Teacher:	**Day:1**
SWBAT make connections to the story by describing how a detail in the story relates to their own lives and what this connection helps them to understand about the story (This is a Read Aloud lesson format. Please refer for the pacing guide in the Unit plan to review the lesson structure for the week).	Great readers always need to be active while they are reading. We need to think about things we know or have experienced in our own life and connect it to what we are reading. Making connections and relating things to our own life helps us understand what we are reading.
• Identify a place in the text to make a connection • Describe how a detail in the story relates to their own lives • Explain what the connection helps them understand about the story	2.RL.1 Ask and answer such questions as who, what where, when why and how to demonstrate understanding of key details in a text
In order to achieve the Expected Student Outcome, student responses must: • Make at least 2 connections to the text *Corduroy* during the read aloud • Explain connection in a complete sentence using "I" language	Scholars should be showing the silent "agree" or "disagree" sign during the checkpoints of the story. Scholars should be sharing their connections with their partner and explaining why they agree or disagree. Scholars should be able to identify a part of the story they connect with, explain what it reminds them of and draw a picture of their connection.
Cycle 1: - Do now/opening/hook (2-3 min) - INM/Reinforcement (2-3 min) - Model/Think Aloud (4-5 min) - Students name teacher thinking (3-4 min) Cycle 2: - Guided Practice (10-12 min) - CFU (1-3 min) Cycle 3: - Intro to text (2 min) - Guided Practice (25-28 min) - Student practice EBQ (5-7 min) - Critique EBQ (5-7 min) Cycle 4: - Independent Practice – reading (15 min) - Students answer EBQ (8-10 min) Cycle 5: - Redo (determined by teacher)	*Corduroy* by Dan Freeman **Exit Ticket**

If students don't get this…	…then they won't get this.
● Make connections while listening	● Use background knowledge to help them understand what they are reading

Do Now Hook Connection:	
Teacher Action/Dialogue	Teacher Notes:
Today, I am going to be telling you a secret that ONLY second grade scholars know. Any guesses? Get ready for this one! Every second grade scholar in every school has a secret tool box on their lap. You can't feel it. You need to IMAGINE it is there. In this tool box, we don't keep tools like hammers, nails or screw drivers, rather we keep strategies. Strategies are secret skills to help us become better readers. Just like a plumber or carpenter fixes things with their tools, we need to use our reading tools to help us fix our understanding. Right now, you have some strategies from first grade sitting inside of your toolbox, but this year, we are going to fill your toolbox with strategies to make you rock star readers. And guess what? Today, as a team, we are going to learn a strategy. This strategy will help us silently connect with text that we are reading. Open up your box and get ready to learn!	
Intro to New Material/Model:	
Teacher Action/Dialogue	Teacher Notes:
Rationale: *Great readers always try to find ways to make a story come alive for them so that they understand it better. One way we do this is by making connections between a story and our real lives. Connecting the story to our own life helps us understand what we are reading because it's a way to put ourselves into the story – see what the characters are seeing, feel what they are feeling – if we can connect to the story, it helps the story come to life for us as readers and makes the story much easier for us to understand.* **Intro to New Material:** *A connection is when you find something that is the same or different in a story and your life. As a grown up, I still make connections every day when I read by thinking about my life and what I read. Sometimes the connections I make are about how something is the same or different or how I would feel if I was in the character's shoes in the story. Great readers need to know how to make connections so they can answer questions like "What does this story remind you of?"* ● **Show the "I agree" or "cosign" and explain how to use it to silently show a connection being made** *When we're doing a read aloud on the carpet or when someone else is speaking it's never polite to use our voice and interrupt. But, that doesn't mean we can't make connections! We make connections silently by showing a sign with our hands and keeping our mouths silent. When we agree with something in the story or when something in the story is the same as in our lives, we show the "I agree sign" or the "cosign". This sign is when you take your thumb and pinking finger and you do a small gesture between your heart and the text (or your friend who is speaking). This is NOT a time to act silly or try to get people to look at you. This is just a time to show yourself and your teacher that something is the same between you and the story!*	

- **Show the "I disagree" or "no" sign and explain how to use it to silently show a connection being made**

Just like when something is the same, we want to make connections when something is different or we disagree, too. We still do this silently and respectfully always thinking about our reach values. We show the "I disagree" or "no" sign when something is different or we disagree with something the book is saying. That sign looks like this: a flat hand that is gently shaking back and forth like our hand is saying "no".

Making Connections
Great readers always make connections as they read. Making connections and relating a story to our own life helps us to understand what we are reading. **(Thumbs Up/Cosign) I agree or connect with this.** **(Thumbs Down/No Sign) I disagree or do not connect with this.** **Great readers need to make connections as they read, so they can answer questions like, "What does this remind you of?"**

Model/Think Aloud:

- **Read first three pages of *Corduroy* stopping to make connections and narrating the connections aloud for scholars.**
- **Show "I agree" or "cosign" while reading page 1-3**

I'm showing the "I agree" sign right now. That means I'm making a connection to something that is the same in the story and my life. I showed the "I agree" sign because I have a connection to what the words are saying. This reminds me of when I was a kid, I would go to a toy store and want to take toys home. I would beg my mom, "PLEASE MOMMY!" She would often say "Not today." I see the words telling me that is what is happening right now. The little girl wants to buy Corduroy, but her mother is saying "I've spent too much money already. Besides he doesn't look new. He's lost a button to one of his shoulder straps." This connection is helping me understand the story because now I know that this girl wants to buy Corduroy. I can understand what she's feeling and I can make guesses about what will happen in the story. Maybe she will come back later in the story.

- **Show the "I disagree" or "no" sign while reading page 4-5.**

Oh, no! I'm showing the "NO" sign on these pages. That means I am making a connection to the story again. This time, though, I am showing that there is something different in the story than in my life. It's still a connection but a DIFFERENT connection. I am showing the "No" sign because I see Corduroy leaving his shelf and I am nervous about his safety. I know that wondering off into a place you don't know can be very scary and I don't want Corduroy to get hurt or lost. I wonder what is going to happen!

Close out modeling

- *Silently show me what sign we should use if we are connecting to something that is the same in our life.*
- *Silently show me what sign we should us if we are connecting to something that is different than our lives.*

• *Remember, great readers connect to what they are reading, but they also can cannot to what another scholar is saying. Let's practice silent connections together!* **10 second wiggle break**	

Teacher Action/Dialogue:	Teacher Notes:
(As scholars make connections during the read aloud, incorporate basic comprehension questions to familiarize students with the text. Allow students to share connections 3-4 times). *Now, we are going to keep reading and share some of our connections to each other. As we read together, show the silent connection sign if you* • *"…began searching everywhere on the floor for his lost button."* **Why is Corduroy looking for his button?** *He wanted to find his button so someone would buy him and take him home* *Now, I'm going to read a page of the story. You will try to make a connection. It can be something that is the same or something that is different than your life. After I finish reading the page and when I say go, you will turn to your partner and quietly share the connection. Don't forget to share HOW making that connection has helped you understand the story better! After you share in partners, I'll call on some partners to share out their connections!* • *"Quite by accident he stepped onto an elevator and up he went."* **What is a connection you can make to this part?** *Students share.* • *"I've always wanted to climb a mountain."* **Why does Corduroy think the escalator is a mountain?** *The escalator goes up, like a mountain.* • *"…Corduroy gasped."* **Show me what a gasp must sound like.** *Students gasp.* • *"I've always wanted to live in a palace."* **Why does Corduroy think this is a palace?** *There are fancy bed, lamps and furniture.* *Now, I'm going to keep reading the story. You will try to make a connection. It can be something that is the same or something that is different than your life. After I finish reading the page and when I say go, you will turn to your partner and quietly share the connection. Don't forget to share HOW making that connection has helped you understand the story better! After you share in partners, I'll call on some partners to share out their connections!* • *"Over it fell with a crash!"* **Share a connection.** • *"How did you get upstairs?"* **What does this part remind you of?**	

• *"…other toys and dolls."* **How do you think Corduroy is feeling?** *I think Corduroy is feeling sad and disappointed because he didn't find his button.* • *"…I've saved my piggy bank and my mother said I could bring you home."* **Share a connection.** • *"..but you will be more comfortable with your shoulder strap fastened."* **Share a connection.** • *"…gave him a big hug."* **How do you think Corduroy feels at the end of the story? Share a connection** *Corduroy is happy and content because he found a new home.* **Checks for Understanding:** *Great job making connections to Corduroy! Why do readers make connections as they read a story?*	

Text Intro/Transition	**Vocabulary to highlight**
Not Applicable for Lesson 1. (Read Aloud Format)	
Questions (Lower the Level Questions and Evidence Based Questions)	
Teacher Action/Dialogue:	Teacher Notes:

Scholars! We have learned about making connections today! The first kind of connection we discussed was when something was the same in the story and our life and we show the "I agree" or "cosign". The next kind of when something is different in the story and our life and we show the "I disagree" sign. Today, you get to write a sentence and draw a picture of a connection you made from the story we read today. You can show something that is the SAME from your life and the story. Don't forget to use your neatest scholar handwriting and please label your pictures to help me better understand your drawings. Right now, think back to the story we just read and pick one connection you made.

Exit Ticket

1) **What part of *Corduroy* connects to your life?**

The part of *Corduroy* that connects to my life is_____

_____

_____

2) What does this part remind you of?

This part reminds me of_____

_____

_____

Category	**Scholar Names**
Met criteria	
Can meet criteria with written feedback	
Can meet criteria with written feedback and small group work session	
Can meet criteria with more intensive intervention	

Name:_____ Date:_____

UNIT 1: DAY 1

SWBAT make connections to the story by describing how a detail in the story relates to their own lives and what this connection helps them to understand about the story.

1) **What part of *Corduroy* connects to your life?**

The part of *Corduroy* that connects to my life is_____

_____

_____

2) **What does this part remind you of?**

This part reminds me of

_____

_____

_____

DRAW A PICTURE ABOUT YOUR CONNECTION. ☺