

THE PHANTOM OF THE OPERA **K-W-H-L STRATEGY INSTRUCTIONS**

PURPOSE OF THE STRATEGY

Adapted from Ogle's (1992) KWL strategy for the purpose of scaffolding readers' prior knowledge to new knowledge, the K-W-H-L strategy initiates active engagement in the reading/learning task. The strategy creates an instructional framework where students list (1) what they *know*, (2) what they *want to find out*, (3) *how* they plan to find new information, and (4) recording what they have *learned or still want to learn*. This activity can be used individually, in small groups, and with whole class activities. This strategy allows students to share what they learn with others, learn that there are many sources where information can be found, and to summarize their findings.

DIRECTIONS:

STEP 1

INTRODUCE THE STRATEGY:

Before beginning reading the novel explain that Erik the legendary "Opera Ghost" hides behind a mask to conceal his disfigured face. Throughout his life he has faced prejudice because of his physical appearance, only when masked can his true genius be seen. This activity will help student identify the physical masks we each wear, and how society shapes expectations about physical appearance.

Place a K-W-H-L chart on the board or an overhead where all the class can see. Explain the purpose of the K-W-H-L chart which can be used as 1) pre-reading strategy to access what each student already knows about a topic, 2) formulate questions of what students want to learn, 3) identify the resources available to answer questions, and 4) record what students learn.

STEP 2

WHAT DO I KNOW?

Give each student their own handout. Have students brainstorm answers to following question prompts and record their personal responses:

- What is beauty?
- Why is physical appearance so important?

- How does our physical appearance affect how others treat us?
- Have you ever been judged by the way you look?

STEP 3

WHAT DO I WANT TO LEARN?

Together as a class generate a list of student questions using following question prompts.

- What would you like to learn?
- What questions do you already have?
- How does physical appearance affect society?

Have students record their personal questions that they would like to research and discuss their questions in small groups.

STEP 4

HOW CAN I FIND OUT?

Identify and list possible sources to find answers to questions that students generated.

Possible resources could include: Movie Clips, popular magazines, children's books, poetry, songs, television ads, etc. Encourage students for look for physical examples of how physical appearance affects people individually and society.

STEP 5

READ TO FIND OUT

Have students read Chapter I of The Phantom of the Opera. Focus students reading on the descriptions of the "Opera Ghost's" physical appearance and how his appearance affects how others perceive him. Direct students to refer back to their questions and identify possible connections and answers in the text. Invite students to discuss their questions, text connections, and record new insights on their charts.

STEP 6

WHAT DID I LEARN?

After students read and answer their personal questions with examples from the text . Have student first record what they learned from the reading and the connections they made with the text. Make connection of themes to text as a class discuss student's answers to suggested question prompts:

- What did you learn?
- What are the important ideas discussed in the reading?
- Why is it important to you?

STEP 7

ASSESSMENT

The K-W-H-L strategy allows teachers to assess what students already know and provide insights into the personal interest and questions of their students. Have student hand in their first copy when completed and then throughout the unit have students continue filling out additional sheets to add onto the original. This will encourage students to continue generating ideas, asking questions, looking for additional resources, and recording what they learn. Student will be assessed on the progress and further development of their original questions, as they expand and develop new ideas and connections with the text.

