Congratulations on your purchase of this Really Good Stuff® Making Connections Poster Set—a tool for helping students better understand the text they are reading by teaching them to make meaningful connections.

This Really Good Stuff® product includes:
- Making Connections Posters, laminated
- This Really Good Stuff® Activity Guide

Displaying the Making Connections Poster Set
Before displaying the Making Connections Poster Set, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the Posters where students will be able to see them easily. Posters may be displayed as a group or individually, depending on student level and lesson focus.

Introducing the Making Connections Poster Set
Explain to students that text is easier to understand when readers are able to connect what they are reading to their own knowledge and experiences. Ask students to describe what would happen if they tried to use an electrical appliance without plugging the device into an outlet. Students might respond with such answers as “Nothing,” “I’d become frustrated,” “I might get confused,” or “The appliance wouldn’t be worth anything.” Indicate to students that as they read, “plugging in to” or recalling their own knowledge and experience is as important as remembering to plug a cord into an outlet. Students might respond with such answers as “Nothing,” “I’d become frustrated,” “I might get confused,” or “The appliance wouldn’t be worth anything.” Indicate to students that as they read, “plugging in to” or recalling their own knowledge and experience is as important as remembering to plug a cord into an outlet. Pointing to the Posters, tell students that they have three “power sources” to plug in for meaningful connections: Text-to-Self, Text-to-Text, and Text-to-World. Ask volunteers to read each Poster aloud. Pause between each Poster to answer questions and to give or ask for examples that support each statement.

Create a Connection Display
Make copies of the Getting in Shape Reproducible and cut out the blank shapes. Share the shapes with students and explain that the person represents Text-to-Self connections, the book represents Text-to-Text connections, and the globe represents Text-to-World connections. Keep a supply of each shape readily available for students to write about connections they make while they are reading. Be sure to give students time to share their connections with classmates, then display completed shapes around each corresponding Poster, perhaps using string to “connect” the shapes to the corresponding Poster.

Book It
Copy and distribute the Book It Reproducible. Have students fill in the name, title, and author information before they begin to read and tell them to keep track of any connections they make to the text while reading. Because the bookmarks allow only for brief key-word reminders of the connections, urge students to share their bookmarks with the class, elaborating on each connection they noted. Remind students to refer to the Posters as they read and complete their bookmarks.

Connection Selection
Copy the reproductions of the three Posters and create enough question strips for your class by cutting apart the questions on each reproduction, perhaps laminating the strips for future use. Place the strips in a container and instruct students to select one. Instruct students to read, reflect, and write a one-paragraph response to their selected question. You may also want to use the questions as a regular part of your reading program and have students keep a Connection Selection Journal in which they record their responses throughout the year.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Author</th>
<th>Text-to-Self Connections</th>
<th>Text-to-Text Connections</th>
<th>Text-to-World Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What does this remind me of in something else I’ve read?

How is this text similar to other text I’ve read?

How is this text different from other text I’ve read?

How did something else I’ve read help me to understand this text better?
What does this remind me of in my life?

How is this text similar to my life?

How is this text different from my life?

Have I ever experienced anything like this?

What were my feelings when I read this?

How did an experience in my life help me to understand this text better?
☐ What does this remind me of in the real world?

☐ How is this text similar to things that happen in the real world?

☐ How is this text different from things that happen in the real world?

☐ How did my knowledge of something in the world around me help me to understand this text better?
Congratulations on your purchase of this Really Good Stuff® Hagamos conexiones Poster Set—a tool for helping students better understand the text they are reading by teaching them to make meaningful connections.

This Really Good Stuff® product includes:
- Hagamos conexiones Posters, laminated
- This Really Good Stuff® Activity Guide

Displaying the Hagamos conexiones Poster Set
Before displaying the Hagamos conexiones Posters, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the Posters where students will be able to see them easily. Posters may be displayed as a group or individually, depending on student level and lesson focus.

Introducing the Hagamos conexiones Poster Set
Explain to students that text is easier to understand when readers are able to connect what they are reading to their own knowledge and experiences. Ask students to describe what would happen if they tried to use an electrical appliance without plugging the device into an outlet. Students might respond with such answers as “Nada,” “Me frustraría,” “A lo mejor me confundo,” or “El aparato no serviría para nada.” Indicate to students that as they read, “plugging in to” or recalling their own knowledge and experience is as important as remembering to plug a cord into an outlet. Students might respond with such answers as “Nada,” “Me frustraría,” “A lo mejor me confundo,” or “El aparato no serviría para nada.” Indicate to students that as they read, “plugging in to” or recalling their own knowledge and experience is as important as remembering to plug a cord into an outlet. Pointing to the Posters, tell students that they have three “power sources” to plug in for meaningful connections: conexiones entre el texto y yo, entre texto y texto, y entre el texto y el mundo. Ask volunteers to read each Poster aloud. Pause between each Poster to answer questions and to give or ask for examples that support each statement.

Create a Connection Display
Make copies of the Pongamos al texto en forma Reproducible and cut out the blank shapes. Share the shapes with students and explain that the person represents Text-to-Self connections, the book represents Text-to-Text connections, and the globe represents Text-to-World connections. Keep a supply of each shape readily available for students to write about connections they make while they are reading. Be sure to give students time to share their connections with classmates, then display completed shapes around each corresponding Poster, perhaps using string to “connect” the shapes to the corresponding Poster.

Book It
Copy and distribute the Separadores conéctalo todo Reproducible. Have students fill in the name, title, and author information before they begin to read and tell them to keep track of any connections they make to the text while reading. Because the bookmarks allow only for brief key-word reminders of the connections, urge students to share their bookmarks with the class, elaborating on each connection they noted. Remind students to refer to the Posters as they read and complete their bookmarks.

Connection Selection
Copy the reproductions of the three Posters and create enough question strips for your class by cutting apart the questions on each reproduction, perhaps laminating the strips for future use. Place the strips in a container and instruct students to select one. Instruct students to read, reflect, and write a one-paragraph response to their selected question. You may also want to use the questions as a regular part of your reading program and have students keep a Diario de conexiones in which they record their responses throughout the year.
<table>
<thead>
<tr>
<th>Nombre:</th>
<th>Título:</th>
<th>Autor:</th>
<th>Conexiones entre el texto y yo</th>
<th>Conexiones entre texto y texto</th>
<th>Conexiones entre el texto y el mundo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conexiones entre texto y texto Reproducible

- ¿Qué me recuerda esto en alguna otra cosa que he leído?
- ¿De qué forma es este texto similar a otro texto que yo haya leído?
- ¿De qué forma es este texto diferente a otro texto que yo haya leído?
- ¿De qué forma me ayudó alguna otra cosa que lei a entender mejor este texto?
Conexiones entre el texto y yo Reproducible

☐ ¿A qué me recuerda esto en mi vida?

☐ ¿Cómo es este texto semejante a mi vida?

☐ ¿Cómo es este texto diferente a mi vida?

☐ ¿Alguna vez he experimentado algo como esto?

☐ ¿Cuáles fueron mis sentimientos cuando leí este texto?

☐ ¿Cómo me ayudó una experiencia personal a entender este texto?
Conexiones entre el texto y el mundo Reproducible

- ¿A qué me recuerda esto en el mundo real?
- ¿De qué forma es este texto similar a las cosas que pasan en el mundo real?
- ¿De qué forma es este texto diferente a las cosas que pasan en el mundo real?
- ¿De qué forma mi conocimiento de alguna cosa del mundo que me rodea me ayudó a entender mejor este texto?