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| **Date: 08/12/2014**  **Introducing a Focus Strategy Lesson Plan Cummings Middle School (TLI: Manu Stangl)** | | **Grade/Subject: 6th/ELA** |
| **TEKS:** FIG 19(F): Make connections between and across texts, including other media, and provide textual evidence;  **ELPS**:(c)(4)(J): demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding text evidence commensurate with content area needs; (c)(3)(E): share information in cooperative learning interactions. | | |
| **Lesson Objective(s):** Students will use the strategy of making connections to enhance comprehension. | | |
| **Strategy Focus**: Making Connections | | |
| **Text:** *Boar Out There* by Cynthia Rylant  **Additional Materials:** Holt textbook, Making Connections Strategy poster, Think Turn Talk signs, Making Connections 3-column chart  **Scaffold:** | | |
| **Vocabulary: briars, terror, bristling** | | |
| Before Reading  (5 mins.) | **Step 2 (Give the strategy a name):**  Today we are going to learn a strategy called Making Connections.  **Step 3 (Define the strategy):**  Making a connection is when something in a story reminds us of something in our background knowledge. Our background knowledge is what we know. Good readers make connections when listening to or reading a story because it helps them understand and remember the story better.  **Step 4 (Give students touchstones):**  Look at this Making Connections strategy poster. It shows a chain link. The two links are connected. This poster helps us to remember that good readers make connections when they read. Remember, a connection is when something in the text reminds us of something in our background knowledge  **Lesson Explanation:**  The story we are going to read is called *Boar Out There* by Cynthia Rylant. As we read, I want us to really think about connections we are making to the text that help us understand the story more deeply. I will share some of my connections so you can hear what I am thinking. You’ll know when I am making a connection to the text because I will say to you, “I am making a connection.” When I say this, you will know that something in the story is reminding me of something in my background knowledge. We are going to use an organizer to help us see how our connections can help us to better understand the story (display chart on document camera). We’ll use the flags/post-its to mark the places in the text where we make connections as we read. I’ll model the connections for you and you will have opportunities to share your thinking as well. After we have finished reading, we will use this 3-column chart to record those connections and how they helped us understand the text more deeply. | |
| **Before Reading Behaviors:**   * Activate your background knowledge: * *Boar Out There* is a story about a girl who has heard many scary stories about a ferocious boar – a wild pig - that lives in the woods close by; she finally sets out to find the boar. Think about an animal that you find scary and how you would react if you encountered it. * Set a purpose for reading: * I wonder how Jenny is going to feel if she really comes face to face with the boar. (Point to posted CPQ and read.) What are Jenny’s feelings about the boar throughout the story? | |
| **Comprehension Purpose Question:**  What are Jenny’s feelings about the boar throughout the story? | |
| During Reading  (10-20 mins.) | **Step 5 (Think aloud)**  Stop after paragraph 2: I have already gotten some information here about how Jenny feels about this boar. She has only heard stories of the boar and now she is looking over her fence into the woods and imagines him running through the woods. It reminds me of peering out at the Resaca behind my house when I was little. I would imagine the huge snakes in the water and feel really scared but at the same time I kept on waiting for one of them to come out so I could really see for myself what they looked like. This connection helps me to understand that the stories that Jenny has heard about the boar probably scared her but at the same time made her curious about actually seeing the boar. I am going to put a flag/post-it here to remind us to record this connection later on in our Making Connections chart.  Stop after paragraph 3: We have learned a little bit more here about what Jenny imagines the boar looks like. She sees him as a creature with a golden horn that cries at the moon. This reminds me of stories and movies about mythical creatures like the Chupacabra or a werewolf. I know that the creatures in these stories and movies are scary and can give you nightmares but at the same time fascinating. This connection helps me to see that Jenny doesn’t only see the boar as an ordinary animal roaming the woods but as a kind of supernatural, fascinating creature. I want to flag this place in the story and come back to it later to record it on my chart.  Stop after line 40: This reminds me of how I felt when the neighbor’s German Shepherds would run up to me every time I passed by their property. They would always come running toward me very fast and looked like they were ready to attack me. I never knew if I should run or just freeze. Every time this happened I was really scared of the dogs. This connection helps me to understand how Jenny must feel when the boar comes running toward her. I understand how scared she must be that she even forgets to breathe. Let’s flag this place in the story and record our connection later on.  **Step 6 (Engage Students Think-Turn-Talk):**  Stop after line 57: What connection are you making here? Does this remind you of something? Think-turn-talk. (Share the connections. Record connection)  Example: Jenny’s description of the boar reminds me of stray dogs that roam the streets. Most people don’t want to approach them because they often look like they might bite. But many of them are starved, sick, and scared, and I always feel sad and sorry for them. This connection helps me understand the feelings Jenny has at the end of the story when the narrator tells us that Jenny cries whenever she thinks of the boar and of how scared he is. | |
| After Reading  (5 mins.)  After Reading (5 mins.) | **Check Comprehension Purpose Question:**  **What are Jenny’s feelings about the boar throughout the story? Discuss with partner.**  **General Comprehension Discussion:**  How does the setting of the story add to the suspense that is building up?  Why does it bother her that the boar does not have a golden horn?  **Strategy Use Discussion:**  As we red *Boar Out There*, I shared several connections I made to the text and you made some connections of your own. How did making connections help you understand the text better? Think-Turn-Talk. | |
| Other | **Vocabulary Explanation:**  briars (line 8): Briars are prickly plants that have thorns on their woody stems. It would be very painful to run through an area covered with briars.  bristling (line42): Jenny sees the bristling back of the boar, which means that the boar was covered with thick, stiff hair. You find bristles also on hair brushes as well.  terror (line 48): Terror is very strong and intense fear. It is so strong that it might lead you to panic. In order to feel terror, you have to be in an extreme situation. | |
| **Follow-up Lessons:**  We Do and You Do with the story *The Good Deed.*  **Notes:** | | |