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| MONDAY | Objective 2.11 I can use my schema to make connections.3.01 Make connections between what you read and personal experiences.3.023 Make connections and comparisons within and across stories.Mini Lesson: Text-to-Text Connections* Read Aloud *Wemberley Worried*. (If you only want to read a portion of the text to save time you can.)
* Once again, review meaningful connections and how they need to be similar emotions, or character traits. These connections need to help us become better readers.
* Review the book *First Day Jitters* and discuss how the main characters were both nervous and worried.
* Model how to use the language frame below.

**When we read Wemberly Worried, we noticed that Wemberly felt \_\_\_\_\_\_\_\_\_\_\_\_ just like Sarah in First Day Jitters.** The kids can write more about their thinking. This is just to get them started.Independent Practice* Have students write about their text-to-text connections using the language frame for *Wemberly Worried* and *First Day Jitters* .
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| TUESDAYHAVE PREPARED AHEAD OF TIME: Make an affinity diagram of at least 5-6 book titles you’ve read as a class (include Ira Sleeps Over) that children might have a text-to-text connection to with their JR book. | Objective 2.11 I can use my schema to make connections.3.01 Make connections between what you read and personal experiences.3.023 Make connections and comparisons within and across stories.Mini-lesson: Continuing Text-to-Text Connections* Review the poem, *Storm* that you read last week.
* Talk about the personal connections that you had with this poem.
* Show the students the affinity of the books we’ve read together.
* Does the poem make you think of any of these texts? Why?
* On a sticky, write about your text-to-text connection. Discuss that both the poem and the book involve being frightened or scared.
* Stick the sticky note under Ira Sleeps Over on the affinity.

Independent Practice:* Have students read JR books and make a text-to-text connections on stickies.

Closure:Have students come up and put their connection with the appropriate title. Share everyone’s thinking! |
| Wednesday  | Objective 2.11 I can use my schema to make connections.3.01 Make connections between what you read and personal experiences.3.023 Make connections and comparisons within and across stories.2.0192 Preview the book and predict what might happen. Predict while you read too. 2.012Check predictions.Mini-Lesson: Reviewing Schema, Text-to-Self and Text-to-Text * Review what we have learned that good readers do: Good readers activate their schema, they predict, they make text-to-self connections, and text-to-text connections.
* Start creating a class lotus entitled “During Read to Self I can…”. (in the middle) and put the following journal options: write about schema, predict, make connections. With each one, put a little picture for a visual reminder. \*\*\*Students will be able to use this lotus during the Read-to-Self.

Independent Practice* Have students choose one of the options from the lotus to complete in their reading response journal. They should read and use their Just Right books.

Closure: Come to the carpet, and let kids share what they chose to do and tell about it. |
| Thursday | **Content Objective: 3.01 Make connections between what you read and your personal experiences****Language Objectives: Listen to a story to make text to self and text to text connections by speaking in complete sentences using the** **Sentence starters:*** **When this happened …**
* **It reminded me of ….**

**Materials:**“Making Connections” transparencyChrysanthemum by Kevin HenkesWemberly Worried by Kevin Henkes- as a visual reminderOther books we’ve read (affinity)**Instructional Plan:**1. **We’ve learned that good readers make text-to-self connections and text-to-text connections when they read. Today we will work together to make connections.**
2. **I am going to read another book by Kevin Henkes. While I am reading think about connections you can make to yourself/text to self or to the other books we have read/text to text.** *Show the hardcopies of the books if possible. If not, display Kevin Henkes’ books overhead. Refer back to Chrysanthemum*.
3. *Place “Making Connections” transparency on the overhead projector.* **Let’s work together to make connections. Show the students the pictures to jog their memories of the book Chrysanthemum. Raise your hand if you can make a connection. Model how to record on the chart. Be sure to tell me what part of this text you are thinking about. Then tell me what it reminds you of. Finally, tell me if it is a text-to-self or text-to-text connection.** *Record student ideas. Possible ideas are listed below.*
* *Rita and Victoria made fun of Chrysanthemum’s name. That reminds me of how a boy made fun of me for being smaller than everyone else. (text to self)*
* *Chrysanthemum went to her first day of school. That reminds me of when Wemberly went to her first day of school. (text to text)*

*INDEPENDENT PRACTICE: TSW have their own chart. This will serve as a mini-assessment to go in the DataNotebook!*1. *Closure:* **When you read independently remember to make text-to-text and text-to-self connections. Have children share an idea they had while reading.**

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| Friday | TEACHER WORKDAY! |