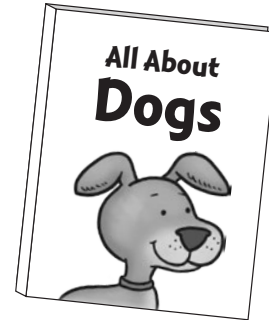


Readers **make connections** between the text and themselves, the world around them, or other things they have read and seen.



The Best Vacations TV show advertised a water park with 1,000 slides!

That reminds me of what happened to me last summer at the water park.



I read something about dogs' behaviors at the pet store last week.

Mr. Grober's dog acts that way when it's scared, too...



Make Connections

This strategy helps students put what they are reading into context by allowing them to recognize the connections between the text and themselves, the world around them, and other things they have read or seen.

DAY 1

Reproduce the *Make Connections* visual aid and distribute it to students. Then introduce the strategy to students. Say: **This week you will learn to make connections. When good readers read, they are often reminded of something they have seen, done, or read before. They make a connection with what is happening or how the characters are feeling in the story. This helps them better understand the passage. It is important, though, to stay focused on the text, and not let our connections distract us.** Next, read the instructions at the top of the passage aloud. Model the strategy by saying: **As I read, I am going to think about how I would act if the events in the story were happening to me.** Read the passage together, stopping after lines 3, 7, and 10 to discuss what students would do in the same situation. Complete the activities and review the answers together.

DAY 2

Remind students of the strategy, and read the instructions at the top of the page aloud. Tell students that they are going to read about children who wake up to find that lots of snow fell during the night. Allow students to share similar experiences and to tell how they felt. Say: **You can use your experiences to make a connection to how the characters in this story feel and what they do.** As you read the story together, stop several times to relate the characters' feelings to those expressed by the class. Complete the activities together.

DAY 3

Remind students of the strategy, and read the instructions at the top of the page aloud. Ask students to name some books by Dr. Seuss. Make a list on the board. Ask students how they would describe Dr. Seuss books (funny, silly, make-believe, etc.). Tell students to look for some of the books they named as they read the passage. Complete the activities together.

DAY 4

Remind students of the strategy, and read the instructions at the top of the page aloud. Pronounce the title character's name (AT-uh-LAN-tuh) and ask students to repeat it after you. Tell students that this story is a myth, or made-up story, from ancient Greece. Say: **As good readers, we connect what we are reading to other stories like it that we have read or heard before.** Read the story together, encouraging students to name similarly-themed stories they know. Complete the activities together.

DAY 5

Remind students of the strategy, and read the instructions at the top of the page aloud. Tell students that they are going to read about real people—a woman named Helen Keller, who could not hear or see, and her teacher Annie Sullivan, who made it possible for Helen to learn and later to show and tell people around the world what handicapped people could do. After reading the passage, complete the activities together.

READ THE PASSAGE Think about what you would do if you were Rosa.

Rosa to the Rescue

One Saturday morning, Rosa opened the door. On the ground in front of her was a tiny baby bird.

Rosa bent down to look at it. The bird did not move. Then its beak opened.

“Mom! Dad!” Rosa called.

Her parents came to the door. The baby bird was standing now.

“It must have fallen from its nest,” Rosa’s father said. “I’ll call the wildlife center. They will tell us what to do. You and Mom should just watch the little guy.”

“We did the right thing,” said Dad when he returned. “It’s good that we didn’t take the bird into the house. We would have kept its parents from caring for it. Most likely, the parent birds are nearby. They are waiting for us to leave.”

Rosa, Mom, and Dad went into the house and peeked out the window. “Look! I bet that’s the mother bird,” whispered Rosa. A large bird was poking gently at the baby. A moment later, both birds flew up to a low tree branch.

“Yippee!” cried Rosa.

STRATEGY PRACTICE Complete the sentence.

A time when I took care of a bird or other animal was _____.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

1. Who is the passage about?

- Ⓐ a family with a pet bird
- Ⓑ a family who cares about animals
- Ⓒ a father who makes a phone call
- Ⓓ a mother who looks out the window

2. How does Rosa know the bird is alive?

- Ⓐ It opens its eyes.
- Ⓑ It moves its head.
- Ⓒ It moves its wing.
- Ⓓ It opens its mouth.

3. At the end of the passage, Rosa is _____.

- Ⓐ sad
- Ⓑ quiet
- Ⓒ worried
- Ⓓ happy

4. Where does the passage take place?

- Ⓐ in a park
- Ⓑ in an office
- Ⓒ at Rosa’s home
- Ⓓ at Rosa’s school

READ THE PASSAGE Think about how you would feel if it snowed.

“Wake up, everyone! It snowed last night,” Niko called. A smile spread across his face. Niko opened the front door. Icy air rushed into the warm room. The world outside was white and soft. The car in the driveway looked like a great big pillow. The pine trees were wearing big white snow hats. Everything sparkled.

Niko was putting on his jacket and boots when his brother ran in.

“Hooray for snow!” he yelled. “Where are my gloves?”

“Come back soon for breakfast,” the boys’ mother said.

There were pancakes on the table when the boys came back into the house. They dropped their jackets by the door and sat down at the table.

“Thanks, Mom!” Niko said. “We found a new place to sled.”

“We are going to make a snowman!” Niko’s brother said. The boys’ mother laughed and said, “There’s nothing like snow.”

STRATEGY PRACTICE Complete the sentence.

A time when I felt excited like Niko was _____.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

1. What is the best title for the passage?
Ⓐ “Trees with Hats”
Ⓑ “The Big Breakfast”
Ⓒ “The Lost Gloves”
Ⓓ “Hooray for Snow!”
2. Which one is true about Niko?
Ⓐ He is older than his brother.
Ⓑ He wants a new sled.
Ⓒ He likes snow.
Ⓓ He fights with his brother.
3. Where does the passage take place?
Ⓐ at Niko’s school
Ⓑ where Niko lives
Ⓒ at Niko’s friend’s house
Ⓓ where Niko plays soccer
4. Which of these is make-believe?
Ⓐ trees wearing hats
Ⓑ boys wearing boots
Ⓒ mothers making pancakes
Ⓓ children making snowmen

READ THE PASSAGE Ask yourself if you know any of the Dr. Seuss books named.

Dr. Seuss

“Big A, little a, what begins with A? Aunt Annie’s alligator. A...a...A” Have you ever seen these lines? They are from a book called *Dr. Seuss’s ABC*.

Who was Dr. Seuss? His real name was Theodor Seuss Geisel (GUY-zul). When Theodor went to college, he wrote for a magazine. He wrote funny things. His friends thought he was funny.

A few years later, he began to write books for children. He was very good at art. He drew funny pictures for his books. One book is *The Cat in the Hat*. Another one is *Hop on Pop*. Dr. Seuss’s books are different from other books.

Books by Dr. Seuss are silly. They are fun to read. Some of them show make-believe animals like the *zizzer zazzier zuzz*. Young children laugh when their parents and teachers read these books to them. Older children enjoy reading them alone.

What is your favorite Dr. Seuss book?

STRATEGY PRACTICE Complete the sentence.

The silliest book I know is _____.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

- The passage tells about Dr. Seuss’s _____.
Ⓐ children
Ⓑ house
Ⓒ parents
Ⓓ writing
- Which of these is not real?
Ⓐ Dr. Seuss’s other name
Ⓑ teachers who read books
Ⓒ some of Dr. Seuss’s animals
Ⓓ a man who drew funny pictures
- Dr. Seuss was a writer and _____.
Ⓐ teacher
Ⓑ artist
Ⓒ reader
Ⓓ parent
- Which one is most like a Dr. Seuss title?
Ⓐ “All About the Sun”
Ⓑ “The Roly-Poly Bazoly”
Ⓒ “How to Build a Treehouse”
Ⓓ “My Trip to Texas”

READ THE PASSAGE Think about how the passage is like other stories you know.

Atalanta

Long ago and far away, there lived a princess named Atalanta. She was very beautiful. She was very strong, too.

Atalanta loved to run. She could run fast. She could run faster than the men!

When men asked Atalanta to marry them, she said no. She liked to be free. She liked to hunt and spend time in the woods.

One day, Atalanta said that she would marry any man who could run faster than her. When the big race began, Atalanta took off. She flew like an arrow. She was winning the race.

One of the men in the race had a plan. He carried three apples made of gold. During the race, he threw the apples in Atalanta's path.

Three times during the race, Atalanta stopped. She stopped to pick up a golden apple. The clever man ran past her. He won the race and became Atalanta's husband.

STRATEGY PRACTICE Complete the sentence.

Another story about a clever character winning a race is _____.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

1. Who is the passage about?

- Ⓐ a husband
- Ⓑ a strong man
- Ⓒ a fast runner
- Ⓓ a man who hunts

2. Atalanta's husband is very _____.

- Ⓐ angry
- Ⓑ clever
- Ⓒ funny
- Ⓓ sad

3. When does the passage take place?

- Ⓐ long ago
- Ⓑ last week
- Ⓒ yesterday
- Ⓓ one year ago

4. Atalanta loses the race because _____.

- Ⓐ she has to run in the woods
- Ⓑ the men shoot fast arrows
- Ⓒ she wants the golden apples
- Ⓓ strong hunters stop her

READ THE PASSAGE Think about what it would be like if you could not see or hear.

Annie Sullivan had a hard life. She grew up alone and very poor. Annie had trouble with her eyes, too. She could not see well.

One day after Annie grew up, a family called her. They needed help with their daughter. Their little girl's name was Helen Keller. Helen needed a teacher.

Helen could not see. She could not hear either. She felt scared and alone. Annie wanted to help Helen. She wanted to be able to talk to her.

Annie tried to teach Helen sign language, a way to make words with your hands. But Helen did not understand what Annie tried to teach her.

One day by the outside water pump, Annie had an idea. She held one of Helen's hands in the water. Then Annie traced W-A-T-E-R on Helen's other hand again and again and again.

At last, Helen understood. She learned that what she was feeling had a name. Helen was on her way to a lifetime of learning.

STRATEGY PRACTICE Complete the sentence.

A time when it was hard to learn something new was _____.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

1. What is the best title for the passage?

- Ⓐ "How to Talk with Your Hands"
- Ⓑ "Writing on Your Hand"
- Ⓒ "A Good Teacher"
- Ⓓ "How Water Feels"

2. Where does Helen learn her first word?

- Ⓐ near a river
- Ⓑ in a kitchen
- Ⓒ in a bathtub
- Ⓓ by a water pump

3. How does Helen feel before Annie comes?

- Ⓐ alone
- Ⓑ funny
- Ⓒ happy
- Ⓓ angry

4. Using hand signs helps people _____.

- Ⓐ see faces
- Ⓑ share ideas
- Ⓒ hear sounds
- Ⓓ smell foods