Schema / Making Connections Mini-Lessons

Lesson Designer: Marisa Ramirez
based on Debbie Miller's *Reading with Meaning*

Week 1: Modeling Making Connections

Think Aloud / Model (2 days)

- Read text that is personally meaningful
- Model (think-aloud) how you relate to parts of the text, how that helps you understand what is happening in the story or how the character might feel.
- RWM p.57-58 STW p. 68-72

Model and Invite Children to share their connections (2 days)

- Read aloud story that would be personally meaningful to many students
- Invite children to share their connections
- Remind them to connect it to the text by saying things like, "When I read (or heard) these words… it reminded me of…" or "When I saw the picture… it made me think…"
- Chart their responses
- RWM p. 58-59 STW p.68-72

Making Meaningful Connections (1 day)

- Using their charted responses, discuss which "connections" actually help us understand the story.
- Discuss difference between "connections" and "coincidences"
- RWM p. 59-61

Week 2: Small Group-Individual Release

Working Eye-Eye, Knee-Knee (1 day)

- Read aloud
- Ask children to get E2E,K2K and discuss connections, report out
- Discuss how talking about a book with a friend helps you understand things you didn't notice
- RWM p. 56

Small Group Discussions (2 days)

- Read aloud
- Ask children to hold their connections in their head

- Place children into groups of 4 and ask them to discuss their connections and draw their most meaningful on large sheets of paper
- Share out…again emphasizing how discussion enhances understanding
- RWM p. 61-63

Releasing Responsibility-Coding Sticky Notes (2 days)

- Think aloud while reading
- Model coding sticky notes with T-S to mark places in your reading
- Discuss how sometimes there ARE no connections in certain books…don't force them!
- Introduce Response Notebooks
- STW p.78-79

Week 3: Text-to-Text Connections:

Think Aloud/Modeling (2 days)

- Read *Oliver Button is a Sissy*
- Chart connections
- Next day, discuss Text-to-Text
- Read *Amazing Grace*
- Model how to make predictions based no what you know about *Oliver Button*
- RWM p. 63-64

Using a Venn Diagram to Compare (1 day)

- Compare Oliver and Grace
- Model how to use Venn Diagram sheet
- RWM p.65

Building Schema Through Author Studies (2 days)

- Read a variety of books by the same author
- Discuss how by reading more than one book by the same author, you can make predictions, make generalizations and compare them.
- RWM p. 67 STW p.72-73

Week 4: Text-Text

Coding Text-Text Connections (1 day)

- Read aloud
- Model how to use sticky notes to mark where you made a text to text connection

Literature Response (4 days)

- Discuss how to use 2 column notes, Response notebooks, Venn Diagrams
- Work with a buddy to respond to previously read texts
- STW p. 265-269

Week 5: Text-World

Text-World (5 days)

- Read stories that have current event themes
- Next day, bring in age-appropriate articles that show comparisons
- Response options include:
  - Venn Diagram
  - 2 column notes
- RWM – p. 67 STW p. 75-76

Recommended Texts:

Text-Self:

- *Amos and Boris* – Williams Steig
- *Going Home* – Eve Bunting
- *Hey World, Here I Am* – Jean Little
- *I Hate English* – Ellen Levine
- *Ira Sleeps Over* – Bernard Waber
- *Mirette on the High Wire* – Emily Arnold McCully
- *Near the Window Tree: Poems and Notes* – Karla Kuskin
- *The Pain and the Great One* – Judy Blume
- *Rondo in C* – Paul Fleischman
- *Snippets* – Charlotte Zoltow
- *Three Brave Women* – C.L.G. Martin
- *Up North at the Cabin* – Marsha Chall
- *William's Doll* – Charlotte Zoltow
- *Fireflies* – Julie Brinklow
- *Hazel's Amazing Mother* – Rosemary Wells
- *I Know a Lady* – Charlotte Zoltow
- *Koala Lou* – Mem Fox
- *My Great-Aunt Arizona* – Gloria Houston
- *Two of Them* – Aliki

Book Sets for Text-Text

- *Oliver Button is a Sissy* (Tomie DePaola) and *Amazing Grace* (Mary Hoffman)
- *Now One Foot, Now the Other* (Tomie De Paola) and *Two of Them* (Aliki)
- Kevin Henkes Texts
- Arnold Lobel Texts
- Patricia Pollacco
- Cynthia Rylant
- Eve Bunting
- Judith Viorst

Notes:

I plan to use schema throughout the year. Something I didn't address was using schema to build background for topic studies. I plan to use this throughout the year in social studies and science. See RWM p. 67-68 and STW p. 73-75

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