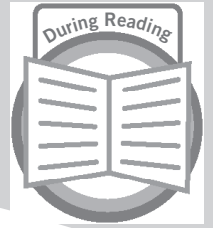


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# Teaching Strategy

## *During Reading*

Research shows that readers:

- **Make Connections**  
They connect what they are reading to what they already know from previous experiences and from other text/pictures they have read.
- **Ask Questions**  
As they read, they form questions about what they are learning and look to the text/pictures for the answers.
- **Make inferences**  
They take clues from the text/pictures and “read between the lines” to make educated guesses about what they are learning.

Teachers can help students of any age and ability become more effective readers by telling students how to do these things during reading.

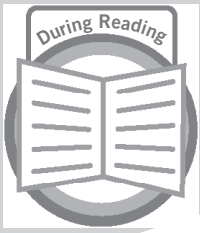
- Model strategies by thinking out loud.
- Show students what readers do naturally.
- Teach by example.

It is important to note the following strategies should be introduced one at a time:

These During Reading strategies should be taught in the following order:

1. Making Connections
2. Asking Questions
3. Making Inferences

Continue modeling the same strategy each time you read.



# Making Connections



## Teaching Strategy: *Connections: "Text-to-Self" Think Aloud*

### Materials:

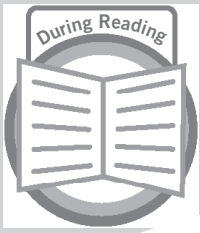
- 1 Non-fiction book (if reading to an individual student)
- Reproducible: *Text-to-Self* cards
- Masking tape
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

### Directions:

1. Read the first page of the story. Model making a connection to something you know in the text.
2. For example, if you are reading about mollusks, you could say, "I know something about mollusks. I saw one when I was at the beach. It felt hard when I touched it."
3. Tape your *Text-to-Self* card on the page with the mollusk.
4. Say, "I am making a *Text-to-Self* connection!"
5. Ask students if they have any connections with the topic. Have them tape a *Text-to-Self* card on anything they connect with in the text. Have students talk about their connection.
6. It is important to have students say they are making a *Text-to-Self* connection.

### Differentiated Instruction:

- ① Gather real objects that relate to the book for student to touch, see, or smell. For example, if the story is about trees, gather actual leaves, twigs, acorns, pine cones, etc. Have student choose an object that matches or goes with the picture or text. Place the actual object on that page of the text. Remove the actual object and have student tape a *Text-to-Self* card on the page.
- ② Use pictures or picture symbols that relate to the book's content to facilitate student talking about his/her connection.
- ③ Have student make his/her own *Text-to-Self* card using sticky notes and a marker. Have student write T-S on each sticky note. Encourage student to use sticky notes when reading other books and to practice making *Text-to-Self* connections.



# Making Connections



## Teaching Strategy: *Connections: "Text-to-Text" Think Aloud*

### Materials:

- 1 Non-fiction book (if reading to an individual student)
- Another book on the same topic you have read in class
- Reproducible: *Text-to-Text* cards
- Masking tape
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

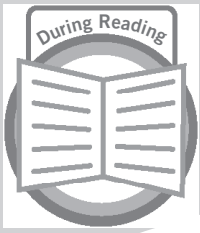
### Directions:

1. Begin reading the story. When you get to a page that relates to the previously read book, say, "I remember reading about this. Let's look at the book we read before." Hold up the book and talk about what you remember about it.
2. Tape your *Text-to-Text* card on the page.
3. Say, "I am making a *Text-to-Text* connection!"
4. Ask students what they remember about the previous book. Have them tape a *Text-to-Text* card on anything they connect with in the text. Have students talk about their connection.
5. It is important to have students say they are making a *Text-to-Text* connection.

### Differentiated Instruction:

- L1** Gather matching pairs of real objects that relate to the topic for student to touch, see, or smell. Have student choose an object that relates to the story and place it on the new book. Have student choose a matching object and place it on the previously read book. Remove the actual objects and have student tape a *Text-to-Text* card on the page.
- L2** Use pictures or picture symbols relating to the book's content to facilitate student talking about his/her connection. Show student two books: one that is on the same topic, and one that is on a very different topic. Have student choose which book has the same topic.
- L3** Have student make his/her own *Text-to-Text* card using sticky notes and a marker. Have student write T-T on each sticky note. Encourage student to use sticky notes when reading other books and to practice making *Text-to-Text* connections.

Have student organize a classroom library, placing books that are on similar topics together.



# Making Connections



## Teaching Strategy:

### *Connections: "Where in the World?" Think Aloud*

#### Materials:

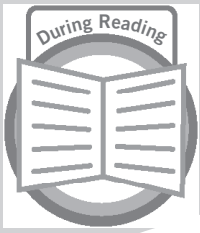
- 1 Non-fiction book (if reading to an individual student)
- World globe
- Reproducible: *Text-to-World* cards
- Masking tape
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

#### Directions:

1. Begin reading the story. When you get to a page that relates to an area on the globe, say, "Let's find out where this is in the world." Ask students to help you find the place on the globe.
2. Tape your *Text-to-World* card on the corresponding place on the globe.
3. Say, "I am making a *Text-to-World* connection!"
4. For books that do not have specific areas covered in the text, such as a book about water animals, you can talk about oceans, lakes, or rivers and tape *Text-to-World* cards on them.
5. Ask students to find specific areas on the globe. Have them tape a *Text-to-World* card on the globe.
6. It is important to have students say they are making a *Text-to-World* connection.

#### Differentiated Instruction:

- Ⓘ1 Gather real items that relate to the place in the story. For example, if talking about lakes and rivers, have a container of water for student to feel. If talking about Alaska, have ice for student to feel.
- Ⓘ2 Use pictures or picture symbols that relate to the book's content to facilitate student talking about his/her connection.
- Ⓘ3 Have student make his/her own *Text-to-World* cards using sticky notes and a marker.



# Making Connections



## Teaching Strategy: *Connections: "Text-to-World" Think Aloud*

### Materials:

- 1 Non-fiction book (if reading to an individual student)
- Pictures from the Internet, magazines, and newspapers that pertain to the book
- Reproducible: *Text-to-World* cards
- Masking tape
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

### Directions:

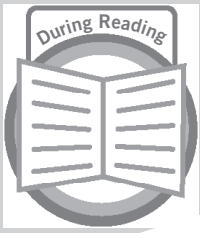
1. Arrange pictures so that students can see them. Begin reading the story. When you get to a page that relates to one of the pictures, pick it up and talk about it.
2. Tape your *Text-to-World* card on the picture.
3. Say, "I am making a *Text-to-World* connection!"
4. Continue reading, stopping to ask students to find pictures that correspond to the story. Have them tape a *Text-to-World* card on pictures they choose.
5. It is important to have students say they are making a *Text-to-World* connection.

### Differentiated Instruction:

- Ⓛ1 Gather real items that relate to the place in the story. For example, if talking about forests, have twigs and leaves for student to feel, hold, or smell. If talking about Florida, use sand and seashells. Place the real object next to the picture.
- Ⓛ2 Use pictures or picture symbols that relate to the book's content to facilitate student talking about his/her connection.
- Ⓛ3 Have student make his/her own *Text-to-World* card using sticky notes and a marker.

Have student do an Internet search for more information and pictures relating to the text.

Have student present the new information to the class.



# Asking Questions



## Teaching Strategy: *I Have a Question!*

### Materials:

- 1 Non-fiction book (if reading to an individual student)
- Reproducible: ? cards
- Reproducible: *Aha!* cards
- Masking tape
- Step-by-Step™ or other literacy technology tool

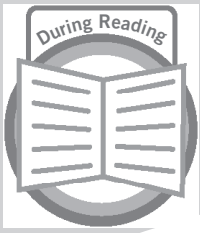
### Directions:

1. Begin reading the story. Model asking a question about what you are reading.
2. For example, if reading about the desert, you could say, “I have a question! What would it feel like to be in a desert?”
3. Tape a ? card on the page.
4. When you get to the text that answers your question, say, “Aha! That answers my question!” Replace the ? card with an *Aha!* card.
5. Encourage students to ask questions as you go through the book. Have them tape a ? card on the book when they have a question. Have them replace it with an *Aha!* card.

### Differentiated Instruction:

- Ⓘ Record *Aha!* on a Step-by-Step™ or other literacy technology tool. Place the *Aha!* card on the device. Have the student hit the *Aha!* card every time someone finds the answer to a question.
- Ⓙ Use pictures or picture symbols that relate to the book’s content to facilitate asking questions.
- Ⓚ Have student make his/her own ? and *Aha!* cards using sticky notes and a marker.

Have student write down any unanswered questions. Have student use the Internet to try to find the answers and present his/her findings to the class.



# Asking Questions



## Teaching Strategy:

### KWL

*(KWL stands for "Know," "Want to know," and "Learned")*

#### Materials:

- 1 Non-fiction book (if reading to an individual student)
- White board or poster paper with "Know" and "Want to Know" completed prior to reading
- Reproducible: *Aha!* cards
- Markers
- Step-by-Step™ or other literacy technology tool
- Reproducible: KWL chart (optional)
- Objects related to book (optional)

#### Directions:

1. Keep the KWL chart displayed as you read the story. While reading the story, if the text answers a "Want to know" question, point out the question on the KWL chart. Point out the answer in the text. Write the answer in the "Learned" column on the chart.
2. Encourage students to look at the questions and point out when a question is answered. Have them write the answer on the chart.

#### Differentiated Instruction:

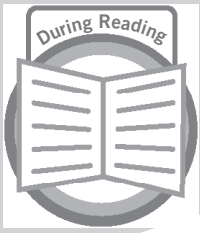
- L1** When a question is answered, have student touch or look at the real object that relates to the topic.

Record, "There's our answer!" on a literacy technology tool (e.g., Step-by-Step™) for student to activate each time a question gets answered.

- L2** Have student place an *Aha!* card on his/her desk when he/she sees or finds the answer to a question. Have him/her cross out the question on the chart.

- L3** Have student write down any unanswered questions. Have student use the Internet to try to find the answers and present his/her findings to the class.





# Asking Questions



## Teaching Strategy: *Our Big Book of Questions*

### Materials:

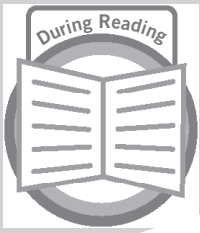
- Large lined flip chart
- Markers
- Step-by-Step™ or other literacy technology tool
- Objects related to poster/picture/topics (optional)

### Directions:

1. Create a culture of asking questions in your classroom! Take time each day to ask questions that you may have about anything.
2. For example, you could ask, “I wonder how cheese is made.”
3. Write your question on the flip chart.
4. Encourage students to ask questions about things they wonder about. Record questions on the board.
5. Watch and see a “culture of curiosity” grow!
6. Go to your school or local library to find books that will answer the questions.
7. Encourage classroom visitors to add to your Big Book of Questions!

### Differentiated Instruction:

- Ⓘ L1 Gather real objects that relate to a variety of topics. Have student touch, hold, or look at items he/she has questions about. Have students in the class create questions about the object to record in the book.
- Ⓘ L2 Offer a variety of pictures or picture symbols that represent a variety of topics the student may have questions about.
- Ⓘ L3 Have student choose a question that interests him/her. Have student use the Internet to try to find the answers and present his/her findings to the class.



# Making Inferences



## Teaching Strategy: *A Picture Says a Thousand Words*

### Materials:

- 1 Non-fiction book (if reading to an individual student)
- White board or poster paper
- Markers
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

### Directions:

1. Open the book to the first picture.
2. Model making an inference based on the picture.
3. For example, if there is a picture of a snow-covered mountain, you could say, “Look, at the snow. I am going to make an inference and say it must be cold there because I know snow is in cold places.”
4. Ask students what inferences they can make about each picture as you read the book.

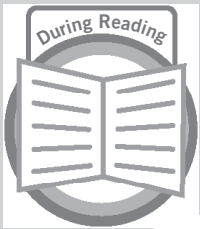
### Differentiated Instruction:

**L1** Gather real items that relate to the story. For example, if talking about baby animals, have a piece of furry fabric, smooth fabric, bumpy fabric, and slippery fabric. Allow student to feel fabric that relates to how the animal might feel (e.g., a wolf might feel furry while a seal cub might feel slippery).

**L2** Have student choose what he/she infers each animal feels by touching or looking at the fabric. Start with only two choices.

Use pictures or picture symbols that relate to the topic in terms of how it might feel, sound, etc.

**L3** Have student make a list of three things he/she can infer about each picture.



# Making Inferences



## Teaching Strategy: *Feeling Find*

### Materials:

- Reproducible: *Feelings* cards
- Step-by-Step™ or other literacy technology tool
- Tape

### Directions:

1. Show students *Feelings* cards.
2. Have students talk about each feeling.
3. Have students show each other what each feeling might look like (you may want to only start with “happy” and “sad,” depending on your students' needs).
4. Choose a student to be the first “Feeling Finder.”
5. Have the student sit in front of the class, facing away so his/her back is to the rest of the students.
6. Tape a *Feelings* card onto the student's back so he/she cannot see the card, but the other students can see it.
7. Tell the student he/she is to infer what the feeling is by the clues we are going to give him/her.
8. Start the Feeling Find by saying, “I feel that way when I get to see my good friend!”
9. Have students take turns giving clues by telling when they have felt that way. For example, a student might say, “I feel that way when I eat chocolate!”
10. After each student has given a clue, ask the student in the front if he/she can **infer** what the feeling is.

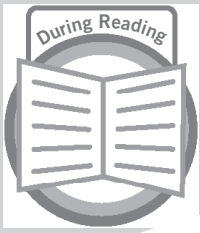
### Differentiated Instruction:

- L1** Have the student make a facial expression or sound to indicate the feeling. Pre-record sounds that pertain to the feeling (e.g. laughing or crying) on a Step-by-Step™ or other literacy technology tool.

Place a picture symbol of the feeling on the device. Have student activate device to give their “clue.”

- L2** Use feeling cards with picture symbols. Have a variety of pictures that show things that produce the feelings, such as someone smiling and holding a piece of cake or falling down and looking sad to facilitate clues.

- L3** Use the “Feelings” word cards. Have student write his/her clues and read them to the “Feeling Finder.”



# Making Inferences



## Teaching Strategy: *It's in the Bag!*

### Materials:

- Several everyday items that are safe to handle
- Step-by-Step™ or other literacy technology tool
- Pillow case or opaque bag

### Directions:

1. Show students items that will be placed in the bag.
2. Place items in the bag.
3. For more advanced play, do not let students see the items before they go in the bag.
4. Tell students their job is to feel one item and infer what the item is without seeing it.
5. Have students take turns reaching into the bag, feeling one item, and inferring what the item is.
6. After students make their inferences, have them pull the item out to see if they were correct.

### Differentiated Instruction:

- Ⓘ Place only one item in the bag. Have two items for students to touch, hold, or look at outside the bag. One item should be a duplicate of the item in the bag, and the second item should feel/look very different. Have student reach into the bag and feel the first item. Have student touch, hold, or look at the matching item to indicate his/her inference.
- Ⓛ2 Place only two or three items in the bag. Have pictures or picture symbols of item choices available for student to say, touch, or look at to choose his/her inference.
- Ⓛ3 Do not let student see the items before they go in the bag.

Have student write his/her inferences on a piece of paper.