

Lesson Components

1. *Modeling reading behavior*
2. *Think aloud* teacher and students create anchor chart to make thinking visible.
3. *Guided practice* students turn to a partner and practice the skill you are teaching.
4. *Independent practice* students can work independently or in pairs and practice the reading strategy.
5. *Time to share/reflect/respond* Gather the class back together for students to talk about how they used the strategy.

*Helpful hint: Debbie Miller encourages us to prepare our lessons in advance by marking the places in the text with a sticky note that best illustrate our teaching points. We should think about what we will say and how exactly we will say it.



Resources

Reading with Meaning: Teaching Comprehension
in the Primary Grades" by Debbie Miller
"The CAFE Book: Engaging all Students in Daily
Literacy Assessment & Instruction" by Gail
Boushey and Joan Moser



Activate Schema and
Connect

Mental Images/Visualize

Teaching Ideas

Grantsburg Elementary School

Activate Schema and Connect

Putting together information from the text and from the reader's own background knowledge in order to create new understandings (This definition is a compilation of definitions from *In a Reading State* of Mind by Fisher, Frey and Lapp, *Guided Reading* by Fountas and Pinnell, and Chris Tovani's work.)

Teaching ideas

Think out loud during your read alouds and tell students how a part in the story reminds you of your life (text to self connections). Show how connecting what we already know to new information in the text helps us understand our reading better. It also helps us remember what we read.

Help your students activate their schema for a topic by saying "So what's our schema for this? What do we know about ___?" (Miller, p. 67) Model tapping in to prior knowledge before, during, and after reading.

Help students develop a system for recording their thinking so that they can share later. Some formats could include Venn diagrams, placing a sticky note on a page where a connection is made, or by writing the connection out.

Discuss helpful versus unhelpful connections to guide students in making meaningful connections (Miller, p. 60).

Model making

- Text to self connections (Miller, p. 58)
- Text to text connections (Miller, p. 63)
- Text to world connections (Miller, p. 67)

Making text to world connections involves looking at something through someone else's eyes and being aware of what is going on around us in the world.

Mental Images/Visualize

Creating pictures in our minds or making a "mind movie" (Boushey, Moser, p. 159).

Teaching ideas

Explain that making mental images helps readers understand what they are reading.

Teach students to activate prior knowledge about a text before reading, use words from the text to create mental pictures during reading (Miller, p. 83, 91), and review their mental images after reading to help remember what was read.

Encourage students to try and visualize themselves in the text (Boushey, Moser p. 159)

Allow students to act out poetry (Miller, p. 81) or illustrate poems (Miller, p. 80).

Teach students that our mental images are shaped by our schemas. Choose a few well known poems for students to choose their favorite one to illustrate. Allow share time for students to see how each child's mental images differ. Why are they different? Because our schemas are all different! (Miller, p. 81)

Stop periodically during your shared reading and sketch your mental images. Show how your visualizations change while you read to help students understand that images change as we take in new information (Miller, p. 83).