**Mini-Lesson**

**Name:** Sonni Potts

**Grade Level:** First

**Content:** Communication Arts

**Lesson:** Making Connections

**Content Objective:**

After teacher modeling and demonstration students will understand and comprehend text more effectively through the use of text-to-self connections t-chart.

**GLE:**

R.1.I.1.a.b

Identify connections between

a. text to text (text ideas ---similarities and differences in various fiction and non-fiction works, with assistance)

b. text to self (text ideas and own experiences)

**Modifications:**

Provide a picture dictionary, an ESL dictionary, when appropriate at each level. For students that have difficulty with the assignment, they can do this activity verbally instead of writing on the t-chart. I will work one on one with the students that are struggling.

**Materials/Media/Resources:**

Sendak, M. (1988). *Where the wild things are.* New York, NY: HarperCollins Children’s Books.

Text-to-self t-chart created by Sonni Potts

SMART Board or flip chart

Paper

**Anticipatory Set:**

Today we are going to talk about making connections. Have you ever been reading or listening to a story and it makes you think of other stories? What about things that has happened in your life? That is a connection.

**Instructional Input:**

Good readers always think as they read. Sometimes, the story or text reminds us of something that has happened to us. When a text makes me think of my own life I am making a text-to-self connection. When I make this type of connection the text makes more sense and means a lot more to me.

Questions to help trigger a text-to-self connection are:

What does this remind me of in my life?

What is this similar to in my life?
How is this different from my life?
Has something like this ever happened to me?
How does this relate to my life?
What were my feelings when I read this?

Today let’s re-read our book *Where The Wild Things Are* and see if we can find some text-to-self connections.

**Modeling/Demonstrating:**

As I read the book aloud I will stop to do some think alouds about the following connections and I will put a sentence on the left side of the t-chart and my thinking on the right side of the t-chart. I will either be using the smart board or the flip chart depending on the instruction time.

When the author says, “The night Max wore his wolf suit and made mischief of one kind.” That reminds me of the time when I was little and I would pretend that I was a cat and would try to lay on my mom’s table and on the back of the couch.

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| --- | --- |
| The author said… | That reminds me of… |
| The night Max wore his wolf suit and made mischief of one kind | This reminds me of the time when I was little and I would pretend that I was a cat and would try to lay on my mom’s table and on the back of the couch |
|  |  |
|  |  |

Can anyone think of his or her own connection with this sentence?

I will ask the students what connection they make with this sentence. I will enter it under mine on the t-chart.

I will continue reading until I come across another connection.

When the author said, “That very night in Max’s room a forest grew.” That reminds me of when I was little, I had an imaginary friend and we would teach school to the students. But they were just my cabbage patch dolls.

|  |  |
| --- | --- |
| The author said… | That reminds me of… |
| The night Max wore his wolf suit and made mischief of one kind | This reminds me of the time when I was little and I would pretend that I was a cat and would try to lay on my mom’s table and the back of the couch. |
| That very night in Max’s room a forest grew | When I was little, I had an imaginary friend and we would teach school to the students. But they were just my cabbage patch dolls. |
|  |  |

Can you make any connections with this statement?

I will continue on and make one more connection before letting them do it on their own.

When the author said “And now,” cried Max, “let the wild rumpus start!” That reminds me of my parents loved to listen to music all the time, and when they would start I would run into the living room and dance all around.

|  |  |
| --- | --- |
| The author said… | That reminds me of… |
| The night Max wore his wolf suit and made mischief of one kind | This reminds me of the time when I was little and I would pretend that I was a cat and would try to lay on my mom’s table and the back of the couch. |
| That very night in Max’s room a forest grew | When I was little, I had an imaginary friend and we would teach school to the students. But they were just my cabbage patch dolls. |
| And now, cried Max, let the wild rumpus start | My parents loved to listen to music all the time, and when they would start I would run into the living room and dance all around. |

I will finish the book and then ask the students:

Were there any other text-to-self connections that you were able to make throughout the book?

What do you think the purpose of making connections is? Wait for student answers and guide them to the answer as needed. The purpose of making connections is to help us understand better what we read.

**Guided Practice:**

Instructional Input and Guided Practice are tied together for this exercise. I allow the students to help me through the process before releasing them on their own.

**Checking for Understanding:**

As students share their experiences I will check to see if they have an understanding of what text-to-self connections are. Then during the independent practice I will conference with the groups ask them to think aloud about the connections they made.

**Independent Practice:**

Now it’s your turn. I want you to go over to team up with your shoulder partner and pick a book from your basket and together find at least two text-to-self connections you both make while reading the book. When you find these connections I want you to write them down on the t-chart I provided for you.

**Closure:**

Today we discussed and found several text-to-self connections. By making these connections it is easier for us to understand what we are reading and to form a bond with our reading. Tomorrow we will be looking at another type of connection we can make when we read.

**Evaluation/Assessment:**

Student’s t-charts will be reviewed and graded to see if they made correct text-to-self connections. Students will also be asked to explain why it is important to make text-to-self connections.

**Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Book Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Text-to-Self T-Chart**

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| --- | --- |
| The author said… | That reminds me of… |
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| **Independent Reading - Elementary: Making Connections**Teacher Name: **Sonni Potts** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| --- | --- | --- | --- | --- |
| CATEGORY  | 4  | 333 | 2  | 1  |
| Understands story elements  | Student knows the title of the story as well as the names and descriptions of the important characters. Can tell approximately when and where the story happened.  | Student knows the names and descriptions of the important characters and where the story takes place.  | Student knows the names OR descriptions of the important characters in the story.  | Student has trouble naming and describing the characters in the story.  |
| Focus on story/article  | Student is lost in the story. There's no looking around or flipping through the pages.  | Student seems to be enjoying and moving through the story, but takes some short breaks.  | Student seems to be reading the story, but doesn't seem to be very interested. Takes a few short breaks.  | Pretends to read the story. Mostly looks around or fiddles with things.  |
| Thinks about the characters  | Student describes how different characters might have felt at different points in the story and points out some pictures or words to support his interpretation without being asked.  | Student describes how different characters might have felt at different points in the story, but does not provide support for the interpretation unless asked.  | Student describes how different characters might have felt at different points in the story, but does NOT provide good support for the interpretation, even when asked  | Student cannot describe how different characters might have felt at different points in the story.  |
| Respects others  | Student reads quietly and stays in one place in the reading area.  | Student reads quietly. S/he moves around once or twice but does not distract others.  | Student makes 1-2 comments or noises when reading, but stays in one place in reading area.  | Student reads loudly, makes repeated comments or noises OR fidgets and moves about often, distracting others.  |
| Stays on task  | Student reads the entire period.  | Student reads almost all (80% or more) of the period.  | Student reads some (50% or more) of the time.  | Student wastes a lot of reading time.  |
| Chooses Appropriate Books  | Student chooses a book which s/he has not read before, which is at or above grade level, or has been previous approved by the teacher.  | Student chooses a book which s/he has never read before and which is slightly below his/her reading level.  | Student chooses a book s/he has read once before that is close to his/her reading level and was approved by the teacher.  | Student chooses a book that s/he has read many times before or which is more than one grade below student's reading level.  |