

SCHEMA

First Two Weeks – Focus on what the strategy is and why great readers need it. Start with fiction. Specific terms taught: schema, t-s, t-t, leave “tracks” of your thinking. First couple weeks think aloud with short texts.

<p><i>Think Aloud: (Eye to Eye & Knee to Knee)</i> <i>Always state the PURPOSE!</i></p>	<p><i>Have at It: (Pairs and Small Groups)</i></p>
<ul style="list-style-type: none"> • “How does using our schema help us as readers?” chart; focus on this question all week, but fill in on Friday. • “Thinking About Reading” chart (RWM p. 51) • Emphasize how my schema helped me understand the book and how my schema was changed by what I read. • “Crafting Session Tips” (7 Keys p. 63) • The schema you already have helps you understand the story. The story helps give you new schema. Schema and the text you read are friends with each other! (cheesy ☺) • Proper planning prevents poor performance! Be aware of my focus and keep it. Before doing the first schema lesson, read pg. 57 of RWM and pg. 54 of MOT. “I want you to look inside my head so that you can see my brain work.” • Read aloud books that will build schema for a new series, authors, or types of text. (These will be further explored in the second phase of strategy instruction.) • Tell kids that one thing that’s so great about having the brains that people do is that our schema is always changing. After we read this story our brains will never be the same; we will have added to our mental files. We will have schema about _____ like we didn’t before. Aren’t we lucky? • Always ask kids what they notice about what I’m doing during the think aloud! • Tips for modeling with post its during my read alouds (K2K p. 73-75) • Reading can make your mind wander to your memories; “a journey in your mind.” • You should be able to say how your schema helps you. 	<ul style="list-style-type: none"> • Connections form (RWM p. 70) - Reminds me of. . . • Coding “R” for “remind” (STW p. 69); VIP (RRR p. 6-7) • connect with snippets (STW p. 70) • coding “T-S” - Kevin Henkes (STW p. 70-71) • When kids start sharing connections, have them begin this way: “When I read [or heard] these words. . . it reminded me of. . .” or “When I saw the picture of . . . it made me think about. . .” • Use connections that will help you understand the story. (Meaningful Connections) - two day lesson (RWM p. 60) Ask kids to explain WHY the connection should receive a 1. • “My Character and Me” (RRR p. 23-24) • Group works on pictures of most meaningful connection (RWM p. 62) • coding “T-T” - Eve Bunting (STW p. 73-75) • Start chart (MOT p. 64) for kids to write books where they have had different kinds of connections. • Making Connections (<i>Snapshots</i> 142) • Two-Word Strategy - RRR p. 5 • Making a “Word Connection” - Use root words, syllables, or patterns to help write another word or infer a word’s meaning during Words Block (word Savvy Ch. 2) • Statement/Evidence chart - great for children to specifically explain their thinking (K2K p. 34) • Early ways to “have at it:” (RWM 56) Thinking through the text together, One, two, three, eye-to-eye and knee-to-knee • Anchor Charts hold the thinking of kids. • We can use schema to help us remember the meaning of vocab. words (Ideas from Robust

<ul style="list-style-type: none"> • Post Its Leave Tracks (like animals) of Our Thinking (STW p. 19) • Make connections before, during, and after reading. (RRR p. 124) • My Connection - The 10th Good Thing About Barney • Connections help you understand the character's feelings. • T-T with Oliver Button and Amazing Grace (Venn) © (RWM p. 64-65) • Compare characters from two different stories (Venn) • Patterns are everywhere! Emphasize that we MAKE CONNECTIONS not only when we <i>think</i> about stories, but also when we <i>sound new words</i>. • Begin modeling use of strategy in different subjects. 	<p>Vocabulary Instruction)</p> <ul style="list-style-type: none"> • OWL as a class (www.readinglady.com) • ERT (GRTFBW p. 169) • Write or draw before, during, or after reading (GRTFBW p. 131) • Me Purposes (GRTFBW p. 116) • Partner Reading (GRTFBW p. 174) • Reading conferences should focus on use of strategy in different genres.
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Next Three Weeks – Focus on how the strategy is used in different genres. Think alouds show students how I understand what I read more deeply and permanently. Specific terms taught: t-w, author schema, narrative text structure, nonfiction text structure

<p><i>Think Aloud: (Eye to Eye and Knee to Knee)</i></p>	<p><i>Keeping Track of Our Eye to Eye and Knee to Knee Thoughts</i></p>
<ul style="list-style-type: none"> • How does using our schema help us as readers? - chart • "Thinking About Reading" chart (RWM p. 51) • Chart for different types of text, author schema (RWM p. 67) • When different people read the same thing, they all have different experiences. These different experiences can be shared and help us understand more. • Talking with others changes our schema. • Can build schema for new series, authors, or types of text. • Compare versions of the same story from different cultures • Create different endings to stories and identify the reason and the impact of the different ending. • Different text structures require different ways of reading. • Schema helps us predict. 	<ul style="list-style-type: none"> • Go on a text feature scavenger hunt. Kids mark any text feature besides words and we meet and discuss what they mean. A list of text features is on p. 128 of OSG. • Story Mapping (OSG p. 86-88) • Conversations "help kids move beyond 'Here is what I know . . .' to 'Here is how I can use what I know . . .'" (K2K) • Conversations are a time to enjoy the freedom we have to express opinions. • Partner Retells (RRR p. 46-47); Team Retells (RRR p. 48-50) • Playschool Groups (GRTFBW p. 179) • Beach ball for fiction and nonfiction • Story element bookmarks, story sticks • "Compare and Contrast" form - compares the elements of three stories (RRR p. 51) • Spin a Story (RRR p. 55-56) • "My Character Says" (RRR p. 85) • "Just Like" - compares traits of characters to

- Start author schema chart. (RWM p. 67)
- Start text structure chart (RWM p. 67)
- Explain that when I come upon a new text structure I find patterns; just like in math!
- Poems for think alouds (*Snapshots* p. 39-41)
- What's for Reading?
- Point of view
- Use schema to remember characters' names
- Meet with flexible, needs-based groups of students; most likely those who are making superficial connections. Remember to have a strong student in the group as a model to the others.
- Sentence and Paragraph Detectives (GR4B)
- Who Took Our Caps? (GR4B)
- Who Did What? (GR4B)
- What's the Missing Word? (GR4B)
- Who Mixed Up Our Sentences? (GR4B)
- Double-entry diaries (7 Keys p. 62-66)

* "Questions to Reveal Thinking" (7 Keys p. 67-68) - put on clipboard to use during reading conferences

traits of a person you know or to other characters (RRR p. 105); "Dual Bio Poems" (RRR p. 108)

- T-T - comparing characters (can compare Frog and Toad)
- T-T - compare different plots by different authors
- T-T - compare different settings by different authors
- T-T - compare characters by different authors
- T-T - comparing versions of the same story (do in Feb. with Fairy Tales)
- T-T - comparing stories by the same author/ author schema
- coding "T-W" (STW p. 75-76)
- Lesson for independent reflecting on all three types of connections (*Snapshots* p. 170)
- *Text connections form (to use all three connections at same time)
- Making connections bookmark - hand out after all three types of connections have been discussed
- Create new schema for unfamiliar content in text. (p. 70 MOT)
- Schema changes after reading chart (RWM p. 68) - great for nonfiction
- Evaluating Attributes - schema changes after reading (RRR p. 18)
- KWL for building schema
- Always start with "What's our schema for this?" when we start a new topic of study. (RWM p. 67)
- Do above with frogs; focus on our wonders and do lesson on p. 68 of RWM to show how our schema changes after reading.
- We could never have the exact same schema as someone else.
- Personal experience causes your schema to change.
- Readers use their schema to "enhance understanding." (RWM p. 72)
- Use sharing sessions to "articulate how that thinking helps them better understand what they read." (STW p. 28)
- When starting with **text structure**, read a tub of books to kids and ask kids, "So what do we know about these kinds of books? Let's make a list of what we know to help us remember." (RWM p. 42)
- Word Sorts for Literature (RRR p. 25)
- Nonfiction Scaffold (RRR p. 131)
- Character Mapping (OSG p. 88-89)

	<ul style="list-style-type: none"> Kids articulate how their thinking (what you know, think, or feel) was changed by what they read. (Ellin Keene)
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Last Three Weeks – Administer the MPIR during reading conferences. Students articulate more of their thinking. There is less teacher modeling. Students are conversing in groups around the room.

<i>Think Aloud: (Eye to Eye and Knee to Knee)</i>	<i>Have at It: (Pairs and Small Groups)</i>
<ul style="list-style-type: none"> How does using schema help us as readers? - chart "Thinking About Reading" chart (RWM p. 51) Model using the strategy in very challenging text in small, needs-based groups. Show how the strategy integrates with other strategies previously studied. <u>AUTHOR SCHEMA</u>: Make predictions based on what we know about the author's style. Do this throughout the year. Text Cues (STW p. 77, 285) 	<ul style="list-style-type: none"> Text Structure - "test prep" type sheets What's for reading? (GRTFBW) "OWL" strategy in groups (readinglady.com) Story Journey - for changing settings in a story (RRR p. 60-61) Partner Retelling Checklist (RRR p. 63); Personal Retelling Checklist (RRR p. 65) Classroom Retelling Profile (RRR p. 70) Send home "story star" for parents to help students with on nightly reading (RRR p. 71-72) Assessment of Student's Written Retell form (RRR p. 116) *Little Book for Narrative form (2nd half of the year) (cherylsigmon.com) *Little Book for Nonfiction form (2nd half of the year) (cherylsigmon.com)

Texts:

T-S

- The Important Book (connect to my mom)
- Chewy Louie, Henry and Mudge
- Kevin Henkes books: Jessica, A Weekend with Wendel, Sheila Rae, Julius the Baby of the World, Chrysanthemum,, Lily's Purple Plastic Purse, Wemberly Worried
- Arnold Lobel: Frog and Toad Are Friends, Frog and Toad Together, Frog and Toad All Year, Days with Frog and Toad
- The Relatives Came

T-T:

- The Rainbow Fish (connect with Frog and Toad)
- Click, Clack, Moo and Giggle, Giggle, Quack, Quack
- Katie's Rose and Leo the Late Bloomer

- The Worrywarts and Wemberly Worried
- Dog Breath, Chewy Louie, Spike in the Kennel, Charlie's Checklist, Dogs by Gail Gibbons (difference between fiction and nonfiction)
- Frogs by Gail Gibbons
- Verdi, Stلالuna, Crickwing
- The Promise, article about dog saving woman's life by cuddling with her

T-W:

- Dreaming of America, When Jesse Came Across the Sea, The Long way to a New Land
- recent news articles

Building Schema:

- various frog books
- Roundup at Rio Ranch

author schema:

- No David!, David Goes to School, other David Shannon books, A Bad Case of the stripes
- All Alone by Kevin Henkes (to show contrast with most of his other books)
- Gail Gibbons: The Seasons of Arnold's Apple Tree, From Seed to Plant, The Pumpkin Book
- Judith Viorst: Rosie and Michael, Earrings!, The Tenth Good Thing About Barney, Alexander and the Terrible, Horrible, No Good, Very Bad Day (connect with Corduroy and Bedhead), I'll Fix Anthony, Alexander Who Used to Be Rich Last Sunday
- Patricia Polacco: Mrs. Katz and Tush, Welcome Comfort (add Polar Express), Thank You, Mr. Falker, Luba and the Wren, Chicken Sunday

Text Structure:

- A Beastly Story, Knots on a Counting Rope
- If the Dinosaurs Came Back
- New York's Bravest
- Arthur Writes a Story, any other Arthur books
- Seven Blind Mice (shows how writing traits work together also)

Fairy Tales in February:

(also incorporate imaging and questioning)

The Ugly Duckling, Sleeping Ugly, The True Story of the Three Little Pigs, The Three Little Pigs, The Stinky Cheese Man, Chinese Cinderella, Dinorella

Math Ideas: (from workshop with Ellin Keene)

- Mathematicians sue current understandings as first steps in the problem solving process.
- Mathematicians use their number sense to understand a problem.
- Mathematicians add to schema by trying more challenging problems and hearing from others about different problem solving methods.
- Mathematicians build understanding based on prior knowledge of math concepts.
- Mathematicians develop purpose based on prior knowledge.
- Mathematicians use their prior knowledge to generalize about similar problems and to choose problem solving strategies.
- Mathematicians develop their own problems.