



### Student Tasks:

- Read or listen to text
- Take notes about new information
- Summarize new information
- Identify major connections to prior learning

### Online ThinkCERCA Resources

- Reading passages and text selections

# Making Connections

Connecting new information to prior knowledge

*Suggested Time: 15 minutes*

## Strategy

Students make meaning of new material by connecting it with what they already know. Expressing these connections in their own words deepens learning. This graphic organizer helps students organize the new material in their mental file cabinet, filing the new information with prior learning.

## Optimal Application Notes

Explain to students that the brain learns and holds onto new information by connecting it to what is already known. Describe this graphic organizer. Point out that the new information (on the left) has to connect with something they already know, like facts or experiences (on the right). Making explicit connections between old and new information also helps us file information where we can find it later.

### Before:

- Prep students with the understanding of their learning as a filing cabinet for the storing and retrieval of information.

### During:

- Read the passage aloud to students.
- As students listen, have them list new facts or information in the box on the left.
- If it is a shorter passage, you may want to reread it in case students missed information while they were writing.

### After:

- Students should think of three connections they can make to the new information. It may be information they have already learned about the topic or a connected personal experience they remembered.
- They should draw a line from the new information to the connection or experience listed on the right.

## Skills Targeted:

- Text connections
- Summarizing
- Relationships between key ideas
- Connections between new material and prior learning