

# Making Connections Through Literature

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## Project Description:

Students are introduced to the comprehension strategy of making connections to text. The teacher will model making connections during reading by thinking aloud and defining the 3 different types of connections. The introductory lesson leads students to a Kidspiration/Inspiration template where they can add their connections along with graphics. This lesson format can be repeated throughout the year with students starting from scratch within Kidspiration/Inspiration and building their own graphic representation of the connections they make while reading.

**Grade:** 3,4

**Subject(s)/Strand(s) Covered:** Language, Reading

**Estimated Time Frame:** 60 - 100 minutes (For introductory lesson)

**Computer Time Required:** 1 - 2 period of 40 minutes

**Computer Program(s) Used:** Kidspiration/Inspiration

**Prerequisite skills:** Knowledge of software, accessing shared directory, saving personal directory, printing.

NETS COVERED	
✓	1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
	2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
	3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
✓	4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
✓	5. Use technology tools (e.g. multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
	6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

	7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5,)
✓	8. Use technology resources (e.g., calculators, data collection probes, videos, educational software for problem solving, self-directed learning, and extended learning activities. (5, 6)
	9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6,)
	10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

<b>MINISTRY EXPECTATIONS COVERED</b>		
	<b>Subject/Strand</b>	<b>Expectation</b>
Gr. 3	Language, Reading	3e29 - read a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes
Gr. 3	Language, Reading	3e31 - read independently, using a variety of reading strategies;
Gr. 3	Language, Reading	3e32 - express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read
Gr. 3	Language, Reading	3e37 - identify and describe some elements of stories (e.g., plot, central idea, characters, setting)
Gr.4	Language, Reading	4e27 - read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
Gr. 4	Language, Reading	4e30 - state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
Gr. 4	Language, Reading	4e35 – identify and describe elements of stories (e.g., plot, central idea, characters, setting);
Gr. 4	Language, Reading	4e37 – make judgements about what they read on the basis of evidence;

## Teaching/Learning (Lesson Outline)

### Preparation:

This lesson can be used as an introduction to making connections. Students should have the opportunities to listen to, and discuss connections to their lives based on the stories they read and hear. Read suggested books before the lesson and mark places to share connections.

1. Explain to the class the 3 different kinds of connections a proficient reader makes. Text-to-Self (relating something in the text to the reader's life), Text-to-Text (relating something in the story that is similar to a different book) or Text-to-World (relating an idea in the text to something that is happening in the world). List these connections on chart paper and post for students to refer to throughout the year.
2. Explain to the students that when you read the story aloud, periodically you will stop and place the book on your lap which means you are going to discuss your thinking that is occurring while reading. This is to model making connections for the students. It is helpful to read the stories beforehand and mark the pages where you would like to discuss your thinking.
3. Begin to read aloud, ask students to think of their own connections during the reading and to remember them. Share a few (3 or 4) connections as you read.
4. After completing the book, ask students to pick a partner and move "knees to knees and eyes to eyes". Let students discuss with their partner any connections they made. This can last about 3-5 minutes.
5. Ask for volunteers to share their connections with the class. Remind students to state what type of connection it is and then to explain it. Provide guidance when necessary to help students provide detailed explanations.
6. Explain the computer activity to the class: They will be using a template where they must add at least 2 connections for each type.
7. Share the Assessing Information Technology and Expectation Rubric.
8. Work is to be handed into the shared directory or printed.

### Suggested Extension Activities:

1. Teachers can set up a classroom bulletin board with examples of Kidspiration/Inspiration projects.
2. Keep an on-going log where students can write their connections during their independent reading. Chart paper posted in an accessible area is one suggestion.

### Suggested Pictures Books:

Fireflies by Julie Brinkloe  
I Know a Lady by Charlotte Zolotow  
Smoky Night by Eve Bunting  
How Many Days to America by Eve Bunting

Hazel's Amazing Mother by Rosemary Wells  
The Snowy Day by Ezra Jack Keats  
Miss Maggie by Cynthia Rylant  
Amazing Grace by Mary Hoffman

**Assessment of Information Technology:**

Skill	Needs Assistance	Some Assistance	Independently	Independently (peer tutor)
Access Shared Directory				
Uses tools appropriately				
Adds graphics				
Adds text				
Printing/Saving				
Computer basics (eg. opening programs, logging on, etc.)				

**Assessment of Ministry Expectations:**

Criteria	Level 1	Level 2	Level 3	Level 4
<b><i>Reasoning</i></b> <b>- retelling of connections</b>	Demonstrates limited understanding of making connections.	Demonstrates some understanding of connections including some examples.	Demonstrates understanding of connections by including relevant details from text.	Demonstrates complete understanding of connections. Includes many examples from the text.
<b><i>Communication</i></b> <b>- clarity, precision and effectiveness of ideas presented</b>	Unable to communicate ideas.	Expresses ideas with some clarity.	Expresses ideas effectively.	Expresses ideas clearly, effectively with supporting detail.

**Suggested Report Card Comments for Information Technology:**

Level 1: \_\_\_\_\_ demonstrates limited understanding of making connections while reading. He/She experienced difficulty using Kidspiration/Inspiration to create a graphic organizer of connections made during reading.

Level 2: \_\_\_\_\_ demonstrates some understanding of making connections while reading. He/She required some assistance using Kidspiration/Inspiration to create a graphic organizer of connections made during reading.

Level 3: \_\_\_\_\_ demonstrates understanding of making connections while reading providing many examples. He/She used Kidspiration/Inspiration to create a graphic organizer of connections made during reading with very good results.

Level 4: \_\_\_\_\_ demonstrates excellent understanding of making connections while reading providing detailed, clear examples. He/She used Kidspiration/Inspiration to create an excellent graphic organizer of connections made during reading.

### Example of Templates:

