

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 K

Instructional/Learning Activity Task Template:

Overview

Unit Title: Response to Literature

Annotation: This lesson will help students observe how a proficient reader, the teacher, relates a story to his/her prior world knowledge and/or personal experiences. Students will begin to make their own connections and share them with their peers.

Grade, Subject, Topic, Author: Kindergarten, Reading, Making Connections, Ashley Gallagher

Special Notes To Teacher: Before reading the book From Head to Toe, reflect on how your experiences relate to concepts and key themes in the book. Identify where you might pause, look away from the book, and “think aloud” for your students regarding these experiences and questions (**see opening lesson for suggestions and clarification*). As you read the text, demonstrate how “thinking aloud” and connecting personal experiences and prior knowledge can help students develop an understanding of the story.

Standards

Focus Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:

- a.) Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.
- g.) Connects life experiences to read-aloud text.

Complementary Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:

- f.) Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.
- ELAKLSV1 The student uses oral and visual skills to communicate. The student:
- g.) Communicates effectively when relating experiences and retelling stories heard.

Learning Goals

Essential Question(s):

What do good readers do?

What are connections?

How do making connections help us understand texts?

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Knowledge: The students should know that making connections is a strategy that good readers use to help them comprehend a story. There are three types of connections:

- Text-to-self connections (relating a text to a personal experience)
- Text-to-text connections (relating a text to another text)
- Text-to-world connections (relating a text to an event in the world)

Skills: Students should be able to listen to a story and use their prior knowledge and personal experiences to help them identify/discuss their own connections. Students will draw a picture and/or write about a personal connection.

Balanced Assessment for Task

Assessment Method/Type: Teacher observation and checklist as well as student work sample

Description/Directions for Assessment: The teacher will listen to students discuss their personal connections to the book during the opening lesson. During the worktime and closing portion of Reader’s Workshop, the teacher will also ask individuals questions regarding their connections to the read-aloud. A checklist will be used for record keeping.

Student Work Samples (optional):

Procedures, Directions, and Resources

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

Opening: Gather students on the carpet to begin the Reader’s Workshop lesson for the day. State the standard and elements in which they will be working on: *ELAKR6 The student gains meaning from orally presented text. The student: a) listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure, and, g.) connects life experiences to read-aloud text.* Discuss that good readers often use their experiences in life to help them understand what they are reading. Tell them that in today’s lesson you will read a book and discuss things you know or have experienced that are alike in the story in some way. In other words, you will “think aloud” about your text-to-self connections. Remind them that another good thing readers do as they read is to ask questions about the story. Explain that some people read and like to imagine that they can stop and ask the author questions. Let them know that you will look up or away from the book to let them know that you are sharing what you are thinking. Read From Head to Toe, by Eric Carle (or another read-aloud of your choice). Be sure to model thinking aloud to your students, looking away from the text as you make connections so that students know your connections are not part of the written text. These are examples of how one might share his/her thinking and questions:

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- After reading the page with the giraffe, one might recall how this reminds her of taking a trip to the zoo and seeing all the tall giraffes there.
- When reading the page with the cat, one might describe how her yoga instructor has her practice arching her back to stretch like a cat.
- When reading the page with the donkey, one might recall trying to kick like a donkey when she was a child, remembering how much fun it was. She might also wonder aloud if Eric Carle did the same thing as a little boy.

After the read-aloud, write “Connections” (and its definition) on a piece of chart paper (*see attached*). Flip back to the page where one of your connections occurred and review the think-aloud you made to the picture or text. Draw a sketch of the connection and discuss how the story made you think of a personal experience. Next, let the students share. Direct the students to sit with a partner facing each other, knee to knee, and talk about personal connections they may have made to the story. Give students one minute to share. As you “listen-in”, help students include references to the text and extend their thinking. You might ask students to tell you what part of the text caused them to make a particular connection.

Worktime: Students will be dismissed to go to their independent work area to draw a picture and label/write about a personal connection he/she made to the story. You may distribute materials such as construction paper and crayons/pencils for the students to complete their work (or use the *attached sheet*). As the students work quietly, you should rove the room, giving support to those who may need additional assistance. You may need to prompt the student(s) to explain a little more or tighten their reference to the text when they explain their drawing or discuss their connections. Allow students to work on their drawing for about ten minutes as you make notes on your observation checklist.

Closing: Gather students back to the carpet to summarize the lesson for the day. Invite several individuals to share their drawing/connection to the story From Head to Toe. As students share their work, you might want to remind students to begin by starting with a statement such as, “This book reminded me . . .” Using this “starter” will help students to effectively communicate their experiences to their peers. Facilitate the discussion and note the children’s accomplishments or difficulties on the checklist.

Resources, Materials, and Equipment:

From Head to Toe, by Eric Carle (or another favorite read-aloud)

Materials for students to create a drawing of their text-to-self connection:

Construction paper

Crayons

Pencils

Pre-made sheet for connections (*see attached*)

Teacher checklist (*see attached*)

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

Remediation: The teacher will work with individuals in a small group by reading other books that children could easily relate to and discuss their connections.

Enrichment/Extension: Students look through familiar read-alouds to create a list of personal connections. The students will share these connections during closing.

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ASSESSMENT TOOL - MAKING CONNECTIONS

Student Name	Student labeled picture (+/-)	Student writes about a personal connection (+/-)	Student's personal connection relates to the story (+/-)

- The teacher will place a (+) in the box for students who demonstrate mastery.
- The teacher will place a (-) in the box for students who have difficulty with the task.

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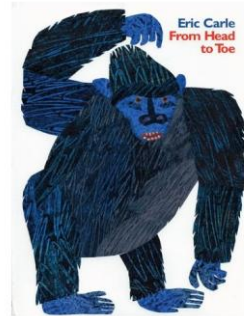
This chart could be made during the opening session of the Reader's Workshop.

The connections could be added after the teacher does her "think-alouds".

The chart is a hand-drawn poster on a white background. At the top left is a small illustration of a gorilla from the book 'From Head to Toe' by Eric Carle. To its right, the word 'Connections:' is written in black and underlined. Below this, the sentence 'Sometimes books remind us of personal experiences.' is written in blue marker. The chart is divided into two columns by the handwritten text 'When I saw, ...' and 'It reminded me of, ...'. The first row shows a small drawing of a giraffe, the word 'giraffe' written next to it, a blue arrow pointing right, a small drawing of people at a zoo, and the text 'going to the zoo'. The second row shows a small drawing of a black cat, the word 'cat' written next to it, a blue arrow pointing right, a small drawing of a person in a yoga pose, and the text 'stretching in yoga class'.

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From Head To Toe
By: Eric Carle



This book reminds me of . . .

Name: _____