



READING RESPONSE ACTIVITIES

MAKING CONNECTIONS

These reading response activities are a great way to continue the conversation about making connections after you have taught your students strategies to make connections. They can be used in a variety of ways from reading centers, independent reading response prompts, or even as part of your small group discussions.

Here is a rundown of all the reading response activities included in this set.

- **Roll-N-Write Activity (pg 3)**

- This response activity gives students 6 different prompts that will help them think about making connections in a text they are reading. Students can respond to the prompts in their reading journal, on a note card as an exit ticket, OR as part of a book club discussion. You can have students roll to figure out the prompt they should complete. They can roll once, twice, or until they get all six prompts.

- **Roll-N-Draw Activity (pg 4)**

- Instead of having students write to respond to their reading, these prompts let students express their thinking creatively with some sort of drawing prompt. There are 6 different prompts that will help students think about making connections AND create a visual representation of their thinking. These prompts work great as an independent reading assignment, an exit ticket, or as part of a reading center rotation.

- **Response Spinner (pg 5)**

- This response spinner includes 9 questions that will get your students thinking about making connections. This spinner works great as part of a small group discussion. At the end of your reading time, students can use the spinner to find out the question they have to respond to and discuss. You can also use this spinner if you are looking for a fun way to get questions for your whole group read aloud OR you could also let students use it if they are wanting to have some variety with their independent reading questions.

- **Cootie Catcher (pg 6)**

- Cootie Catchers (also known as Fortune Tellers) are a staple in every elementary classroom. I remember having them when I was a kid, and my students have always loved putting this fun little contraption together. This is a great resource to give to kids after you have taught them all about making connections. You could use the cootie catcher questions during a small group discussion or a whole group read aloud, or you can send them home with your students, so they have a fun way to make connections while reading at home.



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- **Hot Cube (pg 7-8)**

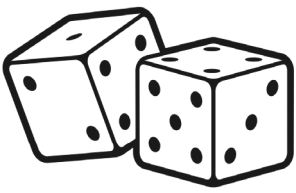
- The questions on this HOT CUBE work through all levels of Bloom's Taxonomy and will help your students understand making connections on a deeper level. You can put this cube together and use for small group discussions or you can send it home with your kiddos to spark and prompt conversations about making connections at home.

- **Tic-Tac-Toe Board with Response Pages (pg 9-18)**

- This tic-tac-toe board has 9 different activities that students can complete that will help them think about making connections. Each of the activities suggested on the tic-tac-toe board also has it's own response template so your students will be set up to be successful completing each task. This tic-tac-toe board and response pages could work great as a reading center or as an option for early finisher work. You could also have students use the activities on the tic-tac-toe board as part of their daily response to their independent reading.

Need a digital version of this resource?

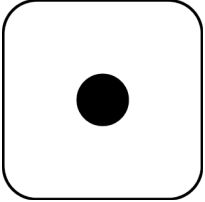
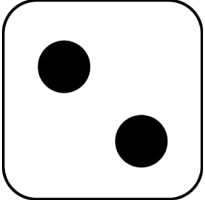




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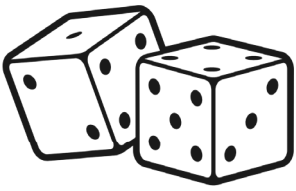


MAKING CONNECTIONS

ROLL-N-WRITE ACTIVITY

Roll a die. Respond to the questions/prompts for each number you roll. If you roll a number, you've already rolled, roll again. Keep rolling until you've responded to the assigned number of prompts.

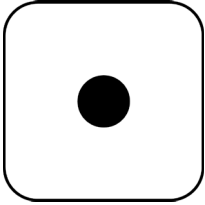
	Text-to-Self Connections Write a list of the Text-to-Self connections you made while reading the text. Explain how each connection helped you understand the text.
	Text-to-Text Connections Think about your text and other texts by the same author. How are the texts similar? What similarities does the author have across their books?
	Text-to-World How does the text help you better understand the world around you? Write a recommendation for this book based on the text-to-world connections that can be made.
	Text and My Connections Write three sentences or phrases from the text. Write a connection you made to each part of the text.
	Making Connections While reading, write 5 connections that you made. Label each connection with the type of connection they were.
	Most Helpful Make a list of 5–7 connections you made while reading the text. After you have finished reading and making connections, rank your connections in order of least helpful to most helpful.



MAKING CONNECTIONS

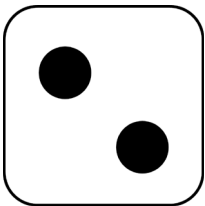
ROLL-N-DRAW ACTIVITY

Roll a die. Complete the activity that corresponds with the number you rolled. Keep rolling until you've completed your assigned number of activities.



Making Connections

Write 5 connections you made while reading the text. Instead of writing about your connections, illustrate each connection with a sketch.



Text-to-Text Connections

Think about the text-to-text connections you made. Draw the cover of the text from the book you were reading and the cover of the book you made connections with.



Predictions

Your personal experiences and connections can help you make predictions. Sketch a comic that shows what will happen next in the text. Write to explain how your personal connections helped with the prediction.



Schema

Schema is your prior knowledge. While reading you can make connections between the text and your schema. Draw an image of your brain showing what details from your schema helped you understand what you were reading.



Pie Chart

Readers can make a variety of connections while reading. As you read, track the different connections you make. Sketch a pie chart to show the number of each type of connection you made.



Surface and Deep

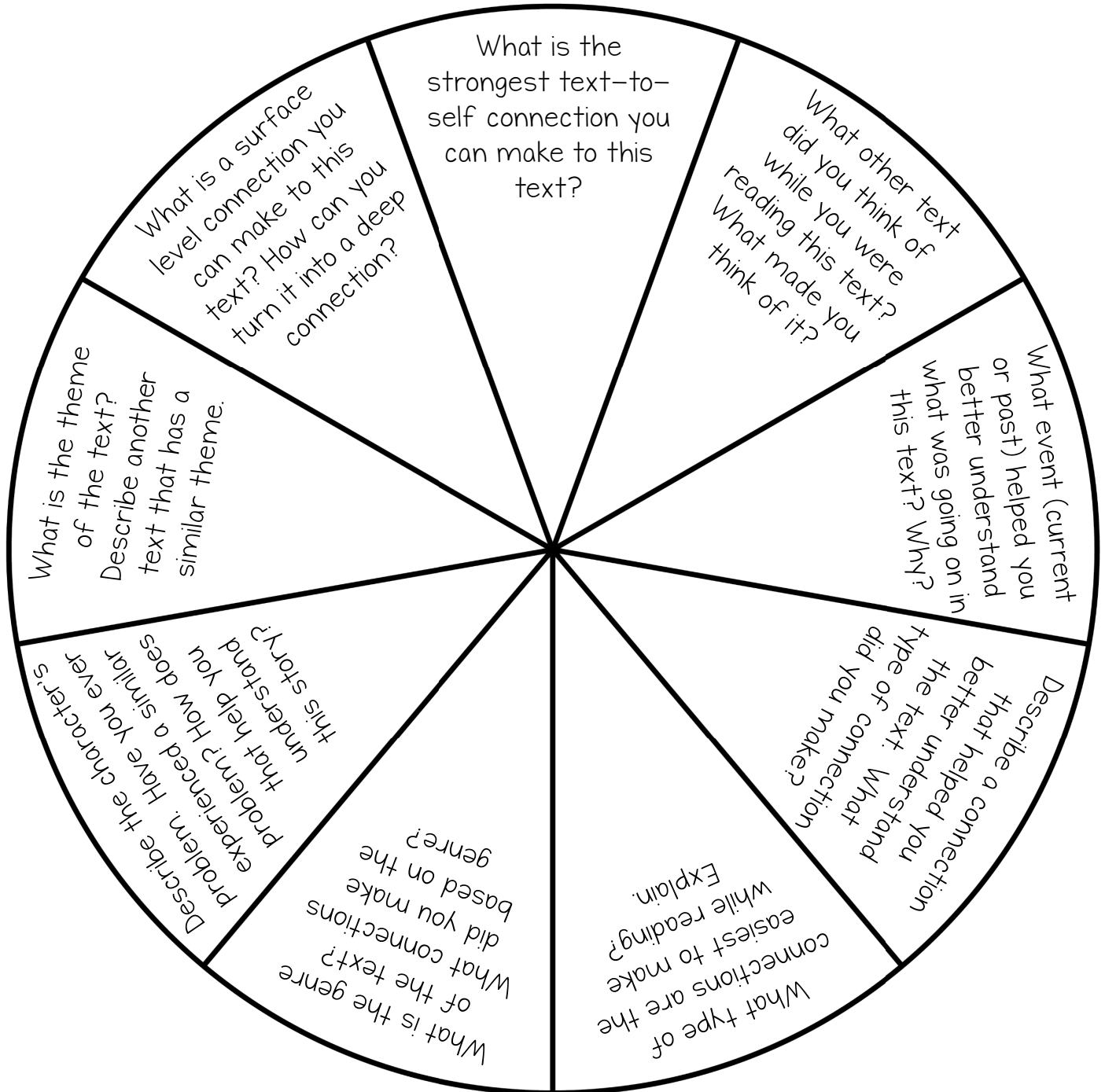
When you make connections, some are surface and some are deep. Draw a picture that represents one surface connection you made and one deep connection you made. Write to tell how the pictures are different based on the level of the connection?

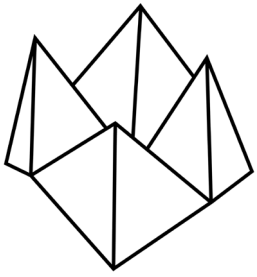


MAKING CONNECTIONS

RESPONSE SPINNER

Use a paperclip and a pencil to create a spinner. With a partner or small group, take turns spinning and answering the questions.

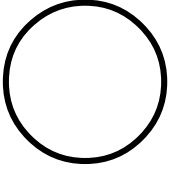
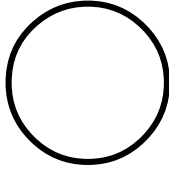
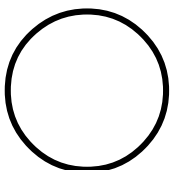
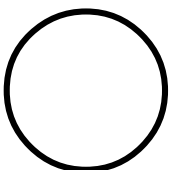




MAKING CONNECTIONS

COOTIE CATCHER TEMPLATE

Cut and fold the cootie catcher. Once folded, you can use it to discuss a book with a friend, a book club, or other small group. You can also use it independently to write down your responses to a book you are reading.

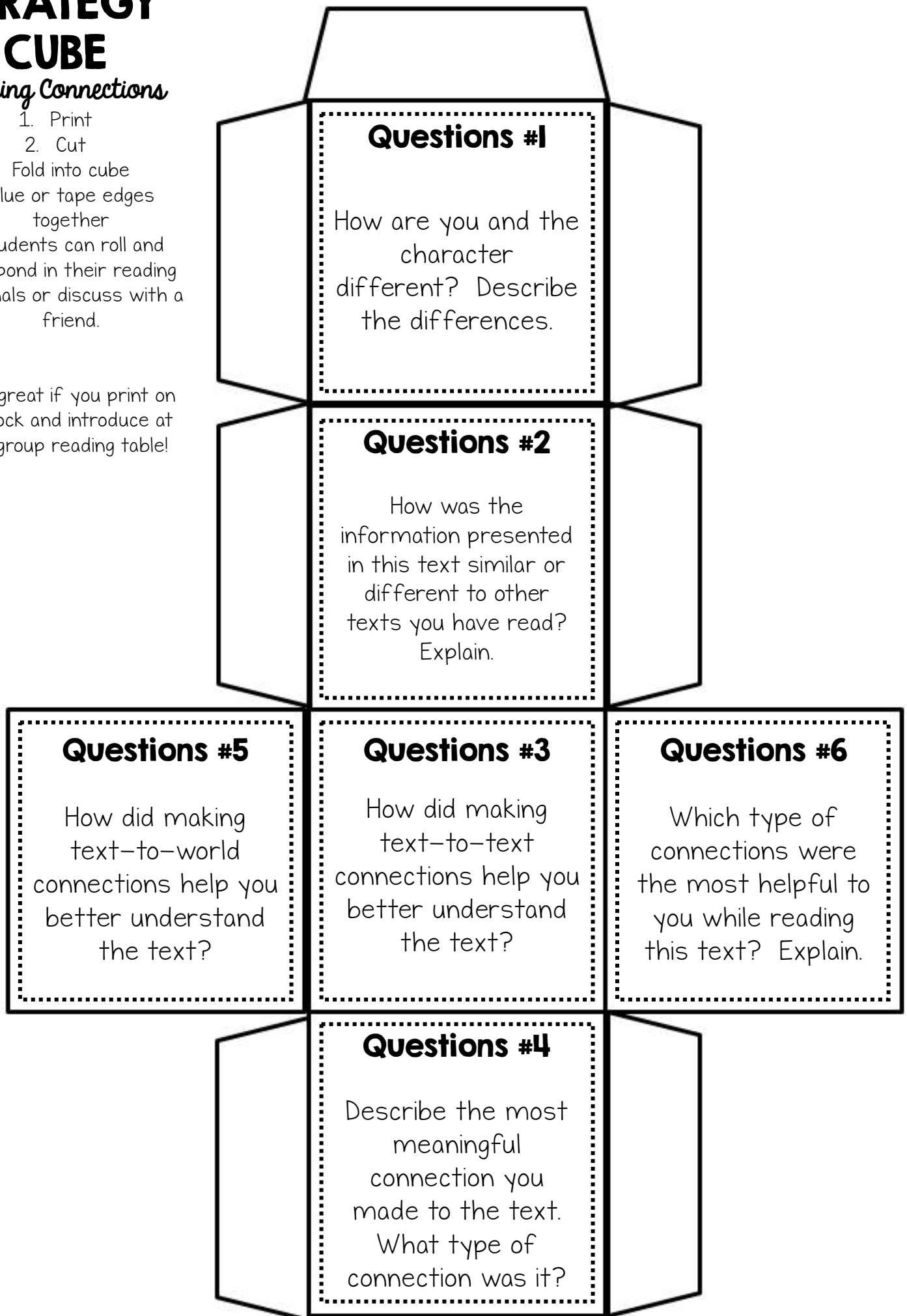
 green	2 two What lesson did the character learn? Can you relate to the character about this lesson? How?	3 three Think about other texts on the same topic. Compare and contrast these texts.	 blue
1 one How did this text make you think differently about the world around you?	What lesson did the character learn? Can you relate to the character about this lesson? How?	Think about other texts on the same topic. Compare and contrast these texts.	4 four What historical events connect with the text you read? Explain.
How are you and the character similar? Describe the similarities.	8 eight How are you and the character similar? Describe the similarities.	How did making text-to-self connections help you better understand the text?	5 five How did making text-to-self connections help you better understand the text?
 orange	7 seven Can you make connections between this text and a different genre? Why or why not?	6 six What type of connections are the most difficult to make? Explain.	 pink

STRATEGY CUBE

Making Connections

1. Print
2. Cut
3. Fold into cube
4. Glue or tape edges together
5. Students can roll and respond in their reading journals or discuss with a friend.

Works great if you print on cardstock and introduce at small group reading table!

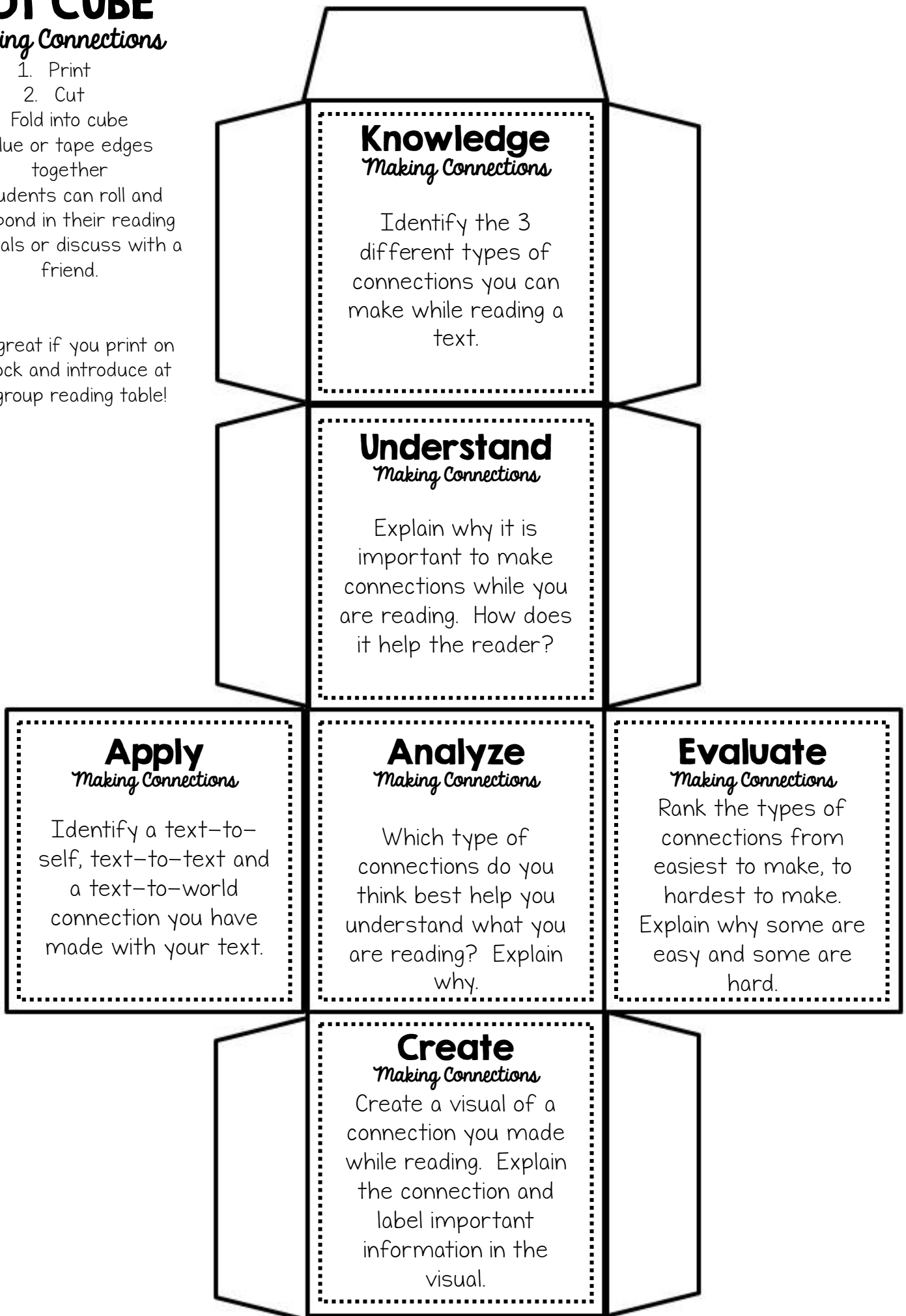


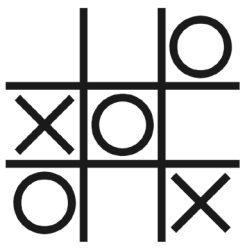
HOT CUBE

Making Connections

1. Print
2. Cut
3. Fold into cube
4. Glue or tape edges together
5. Students can roll and respond in their reading journals or discuss with a friend.

Works great if you print on cardstock and introduce at small group reading table!





MAKING CONNECTIONS

TIC-TAC-TOE

Name: _____ Date : _____

Directions: Each time you read a book, complete a different activity that will help you make connections. Try to get tic-tac-toe (3 in a row) OR if you're up for the challenge, try to do them all throughout the year.

Connection Web

Use a Venn Diagram to compare and contrast yourself to the main character. Include examples of how you are the same and how you are different. Then, select 1-2 similarities you have with the main character. Write a paragraph where you share some deep connections that explain those similarities.

Same and Different

Think of two texts you have recently read. Make some text-to-text connections. Come up with three ways the texts are similar and three ways they are different. Try to think about the most significant ways they are similar and different.

You're a Journalist!

When we make text-to-world connections we often connect texts to current events. Think about a text you have read that connects to a current event. Pretend you are writing a newspaper article and you are going to interview one of the characters for the article. What questions would you ask the character about the current event and how would they respond?

Bar Graph

Readers make a variety of connections. These can be text-to-self, text-to-text and text-to-world connections. While you are reading, jot down all the different types of connections you make. Categorize each type of connection as you make it. When you're done, create a bar graph that displays the total number of each type of connection you made.

Letter to the Teacher

Think about all the different types of connections you can make while you read. Which type of connection is the most helpful to you while reading? Write a persuasive letter to your teacher explaining why this type of connection is the most important and why it should be taught to your classmates.

Connection Challenge

Find three places in the text that are important to the story. Write down the important parts from the text. Then make three different types of connections to that specific part of the text.

Let's Chat

Create a pretend conversation that you and character from the text could have about an event in the story. Be sure you share your personal connection with the character so they understand how you can connect to what the character is experiencing.

Genre Connection

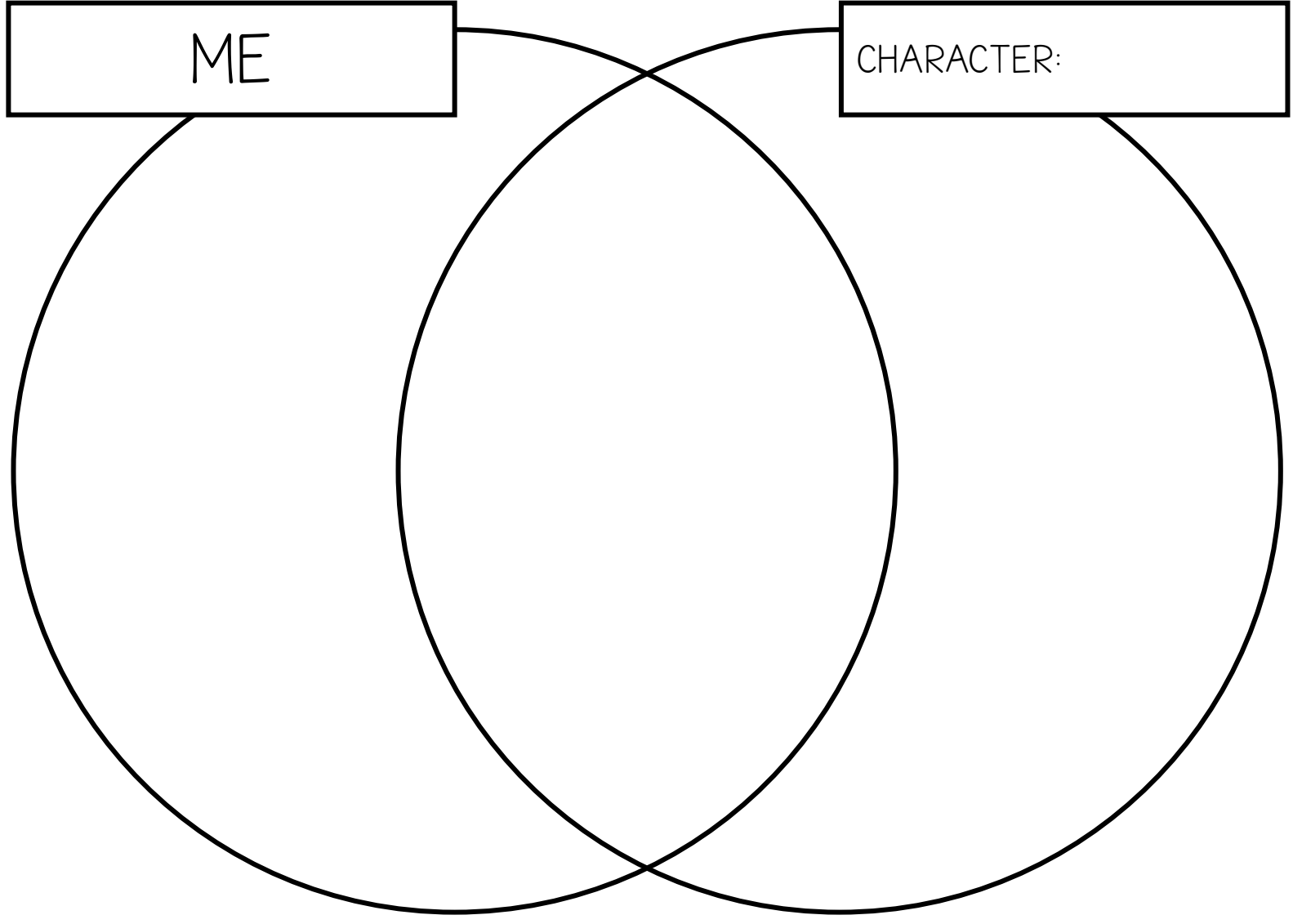
Choose two texts that are from the same genre. Make at least 3 strong text-to-text connections between the books. Once you've made your connections, design a new cover for each book. Try to incorporate one of your connections in each design.

Deep Connections

Make a poster for your class that explains the difference between surface and deep connections. Make sure you provide examples of each type of connection from a text you have recently read.

Directions: Use a Venn Diagram to compare and contrast yourself to the main character. Include examples of how you are the same and how you are different. Then, select 1–2 similarities you have with the main character. Write a paragraph where you share some deep connections that explain those similarities.

Making Connections



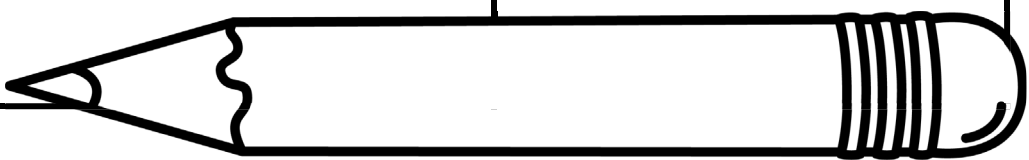
Select 1–2 similarities you have with the main character. Write a paragraph where you share some deep connections that explain those similarities.

Making Connections: Same and Different

Name: _____

Directions: Think of two texts you have recently read. Make some text-to-text connections. Come up with three ways the texts are similar and three ways they are different. Try to think about the most significant ways they are similar and different.

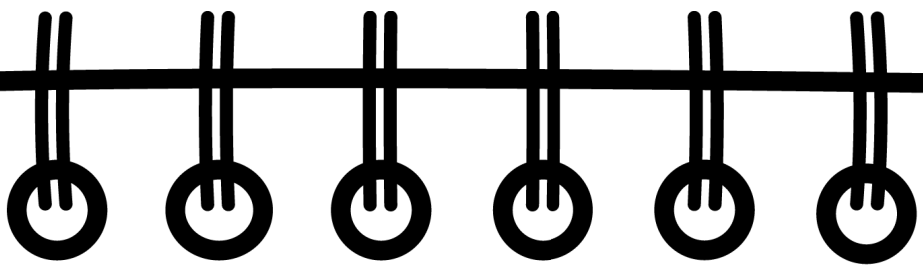
TEXT #1: _____	SIMILARITIES	TEXT #2: _____



Making Connections: You're a Journalist!

Name: _____

Directions: Think about all the different types of connections you can make while you read. Which type of connection is the most helpful to you while reading? Write a persuasive letter to your teacher explaining why this type of connection is the most important and why it should be taught to your classmates.

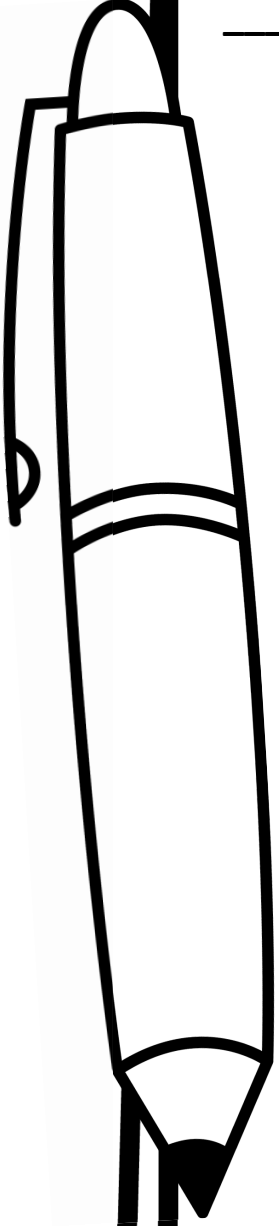


Title: _____




Text-to-World Connection: _____

QUESTIONS:

RESPONSES:



Directions: Readers make a variety of connections. These can be text-to-self, text-to-text and text-to-world connections. While you are reading, jot down all the different types of connections you make. Categorize each type of connection as you make it. When you're done, create a bar graph that displays the number of each type of connection you make.

TEXT-TO-TEXT	TEXT-TO-SELF	TEXT-TO-WORLD
		

NOW create a bar graph that displays the number of each type of connection you make.

Total # of Connections	6			
	5			
	4			
	3			
	2			
	1			
		T-to-T	T-to-S	T-to W



Directions: Find three places in the text that are important to the story. Write down the important parts from the text. Then make three different types of connection to the examples from the text.

THE TEXT SAID...

MY CONNECTION

Text-to-Self
 Text-to-Text
 Text-to-World

THE TEXT SAID...

MY CONNECTION

Text-to-Self
 Text-to-Text
 Text-to-World

THE TEXT SAID...

MY CONNECTION

Text-to-Self
 Text-to-Text
 Text-to-World

Making Connections: Let's Chat

Name: _____

Directions Create a pretend conversation that you and character from the text could have about an event in the story. Be sure you share your personal connection with the character so they understand how you can connect to what the character is experiencing.

Character: _____

[White speech bubble]

[Grey speech bubble]

[White speech bubble]

[Grey speech bubble]

[White speech bubble]

[Grey speech bubble]

Directions: Choose two texts that are from the same genre. Make at least 3 strong text-to-text connections between the books. Once you've made your connections design a new cover for each book. Try to incorporate one of your connections in each design.

BOOK ONE: _____

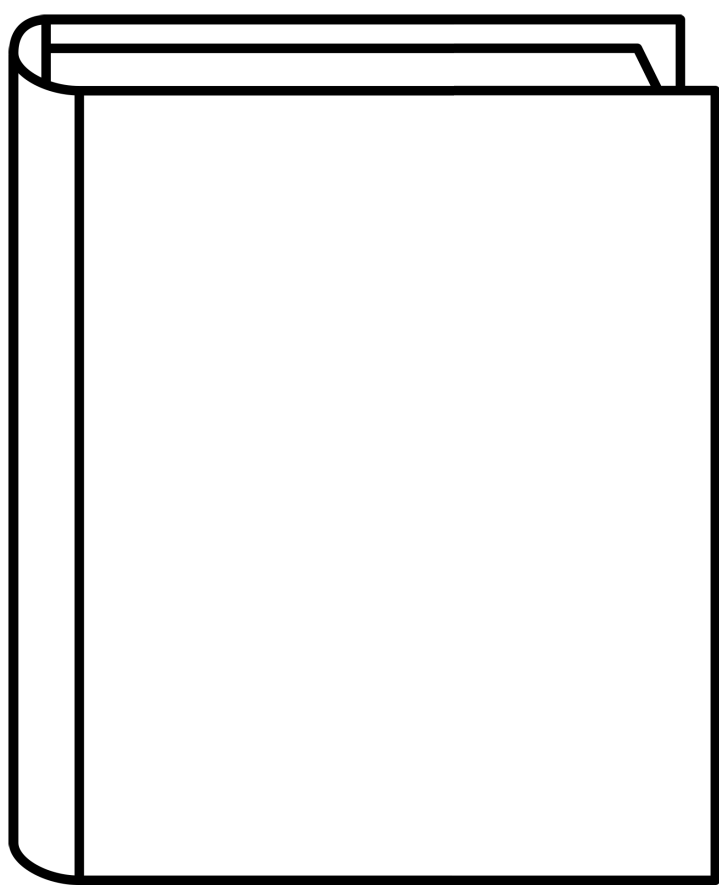
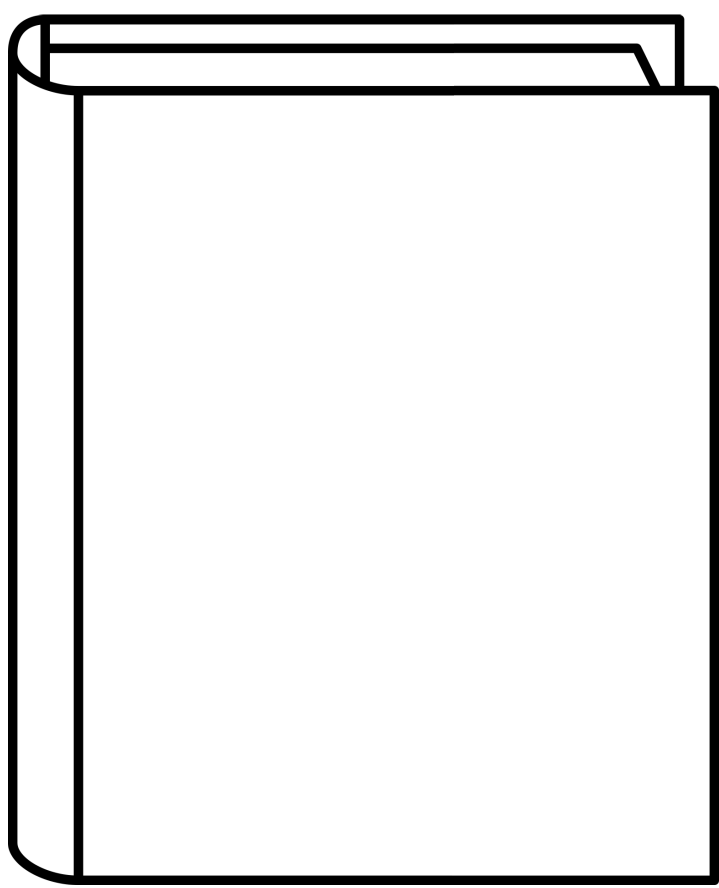
BOOK TWO: _____

#1

#2

#3

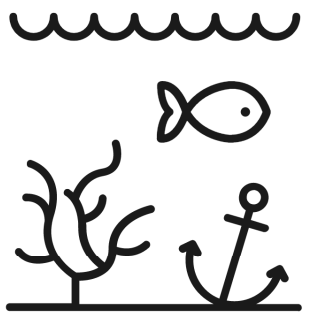
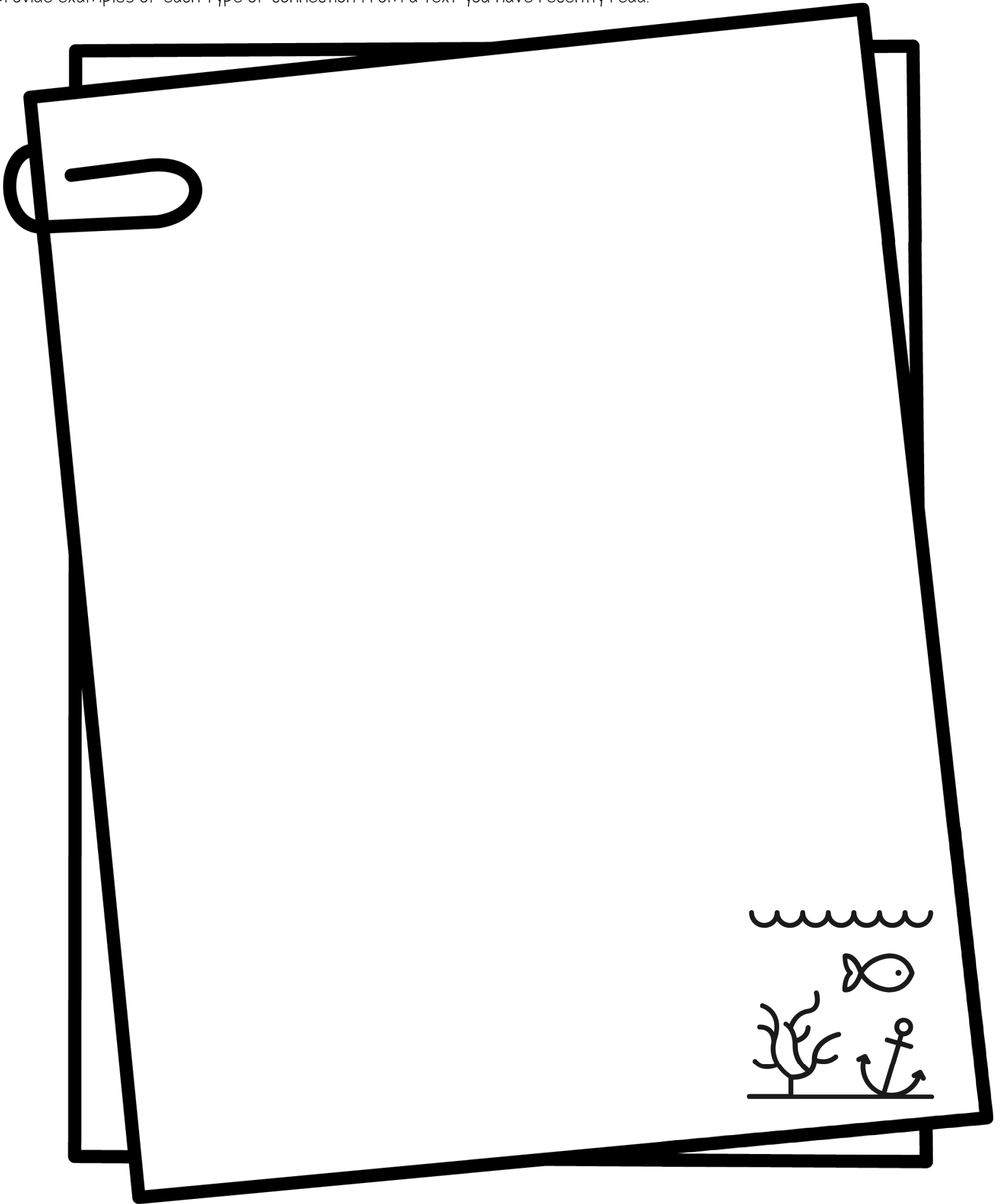
NOW design a new cover for each book.
Include one of your connections in the design!



Making Connections: Genre Connection

Name: _____

Directions: Make a poster for your class that explains the difference between surface and deep connections. Make sure you provide examples of each type of connection from a text you have recently read.



Hey! One more thing...

Are you looking for more **stellar resources** just like this one?

If so, you're going to want to check this out...

I have a reading membership site for upper elementary teachers like you! It is filled with resources (like this one) that will not only help you **save time planning**, but it will totally **transform the way you teach** reading.

I created this membership site because...

- I was tired of spending hours upon hours scrolling Pinterest looking for the perfect resource...
- I was tired of wasting my money on fluffy resources that didn't actually help my students grow as readers..
- I was tired of relying on a tired old boxed curriculum that my students didn't enjoy...

If any of that sounds familiar to you, you're not alone, and we've got a solution for you inside the membership.

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♥ Thank you!

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