

# CONCRETE COMPREHENSION™ FOR PRIMARY LEARNERS

schema & metacognition





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# CONCRETE COMPREHENSION™

## THE WHY

Concrete Comprehension™ is an instructional resource series that uses concrete objects and hands-on experiences to help enhance comprehension skills for primary readers. When our students begin their learning with a concrete experience, it makes thinking visible and shows students the connections between text and the real world. The series is designed to engage students in literacy experiences that will promote higher order thinking and allow students to interact with the text in an authentic way. The lessons are set up using the gradual release of responsibility model. While they are scripted for convenience, they can certainly be used as a guide and in whichever way works best for the students. Our hope is that you and your students enjoy launching your comprehension lessons in unique ways that ultimately promote rich discussion and thinking within the classroom.

Tanny McGregor explains it best when she says, "When it comes to meaningful instruction, it is never really about the stuff; it's about *thinking* and *talking* and *learning*. These concrete ideas simply give us a way in to the hearts and minds of our students." (McGregor, 2007)



# WHAT'S INCLUDED?



5 detailed lesson plans



differentiation for every lesson plan



aligned to Common Core standards



explicit and guided hands-on activities



concrete, highly visual experiences



exit slips for formative assessment



differentiated graphic organizers



interactive anchor charts



interactive notebook feature



real photographs with how-to help



strategy song and poem printable



research explanations and references



# 5 DETAILED LESSON PLANS

differentiated & aligned

## LESSON #1

## READY, SET, ACTIVATE: WHAT HAPPENS WHEN WE READ?

RLK10 e RIK10  
RL10 e RI10  
RT210 e RT210

**Teaching Point:** I understand that thinking about the text is the most important thing a reader can do.

**Materials:** Read aloud book, anchor chart, Thinking Sticks, popsicle sticks, glue, scissors, tap on light (page 8)

As a class, discuss these things that we do when we read. Students may suggest ideas such as looking at the pictures, reading the words, sounding words out, etc.

1. Reading the words and pictures is important, but the most important thing readers do is to think about the words and the pictures. If we don't think about the text, we will never understand the story. What do we have in our body to help us think?

Point to the brain on the anchor chart and hold up the large thinking stick.

2. Yes! We use our brain to think. When we think about what we are reading, we are using metacognition. Refer to metacognition on the anchor chart and how the students read it with you.

When we use metacognition while we read, we are doing **REAL** reading. If we don't think about what the words mean and we are only reading the words, we are not **reading**. We need to turn on our brain to think, just like a lightbulb! Sometimes we say we are activating our thinking. *Activating means to turn on.*

Point to the lightbulb on the anchor chart and say:

3. Today we are going to activate (turn on) our thinking with

**1500000**

**Explicit Instruction**

1. We are going to read a book called \_\_\_\_\_ together. We go together, but that would be false reading. We want to do it about our thoughts as we read. (Tap the light again to turn characters light and what the story is about. I'm going to page in our book, I will hold my Thinking Stick up and share your busy!)

Model what it means to think about the text. Read a page in the air as you share your thinking aloud. Discuss what is interesting. Use the thinking stems on the anchor chart.

2. "Wow! I'm holding my Thinking Stick up a lot while I read about what I'm reading is even more important than read

**LESSON #3**

**Teaching Point:** I can make connections

**Materials:** anchor chart, feather duster, eraser or Tric Art Lesson by Tommie deKrom

6 Show students the feather duster and

[illegible]

## LESSON #4

**BEFORE**  
**SAFE**

<p><b>Teaching Point:</b> I can activate my schema before, during, or after reading.</p> <p><b>Materials:</b> anchor chart pieces and chart paper, The Blue Bird, glue, scissors, crayons, student interactive notebook pieces</p>	<p>our brain while we read.</p>
<p></p>	<p>Give each student a piece of "anchor chart paper" and have them write down the opportunity to read.</p>

Introduction	Hold up a file folder and show it to the students.	
	<p>T: Our brain stores a lot of the information we know into gray colors, and many more topics. When we learn something like a folder stores our important papers at school. Even if we don't know it, we can understand what we are reading. We need it so that we can understand what we are reading. We need it so that we can understand what we are reading. We need it so that we can understand what we are reading.</p>	<p>Share their thoughts and write their so (Differentiation Ideas below.)</p>
Guided Practice	Continue to read, make connections, and	
	<p>Today, we are going to practice activating schema by reading the schema first and review what schema</p>	<p>that the schema first is being stuck to the characters because the pictures and the examples for the guided practice and</p>
Activity	T: Today, we are going to practice activating schema by reading the schema first and review what schema	
	<p>T: Today, we are going to practice activating schema by reading the schema first and review what schema</p>	<p>T: There is 50 much schema and connect</p>

Explicit Instruction	<p>Show the poem, <i>The Biter Bitten</i>. If students are using the file, have the folder glued into the notebook (figure along the strips ready to go).</p> <p>1 We are going to use our Before, During, and After Post. After we share our schema, we are going to "file" it away! We will pull all of this schema we stored in our folder before question.</p>	<p>was already stuck in his brains to better pick up more and more schema that go. Schema helps us understand the text!</p>	Closing
	<p><b>Differentiation Ideas:</b> For a more individualized connections on one of the included Schema, than one idea and share them with the class.</p>	<p><b>Differentiation Ideas:</b> For a more individualized connections on one of the included Schema, than one idea and share them with the class.</p>	

Activity	Z	Read the paper to the students and have them read what they wrote. The students share their schema with a partner.	Independent reading for kindergarten class
	F	As I read the poem, record your schema and your thinking on the <i>during</i> strip of paper.	

**Closing**

T: You're ready for my mystery question! What lesson did the author want you to learn from the poem? Take the before, during and after/schemata steps you flew away in your brain back on. Look over your schema and your thinking to help you answer the question: *What important lesson does the author want you to learn from this poem?*

Students will discuss as a class, record their answers individually in their notebooks, or simply discuss the lessons with a partner or in the class. Guide students to understand that when the little boy climbed back onto the bike, he showed that he does not give up or let things bring him down.

T: The author wants us to learn to never give up. When we activated our schema and thought about what we read before, during and after, we were able to understand the poem really well. Many of us have fallen off of a bike and got back up again. So, we were able to use our schema to help uncover the mystery question.

**Differentiation Ideas:** Classrooms who wish to simplify the lesson can use the interactive anchor chart as a whole class instead of using the interactive notebook feature. To simplify the lesson, students can draw pictures to record their thinking on their before, during, and after strips. Students could also record their work on one of the provided graphic organizers at the end of this post. Instead of the interactive notebook

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## LESSON #2

## MY SCHEMA

RIKIO, RIKIO, SLK4, SLK5  
RIKIO, RIKIO, SLI4, SLI5  
RI 210, RI 210, SI 25

**Teaching Point:** I understand that my schema is everything I already know

**Materials:** T-chart, marker, student copy of t-chart (optional), My Schema posters, scissors, crayons, paper

**Introduction** Create a T-chart for the whole class to see for use one of the attached printables). On the left side, write the topic, *school*. On the right side, write a topic they do not have much prior knowledge with, I chose *coffee* for my lesson. Cover up the right side of the chart, so they cannot see it.

**When I say "I want you to share what you already know about school."**

Record their answers on the chart. Your list should be long when the time is up! Repeat these steps with the topic on the right. Uncover the topic and give students 2 minutes to share everything they already know about coffee. (This list should NOT be as long as the first.)

T: Wow! Look at everything you already know about school. All of the information already stored in our brain is called our **schemas**. Schemas is everything we already know. Why do we know SO much about school?

**STICKS!**  
**9 OUR**  
**ECTIONS**

my schema when I read.

atic or sticky hand, road, cloud book (teacher's  
dient template; or graphic organizers (optional)

now what it is used for. Students may suggest that

ing it, the dust sticks to the film faster. Our mission we learn through books and experiences. It's not just the places we visit, it's the people we meet and the places we've been. All of this is part of the story. And as we read, we think about the schema that is the story and the characters.

As I read, I will think about the schema and how the characters feel. When the text makes it, it is called a connection. Every time I activate my

often to make a correction or share your schema or schema on a piece of dust, and stick it to the text better. Great work. Schema Expert!

**CHEMISTRY**

ings (optional), interactive, and/or chart pieces and chart users.

and discuss your thinking as a whole class. Emphasize it is helping them understand the story and the information on pages 25 and 27 will help you and provide a plan.

is a feather duster! We had to use the schema that we created to write the story and characters. As we go through life, we rain, just like a feather duster picks up dust.

students can record their schema and for this lesson. Then, students can record more group setting. It can also be used to draw pictures of their connections on the dust.

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(Picture on page 5.)

**Activity** Today, we are going to read about three different topics: spiders, snakes, and pumpkins. Beside each topic, I added two pieces of schema that I think I already know about each topic. Because I'm a thoughtful reader, I want to read the text and make sure my schema is correct. If I have any misconceptions, I want to use the text to revise, or change, my learning.

**1** On, dear! I thought spiders were insects. The text tells me they are not insects. They are arachnids. Cross off the misconception part (as shown on page S2) and revise it. Follow the directions on page S1 to make the chart readable).

**2** I am going to underline the part of the text that proves my **NEW** schema. I am always learning, so sometimes what I think I knew was a misconception. By reading and learning more every day, my schema is always changing and growing!

*(Repeat the process of reading the fact card, reading the text, and revising and underlining the old and new schema for each of the other cards. (Further directions are explained on page S2.)*

**Closing** T: Now when I take a look at this chart, I realize I learned a LOT of new information! My schema changed and grew. Thoughtful readers revise, or change, their schema after they read and learn more information. We learned a lot of new information today! Just like a mood ring is always changing colors, our schema is always changing, too.

**Differentiation Ideas:** To add writing into this lesson, students can write about the changes that take place during the cloudy and mood ring experiments. Students can also write what they think they know about spiders, sharks, and snakes using one of the graphic organizers provided in the pack. To simplify the lesson, use the concrete objects as discussion points for your students. K1 teachers may wish to use the shortened text passages. Younger students can be guided through each of the misconception revisions using the teacher's help. To increase difficulty, the teacher can guide the students through the first topic's revisions, and then release independence to the students for the final two topics and misconception revisions.

inception revisions.

# CONCRETE EXPERIENCES: MAKE THINKING VISIBLE!



MISS DECARBO 



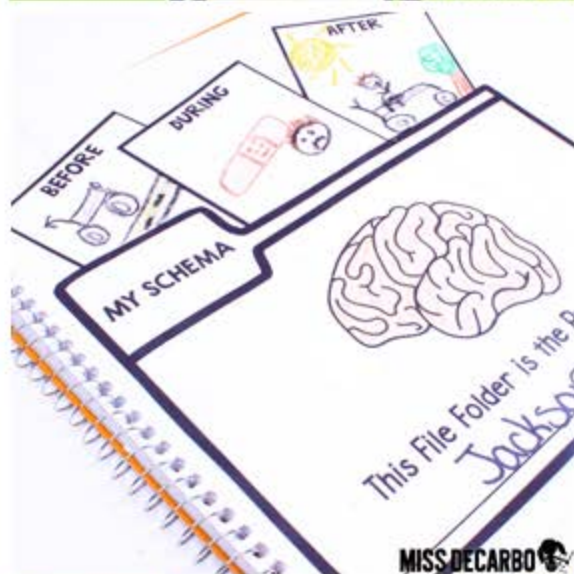
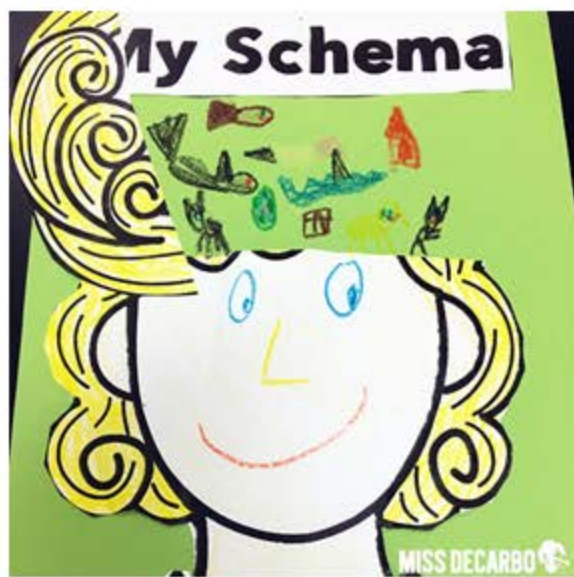
MISS DECARBO



MISS DECARBO 



# HANDS-ON LEARNING



# STUDENT FRIENDLY EXIT SLIPS

**EXIT SLIP**

Name \_\_\_\_\_

**READY, SET, GO!**

What is the most important thing you learned?

**EXIT SLIP**

Name \_\_\_\_\_

**SCHEMA CHANGES**

Read the story about Sam. Record what Sam thought he knew about the sun. Then, record what you think.

Sam. "It is a big lightbulb that  
read Sam a book about the sun.  
them. The sun gives us light and  
about the sun!" Sam said.

**NEW SCHEMA**

**EXIT SLIP**

Name \_\_\_\_\_

**WHAT IS SCHEMA?**

What is schema?


**EXIT SLIP**

Name \_\_\_\_\_

**SCHEMA STICKS: USING CONNECTIONS**

The experiences we've had, places we've been, people we've met, and books we've read stick in our brains. We use these connections when we read. Read the story about Cam, record a connection, and draw how Cam is feeling.

Cam blew out the candles. She made a wish. She is six years old today. Her mom and dad gave her a bike. Cam is having the best birthday ever!	Record a connection.	Use your schema to draw how Cam feels on her birthday.
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**BEFORE, DURING, AND AFTER**

Before, during, and after you read.

in groups called prides. A  
Lions hunt at night. They  
time sleeping.

after



# ANCHOR CHARTS, GRAPHIC ORGANIZERS & MORE!

## SCHEMA

- everything I already know
- my prior knowledge/past experiences



Name \_\_\_\_\_

### Sorting My Schema

Topic or Title:

### My Learning Seed

Tune: Twinkle, Twinkle

Thinking, thinking as I read

## Schema Changes

As we read, learn, and have more life experiences, our schema grows and changes.



### Spiders

Spiders are arachnids. They are not insects. Spiders have 8 legs. Spiders have 2 eyes. Spiders are found everywhere but underwater. Most spiders are harmless. It is scary to do them a spider bite. Not all spiders spin webs to catch their food. Some spiders bite and hurt for their prey to come by. Then, they catch their prey.

Spiders are insects.

Spiders always spin webs.

### My Brain Stores My Schema

Directions: Write the title or topic in the box. What do you already have stored in your brain? Record your schema (what you already know) in the boxes.

Title or Topic:

Name \_\_\_\_\_

### Building Schema

Directions: Write the topic or title in the box. Record what you are thinking before, during, and after you read.

Title or Topic:



before

during

after



Name \_\_\_\_\_

### Building Schema

Directions: Write the topic or title in the box. Record what you are thinking before, during, and after you read.

Title or Topic:



before

during

after



# IDEAS FOR USING THIS RESOURCE

**Concrete Comprehension™** for Primary Readers can be used in so many different ways! Some teachers may prefer to complete each lesson in one day, while others will split each lesson up into two or three days. I suggest splitting each lesson up for younger learners. The lessons can be used as mini lessons, whole class reading lessons, or conducted in a small group setting.

Every **Concrete Comprehension™** for Primary Readers resource will include exit slips that can be used as formative assessments for educators. These exit slips are optional and can be used at the end of the lesson, within a small group, or simply done as a whole class for additional application of the strategy. For kindergarten students, teachers will need to read the direction and text aloud, and have the children complete each part in a step-by-step process.

Graphic organizers are included in every edition of **Concrete Comprehension™** for Primary Readers. Scripted activities that use specific organizers will be included with each lesson. The general graphic organizers at the end of the resource can be used for additional lessons, small groups, independent reading, or during whole group read aloud lessons.

Check out the **Differentiation Ideas** section in each lesson plan to learn how to simplify the lesson, and/or how to increase the expectations for more advanced readers and writers.

Due to the nature of **Concrete Comprehension™**, some lesson plans require concrete objects. While we certainly recommend bringing these objects into the classroom, we understand that it is sometimes not always possible. In these cases, using the pictures within this pack will help students understand your teaching points. Most objects can be found in your general dollar store!

Last but not least, comprehension is FUN to teach and exciting to learn about! We hope you love all of the lesson plans, ideas, printables, and activities in this resource! If you have any questions, contact me at [missdecarbo@gmail.com](mailto:missdecarbo@gmail.com).