

Schema / Reading Connections Unit of Study



Week's Focus	Day	Mini-lesson Title	Teaching Points
Deep Readers Have Schema	1	What schema is	<ul style="list-style-type: none"> • Bring out an old dirty hiking book and a beautiful clean high heel shoe. • What is the difference between these two shoes? (dirty/clean, boy/girl shoe, brown/white, etc.) • These two things are both shoes, but they are both very different. They have had different experiences in life. Do you think this high heel has ever been hiking? Or has this dirty old work boot ever been to a wedding? They have probably lead very different lives. However, they might have some common experiences. Maybe this nice fancy shoe has been to the mall and maybe this work boot has too. • I brought these shoes to show you because I want you to understand that we all have different schema. We have experienced different things in life. The things that we have experienced build our schema. The things that we experience are the things that make us who we are. • Allow kids to talk about some of their unique experiences. <p>Possible Anchor Chart: Experiences Build Schema (put picture of boot and high heel on chart and demonstrate the experiences built by each shoe.)</p>

2	<p>Readers activate their schema</p>	<ul style="list-style-type: none"> • Discuss why schema is important to a reader. • Use the analogy of a filing cabinet for children to understand how readers dig into their schema for a specific topic. • Show children the cover and pictures of a text. Model how you decide which schema to call activate before reading. (Demonstrate fingering through a filing cabinet to find it.) Write your schema on sticky notes. • Allow children to discuss their schema for a topic, and record schema on sticky notes. (Save the reading of the text for the following day.)
3	<p>Readers Grow Their Schema</p>	<ul style="list-style-type: none"> • Display a 2 column chart titled: "Readers Grow their Schema." In the first column list the schema the children wrote on their sticky notes from the day before. • Discuss how text can provide readers with experiences they aren't able to or haven't experienced, and that by reading we grow our schema. • Tell them to listen in as you read aloud the text from yesterday. Model for them how you read and recognize when your schema has grown. Record new schema on post it notes and add it to your chart, under the column "New Schema" Stop after a few paragraphs. Have the kids turn and talk about what you did. • Continue reading a few paragraphs and allow the children to add to the "new schema" column based on what you have read.
4	<p>Reader's Change Their Schema</p>	<ul style="list-style-type: none"> • Review how readers activate their schema prior to reading, and how they grow their schema during reading. • Discuss how after we read, we may realize that what we had in our schema was not correct, or was a misconception. Demonstrate deleting schema from file <p>Anchor Chart: file folder Schema from Debbie Miller's Reading with Meaning</p>

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Schema Makes
all the
Difference

- Make a T chart on chart paper. On one side list the name of a place your students are passionate about (Chuck E' Cheese)
- Tell the children that when you say go, they will have 60 seconds to shout out all their thoughts. Write as many down as possible.
- Next write the name of a place that the children are not familiar with on the other side of the T chart. Once again give them 60 seconds to shout out their thoughts. (I use the name of my home town, for which they have no schema)
- I noticed that with the first place you were excited and full of energy as you shouted out your responses. On the second half it was really different. Let's talk about that. Why do you think you were so quiet on the second half?
- Now watch this- Write the word SCHEMA across the first half of the chart. Your schema made all the difference. It's your thoughts and your feelings, your experiences, and opinions. Everything you know and have seen, tasted, felt makes you who you are.
- You didn't have any schema for the second place. Oh, but I do. It's the town where I grew up.discuss your schema!
- Your schema helps you feel and understand when you read. It holds the words from the pages and brings them to life inside your head.

Deep readers use schema from personal experiences to connect to a text	6	Our schema allows us to connect to a text and is based on our life experiences.	<ul style="list-style-type: none"> • Discuss the following thinking with the children: My life is a story and your life is a story. They may not be written down on paper, but they are still stories. Let's pretend for a second that I did write my life story down on paper. How big would it be? What would it include? • Guide students to understand that every experience you have in your life add to your life stories. Tell them that when authors write, they usually only write about one of those experiences, and the rest of them are kept in our brain, in our schema. • Tell the children that when we read, something amazing happens: something from the text triggers a memory in our schema/life story. When this happens, we are connecting - joining together the two stories, one from the text and one from our lives. • Read Aloud a short text to the children. Ask them to turn and talk and discuss what this story made them think about. Which part of their life story was triggered? Share the trigger that this book made for you. • Discuss with children that even though we all listened to the same story, our triggered stories were different because we all have different experiences.
	7	Readers connect to the text and keep tracks of their connections,	<ul style="list-style-type: none"> • Remind children of yesterday's lesson. • Choose a book that you connect with and model your thinking for the kids. • As you read, stop frequently and tell the children what it is reminding you of. Record your thinking in the text, by placing a sticky note where you did your connecting and write an R on it for "reminds me of" or a C for connection. When modeling use deliberate language like "This reminds me of.." When modeling be sure to show a connection to each of these parts: part of the story, picture, character, a feeling. • Discuss with children what they notice you doing, words that you used, etc.

8	<p>Readers connect to the text and keep tracks of their thinking</p>	<ul style="list-style-type: none"> • Call students attention back to the lesson you conducted yesterday and the things that you did to demonstrate when the text was connecting to your life story. • Read aloud a book or article to the children (Be sure to choose one that the children will have schema for.) Ask them to listen for any connections that they may have. • Read aloud the text again and have the students come up and place a sticky note on the page where they had a connection, or where their “thinking was the loudest.” • Continue modeling for students by placing your own sticky notes and using this wording “I placed my sticky note on the page where_____ this reminded me of.....(share a part of your life story this reminds you of.) • Finally, have students turn and talk to share their connections, listen in and call on a set of partners who have gone beyond ‘this reminds me of my brother’ to sharing the “the part of their life story.”
9	<p>Readers make connections from personal experiences to a part of the story, the characters, pictures or a feeling.</p>	<ul style="list-style-type: none"> • Create a large 4 column chart with the headings “Part of the Story”, “Picture”, “Character” and “Feeling.” • Explain to children that you will come back to this chart at the end of the story. • Tell children that when we allow the text to trigger our life story/schema we may be making a connection to a part of the story, the pictures, the characters or a feeling. • Model your thinking as done in the previous two lessons while making connections to the text. Record your thinking on sticky notes and be sure to indicate what you are connecting to (picture, part of the story, etc.) • Allow students to share their connections after you have modeled a few times. Place sticky notes where they hear their thinking the loudest. Continue modeling while students participate. • When you are finished reading, go back to the sticky notes that you left in the text and place them on the appropriate column in the chart shown at the beginning of the lesson. Call upon students to come up and place their post it notes where they belong on the text.

	10	Readers can tell the difference between coincidences and deep connections.	<ul style="list-style-type: none"> • Spend time discussing the difference between a coincidence and a deep connection with the children. Discuss how a coincidence is something we have in common with the character (I have a dog...) and a deep connection is one that triggers a life story (That reminds me of when I was younger and my sister teased me. I always felt left out and embarrassed like the character did in this story.) • Choose a book or article to use a model. As you read aloud, model making deep connections. Have the children put a thumb up if they hear a deep connection and a thumbs down in they hear a coincidence. Have children join in and share their connections. • Return to the sticky notes and place them on the 4 column chart from yesterday. • Encourage children to identify what they are connecting to the most (part of the story, picture, character of feeling) and encourage them to try to connect to different pieces of the text when they read.
Deep Readers have schema about books that help them to understand a story	11	Readers make connections among texts.	<ul style="list-style-type: none"> • Discuss with children that for the past few days they have been purposefully practicing how the text they are reading connects to their own life stories. Identify this to children as a text-to-self connection. • Tell the children that today you will show them another way to join or connect what they are reading to something else - other books they have read. • Purposefully choose a book that has connections to one that you have read before. Tell children that you will model for them how the book or text you are reading activates or triggers their schema about other books in order to connect the two. • After you have modeled making deep connections between books, allow students to join in. Place sticky notes in the text for their thinking. • Tell them what you noticed about their thinking today.

	12	Readers make connections between texts and themselves simultaneously	<ul style="list-style-type: none">• Remind students about the two ways that you as a reader can connect to text (through your life stories and through other books you have read.)• Tell them that often, readers make these connections simultaneously and that we never know what kind of connection we will be making as we read.• Model this by reading aloud a piece of text or story and demonstrate making deep connections to your life stories and to other books.• Tell the children as you continue reading the book, you want them to listen to their thinking and share what connections they have. Place their thinking in the text on sticky notes.• When the lesson is complete, show the children a 2 column chart labeled with “text to text” and “text to self.” Have the children come and get their post it notes and place them where on the 2 column chart their connections fit.• Wrap up the lesson by asking students what they learned about making connections today. <p><i>BE SURE TO SAVE THIS CHART AS YOU WILL USE IT LATER IN THE UNIT</i></p>
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Deep Readers have schema for fiction text that helps to show their understanding

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Readers have schema for fiction text structure

- Explain to children that today children are going to tap into their schema about fiction stories to help them form a way to provide retellings of books.
- Ask the students what it means to provide a retelling. Make sure the children understand that a retelling is when they re-tell the story in their words and it includes all of the elements of the story. We do not leave anything out in a retelling. Its almost like reading the story aloud without having the book in front of us.
- Show the children some fiction books that you have read in your class and that the children are familiar with. Make sure the books represent various genres (realistic, fantasy, etc.) Tell the children that even though the books have different genre classifications they are all fiction books and therefore include the elements of a fiction story..)
- Ask the children to open their schema file folder for fiction text as you open yours. Share what is in your file about fiction text structure (characters, setting, problem, specific events, and a solution/ending) Ask students to look in their file for any definitions they have for these features. Combine the children's schema with your own to develop a common definition of each.
- Tell the children that they did an awesome job tapping into their schema about story structure and that tomorrow they will put it to use when they read with you a special book.
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Readers have schema for fiction text features

- Remind children about the text features they discussed yesterday, and show them the book you will be reading. Make sure that this is a familiar text that the children have read before. Tell the children that today you will focus on identifying the characters, setting and problem in a story.
 - Read the story aloud to the children. As you read and you come across the name of an important character, place a pink sticky note in the text. When you come across words that identify the setting, place a green sticky note in the text. When you come have identified the problem, place a blue sticky note in the text.
- Then show the children a 5 column chart with each column labeled with a text feature. Go back to the text where you placed your sticky notes and record your information in the columns for characters, setting, and problem.

	15	Readers have schema for fiction text features	<ul style="list-style-type: none">• Return to the text from yesterdays lesson and continue reading, this time model how you identify important events and the solution to the problem.• Return again to the chart when you finish reading and record new information for events and the solution/ending.• Use the chart to guide your retelling of the story, making sure to include all of the information from the story, and show students how you organize the information in a logical sequence.• As you close the lesson, ask the students to identify what retelling means and what schema they can tap into in order to provide a retelling.
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Resources: Reading with Meaning, Debbie Diller
Strategies that Work 2nd Edition: Ann Goudvis & Stephanie Harvey
Reading Power: Adrienne Gear
Comprehension Connections: Tanny McGregor
http://www.thelearningpad.net/readers_mini_lessons.html
<http://www.readinglady.com/mosaic/tools/tools.htm>