### Whole Group Shared Reading Lesson Plan Template

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<tr>
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<th>Date: November 7, 2012</th>
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<td>Classroom Location/Teacher: Crewe Primary</td>
<td>Topic/Subject: Reading - Making Connections</td>
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#### Curriculum Standards

**SOL(s):** 2.8 The student will read and demonstrate comprehension of fictional texts.

b) Relate previous experiences to the main idea.
c) Ask and answer questions about what is read.
i) Draw conclusions based on the text.

**Essential Question(s):** Why is it important to make connections while reading? How does using schema and making connections during reading improve comprehension?

#### Lesson Objectives: A statement or statements of what the students will be able to do as a result of the lesson. Need to be observable and measurable. (ABCD format)

1. The student will be able to make connections to the text using the terms, “This reminds me of... I understand how the character feels because... The setting makes me think about another place... I experienced this myself...” throughout the duration of the read aloud.
2. The student will be able to understand that schema is prior knowledge that helps make text-to-self connections with 95% accuracy.

#### Assessment of Objectives: Describe how you will collect evidence that individual students have indeed met the lesson objective(s). These need to be tied to the degree or criteria from your objectives.

- Student responses during the connections anchor chart.
- Student discussion and relevant connections as students talk about their connections in the story *Froggy Rides A Bike*.
- Student responses after reading about making connections throughout the story.
- Students making connections as they individually read and buddy read throughout the day.

#### BEFORE (Content, Viewing or Listening):

**Teacher:** Focusing attention, laying the groundwork, creating interest, sparking curiosity, students understand the purpose “the why” (set a purpose, explicit explanation of expectations, modeling)

**Student:** Strategies to obtain prior knowledge, similarities, connections, analogies, think about thinking “metacognition” (discussing, organizing, writing, vocabulary)

- Gather the students to the carpet area by rows.
- Tell students “Today I am going to be reading you a story about something I know most of you have done before. Before I show you the cover and title of our book, we are going to talk about something that all good readers do while they are listening or reading a book.”
- Pull out the anchor chart with the words *Making Connections* pre-written on the chart.
- Tell students that when good readers read they make connections to parts of the text, this helps you understand what is happening in the story or how the character might feel.
- Tell students that connections are finding actions, people, or things in a story similar to something in your life.
- Explain that today we are going to make text-to-self connections. When we are making these connections we use our schema.
- Take three student responses for the question, “What is schema?”
- Write this on the anchor chart and explain to students that schema is what you already know about...
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something or something you have experienced.
• Provide and example using school.
  o When I think of school I think of classrooms, friends, students, school buses. I know this because I
    have been to school. I use my schema (prior knowledge) of what I know to list all of those things.
• Show students the construction paper cutout of the text-to-self representation to clarify understanding.
• Tell students when we make connections we start off by saying “This reminds me of... I understand how the
  character feels because... The setting makes me think about another place because... I experienced this
  myself...” Write these examples on the anchor chart.
• Explain that sometimes when we are reading a light bulb goes off in our head, “This reminds me of....!” Tell
  students that today we are going to talk with a thinking buddy about the connections we make as we read
  our story. Tell students that when they see the light bulb cue, they will turn to their thinking buddy to tell
  their thinking buddy about their connections.
• Have students find a thinking buddy and practice sitting with their buddy eye to eye.
• Model making connections by reading the students the Bedtime poem.
  o While reading stop to model using schema and making connections.
• After the poem is read, hold up the light bulb to signal students to quietly turn to their thinking buddy.
• Commend the students on their great effort and show them the title and front cover of the book. Froggy
  Rides a Bike by Jonathan London.
  o Model making connections by saying, “This illustration reminds me of the time I learned to ride my
    bike.” “When I ride a bike I wear a helmet like Froggy.” Reinforce using schema.

DURING (Content, Viewing or Listening): Strategies for active engagement with new content, what are students
doing while reading, viewing, or listening? (set a purpose, modeling, discussing, organizing, writing, vocabulary)

• I will set a purpose for students to actively be thinking about their text-to-self connections, by allowing them
  several opportunities, that I have pre-marked in the book, to share their connections with a thinking buddy
  when I give the cue of the light bulb.
• Students will discuss their connections by talking with a peer (thinking buddy) so the students will see
  different perspectives and realize things they may have not noticed while reading.

AFTER (Content, Viewing or Listening): How will students apply new knowledge? How will students check their
understanding? How will students be prompted to reflect on what they have learned? How will students be prompted
to reflect on how they learned it?

• Ask students were your connections different from your thinking buddy’s?
• Explain to students that everybody is different and has experienced different things; sometimes our
  connections are different from others. That doesn’t mean they are wrong, it just means that we all see things
  different.
• Ask students to share examples of their connections and how it was different from their thinking buddy’s.
• Students will be prompted to continue to make connections as they read or listen to books throughout the
day. When you are buddy reading this afternoon, I want you to share your connections with your buddy as
you read.

Rationale: Why teach this lesson in this way? Why give these objectives, are these the BEST strategies to choose and
use? Explain why this sequence of activities leads to cultivating the behaviors or performing the skills or displaying the
knowledge called for by the objectives.

• I chose to conduct the shared reading lesson in this manner because it incorporates the best practices of
teaching reading strategies. Students will be prompted to engage in critical thinking and use their schema to
make personal connections to the text. Students will be given multiple opportunities to participate this new
strategy with my guidance. During the whole group and small group discussion, students will listen to their
peers’ connections and will be exposed to new ideas that may cultivate their viewpoints.

- I chose this particular book, based off of an informal observation of the students’ interests. The students have never been exposed to this particular reading strategy, so I wanted to pick a text with a topic that the majority of the students would automatically be able to connect with.
Bedtime

I never want to go to bed.
I like to stay up late.
I’m bouncing off the bedroom walls
and, frankly, feeling great!

I’m dancing like a maniac
instead of counting sheep.
My mom says, "Time for bed."
My dad yells, "Get to sleep!"

I don’t know what it was
that made me feel so wide awake.
Could it have been the Red Bull
and the double-chocolate cake?

I wonder if the seven cups
of coffee plus dessert
of Hershey bars and Skittles
are what left me this alert?

Whatever it turns out to be
that made me feel this right,
I hope I track it down
so I can stay up every…

--Kenn Nesbitt