

## Metacognition – 8th Grade, December 11th Teacher Script

We define metacognition as the ability to **think about your thinking**. Much like working memory, this can be a difficult concept for students to appreciate. Very frequently, students are unaware that they can monitor their own thinking while completing their school work.

**SAY:** “Today we are going to talk about metacognition. Let’s watch a short, funny video, about a class that is not being metacognitive.”

**Slide 2 Video (6min):** a comedy skit in which a history teacher tries to get students to be more thoughtful about their thinking, but the students keep calling out impulsive and not well formed ideas.

### **Slide 3 Question #1: Why was the teacher frustrated in the video?**

**Anticipated student response:** we are looking for the students to be reflective about the way the students in the video are participating. They are not being thoughtful in their responses. They students may respond that the students in the video are just saying what they think the teacher in the video wants to hear, they are just calling out random answers, or they are afraid of being wrong.

### **Slide 4 Question #2: What could the students in the video have done differently?**

**Anticipated student response:** we are looking for the students to be thoughtful about ways in which the students in the video could have participated in a more meaningful way. The students could respond that the students in the video could have paused before answering, asked themselves if their answer made sense in response to the teacher’s question, or been more willing to take academic risks.

### **Slide 5 Question #3: Why was it so hard for the students to think about history?**

**Anticipated student response:** we are looking for the students to be thoughtful about what the students in the video were doing and why they had a hard time appreciating what the teacher was asking them. They might respond that the students in the video were being asked to do something different than had previously been asked to do, that they didn’t understand what the teacher was asking them, or they needed more practice thinking the way the teacher was asking them to think.

### **Slide 6 Question #4: Do you think about how you’re doing your work WHILE you are actually doing it? How do you know?**

**Anticipated student response:** we are asking the students to be reflective about how metacognitive they are on a daily basis. Are they aware of their own thinking? Ever? A lot? A little, etc? The students may respond that they are metacognitive none of the time, some of the time, or all the time. They know they did it when their answer makes sense with the question being asked. The most important thing is how they know if they are being metacognitive or not. Are they able to delineate how they know?

### **Slide 7 Tell the students you would like them to think about this question of the week: Are you thinking about your thinking?**

“The question of the week is ‘are you thinking about your thinking’? When I ask this question this week, please check to see if you had been thinking about your thinking. Please think about how you know if you were thinking about your thinking or not.

**Desired Outcome of lesson:** the students will develop an awareness of their level of metacognition, identify times and circumstance that being metacognitive is useful, and be able to delineate the ways they know they have been metacognitive.

### **Slide 8 - Think-Pair-Share**

**What is it?** A quick activity that allows students to think carefully about a question before sharing their responses with others.

**Good for:** Giving students time to collect their thoughts; facilitating equal participation; ensuring every student contributes to the discussion.

**How to:** Pose a question or present a problem. Give students 1-5 minutes to think through (or write down) their response. Next, have students turn to a partner and discuss their ideas. Finally, ask students to share what came up in their pair discussions during a whole class discussion.

### **Slide 9 - Ball/Object Pass**

**What is it?** A method for structuring a large group discussion that encourages active listening and student-to-student interaction.

**Good for:** Facilitating equal participation.

**How to:** The facilitator, holding a ball or other object you have in your room (think tape dispenser or white board eraser), begins by posing a question or sharing an observation. Students wishing to respond raise their hands, and the facilitator passes the ball to one of them. The person who received the ball must first respond to the first speaker's question or comment before adding his or her own contribution. The second speaker then passes the ball on to the next person wishing to contribute.

### **Slide 10 - Fish Bowl**

**What is it?** A method for structuring a group participation that encourages peer-to-peer dialogue and active listening.

**Good for:** Facilitating equal class participation; ensuring that every student contributes to the discussion.

**How to:** Arrange the space into a smaller inner circle of 3-4 chairs and a larger outer circle of remaining chairs. The facilitator poses an initial question, and those in the inner circle discuss the question among themselves while all others in the outer circle listen attentively. Participants in the inner circle may choose to leave, at which point anyone in the outside circle is free to take the empty seat in the inner circle and join the conversation.

### **Slide 11-**

**Say** “ We started off explaining that metacognition is basically thinking about your thinking. Let's watch a short video summarizing the elements of metacognition.”

Show video - [https://www.youtube.com/watch?v=O\\_sfNC5WPUU](https://www.youtube.com/watch?v=O_sfNC5WPUU) (3min)

Click [here](#) to leave feedback

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