. Thinking about our Thinking

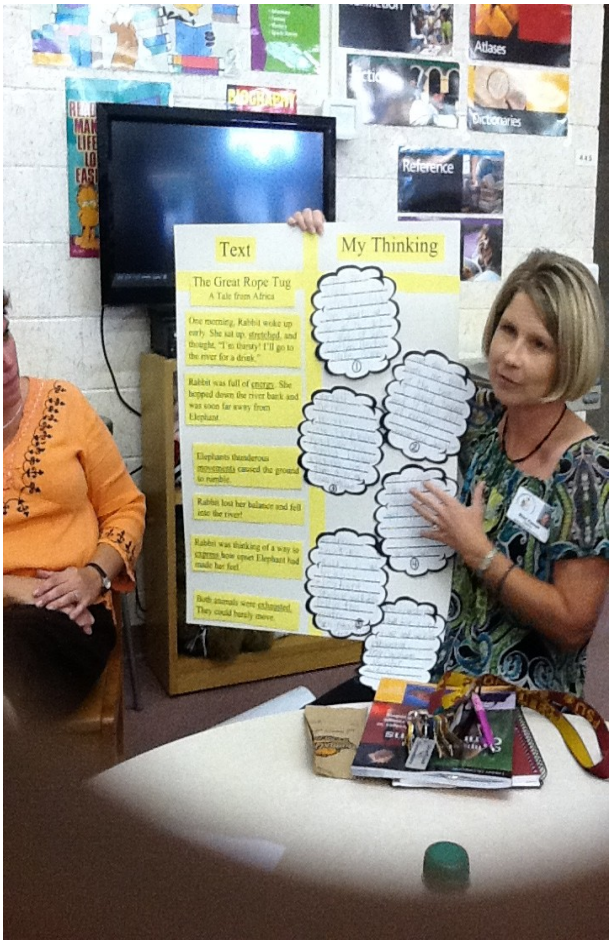
Volume 1, Issue 1

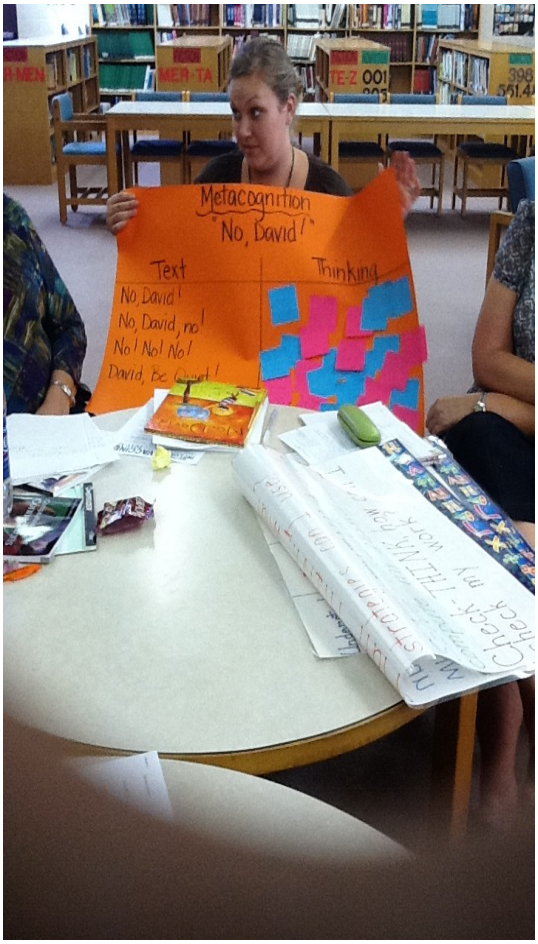
September 20, 2011

CHIEFLAND ELEMENTARY

Metacognition Share Out

September 20th

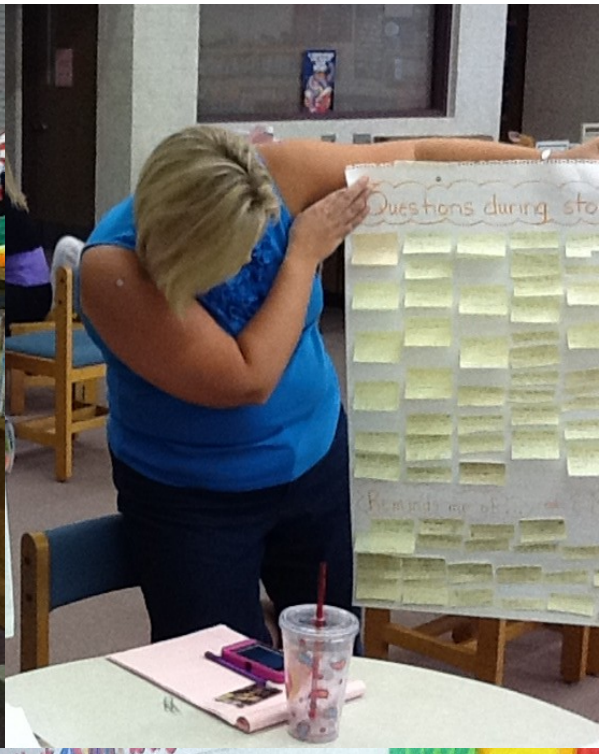


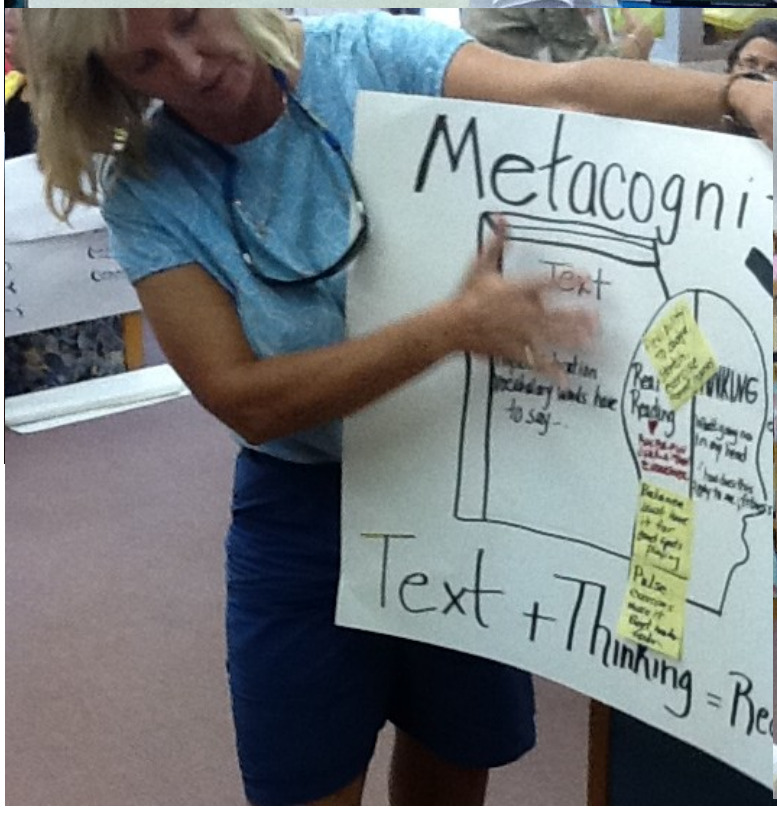


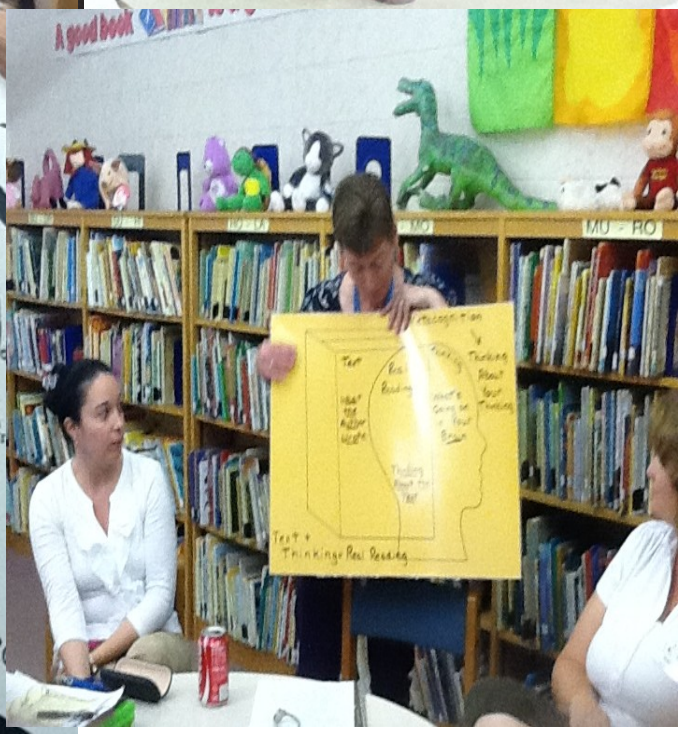
I really enjoyed listening to everyone in our group share their charts. Everyone had great ideas for teaching their students about metacognition. One idea that I want to try is to use is a picture book instead of a book with text. A group member said that this really makes the students think because there is no text for them to read. They must really think about what is going on in the book and understand it in order to share their thoughts about what their reading or looking at. (Shari Parnell)

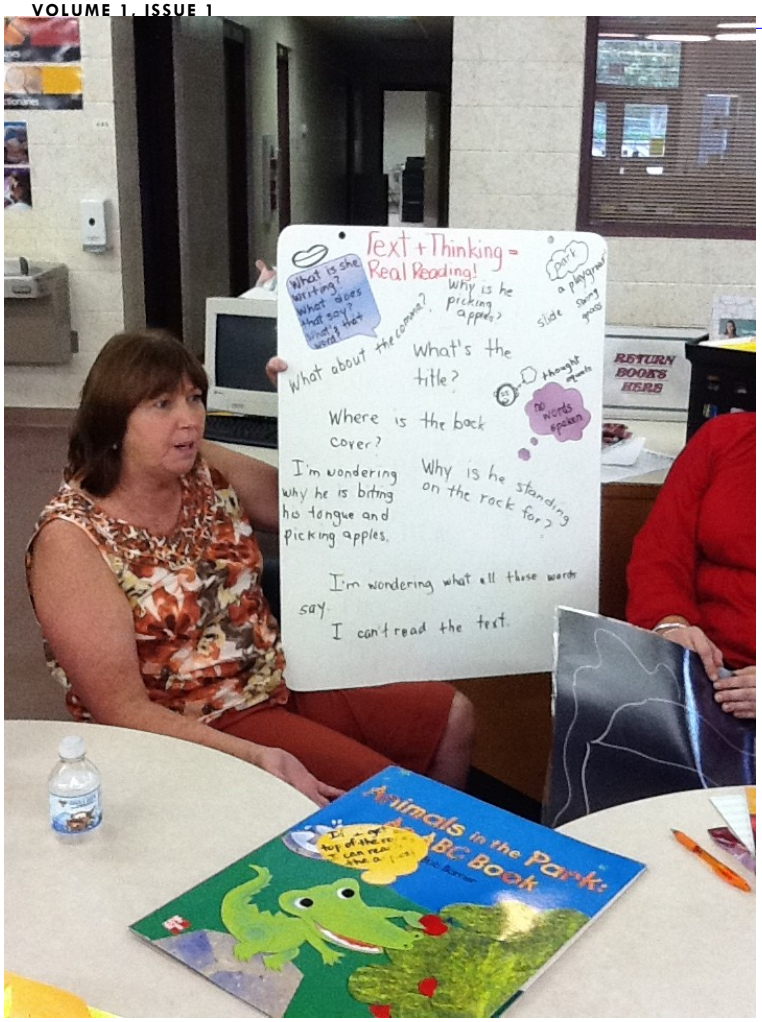
I felt that it was very helpful to see how different people were anchoring there students thoughts across grade levels and subjects. The point is that they are thinking and showing it. Marianna Lundy used an approach from Fountas and Pinnell comprehension book that she is currently using. It was in response to a read a loud she did in class. The students wrote down there questions and thoughts as she went then they sorted them onto the chart. Later they came back to the chart to see how the questions were answered to find that many were not. What I liked most was that it showed kids are never to old to enjoy a read a loud and to learn from it! (Randi Beauchamp)













Metacognition! Why in the world would I ask my kindergarten students about a big word like this? It's because I want them to "think about their thinking" as they "read" text. For example, I placed the book, Animals in the Park, on my reading stand. Having no verbal cues from me as to what the book was all about, the children were instructed to look at the front cover of the book. Next, they were told to share aloud with a friend anything that came to their mind. I turned around and begin writing these words at the top of the portable whiteboard---------**"Text + thinking= Real reading!"** Then, I recorded the children's thinking aloud questions and sentences, such as "What is she writing?" and "Why are all the animals standing on a rock?" along with "I can't read the text!" Questions too numerous for me to write tumbled out of the little ones' mouths as they became fully involved with thinking!! I read the book to them and showed them how the text can either answer questions we ask, or leave us still wondering.

Yes, kindergarten students are very capable of *thinking about their thinking*, which is the definition of *metacognition, when your theme is MISSION: POSSIBLE!* (Linda Keller)

I really enjoying sharing out yesterday. I was excited to show other teachers what my kids are capable of and it was fun to hear the different things students in other rooms had come up with. I also realized how little some teachers in the school know about the population being served in the ESE rooms. One teacher gave me a great idea to have kids use binoculars to explore things and describe them. This led me to think of using a pretend magnifying glass I recently made and use it to let the kids explore pictures in text and tell me what they see! (Nicole Fernandez)

Today's meeting was much less painful that anticipated by most. One interesting idea that was shared at my table was a chart that included what students think, feel, and SEE! What a cool idea! Winnie was the one who shared it. Her kids listened to a song, then responded as directed when she stopped the music. She said they really enjoyed the music tie-in and getting to draw what they were visualizing as they listened to the song. (Becky Lloyd)

I enjoyed our share out about metacognition. I always find it exhilarating to get a look into the minds of other teachers. It helps me branch out and get new ideas to make my teaching better. (Lena Weatherford)

