

Teacher Plan — Goal Tracker Detectives: Naming My Learning Moves

Grade 6 • Language • 45 minutes • Self-Directed Learning

MINDS ON				15 MIN
SLIDE	TEACHER MOVES	LISTEN / LOOK FORS	MISCONCEPTIONS	
1	Display the Traffic Light Self-Assessment. Students signal their colour. Introduce both WALT statements. Have students paraphrase the Transferable Skill WALT to a partner. 60 seconds for the paraphrase share.	<i>Honest self-reporting on the Traffic Light rather than an automatic green.</i>	Students may pick green automatically without real reflection; remind them there's no wrong colour and you want the truth.	
2-3	Distribute 'The Checkpoint' and read it together, pausing at the two marked spots. Display a sample 4-clue riddle and narrate a think-aloud, deliberately choosing a first strategy that won't quite work, then visibly adapt. Distribute the Goal Tracker and walk through its two columns.	<i>Students echoing back labelled language such as checkpoint and adapt when asked to summarize.</i>	Students may think Amara's or the teacher's strategy change was a mistake; clarify this was done on purpose as a model of skilled learning.	
ACTION				20 MIN
SLIDE	TEACHER MOVES	LISTEN / LOOK FORS	MISCONCEPTIONS	
4-5	Students work Chunk 1 independently and record their plan. 5 minutes independent work. Stop the class for a mandatory 2-minute checkpoint where students rate their plan 1 to 4 and name a possible change. Students continue into Chunk 2 for 5 minutes, applying their adapted or continued strategy.	<i>Specific adaptation language such as 'I switched to' or 'I started over with' during circulating.</i>	A student may sit stuck and silent at the checkpoint; prompt with 'You don't need the right answer, just tell me if it's going okay or not.'	
6	Form trios. Each student shares one learning move and explains how it helped. Trios select their most useful shared move. Collect these on a running class chart sorted into monitoring moves and adapting moves.	<i>The why behind a shared move, not just the what.</i>	Trios may share only what they did without the why; prompt with 'And what happened because you did that?'	
CONSOLIDATION				10 MIN
SLIDE	TEACHER MOVES	LISTEN / LOOK FORS	MISCONCEPTIONS	
7	Distribute the exit ticket for individual completion. Have students add one specific tool to their Regulation Toolkit page with a note on when they'll reuse it. Close with an explicit, content-agnostic reminder about monitoring and adapting.	<i>Specificity of the toolkit entry naming an exact move, not a vague statement.</i>	A student may write a generic entry like 'try harder next time'; redirect them to name the exact move instead.	