

# ***LEARNING INTENTION:***

To build our understanding and ability to write developmentally appropriate learning intentions that are achievable within a specific lesson.



***Expert teachers  
continue to grow  
and learn.***

# Planning with Purpose

[www.youtube.com/watch?v=3wfgBFdibhk](https://www.youtube.com/watch?v=3wfgBFdibhk)

## WHAT vs WHY

The key is to know *why*. When you know your *why*, your *what* has more impact.



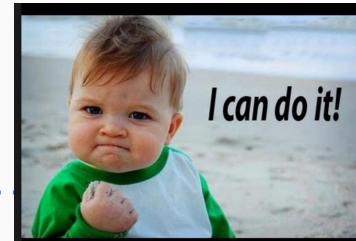
# Planning with purpose

- ❖ Begins with *intentionality*.
- ❖ Provides students with opportunities to *link* their learning to existing and new knowledge.
- ❖ Promotes *transfer*.
- ❖ Identifies *short-term* success criteria.
- ❖ *Evidence* of progress is collected strategically.



# Planning to ensure high levels of success!

- ❖ Planning begins with identifying the grade-level appropriate **transfer goals** and using them to align activities and assessments.
- ❖ Time is allowed to ensure that students **develop proficiency** in the content being investigated and enduring understandings are developed.



# Transfer Goals:

*Identified through analysis of grade-level expectations of the curriculum.*

- ❖ develop and deepen over time.
- ❖ require application not simply recall.
- ❖ tasks cannot be accomplished as a result of rote learning.
- ❖ require some strategic thinking (not simply “plugging in” skills and facts).
- ❖ require learners to apply their learning autonomously, without coaching or excessive hand-holding by the teacher.
- ❖ consist only of those that will be assessed.
- ❖ Transfer goals are not learning intentions.



# Enduring Understandings:

## Unit Outcome

- ❖ capture the big ideas that will linger long after the unit of study is over.
- ❖ go well beyond skills.
- ❖ are put into operation through identification of transfer goals.
- ❖ are the expression of understanding.

*Learners should be able to do this in a variety of settings.*



# Linking to themes, problems, projects, or questions:

*Series of lessons*

- ❖ can make the learning journey as interesting as the destination.
- ❖ are used to foster inquiry and curiosity across several lessons.
- ❖ transforms isolated bits of information into a unified and flexible whole.
- ❖ gives purpose to **daily** learning intentions moving students closer to attaining enduring understandings and achieving the transfer goals.



# *Where am I going? (Learning Intentions)*



Brainstorm



*So what are they?*

Learning intentions are *brief statements that explicitly describe what students should know, understand and be able to do as a result of the learning and teaching.*



*Knowing where learners need to go:*

What we will be *learning*  
rather than what we will be  
*doing*.



# *Knowing where learners need to go*

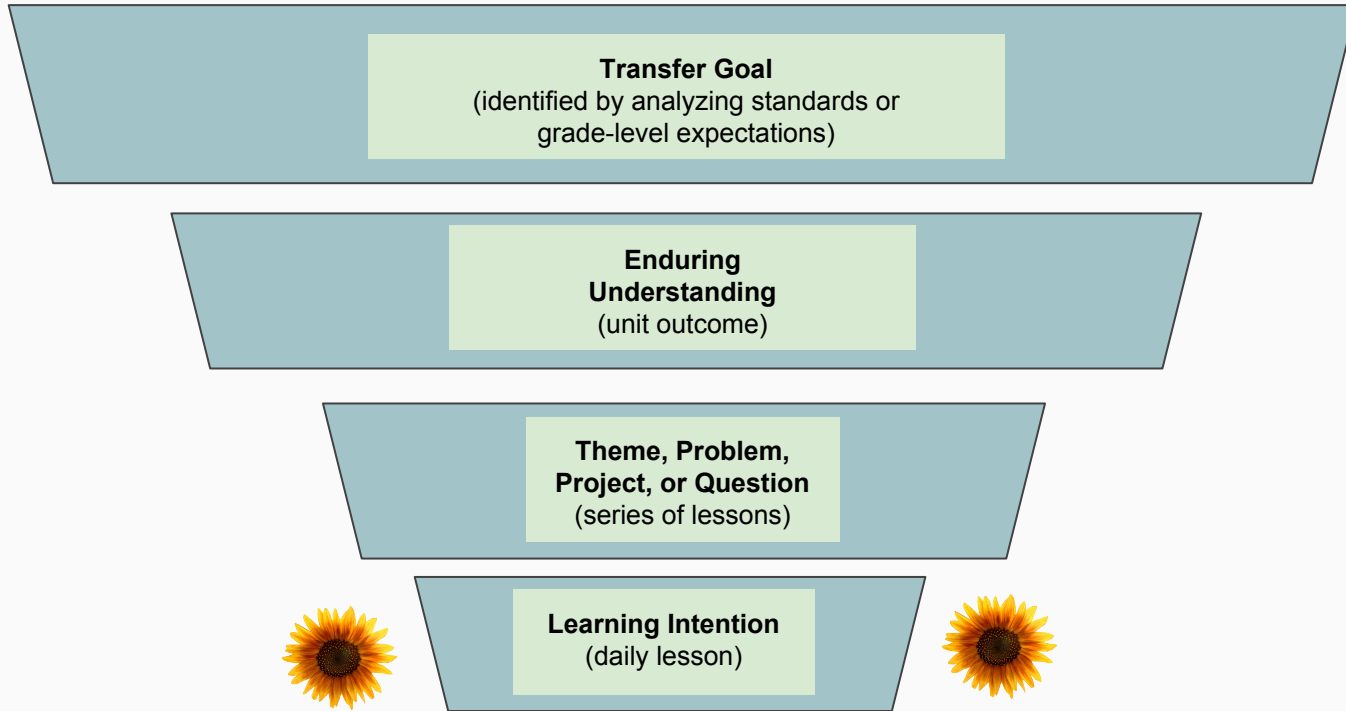
- ❖ The importance of 'tuning in' - building on where learners are in their learning.
- ❖ Setting the scene - why are we learning this?
- ❖ Explain the situation
- ❖ Linking to what is known
- ❖ Unfamiliar words and phrases are explained.



**Developmentally appropriate learning intentions.**



# *Learning intentions are foundational to everything teachers do with students!*





# Learning Intentions:

Daily lesson-specific

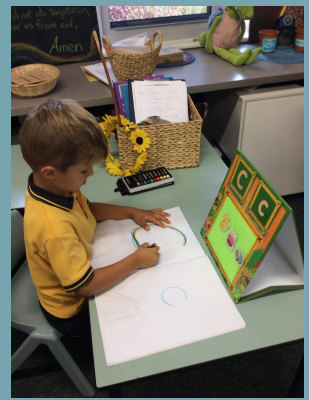


- ❖ anchor students in *today's work*.
- ❖ require understanding of the curriculum expectations..
- ❖ direct student's attention to what they will be *learning* and what it is they will be doing with this knowledge.
- ❖ form the basis for how the teacher will formatively assess *learning*.
- ❖ are about making sure our students know what they are supposed to *learn* and are able to talk about *how* they are learning it rather than simply *what* they are learning.



# How do you write them?

- ❖ Learning intentions should relate to what the students will *learn* rather than what they will *do*.
- ❖ Learning intentions should be written in *student-friendly language*, in a way that actively engages students in the learning process.



- ❖ Writing the learning goals *from the student's perspective* ("We are learning to...") supports students in taking ownership of the learning while simultaneously helping to make the learning more explicit.
- ❖ Learning goals can be developed with students *orally, visually or in writing*, however, displaying long term goals can act as a reference point for students as they monitor, reflect on and self assess their progress.
- ❖ Teachers should continually help students *clarify* their understanding of learning goals throughout the duration of their learning experience.





# Examples of learning intentions

- ❖ Learning intentions that focus on knowledge.
- ❖ Learning intentions that focus on skills.
- ❖ Learning intentions that focus on understanding.



- ❖ What do we want students to know, understand and do?

# Learning intentions that focus on knowledge

- ❖ Knowledge *about* a particular topic.
- ❖ Knowledge of *how* something is done.
- ❖ Knowledge of *why* something happens.
- ❖ Knowledge of *what* causes something to happen.

# *Learning intentions that focus on skills*

- ❖ Start with the words *'to be able to'*.
- ❖ Imply the acquisition of certain knowledge or understandings.

# Learning intentions that focus on understanding

- ❖ Understanding builds on knowledge and requires some kind of processing.
- ❖ Understanding is of a higher cognitive order than knowledge.

# Getting learning intentions right

Muddled learning intention	Clarified learning intention	Context
To list what a pet needs to be healthy.	To be able to make a list.	A healthy pet.
To use a multiplication grid with two digit numbers.	To be able to use a multiplication grid.	A range of two digit numbers.

# Learning intentions: what students thought they were learning (Clarke 2005)

Learning intention with context.	What students thought they were learning.	Learning intention without context.	What students thought they were learning now.
To write a procedure to make a sandwich.	"I would learn to make a sandwich".	To write a procedure. (A sandwich)	"We would be learning to write a procedure".

# Let us share our learning intention examples



Discuss whether our learning intentions are lesson specific or not.

# Determine whether any of the following learning intentions are written effectively...

## GRAMMAR

### INTENTION:

I will be able to write a compound sentence using a conjunction.

### SUCCESS CRITERIA:

*How do I know I have learnt it?*

- I can name a conjunction word.
- I can explain what a compound sentence is.
- I can say a compound sentence using a conjunction word that makes sense.
- I can write a compound sentence.

and    so    but  
Conjunctions



Beth Netz  
ESL 502

## COMPREHENSION- *Retell*

### INTENTION:

I can RETELL a known story in order.

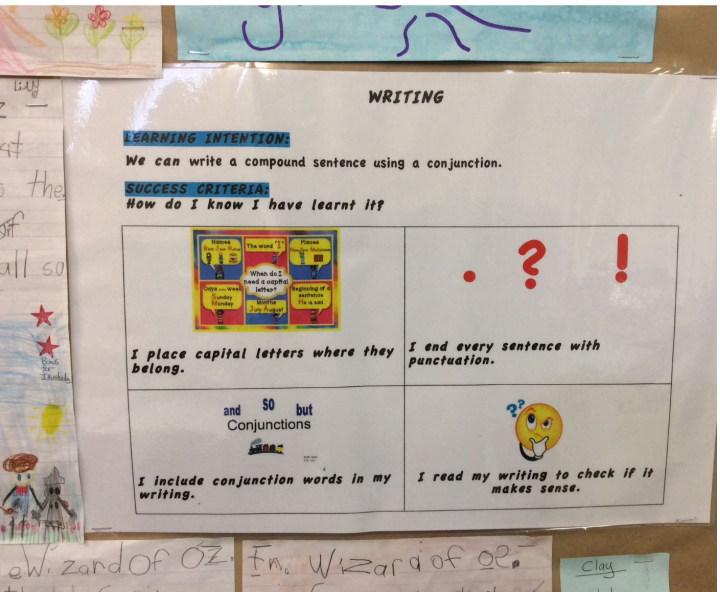
### SUCCESS CRITERIA:

*How do I know I have learnt it?*

- I can tell someone the events from Mrs Honey's Hat in order (oral).
- I can draw the events in the correct order.
- I can label the events with the days of the week in the correct order.
- I can retell the story using a clear voice.







## Retell

### LEARNING INTENTION:

We can retell a known story.

### SUCCESS CRITERIA:

How do I know I have learnt it?



I can name the main characters.



I can discuss the setting.



I can list the main events in order.





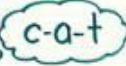
I can make inferences about characters feelings.

## 🎯 Learning Target

I am learning what to do when I am stuck on a word, so that the story makes sense.



## Success Criteria

- Look at the picture. 
- Get my mouth ready. 
- Stretch out the letters. 
- Skip the word and come back.



Learning Goal: We are learning to make patterns.

Success Criteria: I know I am successful when...



I can make a pattern that is the same using different things.



I can make it repeat.



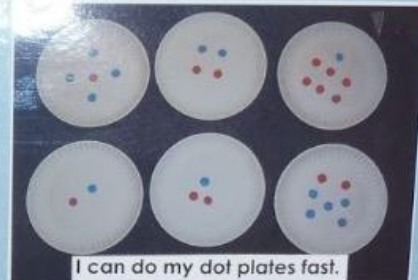
I can explain my rule.

Learning Goal: We are learning to know numbers without counting.

Success Criteria: I know I am successful when...



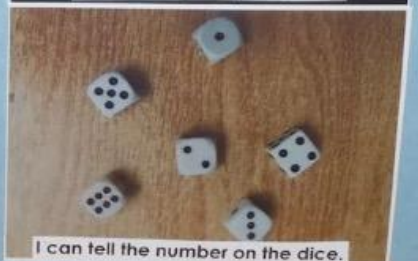
I can tell the number on the dominoes.



I can do my dot plates fast.



I can tell the number on my fingers.



I can tell the number on the dice.

# What is the learning intention?





*Write a learning intention for one of these provocations in child-friendly language.*





# Where to from here?

