**KWL**

**Purpose:** To assess prior knowledge of a concept, to raise questions for investigations and to help formalize what has been learned.

**Materials:** *Any of the following will work:*

Large strip of butcher paper, or

Overhead transparency, or

Chalk board, or

KWL handout

**Procedure**

* In this activity, the teacher allows students to *Think/Pair/Share* “what we know” about the topic, and then discuss their ideas with the class. Those ideas are listed in the **“*K”*** column of the table. (If students make a misstatement, now is not the time to correct them or answer questions.)
* Then the facilitator should lead the students to ask questions and voice what they wonder about the concept. These questions are recorded in the ***“W”*** column. This process is important in that it allows the facilitator to get an idea about the student’s level of knowledge in a given area, as well as discover any misconceptions that might be held.
* It is critical at the end of the lesson, to complete the ***“L”***or “*What I* ***L****earned”* column. This allows the students to process the information and knowledge that they have gained.

|  |  |  |
| --- | --- | --- |
| What We **K**now | What We **W**ant to Find Out or What We **W**onder | What We Have **L**earned |
|  |  |  |

For the student, this strategy allows them to focus on the problem at hand and determine what questions need to be answered in order to solve the problem. It is recommended that you keep this chart up in the room during the entire duration of the unit. As questions are answered, or new ones arise, you should modify as necessary.