Figure 6.10   Lesson Plan for Year 10 Using Metacognitive Strategies

Assessed Need: I have noticed that my students need: *To make their learning visible to themselves through the use of self-questioning.*
Standard(s) Addressed: *N/A*
Text(s) I Will Use: *Classroom poster of metacognitive questions for independent learning.*
Learning Intention for This Lesson: *To acquire tools for reflecting on learning and making a plan of action.*
Success Criteria for This Lesson: *I use these questions before I begin a task, and to check in with myself to monitor my own progress toward goals.*

Direct Instruction:

Model: Strategies/skills/concepts to emphasize

Introduce and model the use of four questions for checking in with myself. Explain to students that I use these same questions when I've got a complicated job in front of me.

"What am I trying to accomplish?" This first question reminds me to check in with the purpose. The learning intention is a good place to start, as it can orient my thinking as I focus on the outcomes.

"What strategies am I using?" I like to build furniture, and I've done it enough that I know I need to make sure I've got the tools I need at the ready. It takes me off my game when I have to stop to go searching for some tool I suddenly realize I need. It's no different with an academic task. Part of my preparation is making sure I've got the tools I need. If I'm diving in to a dense reading, I expect that I'm going to need to take notes, maybe annotate right in the margins. Before I go on to a new section, I take the time to review my notes and summarize. My notes, the annotations, the time I take to summarize—these are all tools, or strategies, that I'm putting into play.

"How well am I using the strategies?" From time to time when I'm building furniture, I stop and take a few steps back to look at my progress. Sometimes I make adjustments because I don't like what I see. It's no different when I'm taking on an academic task. I pause and take a few metaphorical steps back to ask myself how I'm doing. These questions give me a frame for analyzing my progress.

"What else could I do?" Sometimes I don't like what I see. But I can't just scrap the whole thing and walk away. I have to push forward and ask myself if there are alternatives. If I'm really stuck, I check in with someone else for advice or guidance.

Guide and Scaffold: Questions to ask

How might these questions help you to resolve a problem?

Are there other parts of your life where you could apply these same questions to resolve a dilemma?

Assess: These are the students who will need further support

Talk individually with Eugene, because he gives up on himself quickly. Check with Fatima, because she rushes and in her hurry makes needless errors. I'd like her to use these questions to slow down a bit.

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Dialogic Instruction:

Teacher-Directed Tools

N/A

Student-Enacted Tools

After students have applied these metacognitive strategies to an independent reading task for GCSE preparation they'll be completing today, meet as a fishbowl group (inside/outside circles). The first group in the inside circle will discuss what worked and why. The second group will discuss difficulties, and how students can get better at using these strategies to solve problems.

Assess: These are the students who will need further support

Have Eugene and Fatima in the second inside group, so they can listen to the comments of others first.

Feedback Opportunities:

N/A

Independent Learning and Closure:

Closure: Revisit the learning intentions and success criteria, and remind students to use these consistently when they are in independent learning.

Independent Learning: Include these same four questions on a checklist for students to report on and include with completed major tasks.