Writing Lesson Goals

Motoring Fact #6

The size of the dog in the car...

...is in inverse proportion to the size of the car.
Session Goals

• Practice using the Posing Powerful Questions Template
• Practice connecting questions to assessment of learning
• Practice backwards design
• Create learning goals connected to Big Ideas and curriculum expectations
Lesson/Learning Goals – True or False?

**Question 1**
Lesson goals are written in the form “Students will…”

**Answer:** True
Lesson/Learning Goals – True or False?

Question 2
Lesson goals connect to overall expectations, rather than specific expectations.

Answer: False. Lesson goals are curriculum specific, and could relate to overall or specific expectations.
Lesson/Learning Goals – True or False?

Question 3
Lesson goals are capable of being assessed.

Answer: True.
Lesson/Learning Goals – True or False?

**Question 4**
Lesson goals are primarily skill-based.

**Answer:** False. Lesson goals are usually rooted in conceptual understanding.
Lesson/Learning Goals – True or False?

Question 5
Lesson goals are usually filtered through a big idea.

Answer: True
Lesson/Learning Goals – True or False?

Question 6
The lesson goal should be about something worth teaching.

Answer: True.
Lesson goals:
• should be written in the form “Students will…”
• should be curriculum specific
• should be capable of being assessed
• are usually rooted in conceptual understanding
• are usually filtered through a big idea
• are about something worth teaching and they infuse/inform your lesson
Farmer Bob's field measures 150 yards by 250 yards.

He wants to use 60 percent of his land for growing brussels sprouts, 30 percent for lima beans, and 10 percent for cauliflower.

What is the square footage he'll need to allocate for each crop?

Like I'm really gonna lift a finger to help this guy.
Writing Learning Goals

• Choose one of the consolidating questions provided (with matching expectation)
• Determine which Big Idea the question best connects to and write an appropriate lesson goal
Putting it all together

Your task:
1. Choose a course you are comfortable with, perhaps one you will be teaching in the fall
2. Choose an expectation that is connected to one of the big ideas
3. Complete a PPQT (Posing Powerful Questions Template) with:
   - lesson goal
   - expectation
   - Big Idea
   - consolidation question

Note: You do not need to complete the Minds On and Action portion of the template at this point – we will work on these later in the week.
Share

• Share the template that you created with a partner
Consider this…

“Consolidation questions are more suitable for providing assessment for learning data, rather than assessment of learning data.”
Exit Card

• Please take a moment to complete the exit card and leave it with us before you leave.
Dear Family,

Guess what happened today! I sliced my shin open and I could see the bone. But I am OK. I am also having a good time, but I miss you.

I lost my window up flashlights some where. I'll send a new one, Haley.