

Making Connections* **~Text-to-Self~**

Objective: Students will understand and comprehend text more effectively through the use of text-to-self connections.

Materials: chart, markers, texts~**suggestions** include: Kevin Henkes texts, Owen, Sheila Rae, the Brave, Chrysanthemum, Julius, Baby of the World, Jessica; any of the Frog and Toad stories; The Two of Them; Koala Lou; Amber on the Mountain; The Relatives Came; When I was Young in the Mountains; Nana Upstairs, Nana Downstairs; Where the River Begins; “Slower Than the Rest” in Every Living Thing; any poem or picture text that you and your students can make a Text-to-self connection with

Procedure:

Prior to and following the first lesson take every opportunity to refer to stories, texts, poems, magazines, etc. as “text.”

1. Do your homework!

- See THINK ALOUD lesson

2. Gather kids in front of you for instruction/modeling

- Re-read a text, which has previously been read all the way through.
- Explain Text-to-Self (TTS) connection to students. (“When a text makes me think of my own life, I’m making a TTS connection. When I make a TTS connection the text makes more sense and means more to me.”)
- On a chart with Text-to-Self (and a graphic representation such as an arrow from a book to a stick figure) at top, write the title of the text and put your initials next to it. (This chart will be added to by the children in the months to come. When they make their own connections, they can be added to the chart during discussion.)
- Read and stop for 2-3 think alouds. (“When the author said __, it made me think of a time when __.”)
- Explain that the purpose of connections is to help understand and comprehend a text more effectively and what they already know will change because of what they read.
- Send students off to Independent Reading and remind them to make TTS connections (“When you go to your own reading, remember to think about things the text reminds you of in your life and how that will help you understand the characters and story better.”)

3. Release the students to practice

- Gradually invite children to share their experiences as you stop to do think alouds.
- During Independent Reading conference with students, asking students to think aloud about connections. (*Use Drop-in-Conference Sheet*)
- Model use of, and let students use in Independent Reading, a *Making Text-to-Self Connections T-Chart*

4. Bring them back to share their thinking with the group

- discussion
- sharing T-charts
- texts and responses recorded on group Text-to-Self chart

Assessment:**

Making Connections Drop-in Conference Sheet, anecdotal records, *Making Text-to-Self Connections T-Chart*, observation of sharing in group, etc.

*This lesson is intended to be repeated with different reading materials daily over a period of 2 weeks and continuously reinforced throughout the school year.

**Informal assessment should be on-going once the objective is introduced. Formal assessment needs to occur at appropriate intervals.