

Informational Literacy

A mini unit for Kindergarten (5/6 y/o)

Reflection on the Super Three:

I choose the Super Three because it is age appropriateness for my target learners. I appreciate the models ability to be applied across content areas and also into personal life for problem solving. These little learners are really at the beginning of intentional problem solving and giving them appropriate tools is critical. Also, I have seen so many students get stuck at the beginning of a task, they do not know where to start. The Super Three breaks down task completion to give confidence to a learner.

Lesson 1- What is Informational Literacy?

Objectives	Materials	Class Activities	Assessments	Skills needed
TSWBAT(the student will be able to)- orally define the term “information” and give two examples.	Prepared images to attach to the wall (see class activities for list or create your own) Magazines Printer paper Glue sticks Sissors	Intro: Today we are going to learn about information! Group recite: Information is knowledge or facts that come from a source.	Nongraded- participation: meets expectation- notably engaged with eye contact, asking/ answering questions and listening respectfully to others sharing. Almost meets- is engaged some of the time but struggles to maintain focus and doesn't listen to his/her peers. Unacceptable: not engaged, needs more than three corrections, speaks without raising hand, doesn't listen to peers. information paper	Similarities- Both teachers and students need to be able to use fine motor skills to cut/ create visual examples of information. Each needs to understand what facts are. Differences- teachers need to know what information is.
		Use tape or magnets to attach pictures of the following to a wall or board: a telephone number, clouds, family picture, dinosaur, calendar with a date circled, car diagram, books. Tell students that these pictures are all examples of Information.	Graded- verbal assessment of definition and two examples.	
		Group recite: Information is knowledge or facts that come from a source.		
		Kids use scissors and magazines to cut out pictures of “information” and paste it on a sheet of paper		
		Group recite: Information is knowledge or facts that come from a source.		

Lesson 2: The Super Three

Objectives	Materials	Class Activities	Assessments	Skills needed
<p>TSWBAT- identify the Super Three in a story book, and using prewritten notecards- put the Big Three in the correct order.</p>	<p>Pieper, W. (1996) <i>The Little Engine Who Could</i>. New York, New York. Platt and Monk.</p> <p>Slobodkina, E. (1940) <i>Caps for Sale</i>. New York, New York. HarperCollins.</p> <p>Plan, Do, Review PDFs for free download. http://www.sparklebox.co.uk/5691-5700/sb5698.html#.WbOjoa2B1nZ © Copyright SparkleBox Teacher Resources (UK) Ltd.</p>	<p>Intro: Last time we learned what information is. Today we are going to talk about how to USE information. You can use information to solve a problem, predict the weather, learn about your friends or God or this wonderful world he created for us!</p>	<p>Ungraded- class participation in discussion of story books. meets expectation- notably engaged with eye contact, asking/ answering questions and listening respectfully to others sharing. Almost meets- is engaged some of the time but struggles to maintain focus and doesn't listen to his/her peers. Unacceptable: not engaged, needs more than three corrections, speaks without raising hand, doesn't listen to peers.</p>	<p>Similarities- both parties need to be able to analyze book themes.</p> <p>Differences- The teacher needs to be able to identify the Plan, Do, Review model in the stated books or in other books they choose. Teacher also needs to be able to locate the PDFs and to download and print them. Both also need to do some visual literacy with the PDFs.</p>
		<p>Group recite: Information is knowledge or facts that come from a source.</p>	<p>Graded- putting Super Three in order.</p>	
		<p>Read the book <i>The Little Engine that Could</i> by Watty Piper</p>		
		<p>Discuss: What was the main problem faced by the characters in the story? How was it solved?</p>		
		<p>The Little Engine used information to solve his problem. First he planned (turn to "planning" pages in story) then he did (show in book) and then he reviewed his work (end of the story with success). We can PLAN, DO, REVIEW to use information, too!</p>		
		<p>Point to printed visuals of Plan, Do, Review hanging in room.</p>		

Lesson Three- The Big Three and Weather

Objectives	Materials	Class Activities	Assessments	Skills needed
TSWBAT- collaborate as a class to use the Big Three model to determine and predict the weather.	Copies of current news paper computers/tablet/smart phones for kids to use Clay	Intro: Ask the class what is information? <i>Information is knowledge or facts that come from a source.</i> Last time we spoke about how to use information well with the Super Three. What are the Super Three? <i>Plan, Do, Review.</i> Today we are going to use the Big Three to solve our own problem. Our problem is: What will the weather be like tomorrow?	Ungraded- participation meets expectation- notably engaged with eye contact, asking/ answering questions and listening respectfully to others sharing. Almost meets- is engaged some of the time but struggles to maintain focus and doesn't listen to his/her peers. Unacceptable: not engaged, needs more than three corrections, speaks without raising hand, doesn't listen to peers.	Similarities: Both groups need to know basic computer literacy (turning on/navigating to a website) Differences- Kids need to know how to play with clay.
		Plan: brainstorm (plan) different sources for weather information. Be sure to include phone apps, and weather websites.	Graded- clay report of process.	
		Do: In groups of two pick two ways of checking the weather (one must be a digital way) Use clay to create a scene of either the Plan or Do phase of the problem solving. Share with the class Discuss any other sources the kids came up with (ask a friend, parent, etc) and talk about why other options are better.		
		Review: Ask which source they liked better. Which one will they use next time they encounter this problem.		

Lesson 4- The Big Three and Families

Objectives	Materials	Class Activities	Assessments	Skills needed
TSWBAT- Work individually to use the Big Three to discover about the family composition of three other classmates.	Clay Paper and markers/ crayons	Intro: Ask what is Information? <i>Information is knowledge or facts that come from a source.</i> Ask what are the Super Three? <i>Plan, Do, Review!</i> Today you are going to use the Super Three to solve a task by yourself.	Ungraded- participation meets expectation- notably engaged with eye contact, asking/ answering questions and listening respectfully to others sharing. Almost meets- is engaged some of the time but struggles to maintain focus and doesn't listen to his/her peers. Unacceptable: not engaged, needs more than three corrections, speaks without raising hand, doesn't listen to peers. clay figure	Similarities- Need ability to break down the task into the model Differences- Teachers need to be able to assess the students ability to self evaluate and plan.
		Todays task is to discover who is in the family of three friends. You can draw a picture or make a clay representation of their families.	Graded- verbal debrief (ability to talk about actions at each stage)	
		Plan: Ask yourself: How can I discover who is in each family? How can I choose which friends to ask?		
		Do: complete the research and visual		
		Review: verbal debrief with teacher about what the child did at each step and what they might do differently.		