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Sincerely,
Karen Haag

Reading Lesson for Connecting based on Dohower's format

Group _____ Not a leveled group OR level: _____
 Book _____ Date _____

Materials:

1. *Looking Back: A Book of Memories* by Lois Lowry.
2. Text copy of excerpt, "1943" - page 4 and 5 in this handout
3. Clipboard and pencil- one per student.
4. Chart paper and markers.
5. Draw double-entry journal for chunks #1-7 like the text copy.

I. Choose Strategy and/or Skill Focus Activity (5 minutes):

1) Explore background knowledge

2) Build background knowledge

3) Focus attention on the strategy or skill

- **Lois Lowry** wrote the story I am going to share with you today. She is the author of *Gooney Bird Greene*, *Number the Stars*, *The Giver* and so many more books. This story comes from her autobiography called *Looking Back: A Books of Memories*. It may be a book you want to check out of the library. She came across a box of photos so she wrote a story to go with each one. Show book if possible.
- We use connections when there's something we don't know or we don't understand. Then we reach into our brains and pull out something we do know that will help us figure out (infer) the unknown thing.
- **Essential Question:** "How can we use personal questions and connections to the text to help us infer --- understand --- better?" We will try the strategy on this puzzle-like story by Lowry.

II. Overview (5 minutes): Tell students that overviewing (or what we called a picture walk in primary grades) is one of the greatest gifts they can give themselves to boost their comprehension! Look over the book or selection to set the purpose for reading (1) what they already know and (2) what they're reading to find out.

- Title -uncover the topic;
- Author - figure out the structure, the genre, reading rate and purpose;
- Genre - interest, reading rate and purpose;
- Pictures and/or captions - structure, what's important, gives you a visual for reading;
- Features of text - what's important, genre, purpose;
- Length - interest, rate, stamina needed.
- Ask, based on what you know, what are you reading to find out?

III. Introduce 4-5 Vocabulary Words or No Words (3 minutes): Use these 2-part criteria for selecting words to pre-teach: (1) a word students probably don't know and can't read, and (2) a word critical to the story. Tell the students the definitions. Keep the words and synonyms posted so students can refer back to them. This is not the time to teach dictionary skills nor have the students guess what words mean. This is the time to tell them the meaning so precious time will be spent discussing the selection.

No words to introduce because I want students to use their connections to figure out unfamiliar words.

IV. Plan Queries to Facilitate Conversation (bulk of the lesson)

Choose where to stop reading. Choose a query to ask to start the conversation.

CHUNK 1 TEACHER THINK ALOUD: T (teacher) models reading the first chunk, writing questions and connections that help answer the questions - right on the text copy. *Example for the 1st chunk:*

Question	Connection
(I think:) Did she find a mouse?	(I know:) She was in an alley. I've seen mice in alleys.

What are you reading to find out? *I want to know if she found a mouse!*

CHUNK 2 TEACHER THINK ALOUD: T models reading the first chunk, writing questions and connections that help answer the questions right on the text copy. *Example for the 2nd chunk:*

Question	Connection
(I think:) What does she mean, if I could only get him warm?	(I think:) If this animal is cold, he might be sick. That happened to us once when...

What are you reading to find out? *Has she found a sick mouse?*

CHUNK 3 THINK ALONG: Teacher asks students to read and help her fill in the chart.

Question	Connection
(We think:) Why did the author include these clues and can they help us? What do they mean? <ul style="list-style-type: none"> ○ mouseology ○ <i>Stuart Little</i>, ○ <i>The Rats of NIMH</i> ○ rodent 	(We infer:) <ul style="list-style-type: none"> ○ Mouseology isn't a word. But geology is the study of the earth. Biology is the study of life. Is mouseology the study mice? ○ Stuart Little is a mouse in a story we've read ○ The Rats of NIMH is a movie and it has rats in it ○ According to the online dictionary, a rodent is any of various mammals such as mouse, rat, squirrel, or beaver, characterized by large incisors adapted for gnawing or nibbling.

What are you reading to find out? Find out what the students say depending on how much you figure out about the words Lois Lowry uses.

CHUNKS 4, 5, 6, 7: RELEASE RESPONSIBILITY TO THOSE WHO ARE READY. Keep others with you. Talk through #4, 5, 6, and 7 with a partner. Each time write what questions you have and how your connections help you figure out what is happening. Keep asking yourself, "What do I want to read to find out?"

V. Closure: Decide how to end the lesson. Will the work be independent or when they're with you? Choices include: 1) Reflection; 2) Recall content; 3) Use strategy with new text; 4) Reader Response; 5) Self-assess; and 6) Extend

Reflection

Look back at the essential question: How can we use personal questions and connections to the text to help us infer --- understand --- better? We tried the strategy on this story by Lois Lowry.

Look over the questions you asked and the connections you made about movies, books, conversations, the news, what you already know about these topics...

1. What connections helped us figure out what happened in this story?
2. Are our inferences based on our questions and connections right? What evidence do we have?
In other words, are we sure Lowry brought home a dead rat?
3. How can we use our connections when we read again?

1943

By Lois Lowry from *Looking Back: A Book of Memories* MY Name _____

Student Copy	Questions (I think)	Connections (I know, I infer)
<p>1 One chilly day when I was in first grade, walking home alone from school, taking a shortcut through an alley behind my house, I found what I thought was a very cold mouse, asleep.</p>		
<p>2 I felt sorry for him and thought that if only I could get him warm, he would wake up, do cute little mousy things, and perhaps I would be allowed to keep him as a pet. I had never had a pet. My baby brother had just been born and was something of a disappointment as a playmate, so I yearned for a lovable creature who would scamper about at my heels and learn tricks.</p>		
<p>3 Very carefully, I picked him up. At the time, I had not yet read <i>Stuart Little</i>, so I was not an expert at mouseology. I did realize that he was rather large for a mouse; but <i>The Rats of NIMH</i> had not yet been written, so I hadn't read that either, and didn't know that there were other, larger rodents in the same general family as mice.</p>		

Text	Questions	Connections
<p>4 I carried him home cradled in one arm, and his tail, long and bare and very stiff, stuck out. He looked vulnerable and homely, with two visible front teeth - my own were missing at the time - and as I walked, I began to think of names for him and to picture how he would come when I called.</p> <p>Warming him against my heavy jacket didn't waken him. Clearly my jacket sleeve wasn't warm enough. So when I entered the house through the back door, into the kitchen, and heard my mother busy upstairs with the baby, I carefully turned on the oven. I knew enough to set it to a low temperature so that it would warm and waken my mouse gradually. Then I laid him gently inside the oven.</p>		
<p>5 I guess I got busy with my paper dolls and forgot to check on him for while. I don't remember, exactly. But that would explain why it was my mother who first noticed that there was something baking.</p>		
<p>6 I always felt that if I had only had a chance to explain, and to prepare her a bit, it wouldn't have been such a surprise to her when she opened the oven that day. I felt that if she had just looked at my very innocent face, my wide-open, completely uncriminal eyes – instead of screaming at me, for no reason whatsoever - the whole incident would have been handled better.</p>		
<p>7 I have always felt that she overreacted.</p>		

By asking questions and using my connections, I can infer...

Text copy

1943

By Lois Lowry

Excerpted from *Looking Back: A Book of Memories*

One chilly day when I was in first grade, walking home alone from school, taking a shortcut through an alley behind my house, I found what I thought was a very cold mouse, asleep.

I felt sorry for him and thought that if only I could get him warm, he would wake up, do cute little mousy things, and perhaps I would be allowed to keep him as a pet. I had never had a pet. My baby brother had just been born and was something of a disappointment as a playmate, so I yearned for a lovable creature who would scamper about at my heels and learn tricks.

Very carefully, I picked him up. At the time, I had not yet read *Stuart Little*, so I was not an expert at mouseology. I did realize that he was rather large for a mouse; but *The Rats of NIMH* had not yet been written, so I hadn't read that either, and didn't know that there were other, larger rodents in the same general family as mice.

Warming him against my heavy jacket didn't waken him. Clearly my jacket sleeve wasn't warm enough. So when I entered the house through the back door, into the kitchen, and heard my mother busy upstairs with the baby, I carefully turned on the oven. I knew enough to set it to a low temperature so that it would warm and waken my mouse gradually. Then I laid him gently inside the oven.

I guess I got busy with my paper dolls and forgot to check on him for while. I don't remember, exactly. But that would explain why it was my mother who first noticed that there was something baking.

I always felt that if I had only had a chance to explain, and to prepare her a bit, it wouldn't have been such a surprise to her when she opened the oven that day. I felt that if she had just looked at my very innocent face, my wide-open, completely uncriminal eyes – instead of screaming at me, for no reason whatsoever - the whole incident would have been handled better.

I have always felt that she overreacted.