

Reading Comprehension Lesson Plan #1

Reading Comprehension-Making Connections (3rd Grade)

- **Objectives:** Students will be able to demonstrate proper use of making *text-to-text*, *text-to-self*, and *text-to-world* connections

- **GLCE's:**
 - R.CM.03.01: connect personal knowledge and understanding of the world to themes and perspectives in text through oral and written responses.
 - L.RP.03.03: respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
 - R.MT.03.01: self monitor comprehension when reading or listening to text by automatically applying strategies used by mature readers to increase comprehension.

- **Materials:**
 1. Making Connections student sheets/ Text Connections Workmat student sheets
 2. Text selected for Reading Comprehension Connections Strategy: Junie B. Jones Has a Monster Under Her Bed (by Barbara Parks)
 3. Sticky notes
 4. Chart Paper
 5. Pre/Post Assessment Book: Horrible Harry and the Drop of Doom (by Suzie Kline)

- **Procedures:**

Pre-Assessment

For the pre-assessment to gauge understanding and effectiveness, the student will be read an excerpt from a book they have not read yet (Horrible Harry and the Drop of Doom). After the excerpt is read, the student will be asked to write any connections down that they had as they were listening to the story on the Making Connections Student Sheet (See Student Sample 1). Have the student verbally talk about their connections as well so that you have a deeper understanding of what they actually were thinking. Keep this sheet to observe growth at the end of the strategy instruction/intervention.

Day 1: (20 minutes during Reading)

1. To start off, have a discussion with the student about why it is important to think about our reading as we read. Have the student offer ideas as you guide this discussion. Make sure to emphasize how thinking about our own reading helps us *understand* or *comprehend* the text we are reading.
2. Next, with the student discuss the idea of text connections. These include:
 - ✓ **Text-to-Self Connections:** connecting personal experiences to something that has happened in the book.
 - ✓ **Text-to-Text Connections:** connecting another book (or media) they have read to this book (something that happened in a previously read book provides a connection with the current book).
 - ✓ **Text-to-World Connections:** connecting world and community events to something that has happened in the book.
3. Remind the student that good readers think about connections they might have as they read. Tell the student that you will be *modeling* your *text-to-self* connections as you read aloud to them today.
4. During this time, the student should be attentively listening and not sharing their own personal connections. This is a time for them to **observe** you.
5. Next, YOU will read aloud and model your connections. Make sure to stop periodically to explain a connection that you have had with the book.
6. Lastly, have a discussion with the student about what she noticed as you were making connections and let them share any ideas, thoughts, and questions they may have about the strategy and/or book.

Day 2: (20 minutes during Reading)

1. Review all **three** types of text connections with the student discussed in the previous day's lesson.
2. Next, read aloud for the students as they following along just as you did in Day 2. HOWEVER, this time discuss all *three connection types* that you have and write these down on chart paper as you make connections with the reading.
3. If time permits, have the student share any connections they may have had while you were reading. Then, add these to your chart that you made for your connections. Make sure to have the child tell you what *type* of connection they made.

Day 3: (20 minutes during Reading)

1. Take a few minutes to review what each text-connection is (text-self, text-text, text-world) and have the child restate connections you or they may have had previously (you may want to use the chart paper to help review these ideas).
2. Introduce the *Text Connections Workmat Student Sheet* to the student. Explain how the sheet works (each section is provided for connections you may have as you read).
3. Next, explain to the child that they will be working with you today to read through the text. As they read, they will jot down connections they have as they read.
4. You may have the student read a page or paragraph at a time aloud (depending on well the lesson is going). Then take turns reading aloud with the student.
5. Make sure to stop and point out connections you may have as well as allow the student to point out connections they may have. Write these down on the *Text Connections Workmat Student Sheet*.

Day 4: (20 minutes during Reading **Note, if you notice that the child may need more support/guidance, use the same steps from Day 3 again to provide more scaffolding**)

1. Today, have the student work independently on practicing their text-connection skills. Again, use a blank, fresh copy of the *Text Connections Workmat Student Sheet*. Please review how to use this briefly.
2. Have the student work independently and guide as you see fit. As they read, they will jot down connections they have as they read.
3. Take time near the end of the designated Reading time to discuss connections that this student had and wrote down.

Day 5: (20 minutes during Reading)

1. For the last day of this reading comprehension strategy instruction, have a discussion with the student about connections. Here are some questions for to use to guide the discussion:
 - Why is it important to make connections as we read?
 - What are the three types of connections?

- How did this strategy help you with your reading?
- How will this strategy look when you are independently reading?

2. Then, have the student complete the post-assessment (explanation provided below).

Post-Assessment

For the post-assessment, the student will be read the same excerpt from *Horrible Harry and the Drop of Doom* (just as in the pre-assessment). They will be given the same Making Connections Student Sheet and asked to come up with as many connections (self, text, and world) as they possibly can (See Student Sample 2). Have the child verbally tell you about the connections they made as you were reading to help further understand student thinking. Use the pre and post assessment sheets to compare growth through the reading comprehension strategy instruction.

Adaptations/Modifications/Extensions:

For this particular set of lessons, if a student seems to need more time with one day or concept, another day will be devoted to that concept. This will allow for more modeling, practice, or guidance as needed. If the student is having difficulty with the text, a new text may be selected that is more grade-level appropriate.