

Cornerstone Professional Development
Interactive Reading Aloud on Schema
Bubba and Beau: Best Friends by Kathy Appelt
 1 hour, 15 minute lesson

W.I.L.F. (What I'm Looking For) for the students

- Students will realize that...

Thinking about what you already know and feel about something is called using your **schema**. **Good readers use their schema to understand the text.**

MA ELA Standards

#2 QUESTIONING, LISTENING, & CONTRIBUTING: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

#8 UNDERSTANDING A TEXT Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

#9 MAKING CONNECTIONS: Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context of historical background.

TIME	ACTIVITY	MATERIALS	RESEARCH	BRAIN-BASED LEARNING
Rituals & Routines				
5 minutes	To make this lesson go quickly & go well, I need for you to: <ul style="list-style-type: none"> • sit next to a buddy (will arrange ahead of time) • check out knowledge of “turn & talk” 	<ul style="list-style-type: none"> • easel • chart paper • marker 	RAND Reading Study Group, 2002; Allington & Walmsley, 1995; Vygosky, 1978 Attend to student needs; social construction of knowledge	Verbal-linguistic intelligence; auditory learning modality
CRAFTING LESSON PLAN				
Connection				
	<ul style="list-style-type: none"> • <i>I understand that you have been working hard already learning how to sound out words you don't know and learn new words</i> 	<i>Bubba & Beau: Best Friends</i> by Kathy Appelt	Cambourne, 2001. Explicit instruction;	

	<p><i>to increase your reading vocabulary, right? Well, there is another thing that good readers do each and every time they read. They think about what they already know, how they feel, and their memories. When they do that they are using their schema. When you use your schema, then you can understand what the author is trying to say.</i></p>		<p>linking new knowledge</p>	
Teaching Point				
	<ul style="list-style-type: none"> • Anchor Chart: <i>Let's find out how your schema works. Under this paper I have a picture of something I think you will recognize, but you will need to use your schema to figure out what it is. Instead of shouting out, could you cover up your shout when you see the picture, OK? Show the picture; Ask the name of the picture (a Puppy!) Ask How did you know? You had to use your schema.</i> <p>KNOW- we know it's a puppy because we know that it is a baby dog; it has four legs; it barks; it like to run and chew things FEEL- we feel like we would like to pet it; we feel good about it; it looks so cute! REMEMBER- I remember when we brought our dog, Cate, home when she was 8 weeks old; Does anyone else have a memory of a puppy?</p> <ul style="list-style-type: none"> • Thinking about what we know, feel, and remember while they hear or read a text is called using our schema. If we use our schema to make connections, then we can understand better how the characters feel and why they act certain 	<ul style="list-style-type: none"> • Anchor chart • Marker • Post-it for modeling 	<p>Pressley, 1998; Greenleaf, Schoenbach, Cziko, & Mueller, 2001; Alexander & Jetton, 2000</p> <p>Explicit instruction; modeling</p>	<p>Verbal –linguistic & spatial intelligence; visual & auditory modality</p>

ways.

- “Today I will show you how my schema helps me understand two times, then I will let you try to share how you’re using your schema. When I use my schema to understand the story, I will put my book in my lap and touch my head so that you know what I’m thinking.”
- During the story, I will ask you to do the same thing...when I ask you to turn and talk, I would like for you to share how you are using your schema to help you understand the story.

- Read *Bubba & Beau* aloud, stopping at these spots:
 - 1 **Truck page** *When I read the words about the truck and see the picture, I think of my dad’s gray truck that he used to drive. I know how the truck sounds when he starts it and toots the horn.*
 - 2 **Changing diaper** *I’m using my schema again when I see Big Bubba changing the diaper of Little Bubba. When my girls were little, I would change their diapers all day. Then when Lyle, my husband, would come home, he would change their diapers for the rest of the day. Wasn’t that nice! I feel good about Big Bubba because he reminds me of how nice it is when the daddy changes the diapers.*
 - 3 **Blanket page** *I remember what happens when we give our dog something to lay*

	<p><i>on...it smell a lot like dog! Then we have to wash it...Hmmm. My schema tells me that that blanket is going to have to go into the washer!</i></p> <p>TURN & TALK- Turn and talk to your buddy about what you know will happen if you take something away from a baby. Tell how you know about this...what is your schema for this part of the story?</p>			
Active Engagement (turn and talk)				
	<ul style="list-style-type: none"> • <i>Let's practice...</i> • <i>We're going to record our thinking on paper today and finish our anchor chart</i> • Model writing connection on a post-it • <i>Please use the post-it to write a connection you have with one of the books you find here in my collection. When you are through writing, you may read how you used your schema with your buddy. Then we will share with each other and put a few on the anchor chart.</i> 	Post-its Can of pencils (sharpened) Markers boards; something to write on	Cambourne, 2001 Opportunity to employ new learning	Verbal-linguistic intelligence; auditory learning modality
Link				
	<ul style="list-style-type: none"> • Model connection, putting post-it on the cover to share my connection that helps understanding • Remind them that beginning writers use invented spelling or pictures to record their message. 			
COMPOSING MEANING				
	<ul style="list-style-type: none"> • Monitor full group by walking around to listen & watch for questioning 	Students' independent	Cambourne, 2001	Verbal-linguistic & interpersonal

	<ul style="list-style-type: none"> • Confer with those students who may need help • Choose two or three students to share in reflection 	reading bag of books	<p>Opportunity to employ new learning</p> <p>Gambrell, 1996; Almasi, 1995</p> <p>Construction of personal meaning through discussion & verbalization</p>	intelligence; auditory & visual-tactile learning modality
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REFLECTION

	<ul style="list-style-type: none"> • <i>“Let’s talk about how your used your schema to understand and make connections to the text.”</i> • Have selected students share what they wrote and how it helped them understand the book • <i>“Let’s try to use this strategy when we read this week, OK?”</i> 	Students’ independent reading book with connections on post-its	<p>Gambrell, 1996; Almasi, 1995</p> <p>Construction of personal meaning through discussion & verbalization</p> <p>Rhodes & Dudley-Marling, 1996</p> <p>Assessing student attitude & perceptions</p>	
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