

Teacher Guide to Student Video: *Making Connections*

Program Synopsis

In this episode, Mrs. Pingel teaches students how to make text-to-self, text-to-text, and text-to-world connections using a newspaper article. During self-selected reading, Julia goes into their book "Solo Girl," where she is able to help a character named Cass by making connections. Later the strategy is useful in her karate class.

Featured text:

Solo Girl, by Andrea Davis Pinkney. New York: Hyperion Books for Children, 1997
Buried in Lava and Ash, from the *Simpson Street Free Press*.

Other texts mentioned:

Up North at the Cabin, by Marsha Wilson Chall, illustrated by Steve Johnson. New York: Lothrop, Lee & Shepard Books, 1992.

Smoky Night, by Eve Bunting, illustrated by David Diaz. San Diego: Harcourt Brace, 1994.

Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce making connections.
2. As a follow-up or review.
3. To initiate a discussion of the different types of connections students can make.

Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example:
 1. How does the video show us when students are making connections?
 2. Notice some of the connections that different students are making. How do those connections help the students in their reading?
 3. What kind of connection helps Julia the most?

During viewing:

Pause the video during teachable moments. For example:

1. *After Lizzy makes a connection to "Junie B. Jones"*.
Ask students what connections they have made to characters in a book they have read.
2. *After Conlin's connection to "Up North at the Cabin"*.
Ask students what they see in Conlin's special effect (thought bubbles depicting scenes from the book and scenes from his memory). What other strategy is Conlin using as he makes this connection (visualizing). How do you think that could help him understand his story?
3. *After Julia's conference with Mrs. Pingel*.
Ask students if they understand the difference between the shallow

connections that don't help to understand the book and the deeper connections that help you understand the story better. Have ready an example of a book you have been reading with the class. Model a shallow and a deeper connection you could make with that book.

After viewing:

- Discuss students' answers to questions you posed before viewing.
- Ask students how making connections helped Julia.
- Have students do the *Making Connections* activity in the student area of the Web site.
- Show students how making connections can help them in their study of other subject areas. For example, use an article about a social studies topic for a discussion the way Mrs. Pingel used the *Buried in Lava and Ash* article.
- Read *Solo Girl* and ask students about their own connections.
- Model making connections during your read-aloud time. Be sure to say how your connections help you understand or enjoy your reading.
- Have students make their own "special effects" by writing or drawing their connections on the *Making Connections Bridge* graphic organizer (see next page).
- Try some of the lesson plans on the Into the Book website.

