

MAKING CONNECTIONS TO TEXT

Grade: grade 3

Reading Pillar: comprehension

Time: 1 week or 2 if needed

Learning Goal: We are demonstrating the ability to make a variety of connections to the text that we are reading.

Reading Strategy: Making Connections

READING EXPECTATIONS:

Extending Understanding

1.6 - extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar text, and to the world around them

Responding to and Evaluating Texts

1.8 - express personal opinions about ideas presented in texts

MATERIALS NEEDED:

- book: Decodable chapter book called Six Days at Camp by Cigdem Knebel (Simple Words books)
 - I will also include these books based on different skills/mastery of groups of students
 - other books by the same author are:
 - Fun in the Sun
 - Stash the Trash
 - Spring Mess
 - Fox Hunt
- graphic organizer(s)
- crayons/pencil crayons
- pencil

SUCCESS CRITERIA

- I can make connections and compare this book with other books (text-to-text)
- I can make personal connections and comparisons with this book and something I've experienced or learned (text-to-self)
- I can make connections and comparisons with this book and something in the world (text-to-world)
- I can express myself through creative ways
- I can use graphic organizers to compare and contrast parts of a story
- I can provide details to support my thinking
- I can use sentences, punctuation and spelling to communicate my thoughts about text.

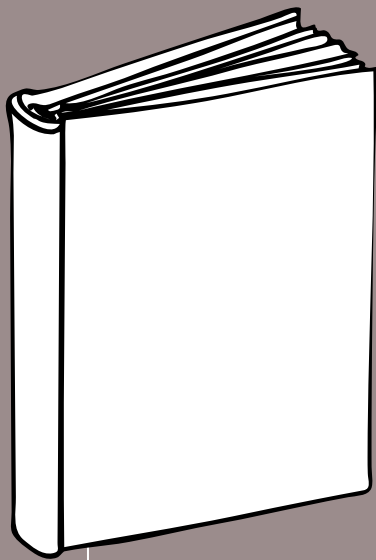
STRUCTURE / ACTIVITY:

See following pages with specific steps/process per day and keep in mind that:

- Teacher could model one book in the first week or could model each day with one book and then ask students to work on their own book assigned to their group.
- This could extend the learning into groups during another week or more (based on reading skill mastery) for them to do in groups and independently.

ASSESSMENT:

Multiple assessment opportunities will take place and will be explained in more detail through the next pages (formative - class discussions and small group discussions and group work and summative assessment- tic-tac-toe and rubric)



Day 1

Monday - characters

I DO

Teacher reads chapters (if reading a book as a modelling activity), or reads and also asks students to volunteer to read pages if this is the only book being used. During the reading, begin to ask questions about the characters to ensure that students are understanding.

Questions teacher could ask students to think about are:

- Who are the main characters so far?
- What characteristics/personalities do they have?
- Do they remind you of anyone you know or another book or movie?

WE DO

As a class - volunteers read pages of the book. During the question period, have discussion as a class:

Write responses that students share.

Who are the main characters so far?
What characteristics/personalities do they have?

Intro discussion: Do they remind you of anyone you know or another book or movie?

Introduce and demonstrate a venn diagram for comparing and contrasting characters or people. How is a venn diagram used.
Demonstrate and work as a class.

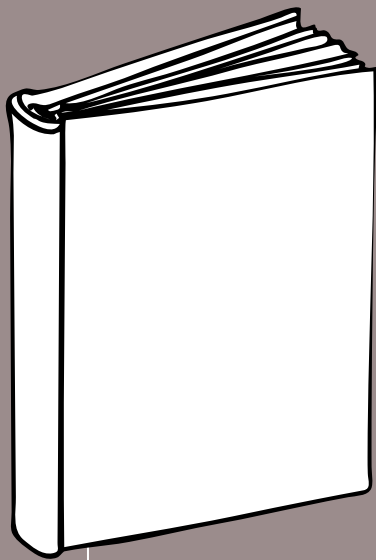
YOU DO TOGETHER

Students work in small groups (either working on their small group books, as mentioned in the lesson plan summary page above or based on the main book the teacher is reading collaboratively with students.

If using group assigned books, they take time to read the first few chapters that the teacher assigns and then they spend time discussing the characters so far and what their personalities are like. Discussions begin to compare and contrast characters from the story

YOU DO INDEPENDENTLY

In a reader's notebook, students are given the opportunity to use a graphic organizer like a venn diagram, to begin to think of similarities and differences of 2 characters from the story (an extension will be made later, comparing and contrasting with another story/personal friend or family member.)



Day 2

Tuesday - setting

I DO

Teacher reads chapters (if reading a book as a modelling activity), or reads and also asks students to volunteer to read pages (we do) if this is the only book being used. During the reading, begin to ask questions about the **setting** to ensure that students are understanding.

Questions teacher could ask students to think about are:

- What does setting mean? (ensure understanding before moving onto the next questions - teach based on needs)
- Where does this story take place?
- What is familiar about this setting?
- Does this setting remind you of anything you've read or experienced before?

WE DO

As a class - volunteers read pages of the book. During the question period, have discussion as a class:

Write responses that students share.

Where does the story take place?

What does it look like, smell like, feel like?

Discuss all the senses to make the story come alive.

Intro discussion relatability: Does the setting remind a place that you know or read about in another book or seen in a movie?

Make a list of key things in the setting. (trees, playground, tent, summertime, warmth, animals etc.)

YOU DO TOGETHER

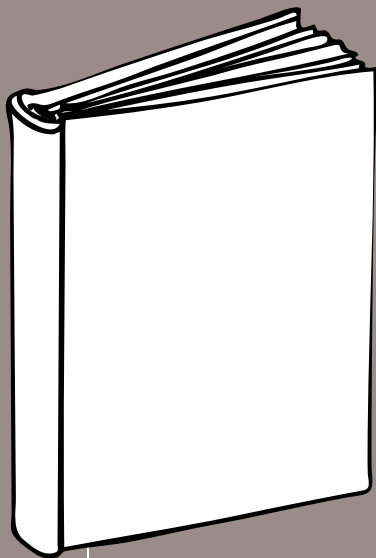
Students work in small groups (either working on their small group books, as mentioned in the lesson plan summary page above or based on the main book the teacher is reading collaboratively with students.

If using group assigned books, they take time to read the next few chapters that the teacher assigns and then they spend time discussing the setting so far and what they notice about the setting. Discussions begin to compare and contrast settings that differ in the story

YOU DO INDEPENDENTLY

In a reader's notebook, students are asked to draw a picture of what they imagine the setting to look like. What do you think is part of the setting? Time of year? Inside or outside?

Then they are asked to use their words to label the parts of the picture. This extends vocabulary and ensures that the teacher understands the picture being drawn (which also ensures that the student understands the setting in the book). Comparing and contrasting and connecting to text, self or world will come later.



Day 3

Wednesday - conflict

I DO

Teacher continues to read chapters (if reading a book as a modelling activity), or reads and also asks students to volunteer to read pages (we do) if this is the only book being used.

During the reading, begin to ask questions about the **setting** to ensure that students are understanding.

Questions teacher could ask students to think about are:

What problem or problems have happened in the story? How do you think the characters feel? Does this problem remind you of anything you've read before or experienced before?

WE DO

As a class - volunteers read pages of the book. During the question period, have discussion as a class:

Write responses that students share.

What problem or conflict(s) are happening in the story so far?

How

Intro discussion relatability: Has a conflict like this happened to you? Tell me a time when it did and how did it make you feel.

Use a t-chart to compare the the way the character(s) experienced the conflict in the story and how students would feel if they had the same conflict happen in real life.

YOU DO TOGETHER

Students work in small groups (either working on their small group books, as mentioned in the lesson plan summary page above or based on the main book the teacher is reading collaboratively with students.

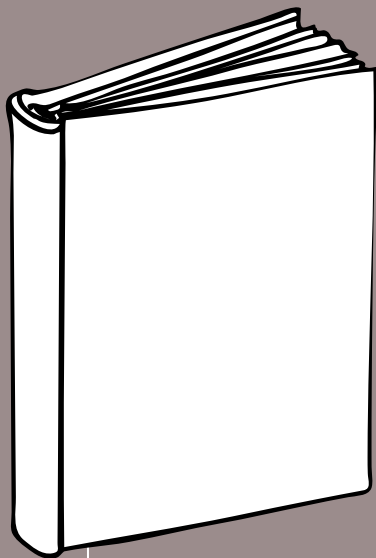
If using group assigned books, they take time to read the next few chapters that the teacher assigns and then they spend time discussing the problems or conflicts in the story so far and what characters must be feeling.

Discussions begin to recognize conflicts and how they might be affecting the characters.

YOU DO INDEPENDENTLY

In a reader's notebook, students are asked to tell me (using a t-chart) about a conflict in the story. How do they think the character feels?

Then I want them to tell me how they would feel if this happened to them in their life. Use descriptive words that explain the character and your own feelings. (beginning of student expressing the thought of them experiencing it)



Day 4

Thursday - working towards summative assessment

The next few days may need to be extended beyond a week, to allow more time to learn about the expectations of the tic-tac-toe choice board

I DO

Teacher continues to read chapters (if reading a book as a modelling activity), or reads and also asks students to volunteer to read pages (we do) if this is the only book being used.

- Introduce the summative assessment tool (tic-tac-toe).
- Begin to discuss the options presented. Demonstrate half of them for the class to be able to understand expectations
- Review rubric as a class
- Allow for questions to clarify

WE DO

As a class -

Begin using the book the teacher read out loud and have students help with 3-5 of the tic-tac-toe assignments.

Get ideas and create together

For example (when discussing the first square):

1. draw a venn diagram and have students decide what character they want to compare to someone else that others can all relate to (perhaps in another book or a movie we've done as a class)
2. Have volunteers come up to add details on the board (similar characteristics and differences)

YOU DO TOGETHER

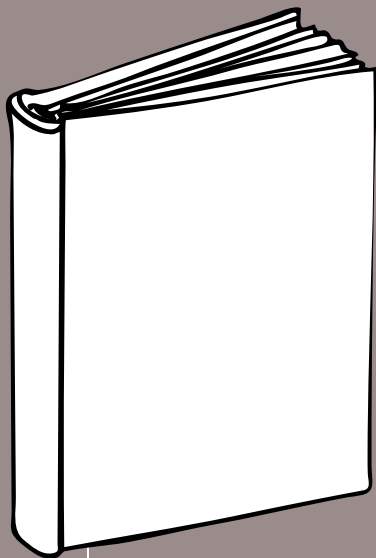
Students work in small groups, either working on their small group books, as mentioned in the lesson plan summary page above or based on the main book the teacher is reading collaboratively with students.

If using group assigned books, they take time to read the next few chapters that the teacher assigns and they pick one of the 4 or 5 squares that were discussed and demonstrated as a class today.

They collaborate in their small groups to complete one task together.

YOU DO INDEPENDENTLY

In a reader's notebook, students are asked to choose one of the squares (discussed) in the tic-tac-toe to start. It can be the same one they did as a group if they wish. Some students may prefer to do the one they did in the small groups as this exposure to the same task may build their confidence. This is especially helpful for students that may struggle with the tasks and having more practice and exposure may benefit them.



Day 5

Friday - continue summative assessment

Teacher uses this day (and next days if extension is necessary) to check in with students to ensure they are understanding the tasks presented to them. This is his/her opportunity to re-teach or provide more learning opportunity in smaller groups or to individuals that require some additional instruction or support.

I DO

Teacher continues to read chapters if the book isn't done yet.

- continue to discuss the assessment tool (tic-tac-toe).
- Continue to introduce the other squares so that students know what is expected
- Review rubric as a class
- Allow for questions to clarify

WE DO

As a class -

While using the book the teacher read out loud and have students help with remaining tic-tac-toe mini projects

Get ideas and create together

Have a class discussion about the expectations and share examples as a class.

YOU DO TOGETHER

Students work in small groups, either working on their small group books, as mentioned in the lesson plan summary page above or based on the main book the teacher is reading collaboratively with students.

If using group assigned books, they take time to read the next few chapters that the teacher assigns and they pick one of the other squares that were discussed and demonstrated as a class today.

They collaborate in their small groups to complete one task together.

YOU DO INDEPENDENTLY

In a reader's notebook, students are asked to choose one of the other squares(discussed) in the tic-tac-toe sheet today. It can be the same one they did as a group if they wish. Some students may prefer to do the one they did in the small groups as this exposure to the same task may build their confidence. Considering that they need to make a straight line across 3 squares, this will have to be considered before they choose which one to do today.

If completed have them do the 3rd square today or extend this to another day if required.

TIC-TAC-TOE CHOICE BOARD

Now you get the chance to choose 3 of the options below. You must complete a straight line (either horizontally, vertically or diagonally)

Make a venn diagram comparing and contrasting a character in the story with a character in another story or person you know, or movie you've seen.

Draw a picture and then write a paragraph describing how the setting of this story reminds you about something you've read before, or a place you've been in your life

Create a rap song or poem that tells us about a conflict in the story and how it compares to another story or something I've learned before

Draw a picture of one of the main characters and draw another picture of another character from another story or a person you know in real life. Can I tell how they are the same or different by looking at your drawings?

Create a comic strip with at least 4 boxes, that tells me about a main character meeting you and your family. (Let their character, and yours, shine through)

Write a paragraph that tells me about your favourite part of the story. What does it remind you of? (think about other books, movies or even an experience you had in your life)

Create a graphic organizer comparing 2 characters in the story. Then write a paragraph telling me which character you could see yourself becoming friends with and why.

Pick a song that you know and tell me why this song would be a great song for this book. Explain your thinking.

Draw a picture to represent the **difference** between this story and something else you've read or experienced before. Tell me the differences with a sentence or two.

TIC-TAC-TOE CHOICE BOARD - RUBRIC

Criteria

Level 1

Level 2

Level 3

Level 4

I can compare and contrast ideas in texts with other texts, self or the world

- In limited ways
- more proof needed
- little to no connections made outside of the text

- In simple terms
- proof is used in limited or simple ways,
- some difficulty making clear connections

- with considerable effectiveness
- proof is provided when making connections to text/self or world

- meaningful and clearly expressed
- proof is thorough and clearly relates connections to text/self or world examples

I can express myself through creative ways and with the use of graphic organizers

- limited expression through creative forms
- limited ability to use graphic organizers for intended purpose

- some expression through creative forms
- some ability to use graphic organizers for intended purpose

- good and effective expression through creative forms
- ability to use graphic organizers for intended purpose in the accurate way

- detailed expression through creative forms
- ability to use graphic organizers for intended purpose in the accurate way

I can use details to support my thinking to show my understanding

- Few Details

- some details

- good details

- very descriptive details

I can use sentences, grammar & punctuation and spelling (words I know how to spell) to communicate my thoughts about ideas in a text

- a lot of errors or improper use of sentences grammar & punctuation
- many spelling errors of words that I know

- minor errors & some recurring grammatical errors
- some punctuation errors
- a few spelling errors of words that I know

- very few errors & little or no grammatical errors
- few or little punctuation errors
- little to no spelling errors of words that I know

- no grammatical errors, spelling errors or punctuation errors
- great meaning and understanding captured in written tasks