**Metacognition Jigsaw, Part 2: Strategies**

For this activity, you will divide into the same expert and home groups as before. You will continue reading about the same two facets of metacognition, but this time you will be focusing on strategies you can use to help students develop skills related to those facets.

1. (10 min) In your expert group, read your assigned section of How Learning Works:

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| **Groups** | **Reading** | **Pages** |
| A, B | Assessing & Evaluating | 204-207 (top) |
| General strategies | 213 (bottom)-216 |
| C, D | Planning & Applying Strategies | 207-210 (top) |
| General strategies | 213 (bottom)-216 |
| E, F | Reflecting/adjusting & Beliefs | 210-213 |
| General strategies | 213 (bottom)-216 |

2. (10 min) Individually, write responses to the following prompts:

* Choose one strategy from the list you read, that you will commit to using in an upcoming class. Describe how you will adapt the strategy to your class: When will you use it? How will you administer it? How might you assess the outcome(s) related to this strategy?
* How might the use of one or more of these strategies promote equity for ALL students to engage in powerful learning?

3. (10 min) With your expert group, prepare a summary of the strategies related to your assigned facets, to share with your home group. You may decide to choose to present a subset of strategies you think would be the most useful/adaptable. Then describe to your expert group how you might adapt one of the strategies to your own class.

4. (30 min) Move to your home group. Summarize your strategies and listen to the strategies from the other facets. If you have time, share your proposed use/adaptation of one of the strategies with your home group (if you run out of time for this, you can get feedback from them during curriculum flex time.) Take notes in the second column of the Metacognition Organizer.