

MONITORING/METACOGNITION

*** Reinforce some of these ideas throughout the year.

Three Weeks – Focus on what the strategy is and why great readers need it. Emphasize listening to yourself as you read, picking “just right” books, and identifying behaviors of great readers. Procedures will also be emphasized.

<p><i>Think Aloud: (Eye to Eye & Knee to Knee)</i> <i>Always state the PURPOSE!</i></p>	<p><i>Have at It: (Pairs and Small Groups)</i></p>
<ul style="list-style-type: none"> • Reading is thinking. • "Peanuts" comic - (7 Keys p. 153) • Make distinction between reading aloud and thinking aloud when I begin modeling. • Always ask kids what they notice about what I'm doing during the think aloud! • The reader is just as important as the author. • "What not understanding looks like" (7Keys p. 152-153) • "Reread, Stop and Think, Read On" (7 Keys p. 162-164) • "Crafting Session Tips" (7 Keys p. 163) • BEAR is your vacation. Where are you going on vacation today? • You are in charge of what you understand from your reading • "Stopping the Think" during Chester's Way (OSG p. 83-86) • Everyone "spaces out" when they read! (STW p. 18) • Snapshots or RRR V.I.P. (6) with post its (fix up strat) • Reread the whole sentence after you figure out a word that gave you trouble. • You have to know when you don't understand. • To keep track of your thinking, do a 1-2. (MOT p. 39) • If you don't know what a word means, keep reading a couple of sentences and you can probably figure it out. • You have to know when it makes sense and when it doesn't. Model to kids what it means when something doesn't make sense. 	<ul style="list-style-type: none"> • Begin reading logs (OSG) the first full week of school. Model each day on the overhead. • Reader response in reading notebooks; 1 per week (at least) • Read, Cover, Remember, Retell (RRR p. 140) • To keep track of your thinking, do a 1-2. (MOT p. 39) • Reread the whole sentence after you figure out a word that gave you trouble. • If coding interferes with your train of thought, confer and tell student to read the whole text first and then jot notes at the end. (STW p. 33) • Five Finger Rule Cue Cards • Goldilocks Rule for picking "just right" books • Developing a Conversation Tips Chart (K2K p. 6) • Play conversation video on mute to notice gestures (K2K p. 7) • Practice conversations by sharing simple "I wonders" (p. 23 of K2K) • What to do if kids don't wonder (K2K p. 31) • Students share how their partners responded in their wondering (K2K p. 32) • Statement/Evidence chart (K2K p. 34) • "Conversation Self-Evaluation Checklist" - model whole class a couple days, then have groups and individuals respond (K2K p. 45) • "Self-selection of partners is important at this point because it grounds the process in a social comfort zone." (K2K p. 27) • "Calling the Circle" - Kids converse with as little teacher in put as possible (K2K p.50 -

(Ellin Keene)

- Reading on and going back can make it make sense again.
- It's smart when you know you don't understand something.
- Reread to clarify thinking (STW p. 19)
Also, students read for 2 min., close books. Write everything you remember. Read again for 2 min., add to what was written the first time. Repeat.
- Reread to enhance understanding (STW p. 19)
- It's okay to start a statement with "maybe;" emphasize Einstein, etc. (K2K p. 32)
- Read on to clarify meaning (STW p.20)
- Always ask students, "*Why* do you think that?"
- Five Finger Rule Cue Cards
- Goldilocks Rule for picking "just right" books
- Articulate what exactly is confusing about the text (STW p.20)
- Match the problem with the strategy that will best solve it. (STW p.20)
- "It's much easier to be proactive and construct meaning as we go than to have to go back, reread, and salvage what little meaning we have." (STW p.20)
- Why it's important to choose books that are "just right" for you
- How to choose a book - ongoing list (STW p. 61)
- Great readers have a steady diet. (It would be unhealthy to only eat carrots even though you really like them and they are good for you.)
- Know (by the cover) when a book will be serious or funny.
- You can read "too hard" books as long as you have enough interest or motivation; show kids lawnmower manual.
- Choosing the right book (RWM p. 40-41)
- Bring in the pile of books by my bed (including catalogs). (RWM p. 43-44)
- "Publicly" recommend a book to a child (RWM p. 45)
- Share titles of books kids are reading (RWM p. 45)
- Casually mention/model other strategies, but don't go in depth yet.

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- Kids articulate how their thinking (what you know, think, or feel) was changed by what they read. (Ellin Keene)

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| <ul style="list-style-type: none">• Explain rereading like sports practice. | |
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SHARING:

- Books are better if we share them.
- When talking about books, you need to be ready.
- Do a "How's It Going?" share at the beginning of the year, before the regular share (RWM p. 32, 37)
- How to share with classmates what was learned
- Transition to the share time: "Everybody listen!" class responds: "Right now!" Play song while kids think about "what they've learned about themselves as readers today and to think a minute about how they might best share that with the group." (RWM p. 36)
- Say "thank you" after the teacher gives permission to share.
- Reread parts of Reading with Meaning and K2K for conversation etiquette/ideas.

ASSESSMENT:

Have kids fill out great reader sheet before fall conferences.

* "Questions to Reveal Thinking" (7 Keys p. 164-166) - Put on clipboard to use during conferences.

Ideas to apply to math: (from workshop with Ellin Keene)

- Mathematicians check to make sure answers are reasonable.
- Mathematicians use manipulatives/charts/diagrams to help themselves make sense of the problem.
- Mathematicians understand that others will build meaning in different ways and solve problems with different problem solving strategies.
- Mathematicians write what make sense to them.
- Mathematicians check their work in many ways: working backwards, redoing problems, etc.
- Mathematicians agree/disagree with solutions and ideas.
- Mathematicians express in "think alouds" what's going on in their head as they work through a problem. They are metacognitive.
- Mathematicians continually ask themselves if each step makes sense.
- Mathematicians discuss problems with others and write about their problem solving process to clarify their thinking and make problems clearer.
- Mathematicians use accurate math vocabulary and show their work in clear, concise forms so others can follow their thinking without asking questions.
- Mathematicians listen to others' strategies and adjust their own.
- Mathematicians use estimation to determine if their answer is reasonable.
- Mathematicians use trial and error to build thinking.

- Mathematicians cross check by using more than one way to do a problem (i. e. check subtraction by adding).
- Mathematicians use tools (i.e. manipulatives, graphs, calculators, etc.) to enhance meaning.