Sept. Gr. 1-3 G&T Unit: Metacognition

Content Area: **Gifted and Talented**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students need to be explicitly taught that they have two inner voices. The reciting voice which reads the words and the conversation voice that talks back to the text. Students will take control of their own learning through metacognitive strategies.

Enduring Understandings

- Learners must be aware of their own cognitive activities, and be able to control and monitor those activities.
- Metacognition develops thinking as implicit understanding becomes explicit.
- When the process of learning is brought to a conscious level, children become aware of their own thought process and that helps them to gain control over *how* they learn.
- Metacognition is thinking about your own thinking.

Essential Questions

- What is metacognition?
- What am I thinking about while I read?
- How can metacognitive strategies (thinking about my thinking) help me to understand what I read?

Instructional Strategies & Learning Activities

1. Modeled-step 1

- • Teacher does the work/kids watch and listen.
- • You need to decide what visual action/sign you will take when you are no

longer reading but are sharing your thinking. This is especially crucial with

younger students as they may not realize you have stopped reading the words

when you are sharing your thinking. Some people close the book. Others set

the book on their lap and look out to the kids when sharing their thinking.

Looking up to the ceiling can be a visual sign that you are sharing your thinking. **Be sure to tell the kids you will be reading the words and then stopping to share your thinking. Tell/show them how they can recognize the difference. *"Today when I am reading to you, I will be holding the book like this. But I am going to stop along the way and share my thinking. I will tell you what my inner voice inside is saying. All readers have a reading voice that reads the words. This voice is called our* **reciting voice**. *We have a second voice that talks in our heads about what we are reading. That voice is called our* **conversation voice (inner voice)**. *When I am sharing my thinking it will look like this. I will close the book and look out at you. That's how you'll know I am sharing my thinking. Then I'll open the book back up, like this, and continue reading the words."*

- • When reading aloud, read some text and then stop and set the book down and talk out loud saying whatever thinking comes to your mind. Then pick the book up and return to the text. Read until you have more thinking and then stop, set the book down and share that thinking.
- • It is helpful to start your sentences like this:

"I'm thinking that ……....."

"Wow! After I read that ……. it made me think ……....."

"Now I'm thinking ……."

- • Do this for many days in different genres and in all subject areas.
- • Always remind them that careful readers **think** along the way when they are reading the words. They don't just read the words. Reading is thinking.

2. Modeled-step 2

- • Teach the kids the word "metacognition". Tell them that metacognition means THINKING ABOUT YOUR THINKING. It is important that we KNOW we have an inner thinking voice and that we LISTEN to that voice.
- • Say- *"See how I talk to myself as I read? I don't just read word after word*

after word. Careful readers do more than that. They stop and take time to "catch" the thinking in their heads and they MAKE SURE they think ALONG THE WAY. I let my thinking bubble up and I have a discussion with myself. I talk in my head about what I am reading. I am doing it out loud so you can hear what my discussions sound like inside my brain. When I do this I am being metacognitive."

- Show students that your thoughts can be grouped into categories:
    - Predictions
    - Questions
    - Thoughts
    - Connections
        - **Text to self**- connect something you read to yourself
        - **Text to text-** connect something you read to another book
        - **Text to world**- connect something you read to the world
        - **Text to media**- connect something you read to a movie or something you saw on the computer or video game

- • At this point you can simply suggest *"Maybe you could try this when you are reading. See if you can "catch" your thinking AS you are reading. But you'll have to stop every once in a while so your thinking can come out."*

3. Shared-step 1

- • The next step is to tell the kids that their job is to watch what you are doing and listen to what you are saying. Say *"Today when I am reading I want you to watch what you see me doing and listen to what you hear my saying. Be ready to turn and talk about this and then share back."*

- • Read through an interesting text and stop and think along the way. Be sure to be obvious about when your reading the words and when you are thinking.

- • Say *"O.K. Turn and talk with a partner about what you saw me doing and heard me saying when I was reading this book."*

- • Call on several groups and have them share what they heard.

4. Shared-step 2

- • Tell the students that today you will invite them to share their thinking as you

read to them.

- • Read an interesting picture book. Stop and share your own thinking.
- • Read on to the next best place for some thinking to bubble up. Have your

students turn and talk with a partner to share their thinking.

- • Then call on a few groups. (always having them start out by saying, *"Steven and*

I think…….")

- • Work through the book this way. Reading to a good thinking place. Stopping and

having them turn and talk and then share back whole group.

- • If you don't want to do turn and talk be sure to remind them to start out their

sharing back with *"I'm thinking ….."*

- • Do this with many picture books and vary the genre.

5. Small Group Instruction

- • Pull small groups and read a new text piece.
- • Have them share what they hear their inner voice in their head saying.

6. Independent Practice

- • During independent reading have your student listen for their inner voice.
- • Say- *"Today when you are reading I want you to try and catch your inner voice*

talking to you as you are reading. Take 3-5 post its and when you hear your

inner voice I want you to write down what it is saying. Stick the post it right

where that thinking bubbled up in your head. Be ready to meet with others to

share how it was for you to catch that inner voice and how it felt to you as you

were reading."

- • Ask the students to keep track of their stopping and thinking when reading at home. Send home a parent letter to explain the metacognitive process and what their children are doing while they read.
    - Students can eventually move away from post-it notes to a journal or log. It is helpful to have them note page numbers next to each of their responses, so they can refer back to that spot when they share with the class or the teacher wants to monitor their responses.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
9.4.2.CT	Critical Thinking and Problem-solving
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

Students can use metacognitive strategies while reading ebooks. They can also use the computer to log their responses

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
	Describing a problem is the first step toward finding a solution when computing systems do not work as expected.
8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.

Interdisciplinary Connections

Metacognitive strategies work with any text- students can use these strategies while reading books for social studies, science- even math. Metacognition allows students to monitor their understanding and it can help empower them to know when they do or do not understand what they are reading.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted

students may be risk averse.

- **Definitions of Differentiation Components**:
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Some students may need more guided practice and modeling then others. Small group instruction (or even 1 to 1 instruction) may be necessary when first introducing metacognition.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:
nit:

IEP and 504 modifications if necessary

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:
nts evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Teacher observation and notes to monitor growth over time and grade levels.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Teacher observation

Discussion

Reading response journal work

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Reading response journal work

Instructional Materials

- Picture books
- Easel with chart paper
- Post it notes
- Reading journal or log

Standards

Standards are currently listed under the NJAGC recommendations.