Week 6 Review

Recently we have been asking the girls to connect with the book they are reading, looking at the 3 different types of connections we could make, each time we read.

Schema theory explains how our previous experiences, knowledge, emotions, and understandings affect what and how we learn (Harvey & Goudvis, 2000). Schema is the background knowledge and experience readers bring to the text. Good readers draw on prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections. Struggling readers often move directly through a text without stopping to consider whether the text makes sense based on their own background knowledge, or whether their knowledge can be used to help them understand confusing or challenging materials. By teaching students how to connect to text they are able to better understand what they are reading (Harvey & Goudvis, 2000). Accessing prior knowledge and experiences is a good starting place when teaching strategies because every student has experiences, knowledge, opinions, and emotions that they can draw upon.

Keene and Zimmerman (1997) concluded that students comprehend better when they make different kinds of connections:

- **Text-to-self connections** are highly personal connections that a reader makes between a piece of reading material and the reader’s own experiences or life. An example of a text-to-self connection might be, "This story reminds me of a vacation we took to my grandfather’s farm."

- **Text-to-text connections** are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that goes far beyond our own personal experiences. We learn about things through television, movies, magazines, and newspapers. Often it is the text-to-world connections that teachers are trying to enhance when they teach lessons in science, social studies, and literature. An example of a text-to-world connection would be when a reader says, "I saw a program on television that talked about things described in this article.”

Cris Tovani (2000) offers reasons why connecting to text helps readers:

- It helps readers understand how characters feel and the motivation behind their actions.
- It helps readers have a clearer picture in their head as they read thus making the reader more engaged.
- It keeps the reader from becoming bored while reading.
- It sets a purpose for reading and keeps the reader focused.
- Readers can see how other readers connected to the reading.
- It forces readers to become actively involved.
- It helps readers remember what they have read and ask questions about the text.
Below are some examples of questions that you could ask your daughter to facilitate her connection to the book:

**Text-to-self:**
- What does this remind me of in my life?
- What is this similar to in my life?
- How is this different from my life?
- Has something like this ever happened to me?
- How does this relate to my life?
- What were my feelings when I read this?

**Text-to-text:**
- What does this remind me of in another book I’ve read?
- How is this text similar to other things I’ve read?
- How is this different from other books I’ve read?
- Have I read about something like this before?

**Text-to-world:**
- 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 different from things that happen in the real world?
- How did that part relate to the world around me?

**Grevillea House**

*Thank you* to the families that attended the Grevillea House Chapel Service on the weekend. It was enlightening to take a moment to reflect on International Women’s Day and reflect on just how extraordinary and special so many of our mums are, here in the St Hilda’s School Community.

**Food for thought**

We are encouraging the girls to:
- *spend some time on their Times Tables when they are on Mathletics.
- *practice their typing skills on the computer keyboard. The following website [http://www.bbc.co.uk/guides/z3c6tfr](http://www.bbc.co.uk/guides/z3c6tfr) is a great program to teach the girls typing and we strongly encourage them to use it whenever they have time. Typing is very quickly becoming a necessity as part of our learning and the more practice they receive, the better!

**Tristania Fundraising Week**

Don’t forget this week is Tristania Fundraising Week! Tristanians wear their House Shirts on Monday and everyone has Green Free Dress Day on Friday! There are lots of raffles and items being sold daily to raise funds for the Currumbin Wildlife Sanctuary Hospital Foundation.

**Awards**

<table>
<thead>
<tr>
<th>House</th>
<th>Name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>3F</td>
<td>Abbey</td>
<td>AC</td>
</tr>
<tr>
<td>3F</td>
<td>Lauren</td>
<td>Mair</td>
</tr>
<tr>
<td>3L</td>
<td>Grace</td>
<td>O’Reilly</td>
</tr>
<tr>
<td>3L</td>
<td>Dior</td>
<td>Scholz</td>
</tr>
<tr>
<td>3L</td>
<td>Shivani</td>
<td>Whala</td>
</tr>
<tr>
<td>3R</td>
<td>Amber</td>
<td>Kemp</td>
</tr>
<tr>
<td>3R</td>
<td>Allegra</td>
<td>Nutley</td>
</tr>
<tr>
<td>3R</td>
<td>Zara</td>
<td>Ross</td>
</tr>
</tbody>
</table>

**Kindness Card Recipients**

<table>
<thead>
<tr>
<th>House</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>3F</td>
<td>Sage Gallagher</td>
</tr>
<tr>
<td>3R</td>
<td>Aine Corser</td>
</tr>
<tr>
<td>3L</td>
<td>Alize Yarwood</td>
</tr>
</tbody>
</table>

**Thought for the week…**

*You cannot open a book without learning something.*

-Confucius