**Comprehension – Text to World Connections Minilesson**

**Name:** Laurel Helm

**Grade Level:** Second Grade

**Content:** Communication Arts

**Lesson:** Text to Self Connections

**Objectives**:

After teacher modeling, instruction, and guided practice, students will be able to make text to self connections and demonstrate them by completing a text to self graphic organizer.

**GLE**:

1I1b: Identify connections between text to self (text ideas and own experiences).

**Modifications**:

Basic Beginner: With help from the teacher students will be able to talk about how their life relates to a text.

High Beginner: Students will get to illustrate a drawing of a self connection they made.

Low Intermediate: Students will be able to pick from the text something they connect with and write what it reminds them of.

High Intermediate: Students can draw their connection and choose more examples from the book to make connections with.

**Materials/Media/Resources**:

Winters, K. ((2004). *My teacher for president.* New York, NY: First Scholastic Inc.

Smart board

Text to world graphic organizer

Individual Dry Erase Boards

Markers

Erasers

**Anticipatory Set**:

Have you ever read something that reminded you of someone that you know? (Pause for responses). When I read books I am always reminded of someone or something that is familiar to me. I like when I am reminded of something familiar because it helps me to better understand the story. I can also remember it better. Today we are going to be working with our book, *My Teacher for President.*

**Instructional Input**:

Today we will be making text to self connections. We are going to be finding things in our own lives that the book reminds us of. When you read and you can make connections like this you will remember what you read better.

**Modeling/Demonstrating**:

Let’s start on the first example of why the teacher in the book would make a good president. It says, “My teacher loves white houses.” This reminds me of a teacher I had because she lived in a white house down the street from me. On my graphic organizer I am going to write the text from the book in the first box, and what it reminds me of in the second box. Remember, what it reminds me of is something that you come up with yourself. It’s not in the book. The next example in the book says, “She’s used to being followed everywhere.” Well this reminds me of every teacher I have ever had. When we would walk anywhere outside of our classroom we would have to follow the teacher.

Text from the book… What it reminds me of…

A teacher of mine used to live in a white house down the street.

My teacher loves white houses.

We always have to walk behind our teacher when we walk together outside of the classroom.

She’s used to being followed everywhere.

**Guided Practice**:

Now class, I want you to do the next example together. Can I get a volunteer to come up to the board to fill in the boxes? (Pause for volunteer). Okay class, the next example is, “When my teacher walks into a room, people pay attention.” Okay class, where does Madelyn write the text from the book on the board? (Pause for response). That’s correct, in the ‘text from the book box.’ Now, has there ever been a time that you were at school that reminds you of this part of the book? (Pause for response). Okay, I like your example Nate. He said that when I was in the hall talking to Mrs. Roberts the class was out of their seats talking to each other and being loud. As soon as I walked back into the room everyone stopped what they were doing and sat down. That is just like the picture in the book. (Show picture). Can you see that the students were being bad and loud? As soon as their teacher walked back into the room it looks like all the students froze! Now where does Madelyn write what the example reminded us of? (Pause for response). Yes class, that’s right. She is going to write it in the box called, ‘What it reminds me of…’ So Madelyn, write down that the class was being loud when Mrs. Helm was in the hallway. When she came back into the classroom everyone got quiet. Okay class now I want you to practice again but this time on your dry erase boards. The next example in the book is, “My teacher goes to lots of meetings.” So go ahead and draw the 2 boxes and label one, ‘Text from the book’ and the other one, ‘What it reminds me of.’ Then write down the example from the book in the correct box and what it reminds you of in the other box. When you are finished with that one please raise your hand and I will come by and check your work. Well class it looks like everyone has this down. I have some graphic organizers made that you are going to use. Everyone erase your boards and put them away.

**Checking for Understanding**:

If students seem to understand what they are supposed to do with the graphic organizer I will have them practice on the dry erase boards. If after that they understand they can move on to the actual graphic organizer. If they still need extra help I will work with them and their dry erase boards.

Text to World Connections

Text from book… What it reminds me of…

**Independent Practice**:

**Independent Practice:**

Now, with this graphic organizer you are going to pick 3 of the examples from the book to use for your graphic organizer. I am going to write the rest of them on the board and you only have to pick 3 that remind you the most of something. Does everyone understand? (Pause for responses). Okay class, here are your examples. “And she’s always signing important papers.” “My teacher acts quickly when there’s an emergency.” “And she says health care is important.” “My teacher likes to go on trips.” “She deals with the media every day.” “She wants to clean up the Earth.” “She finds jobs for people.” “She is a good listener.” “She believes in peace.” Okay class, from all of the examples on the board pick the 3 that you connect to the most. You need to fill out your organizer and when you get done you can either illustrate your connections on the back of your paper or you can draw more boxes and pick more examples from the book.

**Closure**:

Now that most of you have moved on to drawing pictures and doing more examples we will clean up in just a moment. First, I would like everyone to turn to their shoulder partner and share an example they picked. Thank you everyone for sharing your work. Everyone did a great job. I would like you to talk to your shoulder partner and explain why it is good to make connections to the text as you read. In other words, why is it good to think of things that we are reminded of while we read? (Pause for shoulder partner discussion). Emily and Bre, what did you two come up with? Yes, when we are reminded of things as we read we will remember what we read better and understand the text better. Everyone please put your worksheets into the ‘in’ basket and line up at the door for recess.

**Evaluation/Assessment**:

Students will be graded on if they wrote the example from the book in the correct box they will get 2 points each for a total of 6 points. If students wrote something that the example reminded them of they will get 2 points as well. There is a total of 6 points in this category as well. The total assignment is worth 12 points.

**Rubric**:

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | Group #1 | Group #2 | Group #3 |
| Example from book |  |  |  |
| Memory |  |  |  |
|  Total points |  |  |  |

 /12 Points