



Ms. Rambach with several of her Metacognitiveers

Metacognitiveers

By Denise A. Rambach



Gayandrial, Brittany, Michelle, Mark, and Shavoki work on a Power Thinking Puzzle.



Spencer, Amy, and Brittany use teamwork to complete their Power Thinking puzzle.

I am a CRISS trainer and, of course, use CRISS in my Standard English II classroom. I teach all level one students, which means my kids are the ones who score the lowest on our state assessment test. They are very poor readers and most have very low self-esteem. This year, I dubbed my students *Metacognitiveers*. They learned from the first week of school what metacognition is and how it applies to them. All of their “metacognition work” is filed in each student’s learning log. Now, if anyone asks them if they are metacognitive, their reply is, “Yes, I am aware of how I learn.” I also learned the true meaning of the adage, “Out of sight out of mind.” Thus, I have a Metacognitiveers board where student examples are placed for each strategy we learn. This became so competitive that I have to place two samples of student work for each strategy.



Brittany uses the sticky note strategy to find support for her Venn Diagram.



Anthony and Deauntay show off our Metacognitiveers board.



Our Metacognitiveers board.

NOTE: This article first appeared in the Spring 2005 *Comments from CRISS*® newsletter. All material is copyrighted. Permission is granted to photocopy or print this article in its entirety, as long as all credits remain intact with the article and the Project CRISS® copyright appears on the materials. This article may not be used in any other publication in any medium, without the express, written permission of Project CRISS®.