

	<h2 style="margin: 0;">Approaches to Learning- Strategies</h2> <p style="margin: 0;">7. Recognizes and recalls 8. Makes connections</p>
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- Demonstrate and explain how difference experiences relate, e.g., “Hang up your sweatshirt in the same place you hang up your book sack when you come home. This way you can easily find these items for school in the morning”.
- Use gestures and language to draw attention to particular features of objects and people.
- Give clues involving many senses, not just verbal cues, to help children remember and learn particular information.
- Use photos and objects to talk about the child’s past experiences.
- Involve the child in “Remember when…” games and discussions, e.g., ask “Do you remember the elephant we saw at the zoo yesterday?” As recall improves, talk about events that took place in the more distant past.
- Expand on fragmented recollections by asking varied questions, adding information to the child’s statements, and commenting about events.
- Encourage the child to represent events in multiple ways. For example, after a trip, follow up by making a book with photos and drawings of the trip. Develop a list of events/ activities they would like to experience during a future trip. Read books or look on the internet for information about new locations, and compare the information with what the child experienced on their most recent trip.
- Give the child enough time to think and make connections before expecting an answer.
- Play memory games like, “What’s Missing?” Display few items, remove one, and invite the child to tell which one is missing. Display and remove more items to make the game more complex.
- Guide the child to make analogies. Help them to see ways in which things they learned about earlier are similar to other things. For example, after studying turtles, they may notice that crabs, crawfish, and lobsters also have shells that help protect them.
- Play games like, “What do they have in common?” Show children pictures of various animals, people, and/or objects and have them communicate ways in which they are alike.
- Play games, such as “Memory”.
- Add new words to the rhythm of common songs to assist in learning new information, e.g., Use rhythm in “Jingle Bells” and/or “Twinkle, Twinkle” to make up a new song about math facts.
- Play games like “Simon Says” using two- and three-step directions.
- Read a book aloud. After reading, tell the child that you are going to retell the story but you are going to get one part wrong. Ask them to listen closely to your retelling and then discuss the part you got wrong.
- Read books that are part of a series and ask the child what kinds of things carry over from book to book (e.g., say, “I remember from the last book that his sister is afraid of water. That’s probably why she doesn’t want to go to the lake in this book”).