

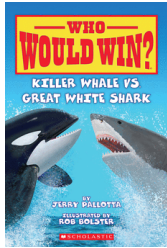
Schema Lesson Plan

Grade: 4		Subject: ELA	
Materials: Construction paper, pencil, graphic organizers, anchor chart paper and markers		Technology Needed: projector, audio	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4.RL.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.		Differentiation Below Proficiency: Students make 1 or 2 schema connections to sharks at the end of the lesson, identify less information that they know about sharks at the beginning of the lesson, and teacher assists students in any questions they have. Students may also choose not to present on their connection but instead either have the teacher share their connection or simply just add it to the schema chain. Above Proficiency: Students make more than 4 connections at the end of the lesson. Students provide more detail about “What They Know Now” at the end of the lesson, as well as accurately describe what schema is used for and how many connections one can make. Approaching/Emerging Proficiency: Students make between 2 and 4 connections to sharks at the end of the lesson, fill out with average detail “What They Know Now” at the end of the lesson, and understand what schema is used for and the 3 possible connections with assistance from the teacher when needed. Modalities/Learning Preferences: Kinesthetic: hand motions with the types of connections, students fill out schema organizer and create connection chain Visual: graphics on PowerPoint, schema organizer, anchor charts, video Auditory: listen to peers present connections, teacher speaks the concepts of schema, video of student who sounds unclear because he is making a lack of connections	
Objective(s) By the end of the lesson, students will discover the reading-comprehension strategy of schema by using an image and concept to make text-to-text, text-to-world, and text-to-self connections and changing and adapting their schema through a paper chain and graphic organizer. Bloom’s Taxonomy Cognitive Level: analyzing, creating			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - Students sit on the floor close to the teacher for easy behavior management. - Teacher keeps students engaged by having them participate in the conversation. - Students practice the skill that is being talked about. - Students turn and talk for engagement. - Students do a hands-on activity to maintain engagement. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Students sit in assigned rug seat. - Students sit quietly (voice level zero) unless the teacher asks them to share. - Students move through transitions quickly, participating in a positive way. - Students are respectful of their peers during all activities. - Students raise their hands if they have questions. 	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> - Pre-cut construction paper slips - Make an anchor chart for the 3 types of connections (Text-to-text, text-to-world, text-to-text) - Make PowerPoint with visuals - Create schema organizer for students 		

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3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Pass out organizer <ul style="list-style-type: none"> o “What I Know Already” vs “What I Know Now” - “Imagine we are reading a book about sharks, and you are trying to read for understanding. Remember, the purpose of reading is to understand. You ask yourself, what do I already know about sharks, or what does it make me think of?” - “Write what you think of under the “What I Already Know” section of your organizer. You will have one minute to write down your thoughts.” - Have students turn-and-talk with somebody next to them about what they think of when they look at the image of the shark - Have a few students share out - “You guys just did an incredible thing, you unlocked your schema!” <ul style="list-style-type: none"> o Have students pronounce schema
18	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Teacher explains what schema is using a visual on PowerPoint and definition <ul style="list-style-type: none"> o <u>Schema</u>: is taking what you already know about something, based on your personal experiences, and changing/adapting what you know when new information becomes available to you. This change can happen at any time. - Teacher explains to students that everything they know belongs in “little boxes” inside your brain, called schema. We have schema about everything: dogs, houses, basketball, Fortnite, and even sharks. Everything we know about these topics belong in their own little box that grows and changes all the time when we learn new things. - Teacher explains objective (Why are we learning about schema?) - “As readers, it is much easier to understand what we are reading when we can make connections to our own lives and personal experiences. When we do this, we build our schema AND become better readers. - Teacher shows graphic of what this looks like in PowerPoint. <ul style="list-style-type: none"> o Graphic of Ms. Ackerman with her brain and schema boxes. o Definition of schema - Teacher asks engaging questions to help get to know students better: <ul style="list-style-type: none"> o How would your music schema look? Mine is pretty big because I know a lot about music. Would you have some similar schema boxes to mine? What would you consider your biggest schema box? What kind of schema box would be small?” - “There are three different kinds of connections we can make when we read: text-to-text, text-to-world, and text-to-self.” <ul style="list-style-type: none"> o Show students different motions for each connection. - Use anchor chart to display the different kinds of connections, as well as display these connections on the PowerPoint - <u>Text-to-text</u>: Connecting what you see or are reading to something else you have read <ul style="list-style-type: none"> o This reminds me of a book I read... - <u>Text-to-World</u>: Connecting what you see or are reading to what is going on in the world and/or known facts about the subject <ul style="list-style-type: none"> o This reminds me of something happening in the world... o This reminds me of a fact I know... - <u>Text-to-Self</u>: Connecting what you see or are reading to your own life

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- This reminds me of the time that I...
 - “Turn to a partner, which type of connection do you think will be easiest to make and why?”
 - Have students share out
 - “Yes, text-to-self, and text-to-world are generally the easiest connections to make because sometimes we have a more limited amount of topics that we have read about. It is important to remember that you do not need to make all of these connections with everything you read. The goal is to make as many connections as you can so the material is easier to understand.”
 - “What questions do you have for me?”
 - On anchor chart, include a list of schema-thinking words to aid students in making connections
 - “When you are trying to make connections to what you are reading, it is important to remember or reference these schema-connection words to help you process what you are thinking about.”
 - I’m noticing...
 - This reminds me of...
 - This is similar to...
 - This makes me think of...
 - I can relate this to..
 - I have a connection to...
 - I have schema for...
 - “Let me show you what it looks like to make these three kinds of connections to something I am reading about or seeing.”
 - Show students graphic of Ms. Ackerman activating her schema (little boxes of information).
 - “We are still pretending to be reading a book about a shark. So, I open my shark schema, or my little box of information about sharks that I store in my brain. Then I ask myself, does this remind me of another text I’ve read? And the answer is yes. This reminds me of a book I read about sharks vs. killer whales. This helps remind me of more information I have read about sharks, which in turn, helps me understand what I am reading about sharks even better.”
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- - “Then, does this information about sharks remind me about anything that is happening in the world? And yes, this reminds me of the popular song Baby Shark which is very popular right now. Also, I am reminded of one of my favorite movies, Jaws. Notice how my schema, or box of information about sharks is growing.
 - “Finally, does this information remind me of anything from my own life? This reminds me of the time that I went swimming with sharks in Florida. I remember learning there that sharks are endangered, and that I need to play a part in helping keep them alive.”
 - “All of this information helps me to comprehend and understand what I am reading, because I was able to connect it to personal things in my own life.”
 - “Does anybody have any questions about schema or how I made these connections?”
 - “As a reader, we are better able to explain ourselves and our thinking when we make connections using our schema. Without making these connections, we end up looking like this poor little guy when we try to explain our thinking and our understanding of reading.”
 - Show funny video of little boy <https://youtu.be/bxOaW6aHpak>

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<p>3</p> <p>7</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - “Now, it is your turn to practice making connections. Using the anchor chart that I have hung up, the schema-thinking words, and the definitions of these types of connections, I am going to give you 2 minutes to come up with as many connections that you can think of, trying to use our schema-thinking words. It does not matter how many connections you have at the end or what type of connections you made. Just do your best. You will write your connections under the “What I Know Already” box of your organizer. If you run out of space, you may use the back of the sheet.” - “Before the timer runs out, I want you to write your favorite, or best connection on this strip of construction paper, for we are going to share our connections and watch our schema grow.” <p>7</p> <ul style="list-style-type: none"> - Teacher sets 2-minute timer for students to make their connections. - Students who wish to share their connections share out to the class. - After each connection, teacher asks, “Ok, class, what kind of connection did ____ make?” <ul style="list-style-type: none"> o As students decide what kind of connection is made, do the action with each, and have the students do the action. - Teacher creates a paper chain out of the students’ connections, reiterating how our schema grows and changes as we receive new information.
<p>5-6</p> <p>~40 minutes total</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - “Turn-and-talk for one minute with a partner about what schema is, and what the three kinds of connections are that you can make.” - Teacher goes over answers/information one more time. <ul style="list-style-type: none"> o Schema are the boxes of information on a topic that are in your brain. These boxes grow and change as you gather new information. o You can make three connections: Text-to-text, text-to-world, and text-to-self. Teacher does the actions as she answers. - “Now that you have made your own connections and listened to your peers’ connections, I would like you to finish up by writing in your “What I Know Now” box. Write down any new information you have about sharks that you now have in your schema. This is how your schema changed and grew as you did this activity.” - “Then, at the bottom, there is a question. How does making connections and using your schema help you as you read?” - “Does anybody have any questions about schema or what to do?” - “Fill in your box and answer the question to the best of your ability. Make sure your name is on the top and turn it into Ms. Ackerman after you are done. You have about 5 minutes to do this.” - At the end, I bring the students back to me on the carpet, where I reinforce the idea of how our schema grew through this activity. “When we started, my schema box was (this) small, and now it is (this) big! It is crazy to see how our schema grew through this activity. When we read, we want to try and become better readers, so we can continue to use and grow our schema by making connections to other texts, the world, and to ourselves.”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - Teacher asks clarifying questions to the students throughout lesson - Teacher observes who is writing down what they know about sharks and who isn’t 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> - Not applicable

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- Teacher observes how many connections that students were able to make by looking at the organizer that they filled out
- Teacher sees which students know what schema is used for by whether or not they were able to answer the question at the bottom of the organizer
- Teacher listens to students answers about what schema is and how many types of connections the students can make

Consideration for Back-up Plan:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This was a very exciting and fun lesson to teach. The best part about the lesson is that it was very personal about me and about the students. This lesson was about schema, or the metacognitive strategy of connecting what one is reading to what one already knows or has experienced. This is a comprehension technique for students, and it is one that is often not concentrated on in the classroom. There were quite a few elements that made this a very successful lesson. First of all, I knew the content of schema very well. I took higher-level psychology classes in high school, with an amazing teacher, so I had a lot of background information on the subject. It was helpful to have a great psychology teacher because he explained it to me in a way that made sense, and I used this when teaching the students about schema. In addition to having background knowledge on the subject, I made sure to spend a lot of time on my visuals because this is a heavy subject. My PowerPoint took about 3 or more hours to complete, and it included personal information about me, moving graphics, personal images, and transitions. This helped illustrate to the students exactly what schema is and how it grows and changes. I made sure to leave nothing to the imagination in terms of being very explicit with what types of connections could be made and how. Schema is very abstract, so I repeated information over and over again to make sure the students were hearing it and talking about it multiple times before they were asked to do an activity based on the idea. The students caught on very quickly, and all students seemed to find the PowerPoint engaging enough to keep their interest for the duration of the lesson. The kids thought it was very fun to learn more about me and be able to share about themselves and what they know.

Another major success of the lesson was that the students stayed with me the entire time I was teaching. Part of this was because I had the students sitting at their tables, and as I taught, I moved throughout the room. I intentionally made sure not to stand and preach at the front of the room for forty minutes. Also, throughout the lesson, I asked the students a variety of higher-order questions, provided many opportunities for turn-and-talk, and made sure to make the lesson about what *they* know. Whenever students are allowed to share about what they know they get very excited, and that is part of what made this lesson great. I know very clearly that the students learned what I wanted them to learn. They learned about schema, its importance, and the three different connections they can make. I knew they learned the information in various formats. First, I had them turn-and-talking with their neighbors, and as they did that, I walked around and collected data on what was being said and by which students. In addition, I asked many questions to the class that they had the opportunity to share about and answer, and almost every student was responsive and involved in the conversation about schema. This gave me great insight that what I was saying was connecting and making sense. Towards the end, I had the students making connections in a graphic organizer, so the student and I could see what they knew about the topic and how their schema grew by doing the activity and sharing with their classmates what connections they can make to sharks. We created a paper chain out of all the students' connections, and this allowed me and the rest of the students to grow their schema about sharks and demonstrate their understanding of schema. After each student shared his or her connection, as a class, we decided what kind of connection was being made. This allowed me to see who understood what I was teaching and who did not. The majority of the class was very comfortable with schema and the multiple connections by the end of the activity. At the end, I had them answer a question about why schema is important in reading—to understand. Many students got this answer correct. I had them turn these organizers into me because I wanted to see their explicit, written understanding of what was taught and how they were able to apply the skill to the activity.

If I taught this again, I would try to make the lesson even more interactive. At the beginning, when I am showing the students my personal schema boxes, I would ask them how their schema boxes would look. For example, I might ask, "How would your music schema look? Mine is pretty big because I know a lot about music. Would you have some similar schema boxes to mine? What would you consider your biggest schema box? What kind of schema box would be small?". This would be a very fun way to learn more about the students and what their interests and knowledge areas are. In addition, at the end, I would love to have a little more time to bring the visual and schema presentation more full-circle. By this, I mean that I would like a few more minutes to reflect on how our class schema grew and how our paper chain grew, how big my shark-schema box is now that our class shared out many connections. I would also have students speculate about how large our box is after our class shared their connections. Also, I would explicitly tell my high-rollers in the classroom that they should try to make all three kinds of connections when working on their organizer. This is just a good way to challenge them and to make sure they do not feel bored. I definitely plan on using this lesson plan again, for my practicum teacher even asked me to send her my PowerPoint to teach my lesson to her next class of students. This makes me very excited that a seasoned teacher wants to use one of my lessons.

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