

Using a Metacognitive Bookmark

PURPOSE

When teachers first model metacognitive conversation with a Think Aloud, many give students a bookmark for keeping track of the common kinds of thinking processes the teacher will be demonstrating.

Students can use this same bookmark as a scaffold for their own metacognitive conversations when practicing with a partner.

As a scaffold, its use should fade as students become more comfortable with metacognitive conversation routines.

PROCEDURE

- Give each student a copy of the bookmark and briefly review students' understanding of the various categories and examples.
- Explain that as you Think Aloud, you will model many of these. Ask students to listen for examples.
- Think Aloud, modeling metacognitive conversation.
- Invite students to describe some of the thinking processes you used.

Let students know that they can use the bookmark whenever they practice metacognitive conversation on their own and with classmates.

Sample Metacognitive Bookmark

Predicting

I predict . . .
In the next part I think . . .
I think this is . . .

Visualizing

I picture . . .
I can see . . .

Questioning

A question I have is . . .
I wonder about . . .
Could this mean . . .

Making connections

This is like . . .
This reminds me of . . .

Identifying a problem

I got confused when . . .
I'm not sure of . . .
I didn't expect . . .

Using fix-ups

I'll reread this part . . .
I'll read on and check back . . .

Summarizing

The big idea is . . .
I think the point is . . .
So what it's saying is . . .

Think Aloud Bookmarks

Think Aloud

I *predict* that...

I can *picture*...

A *question* I have is...

This is *like*...

This *reminds* me of...

I'm *confused* about...

I'll *reread* this...
(fix up)

The *big idea* here is...

I *think/believe/wonder*... (commenting)

Think-Aloud

I *predict* that...

I can *picture*...

A *question* I have is...

This is *like*...

This *reminds* me of...

I'm *confused* about...

I'll *reread* this...
(fix up)

The *big idea* here is...

I *think/believe/wonder*... (commenting)

Think-Aloud

I *predict* that...

I can *picture*...

A *question* I have is...

This is *like*...

This *reminds* me of...

I'm *confused* about...

I'll *reread* this...
(fix up)

The *big idea* here is...

I *think/believe/wonder*... (commenting)

Think-Aloud

I *predict* that...

I can *picture*...

A *question* I have is...

This is *like*...

This *reminds* me of...

I'm *confused* about...

I'll *reread* this...
(fix up)

The *big idea* here is...

I *think/believe/wonder*... (commenting)

Think-Aloud

I *predict* that...

I can *picture*...

A *question* I have is...

This is *like*...

This *reminds* me of...

I'm *confused* about...

I'll *reread* this...
(fix up)

The *big idea* here is...

I *think/believe/wonder*... (commenting)

Think Aloud Checklists

Types of Think-Alouds	Think-Aloud Checklist	Types of Think-Alouds	Think-Aloud Checklist
<p>Predicting I <i>predict</i> that... In the next part, I think... I think this is...</p>	<p><i>Make a tally mark each time you hear one of the following:</i></p>	<p>Predicting I <i>predict</i> that... In the next part, I think... I think this is...</p>	<p><i>Make a tally mark each time you hear one of the following:</i></p>
<p>Picturing I can <i>picture</i>... I can see...</p>	<p>Predicting</p>	<p>Picturing I can <i>picture</i>... I can see...</p>	<p>Predicting</p>
<p>Questioning A <i>question</i> I have is... I wonder about... Could this mean...</p>	<p>Picturing</p>	<p>Questioning A <i>question</i> I have is... I wonder about... Could this mean...</p>	<p>Picturing</p>
<p>Making connections This is <i>like</i>... This <i>reminds</i> me of...</p>	<p>Questioning</p>	<p>Making connections This is <i>like</i>... This <i>reminds</i> me of...</p>	<p>Questioning</p>
<p>Identifying a problem I'm <i>confused</i> about... I'm not sure of... I didn't expect...</p>	<p>Making connections</p>	<p>Identifying a problem I'm <i>confused</i> about... I'm not sure of... I didn't expect...</p>	<p>Making connections</p>
<p>Summarizing So what it's saying is... The big idea here is... I think the point is...</p>	<p>Identifying a problem</p>	<p>Summarizing So what it's saying is... The big idea here is... I think the point is...</p>	<p>Identifying a problem</p>
<p>Using fix-ups I'll <i>reread</i> this... I'll read on and check back...</p>	<p>Summarizing</p>	<p>Using fix-ups I'll <i>reread</i> this... I'll read on and check back...</p>	<p>Summarizing</p>
<p>Other</p>	<p>Using fix-ups</p>	<p>Other</p>	<p>Using fix-ups</p>
	<p>Other</p>		<p>Other</p>