

Strategy: K-W-L CHARTS

Overview:

A K-W-L Chart is a graphic organizer that leads students on an exploration from what they **KNOW** about a given topic, to what they **WANT** to know and finally to a review of what they **LEARNED**.



Instructional Strategies:

Students can use this graphic organizer during a lesson on almost any topic! While activating students' background knowledge, direct them to use the "What do I **KNOW** about this already" column. Next, before you present your lesson content, have students use the "What do I **WANT** to know about this" column. Finally, after you've presented the material, you can have students review by completing the "What did I **LEARN** about this" column. For variety (and to make sure this graphic organizer appeals to a diverse set of learning modalities) have students write bulleted lists in each column, or complete sentences, a paragraph, or even a drawing or collage for the columns - - or mix-and-match! K-W-L Charts can even be used as part of a cooperative learning activity!

You are ready to TeachItNow! Here's how you can use "K-W-L Charts" to teach the students about invertebrates. A learning target, Instructional activity, and assessment technique are provided.

Learning Target:

Students will be able to identify invertebrates, recall characteristics common to invertebrates, and distinguish between vertebrates and invertebrates.

Instructional Activity:

Teach about invertebrates with the “K-W-L CHART” Strategy

Activate prior knowledge by distributing a blank K-W-L Chart to each student and asking them to write down everything they know about invertebrates in the “What do I **KNOW** about this already” column. Give students sufficient time to fill up this column; then have them trade papers. Ask students to share the most amazing fact about invertebrates that is listed on the peer’s paper they have. Record these amazing facts on the board. (You can use K-W-L Charts on the board or use an overhead transparency.)

Now, return the papers to their owners and ask the students to write down 4 or 5 things they would like to learn about invertebrates in the “What do I **WANT** to know about this” column.

Next, explain to your students that vertebrates have backbones while invertebrates do not. Lead a class discussion about some of the common characteristics of invertebrates. Ask students to name some invertebrates.

Conduct a read aloud using a book such as *Sorting Out Worms and Other Invertebrates: Everything You Want to Know About Insects, Corals, Mollusks, Sponges and More!* by Samuel Woods.

Assessment:

Now that you have had a class discussion about invertebrates, presented your lesson, and completed a read-aloud, have the students use the “What did I **LEARN** about this” column to list the 4 or 5 most important or amazing things they learned about invertebrates. For a fun (and edible) assessment, give each student an assortment of gummy critters (bears, worms, insects, sea creatures, etc.). Tell them they must separate the vertebrates and invertebrates. Go around the room and offer help as needed. Once all of your students have successfully separated their gummy critters, let them know they can eat the invertebrates only. After they’ve eaten the invertebrates, tell them they can eat the vertebrates, too!