

## **Sample Lesson Plan: Metacognitive Awareness & Strategy Use**

**Goal:** To teach students to plan, monitor, and evaluate their own learning using working memory supportive strategies.

### **MULTISTEP DIRECTIONS**

By using multi-step directions, language is also targeted. The clinician can use more functional multistep directions specific to the child.

#### **Materials:**

- Strategy cards: rehearsal, visualization, and chunking (from Working Memory Strategies pdf)
- A set of directions
- Paper and markers

#### **Plan:**

1. Ask the student to choose 1 strategy from the list and review it with them (e.g., ask them how to do it). Please see the Working Memory Strategies pdf.
2. Give the student a two-step direction (e.g., draw a blue circle, then underline it).
3. Have the student use a strategy to remember it.
  - Tap & Track: Taps two fingers while rehearsing the steps
  - Chunk It: Blue marker, Circle, Underline
  - Picture It: visualizes a blue circle underlined
4. Repeat 5x, then switch strategy use.
5. Increase the number of steps, length, or complexity, as needed.

#### **Multistep Directions List- 2-Step Examples**

1. Draw a triangle and a circle.
2. Draw a big triangle, then a small triangle.
3. Draw a red circle and draw a blue line under it.
4. Draw a green square and draw a yellow dot inside it.
5. Draw a blue triangle and draw a red X beside it.
6. Draw a purple heart then label it with your name.
7. Draw a small green star then underline it with a black marker.
8. Draw a red circle then colour it in.
9. Draw a blue square, then a yellow circle above it.
10. Draw a red line then draw a green dot on the left side of it.
11. First draw a red circle, then a red square.
12. First draw a purple X, then a green heart.
13. First draw a circle, then colour the bottom half.
14. First draw three orange dots, then connect them.
15. After drawing an orange line, draw a green line.
16. After drawing a big circle, draw a small circle.
17. After drawing a purple heart, then colour it in.

18. Before you draw a square, make one yellow dot.
19. Before you draw a green circle, draw a red circle.
20. Before you draw a heart, draw two green dots.

## READING COMPREHENSION

### Materials:

- Strategy cards: rehearsal, visualization, chunking, write it down (from Working Memory Strategies pdf)
- Highlighters
- Graphic organizers- <https://www.popplet.com/>

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Story Elements

*(Identify and learn the elements of a book or story)*

Title: \_\_\_\_\_

### Setting:

*(The location and time period the story takes place)*

### Characters:

*(Character names & roles in the story)*

### Problem:

*(Describe the problem in the story)*

### Solution:

*(Describe how the problem is solved)*

### Beginning:

*(How the first part of the story starts)*

### Middle:

*(Contains the bulk of the story)*

### End:

*(How the story comes to an end)*

### Plan:

1. State the learning objectives: "Today we will use memory strategies to help us understand and remember a story. We will break the story into parts, make pictures in our head, and check our understanding."
2. Introduce the strategy cards. Read one sentence aloud and ask them to remember it (e.g., "The dog ran across the yard with a ball.") Wait a few seconds, then ask the student to repeat it. Ask which strategy helped to remember it.

3. Remind the student they will have to retell the story after reading. Read the paragraph, or have the student read it. Then after they are finished, wait a few seconds, then ask them to retell it to you.
4. Provide feedback or revisit the story as needed.
5. Talk with the student about what may be important to highlight when reading something. Re-read the paragraph, or have the student re-read it. While reading, highlight the key parts (character, settings, problem, etc).
6. After, fill out the story graphic organizer, or create one online.
7. Answer the comprehension questions with the support of the graphic organizer.

### Example Story

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## HELPING THE LOST PUPPY

It was a sunny Saturday morning, and Liam was at the park with his little sister, Mia. They were excited to play on the swings and feed the ducks at the pond. As Liam ran toward the swings, he noticed a small puppy stuck in a bush, whining for help. He wanted to keep playing but knew he had to help the puppy first. Liam carefully freed the puppy while Mia stayed nearby, cheering him on. After the puppy was safe, Liam and Mia returned to the swings and enjoyed the rest of their morning, proud that they helped their new furry friend.



1. What were Liam and Mia planning to do at the park?

\_\_\_\_\_

2. Who stayed nearby while Liam helped the puppy?

\_\_\_\_\_

3. Why do you think Liam decided to help the puppy?

\_\_\_\_\_

4. How do you think Liam and Mia felt after helping the puppy?

\_\_\_\_\_