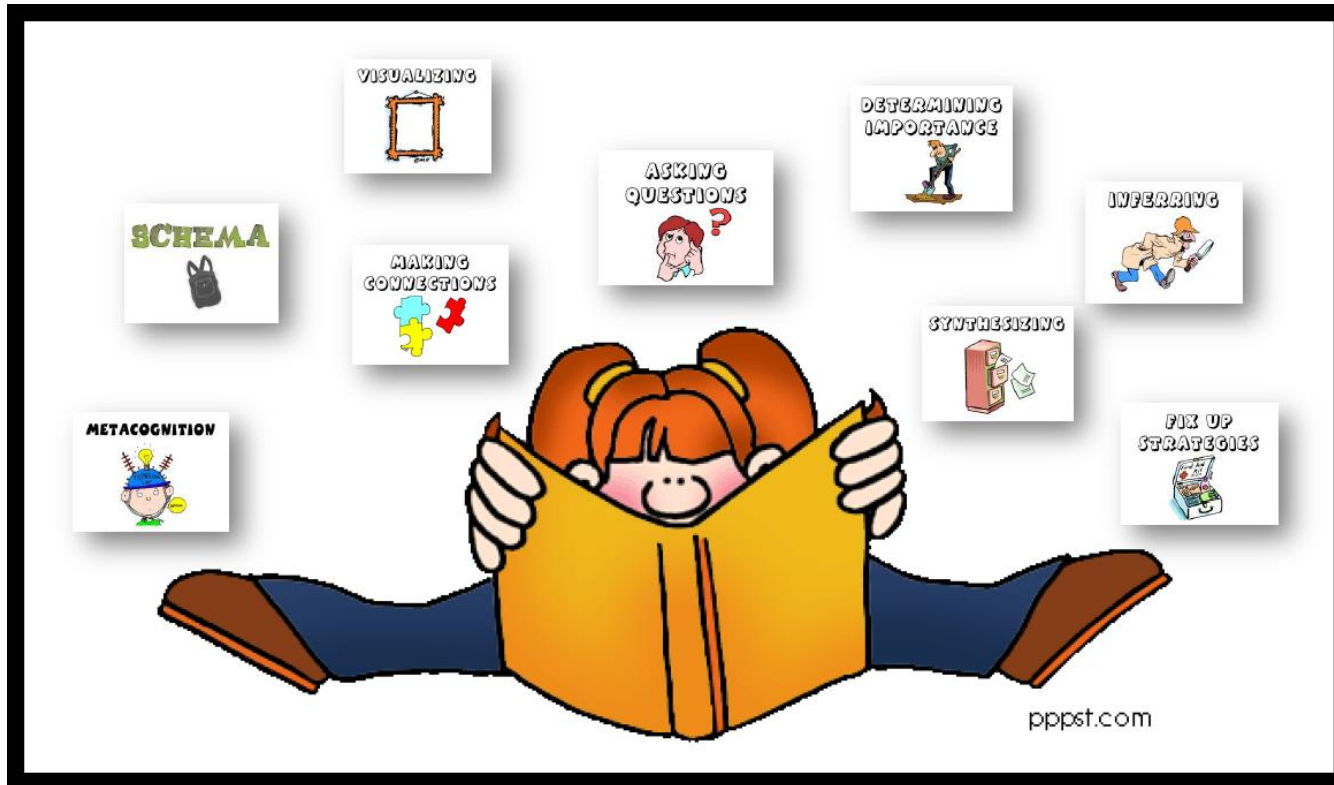


Reader's Workshop SCOPE and Sequence

Last Updated on 8-15-11



Connecting

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Reader's Workshop SCOPE and Sequence

CONNECTING

Connecting: Building Bridges Between What I'm Reading to Myself, Other Books, and The World

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| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

Cupcakes Schema Demonstration

Demonstrate the concept/meaning of schema by making cupcakes. Before making the cupcakes, show the class the materials and ingredients and ask them what they think about the materials and ingredients. What will we be doing today? Allow students to share their observations. Record them on the board. After all have had a chance to share, discuss their responses. Some will probably have simply stated the obvious, "we are making cupcakes" and others will probably have shared stories about a time they made cupcakes, or ate cupcakes, etc. All types of responses will help students understand the concept of schema, so allow any and all responses. Put the class at ease and assure them that cupcakes will truly be made today; however, the reason you brought these items here today is to help everyone learn a new word – SCHEMA. Define SCHEMA ("the stuff that is already in your head" or "what you already know", "your background knowledge," etc). Go through the list of student responses again, and share how each classmate shared a response based on what they already knew about the materials and/or ingredients - - they shared their schema. Display the word (anchor chart, poster, or whatever you decide) and add the definition to the chart/poster.

- Flour, Baking Powder, Salt, Butter, Sugar, Eggs, Vanilla, Milk, Frosting, Cupcake Pan, Blender, Knife, Spoon, Oven Mitts, Napkins, Plates, etc.
- Schema Sign
- Chart Paper
- Chart Paper Markers

PS - - you could make just about anything, such as pizza, brownies, cake, peanut butter sandwich, etc...just as long as it is pretty obvious what the materials are for and your students will be able to easily share responses for the chart.

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

Tools of the Trade Schema Demonstration

Display (garden/kitchen/garage) tools, allowing time for students to notice and explore for a few moments. As they explore, record their comments on a mini hand voice recorder. Call the class to attention and share that you brought these tools in because you knew that the class would have some knowledge about them. You knew that it was possible that they had either used one of the tools, seen one of the tools before, or even have one of the tools at their home. Share that you knew that they'd share their Background Knowledge (SCHEMA) – point to the chart – and that you recorded what they said. Play the recording and write down shared comments that will help to illustrate the fact that we use our SCHEMA to better understand and/or we share our SCHEMA with others. Once finished, discuss the connections that students made (planting the word "connections" as it is a word that will be taught in subsequent lessons). End with sharing that we use our SCHEMA everyday when we make connections with the world around us.

- Tools from Garage (hammer, nails, screwdriver, pliers, drill, etc); Kitchen (spatula, turkey baster, ice cream scoop, whisk, etc); or garden (trowel, shovel, rake, gloves, etc).
- Voice Recorder
- Chart Paper



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Mini Lesson

Materials and Resources







SCHEMA



What you already know.
Your background knowledge.

Defining SCHEMA: *Where does our SCHEMA come from?*

Share that today the class will learn more about what SCHEMA is. Share that you have brought several items into school today to help us define what SCHEMA is. SCHEMA is everything you've ever:

| | Seen | Felt | Heard | Tasted | Smelled | Experienced |
|---|------|------|-------|--------|---------|-------------|
|  | 17 | 0 | 0 | 0 | 0 | 17 |
|  | 5 | 1 | 1 | 0 | 1 | 5 |
|  | 17 | 17 | 17 | 17 | 17 | 17 |
|  | 17 | 6 | 0 | 6 | 6 | 17 |
|  | 8 | 8 | 0 | 0 | 0 | 8 |
|  | 17 | 17 | 17 | 0 | 17 | 17 |

With each item, share the picture, item and/or sound. Allow for brief conversation. Tally the number of individuals in the classroom that have seen, felt, heard, tasted, or smelled the item. In the last column write the number of students that have had at least one experience with the item (any sensory experience). For the "seen" category, count seeing it in person, in print, or in digital form. Once finished, conclude that our SCHEMA comes from our experiences. Things we see, feel, hear, taste, and smell are a part of our SCHEMA.

- SCHEMA Tally Chart
- Pictures:
 - Potawatomi State Park Tower
 - Rainbow
 - Hedgehog
 - Campfire
- Items:
 - Popcorn Popper & Popcorn
 - Lemon
 - Wood & Matches
- Sounds:
 - Campfire
 - Popcorn Popping
 - Hedgehog Snuffing

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

The Files in Your Brain

Display the SCHEMA sign. Quickly review the term. Share with students that SCHEMA is stored in our brains. Anytime they experience something through their five senses (taste, sight, smell, touch, sound) their brain stores the information. The information then becomes a part of their SCHEMA. Show the class your file cabinet drawer/crate. Tell them that you have many pieces of paper that sometimes need to be saved. Share that some of the papers are similar and need to stay together so you store them in the same section of the file cabinet/crate. Briefly share your method of organization. As you do, share the contents of your filing system. (Note – I don't have a filing system at school as I digitally store my files on the computer, so, for this lesson I bring in my small portable filing crate that houses my month to month bills and other assorted mail. Also, you could share your digital file cabinet too! ☺). As you share your filing system, be sure to lay the following foundational ideas behind SCHEMA: (1) Files are Opened/Accessed, (2) New Information is Added to the Files, and (3) Files are Changed/Revised/Deleted as New Information is Added/Learned. Give examples of each idea using your file system. Conclude that our brains are very much like a filing system, storing our SCHEMA in a similar way. We also (1) access files, (2) add to files, and (3) change/revise/delete files as new information is added/learned.

- File Cabinet Drawer (housing hanging file folders with manila file folders containing assorted documents)



- Computer File Folder Window (displayed on a screen using an LCD projector)

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.

Your background knowledge.

Your SCHEMA is Different than My SCHEMA 1 of 2

Share with students that we know that we each have SCHEMA. Ask, "Where does our SCHEMA come from?"

1. Things we've done.
2. Places we've visited.
3. Books we've read.
4. Information we've learned.
5. Etc.

Share that our SCHEMA is our background knowledge. It is what we already know. Some call it Prior Knowledge. Sometimes when we read a book as a class some of you know more about the book's topic than others might. Hold up the book *Rollercoaster* by Frazee. Ask students to share what they know about roller coasters. Record their thoughts onto a post it note, add their initials, and give them their post it note to stick to the front of their shirt. Allow time for students to share and then read the book. End by concluding that each person has SCHEMA. Each person's SCHEMA (what they already know about something) is different than the SCHEMA of other people. This is because we have experienced different things, people, and events. We will talk more about this tomorrow. Have students put their post it note in a safe location for tomorrow's lesson.

- Post It Notes
- Roller Coaster by M. Frazee



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Mini Lesson

Materials and Resources

SCHEMA



What you already know.

Your background knowledge.

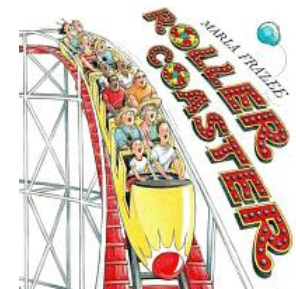
Your SCHEMA is Different than My SCHEMA 2 of 2

Have students bring yesterday's post it notes to the lesson area. Ask students if TONY's schema is exactly the same as TINA's schema. Allow them time to share why these two students (or any two students/people) don't have the exact same SCHEMA. Review where we get our SCHEMA (background/prior knowledge) from: *our experiences*. Display the Roller Coaster SCHEMA Chart. Write "Our Roller Coaster" for the title. Call on students to share their SCHEMA post it notes. Once one idea has been shared, put that post it note on the T-Chart (each idea will have its own row). Ask if any other students had a similar SCHEMA post it note. Add those to the chart as well (same row). Continue this process until each idea has been shared. Once finished, make observations about the Roller Coaster SCHEMA chart:

1. Todd: *Five students have been on a roller coaster before.*
2. Claire: *Three students are scared to go on a roller coaster.*
3. Mary: *I didn't have any schema to add to the chart.*
4. June: *Four said that roller coasters go fast.*
5. Eric: *Eight said that roller coasters go up and down or have hills.*
6. Etc.

Conclude by sharing that each person has SCHEMA, and our SCHEMA is our own (different than another person's SCHEMA).

- Post It Notes
- Roller Coaster SCHEMA Chart
- Roller Coaster by M. Frazee



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Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

Sometimes we have SCHEMA, Sometimes we don't have SCHEMA

Ask students what SCHEMA is. Remind them that everyone's schema is different. If we think of one topic, like bats, our scheme will be different. Say, "I might not know as much about bats as Tony. And maybe Beth doesn't know anything about bats other than what they look like. This chart will help show that sometimes we have schema for a topic and sometimes we don't." Distribute student identification labels. Display the "I Do" and "I Don't" SCHEMA Topic anchor chart. One by one, add the SCHEMA topic pictures to the chart. Ask students to add their student identification label to each picture under the appropriate heading. When finished, discuss the data you collected on the chart.

- Is there any topic that no has schema for?
- How many topics do we ALL have scheme for?
- Which topics do some of know about (have schema for)?
- Which topics do some of us not know about (have schema for)?

Share that tomorrow we will talk about what learners do when they want to build their schema.

- Student # Labels or
- Student Picture Labels or
- Student Labels
- I Do and I Don't SCHEMA Anchor Chart

| Topics | I Do | I Don't |
|-------------|------|---------|
| Valley Fair | | |
| YMCA | | |
| Dogs | | |
| Fishing | | |
| Bay Beach | | |
| NEW Zoo | | |
| Florida | | |
| Khan's | | |
| Rock Island | | |

- Pictures of SCHEMA Topics to Glue to the Chart

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

We Build (Add To) our SCHEMA: *My Cousin Samuel*

My cousin, Sam is studying to be a geologist. He knows all sorts of stuff that truly don't understand. Because I have little background knowledge (SCHEMA) regarding the topic of geology, I asked him to help me locate an article/paragraph that I could use for this unit.

Begin by displaying the rock and soil samples. Ask students to briefly comment about what they know about them. Share information about Samuel and his love of studying geology. Define geology. Share that Samuel sent an article/paragraph about something he was learning about. He found it fascinating and interesting. It helps him learn more about rocks and soil. Read it to the class. After reading the article to the class, share that you didn't understand the article. Although the words were easy to read, you couldn't understand what they meant and what the article was trying to tell you. Share that some people, like Samuel (show picture), read articles like this all the time. They understand them. They understand them because they have SCHEMA for it (share how Samuel goes to geological digs, talks with others about rocks/soil, etc.). He has more SCHEMA for rocks/soil than most of us. Conclude that If we wanted to know more about rocks/soil, we'd have to do what Samuel does: *read books (start out with easier ones to understand), watch movies, talk with other people who know a lot about geology, spend time digging, etc.*

- Rocks
- Dirt
- Geology Article/Paragraph
- Picture of My Cousin, Samuel



An investment, medical, anthropology article or paragraph would work well, too. Any topic that you have little SCHEMA for would do nicely.

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

A Visual Representation of the Files in Your Brain

This activity can be done across the curriculum, throughout the year. It is a great way to visually represent SCHEMA. It's also a wonderful way to assess prior knowledge and gauge student growth as the lesson/unit progresses.

Prior to a lesson or unit, ask students what they already know about the key question or topic. The follow example comes from our study of penguins in January.

1. Create KWL Chart (day 1): *List what we know about penguins. List what we want to know about penguins.*
2. Read books about penguins, view video clips, study pictures, discuss, etc.
3. As the unit continues add to the KWL chart. *As you do, cross off (or correct) previously shared ideas that were incorrect (our schema has changed based on newly learned information). I often use different colored markers/pens for this part to show the new learning that is taking place.*

The chart serves as a visual representation of what is going on in our heads as we continually take in new information through reading, discussion, experience, or observation.

- Chart Paper
- Index Cards
- Mini File Folder or Envelope
- Markers
- Glue Stick
- Question or Topic (Content-Related)
 - Science
 - Social Studies
 - Math
 - Reading
 - Writing
 - Health
 - Art
 - Music
 - Gym
 - Guidance
 - Computers
 - Library

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.

Your background knowledge.

(BEFORE)

Using Schema to Make Predictions about Books

Hold up the book Bad Boys by Margie Palantini. Ask the class to preview the front cover and think about what they know about wolves in storybooks. Share the title of the book. Ask them to continue sharing their knowledge about wolves as characters in books. Record their responses on a chart ("What we Know about Wolves in Story Books"). Hold up the SCHEMA sign from the previous lesson. Remind the class that any time they access information/knowledge that they already know, they are using their SCHEMA. Encourage the class to use their SCHEMA to make predictions about what the book will be about. Record their responses on a chart ("We Predict..."). Share with the class that they will read the book tomorrow and continue to learn about SCHEMA. As you dismiss the class, remind them that when they pick up a book to read, they can use their SCHEMA by previewing the front cover, title, and pictures in the book and make predictions about what the book will be about.

- Bad Boys by Margie Palantini
- Other Books that Have Wolves/Foxes in Them as the "Bad" Character:
Gingerbread Man books, *Little Red Riding Hood* books, *The Three Little Pigs* books, *Peter and the Wolf* by Sergei Prokofiev, *The Boy Who Cried Wolf* by B. G. Hennessy; including fractured fairytale versions too such as *The True Story of the Three Little Pigs*, *Bad Boys Get Cookie* by Margie Palantini, *Dear Peter Rabbit* by Alma Flor Ada, *The Fourth Little Pig* by Teresa Celsi, *Mr. Wolf's Pancakes* by Jan Fearnley, *The Wolf's Chicken Stew* by Keiko Kasza, *Wolf* by Becky Bloom, *Wolf's Coming!* By Joe Kulka, *Yo, Hungry Wolf!* by David Vozar, *The Wolf Who Cried Boy* by Bob Hartman, *Hog Eye* by Susan Meddaugh, *Three Little Wolves and the Big Bad Pig* by Eugene Trivizas, *Wolves* by Angela Royston, etc.
- SCHEMA sign
- What We Know About Wolves* SMART Board Notebook File

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Mini Lesson

SCHEMA



What you already know.

Your background knowledge.

(BEFORE)

Understanding How Schema Helps us Make Predictions

Hold up the book Bad Boys by Margie Palantini. Remind students that they've already used their SCHEMA (hold up sign and point to the SCHEMA chart about wolves in storybooks) to make predictions about what the book will be about (point to the predictions chart). Remind them that SCHEMA is "what you already know". Read through the schema and predictions shared yesterday (on the charts). Tell the class to keep in mind what they shared, as well as what their classmates shared, while you read the book. After reading the book, go through the charts again and discuss how our SCHEMA helps us to make predictions. As you dismiss the class, remind them that when they pick up a book to read, they can use their SCHEMA by previewing the front cover, title, and pictures in the book and make predictions about what the book will be about. Dismiss students one by one, giving each student their own personal mini-schema backpack cut-out (preprogram the backpack cut-outs with the word SCHEMA and its definition). Have students keep the backpack cut-outs in their book browsing boxes.

Materials and Resources

- Bad Boys by Margie Palantini
- Other Books that Have Wolves/Foxes in Them as the "Bad" Character: *Gingerbread Man* books, *Little Red Riding Hood* books, *The Three Little Pigs* books, *Peter and the Wolf* by Sergei Prokofiev, *The Boy Who Cried Wolf* by B. G. Hennessy; **including fractured fairytale versions too such as** *The True Story of the Three Little Pigs*, *Bad Boys Get Cookie* by Margie Palantini, *Dear Peter Rabbit* by Alma Flor Ada, *The Fourth Little Pig* by Teresa Celsi, *Mr. Wolf's Pancakes* by Jan Fearnley, *The Wolf's Chicken Stew* by Keiko Kasza, *Wolf* by Becky Bloom, *Wolf's Coming!* By Joe Kulka, *Yo, Hungry Wolf!* by David Vozar, *The Wolf Who Cried Boy* by Bob Hartman, *Hog Eye* by Susan Meddaugh, *Three Little Wolves and the Big Bad Pig* by Eugene Trivizas, *Wolves* by Angela Royston, etc.
- SCHEMA sign
- Backpack Cut-Outs: <http://www.creativeteaching.com/p-2917-denim-backpack-designer-cut-outs-single-design-pack.aspx>

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

(BEFORE)

Using Schema when Self-Selecting Books

Have the class browse for a book in the classroom library. After all have selected a book ask them to bring their book to the meeting area and to stack their books into a pile in the center of the group. Starting with the top book, have the child who selected the book share why they choose the book. Ask them what they know about the book, why they selected it, what they think it will be about, etc. Do this with every book. Make it brief, though. ☺ When finished, remind the class that readers use their SCHEMA when choosing books to read; they also make predictions about what the book might be about based on their SCHEMA.

- Classroom Library Book Bins

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.

Your background knowledge.

(BEFORE)

Using Schema Across the Curriculum and Throughout the Year

Throughout the rest of the school year, continue to have students share their SCHEMA before:

- you do a math activity
- you do a science lab
- you read a book (fiction or nonfiction)
- etc.

Have students share their background knowledge, and have them make predictions (across curricular areas!!!). After the activity, lab, book, etc., discuss how accessing our SCHEMA helps us to make predictions about what will happen, how we will solve a problem, what the book will be about, etc.

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

(DURING)

Using Schema During our Reading Part 1

Ask the class to do a think-pair-share and talk about SCHEMA – what is it, when can we use it, how does it help us, etc. Reconvene and share with the class that we've been practicing how to use our SCHEMA BEFORE we read books, and that today we will talk about how our SCHEMA can be very helpful DURING reading, too. Ask students to think about a time they've lost something. Have them draw a simple picture of the lost item. When all are finished, gather at the carpet and have them put their picture on the floor so the class is surrounded by their schema. Say, "What you drew is what you will be bringing to our read aloud book tomorrow. We will be reading a book about a character that loses something. Your schema about losing something (point to pictures) will help you to better understand the book." Tell the class that they will continue working with this lesson tomorrow.

- Too Many Tamales
by Gary Soto
- Billy's Beetle
by Mick Inkpen
- Down the Back of the Chair
by Margaret Mahy
- Olivia - - and the Missing Toy
by Ian Falconer
- Puppy Mudge Loves His Blanket
by Cynthia Rylant
- The Red Jacket Mix-Up
by Ari Hill
- Small pieces of white paper
- Crayons, Markers, Pencils

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Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

(DURING)

Using Schema During our Reading Part 2

Gather at the carpet and have the class put their picture (from yesterday's lesson) on the floor so the class is surrounded by their schema. Say, "What you drew yesterday (point to pictures) is what you will be bringing to the book today. I want you to use your schema DURING the reading of the book today. Think about what you drew - - what it was, how it made you feel to lose it, what you did to find it, where you found it, etc." Read the book Down the Back of the Chair (or any other book about losing something). Have students turn to a partner and share one thought they had during the reading of the book. Tell the class that they will continue working with this book tomorrow.

- Too Many Tamales
by Gary Soto
- Billy's Beetle
by Mick Inkpen
- Down the Back of the Chair
by Margaret Mahy
- Olivia - - and the Missing Toy
by Ian Falconer
- Puppy Mudge Loves His Blanket
by Cynthia Rylant
- The Red Jacket Mix-Up
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Mini Lesson

Materials and Resources

SCHEMA



What you already know.
Your background knowledge.

(DURING)

Using Schema During our Reading Part 3

Reread the book Down the Back of the Chair (or any other book about losing something). Ask students to pick up their drawing (about the lost item they drew during Part 1 of this lesson) and to share their thinking about the book that was just read. Record their thoughts. Talk about how our *SCHEMA* not only helps us to make predictions about what a book might be about, but it also helps us to understand the book as we read it. Point out specific examples of connections your students made between themselves and the book that was just read. Hold up the *CONNECTIONS* sign. Explain to the class that when a reader uses their *SCHEMA* to understand a part of the book, they are making a *CONNECTION* with the book. It is a "text to self" connection. Refer to several connections that students made. Share with the class that readers make connections all the time when they read. When they read, they are always thinking about what they are reading and connecting their own life to what they are reading. Making *CONNECTIONS* between themselves and the book they are reading helps readers to better understand the book. As you dismiss the class, remind them to think about their reading and to use their *SCHEMA* to make *CONNECTIONS*.

- Too Many Tamales by Gary Soto
- Billy's Beetle by Mick Inkpen
- Down the Back of the Chair by Margaret Mahy
- Olivia - - and the Missing Toy by Ian Falconer
- Puppy Mudge Loves His Blanket by Cynthia Rylant
- The Red Jacket Mix-Up by Ari Hill
- Drawings from Previous Lesson

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Reader's Workshop SCOPE and Sequence

CONNECTING

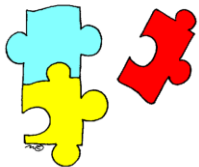
Connecting: Building Bridges Between What I'm Reading to Myself, Other Books, and The World

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Mini Lesson

Materials and Resources

MAKING CONNECTIONS



Building Background Knowledge

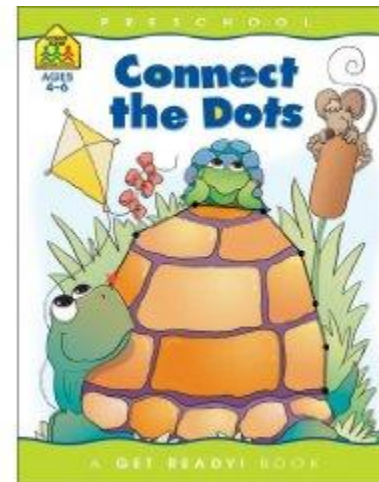
Hands-On Connections #1

Make copies of "Connect the Dots" pages for your class. Gather at the carpet with markers/crayons/pencils and clip boards. Distribute the pages to the class.

Share that today they will make connections between the dots to create a picture. The connections that they make between the dots will help them to better understand the picture. Allow students time to work. When finished, have students share their final picture.

End by saying that the connections between each dot, helped us to see the picture the artist created. We understood the picture better because of the connections. Share that today the class learned an important word – *Connection*. Share that we will continue to talk about connections and how connections in future Reader's Workshop lessons.

- Connections Sign
- Dot to Dot Connections Book Pages



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Reader's Workshop SCOPE and Sequence

CONNECTING

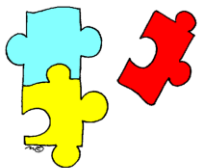
Connecting: Building Bridges Between What I'm Reading to Myself, Other Books, and The World

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Mini Lesson

Materials and Resources

MAKING CONNECTIONS



Building Background Knowledge

Hands-On Connections #2

Show a "Connect 4" game box. Ask the class if any of them have played the game before or if they've seen the game played. Allow time for students to share (briefly). Demonstrate how to play the game. Allow students to play in partnerships or play a few games online:

- <http://host.exemplum.com/hasbro/connectfour/connectfour.htm>
- http://www.flashgamespage.com/all_games/connect_four/connetfour.html
- <http://www.mathsisfun.com/games/connect4.html>
- <http://www.ea.com/free/connect-four>

Share that today the class learned an important word – *Connection*. Share that we will continue to talk about connections and how connections in future Reader's Workshop lessons.

- Connections Sign
- Connect 4 Game



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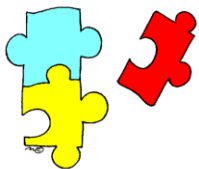
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Mini Lesson

Materials and Resources

MAKING CONNECTIONS



Building Background Knowledge

Hands-On Connections #3

Poll the class to determine their understanding of the term "connection" by asking them to tell you what they know about the word. Ask them if they can give you examples of things that connect. Demonstrate the meaning of a connection by connecting several of your example items that make connections. Plant the idea/concept of "good connection" by discussing what happens when the computer can't connect to the Internet, a puzzle piece doesn't fit with the piece you thought it would, the radio plug can't fit into the wall socket (2 pronged vs. 3 pronged), or if batteries are put into a flashlight incorrectly. Allow students time to make connections using some of the items you brought in (partnerships or small groups). Conclude that connections happen when objects or people (friendship, teamwork) have a relationship or work together in some way (there's a bond – they are connected).

- Connections Sign
- Things that Connect or Make Connections:
 1. Radio
 2. Puzzle
 3. Internet
 4. Remote Control
 5. Barrette
 6. Leash
 7. Collar
 8. Velcro
 9. Flashlight and Batteries
 10. Light Bulb
 11. Knex
 12. Legos
 13. Train Tracks
 14. Gears
 15. Bionicles
 16. Marble Run
 17. Magz

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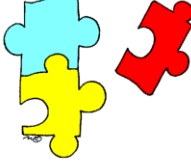


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Reader's Workshop SCOPE and Sequence

CONNECTING

Connecting: Building Bridges Between What I'm Reading to Myself, Other Books, and The World

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| <i>Mini Lesson</i> | | | | | <i>Materials and Resources</i> | | |
| <p>MAKING CONNECTIONS</p>  <p>Building Background Knowledge</p> | | <p>Connections Anchor Chart</p> <p>Ask the class to tell you what they know about schema. Ask the class what they know about connections. Share that today they will be creating a chart to help us all remember one of the good things that readers do when they read – <i>Make Connections</i>. Show the materials. Explain each one discussing how it relates to helping us to visually remember the concept of <i>Making Connections</i>. Display the chart on the wall for future reference. Share that we will add to the chart as we continue to learn about <i>Making Connections</i>.</p> | | | <p>☐ Connections Anchor Chart Materials:</p> <ul style="list-style-type: none"> • Making Connections Anchor Chart Title • Making Connections Picture Icon • Text to Self Title & Picture • Text to Text Title & Picture • Text to World Title & Picture | | |

Reader's Workshop SCOPE and Sequence

CONNECTING

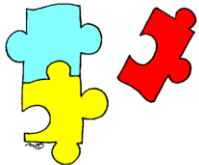
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Mini Lesson

Materials and Resources

MAKING CONNECTIONS



Building Background Knowledge

Planting the Vocabulary: *Connecting Statements*

Briefly show spider web PowerPoint and talk about the importance of the connections found within a spider's web. Play the audio clip of Charlotte spinning/spelling/writing one of the words in her web. Ask the class to share what words Charlotte used when creating her web/writing the word in her web. Share with students that it is very important for a spider to make connections when building a web, just as it is important for readers to make connections when reading. Making connections as a reader helps make the overall picture more meaningful – and a spider's connections when spinning a web helps make the overall web meaningful (purposeful). Share with the class that as you listened to Charlotte create her web/word, it reminded you of what readers do as they read books and make connections. Readers often use certain words or phrases when they are thinking about the books they read. Readers who are using their schema and making connections sometimes use connecting statements (stems) kind of like Charlotte did. Make a web using the yarn. We will talk about this more tomorrow.

- Charlotte's Web by E.B. White Audio Clip of Charlotte Spinning/Writing one of the Words in her Web
- or**
- Charlotte's Web DVD Clip of Charlotte Spinning/Writing one of the Words in her Web
- Spider Web Photos PowerPoint: <http://www.fotosearch.com/photos-images/spider-web.html>
- Yarn or String
- Spider Beanie Baby



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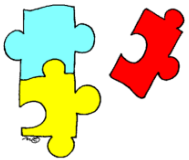
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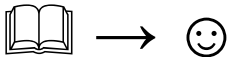
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Materials and Resources

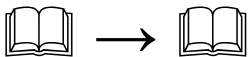
MAKING CONNECTIONS



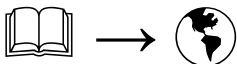
Text to Self Connections



Text to Text Connections



Text to World Connections



Identifying Connection Stem Statements (Ongoing)

What do readers do while they are reading? Reiterate that readers THINK about their reading. Readers notice when books remind them about something. Model this for students. Read aloud a book you are familiar with and use the "think out loud" strategy to make CONNECTIONS. Use the "connection stem statements" that you'd like your students to begin using when they begin making their own connections (whether shared or not shared). When you have finished reading and thinking out loud, ask students to make observations about you as a reader (what you were doing, what words you used, etc.). Record their answers on the *Text-to-Self Connections* chart. Share with the class that as a reader you were making Text-to-Self connections, and as you were doing it, you were using certain connection stem statements. As you dismiss students, encourage them to think about what they are reading, and to start using connection stem statements as they make their own connections. Add to the chart as the unit progresses.

- Read Aloud you've previously read and have connections with
- Connection Stem (Statements):

| | |
|--------------------|---|
| T→S | I can... Something like that happened to me... I felt like ___ when If I were ___, I'd... |
| T→T | I read... That happened in the book... ___ is like ___ in the book/movie... |
| T→W | That's happening now... That happened... I saw... |
| Any of Them | I have a connection... That reminds me of... I remember when... I know... This is like the time when... |

Continue to add to the chart as the unit progresses from Text to Self to Text to Text and Text to World!

Reader's Workshop SCOPE and Sequence

CONNECTING

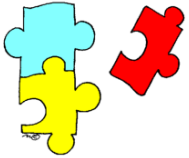
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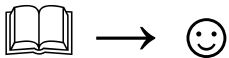
Mini Lesson

Materials and Resources

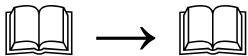
MAKING CONNECTIONS



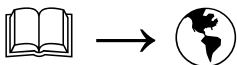
Text to Self Connections



Text to Text Connections



Text to World Connections



Finding Connections and Using Connection Stem Statements

What do readers do while they are reading? Remind students that readers THINK about their reading, and they notice when books remind them about something. Have students bring their book browsing boxes to the meeting area. When they return, give each student 2-3 Post-It note flags. Share with them that you have already read a book this morning, and made several connections that you'd like to share. Hold up the book and read it. At each connection (flagged with a Post-It), share the connection. Use "connection stem statements" as you share the connections. After sharing, allow students to share any connections that they may have had with the book that was just read. Draw students' attention to the Post-It note flags in their book boxes. Before dismissing them, encourage them to think about what they are reading, and to add a flag to parts that remind them about something. Tell them to choose the best 2-3 CONNECTIONS and to flag them for tomorrow's meeting.

- Read Aloud you've previously read and have connections with (connections are flagged with Post-Its)
- Post-It Note Flags for Students
- Connection Stem (Statements) Anchor Chart

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Reader's Workshop SCOPE and Sequence

CONNECTING

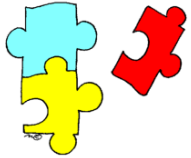
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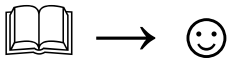
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Materials and Resources

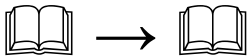
MAKING CONNECTIONS



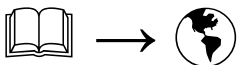
Text to Self Connections



Text to Text Connections



Text to World Connections



Sharing Connections

What do readers do while they are reading? Remind students that readers THINK about their reading, and they notice when books remind them about something. Have students bring their book browsing boxes to the meeting area. Remind them that you had asked them to mark 2-3 connections during their reading time yesterday using Post-It note flags, and that today they will have a chance to share their connections. Ask for volunteers to share any connections that were made yesterday during their independent reading, partner reading, or listening to reading time(s). Remind them to use "connection stem statements" when they share. Depending on how many students want to share, and how many connections they have to share, this mini-lesson may take longer than one day to finish.

- Student Browsing Box Books that have been Flagged with Connections
- Connection Stem (Statements) Anchor Chart

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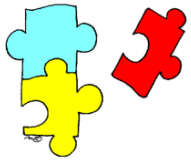
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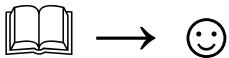
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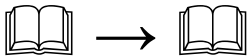
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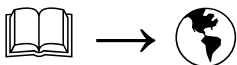
Text to Self Connections



Text to Text Connections



Text to World Connections



Nontext Connections

Provide students with opportunities to make connections beyond written text formats. Listening to songs, viewing pictures or paintings, and reading picture books are great ways to activate SCHEMA (background knowledge) and gain a better understanding of the story.

Encourage students to not only make connections to the text as they read, but also to the pictures. It is important for readers to understand that authors and illustrators tell the story through the pictures, in addition to the text.

| Paintings & Pictures | Music & Sounds | Wordless Picture Books |
|--------------------------------------|---|---|
| Cliff Walk bit.ly/nTTe8o | "You've Got a Friend in Me" bit.ly/nbKIEa | Zoom By Istban Banyai |
| Starry Night bit.ly/ppCuCK | "When She Loved Me" bit.ly/ogd2cq | Snowman By Raymond Briggs |
| Oh, Yeah! bit.ly/pUz9wF | "There's a Cow Parked in my Driveway" bit.ly/rqTC3z | A Frog Goes to Dinner By Mercer Mayer |
| Normandy Hay bit.ly/qyqkRj | Sound Effects soundsnap.com | Others: bit.ly/qBQUoB |

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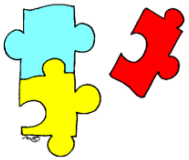
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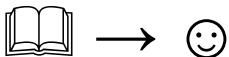
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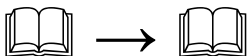
MAKING CONNECTIONS



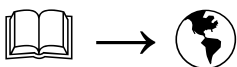
Text to Self Connections



Text to Text Connections



Text to World Connections



Noticing When Books/Characters are Similar: Oral Discussion

For *text to text* I like to address the concept as it "pops up" in our reading. It might be during a Guided Reading, Shared Reading, or Interactive Read Aloud. Undoubtedly it will happen before I am finished teaching the previous "text to self" lessons, but that's OK. When it happens, we don't ignore it and we begin making our Text to Text anchor chart. Two books that we read in during first/second quarter that have some great text to text connections in them are Henry Huggins and Ready Freddy, Thanksgiving Turkey Trouble. Connections we've made between the texts:

- Like *Freddy*, *Henry* has a bully in his school.
- *Freddy's* bully, *Max*, teases him like *Henry's* bully, *Scouter*.
- *My* sister wanted to run away once (like *Freddy* did).
- *Freddy* and *Henry* are both in a school play.
- *Henry* feels the same way about being in the play as *Freddy* did.

Begin noticing (and discuss) text to text connections as you work with your students during Shared, Guided, and Interactive Reading times.

- Read Aloud you've previously read and have text to text connections for:



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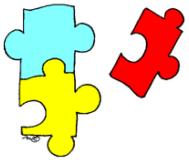
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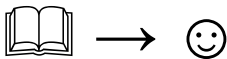
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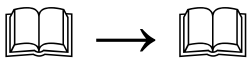
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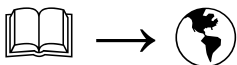
Text to Self Connections



Text to Text Connections



Text to World Connections



Noticing When Books/Characters are Similar: 2-Column Chart

Once students begin to make connections on their own, begin recording their observations onto a 2-column recording sheet. This sheet/chart can be a year-long collection chart of connections that the class makes during Shared, Guided, and Interactive Reading times. Example:

| Books | Connections |
|-------|--|
| | Written in similar style. - Rhythm - Question & Answer |
| | Oliver was teased like Grace. Oliver liked to read like Grace. Etc... |
| | Like the characters in the book, my mom feels excited when we all come to visit, and sad when we leave, but knows we will visit again. |

Begin noticing, discussing, and recording text to self/text/word connections as you work with your students during Shared, Guided, and Interactive Reading times.

- Shared Reading
- Guided Reading
- Interactive Read Aloud Time

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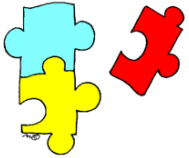
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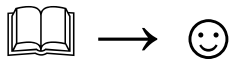
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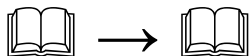
MAKING CONNECTIONS



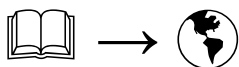
Text to Self Connections



Text to Text Connections

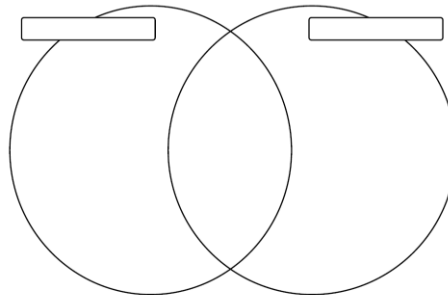


Text to World Connections



Noticing Similarities b/n Books & Characters: Venn Diagram

A Venn Diagram can be used to make connections while students compare and contrast books or characters in books. This can be done as a whole class or in a small group during Shared, Guided, and Interactive Reading times.



Begin noticing, discussing, and recording text to self/text/world connections as you work with your students during Shared, Guided, and Interactive Reading times.

- Shared Reading
- Guided Reading
- Interactive Read Aloud Time

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Reader's Workshop SCOPE and Sequence

CONNECTING

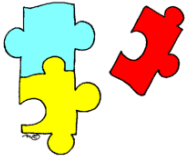
Connecting: Building Bridges Between What I'm Reading to Myself, Other Books, and The World

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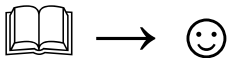
Mini Lesson

Materials and Resources

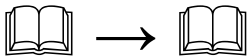
MAKING CONNECTIONS



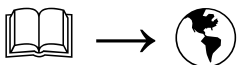
Text to Self Connections



Text to Text Connections



Text to World Connections



Connections that Help us Better Understand

Divide the class into teams (based on the number of puzzles you have). Allow time for each team to assemble their puzzle. When finished, take a tour around the room and have each group discuss how they put their puzzle together. Although teamwork may be a discussion point, focus more on the strategy of how they found good connections. Ask each group if they ever thought they had found a good connection, but in the end it turned out that the connection wasn't as helpful in finishing the puzzle. Ask each group if any of the puzzle piece connections really helped them to understand the puzzle better (in other words, at which point did they know what the puzzle was going to be a picture of). When finished touring all of the puzzles ask them what would have happened if you had taken one piece from each puzzle and mixed them up with a piece from one of the other puzzles. Discuss how the mixed up puzzle pieces would not be helpful connections. EVEN THOUGH all the puzzles are about animals, a bear puzzle piece in the zebra puzzle piece would not have been a helpful connection. Share with the class that we will begin talking about helpful connections again tomorrow.

- Set of Similarly-Themed Puzzles (animals, vehicles, food, etc).



Prior to the lesson, take each puzzle out of the box and put them into plastic baggies (you don't want each group to know what their puzzle will be a picture of prior to their assembling it).

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Reader's Workshop SCOPE and Sequence

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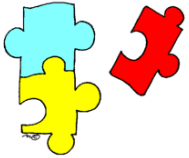
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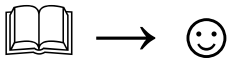
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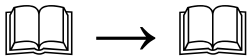
MAKING CONNECTIONS



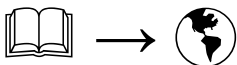
Text to Self Connections



Text to Text Connections



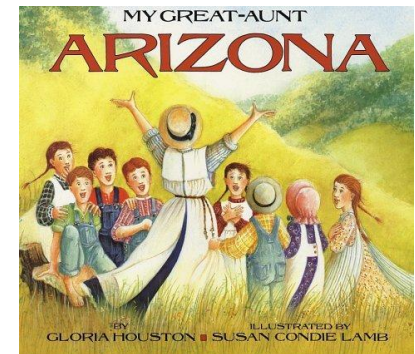
Text to World Connections



Connections that Help us Better Understand our Reading (1 of 2)

Readers make many kinds of connections while reading. Just the other day, I was reading a book and made connections. Not all of my connections helped me though. Readers who make meaningful connections will understand what they are reading more than readers who are just making random connections that don't help. We can decide which connections help us with our reading and which ones don't help. Read the book *My Great Aunt Arizona* by Gloria Houston. As you read, take out the post it note connections that you've pre-written. Put them on the board as you share them. When finished reading, tell the class that some of the connections you've made are deep connections that help you to better understand the book or characters. Show the class the "Deep or Surface Level Connections" chart. Share that tomorrow they will help you to place your connection post it notes on the chart. Dismiss with a reminder that good readers think about what they are reading and make connections between the book and themselves.

- My Great Aunt Arizona* by Gloria Houston



- Large Post It Notes
- Yes/No/Why "Deep or Surface Level Connections" Chart

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Reader's Workshop SCOPE and Sequence

CONNECTING

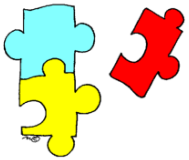
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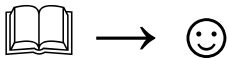
Mini Lesson

Materials and Resources

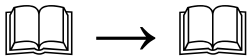
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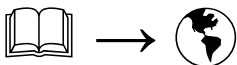
Text to Self Connections



Text to Text Connections

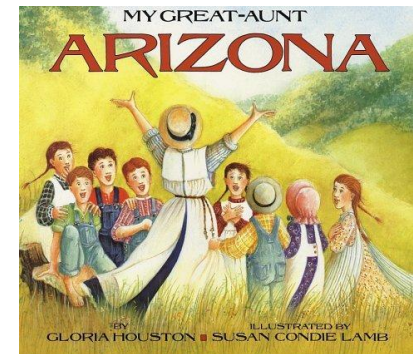


Text to World Connections



Connections that Help us Better Understand our Reading (2 of 2)
Remind the class that readers make many kinds of connections while reading. Reread the book My Great Aunt Arizona by Gloria Houston (or review what the book was about). Reread the post it note connections that put on the board during yesterday's reading. Tell the class that some of the connections you've made are deep connections that help you to better understand the book or characters, and others are surface level connections that aren't very helpful. Go through each connection and decide if it is helpful or not helpful, putting each under yes or no, and adding information about why it was a helpful connection (if it was). Remind students that meaningful connections help readers because they are deeper than the surface level connections. Dismiss with a reminder that good readers think about what they are reading and make connections between the book and themselves.

- My Great Aunt Arizona by Gloria Houston



- Large Post It Notes
- Yes/No/Why "Deep or Surface Level Connections" Chart

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Reader's Workshop SCOPE and Sequence

CONNECTING

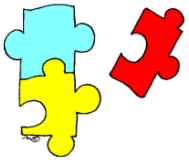
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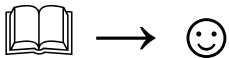
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Materials and Resources

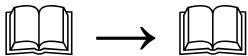
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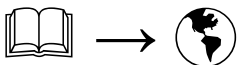
Text to Self Connections



Text to Text Connections



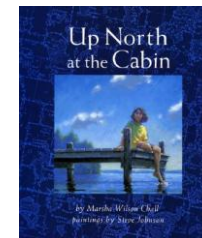
Text to World Connections



Is it a Deep or Surface Level Connection? (1 of 2)

Good connections help us with our reading. Good connections help us to understand the author's message. Some connections we make are not deep enough to help us to better understand the author's message. When we make deep connections we are better able to understand the author's message. Readers distinguish between connections that are helpful and those that are not. Let's practice making connections, sharing connections, and determining which connections are deep and which are surface level. Read Up North at the Cabin by Marsha Wilson Chall. Ask students to share connections. Write them on post it notes. Share that tomorrow we will again work with this book and the connections that were made.

- Up North at the Cabin by Marsha Wilson Chall



- Large Post It Notes
- Star-Shaped Post It Notes
- Yes/No/Why "Deep or Surface Level Connections" Chart

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Reader's Workshop SCOPE and Sequence

CONNECTING

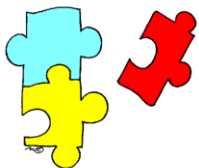
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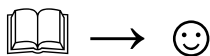
Mini Lesson

Materials and Resources

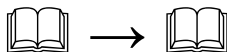
MAKING CONNECTIONS



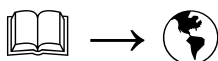
Text to Self Connections



Text to Text Connections



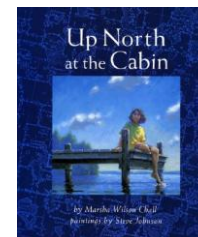
Text to World Connections



Is it a Deep or Surface Level Connection? (2 of 2)

Deep level connections help us with our reading. Some connections we make are not deep enough to help us to better understand the author's messages. Readers distinguish between connections that are helpful and those that are not. Reread (or retell) Up North at the Cabin by Marsha Wilson Chall. Reread the connections students made yesterday. Assign each connection as a 1☆ or 2☆☆ connection. Ask students to clarify their thinking by asking, "What made you say/think that?" By asking them to go deeper, you may uncover some DEEP thinking that really does help our understanding of the author's message.

- Up North at the Cabin by Marsha Wilson Chall



- Large Post It Notes
- Star-Shaped Post It Notes
- Yes/No/Why "Deep or Surface Level Connections" Chart

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Reader's Workshop SCOPE and Sequence

CONNECTING

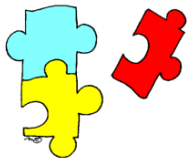
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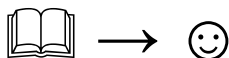
Mini Lesson

Materials and Resources

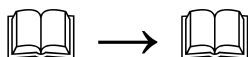
MAKING CONNECTIONS



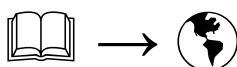
Text to Self Connections



Text to Text Connections



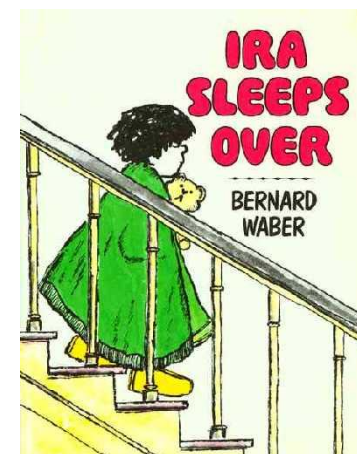
Text to World Connections



Deepening Understanding through Discussion: 1 of 3

Review with students what it means to make a Text to Self connections. Ask students if all connections are the same. Generate discussion about deep and surface level connections. Share with students that today they will listen to a book and share their connections in a small group. Read the book Ira Sleeps Over by Bernard Waber. Have students sit knee-to-knee and eye-to-eye and share their connections with their partner. Encourage students to use Connection Stem Statements and to share deep connections rather than surface level connections. After a few moments, reconvene as a class and discuss the book, allowing students to share their connections. Ask if any students changed their understanding of the book after having their partner discussion. Conclude that discussing a book, and our connections to them, help readers to better understand the book and even notice new things.

- ☐ Multiple Copies of the Book Ira Sleeps Over by Bernard Waber



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Reader's Workshop SCOPE and Sequence

CONNECTING

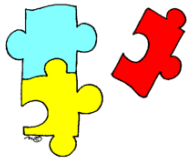
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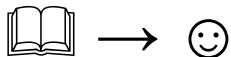
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Materials and Resources

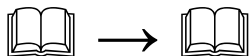
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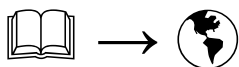
Text to Self Connections



Text to Text Connections



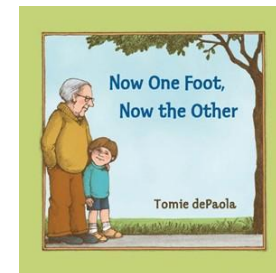
Text to World Connections



Deepening Understanding through Discussion: 2 of 3

Remind students that readers make connections with the texts they are reading. Read the book Now One Foot, Not the Other by Tomie dePaola. Divide students into small groups to discuss the book. Encourage students to use Connection Stem Statements and to share deep connections rather than surface level connections. Distribute large, white anchor chart paper. Have students draw their connections, adding text if time permits (or labels/phrases). Collect illustrations for tomorrow's lesson.

- Multiple Copies of the Book Now One Foot, Now the Other by Tomie dePaola



- Large, White Chart Paper
- Yes/No/Why "Deep or Surface Level Connections" Chart

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Reader's Workshop SCOPE and Sequence

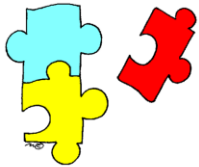
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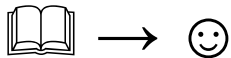
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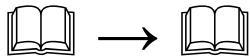
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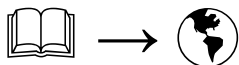
Text to Self Connections



Text to Text Connections



Text to World Connections

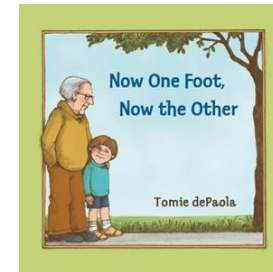


Deepening Understanding through Discussion: 3 of 3

Reread the book Now One Foot, Not the Other by Tomie dePaola. Have students get into their small discussion groups from yesterday. Distribute illustrations students drew yesterday. Have students share their illustrations with their group members. Reconvene as a class and discuss the book, allowing a few students to share their connections. Ask if any students changed their understanding of the book after having their group discussion from yesterday/today and after seeing their classmates' connection illustration. Conclude that discussing a book, and our connections to them, help readers to better understand the book and even notice new things.

Materials and Resources

- Multiple Copies of the Book Now One Foot, Not the Other by Tomie dePaola



- Large, White Chart Paper
- Yes/No/Why "Deep or Surface Level Connections" Chart

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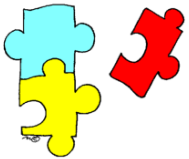
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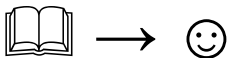
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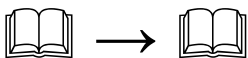
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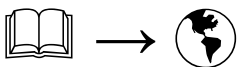
Text to Self Connections



Text to Text Connections



Text to World Connections



Deepening Understanding through Author Studies:

Author studies provide students with opportunities

- to notice overarching themes between texts
- to learn author-specific techniques and style (craft)
- to notice similarities and differences among texts, storylines, and characters
- to make connections across books
- develop opinions and preferences about authors and books
- to compare authors
- to compare genres
- to learn about the author (or infer/predict)

Our author studies (at our school, in first grade) are *Jan Brett*, *Dr. Seuss*, *Lois Ehlert*, and *Audrey Wood*. There are a lot of other authors that our class also focuses on naturally during reader's and writer's workshop. We often find ourselves drawn to the books of *Kevin Henkes*, *David Shannon*, and *Cynthia Rylant*. While we don't go into an in-depth author study with these authors, we do read enough of their books to make comparisons, connections, and inferences. During an author study, encourage your students to notice characters. Have them compare characters among books and also compare themselves to characters.

Materials and Resources

- Author to Study and Books by the Author
- Author Resources (background info)
- Anchor Chart Template in Mind to Record Observations during the Author Study

Author Study:

| Book Title | Beginning | Middle | End |
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Author Study:

| Book Title | Copyright | Characters | Problems and Solutions |
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Author Study:

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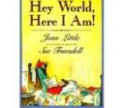
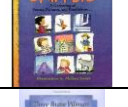
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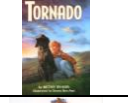











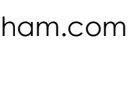


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Additional Books to Use for Connecting Throughout the Year:

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|---|---|
| Amos and Boris Steig, Williams |  |
| Going Home Bunting, Eve |  |
| Hey World, Hear I Am Little, Jean |  |
| Mirette on the High Wire McCully, Emily Arnold |  |
| Near the Window Tree: Poems and Notes Kuskin, Karla |  |
| Rondo in C Fleishman, Paul |  |
| Snippets Zolotow, Charlotte |  |
| Three Brave Women Martin, C.L.G. |  |
| William's Doll Zolotow, Charlotte |  |
| Hazel's Amazing Mother Wells, Rosemary |  |
| I Know a Lady Zolotow, Charlotte |  |
| Koala Lou Fox, Mem |  |

| | |
|---|---|
| Nana Upstairs, Nana Downstairs dePaola, Tomie |  |
| Where the River Begins Locker, Thomas |  |
| Roxaboxen McLerran, Alice |  |
| I Want to Be A Police Officer Liebman, Dan |  |
| Chester's Way Henkes, Kevin |  |
| Sheila Rae the Brave Henkes, Kevin |  |
| Wemberly Worried Henkes, Kevin |  |
| Jessica Henkes, Kevin |  |
| Lilly's Purple Plastic Purse Henkes, Kevin |  |
| Wilfred Gordon McDonald Partridge Fox, Mem |  |
| The Art Lesson dePaolo, Tomie |  |
| Gettin' Through Thursday Cooper, Melrose |  |
| Mama, Coming and Going Caseley, Judith |  |

| | |
|--|---|
| Tomado Byars, Betsy |  |
| Earrings! Viorst, Judith |  |
| Rosie and Michael Viorst, Judith |  |
| Ira Says Goodbye Waber, Bernard |  |
| The Tenth Good Thing About Barney Viorst, Judith |  |
| Birthday Presents Rylant, Cynthia |  |
| Every Living Thing: Stories Rylant, Cynthia |  |
| Miss Maggie Rylant, Cynthia |  |
| Chicken Sunday Polacco, Patricia |  |
| Mrs. Katz and Tush Polacco, Patricia |  |
| Mrs. Mack Polacco, Patricia |  |
| Some Birthday! Polacco, Patricia |  |
| Oliver Button is a Sissy dePaolo, Tomie |  |

| | |
|---|---|
| Amazing Grace Hoffman, Mary |  |
| Now One Foot, Now the Other dePaola, Tomie |  |
| The Two of Them ALIKI |  |
| Julius, The Baby of the World Henkes, Kevin |  |
| Owen Henkes, Kevin |  |
| My Rotten Redheaded Older Brother Polacco, Patricia |  |
| The Pain and the Great One Blume, Judy |  |
| Too Close Friends Roddie, Shen |  |
| Why are You Fighting, Davy? Weninger, B |  |
| The Wednesday Surprise Bunting, Eve |  |
| Jeremiah Learns to Read Bogart, Joe Ellen |  |
| When Lightning Comes in a Jar Polocco, Patricia |  |
| Fireflies! Brinckloe, Julie |  |

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