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Reading Strategy

# MAKING CONNECTIONS

version: v2022-06-29

## START HERE



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### INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- Google Slides or Microsoft PowerPoint

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

### WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Handout - Before, During, After graphic organizer
- Handout - Metacognition Reflection questions
- Handout - Rubric
- Bulletin Board Poster
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

### WHAT'S NOT IN THIS PDF:

- Slideshow (use the above links)

Want to download  
or edit a specific file?

Click the links on  
the next page!

Instructions

What's in this  
PDF

What's NOT  
in this PDF

Making Connections - START HERE - Page 1 of 5

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# Print this PDF

(it has all of the handouts)

# File Table of Contents

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Video of slideshow	Making Connections	YouTube	<a href="#">link</a>
Handouts	Before, During, After (Graphic organizer you can use with any text)	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
	Metacognition (Reflection questions)	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
	Rubric	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
Bulletin Board	Poster (8.5 x 11 page with reading strategy pro tips)	PDF	<a href="#">one-click copy</a>
		Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Online version	<ul style="list-style-type: none"><li>• TpT currently only allows one Easel by TpT document to be attached to a product.</li><li>• All of the handouts are in this single file.</li><li>• <b>Delete the pages you don't need before</b> assigning your file to students.</li><li>• Use the one-click copy link (on the right) multiple times to create different versions.</li></ul>	Easel by TpT	<a href="#">one-click copy</a>

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).  
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

Google Slides

Powerpoint

Video

Google Docs

Word

Easel by TpT



# Links to files

# MAKING CONNECTIONS


**Making Connections** is a comprehension strategy we use to develop a *deeper* understanding of something we are reading. The goal is to try to create an AH-HA moment and figure out something new about the text we are reading by relating it to something we already know.

As you read, try comparing a character or event in the text with something that is similar *but different*. How does thinking about the similarities and differences in your connection help you better understand what is happening in the text you are reading?


Title of today's text: \_\_\_\_\_

Works with  
any text

**MAKING CONNECTIONS**



- 1. Connect with**
  - things you've read (**text to text**)
  - things you've experienced (**text to self**)
  - things people know (**text to world**)
- 2. Avoid simple connections.** Find things that are same same *but different*.
- 3. Use one of these thought patterns:**
  - **This** is like **that**, but... so...
  - **A** is like **B**, and **B** is \_\_\_ so A is probably \_\_\_
- 4. Stop after every heading or paragraph and make a connection**

 **R<sub>1</sub>** Reading for **MEANING**  
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page 1



# Graphic Organizer

Before Reading

Before you read the article, look at the title and any illustrations. Let's do some thinking to turn our minds on and activate any prior knowledge before we read. Try to make at least one of each of the different types of connections (text to text, text to self, and text to world connections.)

1. Write down the title of the article
- 
2. Make a connection to the title using this thought pattern: **This is like that, but... so...**

This	is like that	but...	so...

3. Make a connection using this pattern: **A is like B, and B is \_\_\_\_ so A is probably \_\_\_\_**

A	is like B.	B is ____	So A is probably ____

STOP and CHECK!

☐ I made 3 different types of connections: ☐ text to text ☐ text to self ☐ text to world

☐ I connected the text I am reading to things that are similar **but different**

☐ I used both patterns: ☐ this is like that but... so... ☐ A is like B. B is \_ so A is probably \_

Before  
Reading

page 2



During Reading

Use the **Making Connections** strategy as you read. Try to find an ah-ha moment where you figure out something new about the text by Making Connections. Try to make all three different types of connections. (At least 1 text to text, 1 text to self, and 1 text to world connections.)

1. Make a connection to the text using this thought pattern: **This is like that, but... so...**

This	is like that	but...	so...

2. Make a connection using this pattern: **A is like B, and B is \_\_\_\_ so A is probably \_\_\_\_**

A	is like B.	B is ____	So A is probably ____

STOP and CHECK!

- ☐ I made 3 different types of connections: ☐ text to text ☐ text to self ☐ text to world
- ☐ I connected the text I am reading to things that are similar **but different**
- ☐ I used both patterns: ☐ this is like that but... so... ☐ A is like B. B is \_ so A is probably \_
- ☐ I stopped after every heading or paragraph to make a connection.

During  
Reading

page 3



After Reading

Now that you have read the entire article, let's look at the big picture. (It's like looking back at the entire forest, instead of individual trees in the forest.)

What is the main message of the text? What is this article trying to do? Try to make a connection to the big picture of this article and fill out one of the tables below.

Option 1: This is like that, but... so...

This	is like that	but...	so...

Option 2: A is like B, and B is \_\_\_\_ so A is probably \_\_\_\_

A	is like B.	B is ____	So A is probably ____

STOP and CHECK!

- ☐ What type of connection did you make? ☐ text to text ☐ text to self ☐ text to world
- ☐ I connected the text I am reading to things that are similar *but different*
- ☐ I connected to the big idea of text. (What is the point of this article?)

After  
Reading

page 4



# METACOGNITION

Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:

- ☐ Noticing what we think about as we read.
- ☐ Using specific strategies to help us think as we read.
- ☐ Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

**MAKING CONNECTIONS**  

- 1. Connect with**
  - things you've read (text to text)
  - things you've experienced (text to self)
  - things people know (text to world)
- 2. Avoid simple connections.** Find things that are same *same* but *different*.
- 3. Use one of these thought patterns:**
  - This is like that, but... so...
  - A is like B, and B is ... so A is probably ...
- 4. Stop after every heading or paragraph and make a connection**

**Reading for MEANING**  
comprehension strategy

1. Describe something you figured out about the meaning of the article by using the strategy **MAKING CONNECTIONS**. (Share an ah-ha moment)

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2. Explain how **MAKING CONNECTIONS** helped you to figure out this ah-ha moment.

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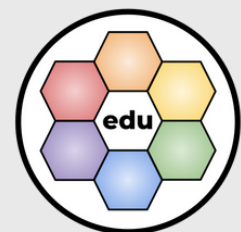
3. How could you modify this **MAKING CONNECTIONS** strategy to work better for you? What rule / tip would you change, modify, delete, or add?

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Self Reflection



Rubric - Making Connections

Everyone will have different connections because everyone has different life experiences. A connection isn't "right" or "wrong" - what we're looking at here is how well you *explain* the connection and how it *helped you to understand* something about the text you are reading.

	Level 4	Level 3	Level 2	Level 1
R1. Reading for Meaning	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	You very clearly explain your connection with strong support. It's a very insightful connection that shows you really get the article.	Your connection makes sense and you have good support.	Your connection is a little bit confusing because there's not enough support or there are irrelevant details.	I'm not sure how this connection helps you understand the text better.  There's not enough support or there are too many irrelevant details.

	Level 4	Level 3	Level 2	Level 1
R4. REFLECTING on reading skills and strategies	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	You very clearly explain how you used this strategy with strong support.	You explained how you used this strategy and you have good support.	How you used this strategy is a little bit confusing because there's not enough support or there are irrelevant details.	It doesn't seem like you used this strategy based on what is given here.  There's not enough support or there are too many irrelevant details.



# MAKING CONNECTIONS



Use as  
reference

1. **Connect with**
  - things you've read (**text to text**)
  - things you've experienced (**text to self**)
  - things people know (**text to world**)
2. **Avoid simple connections.** Find things that are **same same but different**.
3. **Use one of these thought patterns:**
  - **This** is like **that**, but... so...
  - **A** is like **B**, and **B** is \_\_\_ so A is probably \_\_\_
4. Stop after every heading or paragraph and make a connection



Reading for **MEANING**  
comprehension strategy

Making Connections - Poster

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# Bulletin Board Poster



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Reading Strategy

# MAKING CONNECTIONS

## LESSON PLAN (130 min - 170 min)

### Lesson on MAKING CONNECTIONS real world - 45 min

- [Introduction \(slides 1-5\) - 3 min](#)
- [Real life example \(slides 6-16\) - 25 minutes](#)
- [Ah-ha moments \(slides 17-19\) - 5 minutes](#)
- [Watch the video - examples of text to text, self, world \(slides 20-24\) - 10 minutes](#)
- [Connecting it back to reading \(slides 25-27\) - 2 minutes](#)

45

### Lesson on MAKING CONNECTIONS reading example - 55 min

- [4 TIPS to using MAKING CONNECTIONS \(slides 30-43\) - 20 minutes](#)
- [Practice - Modelled Reading \(slides 44-46\) - 15 minutes](#)
- [More Practice - Whole Class \(slides 44-55\) - 15 minutes](#)
- [Recap the strategy \(slides 56\) - 5 minutes](#)
- [\(Optional\) Big Picture \(slide 57-63\)](#)

55

### Independent Practice - 40-80 min

- [Review Independent Reading Handout package - 5 min](#)
- [Hand out article and clarify instructions - 5 min](#)
- [Students read article / Complete Making Connections Handout package - 30 min](#)
- [Students answer discussion questions from text - 20 min](#)
- [\(Optional\) Metacognition - 20 min](#)

40

### MATERIALS

- Slideshow (file 3)
- Making Connections handout (file 4a)
- Metacognition handout (file 4b)
- Rubric (file 4c)
- **Article to read while using this strategy - NOT PROVIDED**
  - Use a novel / textbook that you are studying in class.
  - Use an article from the [Making Connections bundle](#)

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Materials  
you need

Making Connections - Lesson Plan - Page 1 of 19

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# Lesson Plan

# Detailed Script

## Introduction to Active Reading and Comprehension Strategy (slides 1-5) - 3 min

<div><div>1</div><div></div></div> <div><div>2</div><div></div></div> <div><div>3</div><div></div></div>	<p>As part of our Reading for Meaning series, we're going to look at a comprehension strategy called Making Connections.</p> <p>Now, before we start the mini-lesson, let's turn our minds on and think about active reading.</p> <p>Active reading means we think about the text as we read. Your brain should be getting a workout.</p> <ul style="list-style-type: none"><li>• It doesn't matter if you're great at reading, or if you struggle at reading. At some point in life, we all will read something we don't quite get right away.</li><li>• If we use strategies, we can get better at reading.</li><li>• Comprehension strategies help us figure out what is going on in a text</li></ul>
<div><div>4</div><div></div></div> <div><div>5</div><div></div></div>	<p>There are lots of different comprehension strategies and today we're going to use a strategy called Making Connections.</p> <p>This is a reading strategy we use to develop a deeper understanding of the text we are reading.</p> <p>Usually we talk about three different types of connections:</p> <ul style="list-style-type: none"><li>• Text to text</li><li>• Text to self</li><li>• Text to world</li></ul>

## Real life example of making connections (slides 6-16) - 25 minutes

<div><div>6</div><div></div></div> <div><div>7</div><div></div></div>	<p>But, let's take a step back. Forget about reading for a moment.</p> <ul style="list-style-type: none"><li>• Making connections is something we do all the time in life.</li><li>• It's really about figuring stuff out by comparing it to something else.</li><li>• We do this all the time.</li></ul>
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Look at the following photos:

- describe everything you see (literally everything you see.)
- explain or guess what the item is used for

**Teacher Pro tip:** This section shows a close-up mystery photo of a faucet, and zooms out so we can see the object is a bidet.

Many teachers do not allow potty humour in the classroom for good reason. However, the following discussion around toilets and bidets might help your students to get a better understanding of how to make solid connections when they are reading.

**Depending on classroom maturity, you may want to skip this section. Setting some ground rules around appropriate vocabulary, tasteful examples, and general respect is critical.**

- Bidets are not very common in the US like they are in other parts of the world.
- In the US, Canada, and other countries that do not use bidets, the idea of using anything but toilet paper to clean ourselves after we used the toilet is completely foreign.
- So, the idea of using water to clean our lower body parts may come as an uncomfortable surprise for some of us.

The goal of this part of the lesson is to create an "ah-ha moment" for students as they slowly realize that the sink is not a sink.

Chances are, there will be natural discussion as some students are more grossed out than others.




- The goal is that students will naturally make comparisons between the bidet and a sink or shower.
- What students realize a bidet is like a shower for your butt, students will naturally evaluate whether they think that's gross or not.

Evaluation is a higher order thinking process. The goal is to show students that we make comparisons and connections to things so we can figure out new understandings that we didn't have before.

Consider doing a four corners debate with this:

- Do you strongly agree, agree, disagree, or strongly disagree with the following statement: **A bidet is gross**
- Choose a corner and brainstorm convincing arguments.



<p>9</p>  <p>LOOK AT THE PHOTO</p> <p>Describe what you see</p> <p>Describe what it's used for</p> <p>Reading for MEANING</p>	<p>Describe what you see:</p> <ul style="list-style-type: none"> <li>• A circular photo</li> <li>• beige and dark brown bathroom tiles</li> <li>• a metal faucet with a tap on top</li> <li>• a metal ring/hole</li> <li>• some sort of white porcelain sink</li> </ul> <p>Explain what it's used for:</p> <ul style="list-style-type: none"> <li>• you turn the/lever up and water comes out the faucet. You probably turned the lever to the left to get hot water in the lever to the right to get cold water</li> <li>• that metal circular ring is probably a drain so the water doesn't overflow.</li> <li>• That white container looks like a porcelain sink so that you can store some water</li> <li>• the small square tiles look like bathroom tiles – it's easy to clean up.</li> </ul>
<p>10</p>  <p>LOOK AT THE PHOTO</p> <p>Describe what you see</p> <p>Describe what it's used for</p> <p>Reading for MEANING</p>	<p>Describe what you see:</p> <ul style="list-style-type: none"> <li>• The circular photo has gotten bigger - we can see more the image</li> <li>• We can see more tiles on the wall</li> <li>• we can see the other wall of the white porcelain basin</li> <li>• we can see the reflection of the sink in the metal tap.</li> <li>• We can see the outside of the sink – it doesn't look as shiny?</li> </ul> <p>Explain what it's used for:</p> <ul style="list-style-type: none"> <li>• this sink is probably used to carry water</li> <li>• maybe the flat spots beside the metal are used to hold things like toothbrush cups or soap dishes?</li> </ul>
<p>11</p>  <p>LOOK AT THE PHOTO</p> <p>Describe what you see</p> <p>Describe what it's used for</p> <p>Reading for MEANING</p>	<p>Describe what you see:</p> <ul style="list-style-type: none"> <li>• The circle is even bigger.</li> <li>• We can see some sort of white tub beside the sink -</li> <li>• it looks like there's a white lid the sink looks pretty narrow</li> <li>• we can see the floor</li> <li>• there are whitish grey rectangles at the back of the tubs</li> </ul>

### Making Connections - Lesson Plan - Page 4 of 19




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# Lesson Plan

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# Lesson Plan

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Describe what you see:

- A really small sink that's the size of the toilet
- it's right beside the toilet (as close as the toilet paper roll is.)

Explain what it's used for:

- maybe you wash your hands as you use the toilet
- why is there no toilet paper?
- Maybe it's a bathroom on display in a store?

What's a bidet?

- Maybe it's close to the toilet because it supposed to be used like toilet paper. (You put the toilet paper roll holder close to the toilet because you need it when use the toilet. So maybe, this same thing is close to the toilet because you need it when you use the toilet?)
- Maybe it's like a sink for your butt?!?
- Maybe it's like a sink for your feet? But why would you put it near the toilet?

### Ah-ha moments (slides 17-19) - 5 minutes

17

As the students are discussing the previous photos, listen to hear if they make comparisons so you can draw attention to them.

- It's like...
- But why would... instead of...

18

If any student realizes that a bidet is like a sink for your bottom, watch for their reaction – if they're surprised, shocked, laughing - so you can refer back to this as an ah-ha moment

19

**The point of making connections is to try to create an AH-HA moment and figure out something new...**

- At first, we thought it was a sink because of the tap.
- But then, we figured out it wasn't a sink because it was too low. So then we start thinking about what else it could be.
- And the spark happened when we figured out it shoots out water to clean your bottom after you use the bathroom.
- And that's a new understanding because we didn't get that at the beginning. We thought it was a sink.



**Watch the video - examples of text to text, self, world (slides 20-24) - 10 minutes**

<p>20</p> <p>21</p>	<p>Watch the video. Can you connect this to</p> <ul style="list-style-type: none"> <li>● something you've read?</li> <li>● something you know or experienced?</li> <li>● something general that people know?</li> </ul> <p>You might want to watch his video twice</p> <ul style="list-style-type: none"> <li>● First time just to watch the video.</li> <li>● A second time to think about a connection.</li> </ul> <p>Tech Insider does a fantastic job giving a comparison to show why you would want to use more than just paper to clean up poop.</p> <p><b>We suggest playing only the first 35 seconds of the YouTube clip.</b> The Google slide presentation will automatically stop after the first 35 seconds of the video unless you click the timeline</p> <p>The rest of the video is fantastic at explaining bidets, however there may be a few moments that distract your class.</p> <ul style="list-style-type: none"> <li>● 0:48 artwork of women using bidets to clean their parts</li> <li>● 1:18 mention of European brothels / prostitutes / sex work</li> </ul>
<p>22</p>	<p>Here are some examples of connections - Feel free to substitute your own:</p> <p><b>Most people think of a text is something that we read – printed text</b></p> <ul style="list-style-type: none"> <li>● But a text could also be an oral text (i.e. podcast, conversation, speech, etc.)</li> <li>● or a media text (i.e. movie, TV show, poster, ad, YouTube, etc.)</li> </ul> <p><b>Here's a text to text example that uses a short story:</b></p> <p>In the short story called Boys, beer, barf, and bonding by Bruce Hale, a kid and his dad go camping with Boy Scouts.</p> <p>The kid initially doesn't get along well with his dad and is a little bit nervous about the trip. But the trip was fantastic - they sing camp songs like "100 bottles of beer on the wall," - and on the way home they stop to get lunch and eat a lot of fast food.</p>

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	<p>Their stomachs get upset and they need to use the bathroom. But, when they get home, they realize they don't have the key and mom won't be home for a while.</p> <p>In the end, it's every person for themselves. The kid doesn't make it to the bathroom in time and he erupts from both ends. The same thing happens to the dad.</p> <p>A little while later the mom gets home and helps both of them get cleaned up. The dad and the kid bond in that tragic messy ending.</p>
<div><div>23</div><div><p>CONNECTIONS</p><p>One thing, my cat pooped outside of the house this week and I was surprised to find it.</p><p>I have grown. I got the prescription and used a lot of paper to clean it up.</p></div></div>	<p><b>Text to self:</b></p> <p>Most people have a personal experience of accidentally stepping in dog poop.</p> <ul style="list-style-type: none"><li>• What was their response?</li><li>• How did they get cleaned up?</li></ul> <p>Chances are, if it was a big mess, they used water and soap and not just paper – which is kind of the point that the video is making.</p>
<div><div>24</div><div><p>CONNECTIONS</p><p>When you read, try to create ah-ha moments. Connect it to...</p></div></div>	<p><b>Text to world:</b></p> <p>A text to world connection can be a connection to something that's happening in the world or to something general that people know.</p> <ul style="list-style-type: none"><li>• For example, we know that everybody poops because people want to get rid of body waste.</li><li>• We know that toilets come in different shapes and sizes.</li></ul>

Connecting it back to reading (slides 25-27) - 2 minutes

<div><div>25</div><div><p>MAKING CONNECTIONS</p><p>Making connections is really about figuring stuff out.</p><p>We do this all the time.</p><p>Making connections when we read helps us develop a deeper understanding of the text.</p></div></div> <div><div>26</div><div><p>MAKING CONNECTIONS</p><p>When you read, try to create ah-ha moments. Connect it to...</p></div></div> <div><div>27</div><div><p>MAKING CONNECTIONS</p><p>When you read, try to create ah-ha moments. Connect it to...</p></div></div>	<p>Let's bring this back to reading strategies:</p> <ul style="list-style-type: none"><li>• Making connections is really about figuring stuff out – we do this all the time</li><li>• It helps us develop a deeper understanding of the text.</li></ul> <p>When you read, try to create ah-ha moments (like we did with the bidet example)</p> <p>There won't always be big ah-ha moments, but we're trying to come up with new understandings or figure stuff out that we didn't know before.</p>
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28

MAKING CONNECTIONS  
is a reading strategy we can use...

29

MAKING CONNECTIONS  
is a reading strategy we can use...

There are lots of different comprehension strategies and today we're going to use a strategy called Making Connections. Making Connections is a reading strategy we use

- before we read,
- during reading, and
- after reading.

4 TIPS to using MAKING CONNECTIONS (slides 30-43) - 20 minutes

30

MAKING CONNECTIONS  
PRO TIP #1:  
Connect the text to  
• things you've read  
• things you know or experienced  
• things people know

31

MAKING CONNECTIONS  
PRO TIP #1:  
Connect the text to  
• things you've read  
• things you know or experienced  
• things people know

**Making Connections Pro Tips**

Here are a few tips to help you use this comprehension strategy:

**Pro tip #1.** Connect the text you're reading to something that you know.

Connect the text to

- things you've read (text to text)
- things you know or experienced (text to self)
- things people know (text to world)

Basically, you're just trying to relate personally to what you're reading.

32

MAKING CONNECTIONS  
PRO TIP #2:  
Avoid simple (or straightforward) connections.

33

MAKING CONNECTIONS  
PRO TIP #2:  
Avoid simple (or straightforward) connections.

**Pro tip #2.** Try to avoid simple or straightforward connections.

A lot of time, students will make thin connections that really don't provide any new insight because they're too simple.








A ridiculous example would be something like:

- This story has the letter "a" and I've read a story with that letter before.
- Knowing that a story uses the same letter doesn't help us to understand the text any better.

An example of a thin connection might be something like:

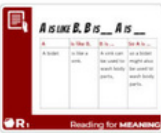
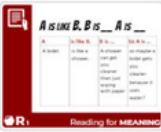

- This story has a dog and I have a dog.
- This alone doesn't help us to understand anything new about the story.






<p>34</p>  <p>35</p>  <p>36</p>  <p>37</p> 	<p>We can make connections more complex by trying to find connections that are “same same, <i>but different</i>”</p> <p>An example of a more complex connection would be this:</p> <ul style="list-style-type: none"> <li>This story has a dog, and the dog changes the old lady's life...</li> <li>I don't have a dog, but when I got glasses, I could finally read the board for my seat, and it kind of changed my life, too.</li> </ul> <p>In this example,</p> <ul style="list-style-type: none"> <li>a dog is different from getting glasses.</li> <li>But they're kind of the <b>same</b> because they both changed people's lives.</li> </ul> <p>In fact, to take it one step further,</p> <ul style="list-style-type: none"> <li>getting glasses made the student's life better because they could now see the board from the back of the room.</li> <li>So, maybe the dog somehow makes the old lady's life better because maybe the dog helps the lady do something that she couldn't do by herself before?</li> </ul>
<p>38</p> 	<p><b>Pro tip #3.</b> Use one of these sentence patterns to help develop a connection into a deeper idea</p> <ul style="list-style-type: none"> <li>This is like that, but... so...</li> <li>A is like B, and B is (blank) so A is probably (blank)</li> </ul> <p>The following slides are designed as a think aloud for the teacher to model how to use this thinking pattern.</p> <p>It also uses the table in the graphic organizer handout</p>
<p>39</p>  <p>40</p> 	<p><b>This is like that, but... so...</b></p> <p>The point of this sentence stem is to help students figure out the connection/comparison and to focus on</p> <ul style="list-style-type: none"> <li>how those items are different</li> <li>and how that difference helps us to understand the original text</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>A bidet is like a sink but it's at ground level so it's easier to clean your lower body parts with water.</li> <li>A bidet is like toilet paper but instead of using paper, you use water so it can get you cleaner.</li> </ul>

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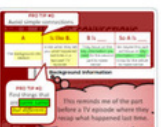


41		<p><b>A is like B. B is blank___. A is probably blank_____.</b></p> <p>The point of this sentence stem is to help students figure out the connection/comparison and to focus on</p> <ul style="list-style-type: none"><li>• what we know about the background knowledge that we connected to.</li><li>• Connect what we know to figure out something new about the original text</li></ul> <p>For example:</p> <ul style="list-style-type: none"><li>• A bidet is like a sink. A sink can be used to wash body parts, so a bidet might also be used to wash body parts.</li><li>• A day is like a shower. A shower can get you cleaner than just wiping with paper alone, so maybe a bidet can get you cleaner because it also uses water?</li></ul>
42		
43		<p><b>Pro tip #4. Stop after every heading / paragraph to ask a question.</b></p> <ul style="list-style-type: none"><li>• If you don't get what you're reading, then you might want to stop after every sentence.</li><li>• If you are not struggling, then maybe don't stop as often, but know that strong readers are constantly connecting ideas and thinking about things as they read.</li></ul>




**Practice - Modelled Reading (slides 44-46) - 15 minutes**

44		<p>Here's a screenshot of the beginning of an article. Let's use the strategy "making connections" as we read the article.</p> <p>Ask students what to do next.</p>
45		<p>(TIP #4): We're going to stop after every heading or paragraph to ask a question to force us to think as we read.</p> <p>We tend to skip titles and skim read over headings but titles help organize the information in articles</p> <p>Ask students what to do next</p>
46		<p>(TIP #1) Make a connection: text to text, text to self, text to world</p> <p>Model the thinking process:</p> <ul style="list-style-type: none"><li>• This reminds me of the part before a TV episode where they recap what happened last time</li></ul> <p>Ask students what to do next</p>



47	 <p>(TIP #3) use a sentence pattern to develop a deeper idea</p> <p>A is like B. B is blank so A is blank</p> <ul style="list-style-type: none"> <li>The background information section</li> <li>is like when they tell you what happened last time in the two-part TV episode.</li> <li>The recap focuses on the key information you need for the second part to make sense.</li> <li>So, maybe this part will focus on key information I need to know for this article to make sense</li> </ul> <p>Ask students what to do next</p>
48	 <p>TIP #2 find things that are same same but different:</p> <p>The part that's different are the items that I'm comparing:</p> <ul style="list-style-type: none"> <li>the background information header in the text</li> <li>what happened last time in a two-part TV episode</li> </ul> <p>The part that's kind of the same:</p> <ul style="list-style-type: none"> <li>They both focus on key information that you're going to need for this to make sense</li> </ul>

### More Practice - Whole Class Shared Reading (slides 44-55) - 15 minutes

49	 <p>Here's the screenshot of the beginning of an article. You could do this as a whole class shared thinking activity</p> <p>Ask students what to do next.</p>
50	 <p>(TIP #4): Stop after every heading or paragraph and make a connection</p> <p>Read the first paragraph.</p> <p>Ask students what to do next</p>
51	 <p>(TIP #1) Make a connection: text to text, text to self, text to world</p> <p>Model the thinking process: This reminds me of ...</p> <p>At this point it doesn't have to be a complex idea.</p> <ul style="list-style-type: none"> <li>Is there anything that reminds you of something?</li> <li>Can you relate to anything in the text?</li> </ul> <p>Ask students what to do next</p>





### Making Connections - Lesson Plan - Page 12 of 19

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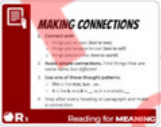
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52		(TIP #3) use a sentence pattern to develop a deeper idea Ask students if they remember the two sentence patterns
53		Here are the two sentence patterns that we talked about - it doesn't matter which one you use. <ul style="list-style-type: none"><li>• This is like that, but... so...</li><li>• A is like B, and B is (blank) so A is probably (blank)</li></ul> Ask students what to do next
54		TIP #2 find things that are same same but different: The part that's different are the items that you're comparing: <ul style="list-style-type: none"><li>• Highlighted in yellow</li></ul>
55		The part that's kind of the same is the thinking part highlighted in green..

**Recap the strategy (slides 56) - 5 minutes**

56		<b>So, to recap using the comprehension strategy called Making Connections.</b> <ol style="list-style-type: none"><li>1. Connect with<ul style="list-style-type: none"><li>○ things you've read (text to text)</li><li>○ things you've experienced (text to self)</li><li>○ things people know (text to world)</li></ul></li><li>2. Avoid simple connections. Find things that are same same but different.</li><li>3. Use one of these thought patterns:<ul style="list-style-type: none"><li>○ This is like that, but... so...</li><li>○ A is like B, and B is __ so A is probably __</li></ul></li><li>4. Stop after every heading or paragraph and make a connection</li></ol>
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**OPTIONAL Big Picture: Reading for Meaning / 21st Century Learning (slide 57-63)**

Explaining the big picture helps some students to puzzle together how their learning fits together. Ultimately, the goal is to give students strategies (to become stronger readers) and transferable life skills (to help them become successful at school, and at life.)

<div>57</div> <div></div>	<p><b>Reading for meaning is just part of the many strategies and skills that we need when we read.</b></p> <ul style="list-style-type: none"><li>• R1: Reading for Meaning (Comprehension strategies)</li><li>• R2: Understanding FORM and STYLE</li><li>• R3: Reading with Fluency (Decoding strategies)</li><li>• R4: Reflecting on reading skills and strategies (Metacognition)</li></ul>
<div>58</div> <div></div> <div>59</div> <div></div> <div>60</div> <div></div>	<p>And, of course, reading is an important thing to be able to do to survive and thrive in today's 21st-century world.</p> <p>It takes character to have grit and perseverance and to keep going when things get tough.</p> <p>And one way to work on our character is to try to have a growth mindset which means that we recognize that if we use specific strategies, these strategies can help us to persevere and to keep on going.</p>
<div>61</div> <div></div> <div>62</div> <div></div> <div>63</div> <div></div>	<p>Making Connections is more than just a reading strategy. It's a transferable skill that can help us at school and in life. It's something we can use across the 21st-century competencies.</p> <ul style="list-style-type: none"><li>• We make connections when we realize that strategies we use in reading can also be applied to other parts of our life. It all has to do with having a growth mindset and developing character and perseverance.</li><li>• We make connections when we relate to other groups of people in our community and notice the similarities we have but also appreciate and acknowledge the differences.</li></ul>




	<ul style="list-style-type: none"><li>• We make connections when we collaborate in groups and compare our ideas to create new understandings that help us achieve a common goal.</li><li>• We make connections when we communicate and relate to the other person's perspective. If we can recognize differences in how we communicate and interpret things, it can help us to identify how to adapt our communication style to get our message across more clearly.</li><li>• We make connections when we relate different ideas from one area of our life to another. This is how we innovate - by creating new ideas based on things we've read, our personal experiences, and our understanding of the world..</li><li>• And, finally, we make connections when we recognize how our personal experiences are connected to our view of the world and the unconscious bias and emotional bias that gets in the way of critical thinking.</li></ul>
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Independent Practice  
Review Independent Reading Handout package - 5 min


56


**MAKING CONNECTIONS**  
1. Before reading  
2. During reading  
3. After reading  
4. Use one of these thought partners  
5. Use the strategy card  
6. Use the strategy card to help you think and understand

**Reading for MEANING**

We suggest leaving slide 56 up so that students have a visual reminder of the strategy.

**MAKING CONNECTIONS**  
1. Before reading  
2. During reading  
3. After reading  
4. Use one of these thought partners  
5. Use the strategy card  
6. Use the strategy card to help you think and understand

**MAKING CONNECTIONS**  
1. Before reading  
2. During reading  
3. After reading  
4. Use one of these thought partners  
5. Use the strategy card  
6. Use the strategy card to help you think and understand

**Reading for MEANING**

Hand out the Making Connections package before handing out the article

- Discuss how the Making Connections package breaks down the strategy into separate questions
- Notice how there is a page for BEFORE READING questions, a page for DURING READING questions, and a page for AFTER READING questions.
- Notice how there is a self-checklist on each page so students can check that they are doing the strategy and thinking as they read.

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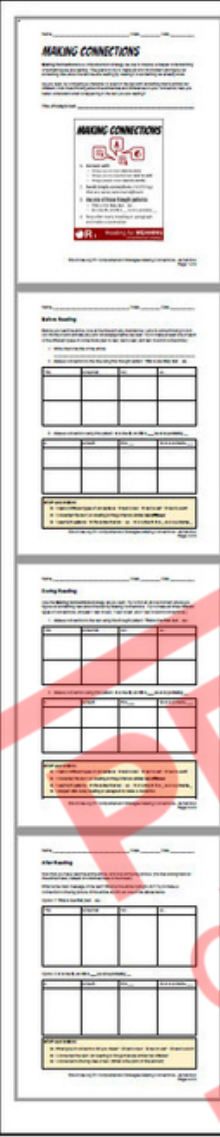
Hand out article and clarify instructions - 5 min

	<p><b>Handout the article for today's reading (not provided).</b></p> <ul style="list-style-type: none"><li>• You can use one of the <a href="#">Educircles 21st Century Articles</a> (separate lesson package)</li><li>• you can use a text that students are reading in class.</li></ul> <p><b>If your students are reading a textbook, there may be discussion questions at the end of the section.</b></p> <p>(If your students are reading one of our <a href="#">21st-century learning articles</a>, there are discussion questions at the end of the article.)</p> <ul style="list-style-type: none"><li>• Point out to students that although there may be questions that go along with the text that students are reading, right now the focus of the lesson is on reading strategies.</li><li>• In other words, do the Making Connections handout first, and then answer the discussion questions from the text.</li><li>• Let's see if Making Connections before you read the article, as we read the article, and after we read the article helps us to gain a better understanding of the topic.</li><li>• If you use this comprehension strategy well, you will probably have an easier time answering the discussion questions at the end of the text you are reading today.</li></ul>
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Students read article / Complete Making Connections Handout package - 30 min



There are many ways to structure this part of the lesson:

- Students can work independently
- You could construct guided reading groups.
  - FYI: The [21st century learning articles](#) have the same information written at three different reading levels.
  - The body paragraphs are numbered to match information between the reading levels.
- Students could work together in partners or small groups to complete the handout.
  - It's important that whatever connection a student makes, they use the sentence pattern structure to explain their idea.
  - Group members can help double check that their partner had a complex connection
    - It is same same, but different
    - They use one of the sentence patterns.
  - This is a great opportunity for teachers to collect anecdotal observation notes to help out with assessment and evaluation.
- Finally, if you use this strategy many times in class, you could have students work independently and use this handout for assessment and evaluation purposes.
  - Rubric included at end.

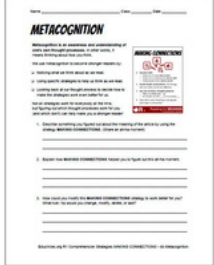
Students answer discussion questions (if any) from the text they read - 20 min

After students have finished the Making Connections handouts, then they can answer the discussion questions in today's text.

Hopefully, using this strategy to encourage active thinking (as they read the text) will help students to answer the discussion questions about the text.



(Optional) Metacognition - 20 min



After students have finished both the Making Connections handout and the discussion questions from today's text, have students do some metacognition

This gives students an opportunity to reflect on how this reading strategy/thinking process work for them

Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:

- Noticing what we think about as we read.
- Using specific strategies to help us think as we read.
- Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

**Pro teaching Tip:**

- This could be done as a whole class conversation.
- You could also have students do this on the handout for them to keep in the student portfolio or for you to use as assessment data.

**Metacognition Discussion questions:**

- Describe something you figured out about the meaning of the article by using the strategy MAKING CONNECTIONS. (Share an ah-ha moment)
- Explain how MAKING CONNECTIONS helped you to figure out this ah-ha moment.
- How could you modify this MAKING CONNECTIONS strategies to work better for you? What rule / tip would you change, modify, delete, or add?

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MINDSET

If you liked this resource, you would probably like

- [Growth Mindset \(6 Cs\) Social and Emotional Learning bundle](#)
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## Changelog

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I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [Making Connections](#)
- How to update (or know if you need to update): [HELP \(Making Connections\)](#).

## SINGLE PDF FILE update 2022-05-16

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1. This product has been relaunched as a TpT digital download PDF product.  
<https://links.educircles.org/tpt/making-connections>
2. The original product was a TpT Google Drive product and will be archived.  
<https://www.teacherspayteachers.com/Product/Making-Connections-5670948>
3. If you purchased the original Google Drive product, please email [Mike@educircles.org](mailto:Mike@educircles.org)

This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version** (Easel by TpT)
- **NO CHANGES to content**
- Other changes
  - Simplified file names using descriptive words (handout, slideshow).
  - Combined all handouts into a single PDF to print

Version 1.0: Initial release of **Making Connections** June 11, 2020

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**Making Connections - START HERE - Page 5 of 5**

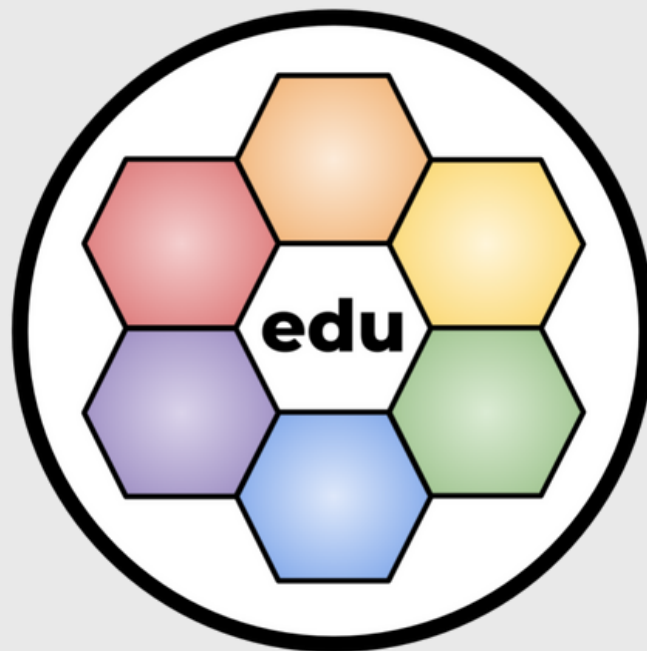
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