

Grades 6-12: Metacognitive Questioning Lesson

1. Show [Stuck on an Escalator video](#)
2. With an elbow partner, have students discuss: What connections can you make with this video to how you handle adversity? (Ideal response: I sometimes wait for people to solve things for me or get me unstuck when I could do it myself with more effort)
3. We took a survey a few weeks ago, and [you identified questions](#) you could ask yourself to help you solve a problem or get unstuck
4. Have students read questions to themselves (they will be taped to their desks already)
5. With an elbow partner, share a time when you were stuck in math. How could asking one or more of the questions have helped you solve a problem or get unstuck? (Give 30 seconds for students to think about this before sharing)
6. Open [the Metacognitive Strategies](#) IRIS page and highlight the chart showing two types of metacognitive strategies.
7. Tell students, "I'm going to play a video of a student using both types of metacognitive strategies: Self-instruction and self-monitoring. Watch the video once to take it in, and then we will watch it again. I want you to identify two examples of self-instruction and two examples of self-monitoring."
8. Work through 2 samples with the class modeling using metacognitive strategies.