



KWL

Steps:

This strategy is often used prior to instruction to activate prior knowledge, to surface students' interests, then after instruction to prompt reflection on what they have learned.

1. Create a handout and transparency with a three-column chart. Place the letter "K" at the top of column 1, the letter "W" at the top of column 2, and the letter "L" at the top of column 3. Distribute copies of the handout to students. Instead of a transparency you may simply draw the KWL chart on the board.
2. Introduce the topic or concept to be studied (e.g. pandemics).
3. The **K** Part: Ask students to think quietly and independently about the question "What do you already **K**now about pandemics?" Tell them to write their responses in column 1 under the letter "**K**." Then, ask volunteers to share what they already know and record their responses on the transparency (or board).
4. The **W** Part: Ask students to think quietly and independently on responses to the question " **W**hat are some things that you want to learn about pandemics?" Tell them to write their responses in column 2 under the letter "**W**." Then, ask volunteers to share what they already know and record their responses on the transparency (or board). Use all or some of this information to modify the unit that you plan to teach.
5. Engage students in the unit of instruction.
6. The **L** Part: Ask students to work quietly and independently on responses to the question "What are some things that you **L**earned about pandemics?" Tell them to write their responses in column 3 under the letter "**L**." Then, ask volunteers to share what they already know and record their responses on the transparency (or board).
7. Reteach. Correct any misconceptions and fill-in any oversights that may have surfaced as the students complete the L column (#3).

K

What you already know

W

What you want to
know

L

What you want to learn

Q

What questions you
still have