

Noticing and Thinking About New Learning - Connecting to Background Knowledge

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VITAL INFORMATION

Subject(s)	Information Literacy, Reading
Topic or Unit of Study	Activating and Connecting Background Knowledge to Reading
Grade/Level	Grade 4, Grade 9
Objective	This is a lesson to have students merge their thinking or previously-known information with new information that they receive when reading non-fiction books.
Summary	Students will freely look through a non-fiction book. They will look through the pages and find a section that catches their interest. As they are reading, they will connect the new information they read with the old information they had in mind. Has the new information changed their thinking? Did they learn something new? How does the new information compare to your background knowledge, or what you have known before? Students will be reflecting on this and connected the new learnings to their background knowledge.

IMPLEMENTATION

Learning Context	
Procedure	<p>1. Give the student at least five minutes to explore the book and find a section where they are most interested in reading more about. Once that section is found, read the text with the student. You can read them out loud or take turns with reading out loud.</p> <p>2. Have post-it notes and pencils/pens ready to have new information and thoughts recorded onto the post-its. On these sticky notes, students record new learning and their reactions to what they learn. Teachers can also take some of these sticky notes too to model the voice that you hear in your head when you meet new and interesting information. Explain that when we read, we will usually learn new information that changes the way we have thought about the way we have previously thought about the topic, or we will find additional information that adds to our storage of knowledge. Everytime we read, we will always learn more. Some example sticky notes could be "Wow! I never knew that _____. I've always thought _____." Sticky notes are not only restricted to new information that is learned. They can have questions too. Encourage utilizing the questioning strategy while reading to get new information. Continue reading the selection and filling out sticky notes for about 20 to 25 minutes.</p> <p>Example key for coding the sticky notes:</p> <p>L - Learned. This would be marked for new information learned</p> <p>Q - Question</p> <p>Students may also come up with their own rules with how they will mark their sticky notes. These rules must be followed throughout the lesson.</p> <p>3. End the lesson by sharing reflections, comparing sticky notes, and placing the sticky notes onto one page. These notes will be used for another lesson (for Non-Fiction Book Characteristics lesson). Allow 5 minutes for discussion.</p>
Differentiated Instruction	
Sample Student Products	
Collaboration	
Time Allotment	1 class periods. 30 Mins. per class.
Author's Comments & Reflections	

MATERIALS AND RESOURCES

Instructional Materials	For my 9th grade student, this lesson will use the book <i>Classic American Cars</i> by Quentin Wilson. This lesson is also adapted for <i>Dress Through The Ages - Egyptian Princess</i> by Irene Franck and David Brownstone for my 4th grade student.
Resources	<ul style="list-style-type: none"> Materials and resources: <ul style="list-style-type: none"> Non-fiction books Post-it/Sticky notes Blank paper to place sticky notes on when finished.

STANDARDS & ASSESSMENT

Standards	
Assessment/Rubrics	