**Name:** Gretchen Morris-Archinal **Date:** March 1, 2015 **Grade:** 8 **Subject Area:** ELA and Social Studies **School:** Pierce Middle School **Setting:** Resource Room **District:** Grosse Pointe Public Schools **Title:** Metacognition and Reading.

**Rationale**: This lesson combines teaching metacognition skills while reading a historical fiction book. This is a particularaly important skill to teach as it encourages students to “check their personal assumptions about learning, know their weaknesses, and know when to adapt to the learning event (Lovett, 2008). Using a reading key allows students to learn how to read closely for bot explicit and implicit references, determin central themes, interpret words and phrases and understand figerative language. Using this historical fiction text allows students to gain important information about the abolitionist movement and the Michigans’s role in the Underground Railroad.

**ELA**

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

**Social Studies**

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

**Outcomes (objectives/performance indicators)**:

* 80% of students will use at least two of the demonstrated metacognitive strategies during guided reading group with a teacher provided text as measured by systematic observation and teacher evaluation of independent work from the gradual release section.
* 80% will state at least one new fact they learned about the Underground Railroad as measured by an exit note strategy.

**Materials needed:**

Four corner signs

Ipad with PowerPoint

PowerPoint of lesson

Smart board

Reading Key handout

Sticky notes – plain

Sticky notes – printed with symbols

Pencil/pens

*Friend on Freedom River* by Gloria Whelan

**Teacher Procedure/Development:**

**Introduction**:

***State objective:*** Today we’re going to learning how to use reading key to be more aware of what we know about what we read and how we think about it. We’re also going to find out more about the role Detroit played in the Underground Railroad.

***Drill*** – use four corners activity based on which of the following strategies the students have used recently – Place a piece of paper with a letter from A-D in each of the four corners. The students will move to the corner that represents a skill that they have recently used.

Round 1

1. Rereading
2. Predictions
3. KWL
4. Taking notes

Round 2

1. Graphic organizers
2. Visualizing
3. Previewing
4. Isolated sounds

**Methods/Procedures:**

***Engage –***

1. Ask and discuss the following with the students:

1. Have you ever heard of metacognition?
2. What do you think it means?
3. How did you come up with that?
4. Why did you think of that?

2. Define Metacognition – Think about my thinking. Some ways to do this are thinking about the following as you read. – Direct instruction

1. How do I do this
2. I predict…
3. Huh? I was confused when I read the words…
4. I wonder…
5. It surprised me when…
6. In my mind I see…
7. Text to World or Text to Self. This reminds me of.
8. Text to Text. This reminds me of the book…
9. I learned that…

3. Introduce the sticky notes and symbols - Direct instruction

1. Pass out reading key sheet and sticky notes
2. Go over what each symbol means

***Direct Lesson Using the Gradual Release of Responsibility Method***

1. *Model* - Model it as I read the first part of *Friend on Freedom River* - pages pre-marked
2. *Guided Practice* - As a group we’ll try it – Raise your hand when you think we should add to the group thought bubble – pages pre-marked
3. *Independent* - Now it’s your turn to try it. As I’m reading the rest of the book, write down your thoughts on your thought bubble. – pages pre-marked
4. Turn to your partner and discuss your sticky notes

**Closure**

1. On a sticky note, share all the things you learned about the Underground Railroad in Detroit.
2. Thumbs Up/Thumbs Down
   1. Thumbs up if you got the concept and can tell someone all about it.
   2. Ok sign if you need more practice with the concept
   3. Thumbs down if you’re confused and need some help.

**Technology Use:**  PowerPoint using the iPad, Apple TV and the smart board are high tech tools being used. The sticky notes are a low tech tool for teaching.

**Accommodations/adaptations:** There are no inherent safety issues. While this lesson teaches students to use metacognitive symbols on sticky notes, the symbols can be utilized in different ways such as writing them in the margin of the book, using an interactive bookmark, or in a reading journal format. For those with fine motor skill issues, using preprinted sticky notes are very helpful. Also, students can individualize their symbols so that there is even more ownership of the learning process.

**Assessment/Evaluation:** The teacher will systematically assess the learning while presenting the lesson. The guided practices offers the teacher immediate knowledge of student understanding and allows for instant re-teaching. The independent work will be evaluated after the lesson for assessment of skill building. The thumbs up allows the student a metacognitive self-evaluation and gives the instructor additional feedback. Use of sticky notes as an exit pass will be used to evaluate the social studies portion of the lesson.

**Teacher Reflection:**

**Resources**

Lovett, 2008. Teaching metacognition: Presentation to the Educause Learning Initiative Annual Meeting, 29 January 2008

Spucci, D. (n.d.). Advanced reading key. Retrieved March 7, 2015, from https%3A%2F%2Fwww.teacherspayteachers.com%2FProduct%2FAdvanced-Reading-Key-257005

Whelan, G., & Frankenhuyzen, G. V. (2004). *Friend on freedom river*. Chelsea, MI: Sleeping Bear Press.