

## LESSON CHARTS:

**Learning Intention**  
I am learning how to make helpful connections while I am reading.



1

Literacy Solutions Learning Intention Chart

**Success Criteria**  
I will think, "Does this story remind me of something else I know or something which has happened to me?"



I will explain, or tell, how my connection helps me know or understand something better.

2

Literacy Solutions Success Criteria Chart

**Connecting**  
When an idea reminds us of something we know or that has happened to us, this is called 'making a connection'. Great readers make connections **before, during and after** reading. They think, "What does this remind me of?" "Has something like that happened to me?"



3

Literacy Solutions Comprehension Poster

**Learning Checklist**  
Check these off as you go.

Whisper chat:	✓
Share a helpful connection about the story.	
Listen to your friend's connection.	
Chat to a friend and think of a connection that not helpful.	



4

Literacy Solutions Lesson Checklist

## TEXT MODELS:

*Grandma Pickleberry's Cold* by Greg Banks, *Belonging* by Jeannie Baker, *Imagine* by Alison Lester, or any text or section of text you are reading

## ADDITIONAL RESOURCES:

Make two connections to the text. Fill in the boxes.

Title:	My connection:	How my connection helps me to understand the text.

BLM 15

THE COMPREHENSION TOOLKIT (AGES 5-8) © 2015 Literacy Solutions Pty Ltd

Show you know the difference!  
Make two helpful connections and two unhelpful connections.

Helpful Connections	Unhelpful Connections

BLM 56

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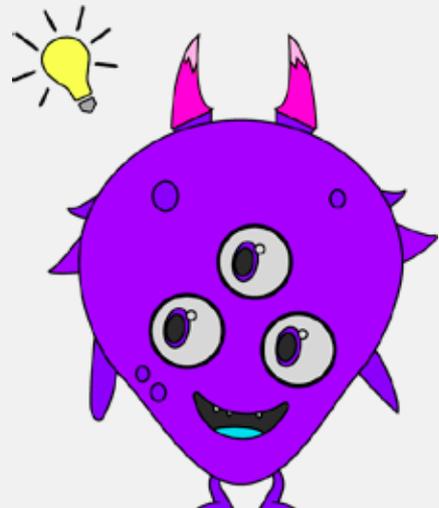
View all text models, resources and BLMs on the:

**'Comprehension Toolkit' Digital File Repository**



## TEACHING NOTE

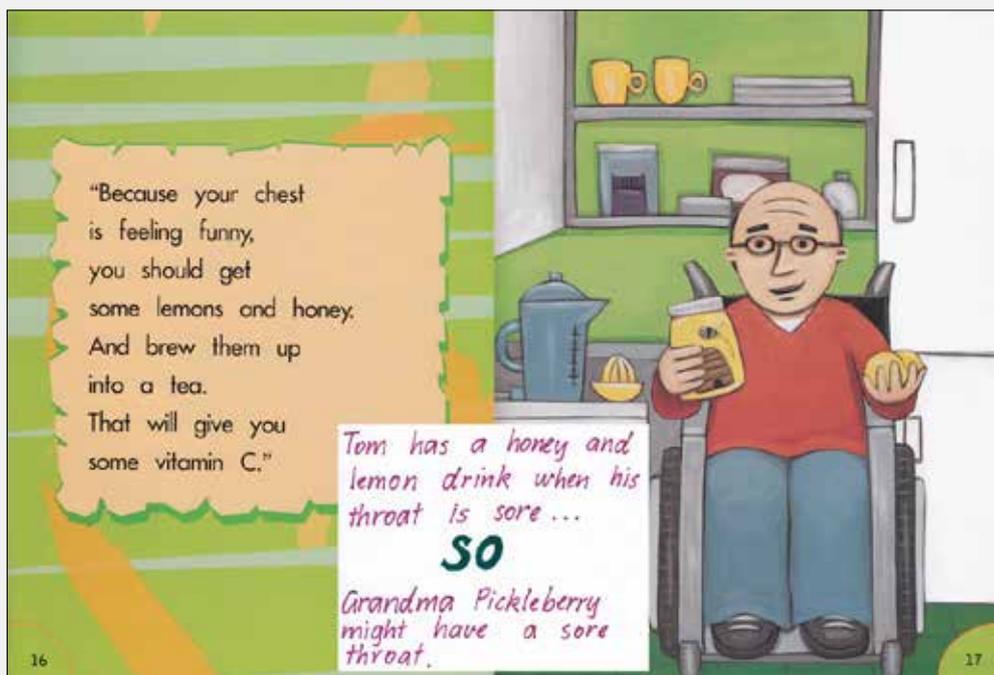
- For the first lesson, you may wish to use the same text as you used in the last lesson. Already knowing the story will make it easier for students to identify whether connections are relevant or not.
- Note: An irrelevant connection has nothing to do with the story. For example, in the nursery rhyme Jack and Jill it doesn't matter whether Jack wore joggers or sandals, so a connection to having shoes like Jack's is not meaningful to understanding the rhyme.



**STRATEGY:** Making meaningful, relevant connections during reading

### PROCEDURE

1. Activate knowledge of the strategy *Making Connections*. Remind students that helpful connections help us to understand ideas better.
2. Introduce Chart 1 & 2. Revise Chart 3.
3. Explain that you will make connections before, during or after reading.
4. Introduce the text you have selected (*refer to pages 20-21*).
5. Read the text, stopping briefly to make a connection, record it on a sticky note and stick it to the page. Work with students to make two or three relevant, or helpful connections as you read. At this stage record **only** the connection (**first sentence on example below**).
6. After reading, revisit the connections, to establish relevance. You may ask: *How does that connection help us to understand more about ...?*
7. When the student explains, add the word 'so' to the connection along with the student's reasoning (**second sentence**). Support students to read the whole sentence together. For example, see the sticky note below.



### APPLYING

1. Invite students to make one meaningful connection about a part of the text and explain to a friend how it helps them to understand the story.
2. Highlight the most meaningful connections with the group.

### CHECKING FOR UNDERSTANDING

- Discuss the difference between a helpful and unhelpful connection.

### LEARNING REFLECTION

- Introduce Chart 4. Prompt for reflection using the learning checklist.