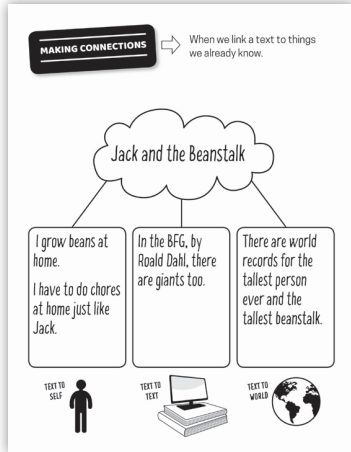


MAKING CONNECTIONS

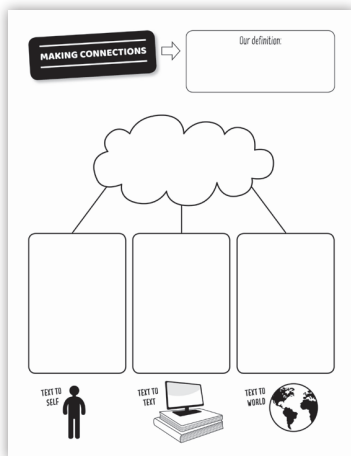
ANCHOR CHARTS

Save and print this PDF, then enlarge the charts for your classroom wall. Follow the instructions below to complete the charts with your students.



USING THE COMPLETED ANCHOR CHART:

- If possible, tell or read a simple version of “Jack and the Beanstalk” to the group before starting the anchor chart activity.
- Read the strategy name aloud and have students think, pair, share about their understanding of the strategy.
- Read (or have a student read) the definition aloud.
- Point out that there are three kinds of connections. Discuss what text-to-self connections are – connecting to things in your own experience, and your own life.
- Discuss what text-to-text connections are – connecting to other texts such as books, articles, websites, tv shows, movies, plays, poems, and songs.
- Discuss what text-to-world connections are – connecting to knowledge of the larger community, and more broadly, the world.
- Point out the example of ‘Jack and the Beanstalk.’ Ensure all students are familiar with the basic story.
- Discuss the different types of connections made to ‘Jack and the Beanstalk,’ and how each connection links prior experience and knowledge to build better understanding of the story.
- Ask students to think, pair, share about how making connections could help them to understand texts better. Have a few students share their ideas with the group.
- Hang the chart visibly in the classroom.



COMPLETING THE EMPTY ANCHOR CHART:

- Read the strategy name aloud and have students think, pair, share about their understanding of the strategy.
- Work with students to define “Making Connections” then write the definition in the top box.
- Talk about how other texts don’t just have to be a book, but films, articles, songs, poems or videos.
- Discuss how you can make connections between a text and yourself, other texts, and the wider world.
- Choose a book or topic or text to make connections to. Write its name the cloud.
- Have students brainstorm connections they can make to self, other texts, and the world. Write them in each space provided.
- Ask students to think, pair, share about how making connections could help them to understand the book or topic better. Have a few students share their ideas with the class.
- Hang the chart visibly in the classroom.

SUPPORT:

- Students do the thinking, teacher guides discussion and transcribes onto the chart.
- Use large text: Write in large letters for students to read clearly on the wall.
- Use color: Too many bright colors can be distracting, so aim for deeper tones that are easier to see from a distance.
- Images: Use simple icons and images.
- Keep charts as neat and uncluttered as possible so as not to distract from the content.

MAKING CONNECTIONS



When we link a text to things we already know.

Jack and the Beanstalk

I grow beans at home.

I have to do chores at home just like Jack.

In the BFG, by Roald Dahl, there are giants too.

There are world records for the tallest person ever and the tallest beanstalk.

TEXT TO SELF



TEXT TO TEXT



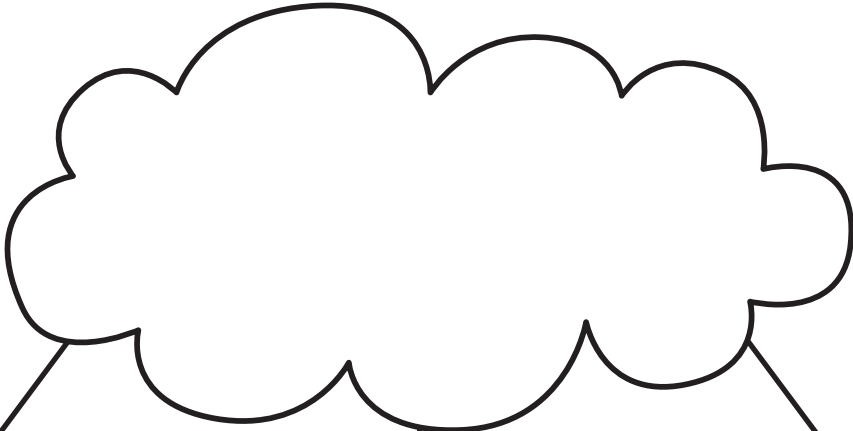
TEXT TO WORLD



MAKING CONNECTIONS



Our definition:



[Empty rectangular box for notes]

[Empty rectangular box for notes]

[Empty rectangular box for notes]

TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD

