

Figure 6.12 Lesson Plan for Year 5 Using Metacognitive Strategies

<p>Assessed Need: I have noticed that my students need: <i>To make their learning visible to themselves.</i></p>
<p>Standard(s) Addressed: <i>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104, ACHASSI132)</i></p>
<p>Text(s) I Will Use: <i>Classroom poster of metacognitive questions for independent learning.</i></p>
<p>Learning Intention for This Lesson: <i>To acquire tools for reflecting on learning and making a plan of action.</i></p>
<p>Success Criteria for This Lesson: <i>I use these questions before I begin a task, and to check in with myself to gauge my own progress toward goals.</i></p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize</p> <p><i>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.</i></p> <p><i>"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.</i></p> <p><i>"What strategies am I using?" When I cook, I get out the ingredients and tools I need before I begin. When I've got a classroom task, I do the same. I might need to make notes for myself, or maybe I'm reading something I have need to pause to summarize in my head before tackling a new section of the book.</i></p> <p><i>"How well am I using the strategies?" I don't want to get too far down the path only to realize I've gone the wrong way. I set a timer to check in about 5 minutes after I've started to ask myself how I'm doing.</i></p> <p><i>"What else could I do?" When I do realize I'm stuck, I have to sit back for a bit to see if there's something else I could do. Sometimes it helps to retrace my steps. If I'm still stuck, I've got other resources, like asking someone else for some help.</i></p>

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Guide and Scaffold: Questions to ask

Did these questions help me to resolve my problem?

Where else in my life could I use these questions to help myself?

Assess: These are the students who will need further support

Check in with Patrick, as he is quick to give up on himself. Keep an eye on Camira, because she sometimes works too fast to get the job done, without being reflective.

Dialogic Instruction:

Teacher-Directed Tools

N/A

Student-Led Tools

After students have applied these metacognitive strategies in independent work and filled out their checklists, meet as a fishbowl group (inside/outside circles) to discuss, first, what worked and why. The second group will discuss difficulties, and how they can get better at using these strategies to solve problems.

Assess: These are the students who will need further support

Getano and Patrick should be in the first fishbowl, so they can be encouraged to discuss positives of the approach.

Feedback Opportunities: *Provide written feedback about their thinking processes on the checklist for each student.*

Independent Learning and Closure:

Closure: Revisit the learning intentions and success criteria, and remind students to consistently use them 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.

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