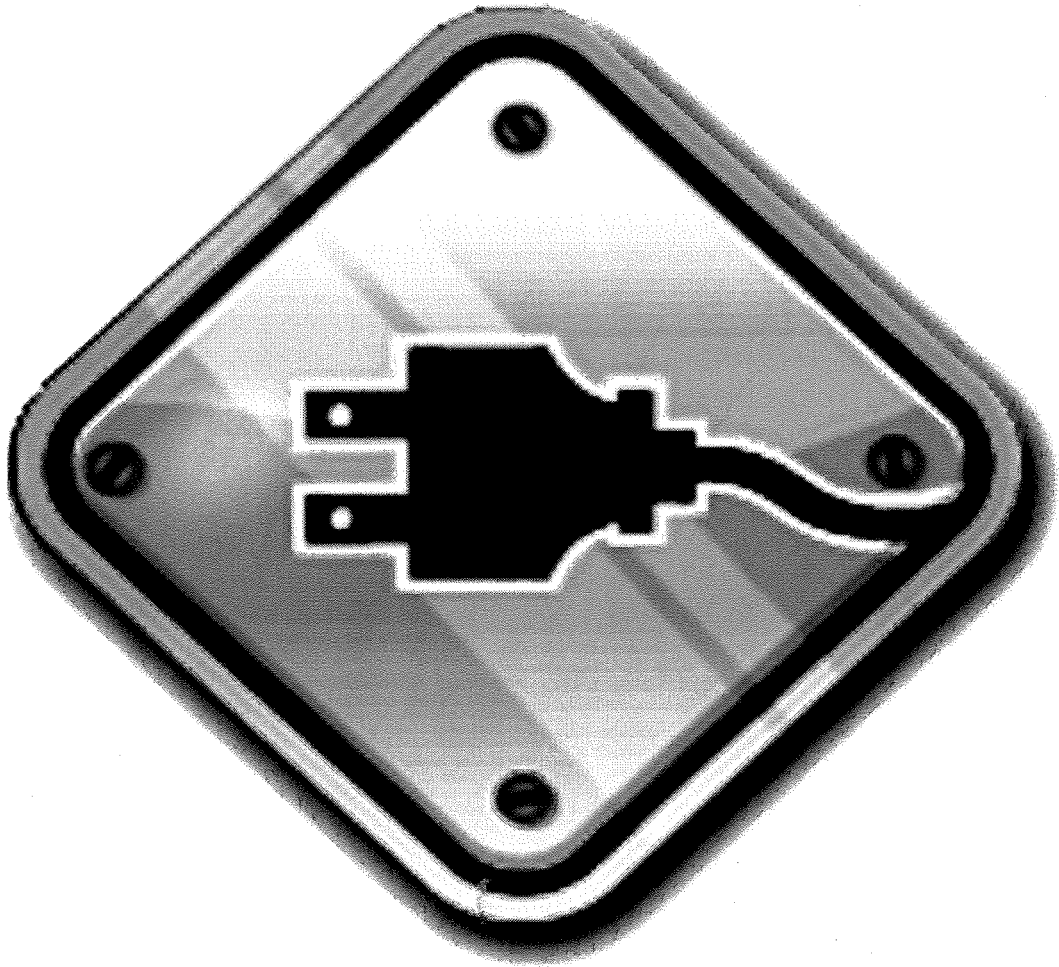


*Making*

*Connections*



## The Quick and Dirty Connection Sheets

### Objectives:

Students will connect what they read to their life, other texts they have read and the world outside.

Students should be able to discuss open and honest connections to textual context.

### Using the Quick and Dirty Sheets:

Do a read-aloud or shared reading activity with a really great picture book or visual novel (Div 2), and yes picture books are for big kids too. Do not be afraid to use them.

These sheets were developed for teachers to be a quick and dirty end to a read aloud or shared reading activity in the classroom.

Start with:

**Text to Self Connections**

**Text to Text Connections**

**Text to World Connections**

You're going to have to do a lot of modeling to get this done but it is one of the critical builders for comprehension in reading. Model your connections to texts through think aloud using the leading sentences the connectors use:

**The same thing happened to me.....**

**If that happened to me..... I would**

**This book reminds me of....**

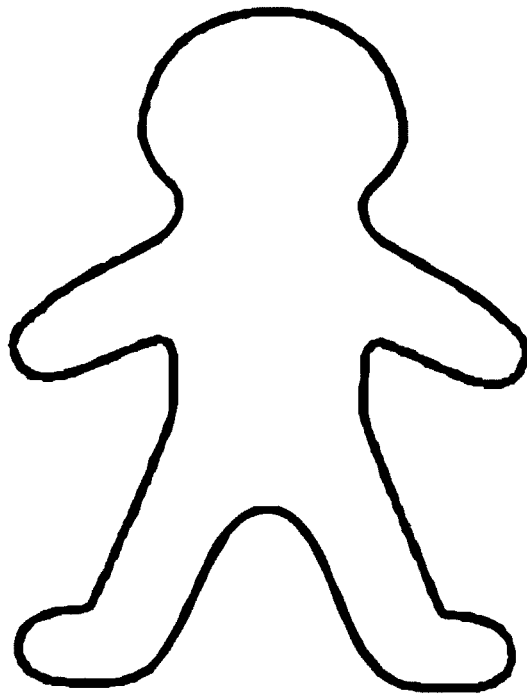
**This reminds me of the real world because.....**

There is also a sheet included to have the students draw a picture of how they make a connection to the book.

Evaluation:

Observation/Anecdotal Notes

# *Text to Self*



Title of Book:

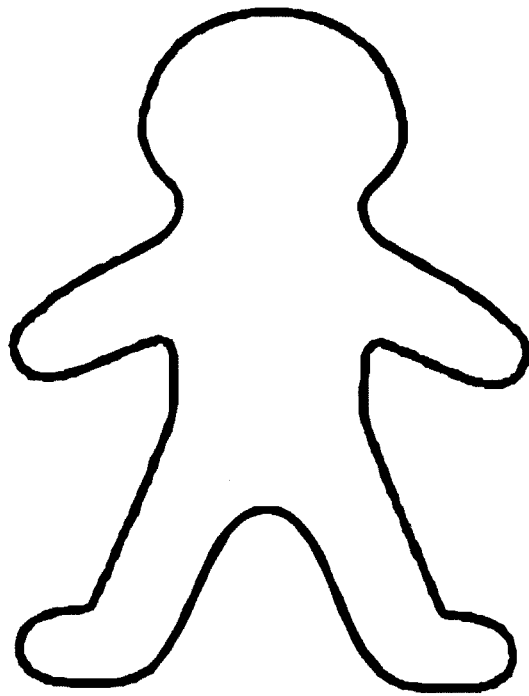
The same thing happened to me

---

---

---

# *Text to Self*



Title of Book:

If that happened to me.....I would

---

---

---

Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

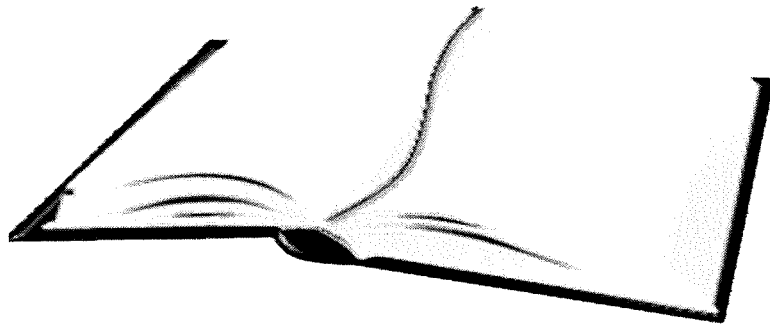


Drawing:

Sentence:

**INSTRUCTIONS:** Have students write the book title on the line above. Then have them draw a picture about a personal connection they made with the text and then write a sentence to explain their connection.

# *Text to Text*



Title of Book:

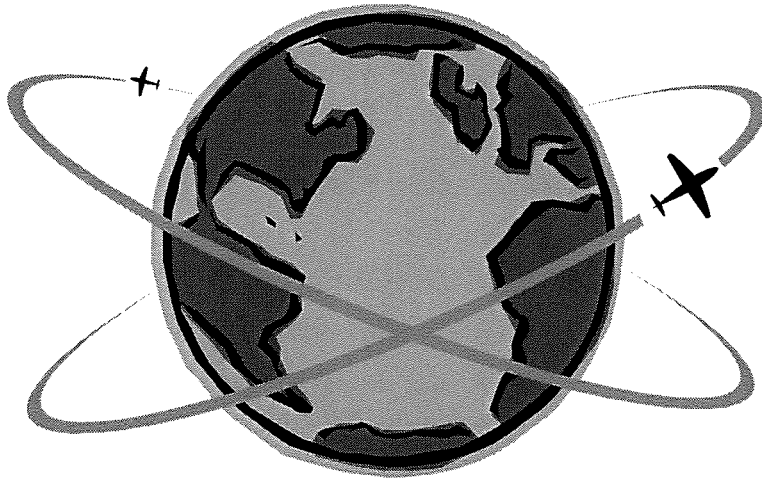
This book reminds me of.....

---

---

---

# *Text to World*



Title of Book:

This reminds me of the real world  
because \_\_\_\_\_

---

---



## Think Aloud

### Objectives:

Helps students monitor their thinking as they read to improve comprehension.

Teaches students to re-read to clarify and look for context clues to make sense of what they read.

Slow down the reading process to allow students to monitor their understanding,

### Model:

Model a think a loud as you read. Pick a familiar text within the students reading ability.

Teacher reads book a loud to class and stops at points that are confusing like new vocabulary or sentence constructs to have an internal dialogue about what is confusing.

Introduce the think aloud questions to the students from the poster sheet provided.

Give students opportunities to practice think-aloud in small groups and give constructive feedback.

Demonstrate how good readers monitor their understanding by rereading, reading ahead to find clarification and looking for context clues.

Evaluation:

Observation/Anecdotal notes

## Think Aloud Checklist

Make a tally mark every time you hear one of the following:

Strategy Think Aloud	Tally Mark For Each Time Strategy Used	Cue Words
Predicting		I predict... In the next part I think... I think this is...
Questioning		Why did... What did... How did... Where was... Should there...
Visualizing		I see... I picture...
Personal Response		I feel... My favorite part... I liked/disliked...
Clarifying		I got confused when... I'm not sure of... I didn't expect...
Summarizing		I think this is mainly about... The most important idea is...
Reflecting		I think I'll... next time. Maybe I'll need to... next time. I realized that... I wonder if...
Making Connections • personal connections • text-to-text connections		This is like... This reminds me of... This is similar to... If it were me...

Template based on activity in Schoenbach, R., Greenleaf, C. L., Cziko, C., Hurwitz, L. (2000). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, CA: Jossey-Bass, 78.

Adapted by CAST <http://www.cast.org>

## Think Aloud Helpers



- What do I know about this topic?
- What do I think I will learn about this topic?
- Do I understand what I just read?
- Do I have a clear picture in my head about this information?
- What more can I do to understand?
- What were the most important points in reading?
- What did I learn?
- How does it help me with what I already know?

# Concept Maps

## Objectives:

Helps organize new information.

Helps students to make meaningful connections between the main idea and other information.

## Method:

Model how to identify the major ideas or concepts in a selected reading or text.

Organize all the ideas into categories.

Use Lines or arrows on the map to show how the ideas are connected.

After finished, allow the students to reflect on how they found the connections between the concepts.

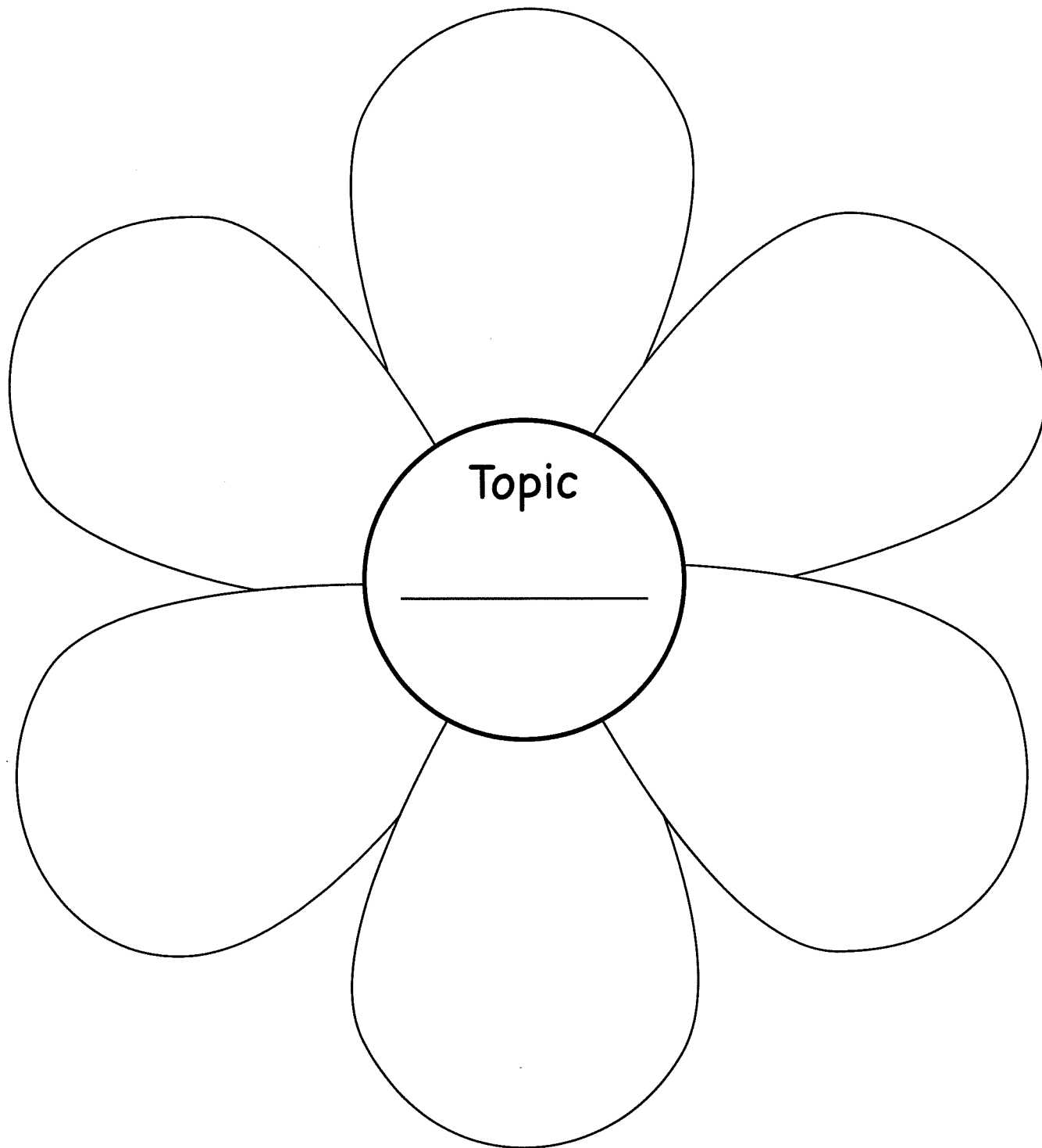
Encourage students to use concept map to summarize what was read.

Concept map templates are included to make this process easier.

## Evaluation:

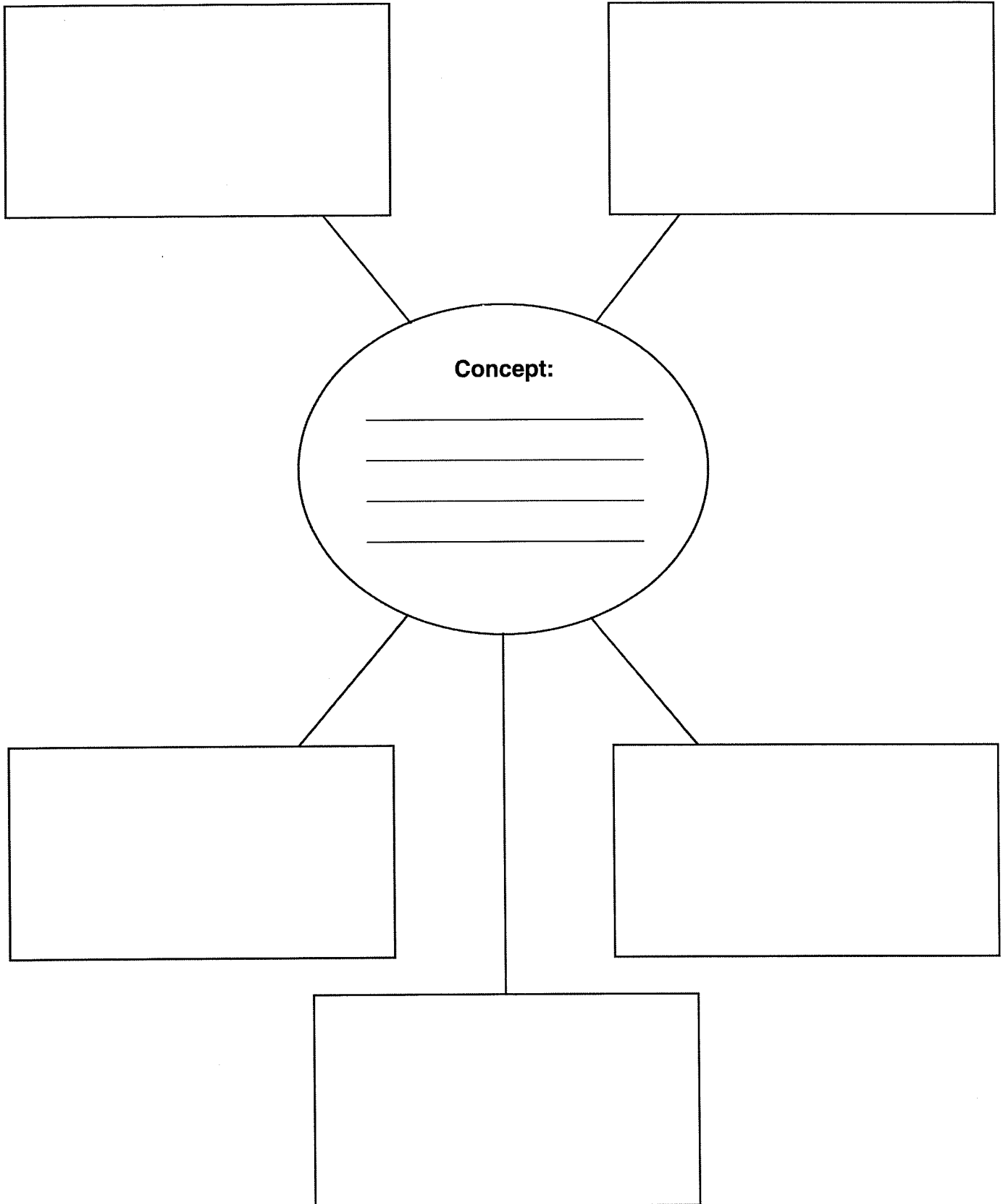
Mark Concept map page for content

Name: \_\_\_\_\_



**INSTRUCTIONS:** Have students write the topic in the center of the flower. Then have them draw or write the supporting details in the petals.

# Concept Map



# CONCEPT MAP

**CATEGORY**  
(What is it?)

**ATTRIBUTES**  
(What is it like?)

[Empty rounded rectangular box for category]

**MAIN CONCEPT**

[Empty rounded rectangular box for main concept]

[Empty rounded rectangular box for attribute]

[Empty rounded rectangular box for attribute]

[Empty rounded rectangular box for attribute]

[Empty rounded rectangular box for attribute]

[Empty rounded rectangular box for attribute]

[Empty rounded rectangular box for attribute]

[Empty rounded rectangular box for attribute]

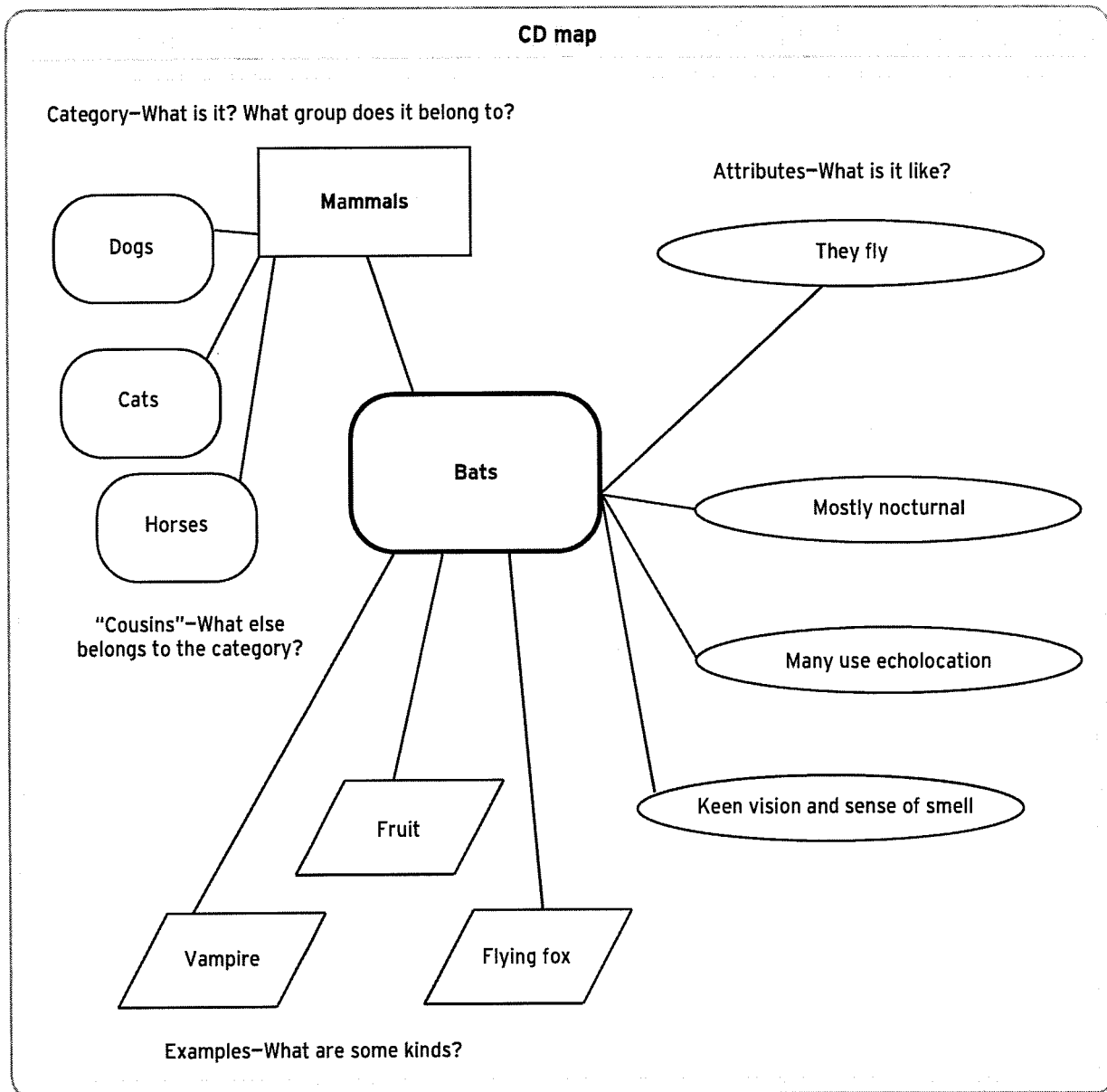
**COUSINS**  
(What else belongs in this category?)

[Empty rounded rectangular box for cousin]

[Empty rounded rectangular box for cousin]

[Empty rounded rectangular box for cousin]





informational text is read, the group adds items that serve as examples and describes attributes of the target concept. It is important to identify attributes of the target and not the superordinate concept. By building a meaningful, factual base of information prior to reading the fantasy, students are able to better identify fantastical elements in the narrative text.

### **Narrative text**

Once a foundation of factual information is established, the group can focus on the narrative text. An interactive read-aloud (Barrentine, 1996) pro-

vides an opportunity for students to apply concepts they have learned to a fantasy. As students identify words and concepts in the story that are not clearly understood, the teacher helps them mediate for one another. Students identify elements in the fantasy that depend on the facts and concepts established in earlier encounters with the combined-text book or from other sources.

A traditional story map helps students identify significant events from the fantasy. Recording the events with other important information, such as characters' names and setting, provides another

## Problem and Solution Charts

### Objectives:

Students will recognize the problem and solution in textual reading.

Make connections with text to themselves and their world.

Recognize the process of how a solution to a problem comes about in reading.

### Method:

Read-aloud a pre-selected text.

Have a discussion about the problem in the story.

**What was it?**

**Who created it?**

**How are they trying to solve it?**

Use the Graphic organizer to map out the Problem-solution together as a model activity.

Have the students identify the solution and if it connects to the story and makes the ending seem real or plausible.

After several models, have the students attempt to do a problem-solution organizer by themselves if they are ready.

Evaluation:

Mark Problem-solution organizer

Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

<p><b>What</b> is the problem?</p>	<hr/> <hr/> <hr/> <hr/>
<p><b>Who</b> has the problem?</p>	<hr/> <hr/> <hr/> <hr/>
<p><b>How</b> is the problem solved?</p>	<hr/> <hr/> <hr/> <hr/>

**INSTRUCTIONS:** Have students answer the questions to describe the main problem and solution in the book.

Name: \_\_\_\_\_

**INSTRUCTIONS:** Identify the problem. Then record the attempted solution, the results, and the final result.

**Problem**

Who?

What?

Where?

When?

Why?

**Solution**

Attempted Solution:	Result:
---------------------	---------

**Final Solution**

## Directed Reading Thinking Activity

### Objectives:

Encourages students to be active and thoughtful readers.

Activates student's prior knowledge.

Teaches students to monitor their understanding of a text.

Helps strengthen reading and critical thinking skills.

### Method:

Pick an appropriate text and pre-select stopping points in the text.

Introduce the text and make predictions about what may happen in the text.

**Direct:** Teacher directs students to title, chapter headings, illustrations, and other textual details.

**Reading:** Students read up to the pre-determined stopping point. The teacher then prompts the students with informational questions about the text

**Thinking:** Students look at their predictions and determine whether they are on the right track to their prediction or whether they need to modify their prediction to fix the text.

### Evaluation:

Observation and marking the prediction sheet.

Thinking about our Reading?

Name: \_\_\_\_\_

My guess: \_\_\_\_\_



Do I need to change it?

---



Do I need to change it?

---



Do I need to change it?

---

Thinking about our Reading?

Name: \_\_\_\_\_

My prediction: \_\_\_\_\_



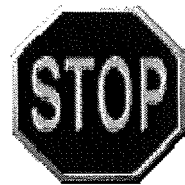
Do I need to change it?

---



Do I need to change it?

---



Do I need to change it?

---