

Making Connections Cognitive Strategy Routine



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| <p>Step 1 Use a real-world example to create a context</p> | <p>Anchor Lesson: <i>"Today we are going to explore our background knowledge. Did you know that everyone has background knowledge? Background knowledge is another way for saying, 'what I know'. You have lots of background knowledge from doing things, seeing things, going places, from reading, and talking with others."</i></p> <p><i>Look at this picture of a (car). I think that you all have some background knowledge about (cars)? Think for a moment. Turn and tell you partner everything you know about cars.</i></p> <p>Provide time for partner to talk. Select 3-4 people to share what they know about (cars) and record information on a black piece of chart paper as it is shared. Ask students to explain what they know that they do about (cars). Reinforce that they know what they know because it's part of their background knowledge.</p> <p>I noticed that some of you have lots of background knowledge about (cars) perhaps because you're very interested in (cars). Some of you might not know about engines and pistons, but you still know about them. Everyone has his or her own background knowledge. We use our background knowledge to make connections, it helps us to understand and remember things. Background knowledge is like Velcro in our brains. Connecting new information to what we already know helps the new information stick in our brains.</p> <p>You might choose to model how a piece of Velcro works as you explain this to students. <u>Example of a car is used for grades 3-5, and a dog is used for grades K-2 but you can use anything you wish.</u></p> <p>Pass out head silhouette. We all have background knowledge. What do you know a lot about? Have students draw, write, or cut pictures of what they know a lot about (depending on grade level). Select 3-4 students to share. This activity can be kept in their Reading Journal so students can refer back to it. You can also do this as a whole group activity.</p> |
| <p>Step 2 Give the Strategy a Name</p> | <p>"Today we are going to learn a strategy called Making Connections"</p> |
| <p>Step 3 Define Strategy, how and when it is used, and how it helps with Reading.</p> | <p>Strategy Definition We are going to learn how to use our background knowledge to help us understand what we are reading. When something in the text reminds us of something we know, we call that making a connection."</p> <p>How it helps us understand "When we make connections while reading, it helps us understand and remember the text better."</p> |

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| <p style="text-align: center;">Step 4</p> <p>Give students touchstones</p> | <p>Provide students with a hand motion that signals "Making Connections" Display strategy poster in the classroom.</p> <p>Touchstones: Model hand gesture, explain strategy poster and refer to the anchor lesson.</p> <p>"See this Making Connections strategy poster? It shows a chain link. The 2 links are connected. This poster helps us to remember that good readers make connections when they read. Today when I am reading, I will show you when I am making a connection to the text by putting my fingers together to make them connect. Remember, a connection is when something in the text reminds us of something in our background knowledge. For example, we all have background knowledge about (cars). If I was reading about cars, I could make a connection.</p> |
| <p style="text-align: center;">Step 5</p> <p>Think Aloud</p> | <p>Using strategy in a variety of context.</p> <p>Plan a great CPQ for the reading.</p> <p>Plan 3 places to MODEL the strategy through think aloud. Write your think aloud on sticky notes and place them in the text where you will stop to share your thinking.</p> <p>Remember: Think-Alouds are NOT questions for students.</p> |
| <p style="text-align: center;">Step 6</p> <p>Engage</p> | <p>Engage students by providing opportunities for them to share their thinking during reading.</p> <ul style="list-style-type: none"> • Plan at least one place to engage students with Think, Turn, and Talk. • Write your question on a sticky note and place it directly on the text. |
| <p style="text-align: center;">Step 7 – 8</p> <p>Independent Practice</p> | <p>To be completed over time as students become familiar with the strategy.</p> |