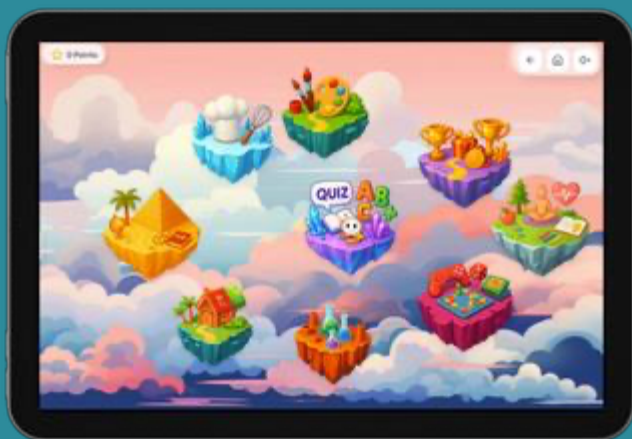




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Making Connections - Year 2

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MAKING CONNECTIONS



TEXT TO SELF

How does this text remind me of my own life?

.....
This reminds me of...



TEXT TO TEXT

How is this text like another text I know?

.....
This is similar to...



TEXT TO WORLD

How does this text connect to real life or the wider world?

.....
This makes me think about...



A strong connection matches a detail in the text and helps you understand it.





CONNECTION DETECTIVE



THINK



LINK



EXPLAIN



TEXT TO SELF



This
reminds
me of...

It helps
me
understand...



TEXT TO TEXT



This is
similar to...

Both
texts...



TEXT TO WORLD



This makes
me think
about...

It helps
me
understand...



PREVIEW

CONNECTION QUEST

YOU NEED

-  2-4 players
-  1 die
-  1 counter for each player
-  Question cards
-  Game board

HOW TO PLAY

1. Shuffle the cards and place them face down.
2. Roll the die and move your counter.
3. Land on a book: draw a card.
4. Name the connection and explain how it helps.
5. A helpful answer earns one star.
6. The first player to reach FINISH wins.

FINISH

CONNECTION QUEST





**What does the character want?
What in the text tells you?**



Name a text-to-self connection. How does it help?



Name a text-to-text connection. How does it help?



Name a text-to-world connection. How does it help?



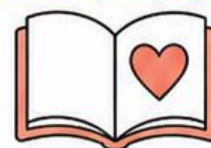
**Which event is most important?
Why?**



How is the setting like a place you know?



What does this text make you wonder?



**What feeling does the character have?
Give a clue.**



**What part
reminds you of
your own life?**



**What other text
has a similar
character?**



**What real-world
topic links
to this text?**



**Is your
connection
helpful or
off-track? Explain.**



**How does your
connection help
you predict?**



**How does your
connection help
you understand
a problem?**



**What is one
difference
between this text
and another text?**



**Share a
connection using:
This makes me
think about...**



THAT REMINDS ME!

CONNECTION SORT



HOW TO PLAY

- 1 Read a scenario card.
- 2 Decide which connection it shows.
- 3 Place it on the matching mat.
- 4 Explain the detail that matches.
- 5 Challenge: say how the connection helps.

YOU NEED

● Scenario cards



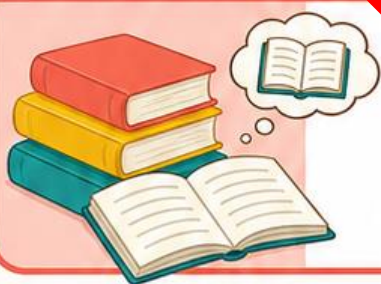
● 3 sorting mats



TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



The character is nervous on the first day. I remember feeling nervous at my new school.



A story about a lost puppy reminds me of a story about a lost kitten.



A text about floods makes me think about news reports after heavy rain.



The family plans vegetables. I remember planting tomatoes with my grandad.



The hero shares lunch. This is like another book where a character shares a toy.



A report about recycling makes me think about our council bins.



The child learns to ride. I remember taking the training wheels off my bike.



The snowy setting reminds me of a film set in Antarctica.



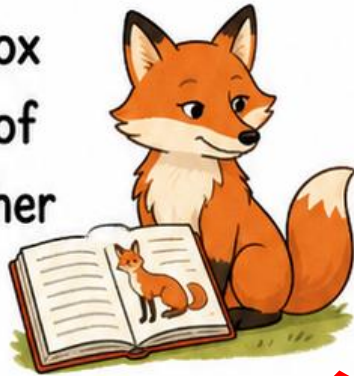
The story's bushfire warning reminds me of safety signs in our community.



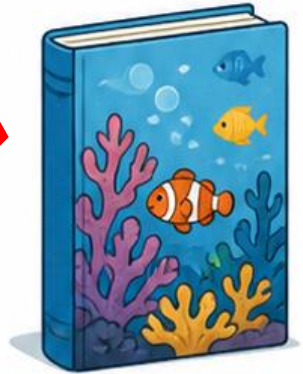
The character misses her dog. I remember missing my pet on holiday.



The clever fox reminds me of a fox in another fable.



A book about coral reefs makes me think about protecting reefs.



The team loses the match. I remember losing a game and trying again.



The stormy night is like the setting in another mystery story.



The farmers need rain. This reminds me of droughts in Australia.



The character makes a new friend. I remember meeting my best friend.



WHICH CONNECTION?

Name: _____



Read each connection. Circle SELF, TEXT, or WORLD.



1. The story's camping trip reminds me of sleeping in a tent with my family.

SELF

TEXT

WORLD



2. The sneaky fox is like a fox in another tale I have read.

SELF

TEXT

WORLD



3. The book about plastic in the sea makes me think about ocean clean-up days.

SELF

TEXT

WORLD



4. The character is new at school. I remember being new in my class.

SELF

TEXT

WORLD

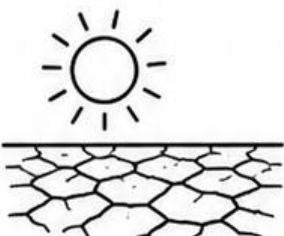


5. This poem about rain is similar to a weather report I read.

SELF

TEXT

WORLD



6. The drought in the story reminds me of water restrictions in Australia.

SELF

TEXT

WORLD

WHICH CONNECTION?

ANSWERS



Read each connection. Circle SELF, TEXT, or WORLD.

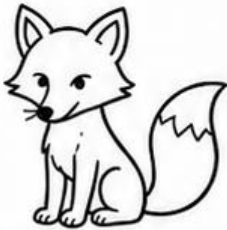


1. The story's camping trip reminds me of sleeping in a tent with my family.

SELF

TEXT

WORLD



2. The sneaky fox is like a fox in another tale I have read.

SELF

TEXT

WORLD



3. The book about plastic in the sea makes me think about ocean clean-up days.

SELF

TEXT

WORLD



4. The character is new at school. I remember being new in my class.

SELF

TEXT

WORLD

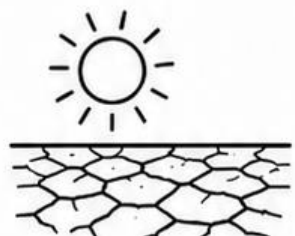


5. This poem about rain is similar to a weather report I read.

SELF

TEXT

WORLD



6. The drought in the story reminds me of water restrictions in Australia.

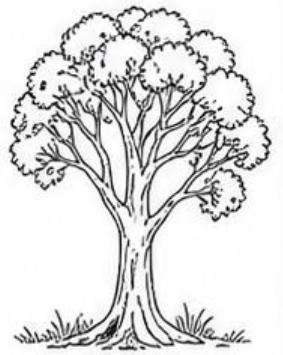
SELF

TEXT

WORLD



TEXT-TO-SELF STORY CONNECTION



Name: _____

Maya's New Skates

Maya tightened the straps on her new roller skates. At first, she held Dad's hand and moved slowly along the path. Her knees wobbled and her stomach felt jumpy. When Maya let go, one skate rolled ahead of the other. She landed softly on the grass. Maya wanted to stop, but Dad reminded her that learning takes practice. She stood up, took a breath and tried again. This time she bent her knees and looked ahead. Soon she rolled all the way to the big gum tree. Maya smiled. She was still a little nervous, but she was proud that she had kept trying.



Read twice. Think about a time you learned something new.

TEXT-TO-SELF: MAYA'S NEW SKATES

Name: _____



1. What happens in the text?

2. This reminds me of...

3. The matching detail is...

4. This connection helps me understand...

☐

My connection matches a detail in the text.

TEXT-TO-SELF: MAYA'S NEW SKATES

ANSWERS _____



1. What happens in the text?

Maya keeps practising skating after she falls.

2. This reminds me of...

Learning to ride my bike and trying again.

3. The matching details...

Maya stands up, takes a breath and tries again.

4. This connection helps me understand...

Maya feels proud because she does not give up.



My connection matches a detail in the text.

TEXT-TO-TEXT: TWO PROBLEMS, TWO PLANS

Name: _____

The Rainy Picnic



Zara packed sandwiches and fruit for a picnic at the park. Dark clouds gathered before her family reached the gate.

Soon, rain tapped on the car roof.

Zara felt disappointed, but she noticed a covered picnic shelter nearby. Her family carried the basket inside.

They listened to the rain, played a word game and ate together.

Zara decided that a changed plan could still be fun.

The Windy Sports Day



Leo was ready for the school relay. Then strong wind knocked over the marker cones.

The teacher moved the race into the hall.

Leo worried the new course would feel strange, but his team practised one lap.

They cheered each other and ran carefully around the turns.

Leo decided that a changed plan could still work.



Read both texts. Notice what is the same and what is different.



TEXT-TO-TEXT COMPARE



Name: _____

Compare *The Rainy Picnic* and *The Windy Sports Day*.

THE RAINY PICNIC

THE WINDY SPORTS DAY

BOTH

1. One important similarity is...

2. One important difference is...

3. This connection helps me understand...

PREVIEW



TEXT-TO-TEXT COMPARE



ANSWERS _____

Compare *The Rainy Picnic* and *The Windy Sports Day*.



1. One important similarity is...

Both characters face a changed plan and find a solution.

2. One important difference is...

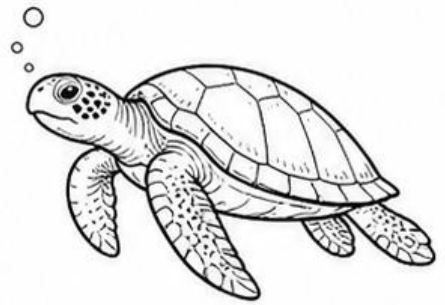
Zara has a family picnic; Leo runs a school relay.

3. This connection helps me understand...

Both texts show that flexible thinking can make a changed plan work.

Name: _____

Sea Turtle Rescue



Sea turtles live in oceans around the world. They sometimes mistake plastic bags for food. Fishing line and other rubbish can also trap them.

Along many Australian coasts, volunteers join beach clean-up days. They collect plastic, rope and cans before the rubbish reaches the water. Some groups record what they find so communities can make better choices.

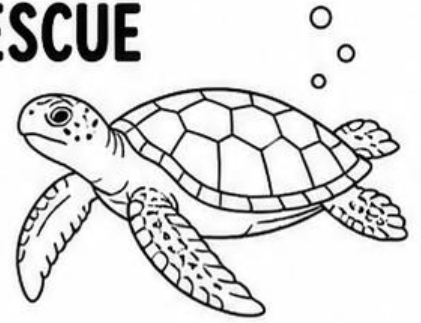
People can help by using reusable bags, putting rubbish in bins and picking up litter safely with an adult. Small actions on land can protect animals in the sea.



Read twice. Think about a real event or issue this text connects to.

TEXT-TO-WORLD: SEA TURTLE RESCUE

Name: _____



1. What problem does the text explain?



2. This text makes me think about...



3. The matching detail is



4. This connection helps me understand...

☐

My connection matches a detail in the text.

TEXT-TO-WORLD: SEA TURTLE RESCUE

ANSWERS

1. What problem does the text explain?

Rubbish can harm or trap sea turtles.

2. This text makes me think about...

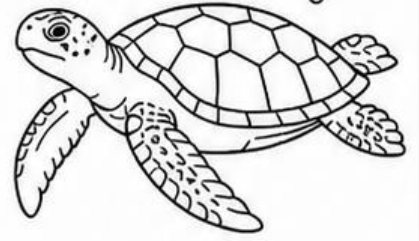
Beach clean-ups and protecting oceans.

3. The matching detail is

Volunteers collect rubbish before it reaches the water.

4. This connection helps me understand...

Actions on land can protect animals in the sea.



My connection matches a detail in the text.

HELPFUL OR OFF-TRACK?



Name: _____

Read each connection. Tick **HELPFUL** if it matches the text.
Tick **OFF-TRACK** if it does not.



1. Text detail: Nia feels lonely after moving house.

Reader connection: I felt lonely when my friend moved away.

HELPFUL

☐

OFF-TRACK

☐

2. Text detail: The book explains how bees carry pollen.

Reader connection: My shoes are blue.

HELPFUL

☐

OFF-TRACK

☐

3. Text detail: The river flows after heavy rain.

Reader connection: I saw flood and rain on the news.

HELPFUL

☐

OFF-TRACK

☐

4. Text detail: Ben practises the piano every day.

Reader connection: I remember practising until I could swim.

HELPFUL

☐

OFF-TRACK

☐

5. Text detail: The story is set in a snowy forest.

Reader connection: My favourite snack is popcorn.

HELPFUL

☐

OFF-TRACK

☐

6. Text detail: Two characters solve a problem together.

Reader connection: A book I read also had friends working as a team.

HELPFUL

☐

OFF-TRACK

☐

HELPFUL OR OFF-TRACK?



Name: **ANSWERS**

Read each connection. Tick HELPFUL if it matches the text.
Tick OFF-TRACK if it does not.



1. Text detail: Nia feels lonely after moving house.

Reader connection: I felt lonely when my friend moved away.

HELPFUL

☒

OFF-TRACK

☐

2. Text detail: The book explains how bees carry pollen.

Reader connection: My shoes are blue.

HELPFUL

☐

OFF-TRACK

☒

3. Text detail: The river flows after heavy rain.

Reader connection: I saw flood news on the news.

HELPFUL

☒

OFF-TRACK

☐

4. Text detail: Ben practises the piano every day.

Reader connection: I remember practising until I could swim.

HELPFUL

☒

OFF-TRACK

☐

5. Text detail: The story is set in a snowy forest.

Reader connection: My favourite snack is popcorn.

HELPFUL

☐

OFF-TRACK

☒

6. Text detail: Two characters solve a problem together.

Reader connection: A book I read also had friends working as a team.

HELPFUL

☒

OFF-TRACK

☐

MAKE THE CONNECTION STRONGER



Name: _____

Rewrite each off-track connection so it matches the text.
Then explain how it helps.

1 **Text detail:** Arun misses the bus and walks to school.

Off-track connection: I like watermelon.

New connection:

It helps me understand:

2 **Text detail:** The class cleans rubbish from a creek.

Off-track connection: My pencil is sharp.

New connection:

It helps me understand:

3 **Text detail:** A character learns to share a favourite toy.

Off-track connection: I have brown hair.

New connection:

It helps me understand:

MAKE THE CONNECTION STRONGER



Name: ANSWERS

Rewrite each off-track connection so it matches the text.
Then explain how it helps.

1 **Text detail:** Arun misses the bus and walks to school.

Off-track connection: I like watermelon.

New connection:

I once missed a bus and had to change my plan.

It helps me understand:

Arun may feel worried but can solve the problem.

2 **Text detail:** The class cleans rubbish from a creek.

Off-track connection: My pencils are sharp.

New connection:

I helped pick up litter at a park.

It helps me understand:

The class is caring for the environment.

3 **Text detail:** A character learns to share a favourite toy.

Off-track connection: I have brown hair.

New connection:

I shared a favourite game with a friend.

It helps me understand:

Sharing can be hard but it helps others feel included.

MAKING CONNECTIONS EXIT TICKET

Name: _____



Text title: _____

Connection type: SELF TEXT WORLD



This text reminds me of...



How it helps me understand...



MAKING CONNECTIONS EXIT TICKET

Name: _____



Text title: _____

Connection type: SELF TEXT WORLD



This text reminds me of...



How it helps me understand...



MAKING CONNECTIONS EXIT TICKET

Name: _____



Text title: _____

Connection type: SELF TEXT WORLD



This text reminds me of...



How it helps me understand...



MAKING CONNECTIONS EXIT TICKET

Name: _____



Text title: _____

Connection type: SELF TEXT WORLD



This text reminds me of...



How it helps me understand...



MAKING CONNECTIONS ASSESSMENT

Name: _____



The Stormy School Garden

On Monday, Ms Patel's class carried seedlings to the school garden. The sky was grey, but the students hoped the rain would wait.

Kai dug small holes while Lila placed each seedling in the soil. A sudden gust sent the empty pots rolling across the oval. Then heavy drops began to fall. The class hurried under the verandah.

Kai worried the new plants would wash away. Lila remembered seeing her grandfather place straw around young plants. She shared the idea with Ms Patel.

When the rain eased, the class returned with straw and small stones. They protected the soil around each seedling and moved the empty pots into the shed.

By lunchtime, the garden was wet but safe. Kai smiled. The storm had changed their plan, yet working together had helped them solve the problem.



Read the passage twice. Then complete the questions on the next page.

MAKING CONNECTIONS ASSESSMENT

Name: _____



THE STORMY SCHOOL GARDEN

1. What problem does the class face?

2. Circle the connection Lila makes.

SELF

TEXT

WORLD

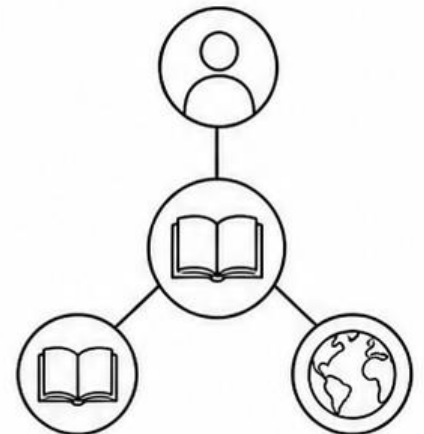


3. Write a text-to-self connection to the passage.

4. Write a text-to-text or text-to-world connection.

5. Choose one connection. Copy the matching text detail.

6. Explain how your connection helps you understand the passage.



MAKING CONNECTIONS ASSESSMENT

Name: **ANSWERS**



THE STORMY SCHOOL GARDEN

1. What problem does the class face?

Heavy rain and wind threaten the new seedlings.



2. Circle the connection Lila makes.

SELF

TEXT

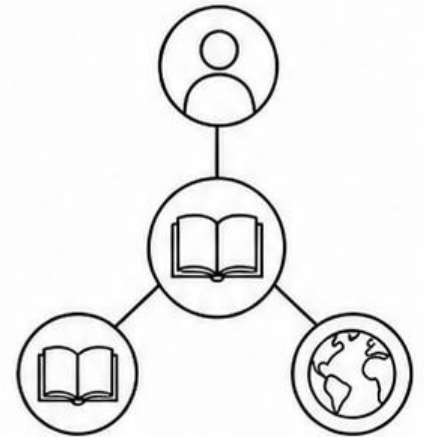
WORLD

3. Write a text-to-self connection to the passage.

I remember protecting plants during heavy rain.

4. Write a text-to-text or text-to-world connection.

This reminds me of communities preparing for storms.



5. Choose one connection. Copy the matching text detail.

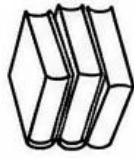
Lila remembered seeing her grandfather place straw around young plants.

6. Explain how your connection helps you understand the passage.

The connection helps me understand why Lila knew how to protect the garden.



MAKING CONNECTIONS - YEAR 2 RUBRIC



This rubric assesses reading comprehension connections only.

Student: _____

Date: _____

CRITERIA	1 - BEGINNING	2 - DEVELOPING	3 - ACHIEVING	4 - CONFIDENT	5 - EXCEEDING
 Identifies connection type	Does not name a connection type or names it incorrectly.	Names the connection type with some detail.	Names the correct connection type.	Names the correct connection type independently.	Names the correct connection type and shows clear thinking about it.
 Makes a relevant connection	Makes no connection or the connection is not related.	Makes a connection but it is not very relevant.	Makes a relevant connection.	Makes a relevant and clear connection.	Makes a thoughtful and meaningful connection.
 Uses a matching text detail	Does not use a text detail or the detail does not match.	Uses a text detail but it is not a good match.	Uses a text detail that matches the connection.	Uses a clear and matching text detail.	Uses a precise and strong text detail that supports the connection well.
 Explains how the connection helps understanding	No explanation or the explanation does not help.	Explains a little but it is unclear or hard to understand.	Explains how the connection helps understanding.	Explains clearly how the connection helps understanding.	Explains in detail how the connection deepens understanding.

Teacher note: _____

TOTAL

/20

Making Connections



Making Connections Quiz

