

# What is Metacognition

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YEAR 2

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# Metacognitive Approach

## Before

1. Have I done something like this before?
2. Think about existing strengths + strategies
3. Set goals- what do I want to achieve?

## During

1. Trial and error
2. Reflection- is the strategy working for me?
2. Can I change anything?
3. Am I meeting my goals?

## After

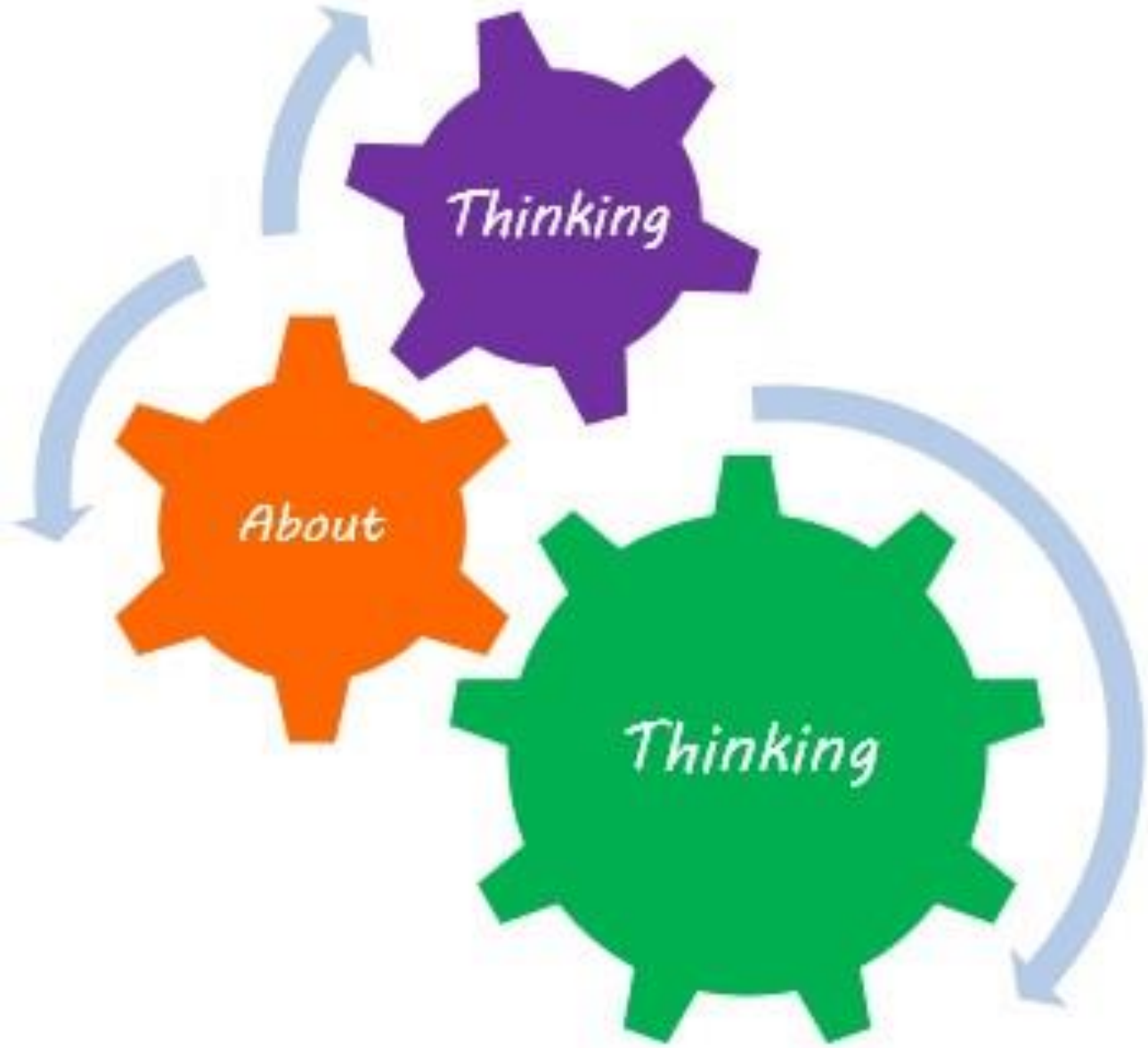
1. What worked well?
2. Is there anything I can improve or alter
3. Embed into workflow
4. Apply to different tasks

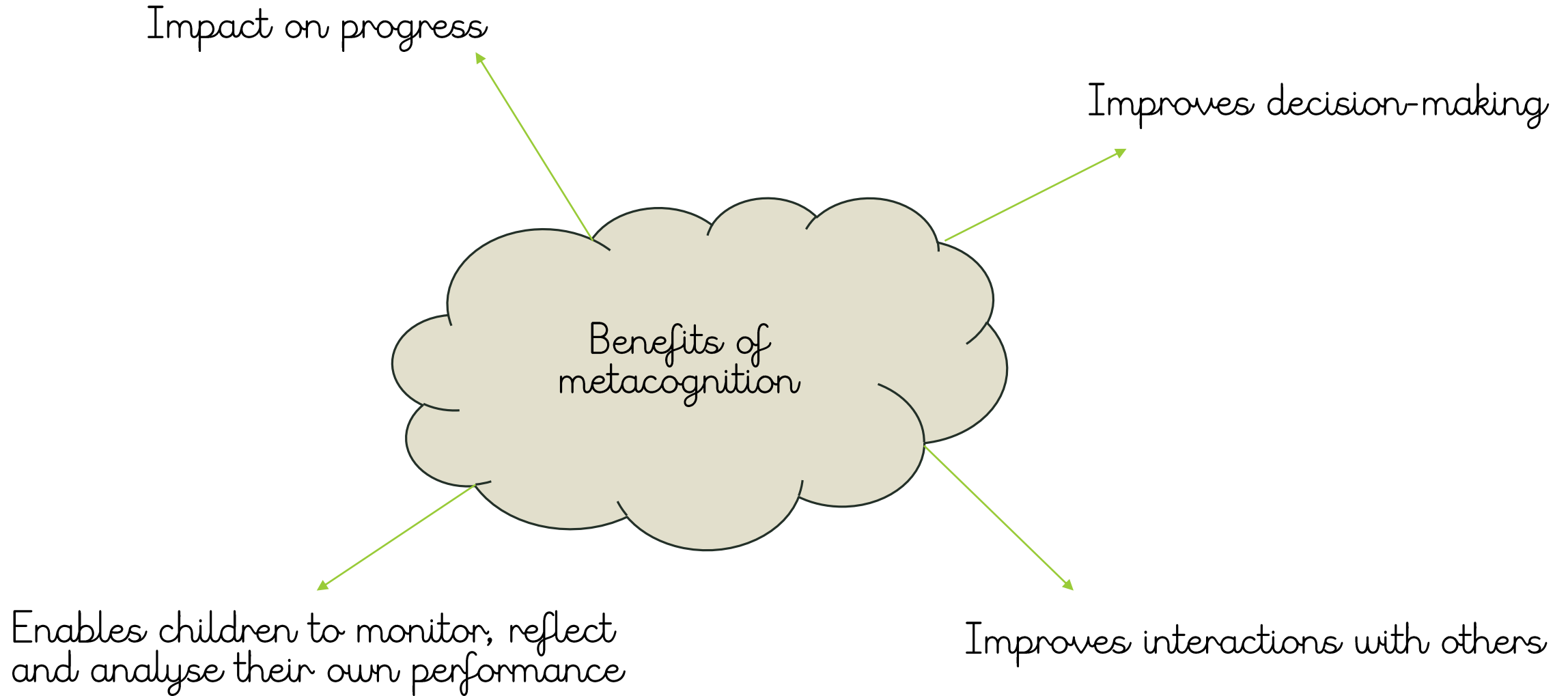


# Definition of metacognition

The mental activity that informs thinking, experiences and senses.





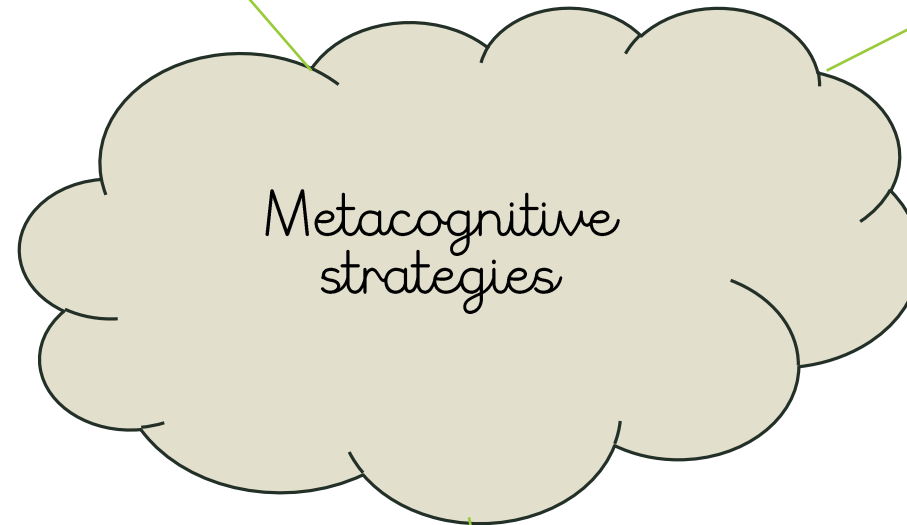


**Efficient learners + Effective learners = More progress**

Children can set themselves targets at the start of a new topic

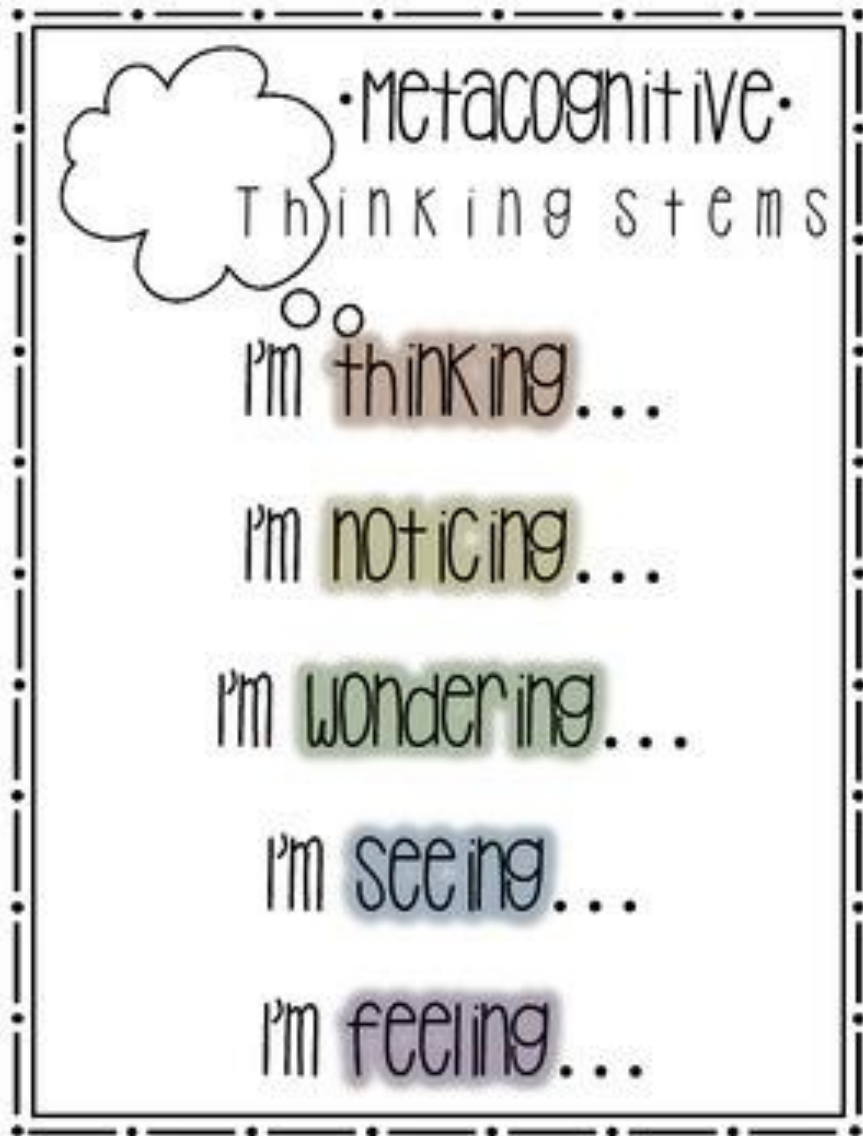
Children can reflect on tasks they have completed

*2 Stars and A Wish*



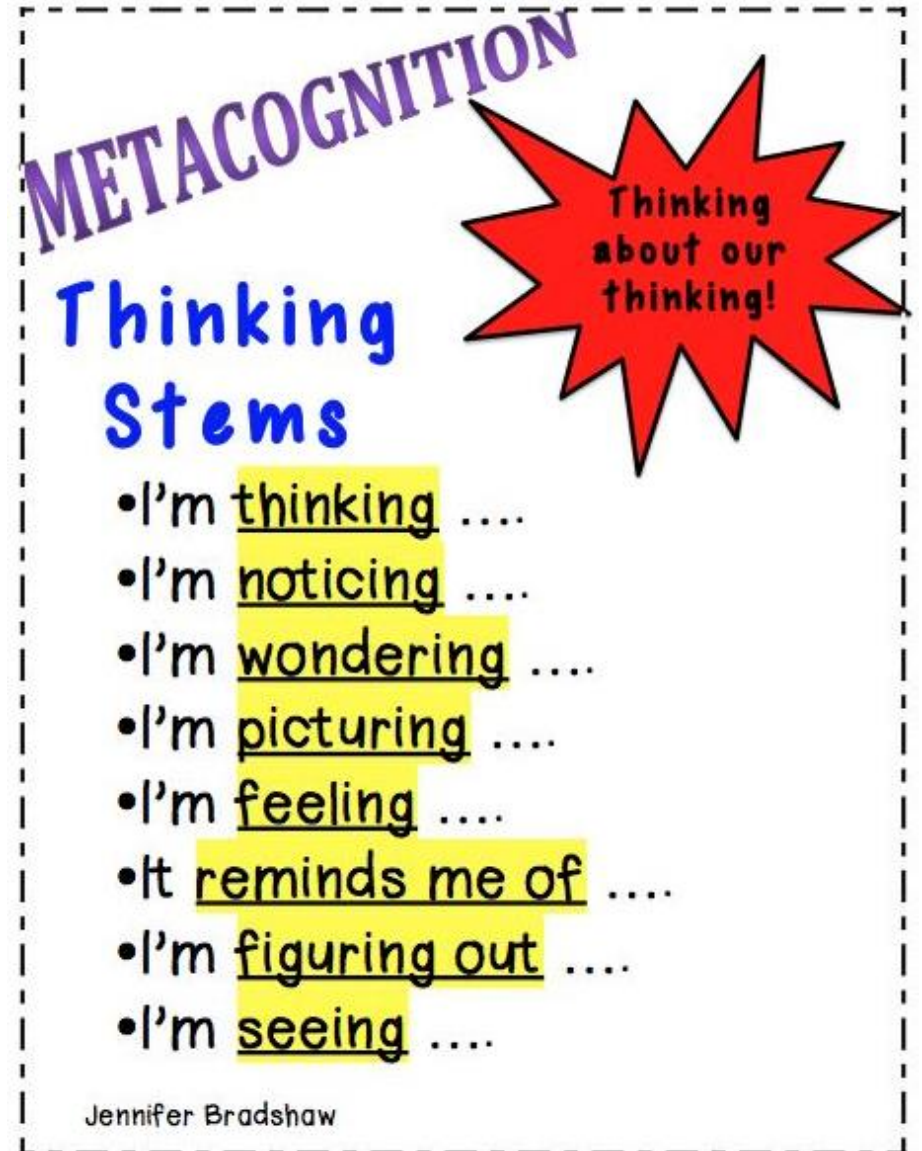
Children can challenge themselves by trying to beat their personal best/scores

*e.g spellings, times table scores, arithmetic scores*



• Metacognitive Thinking Stems

- I'm thinking...
- I'm noticing...
- I'm wondering...
- I'm seeing...
- I'm feeling...



**METACOGNITION**







**Thinking Stems**

Thinking about our thinking!

- I'm thinking ....
- I'm noticing ....
- I'm wondering ....
- I'm picturing ....
- I'm feeling ....
- It reminds me of ....
- I'm figuring out ....
- I'm seeing ....

Jennifer Bradshaw



<b>STRATEGY</b>	<b>THINKING STEMS</b>
<b>Determining Importance</b> <b>What matters most?</b> 	What's important here... What matters to me... I want to remember... It's interesting that... One thing that we should notice...
 <b>Inferring</b> Schema + Evidence = Inference	My guess is... Maybe... Perhaps... I predict... I infer...
<b>Metacognition</b> Thinking about our thinking... 	I'm thinking... I'm noticing... I'm wondering... I'm seeing... I'm feeling...
 <b>Questioning</b> Generate questions before, during, and after reading...	I wonder ... What if... Why... I don't understand... How could... It confused me...
<b>Schema</b> Making connections using prior knowledge... 	That reminds me of... I'm remembering... I have a connection to... I can relate to... I have schema for...
 <b>Synthesizing</b> Changing your thinking along the way...	Now I understand why... My new thinking is... I'm changing my mind about... I'm beginning to think... I used to think _____ but now I think _____
<b>Visualizing</b> Create mental images... Use your senses... 	I'm picturing... I can imagine... I can feel, see, hear, smell, taste... My mental images include...



METACOGNITIVE QUESTIONS

During Class

What are the main ideas of today's lesson?

What am I confused about or was difficult for me to understand?

What questions do I need to ask the teacher or what resources can I use to help me?

Have I recorded the main points and their details and my questions?

What strategies or resources can I use if I get stuck on a question or problem?

Before a Test

What am I expected to know and be able to do on this test?

What areas am I confused about or where do I need to clarify my understanding?

How much time should I schedule for preparing for this test?

Where will I have a quiet place to study with the needed materials?

What strategies will best prepare me for the test? (practice questions, study buddy, summarizing information, etc.)

What grade do I think I would get right now?

After a Test

What did I not get correct and why was my answer incorrect?

Was there anything on the test that surprised me?

How prepared was I for this test?

What should I have done differently?

Did I receive useful specific feedback from my teacher?

*"Metacognition helps students recognize the gap between being familiar with a topic and understanding it deeply."*