

Let Me Learn Grade 6

Content Area: **21st Century Life and Careers**
Course(s):
Time Period: **Undefined**
Length: **10-12weeks**
Status: **Published**

Unit Overview

Let Me Learn (LML) is a process by which an individual finds out how to recognize and express who she/he is as a learner. There are four universal learning patterns evident in everyone, we all just use them differently. Individuals who are able to grasp these LML concepts become intentional learners--people who approach learning situations conscious of the cognitive processes that must be accomplished and are able to then develop strategies for successful learning.

Essential Questions

- How does one perceive the world and process everyday situations utilizing the four patterns of Let Me Learn?
- How are mathematical processes linked to learning pattern processes?
- How do mathematicians test conclusions?
- How can the LML Process help me in high-stakes testing situations?
- How do I become successful in test taking?
- How do the 4 learning patterns of LML operate in the work lives of successful professionals?
- How is the knowledge of how we learn and how others learn a key to success in the work place?

Content

- SWBAT explain their LML scores and give examples of how they use their patterns
- SWBAT explain strategies that they have used in order to forge, tether, or intensify their patterns for specific circumstances/assignments/situations
- SWBAT link mathematical processes to Learning Pattern processes
- SWBAT articulate connections between their affective response to mathematical thinking and the use of their 4 Learning Patterns
- SWBAT identify mathematical thought processes to develop strategies to identify the needed level of use for each Learning Pattern
- SWBAT use their Learning Patterns with intention
- SWBAT decode test questions and identify which learning patterns they need to forge, tether, or intensify
- SWBAT understand their Learning Patterns and relate them to performing an "on-demand" writing task
- SWBAT identify the role of skills and interests in career exploration
- SWBAT understand that their awareness of how they learn can impact their academic and occupational success--now and in the future

Skills

- Recognize their own learning patterns and the learning patterns of others
- Explain the "characteristics" and features of each of the 4 learning patterns
- Identify strategies and skills needed to be successful in both school and work
- Demonstrate intentional learning

Assessments

- Team building activities
- Teacher observation
- Student participation
- Develop pattern stations
- Complete resource books
- "Teach" the younger students
- Use of LML vocabulary

Lessons/Learning Scenarios

Week 1

OBJ: SW review the Let Me Learn Process

Act: SWBAT understand what the requirements are for the class, the topics covered in this class, review the basics and the vocabulary of LML

SWBAT use their agenda book and fill in their LCI scores as well as the scores of teachers they interact with

ASSESS: Teacher observation, student participation, and completion of agenda book activity

Week 2

OBJ: SWBAT use all 4 of their LML patterns to act and think like mathematicians

ACT: SW be given Math All Around Us book and teacher will instruct from Units 1-3. Students will follow

along, participate in discussions, and complete activity pages in resource book

ASSESSMENT: Teacher observation, student participation and completion of pages assigned in resource book

Week 3

OBJ: SWBAT use all 4 of their LML patterns to act and think like mathematicians

ACT: SW continue using the Math All Around Us book and teacher will instruct from Units 4-6. Students will follow along, participate in discussions, and complete activity pages in resource book

ASSESSMENT: Teacher observation, student participation, and completion of pages assigned in resource book

Week 4

OBJ: SWB more successful, confident, and strategic test-takers by applying LML concepts to assessments

ACT: SW be given Yes I Can: Meeting Test-Taking Challenges book and teacher will instruct from Units 1-3. Students will follow along, participate in discussions, and complete activity pages in resource book

ASSESSMENT: Teacher observation, student participation, and completion of pages assigned in resource book

WEEK 5

OBJ: SWB more successful, confident, and strategic test-takers by applying LML concepts to assessments

ACT: SW be given Yes I Can: Meeting Test-Taking Challenges book and teacher will instruct from Units 4-6. Students will follow along, participate in discussions, and complete activity pages in resource book

ASSESSMENT: Teacher observation, student participation, and completion of pages assigned in resource book

Week 6

OBJ: SWB able to explore the relationship between their learning, interests, and the world of school and work

ACT: SW be given Career Explorer book and teacher will instruct from Units 1-3. Students will follow along, participate in discussions, and complete activity pages in resource book

ASSESSMENT: Teacher Observation, student participation, and completion of pages assigned in resource book

Week 7

OBJ: SWB able to explore the relationship between their learning, interests, and the world of school and work

ACT: SW be given Career Explorer book and teacher will instruct from Units 4-6. Students will follow along, participate in discussions, and complete activity pages in resource book

ASSESSMENT: Teacher Observation, student participation, and completion of pages assigned in resource book

Week 8

OBJ: SWB able to complete learning pattern stations successfully while forging, tethering, and intensifying LML patterns

ACT: SW rotate thru 4 pattern stations (based on a specific theme) and not only complete station activity but also identify what they were thinking, feeling, and doing at each station and how they compensated to be successful

ASSESSMENT: Teacher Observation, student participation, and complete LML Pattern stations

Week 9-12

OBJ: SWB able to create LML pattern stations based on a specific theme

ACT: Now that students have completed rotations through pattern stations in the past few years, they will have the opportunity to create their OWN pattern stations for a specific theme of their choice. They will use pattern cue words for their directions. They will list materials needed in order to set up these pattern stations. The students will have one-two periods to make up the stations and directions and then we will have 1-2 weeks to actually set up the stations and have class actually participate in the stations (or we may have stations set up and students can go into the younger grades to do this).

ASSESSMENT: Teacher observation, student participation, sompletion of assignment, set up and execution of their created Pattern stations

Standards

LA.6.3.1.6 C.3	Apply knowledge of new words correctly (refer to word parts and word origin).
LA.6.3.2.6 A.9	Review and edit work for spelling, usage, clarity, organization, and fluency.
LA.6.3.2.6 A.11	Use computer writing applications during the writing process.
LA.6.3.2.6 B.7	Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.

LA.6.3.2.6 C.1	Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting.
LA.6.3.2.6 C.4	Use correct capitalization and punctuation, including commas and colons, throughout writing.
WORK.5-8.9.1.8	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.5-8.9.1.8.1	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
WORK.5-8.9.1.8.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.5-8.9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
WORK.5-8.9.1.8.A.4	Design and implement a project management plan using one or more problem-solving strategies.
WORK.5-8.9.1.8.F.1	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
WORK.5-8.9.2.8.1	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.
WORK.5-8.9.2.8.A.2	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
WORK.5-8.9.2.8 B.2	Demonstrate responsibility for personal actions and contributions to group activities.
WORK.5-8.9.2.8 C.3	Work cooperatively with others to solve a problem.
WORK.5-8.9.2.8 C.6	Participate as a member of a team and contribute to group effort.
WORK.5-8.9.2.8 D.2	Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
WORK.5-8.9.3.8.B.3	Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
	The use of digital tools enhances creativity and the construction of knowledge.

Resources

www.letmelearn.org

LML Math All Around Us resource book and facilitator's guide

LML Yes I Can: Meeting Test-Taking Challenges resource book and facilitator's guide

LML Career Explorer resource book and facilitator's guide