

Know and Wonder Affinity Diagrams

It is best to do this *Know and Wonder Affinity Diagramming* activity during teacher planning so the results can be used to develop focus questions. For younger students the teacher can simply ask the questions—What do you know? What do you wonder? —and record student responses on a flip chart.

As a Class:

- Divide students into small groups of 3 – 4.
- Ask each team to select a recorder, facilitator, and timekeeper.

Alone:

- Using sticky notes, students write what they **KNOW** about the topic (one idea /concept per sticky note). NOTE: If you don't have sticky notes students can use note cards, placing them on a tabletop surface.

In a Small Group:

- Students place all sticky notes on chart paper for everyone in their small group to see, and then move them into related groups. Clusters of sticky notes are named with a header card.
- When the group is finished, the recorders will post their “affinity” header cards for the entire class to see.

NOTE: Teachers should examine affinity diagrams for evidence of student misconceptions. These misconceptions may influence the development of museum focus questions, statements of expected student learning and student research questions.

As a Class Group:

- Examine the lists of each group and find the things they all **KNOW** about the topic.
- List these common items on chart paper.

REPEAT THE PROCESS REPLACING THE WORD “WONDER” FOR “KNOW”.

NOTE: K-W-L Source: (Donna Ogle, 1986)