

# MAKING CONNECTIONS

stories



Connections Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Tree House Treasures

and Olivia raced toward their houses as the bus pulled away after a long day. Girls happily ran down the sidewalk, excited for the beautiful weather and the

you in the tree house at four o'clock!" Annabelle yelled to Olivia as she hurried and went inside.

greeted her mom and little brother, Declan. She placed her backpack on its shoes onto their shelf. While washing her hands, she told her mom about her school and her afternoon plans to play outside. When she rushed to the pantry to find a few minutes later, she had eaten, changed into her play clothes, and was ready to go back on to head outside to play.

had made an house to play in. It several weeks to project because he for work and wasn't uch. Annabelle loved e in the tree house reminded her of her much he loved her.

ing outside and up the e top, she could see rtail sticking up over

she called to her. Olivia e had a lollipop in her a small bag by her side.



# MAKING CONNECTIONS

4th & 5th grade

## Table of Contents

1. How to Teach Making Connections
2. Making Connections Anchor Chart
3. Surface vs. Deep Connections Anchor Chart
4. Making Connections Foldable Activity
5. Making Connections Chain Craft
6. Making Connections Bookmark
7. Making Connections Graphic Organizer
8. Leroy's Lesson- 820L
9. Tree House Treasures- 890L
10. Stella's Flower- 900L
11. Teagan's New Start- 920L
12. Diving In- 930L

Each story includes:

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



# ABOUT LEXILE LEVELS



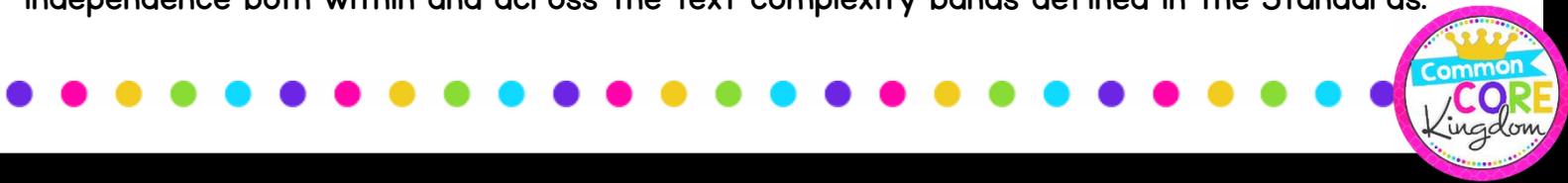
Common Core Kingdom, LLC, is a certified Lexile<sup>®</sup> Partner. These texts are officially measured and approved by Lexile and MetaMetrics<sup>®</sup> to ensure appropriate rigor and differentiation for students.

The Lexile Framework<sup>®</sup> 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 <sup>®</sup> Bands Aligned to Common Core Expectations
K-1	N/A
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"><li>• <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst</li><li>• <i>My Rotten Redheaded Older Brother</i> by Patricia Polacco</li><li>• <i>Thank You, Mr. Falker</i> by Patricia Polacco</li><li>• <i>Wemberly Worried</i> by Kevin Henkes</li></ul>	<ul style="list-style-type: none"><li>• <i>Cinderella and Rough Face Girl</i> by Rafe Martin</li><li>• <i>The Relatives Came</i> by Cynthia Rylant and <i>When Lightning Comes in a Jar</i> by Ernest L. Polacco</li><li>• <i>Crow Boy</i> by Taro Vashima and <i>The Name Jar</i> by Yangsook Choi</li></ul>	<ul style="list-style-type: none"><li>• <i>The Lorax</i> by Dr. Seuss</li><li>• <i>Amazing Grace</i> by Mary Hoffman</li><li>• <i>Big Bad Bruce</i> by Bill Peet</li><li>• <i>Listen to the Wind: The Story of Dr. Greg &amp; Three Cups of Tea</i> by Greg Mortenson</li></ul>

Connections Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Tree House Treasures

and Olivia raced toward their houses as the bus pulled away after a long day. Olivia happily ran down the sidewalk, excited for the beautiful weather and the

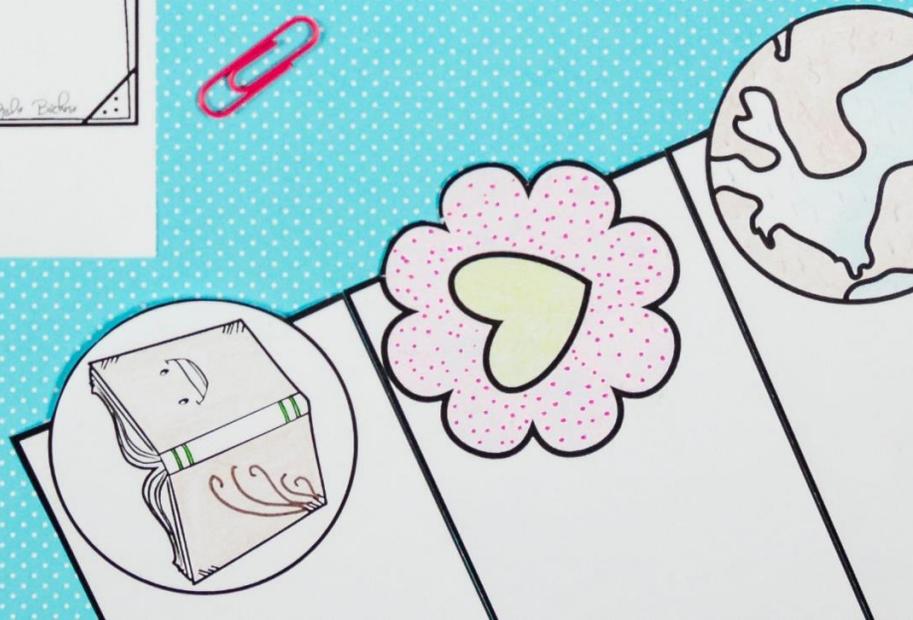
you in the tree house at four o'clock!" Annabelle yelled to Olivia as she hurried and went inside.

greeted her mom and little brother, Declan. She placed her backpack on its shelves and went onto their shelf. While washing her hands, she told her mom about her school and her afternoon plans to play outside. When she finished, she then rushed to the pantry to find a snack. A few minutes later, she had eaten, changed into her play clothes, and was ready to go back on to head outside to play.

Annabelle had made an amazing tree house to play in. It took her several weeks to build the project because he had to work for work and wasn't home much. Annabelle loved playing in the tree house because it reminded her of her childhood. Declan loved it because much he loved her.

When she went outside and up the stairs to the top, she could see the neighborhood and mail sticking up over the trees.

When she called to her. Olivia had a lollipop in her mouth and a small bag by her side.



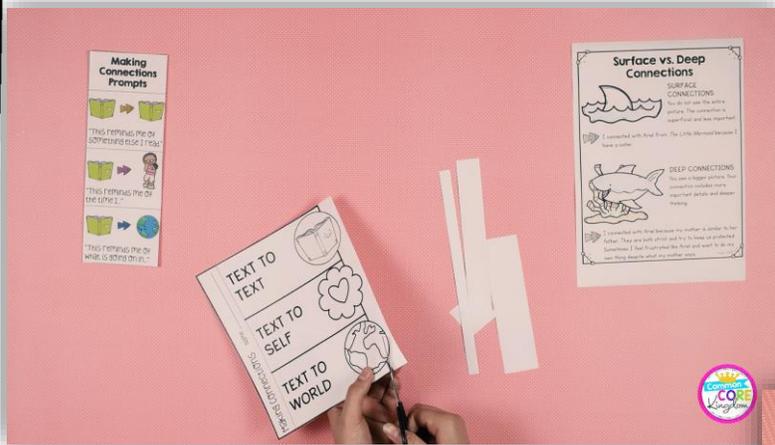




# Making Connections Visuals

## 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

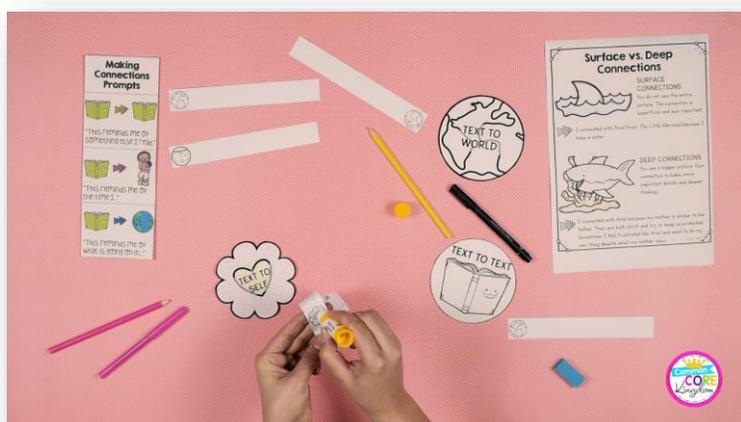
1. Print out the Connections Circle Labels and the Connections Strips.
2. Write the connections you have to a book on the corresponding strip. This can be done whole-class for a read-aloud or independently.
3. Loop the Connections Strips to make a chain link. Paste the link on each Circle Label.



1.



2.



3.



4.

# Tree House Treasures

Annabelle and Olivia raced toward their houses as the bus pulled away after a long day at school. The girls happily ran down the sidewalk, excited for the beautiful weather and the weekend ahead.

"I'll meet you in the tree house at four o'clock!" Annabelle yelled to Olivia as she hurried to her front door and went inside.

Annabelle greeted her mom and little brother, Declan, as she placed her backpack on its hook and her shoes onto their shelf. While washing her hands, she told her mom about her busy day at school and her afternoon plans to play outside, then rushed to the pantry to find a tasty snack. A few minutes later, she had eaten, changed into her play clothes, and was putting her shoes back on to head outside to play.

Her dad had made an incredible tree house to play in. It had taken him several weeks to complete the project because he traveled a lot for work and wasn't home very much. Annabelle loved to spend time in the tree house because it reminded her of her dad and how much he loved her.

Heading outside and up the ladder to the top, she could see Olivia's ponytail sticking up over the side.

"Hi!" she called to her. Olivia grinned. She had a lollipop in her mouth and a small bag by her side.



The girls loved to spend time together in the tree house. They especially loved to work on art projects, read, listen to music, and watch over the neighborhood from up high in the tree. They kept baskets of several fun treasures and toys they both liked hidden in the tree house.

“Let’s work on our friendship bracelets!” Annabelle suggested excitedly. The girls had many colors of thread and had been putting together pretty color combinations into bracelets.

Olivia suddenly looked puzzled, and said, “I don’t see any of our thread. Did you leave it up here in the basket?”

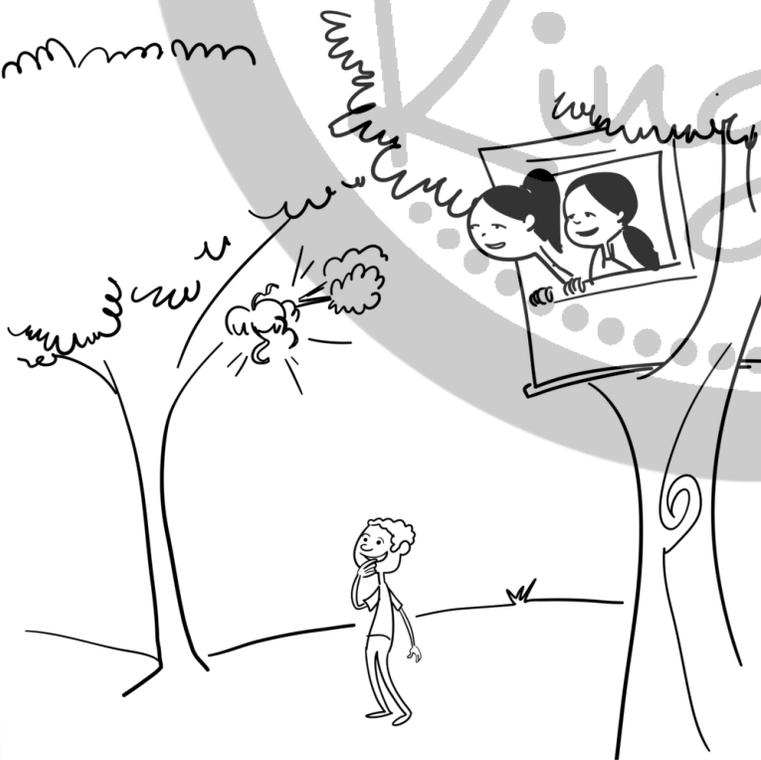
Annabelle was confused too and started to look around as she replied, “Yes, it was right in that basket near the window.”

The girls searched every nook and cranny and looked the tree house over from top to bottom, but they didn’t see the thread anywhere. Just then, they heard giggling coming from down below. Both girls peered over the side of the tree house and saw Declan looking up at them and laughing.

“Declan must have taken it!” Olivia accused. Annabelle looked again and noticed he was laughing and pointing. She glanced in the direction he was pointing, and her eye caught something bright pink, purple, yellow, and orange in the tree.

“Olivia, look! Declan didn’t take our thread, a bird did! The bird used the thread to build a pretty nest in the tree!”

Olivia’s head turned just in time to see a mother bird fly into the nest. She chirped to them and the girls smiled.



## Making Connections

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

1. In the beginning of the story, Annabelle is excited to be home from school to play in her tree house. Nadia made the following connection:



*"This reminds me of how I felt after my dad built a swing set in the backyard. I couldn't wait to come home from school and play on my new swing set."*

What type of connection is Nadia making?

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

What connection can you make from this scene?

---

---

---

---

---

---

---

---

2. Read this sentence from the story:



*"Her dad had made an incredible tree house to play in. It had taken him several weeks to complete the project because he traveled a lot for work... Annabelle loved to spend time in the tree house because it reminded her of her dad..."*

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

---

---

---

---

---

---

---

---

3. At the end of the story, Annabelle and Olivia cannot find their thread to make friendship bracelets. They assume Declan took their thread. Make a connection to this event.



---

---

---

---

---

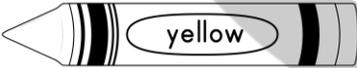
---

---

---

# Make Connections

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

Quote from Text	Circle Type of Connection	My Connection
	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	
	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	
	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	
	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	

# Terms of Use

## How Can I Use This Product?



Thank you for your purchase! I work hard to create products that support teacher and student success. Please note that the product is sold with the purpose of use by a single teacher in a classroom. If you need to use this product with more than one teacher or in multiple classrooms, additional licenses are available at a discount. You can access them by visiting your "Purchases" page and then selecting "Download Additional Licenses."



Good to Go:



Not OK:

- Use this product personally.
  - Use this product in your own classroom.
  - Provide to your students to use at your instruction.
  - Print and/or copy for use in your classroom.
  - Provide print version(s) of specific pages within the product to a substitute teacher with the sole purpose of instructing your students.
  - Review this product with others with the sole purpose of recommending the product, provided you include the link below:
- Give to others to use personally.
  - Give to others to use in another classroom.
  - Give to parents to use with their children outside your lessons.
  - Print or copy this item to share with other teachers or other classrooms.
  - Publish or host online in a manner, including personal, classroom, or district websites,
  - Publish, sell, or otherwise disseminate the product to anyone

<https://www.teacherspayteachers.com/Store/Common-Core-Kingdom>

© Copyright 2019. Common Core Kingdom. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Posting without permission is a violation of the Digital Millennium Copyright Act (DMCA).

# Let's Connect!

[www.commoncorekingdom.com](http://www.commoncorekingdom.com)



<https://www.teacherspayteachers.com/Store/Common-Core-Kingdom>



<https://www.facebook.com/CommonCoreKingdom/>



<https://www.instagram.com/>



<https://www.pinterest.com/cckingdom/pins/>



[Julie@commoncorekingdom.com](mailto:Julie@commoncorekingdom.com)

## Looking for more?

2ND GRADE  
READING  
COMPREHENSION  
MEGA BUNDLE



3RD GRADE  
READING  
COMPREHENSION  
MEGA BUNDLE



# CREDITS

