**Lesson Plan: Making Connections**

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| **CCSS Connections:****ELA 3** |

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| **K** | **1** | **2** |
| With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |

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| **Materials** | * Any *Inspire My Kids* story
* “Making Connections” Worksheet
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| **Duration** | * Approximately 1 hour
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| **Grade Level** | * Kindergarten - 2nd
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|  | **Activities** |
| **Objective** | **I will make connections between people, events, ideas, and information from the text.**  |
| **Mini-lesson/ vocab****10 min.** | **Introduce the vocabulary- connection, events, ideas*** Share examples of connections that have meaning to the students. You might consider guiding students to make their connections by making cause/effect, problem/solution, or sequencing sentences. Some ideas might be: 1) a student, a fall: Marco’s shoe came untied, which caused him to fall. 2) two students: Brenda and Yesenia are in the same reading group. 3) brushing your teeth and eating dinner: You brush your teeth after eating dinner.
* *(Alternate activity- Bring a ball of yarn. Have the first student hold the end of the yarn and throw it to another student and tell how they are connected. Continue until everyone is holding the yarn)*
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| **Practice Time****20 min.** | **Read the article.** * Before reading, tell students to listen for the important people, events, and ideas. You could take this opportunity to review literary elements if you’ve already taught that.
* Read the article all the way through, periodically stopping to ask comprehension questions to check for understanding. Discuss what parts are important. This is also an opportunity to discuss a particular character topic, if desired.
* Make a list of the important people, events, ideas, and information from the article.
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| **Analyze the pictures and video.** * Many articles have a video. Watch it and guide students to pay attention to how the people and events are connected.
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| **Practice Making Connections*** Review the list of important people, events, etc. Add important information from the video.
* Choose two things from the list and record them in the first boxes on the graphic organizer. Write a sentence in the box to tell how the two things are connected. This is a good opportunity to model comparing sentences, cause & effect sentences, or chronological sentence structures.
* Give students two more items from the list for the second set of boxes on the graphic organizer. They should work with a partner to complete this one.
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| **Assess****20 min.**  | **Assess*** Give students two items to do independently. You may want to program index cards so students can draw two items for their independent work.
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| **Wrap-up 10 min** | * Students share their sentences with the group. Teacher can guide them to use a particular sentence structure to make the answer more complete (cause/effect, sequencing, etc)
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**Making Connections**

Choose two words from the story. These could be characters, events, or ideas. Write them in the boxes. Then, write how they go together on the lines.

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