

## GLAD K-W-L Observation and Inquiry Chart

The following two activities are designed for all ages.

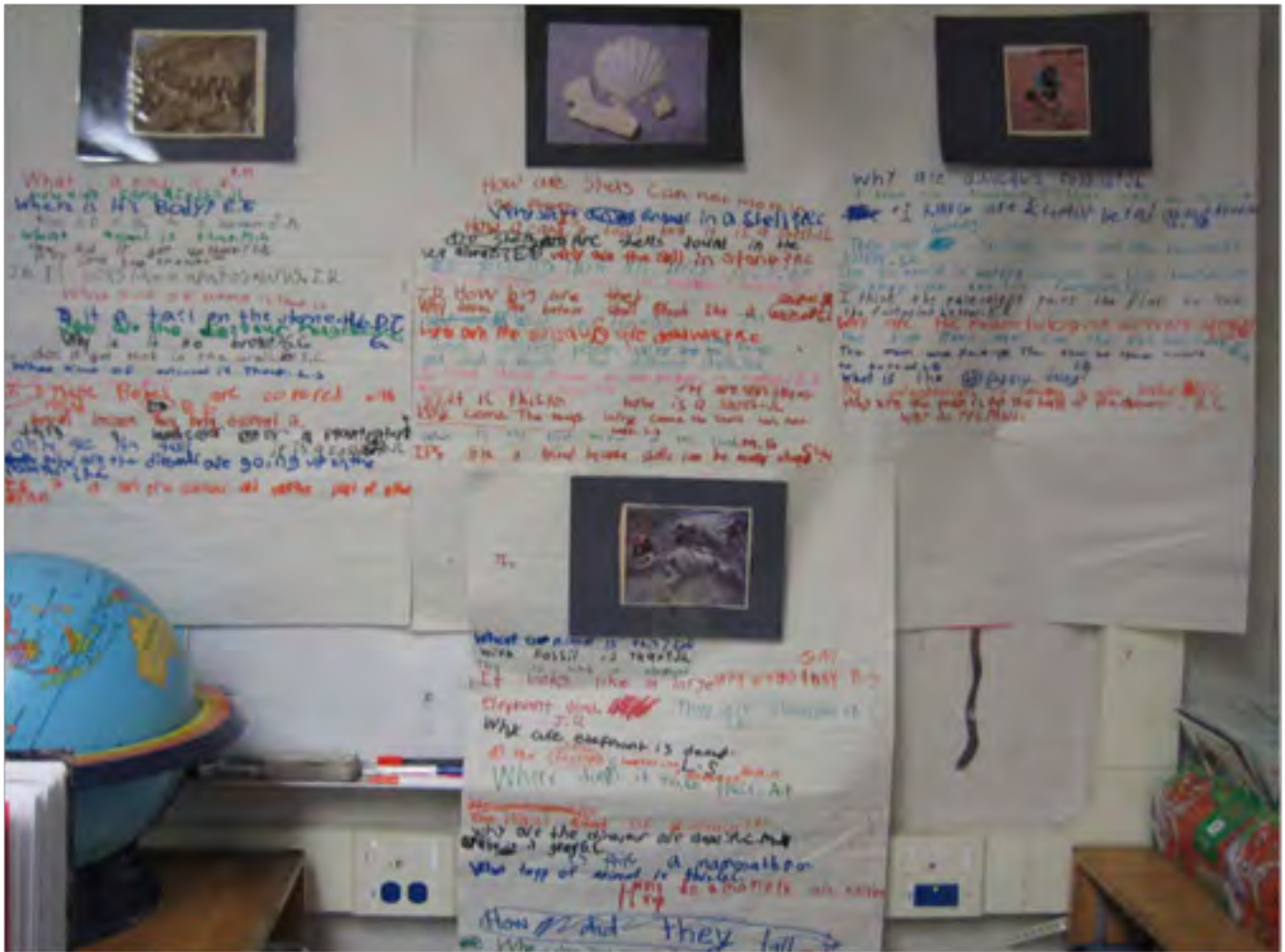
### *VERSION ONE: COLUMBUS AND EXPLORATION*

#### **Preparation**

Google images related to your unit on Columbus and/or exploration. Print off various images that are the most thought provoking and interesting. You only need one copy of each image. Glue each image to a large piece of paper—construction paper glued together vertically or long strips of butcher paper. You will divide your class into small groups and provide each group with a copy of an image. An example image of the completed exercise is included on the following page.

#### **Process**

1. Explain to students that they are going to be working in small groups. Each group will rotate around the room to each table. One person will need to be the secretary at each table—they can take turns doing this job. At each table there will be an image. As a group they will look at the image and discuss the questions “What do you see?” “What do you think is happening?” “How does this picture make you feel?” Then, the secretary will record their answers to the question. You could also put a pad of sticky notes at each table and have students record their own thoughts and stick them on the paper when they’re done, instead of having a secretary. Be sure to explain to students that they will have a set amount of time at each picture—usually about 5 minutes, but to be determined by the teacher. Explain that you will give students a signal at the end of each 5 minutes and students will rotate to the next image at the next table, until they have rotated through all of the images.
2. Place one image glued onto paper at each table group with one marker (and sticky notes if you are using them). Begin the activity, rotating students through each image at 5-minute increments.
3. Hang up or post all of the images with comments. Discuss each image, giving students time to share and respond to what they posted. Keep these posted throughout the unit, allowing students to revisit them, or discuss them as they learn more about the unit and possibly the images.



## **VERSION TWO: COLUMBUS AND EXPLORATION**

### **Preparation**

Google images related to your unit on Columbus and/or exploration. Print off the TWO that are the most thought provoking and interesting. You only need one copy of each image. Glue each image to a large piece of paper—butter paper or large poster board work best. Underneath one image write the question: What do you know about Christopher Columbus? (or exploration, explorers, etc—whatever relates most closely to your unit). Underneath the other image write the question: What do you want to know about Christopher Columbus? (or whatever your focus is).

### **Process**

1. Hang the images on the board so that all students can see them. Read the questions out loud and make sure that students understand them. Then give each student a few sticky notes and ask them to answer each question—If possible color code the notes—one color for what you know, another color for what you'd like to know. As students finish, have them stick their questions to the appropriate paper.
2. When all students are done, read their comments out loud and discuss them. As their comments are addressed throughout the unit, refer back to the two charts.
3. Keep these posted in the room throughout the unit. At the end of the unit, you can go back to their comments on “What do you want to know about \_\_\_\_\_?” as one means of review and closure.