

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

Unit Title: **Narrative; Reading Comprehension-Our Connections to *Koala Lou***

Annotation: The focus of this lesson is to share Text to Self and Text to World connections verbally. Students will record these connections.

Grade, Subject, Topic, Author:

1st grade

Reading

Text to Self and Text to World Connections

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Special Notes To Teacher:

- This lesson can be taught under the Narrative Framework unit.
- Prior to lesson, set up LCD projector and have Mem Fox’s website (memfox.com) up and in view for all students. Check that sound is in working order. Read through, “The Stories Behind the Stories,” *Koala Lou* and listen to Mem Fox read aloud *Koala Lou*. If you do not have access to the internet and/or a LCD projector you may read aloud *Koala Lou*.
- Prepare all charts.
- Assign partners ahead of lesson if needed.
- Have observational checklist ready for documentation.
- You may extend this lesson over two days.

Standards

Focus Standard/Element(s):

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

f. Makes connections between texts and/or personal experiences.

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

c. Responds appropriately to orally presented questions.

Complementary Standard/Element(s):

b. Recalls information presented orally.

d. Increases vocabulary to reflect a growing range of interests and knowledge.

Georgia Performance Standards Framework for English Language Arts – GRADE 1

e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.

Learning Goals

Essential Question(s):

How do connections (Text to Self and/or Text to World) help us comprehend?

Knowledge:

The students will understand the value that personal connections make on comprehension.

Skills:

The students will share personal connections and document as a response.

Balanced Assessment for Task

Assessment Method/Type:

Observational checklist (see attachment)

Text to Self and/or Text to World response

Description/Directions for Assessment:

During work time teacher monitors each discussion group and evaluates using prepared checklist.

Teacher assesses response for evidence of personal connections.

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: (20-25 minutes-suggested)

1. Gather students for the opening. Allow students to sit so they can view LCD screen. Tell students not only do **text to self** help us connect personally (give example), but so does **text to world** (give example). In the book, ***Koala Lou***, Mem Fox helps us connect this book with a worldly event the Olympics. Summarize “Stories behind the Stories” from www.memfox.com ***Koala Lou***.
2. Locate “Listen to Mem Fox Read Aloud” link and click ***Koala Lou***.
3. State EQ, “How do connections help us comprehend what we read?”
4. State purpose for listening: “As you listen to Mem Fox read aloud I’d like you to think about any **personal experience** that **connects** with the story. Also remember any **text to world** (anything you can share about the Olympics) I’d like to hear about it after we listen.”
5. Listen to Mem Fox read aloud ***Koala Lou***.
6. Ask students, “Does this book **remind** you of anything or any person?”

Georgia Performance Standards Framework for English Language Arts – GRADE 1

7. Tell students to turn to their neighbor and share that **connection**.
8. Chart some connections.

Sample chart:

Text to Self and Text to World
Koala Lou by Mem fox

Text to Self	Text to World
I felt like Koala Lou when my baby sister was born. I felt like my mom didn't have time for me anymore.	I remember watching swimming when the Olympics were in Australia.
I practiced and practiced for the mile run but never came in first place. I was a little sad.	The Olympics were held in Atlanta in 1996.

9. Direct students to record a text to self or a text to world connection for their response. The students may write and/or illustrate their connection. Students can use a piece of paper or a response journal.
10. Provide sample entry on premade chart.

Name: _____	Date: _____
<p>My <u>connection</u> to <u>Koala Lou</u> Text to Self or Text to World</p>	

The teacher may reference chart with sample questions to answer while forming connections.

Response Examples
<ol style="list-style-type: none"> 1. The part _____ reminded me of _____. 2. I remembered _____ when I heard/read the part _____. 3. The part _____ made me sad when _____. 4. I felt happy when I read/heard _____. It made me think of _____. 5. I think the author was trying to teach me _____ when he/she _____. This reminded me of _____.

11. The teacher may set a timer for work time.
12. Students transition quickly and quietly to their working area.

Work time (20-25 minutes/suggested)

Georgia Performance Standards Framework for English Language Arts – GRADE 1

1. Students are recording connections.
2. The teacher is monitoring and conferencing with students. The teacher is supporting students by articulating a connection to help their understanding.
3. The teacher is documenting progress through observational checklist (see attachment).
4. Choose two to three students to share their connections during the closing.

Closing (15 minutes/suggested)

1. The audience will listen for personal connections and determine if it is a Text to Self or Text to World.
2. Student(s) share responses while teacher facilitates.
3. Charts may be used as reference.
4. Teacher closes lesson with EQ while students share answers.

Resources, Materials, and Equipment

Resources- www.memfox.com

Materials-1 copy of Koala Lou

Paper or response journal

Pencils

Charts/markers/stand

Equipment-LCD projector

Computer with internet access and sound card

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:

Opening- Teacher should allow opportunities for students to listen to story with headphones for remediation. Teacher should pair students according to any special needs that will promote speaking and listening standards.

Work time-Teacher should monitor students and allow opportunities to illustrate connections depending on the student's developmental writing stage.

Closing-Teacher should allow opportunity for students to share with a partner if necessary.

Enrichment/Extension:

Allow opportunities for further study of koalas using nonfiction text. Compare and contrast fictional characters Koala Klaws and Koala Lou.

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Observational Checklist
Text to Text Connections and/or Text to World
Title: *Koala Lou* by Mem Fox

Students	Evidence of Text to Self Connection	Evidence of Text to World Connection	Celebrations	Needing further attention