

GRADE 6 LANGUAGE

# Goal Tracker Detectives: Naming My Learning Moves

*Noticing how we learn — not just what we learn.*



**WALT**

## **We Are Learning To...**

Curriculum: We are learning to explain how our learning moves show our voice, help us engage, and help us plan next steps.

Transferable Skill: We are learning to check our own progress and change our plan when it isn't working (Self-Directed Learning).



# I am successful when...

- ☐ 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.

# WHY?

*why it matters*

## CAREER CONNECTION

### Why this matters outside school

Project managers build in checkpoints to see if a plan is on track.

Athletes check their progress and adjust training when something isn't working.

Video game designers test and change their plans when players get stuck.

Software developers check their work constantly and pivot when something breaks.



# Words we will use

## **Learning move**

a specific action or decision you make while learning.

## **Monitor**

to check in on how something is going while it happens.

## **Strategy**

a plan or approach you choose to complete a task.

## **Adapt**

to change your plan because your first one isn't working.

## **Progress**

how far along you are toward finishing or understanding.

## **Checkpoint**

a planned pause to check how things are going.



# Words we will use (continued)

## Voice

your own way of explaining your thinking.

Time: 1 min

TURN AND TALK



**Show red, yellow, or green: How ready do I feel to try something today?**



# Today's Reading: The Checkpoint

- This is a true-to-life story about a young runner named Amara.
- Listen for the moment she checks her progress and changes her plan.



## READING

### The Checkpoint — Part 1 of 4

Amara had exactly six weeks before the regional cross-country meet, and she had a plan. Every morning before school, she would run the same 5-kilometre loop around Cedar Ridge as fast as she could, timing herself with her dad's old stopwatch. Her goal was simple: get faster every single week. If she just pushed harder each time, she reasoned, her times would keep dropping until the meet.



## READING

### The Checkpoint — Part 1 of 4

For the first two weeks, the plan seemed to be working. Her times dropped from twenty-eight minutes to twenty-six, and then to twenty-four. She felt proud crossing her own imaginary finish line every morning, checking the stopwatch, and writing the number in a little notebook she kept on her dresser.



## READING

### The Checkpoint (continued) — Part 2 of 4

Then something changed. In week three, her time crept up to twenty-five minutes. She told herself it was just an off day and pushed even harder the next morning — sprinting the first kilometre instead of pacing herself. Her time that day was worse: twenty-six minutes, and her legs felt like lead by the final stretch. The same thing happened the day after that, and the day after that. By the end of week three, she was slower than she'd been in week one, and her knees had started to ache.



## READING

### The Checkpoint (continued) — Part 3 of 4

Amara almost quit right there. It would have been easy to decide she just wasn't a fast runner, or that the whole plan had been pointless from the start. Instead, she did something different. She sat down with her notebook and actually looked at the numbers instead of just adding to them. She noticed a pattern: her times had gotten worse exactly when she'd started sprinting the first kilometre every day. She was tiring herself out too early, and her body never fully recovered between runs.



## READING

### The Checkpoint (continued) — Part 3 of 4

That was her **checkpoint** moment. She wasn't just running anymore — she was checking in on how the running was actually going, and being honest with herself about what the numbers were telling her.



## READING

### The Checkpoint (continued) — Part 4 of 4

So Amara **adapted** her plan. Instead of running all-out every single morning, she built in two easier recovery days each week, running at a relaxed pace on Tuesdays and Thursdays. On the other days, she paced herself evenly across the whole loop instead of sprinting the start. She kept writing her times in the notebook, but now she also wrote one sentence each day about how her body felt.



## READING

### The Checkpoint (continued) — Part 4 of 4

Her times didn't drop right away. But by week five, something shifted. She set a new personal best in week five, and beat it again in week six — three days before the meet.



## READING

### The Checkpoint (continued) — Ending

At the regional meet, Amara didn't win. But she ran her best time of the whole season, and she crossed the finish line still standing tall instead of collapsing from exhaustion like she had in week three. Afterward, her coach asked her what had made the biggest difference over the six weeks. Amara thought about it for a second.



## READING

### The Checkpoint (continued) — Ending (continued)

"I stopped just running," she said, "and started actually **monitoring** how the running was going. Once I noticed my plan wasn't working, I had to **adapt** it — even though that felt scary, like I was giving up on my original plan. But changing my **strategy** partway through wasn't giving up. It was the smartest thing I did all season."



**What was Amara's first plan? What made her realize it wasn't working?**

1. What was Amara's first plan, and what made her realize it wasn't working?
2. What did she change? How is that different from giving up?



# Let's look at this together

*Riddle: I have keys but no locks. I have space but no room. You can enter, but you can't go outside. What am I?*

1. My first plan → guess based on just the first clue ("keys").
2. Check in → that guess doesn't fit the second clue ("space but no room").
3. That's a checkpoint — my plan isn't working yet.
4. Adapt → reread all four clues together instead of one at a time.
5. New plan works → Answer: a keyboard.



# Let's try one together

1. You start a task with a plan. Partway through, you notice it isn't working. What's ONE checkpoint question you could ask yourself right now?
2. If your checkpoint answer is "this isn't working," what's the difference between adapting your plan and giving up completely?



**YOUR TURN**

# Chunk 1 — Start your task

Work on Chunk 1 of your task on your own. Write your plan on your Goal Tracker before you start.

**5 min**



## YOUR TURN

# Checkpoint — Stop and check in

Is your plan working so far? Rate it 1–4. If it's a 1 or 2, name ONE thing you could change. Write your rating and idea on your tracker.

**2 min**



**YOUR TURN**

## Chunk 2 — Continue your task

Continue into Chunk 2 using your adapted (or continued) strategy. Finish recording your tracker.

**5 min**



**YOUR TURN**

# Small group share

In your trio, take turns sharing ONE learning move from your tracker and explain how it helped. Choose the ONE most useful move from your group.

**5 min**



**Each trio shares their one chosen move with the class.**

1. What is one moment today where you noticed your plan wasn't working?
2. How did you decide whether to keep going or change your strategy?
3. What's the difference between "monitoring" your progress and just checking if you're "done"?
4. How might checking in partway through a task help you in a subject other than today's?



**YOUR TURN**

# Toolkit update

Add ONE tool from today to your Regulation Toolkit page — a specific learning move and when you'll use it again.

**3 min**



## EXIT TICKET

1. Name one learning move you used today. What did you do, specifically?
2. Rate how well you monitored your progress today: 1 (didn't check in) – 4 (checked in and can explain why it helped).
3. Describe one moment where you adapted your strategy because your first plan wasn't working.
4. Self-Directed Learning reflection: Where else — in another subject or outside school — could you use "monitor and adapt" as a move? Be specific.

*Hand this in before you leave ✓*