CONNECTION GRAPHIC ORGANIZER

DESCRIPTION

This activity provides a highly structured way for students to identify, organize, and process the connections they make with a text. Students are able to recognize and then categorize different types of connections: to their personal experience, to texts, and to the world.

LEARNING STRATEGIES	Connecting, Visualizing
LESSON PLAN STAGE	Investigation, Launching into New Content, Reflection, Synthesis
SKILLS	Classifying Information, Comparing and Contrasting, Text-Self / Text-Text / Text-World Connections

PREPARATION

- Identify a text.
- Print and copy the attached graphic organizer. If needed, adapt it so that it better suits your needs.

	ACTIVITY STEPS	TEACHING TIPS
1	Distribute text and graphic organizer to all students.	• You should initially and frequently model this activity, as you would with any new or complex task. Think aloud about a text as you read, and complete a graphic organizer with the students. • Identify the exact word(s) in the text that led to the connection, and explicitly explain what you are connecting, and why. • Most students need explicit instruction and practice in each type of connection, and only after this individual practice will they be ready to incorporate all three types of connection in the same activity. • Consider generating or providing a list of the types of connections that a person may make with a text, with examples.

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	ACTIVITY STEPS	TEACHING TIPS
2	In small groups or individually, students read the text. As they read, they complete the chosen graphic organizer with the connections they notice between the text and themselves, texts and other texts, and text and the world.	
3	Students synthesize and reflect on their connections, in writing, or in small group or large group discussion.	In writing or in discussion, students should respond to questions including: • How do graphic organizers affect the way you make connections? • How do they affect the way you remember connections? • How do connections affect your feelings about the material? • How do they affect your ability to remember what you learn?