# Learning goals template

Example: Victorian Curriculum Mathematics Level 6, Fractions and Decimals

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| **Entry Skills / Student’s Zone of Actual Development** | **Zone of Potential Development (ZPD)** | **Learning**  **Goal** | **Targeted teaching and learning strategies** |
| Student is able to compare and order common unit fractions and locate and represent them on a number line | Compare fractions with related denominators and locate and represent them on a number line | By week 3, student will be able to accurately (90%+) compare fractions with related denominators. | Teacher will demonstrate the use of a variety of concrete models to compare the size of fractions with different denominators.  Teacher will review “factors and multiples”, explaining to students how to make the denominators the same.  Teacher shows a ‘tile’ cut into three equal parts and a ‘tile’ cut into 4 equal parts. Teacher directs students to take ⅔ and ¼ and work in groups to find a strategy to compare them. |
| **[Curriculum Domain & Level]** | | | |
| **Entry Skills / Student’s Zone of Actual Development** | **Zone of Potential Development (ZPD)** | **Learning Goal** | **Target teaching and learning strategies** |
| [List the skills the student has already consolidated] | [List the skills the student is ready to learn] | [List the outcomes the teacher is working with the student to achieve] | [Identify relevant teaching and learning strategies that may be used to achieve the outcomes sought] |
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