

O-W-L Chart

An O-W-L chart is like a K-W-L chart, with one big difference - instead of writing what students know about the topic in the first column, they record what they observe. Over the years, Karen Ansberry and I have used O-W-L charts in various *Picture-Perfect Science* lessons. We love using them when introducing mystery objects like owl pellets, Mexican jumping beans, goldenrod galls, and so on. We also use them when students observe natural phenomena like sunsets or the Moon phases.

Materials:

O-W-L Charts
Pencils
Hand Lenses (if appropriate)
Object or Phenomenon to Observe

An O-W-L chart can be used with just about anything and any topic. Here's how it works:

**DRAWING:**

Give students a copy of the O-W-L chart and the object (or phenomenon) you would like them to observe. Provide hand lenses if appropriate and have them draw the object in detail at the top of the page. (With a phenomenon, like a sunset, we have had students draw it or take a photograph of it.)

OBSERVATIONS:

In the "O" column, have students record their observations using all of their senses (except taste). Encourage them to make both quantitative observations (with numbers) and qualitative observations (without numbers).

WONDERINGS:

Have students record what they are wondering about the object. You may want to have students pair up to discuss some of their questions. Talking to someone about a topic can inspire good questions. After students have had plenty of time to record their questions, have them circle their most compelling question. Then, have each student share their most compelling question with the class.

LEARNINGS:

For the “L” column, you will need a resource to share. This can be a nonfiction book, a video, information cards, an article for them to read, or some combination of these. You can have students fill out the “L” column on that same day or as they learn about the topic over several days. After sharing the resources, ask students if any of their most compelling wonderings were answered. Call on students to share, and ask them to refer back to the evidence (book, video, or article) for the answer to that specific question.

MORE WONDERINGS:

Finally, ask students if they have any new wonderings based on what they learned from the text. Explain that often with science, the more you learn about a topic, the more questions you have. Encourage students to share their new wonderings and refer back to the learnings that inspired those new questions.

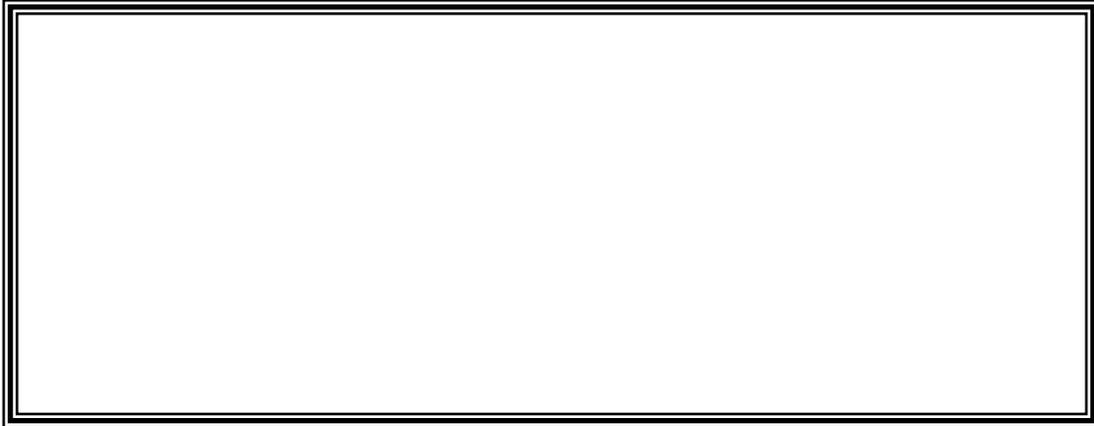
For Younger Students:

You can keep a whole class O-W-L chart on a poster paper. You can record their observations, wonderings, and learnings or have them write them on sticky notes and post them on the chart.

Name: _____

O-W-L Chart

Drawing



O Observations	W Wonderings	L Learnings

