

P.I.T.A Conference - 2010

Making Meaningful Connections – Adrienne Gear

(Fiction and Nonfiction)

Concept Lesson – 1 lesson *“Your life is a story – it’s just not written down on paper”*

“Imagine that your brain was not able to hold on to a memory. In order to remember something, you would have to write it down. Imagine if you wrote everything down that has ever happened to you... those experiences become the chapters in your life story. By now, your story is pretty long. Mine is even bigger”

- Discuss the three “pockets” in our brain that store things: MEMORY pocket, FACT pocket and IMAGINATION pocket.
- Read RONDO in C – by Paul Fleishmann
- Play a piece of classical music and invite the children to draw a picture of their connection to the music

Teacher Modelling – 2-3 lessons

- Choose a special “connect book” – model your connections (“read-aloud/think-aloud”)
- Use post-it notes or “thinking bubble” to highlight your connections
- Students watch, listen but do not participate
- Students can give a “quiet connection thumbs up” if they are also making a connection (or individual “thinking” bubbles)

Guided practice - 4-6 lessons

Students are participating with post-it notes or individual “thinking bubbles”
Remember to *“choose the page where your thinking voice was the loudest”*

IMPORTANT: Remember the purpose of making connections is to enhance understanding. Students who are connecting to anything and everything may miss the point. If a student makes a connection that you are unsure of:

ASK YOURSELF: *Has this connection helped this student understand the text better?*

ASK THE STUDENT: *What is this story/text about? Has your connection helped you to understand the story better?*

Effective Connections Include:

- names of people and places
- details and examples
- feelings

[Type text]

info@readingpowergear.com

Specific lessons to guide your students to make more effective connections:

- 1) Modelling effective connections: details, names and feelings
- 2) Difference between "quick" and "deep-thinking" connections
- 3) Introducing different codes - T-S, T-T, T-W
- 4) BIBB - put on your "BIBB" - Bring it Back to the Book. *How has your connection helped you understand this story/information better?*
- 5) Students become the teacher - assess samples and build criteria for making effective connections
- 6) Nonfiction Connections: Barbara Kerley (*Moms, Dads, Kids Around the World*)
- 7) The "New-Knew" connection

Recommended books for "Group Connect"

PRIMARY	INTERMEDIATE
<i>17 Things I'm Not Allowed to Do Anymore</i> – Jennifer O'Neill	<i>I Can Wait For the Bell To Ring</i> – Jennifer Rapp
<i>No, David</i> – David Shannon	<i>Some Things Are Scary</i> – Florence Parry Heide
<i>David Goes To School</i> – David Shannon	<i>Twelve Terrible Things</i> – Marty Kelley
<i>David Gets in Trouble</i> – David Shannon	<i>Courage</i> – Bernard Waber
<i>Sometimes I Like To Curl Up in a Ball</i> -	<i>It's Not Fair!</i> – Amy Krouse Rosenthal
<i>I'm Sorry</i> - Sam McBratney	<i>Those Shoes</i> – Maribeth Boelts
<i>I Like Me</i> – Nancy Carlson	<i>My Mother is Trying To Ruin My Life</i> – Kate Feiffer
<i>The OK Book</i> – Amy Krouse Rosenthal	

Independent practice – 4-5 lessons

Students, who are able, work independently. If students are not able to read independently, work with your older "buddy" class.

- Choose your own "connect" book from the collection
- Take 3 post-it notes and mark each one with a "C" and your name
- Read through the book and mark 3 connections with post-it notes WHILE you read
- Peel off the post-it notes from the book and posit them in your notebook.
- Choose ONE connection and draw a picture and/or write in more detail about the connection. (Provide choices of BLM's)
- Find Your Own Connect Book – students find a book that they make lots of connections to. Present it to the class

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Home Reading

- It's important for parents to be made aware of the Reading Power strategies and language. (introduce concept in Newsletter or at a PAC meeting)
- Once a week, home reading sheet involves the parent and child reading and practicing one of the strategies. (more home reading sheets on my website)

"Connect" Song (To the tune of "Brush Your Teeth")

When I read a story and my brain says "Hey! - This part reminds me of the other day!"

It's called "connect" – dah dah dah dah dah (repeat)

When I read a story and my brain says "Whoa!"

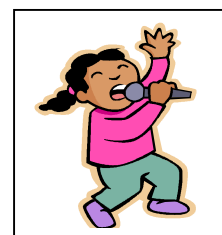
This part reminds me of my friend Joe

It's called "connect" – dah dah dah dah dah (repeat)

.....brain says "cool"reminds me of my school

..... brain says "look" reminds me of of another book

.....brain says "Wow!" Reminds of of my grandpa's cow



Recommended Professional Resources for Comprehension Instruction:

- ▶ Brownlie, Faye & Schnelert, Leyton. *It's All About Thinking: Collaborating to Support All Learners*. Portage & Maine 2009.
- ▶ Gear, Adrienne. *Reading Power: Teaching Students How To Think While They Read*. Pembroke, 2006.
- ▶ Keene, Ellin. *Assessing Comprehension Thinking Strategies*. Shell Education. 2007.
- ▶ Keene, Ellin. *To Understand: New Horizons in Reading Comprehension* Heinemann, 2008.
- ▶ Kelley, Michelle J. & Clausen-Grace, Nicki. *Comprehension Shouldn't Be Silent*. International Reading Association, 2007.
- ▶ Harvey, Stephanie & Goudvis, Anne. *Strategies That Work*. Stenhouse, 2000 (2nd ed. 2007)
- ▶ McGregor, Tanny. *Comprehension Connections*. Heinemann. 2007.
- ▶ Miller, Debbie. *Reading With Meaning*. Heinemann. 2006

Recommended Reading Power books are available from:

School House Teaching Supplies (Victoria) www.schoolhouseteaching.com

Vancouver Kidsbooks www.kidsbooks.ca

United Library Services www.uls.com/ReadingPower

Check out my new website! www.readingpowergear.com

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Notes...

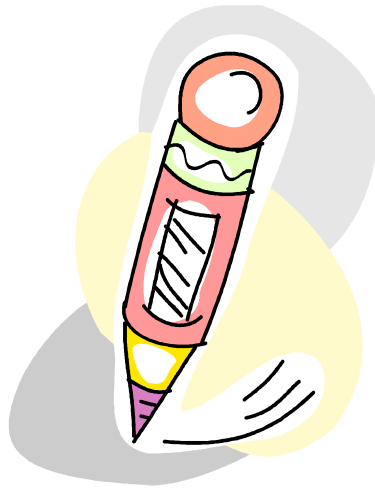
“If you are teaching and not learning, you are not teaching”

- Frank McCourt

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info@readingpowergear.com

Reading Power



BLACKLINE MASTERS

Reproducible for classroom use only
Cc: Adrienne Gear

Title: _____

Name: _____

My "quick connection"...

My "deep-thinking" connection...

What's the difference?

A "quick" connection ...

A "deep-thinking" connection

Title: _____

Let's CONNECT!

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In the story....

This reminds me of....


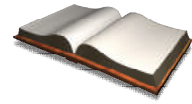

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Title: _____

Name: _____

MAKING CONNECTIONS

CONNECT CODES: **T-S** (Text-to-Self) **T-T** (Text-to-Text) **T-W** (Text-to-World)

T-S (Text-to-Self) <i>This book reminds me of myself</i> 	T-T (Text-to-Text) <i>This book reminds me of another book</i> 	T-W (Text-to-World) <i>This book reminds me of something I know about the larger world</i> 

Name: _____

Three Kinds of Connections

Title of book: _____

Fact/Picture from Text	Connection to Self
<div style="border: 1px solid black; padding: 5px; display: inline-block;">T-S</div>	
Fact/Picture from Text	Connection to Another Book, Movie, TV Show, etc.
<div style="border: 1px solid black; padding: 5px; display: inline-block;">T-T</div>	
Fact/Picture from Text	Connection to Background Knowledge (something you already knew)
<div style="border: 1px solid black; padding: 5px; display: inline-block;">T- BK</div>	



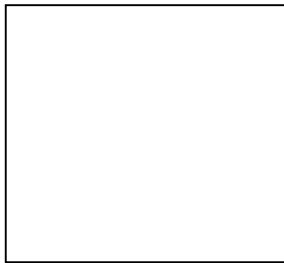
Name: _____

Date: _____

Title: _____

Author: _____

Post-it Notes:



Date: _____

Title: _____

Author: _____

Post-it Notes:



Reading Power Home Reading Sheet

Name: _____ Date: _____

Title: _____

Author: _____

My connection:

This book reminds me of....

My _____'s connection:

This book reminds me of....

