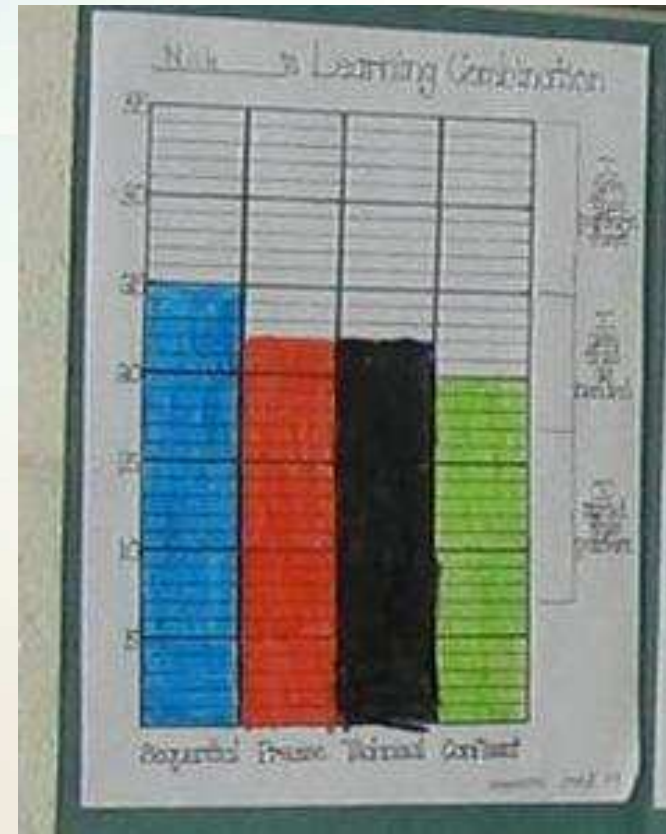


Becoming Reflective learners through Let Me Learn

Task Decoding
(Task Analysis)

The specific goal of the *Let Me Learn Process* is to enable the learner to learn with intention.

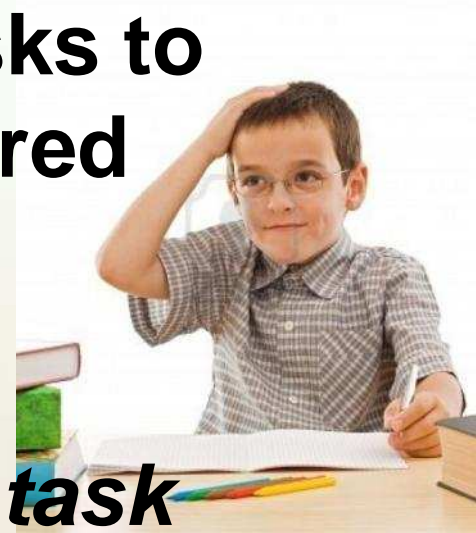


Learners develop a functional understanding of themselves as learners - their patterns influence how they approach tasks.

However, tasks differ.



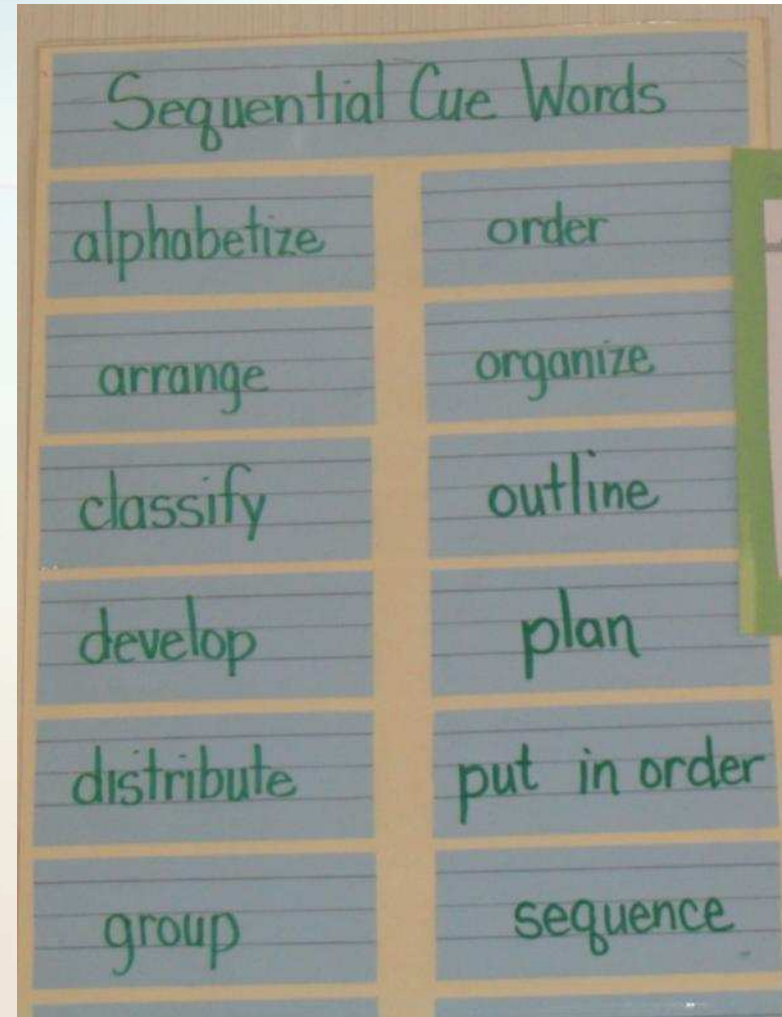
To improve the level of success, a student must analyse tasks to determine what the required learning patterns are.



“What does this particular task require of me if I am to perform it well?”

Task decoding

using **cue words**
from task
requirements to
build Word Wall

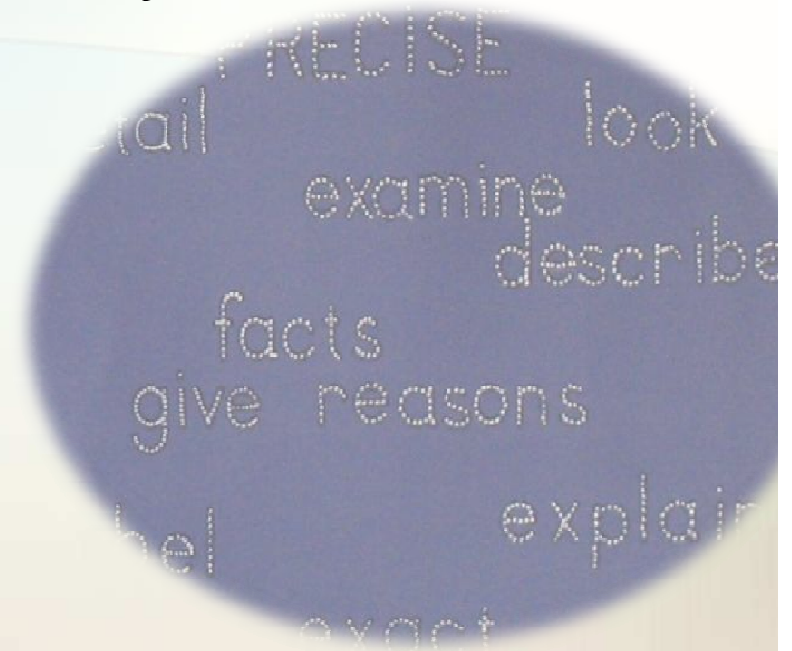


- **Sequence** cue words:

- alphabetise, arrange, classify
- develop, list, order
- organise...

- **Precision** cue words:

- describe, detail, exact
- examine, explain, identify
- label, measure...

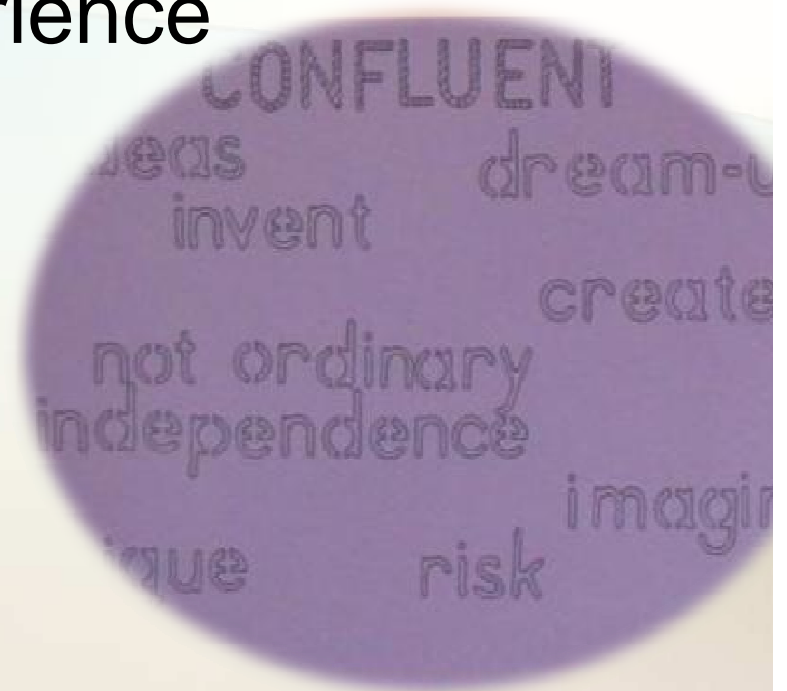


- **Technical Reasoning** cue words:

- assemble, build, construct
- demonstrate, draft, experience
- figure out, graph, solve...

- **Confluence** cue words:

- brainstorm, create, ideas
- imagine, unusual, risk
- invent, fantasise...



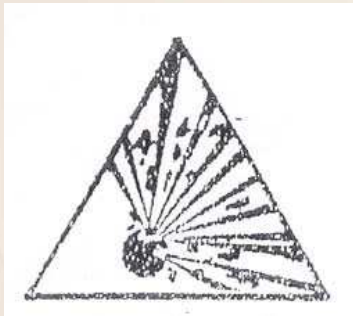
Some examples

Example 1: Arrange the numbers in order, biggest first.

Arrange (**Sequence**) the numbers *in order* (**Sequence**), biggest *first* (**Sequence**).

Example 2: Label the following signs by filling the blank spaces underneath them (4 marks)

Label (**Precision**) the following signs by filling the blank spaces underneath them (4 marks).



Some examples

Example 3: Build a model showing how the Reverse Osmosis Water Recycling Plant works. Label the different parts of your model.

Build a model (Technical Reasoning) showing how the Reverse Osmosis Water Recycling Plant (Precision) works. Label (Precision) the different parts of your model. (Hidden Sequence)

1: Imagine you are an insect. Write 12 sentences about your adventures

Imagine (Confluence) you are an insect. Write (Precision) 12 sentences about your adventures

Task Decoding

2: Complete the following table

Animal	Cold / warm blooded	Eggs/ live birth	Suckles young
Bat			
eagle			

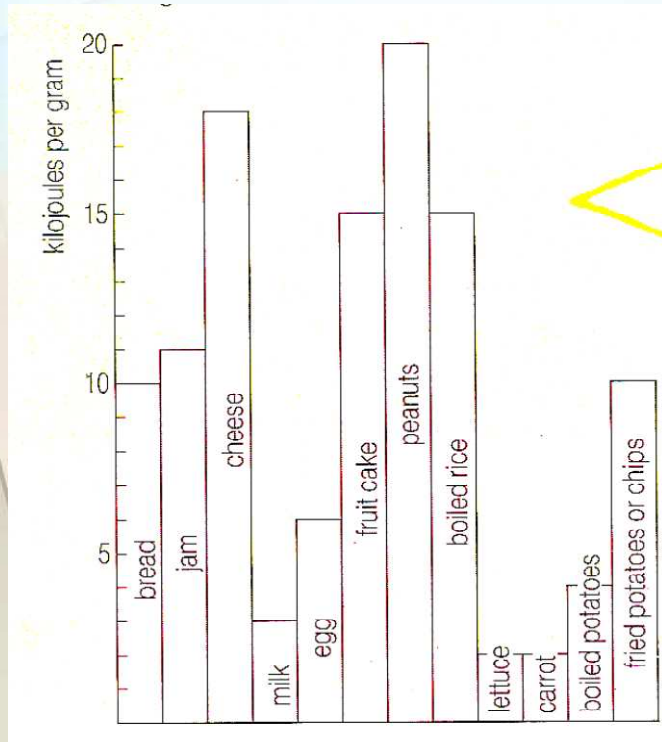
3: Arrange the following metals in order of INCREASING reactivity.

Aluminium calcium gold lead lithium

Task Decoding

- 4: A firm selling insurance joins with another firm selling insurance.
1. What type of integration is this? (2 marks)
 2. Give an advantage of this type of integration. (2 marks)
 3. British-American Tobacco plc taking over Eagle Star (insurance) is an example of _____ integration. (2 marks)

5: Look at the bar-chart and then answer the following questions. The bar-chart shows the energy content in kilojoules (kJ) for one gram of each food.



Which two foods give the most energy? _____

Which two foods give the least energy? _____

How much energy would you get from 2 grams of bread? _____

How much energy would you get from 1 gram of fruit cake? _____

How much energy would you get from 4 grams of jam? _____

Task Decoding

6: In King Lear, the audience is made aware of the discrepancy between appearance and reality.

Support this statement with reference to this passage and to other parts of the play

7: From Paradise Lost:1

Discuss the arguments that Satan advances about whether or not to repent

8: A salesman sells articles at €0.50 each. He sells 1600 articles in the first week. In the second week, he sells 15% more than in the first week and in the third week, he sells 10% more than in the second week.

Calculate the amount received by the salesman if he gets 12% of the price of each article on the first 1000 sold and 15% of the price of each article he sells in excess of 1000

Task Decoding

9: Underline the adjectives in the following sentences.

10: Write an appropriate adjective to the following nouns.

11: Look at your friend sitting next to you and write four adjectives which describe him/her.

12: Make your own monster out of plasticine and then write some adjectives to describe it.

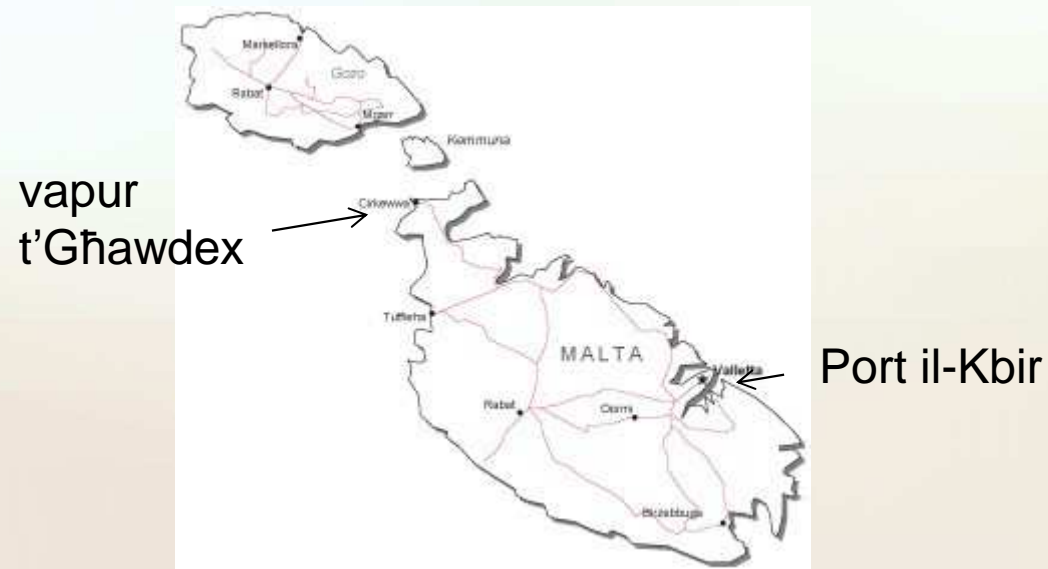
Task Decoding

13: Kompli din it-tabella

	debba
moghža	
	muntun
barri	
	kelba
fenek	

Task Decoding

14: Hares lejn din il-mappa ta' Malta u mmemorizza fejn hu l-Port il-Kbir u minn fejn jitlaq il-vapur t'Għawdex.



Task Decoding

15: Immagina li inti kont wieħed mill-kavallieri meta kienu għadhom kif waslu Malta. Fares lejn din il-mappa tal - gżejjer Maltin. Immarka żewġ postijiet li kieku inti kont tagħzel biex tuża' bħala port għall - vapuri u għad – dgħajjes tiegħek. Agħti r-raġunijiet tiegħek.

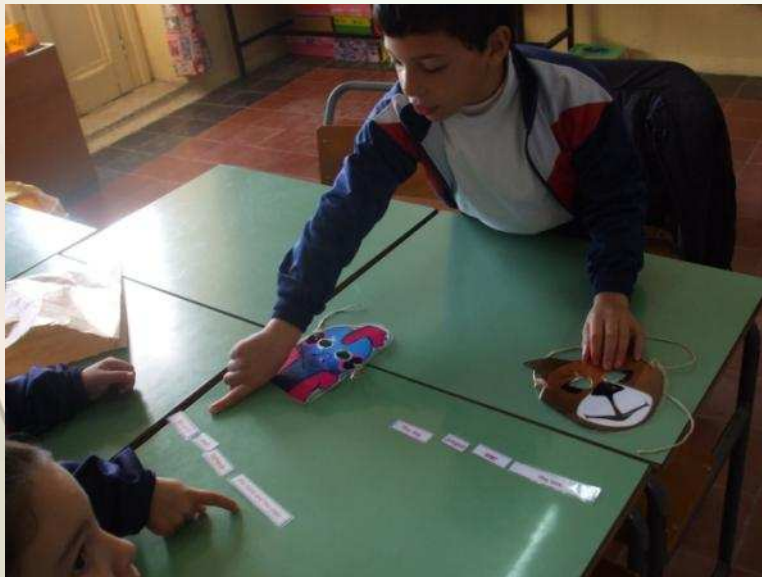


Task Decoding

16: Summarise the given passage to not more than 60 words.

17: Look at the pictures provided and write a story of 150 words. The last picture has been left blank so you can create your own ending.

Building sentences by putting words in the correct order



Acting out sentences – charades



The dog jumped **over** the box



The sheep sat **under** the chair



The mouse ran **into** the recycling bin




The frog danced **in front of** the children

Building a farm - a hands-on experience using the given prepositions within a context.



Writing sentences to describe the farm,
using the given prepositions and vocabulary.






Use the pictures provided to build your own farm.

Then write 4 sentences to describe your farm. In each sentence, you have to use one of these prepositions:

in next to under in front of

1. The barn is in front of the stable.
2. The lamb is next to the sheep.
3. The pig is under the gate.
4. The donkey is to the barn.

On the farm 😊



Use the pictures provided to build your own farm.

Then write 4 sentences to describe your farm. In each sentence, you have to use one of these prepositions:

into over behind between

The tree is in front of the barn.
The barrel is next to the barn.
The lamb is in front of the barn.
The horse is behind the sheep.

Teaching Decoding to Students

- **Underline/circle/highlight key words found in assignment titles.**
- **Match underlined/circled/highlighted words to learning patterns.**
- **Analyse the degree to which you are being asked to use each of your learning patterns.**

Teacher tips

Construct a **word wall** with your students

Remember:

Word wall listings are subject specific, so may vary from one subject to another.