

MAKING CONNECTIONS

stories



Directions
Graphic organizer to record your connections to the text.

from the Text	Circle Type of Connection
very quiet and did not use his voice.	<input type="checkbox"/> Text to text <input checked="" type="checkbox"/> Text to self

Making Connections
 Answer the following questions. Underline the text evidence in the color shown.

1. In the beginning of the story, the author describes Leroy as staying by his mother's side, preferring to sit and watch than play with the other lions. A kid in your class named Jerome makes the following connection.

"Leroy reminds me of myself. I prefer to be alone a lot of the time. I also like to learn by watching

Name: _____ Date: _____

Leroy's Lesson

On a warm day, Leroy watched the other lions chase one another. Leroy was the quietest of the pack. He did not play with the other lions much. He liked to stay next to his mother and watch her try to get him to play. Leroy was very quiet and did not use his voice. None of the others had ever liked to learn from the adult lions. They would play with them and listen to them talk.

One day, Leroy watched the little lions playing near the brook. They stopped to play and they played some more. He felt the wind picking up. He laid down his head and felt like he slept for a long time. It was windy when he woke up. He sat up. The trees were waving in the wind. Leroy knew a storm was coming. The other cubs had been playing. The other cubs were gone. They had walked away. Leroy was moving very fast now. He saw something! There was a little cub. She was in the water. She was clinging to a rock. She was in danger. Then there was a flash of lightning. Leroy knew the cub needed help.

Leroy thought about what he should do. "What should I do? Should I run to her?" There was a flash of lightning. Leroy knew the cub needed help right away. He decided to tell the adult lions. He tried to call for them. His voice was not loud enough. They did not hear him. He looked back at the cub. He knew she needed help right now.

He opened his mouth wide. He let out a roar. It was so loud. He surprised himself! The adult lions heard him. They were surprised by his roar! He raced to the small cub. The other lions followed him. The oldest lion ran to the cub. The adult lion pulled the cub out of the water. She was safe!

Leroy was so glad she was safe. He had been very brave. Leroy walked back to the den. He was happy he was able to help!

is Jerome making a connection?

make from this scene?

me of myself when I am somewhat

the cub in the water, clinging to the rock. There was thunder and lightning. Write about a connection you can make based on this scene.

me of the movie "The Lion King"

Leroy surprises his classmates by roaring loudly to save the cub.

Making Connections Prompts

→ "This reminds me of something else I read."

→ "This reminds me of the time I..."

→ "This reminds me of what is going on in..."



MAKING CONNECTIONS

1st grade

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12. Teagan's New Start- 400L

Each story includes:

- 1 page of multiple choice and short response questions
- 1 page with a connections graphic organizer



ABOUT LEXILE LEVELS



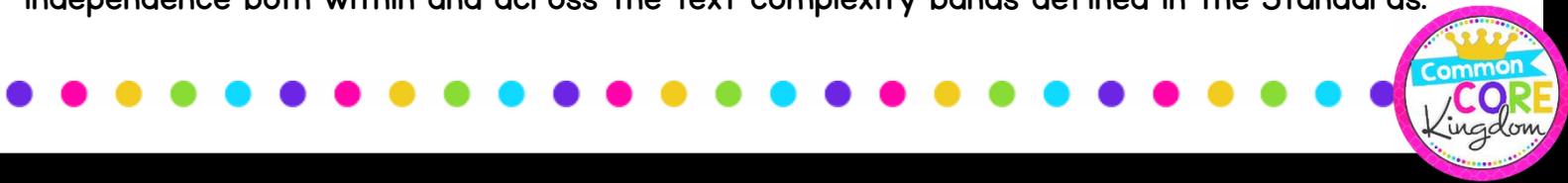
Common Core Kingdom, LLC, is a certified Lexile[®] Partner. These texts are officially measured and approved by Lexile and MetaMetrics[®] to ensure appropriate rigor and differentiation for students.

The Lexile Framework[®] for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards use Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college- and career-ready by the end of twelfth grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile [®] Bands Aligned to Common Core Expectations
K-1	190L-500L
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



How to Teach Making Connections

Good readers use schema to make connections while they are reading. This helps us connect the text to something we know, which improves comprehension. While reading, readers have a conversation in their head about their connections.

Text to text: The reader makes a connection about a character, setting, or event to another story. This helps comprehend and make predictions.

Text to self: The reader makes a connection about a character, setting, or event that relates to something they have experienced.

Text to world: The reader makes a connection about a character, setting, or event that relates to something that has happened in the world. These are often social and moral issues.

TIPS FOR TEACHING

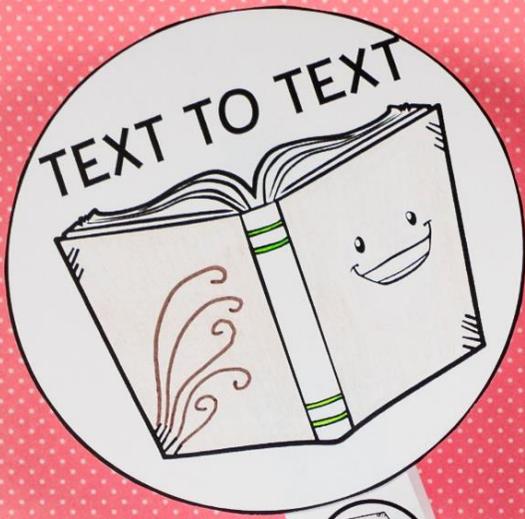
- Begin by introducing, modeling, and practicing one type of connection at a time.
- Model with think-alouds. Talk out loud about connections you are making while reading.
- Chart student connections during read-alouds.
- Weed out surface vs. deep connections. Deep connections help us understand the text more, while surface connections do not help. After students chart their connections, have a class discussion to sort the deep vs. surface connections.

DIFFERENTIATION

- Use more visuals, such as the class anchor chart and student-created connection anchor charts.
- Model how to make connections while reading aloud.
- Have students practice making connections in small groups.
- Focus on one type of connection at a time.

Making Connections Read-Aloud Recommendations

Text to Self	Text to Text	Text to World
<ul style="list-style-type: none">• <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst• <i>My Rotten Redheaded Older Brother</i> by Patricia Polacco• <i>Thank You, Mr. Falker</i> by Patricia Polacco• <i>Wemberly Worried</i> by Kevin Henkes	<ul style="list-style-type: none">• <i>Cinderella and Rough Face Girl</i> by Rafe Martin• <i>The Relatives Came</i> by Cynthia Rylant and <i>When Lightning Comes in a Jar</i> by Ernest L. Polacco• <i>Crow Boy</i> by Taro Vashima and <i>The Name Jar</i> by Yangsook Choi	<ul style="list-style-type: none">• <i>The Lorax</i> by Dr. Seuss• <i>Amazing Grace</i> by Mary Hoffman• <i>Big Bad Bruce</i> by Bill Peet• <i>Listen to the Wind: The Story of Dr. Greg & Three Cups of Tea</i> by Greg Mortenson



Cub was needed



Make Connections
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Leroy was very quiet and did not like to use his voice.	<input type="checkbox"/> Text to text <input checked="" type="checkbox"/> Text to self

210L Make Connections Name: _____

Leroy's Lesson

Leroy lay in the warm sun. He watched the older lions play. They chased one another. Leroy was one of the youngest of the pack. He did not play with the other lions very much. He liked to stay next to his mother. His siblings tried to get him to play. Leroy was happy to sit and watch. He was very quiet and didn't like to use his voice. None of the others had ever heard him roar. He liked to learn from the adult lions. He liked to watch them and listen to them talk.

It was a hot day. Leroy watched the little lions playing near the get a drink. Then they played some more. He felt the wind picking up and fell asleep. It felt like he slept for a long time. It was windy when and looked around. The trees were waving in the wind. Leroy knew a looked where the cubs had been playing. The other cubs were gone. T The water was moving very fast now. He saw something! There was a stuck! She had fallen into the water. She was clinging to a rock. She w was a loud boom. It was thunder. There was a flash of lightning. Leroy help.

He thought about what he should do. "What should I do? Should was no time. He needed to tell the adult lions. He tried to call for them enough. They could not hear him. He looked back at the cub. He knew away.

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TEXT TO TEXT

TEXT TO SELF

TEXT TO WORLD

making connections

Name: _____



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210L

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It was a hot day. Leroy watched the little lions playing near the brook. They stopped to get a drink. Then they played some more. He felt the wind picking up. He laid down his head and fell asleep. It felt like he slept for a long time. It was windy when he woke up. He sat up and looked around. The trees were waving in the wind. Leroy knew a storm was coming. He looked where the cubs had been playing. The other cubs were gone. They had walked away. The water was moving very fast now. He saw something! There was a little cub. She was stuck! She had fallen into the water. She was clinging to a rock. She was in danger. Then there was a loud boom. It was thunder. There was a flash of lightning. Leroy knew the cub needed help.

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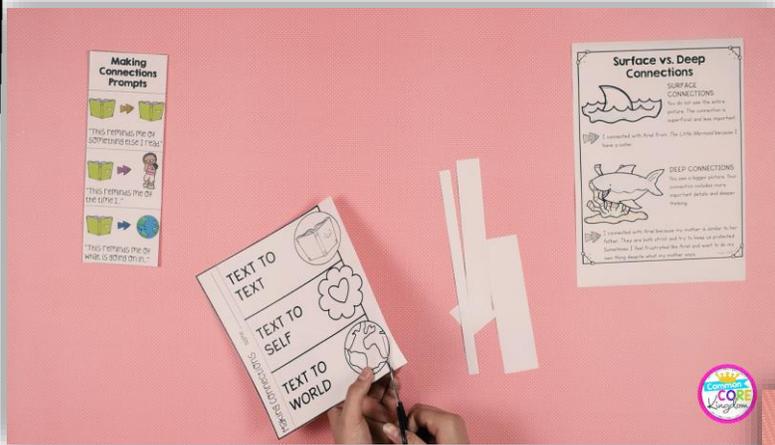
"This reminds me of what is going on in..."



Making Connections Visuals

Connections Foldable Activity

1. Print the foldable activity.
2. Cut the foldable activity along the border and solid lines to make flaps.
3. Paste the foldable on a piece of paper or in a journal.
4. As you read, write your connections under each flap.



2.



3.



4.

Making Connections Visuals

Connections Chain

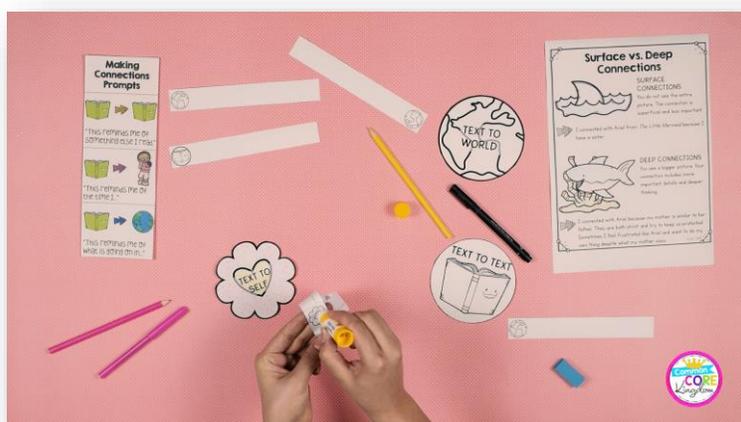
1. Print out the Connections Circle Labels and the Connections Strips.
2. Write the connections you have to a book on the corresponding strip. This can be done whole-class for a read-aloud or independently.
3. Loop the Connections Strips to make a chain link. Paste the link on each Circle Label.



1.



2.



3.



4.

Diving In

It was hot in the summer. Bryson spent hours in the pool. He loved to swim. It kept him cool. He liked how his arms and legs felt in the water. He was on the community swim team. He had friends on the team. Mallory and Jake were on the diving team.

"Bryson, you should practice diving with us today," Mallory said.

"Yes, you should! You're a great swimmer. I bet you'd be great at diving too. Coach Sam would love to see you dive," Jake said.

"No thanks. You two go ahead. I'll watch," Bryson said. He loved the water but was scared to dive. He liked to jump from the side of the pool. He didn't want to jump from the diving board. The diving board was up high. He watched as divers practiced. The board bounced. The diver dropped down into the water.



"Go ahead! Try it, Bryson!" his mom said. "I was watching you swim today. You were great! Coach Sam asked if you could stay for diving practice. I told him it was okay!"

Bryson groaned inside. Now what was he going to do? No one knew he was afraid of diving.

The coach's whistle blew. Some swimmers got out of the pool. Other swimmers got their swim caps. Then they walked over to the pool. Another coach called for the divers to go to the diving area.

Mom smiled at Bryson. "Go ahead, Bryson. He's waiting for you," she said.

Bryson slowly followed his friends. He set his towel down. He was scared.

"Hey, Bryson!" Coach Sam smiled. "I'm glad you are here! I can't wait to see you dive!"

Before Bryson could answer, he heard thunder. The coach looked up. He said, "We'll have to wait to see you dive. There's a storm coming."

He blew his whistle. The swimmers raced into the locker rooms.

Bryson had never been so excited for a storm before!

Making Connections

Answer the following questions. Underline the text evidence in the color shown.

1. At the beginning of the story, Bryson is hesitant to try diving because he hasn't tried it before. Make a connection to this event.



2. In the middle of the story, Bryson is being pressured to try diving by his friends, mother, and the diving coach. A girl in your class named Tasia makes the following connection:

"When everyone is telling Bryson to try diving it makes me think of when your friends tell you to do things you shouldn't. Sometimes we have to do what we think is right, even if others tell you to do something else."

What type of connection is Tasia making?

- a. Text to text
- b. Text to self
- c. Text to world

What connection can you make from this scene?



3. Read this sentence from the story:

"Bryson had never been so excited about a storm before!"

Write about a connection you can make based on the excerpt above.



Make Connections

Use this graphic organizer to record your connections to the text.

Event from the Text	Circle Type of Connection	My Connection Write or Draw
<p>Bryson really enjoyed swimming and how it made him feel.</p> 	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	
<p>Bryson's friends encouraged him to try diving, but he was very afraid to do it.</p> 	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	
<p>Bryson felt very nervous watching the divers practice. He thought about how he didn't want to do it.</p> 	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	
<p>Bryson felt relieved when there was thunder. He was thankful he didn't have to try something he was afraid of.</p> 	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	

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Julie@commoncorekingdom.com

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