

Helping Our Children Grow: **Metacognition & a Growth Mindset**

Ways to support your child's learning journey

- Explore two ideas: thinking about thinking (**metacognition**) and believing in the power of "not yet" (**growth mindset**).
- Share practical tips you can try at home.



What is **Metacognition**?

- **Definition:**
 - **Metacognition** means “thinking about thinking.”

- **Example:**
 - When your child says, “I’m not sure how to do this puzzle,” they are reflecting on their thought process.

- **Why It Matters:**
 - It helps children learn how to solve problems and understand their own learning.



[Video](#)



What is a **Growth Mindset**?

Definition:

- A **growth mindset** is the belief that abilities can improve with effort and practice.

Key Phrase:

- Encourage “I can’t do it... yet!” instead of “I can’t do it.”

Why It Matters:

- It turns challenges into opportunities for learning.
- It helps children become resilient and confident learners.



Why These Concepts Are Important

- **Fosters Independence:**
 - Children learn to think for themselves and solve problems.
- **Builds Resilience:**
 - A growth mindset teaches that mistakes are part of learning.
- **Encourages Curiosity:**
 - Metacognition invites children to ask questions about how they learn.
- **Creates a Positive Learning Environment:**
 - Both approaches nurture a love of learning and exploration.



Practical Tips for Home

- **Ask Open-Ended Questions:**
 - “What part of the puzzle was tricky for you today?”
 - “How did you figure that out?”
- **Praise Effort, Not Just Results:**
 - “I’m so proud of how hard you tried!”
 - “Your persistence really paid off!”
- **Share Your Own Learning Stories:**
 - Talk about a time you learned from a mistake.
- **Establish a “Thinking Time” Routine:**
 - After activities, ask your child what they learned and what they might try differently next time.
- **Play Reflective Games:**
 - Engage in simple games that require planning, problem-solving, and discussing strategies.



METACOGNITIVE SKILLS

Questioning to Understand

I'm asking questions and looking for answers

- Before reading
- During reading
- After reading



Thinking Stems:

I wonder...
What if...
Why...
I think I was confused when...
Who...

Making Connections

- Text to Self
- Text to Text
- Text to World

I use what I know to understand what I'm reading



Thinking Stems:

This reminds me of... because...
This reminds me of the book...
This reminds me of what I heard...

Inferring

I'm questioning as I read to help me draw conclusions, making predictions, and reflecting on my reading.

When the author doesn't answer my questions I must infer.



Thinking Stems:

Maybe...
Perhaps...
I think...
I'm guessing...
It means...

Visualizing

I create pictures in my mind as I read.

I see what I read.

I feel what I read.

I use my senses to help me make a movie in my mind.

Thinking Stems:

I'm visualizing...
I'm picturing...
I can imagine...
I'm seeing...



Synthesizing

I combine what I know with new information I read to help me understand the text.

I change my thinking along the way.

Thinking Stems:

Now I get it...
At first I thought... but now I think...
My new thinking is...
I think the lesson or theme is...



Determining the Importance

I understand the main idea of the text and the author's message.



Thinking Stems:

The text is mainly about...
I learned...
The important details are...
I want to remember...



Thank you for your time.

By encouraging **metacognition** and a **growth mindset**, you're helping your child build lifelong skills in learning, problem-solving, and resilience.

