

LEARNING GOAL TEMPLATE

Learning Intent or Lesson Objective:	
Lesson Overview:	
Prior Knowledge Needed:	Student Math Goal:
Standards for Mathematical Practice:	Success Criteria:
Learning Goal (rough draft):	

Lesson Learning Goal:

Learning Goal: “The learning goals explicitly state what students will understand about mathematics as a result of engaging in a particular lesson. The learning goal needs to be stated with sufficient specificity such that it can guide your decision making during the lesson.”

Smith, M. & Sherin, M. G. (2019). *The 5 Practices in Practice: Successfully Orchestrating Mathematics Discussions in Your Middle School Classroom*. (pp. 14 - 15). Corwin & NCTM.

Learning Goal Definition: What students will understand about math by the end of the lesson. The learning goal can be rephrased for students, but is the core understanding that will drive a teacher’s instructional moves.

When writing your learning goal, consider...

- **Lesson Intent or Lesson Objective –**
 - What does the book recommend for the lesson objective?
 - How does the lesson objective connect to the lesson focus questions?
- **Lesson Overview –**
 - What will students be doing in this lesson?
- **Prior Knowledge Needed –**
 - What skills or procedures are students expected to have an understanding of for this lesson?
 - What previous lessons or chapters connect to this lesson?
- **Student Math Goal –**
 - What is the mathematics that students will be expected to learn?
 - What is the mathematics that students will be able to do as a result of this lesson?
- **Standards for Mathematical Practice –**
 - What are the suggested mathematical standards found in your book for this lesson?
 - How does this lesson build on students’ conceptual understanding?
 - Are students practicing procedural understanding?
- **Success Criteria –**
 - How will you identify if the students have moved their learning towards the intent of the lesson?
 - Formative Assessment → When and how will you assess your student learning throughout the lesson?
 - Closure → What connection do you plan for your students to make?

LEARNING GOAL TEMPLATE

Learning Intent or Lesson Objective:

Students will demonstrate their understanding of ratios, including comparing parts to a whole, in order to solve a problem about running and walking.

Lesson Overview:

Students will make sense of ratios through a contextual problem about running and walking. They will use proportional relationships to find unknown values.

Prior Knowledge Needed:

connections between unit rates, experience with ratios and how to read/understand them,

Student Math Goal:

Explain how different ways of finding the missing value in a ratio or proportion are connected.

Standards for Mathematical Practice:

- + Reason abstractly and quantitatively.
- + Model with mathematics. for and make use of structure

Success Criteria:

Differentiate between part to part and part to whole ratios. Use multipliers to find equivalent ratios. Find a pattern that can be used to solve proportions. Recognize when to use part to part or part to whole in a ratio to solve for an unknown proportion

Learning Goal (rough draft):

Students connect that proportions are made up of two equivalent ratios. Use multipliers to find equivalent ratios.

CCSS.MATH.CONTENT.6.RP.A.3

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

Learning Goal: I & I Lesson 4.7 Problem 4-17

Students will recognize that a proportion consists of two equivalent ratios: part-to-part or part-to-whole. They will be able to explain multiple ways to determine the missing value, found by the same multiplier.