

Seashell O-W-L Chart

An O-W-L (Observations, Wonderings, Learnings) Chart can help students organize their thinking around an object or concept. Giving students some experience with seashells before reading the book helps them better engage with the text and, therefore, makes the text more meaningful. You may want to do a whole class O-W-L Chart when teaching very young students.

Materials

Per class:
Balance

Per student:
Seashell
O-W-L Chart
Magnifier
Ruler

Procedure

Observations: Give each student a seashell and a copy of the Seashell O-W-L Chart. Ask them to make drawings of their shells (they can trace if they like) and begin to record some of their observations about the shell in the *O* column of the chart. Provide rulers, balances, and magnifiers. Encourage students to make both quantitative and qualitative observations about their shells. If students are reluctant to record observations, you can set a timer and ask them to make as many observations as possible in a one- or two-minute time period. Have students share some of their quantitative observations (those involving numbers such as size and weight) and some of their qualitative observations (those not involving numbers, such as color and texture) with the rest of the class.

Wonderings: Next ask students to record any wonderings (questions) they have about their shells in the *W* column of the chart. After students have had some time to record some wonderings on their own, ask them to share some of their wonderings with a partner or in a small group. Then ask each student to circle the most compelling wondering about his or her shell. Have students share these most compelling wonderings. (You may want to have students record these wonderings on sticky notes and post them somewhere in the room.)

Learnings: After reading *Next Time You See a Seashell*, have students add any new learnings to the *L* column of the O-W-L Chart. Then ask students if any of their wonderings were answered by the text. Call on students to share, and ask them to refer back to the text for the answer to that specific question. Next 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 text for the information that inspired those new questions.

ELA Common Core Connections

Reading: Informational Text – Key Ideas and Details

K: RI.K.1. With prompting and support, ask and answer questions about key details in a text.

1: RI.1.1. Ask and answer questions about key details in a text.

2: RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

3: RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

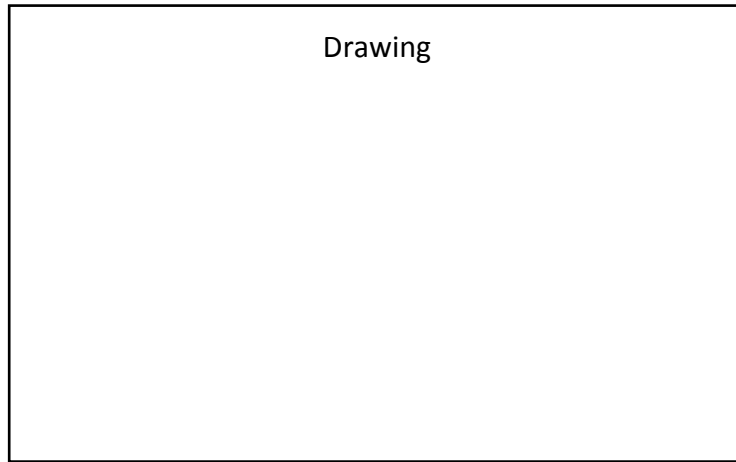
4: RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5: RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Name _____

Seashell O-W-L Chart

Drawing



<p>O</p> <p>What do you observe?</p>	<p>W</p> <p>What do you wonder?</p>	<p>L</p> <p>What did you learn?</p>