

Brief Focus Lesson

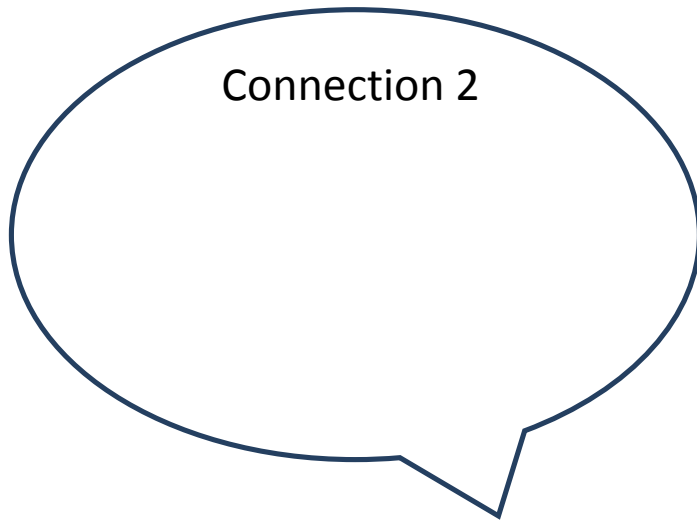
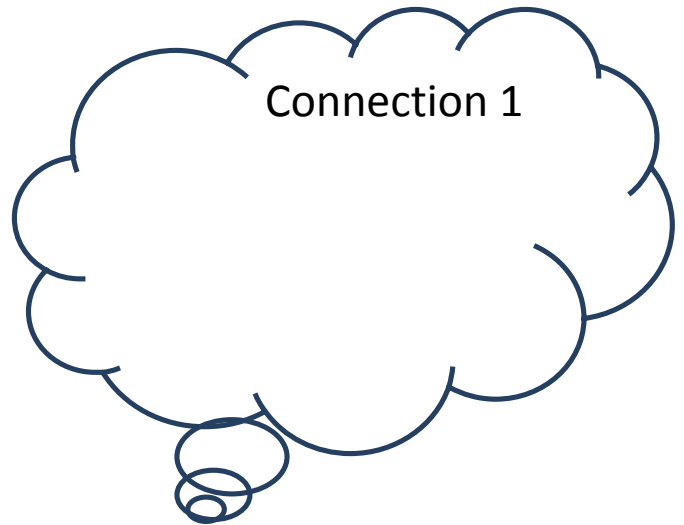
Use Prior Knowledge to Connect with Text for Grade 4

Text: *Bugs Up Close* by Diane Swanson

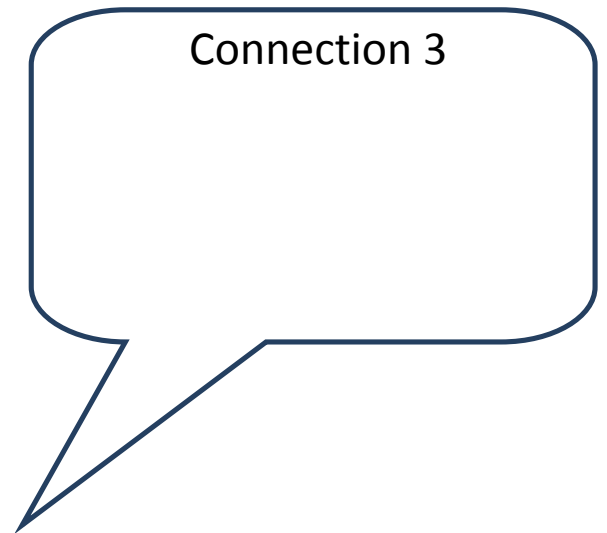
CAFE Goal	Comprehension
CAFE Strategy	Use prior knowledge to connect with text.
Observe/Relate (1 – 2 min.)	<p>What do you know about encyclopedias? You might know that they are helpful reference books (print or online) that tell about different subjects. Topics are arranged in alphabetical order, so it's easy to find them. Our minds are a little like encyclopedias. They store lots of information. When we read, we can use the prior knowledge that is stored in our minds to connect with text. For example, if I am reading a book about ants, I can access everything I know about ants from that encyclopedia in my mind. After we read something new, the information that we learn gets added to what we already know. Our minds keep getting bigger and bigger because we continually add the new things that we learn.</p>
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose—Today we are learning to use prior knowledge to connect with text.</p> <p>Create urgency—We are learning to use prior knowledge to connect with text because it helps us to understand what we are reading. We can add our new learning to what we know.</p> <p>Explicit teacher modeling – Before I read a book about bugs, I think about everything that I know about them already. In a way, I access that encyclopedia in my mind to recall all the facts I know about bugs. That way I can use my prior knowledge to connect with text. Today I want to share part of a book called <i>Bugs Up Close</i> with you. It's a book with fascinating facts and photos about bugs and insects. Listen as I share the way that I use my prior knowledge to connect with this part of the text called "Insects." <i>Read pages 4-5 and comment, "I remember reading another book that explained the difference between bugs and insects. I already knew that the spider is not considered an insect because it has more than six legs and only two body parts (point out these body features on the picture). But I didn't know that the Daddy Longlegs was not an insect. In the picture, I can see that the Daddy Longlegs has only one main body section, and more than six legs. I can take my prior knowledge about spiders to make a connection with my new learning about the Daddy Longlegs. Neither one of them is an insect. They are both bugs!"</i></p>

<p>Practice (2 – 3 min.)</p>	<p>Most of you have probably taken a close look at an insect before. Some of you have read books about insects or seen pictures or videos about them. You'll be able to use your prior knowledge to connect with the text. Since <i>Bugs Up Close</i> is a nonfiction book, I don't need to read it from front to back. I want to read the part about the insect's legs, so I'll turn to page 12. Think about one thing that you already know about insects' legs. Jot it down on your whiteboard. Then listen to me read this section called "Legs." After I finish, you will write one connection that you made on your whiteboard. When I signal, you can share what you have written.</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>Begin using the strategy of <i>Use Prior Knowledge to Connect with Text</i> in your own reading. As you learned today, this is a helpful strategy that will help you increase your knowledge about a topic. To be successful with this strategy, you need to identify what you already know about a topic and then connect it to the new information you read. It's a great way to make that encyclopedia in your mind grow larger and larger.</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Use Prior Knowledge to Connect with Text aligns with Standard L.4.4 on our Grade 4 CAFE Menu or CCSS Grade Level Matrix.</p>

Thinking
about
Connections



How did you use your prior knowledge to connect with text today? Jot down a few of your important connections.



Teacher note: This graphic organizer can be used in conjunction with independent reading, small-group work, or whole-class instruction. For whole-group work, you can replicate this graphic organizer on chart paper. As children listen to a read-aloud, they can jot down connections on sticky notes. After the read-aloud, students can share and post their sticky notes on the organizer.