



Richards Middle School
An International Baccalaureate School



Sunday, March 11, 2018

Richards Middle School Warrior Weekly

<http://richardsmcsdga.com> (706) 569-3697

3. How to use metacognition

This goes with the previous learning goal of finding how you study best... As an adult, I can read a paragraph, realize that I wasn't paying attention or didn't understand it, and then go back and read it again. Our kids don't do that. They don't read for understanding; they read because someone told them to. If they have decoded all the words in a given text—whether those words make any sense or not—they're done.

We want them to learn how to check their understanding as they read and figure out the parts they don't get the first time. Teachers try to model this in class, especially when they're reading nonfiction.

Metacognition

I think about my thinking!



- I'm thinking...
- I'm noticing...
- I'm wondering...
- I'm seeing...
- I'm feeling...



REPPIN' RICHARDS

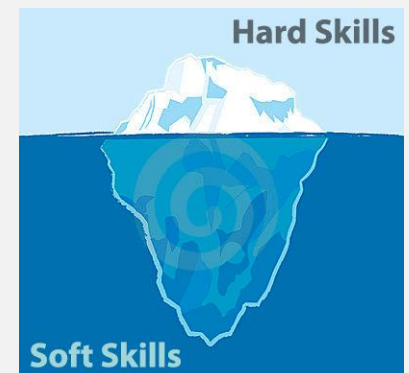
Responsibility

Excellence

Professionalism

Over the next six weeks, we will be reviewing 6 soft skills that students need to focus on learning to be successful. Below is a listing of the six soft skills that will be reviewed.

1. Mono-tasking
2. Find how YOU study best
3. **How to use metacognition**
4. How to prioritize
5. How to play to your strengths
6. How to read AND write for pleasure



Richards is a PBIS and IB World School where we strive to emphasize growth of the whole person: intellectual, personal, emotional and social.

“So few people are really aware of their thoughts. Their minds run all over the place without their permission, and they go along for the ride unknowingly and without making a choice.”

- Thomas M. Sterner

National History Day

Please congratulate the following students who received Superior scores for their National History Day projects at the MCSD Student Media Festival. The projects will be submitted to the Georgia Student Media Festival in Macon on Friday, May 11th.

Roshan Ansar and Sahil Patel

The Jallianwala Bagh Massacre: The Conflict of a Struggling Colony
Score: 99

Abigail Haines and Shanora Moore

Resurrecting the Death Penalty Conflict
Score: 99

Anika Sridhar

Creating a New World Order: Alice Paul and the Silent Sentinels
Score: 99

Kelly Tran

The Conflict and Compromise of the Limited Nuclear Test Ban Treaty
Score: 99

Eva Cherai

The Navy Waves: Aiding in Conflict Brewing Overseas
Score: 98

Mary Christian McCoy

Consequences of the Compromise: Keynes and Versailles
Score: 97

Upcoming Events

Monday, March 12– 4:15 – 5:00 pm – Chess Club

4:00 – 5:00 pm - CHORUS LGPE REHEARSAL

Tuesday, March 13 – 8:00 am – Warriors for Christ

8:00 am Model UN— Rm 100

4:15-5:30 - Orchestra rehearsal for all 7th and 8th grade students

4:15 – 5:00 pm - Builders Club Meeting room 109

1:30 pm - CHORUS LGPE – @ 1st Baptist Church Downtown

(Depart Richards at 12:30; Return to Richards by 3:15)

Wednesday, March 14 – 7:15 – 8:20 Flute Master Class with CSU instructors Full Morning Rehearsal

FINAL DRESS REHEARSAL FOR LGPE

4:15 – 6:00 pm – Debate Team Rm 225

3:00 pm – Room 301 - Parent Meeting for the State Assessment (GMAS) and Homework Success - there will also be an opportunity for parents to review/revise the School-Parent Compact, Parent and Family Engagement Policy and the Annual Parent Involvement Survey

Thursday, March 15– 4:15 – 5:30 pm – Debate Team Rm 225

4:00 – 5:00 pm - Percussion Sectional

Friday, March 16 – 1:15 pm - LGPE Concert @ Jordan High School

4:10 – 6:10 pm - Friday Evening School

2:50 – 3:30 - Peer Helper's Campus cleanup



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METACOGNITIVE STRATEGIES

Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to ‘think’ about their ‘thinking’.

Teachers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker. Below are three metacognitive strategies, which all include related resources that can be implemented in the classroom:

Think Aloud

Great for reading comprehension and problem solving. Think-alouds help students to consciously monitor and reflect upon what they are learning. This strategy works well when teachers read a story or problem out loud and periodically stop to verbalize their thoughts. This allows students to follow the teacher’s thinking process, which gives them the foundation they need for creating their own strategies and processes that can be useful for understanding what they are trying to comprehend.

Related Resource: readwritethink.org (High quality practices in reading and language arts instruction. Type “think-aloud” in the search button for lesson plans)

Checklist, Rubrics and Organizers

Great for solving word problems. These organizational tools support students in the decision-making process because they serve as an aid for planning and self-evaluation. Typically they ask what students know and need to know to arrive at an answer, and emphasize the need to reread the problem and self-check responses.

Visit [Stetson & Associates, Inc. Differentiated Instruction Resources](http://www.stetson.com/differentiated-instruction-resources) page for free rubrics and strategies

Explicit Teacher Modeling

Great for math instruction. Explicit teacher modeling helps students understand what is expected of them through a clear example/model of a skill or concept. When a teacher provides a easy to follow procedure for solving a problem, students have a memorable strategy to use for approaching a problem on their own.

Related Resource: <http://www.coedu.usf.edu/main/departments/sped/mathvids/index.html> (Interactive website for teachers who are teaching mathematics to struggling learners)

Reading Comprehension

Truly comprehending reading involves students actively engaging with a text and accurately deciphering the layers of meaning. It is very important for students to develop solid reading comprehension skills because statistics show that people who have low reading comprehension ability suffer in academic, professional, and personal pursuits. The resources in this guide from supersummary.com are effective strategies for promoting reading comprehension.



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