

Let Me Learn Grade 7

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

Unit Overview

Students will learn the fundamentals of the Let Me Learn Process

Essential Questions

What is it about my patterns that help me to be successful? When and how do I use each of my patterns?

What can I do to help myself adjust my patterns for success?

Content

4 patterns (sequence, precision, technical, confluence)

Sequence- make lists, plan, organize,

Precision- write, read, details, ask questions

Technical- build, real word situations, fix, work alone

Confluent- imagination, think outside the box, carefree, unique

How to the use of learning patterns within the mind (How do I think, feel, do)

Understands the importance of listening and learning from peers

Knows their patterns and what they mean in a school setting, how to use them in a school setting and home life

Skills

Explain verbally how I think, feel, do and say about a specific task

Defend answers with information from the Let Me Learn process

Communicate with peers and recognize the different learning patterns in each others' patterns

Demonstrate the 4 learning patterns in team building activities

Identify the patterns of teachers in the school

Decode test items including reading items, writing on demand, and math word problems

Use personal strategies to prepare for and use during test-taking

Present learning issues in a particular manner when in discussions with teachers

Assessments

Team building activities

Vocabulary Quiz

Teacher observation

Student participation

Completion of LML Yes I Can: Meeting Test Taking Challenges

Lessons/Learning Scenarios

Lesson 1

OBJ: SWB introduced to the Let Me Learn Process

Act: SWBAT understand what the requirements are for the class

SWBAT use their agenda book and fill in their LCI scores

ASSESS: teacher observation and completion of agenda

lesson 2

OBJ: to gain a better understanding of the LML Patterns

SWBAT complete page 5 in the agenda book

ASSESS: class participation, teacher observation, page 5

lesson 3

OBJ: SWBAT review and understand the different patterns of the LML process

ACT:SWBAT take notes on the different patterns in the Let Me Learn process

IF time SWBAT look at pictures and describe what patterns are being used

ASSESSMENT: Teacher observation and completion of notes

lesson 4

OBJ: SWBAT use the LML process and analysis themselves

ACT:SWBAT orally explain their patterns to the class and explain why they feel the way they do about themselves

ASSESS: teacher observation, student participation
if time chart the teachers LCI

lesson 5

OBJ: SWBAT watch a pp and anyalysis the pictures.

ACT: SWBAT see a pictures and discuss what patterns they see in the pictures. SWB given 1 minute to write down the patterns and give a reson why they are choosing the patterns they did or why are not choosing a patterns

lesson 6

Lesson 1 Time for a Test..Oh No! SB pg 4-5 TB pg 2-4 (hand out books and collect at end of class) DO NOT WRITE IN THE BOOKS

OBJ: SWBAT develop practical test taking strategies that take advantage of their natural learning patterns

ACT: teacher will read pages 2 and some of page 3 in TB

SWBAT read aloud pgs 4-5 and discuss

teacher will then introduce the Think about it and Write about it on pg 3 of TB and 5 in SB

SWBAT on a seperate piece of paper complete the Think About it and Write About it. Must be in complete sentences, and all questions answered.

if time have some students share. collect at end of class

review home work and pass out

lesson 7

Unit 2 Testing and your learning patterns (SB pg 6-7 FG 5-7)

OBJ: understand how the LML process applies to test taking, how to decode the test

ACT:SWBAT read SB pg 6 (whole group)

TW read FG pg 5-6, and write on board for students to take notes, Strategies for students who Use First and Avoid patterns

SWBAT copy the cue words and complete page 7 Think about it and Write about it on a seperate piece of paper

lesson 8

Unit 3 Reading to answer questions (SB pg 8-11 FG 8-10)

OBJ: understand how the LML process applies to test taking, how to decode and identify cue words on a test

ACT:SWBAT read SB pg 8-9 (whole group) stopping to check for understanding

TW read FG pg 8 sections I, II

SWBAT answer sample questions on pg 9-10 and TW ask question from FG 8-9 and discuss

SWBAT complete the think about as a whole group

SWBAT complete the write about it and turn in at end of class

ASSESSMENT: teacher observation, student participation, completion of worksheet

Materials: Let me learn skills book, paper

lesson 9

Unit 4 Writing on Demand SB pg 12-15

OBJ: SWBAT know when and how to forge and tether their learning patterns can help them meet the challenges of standardized writing tests

ACT: SWBAT read pages 12-13 and discuss with their group

SW complete the Think about It worksheet, the Write About It, and the worksheet, Writing a Descriptive Paragraph individually and turn it in at the end of class

lesson 10

Unit 5 (SB pg16-19 FG 14-16)

OBJ: understand how the LML process applies to test taking, and how your learning patterns can help you to successfully complete high stake math tests.

TW read I, II, III on FG pg 14-15

ACT: SWBAT read SB pg16-18 (whole group) stopping to check for understanding

SWBAT complete the think about as a whole group

SWBAT complete the write about it and turn in at end of class

ASSESSMENT: teacher observation, student participation, completion of worksheet

Materials: Let me learn skills book, paper

lesson 11

Unit 6 Taking Charge of Taking Tests (SB pg 20-23 FG 17-20)

OBJ: SWBAT use the materials, learning patterns, and cue words in test questions and rubrics, to be a savvy test taker.

ACT: SWBAT read SB pg 20-22 in their group, stopping to check for understanding

SWBAT complete the Write About It worksheet and Creating A Strategy pg1-2 worksheet and turn in at end of class

Standards

LA.7.3.1.7 A.2

Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).

LA.7.3.1.7 C.2	Apply spelling rules and syllabication that aid in correct spelling.
LA.7.3.1.7 F.1	Develop an extended vocabulary through both listening and independent reading.
LA.7.3.1.7 F.2	Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
LA.7.3.1.7 H.1	Produce written and oral work that demonstrates comprehension of informational materials.
WORK.5-8.9.2.8 B.1	Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
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.2	Organize thoughts to reflect logical thinking and speaking.
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.

Resources

www.letmelearn.org

Yes I Can: Meeting Test Taking Challenges for students and teachers' facilitator guide