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| **Course: TAG**  **Grade Level: 3rd Grade** | **Title of Unit: LML Lesson 3 Learning Patterns Brain Talk Game** |
| **Pacing:** 2 class periods |  |
| **Stage 1 - Desired Results** |  |
| **Understandings:**  Students will understand how to express the LCI results for themselves and others; SW be able to understand how our "patterns talk to our brains" when faced with a task | **Essential Questions:** |
| **Knowledge:**  Students will know…. | **Skills:**  Students will be able to …..   * Identify LML patterns * Identify how they use their LML patterns (Use 1st, As Needed, or Avoid) |
| **New Jersey State Standards / Common Core**  **(Note: Include reference to relevant standards in the Content Area as well as technology and 21st century life and careers.)** | Standards LA.3.3.1.3 H.2, LA.3.3.2.3 A.1, LA.3.3.4.3 A.1 |

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| **Stage 2-Assessment Evidence** |
| **Performance Tasks and other evidence:** |
| Teacher Observation  Student Participation |
| **Stage 3- Learning Plan** |
| **Learning Activities:** My Learning Fingerprint: This lesson focuses on Sherlock's Learning Combinations, revealing that, according to his LCI, he *uses first* the Precise and Confluent Learning Patterns, *uses as needed* the Sequential Learning Pattern, and *avoids* Technical Reasoning, which is why he needed help in solving The Case of the Missing Mascot. Teacher will help students become comfortable interpreting and talking about their LCI by asking and discussing some Critical Thinking questions. Students will be randomly divided into the four corners of the room. Each corner will be given a sentence strip with a statement on it. One student will be chosen to stand in the center of the room with his/her LCI pattern graph. On the teacher's count of 3, each group will say its statement written on sentence strip with the appropriate volume based on the student in the center's Patterns. (For example, if that student in the center *uses first* Sequence, the Sequence corner will use a loud, outside voice to read their statement. If the student in the center, *avoids* Precision, then the Precision corner will use a whisper voice to read their statement. If the student in the center uses Confluent and Technical Reasoning *as needed,* then both of those corners will read their statements in a normal speaking voice.) Students will be switched off to give others a turn in the middle. The teacher will then explain to the class that this is in fact what our brains hear when we are given a learning challenge. The volume at which we hear the different messages depends on our natural affinity for them. Students will then be given a small Learning Patterns graph to color in with the assigned colors to represent their Learning Patterns and they will take these back to class with them so homeroom teacher can place them on their desks for a constant referral of their patterns. |
| **Materials**: Learning Detectives Books; sentence strips |