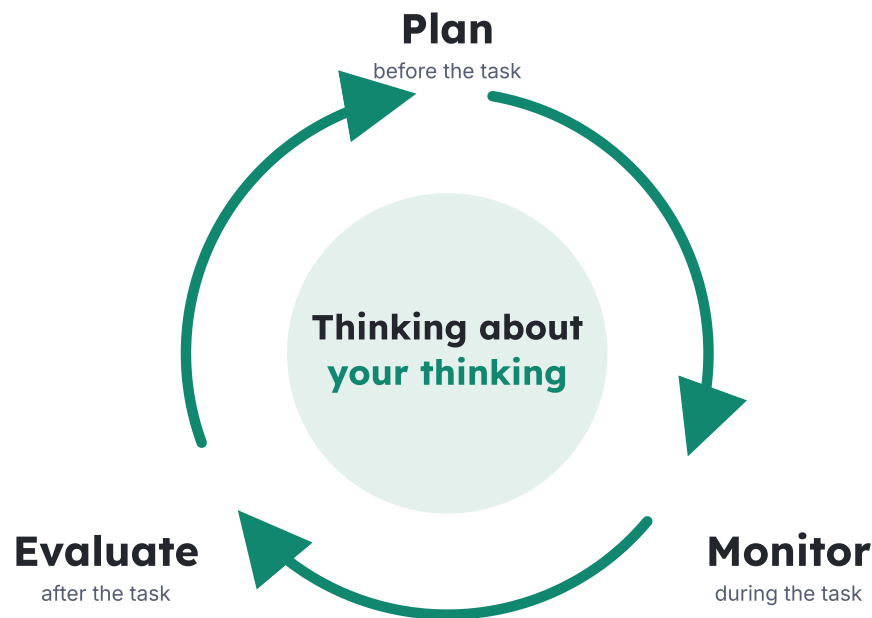


The metacognition **cycle**: plan, monitor, evaluate

Three questions a learner learns to ask themselves. The teacher asks them out loud first, then hands them over.



BEFORE THE TASK

1 Plan

TEACHER ASKS

What is the question asking? What will I do first, and how will I know it is working?

LEARNER PRODUCES

A first step written down, and a strategy named.

YOU WILL SEE

Learners who pause before they start, and can say why.

DURING THE TASK

2 Monitor

TEACHER ASKS

Is this working? What am I unsure about? Do I need a different route?

LEARNER PRODUCES

A check mark, a crossing-out, a question in the margin.

YOU WILL SEE

Learners who stop mid-task to check, without being told.

AFTER THE TASK

3 Evaluate

TEACHER ASKS

What worked? What would I change next time? What will I check first next time?

LEARNER PRODUCES

One evidenced judgement and one next action.

YOU WILL SEE

Learners who name a change and use it on the next task.

TRY IT THIS WEEK

Pick one recurring task. Before it, ask one Plan question out loud. During it, stop the class once for one Monitor question. After it, ask for one Evaluate sentence. Write down which of the three a learner asked without you. That note is your evidence, and it decides which question you fade next.