a mandatory mid-task checkpoint recorded on the Goal Tracker.	12 min
ACTION	Small-group share of one learning move per student, followed by whole-class synthesis chart.	8 min
CONSOLIDATION	Exit ticket completion and personal Regulation Toolkit update.	10 min

OBSERVATION CHECKLIST

While circulating, listen and watch for:

- Can the student name a specific learning move (not a vague statement) from their own work?
- Does the student's tracker show evidence of an actual checkpoint pause, not just a completed task?
- Can the student articulate WHY they adapted their strategy, not just THAT they did?
- Does the student connect today's move to a different subject or future task unprompted?
- Is the student's exit ticket self-assessment consistent with what you observed during circulating?

DIFFERENTIATED INSTRUCTION / UDL

How to flex the lesson for different learners.

SUPPORT	ON GRADE	EXTENSION
• Provide a pre-filled sentence-starter version of the Goal Tracker. • Reduce the task to a single chunk with one checkpoint instead of two. • Pair with a peer buddy for the small-group share stage and read the passage aloud together rather than independently.	• Use the two-chunk task and full tracker as designed. • Encourage explicit use of the vocabulary terms 'monitor' and 'adapt' in the trio share. • Offer a quiet corner or standing option during independent work for students who need a change of physical space.	• Track two different learning moves across the task and compare which was more useful. • Design a checkpoint question for a completely different task type and justify it. • Write a short alternate ending to 'The Checkpoint' where Amara chooses not to adapt, and explain what would likely happen.

REPORT CARD COMMENTS — LEVEL 3 / GOOD

Starting point for your reporting. Replace '[Student]' with the student's name and the singular pronoun placeholders '[he/she]', '[his/her]', '[him/her]' with the correct pronouns for this child, then adapt the language to match your voice.

CATEGORY	LEVEL 3 / GOOD COMMENT
Curriculum	[Student] explains, with a considerable understanding, how [his/her] learning moves show [his/her] voice, support [his/her] engagement, and help [him/her] plan next steps.
Transferable Skill	[Student] monitors [his/her] progress at the checkpoint and adapts [his/her] strategy when needed, explaining [his/her] thinking with considerable clarity.
Learning Skill	[Student] monitors [his/her] progress at checkpoints and adjusts [his/her] approach with minimal support, showing developing independence in self-regulation.