

Big6™

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3-5 Content Writing Resources

Wilkes County Schools
Big 6/Super 3 Research Process and Writing Instruction
Grades K-8

Overview and Philosophy

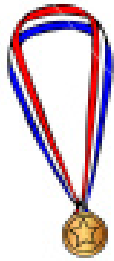
In June 2008, the State Board of Education mandated that DPI “change the current approach to the writing assessment” to elevate the importance of writing throughout the curriculum. This new writing approach should involve all educators in an integrated approach to writing throughout daily instruction. Writing should not be isolated to the language arts area of the curriculum. It is the responsibility of all educators in the school to provide seamless writing opportunities in all content areas.

The enclosed documents were created during a two day collaborative meeting of media specialists and curriculum specialists to provide teachers with resources and assistance in the research and writing process. Using documents will provide students with consistent and sustainable instruction as they learn to communicate effectively through writing.

Students encounter situations in their personal and academic lives that require decision making, problem solving, and task completion strategies. The Big 6/Super 3 research model provides students with a systematic information problem solving process for effectively meeting their needs. It is our intention that the resources be used in collaboration with the human resources available in your school. Media specialists, curriculum specialists, ITF's, and teachers should plan and instruct collaboratively to benefit students as they become competitive in 21st century academic and occupational environments.

"Writing Across the Curriculum." *English Language Arts Elementary Resources*. Apr. 2009. North Carolina Department of Public Instruction. 24 June 2009 <<http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf>>.

<http://www.ncwiseowl.org/IMPACT/TandL.htm#collaboration>.



The Writing Instructional Team

Roles and Responsibilities for Educators

The Classroom Teacher

- The classroom teacher understands the necessity of writing to learn and models writing in all disciplines, without content boundaries.
- The classroom teacher initiates and facilitates the writing process.
- The classroom teacher assists the students in understanding and defining the writing task before the research process begins.
- The classroom teacher collaborates with the media specialist, the technology facilitator, and the curriculum specialist to implement available resources to ensure students' success.

The Media Specialist

- The media specialist is an instructional partner, and collaborates with the classroom teacher to design, implement, and assess research units.
- The media specialist is an information specialist, and helps teachers and students determine information needs, locate resources, evaluate, and communicate information.
- The media specialist is a teacher familiar with the curriculum at each grade level, and collaboratively teaches information skills students need to complete the writing tasks.

The Curriculum Specialist

- The curriculum specialist is a source for information about the writing process and can answer specific questions about the writing tasks.
- The curriculum specialist is a standards consultant, who ensures that writing is successfully integrated with content areas.
- The curriculum specialist is an excellent resource for instructional materials.
- The curriculum specialist can assist in planning lessons to include conferencing, revising, and editing.

The Technology Facilitator

- The technology facilitator assists teachers in the integration of technology into the classroom.
- The technology facilitator is an instructional partner, and will help classroom teachers develop curriculum materials and lessons to utilize technology.
- The technology facilitator is a source for information about trends in research and effective practices related to Internet research.
- The technology facilitator is a source for technology advice at the building level.

Remember to include special area teachers in your team approach. These teachers include music, art PE, ESL/ELL, AIG, Reading Specialists and EC Resource.

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3-5 Content Writing Sources

#1 Task Definition	#2 Information Seeking Strategies	#3 Locate & Access	#4 Use of information	#5 Synthesis	#6 Evaluation
1.1 Define the information problem Purpose/audience Focus Rubric Classroom Teacher	2.1 Determine the range of possible sources Writing Instructional Team	3.1 Locate sources Writing Instructional Team	4.1 Engage the source Before, during, and after reading activities Support and elaboration Writing Instructional Team	5.1 Organize information from multiple sources Organization Writing Instructional Team	6.1 Judge your product Conferring, revising Writing Instructional Team
1.2 Identify the information you need in order to complete the task (to solve the information problem) Classroom Teacher	2.2 Evaluate the possible sources to determine priorities Writing Instructional Team	3.2 Find information within sources Writing Instructional Team	4.2 Take out the relevant information from a source Graphic organizers Support and elaboration Writing Instructional Team	5.2 Present the information Style, conventions Writing Instructional Team	6.2 Judge your information problem-solving process Rubric Writing Instructional Team

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3-5 Content Writing Sources

#1 Task Definition	Resources
<p>1.1 Define the information problem</p> <p>Purpose/audience</p> <p>Focus</p> <p>Rubric</p> <p>Classroom Teacher</p>	<p>Kentucky Virtual Library - How To Do Research with the “Big6™”: http://www.kyvl.org/html/kids/homebase.html</p> <p>Be sure to share rubrics with students before beginning the research. NCDPI Features and Conventions, Content Rubrics for county and state writing tasks</p> <p>Site for students/teachers to create rubrics for writing other than county/state tasks: http://rubistar.4teachers.org</p>
<p>1.2 Identify the information you need in order to complete the task (to solve the information problem)</p> <p>Classroom Teacher</p>	<p>Create Essential Questions and supporting details. Questioning Toolkit: http://questioning.org/Q7/toolkit.html</p> <p>Brainstorm meaningful questions</p> <ul style="list-style-type: none"> • K-W-L or K-W-H-L • Inspiration • Thinking Maps <p>Question Conjure-Upper http://www.ncwiseowl.org/Kscope/Hovercraft/InfoSkills/KnowFlow/Questions.htm</p>

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3-5 Content Writing Sources

#2 Information Seeking Strategies	Resources
<p>2.1 Determine the range of possible sources</p> <p>Writing Instructional Team</p>	<p>Kentucky Virtual Library -How To Do Research with the “Big6™”: http://www.kyvl.org/html/kids/homebase.html</p> <p>NCWiseOwl Elementary Zone</p> <ul style="list-style-type: none"> • Web Resources http://www.ncwiseowl.org/zones/elementary/web_resources.htm • Gale InfoBits http://infotrac.galegroup.com/itweb/ncowl?db=ITKE&id=wisewol • Amazing Animals, Lands and Peoples, Popular Science and more http://go.grolier.com/gol • Carolina Clips http://www.ncwiseowl.org/CarolinaClips/default.htm <p>Be sure to include print resources that are available in your media center. Print resources include books, magazines, encyclopedias, newspapers, ebooks, on-line journals, articles located in on-line data bases, such as Gale InfoBits/InfoTrac or World Book or Grolier on-line.</p>
<p>2.2 Evaluate the possible sources to determine priorities</p> <p>Writing Instructional Team</p>	<p>Critical evaluation information sites: http://school.discoveryeducation.com/schrockguide/eval.html</p> <p>Power Point Presentation: http://lmnet.wikispaces.com/file/view/evaluation.ppt</p> <p>Web site evaluation: http://www.ncwiseowl.org/kscope/Hovercraft/InfoSkills/KnowFlow/Caution1/KFSM1.htm</p>

Big6™ 3-5 Content Writing Sources

#3 Locate & Access	Resources
3.1 Locate sources	Kentucky Virtual Library - How To Do Research with the “Big6™”: http://www.kyvl.org/html/kids/homebase.html Media Specialist/Classroom Teacher/ITF/Curriculum Specialist Online card catalog Primary Sources, such as: <ul style="list-style-type: none"> • Personal Interviews • Photos • Artifacts
Writing Instructional Team	
3.2 Find information within sources	Narrow the search hits by putting one of the following at the end of your search entry: site:edu example: marine resources sustainability site:org “oyster disease prevention 2006 research North Carolina site:edu” site:gov http://www.ncwiseowl.org/kscope/Hovercraft/BooLogic.htm
Writing Instructional Team	Teach use of nonfiction conventions, such as table of contents, index, bold-face print, italics, photographs, captions, close-ups, cut-aways.

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3-5 Content Writing Sources

#4 Use of information	Resources
<p>4.1 Engage the source</p> <p>Support and elaboration</p> <p>Writing Instructional Team</p>	<p>Kentucky Virtual Library - How To Do Research with the “Big6™”: http://www.kyvl.org/html/kids/homebase.html</p> <p>Before, during, and after reading activities: NCDPI “Writing Across the Curriculum 5-9” p. 47-50 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf Sample activities: Activate Prior Knowledge, Admit Slips, Anticipation Guides, GIST, Learning Logs, summarizers Other Activities:</p> <ul style="list-style-type: none"> • Read-Talk-Write • Skimming and Scanning • Highlighting, underlining, sticky noting • Distinguishing fact from opinion (Kagan: Find the Fiction)
<p>4.2 Take out the relevant information from a source</p> <p>Support and elaboration</p> <p>Writing Instructional Team</p>	<p>After reading of informational text, provide choices of <i>graphic organizers</i> for students to use in gathering relevant information. NCDPI “Writing Across the Curriculum 5-9” p. 39-43 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf Sample graphic organizers: Spider Map, Clustering, Double Entry Journal</p> <p>“Trash-N-Treasure Note-Taking” (See “Making Learning Real: The Big 6” power point Slides 70-71)</p> <p>Kentucky Virtual Library http://www.kyvl.org/html/kids/homebase.html</p> <p>Plagiarism/copyright http://www.cyberbee.com/cb_copyright.swf http://landmark-project.com/permission1.php http://www.ncwiseowl.org/zones/copyright/default.htm</p>

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3-5 Content Writing Sources

#5 Synthesis	Resources
<p>5.1 Organize information from multiple sources</p> <p>Organization</p> <p>Writing Instructional Team</p>	<p>Have students keep the five features in mind as they write: Focus, Organization, Support and Elaboration, Style, Conventions.</p> <p>Use graphic organizers created in 4.2 to create the rough draft, storyboard, etc.</p> <p>Let students know ahead of time what their expectations are and/or let them design the rubric.</p> <p>NCDPI Features and Conventions and Content Rubrics NCDPI "Writing Across the Curriculum 5-9" pp.35-37 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf</p> <p>Rubistar http://rubistar.4teachers.org</p>
<p>5.2 Present the information</p> <p>Style, conventions</p> <p>Writing Instructional Team</p>	<p>To differentiate, give students presentation choices, such as dramatization, storyboard, video production, web page, news articles, and advertisements.</p> <p>Create the final product.</p> <p>Use appropriate Works Cited form.</p> <p>Kentucky Virtual Library - How To Do Research with the "Big6™": http://www.kyvl.org/html/kids/homebase.html</p>

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3-5 Content Writing Sources

#6 Evaluation	Resources
6.1 Judge your product Writing Instructional Team	NCDPI "Writing Across the Curriculum 5-9" conferencing p. 29-31; revising p. 33 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf Presentation Rubric - NCDPI http://ncsu.edu/midlink/rub.pres.html
6.2 Judge your information problem-solving process Rubric Writing Instructional Team	NCDPI Content Rubric p.37 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf Rubistar http://rubistar.4teachers.com Have students write a reflection and answer questions such as: <ul style="list-style-type: none"> • Most helpful/least helpful source? • Activity most challenging? • Most important thing learned? • Do differently next time? • One new research skill? Kentucky Virtual Library - How To Do Research with the "Big6™": http://www.kyvl.org/html/kids/homebase.html

Big6™ Writing Process Organizer for Grades 3 - 6

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For more information, visit: www.big6.com



Big6 #1: Task Definition—What needs to be done?

1. Prewriting is the first step of the writing process. What does your teacher want you to do? Ask your teacher to explain the assignment if you don't understand.

Write the assignment here in your own words:

2. What information do you need to include in your writing assignment? Ask your teacher if you don't know. Write a list of questions here so you will know what information to “look up” for your paper:

*

*

*

*

*

3. Put a check mark beside any questions that can be answered with information from sources such as books, people and web sites.



Big6#2: Information Seeking Strategies—What can I use to find what I need?

1. Make a list of all the possible sources of information (such as books and web sites) that will help you answer the questions that you checked in Big6 #1 Task Definition. Ask your teacher, your librarian or another adult to help you.

Make a list here:

*

*

*

*

*

2. Put a check mark beside each item to which you have access and are able to use. Ask your librarian for help if needed.

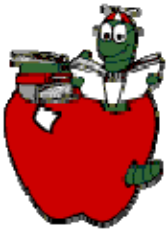


Big6 #3: Location & Access—Where can I find these resources?

1. Figure out where you will get these sources. Write the location of each source listed in Big6 #2 Information Seeking Strategies. If the source is a web site, list the web address. Try to use web sites to which your school subscribes. Ask your librarian about these to save time. If your source is a person, figure out how you will contact him or her and make a note of this.

2. Now, find the sources. You may need to get and use some sources one at a time. If so, come back to this step to locate each source.

3. Once you have the source in hand, you must find the information within the source. If you need help, ask your librarian, teacher, or parent for help.



Big6 #4: Use of Information—What can I use from these resources?

1. Read, view, or listen to the sources you have located in Big6 #3 Location and Access. Take notes to answer the questions you wrote in Big6 #1 Task Definition.

2. Take notes on notebook paper or note cards. Write just the words that answer your questions.

3. Be sure to give credit to your sources. Ask for help if needed.



Big6 #5: Synthesis—What can I make to finish the job?

Now it is time to complete the writing process. You should talk to your teacher or librarian if you need help with this.

1. **Prewriting:** You have already completed the note taking part of this step. Make a list of original ideas you will include in your paper. Write your ideas on note cards or notebook paper.

2. **Drafting:** Write the first version of your paper. Include the notes you took from your sources, and give credit to the books, people, and web sites you used.

3. **Conferencing:** Ask your teacher to talk with you about your paper. Be prepared with at least two questions you would like answered about your paper.

4. **Revising:** Read your paper and think about what you have written. Your paper should contain more than other people's ideas or what you found in web sites. It should include a lot of your original ideas as well. Make sure your paper is what your teacher wants. Make changes to improve your work.

Combine short sentences and begin to look at your use of grammar. Revision makes good writing even better.

Talk to your teacher again after you revise your paper. Again, have one or two questions ready to ask about your paper.

5. **Editing:** This may be the most important part of the process. Your teacher or other trusted adult should give you ideas about improving your grammar and spelling, if needed. You must correct all errors.

6. **Publishing:** Try to use a word processor to write your final paper. If you don't have a computer, print or write neatly. Include a list of the books, people, and web sites you used. This list is called a bibliography. The bibliography items should be arranged in alphabetical order by author's last name. Ask your teacher or librarian for information about how to write a bibliography.

Does your assignment include a product to go with your paper? If so, now is the time to make the product.

***Even though there are several steps to the writing process, it is very important to talk to an adult at each step. You may repeat any step at any time during the process.*



Big6 #6: Evaluation—How will I know I did my job well?

Before you show your paper (and product) to others, make sure it is as perfect as possible. You should be proud to put your name on your paper. You should be able to answer “yes” to all of these questions before you turn in your paper:

1. Did you do everything in the assignment and include all that was required for the paper?
2. Does your final paper show your original ideas as well as other information you found?

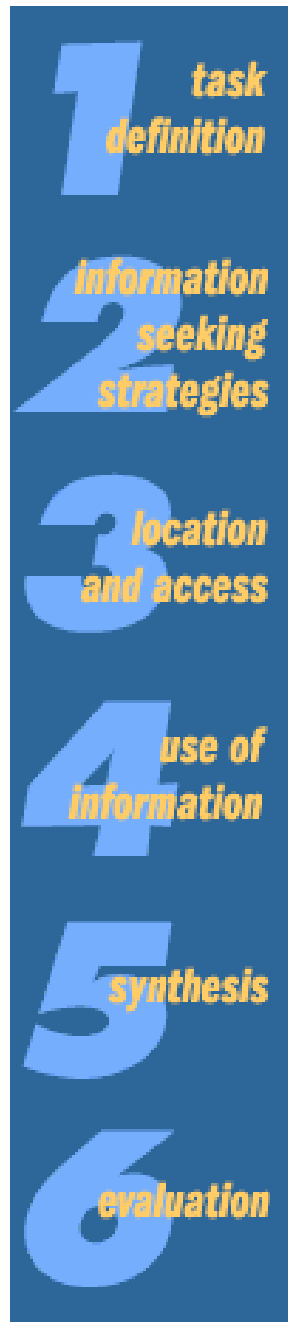
3. Did you give credit to all of your sources in a bibliography?
4. Is your paper word processed (or very neatly typed or hand-written if you do not have access to a computer)?
5. Is your paper complete and does it include a title page with heading information (title, your name, your teacher's name, date, etc.)
6. If your teacher asks for these, did you include your notes, copies of each version, and your list of books, people, and web sites?
7. Would you be proud for anyone to read this paper?
8. Do you understand each step of the Big6 and writing processes? If not, who can you ask for help?

Bibliography:

1. Carroll, Joyce Armstrong and Edward E. Wilson. *Acts of Teaching: How to Teach Writing*. Englewood, CO: Teacher Idea Press, 1993.
2. McGhee, Marla W. Assistant Professor. *Educational Administration & Psychological Services Southwest Texas State University, San Marcos, Texas. Telephone interview. November 7, 2002.*

The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem.



1. Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed (to solve the information problem)
 - What is my current task?
 - What are some topics or questions I need to answer?
 - What information will I need?

2. Information Seeking Strategies

- 2.1 Determine all possible sources (brainstorm)
- 2.2 Select the best sources
 - What are all the possible sources to check?
 - What are the best sources of information for this task?

3. Location and Access

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources
 - Where can I find these sources?
 - Where can I find the information in the source?

4. Use of Information

- 4.1 Engage (e.g., read, hear, view, touch)
- 4.2 Extract relevant information
 - What information do I expect to find in this source?
 - What information from the source is useful?

5. Synthesis

- 5.1 Organize from multiple sources
- 5.2 Present the information
 - How will I organize my information?
 - How should I present my information?

6. Evaluation

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the process (efficiency)
 - Did I do what was required?
 - Did I complete each of the Big6 Stages efficiently?

The Big6™ Skills

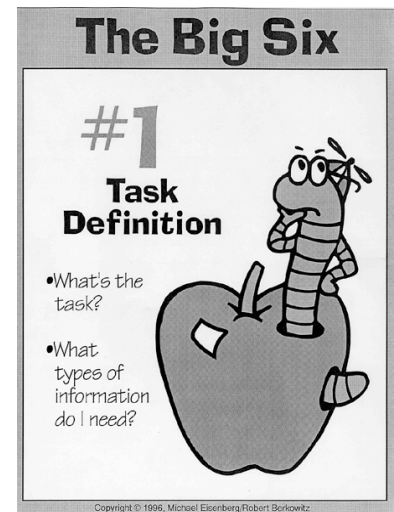
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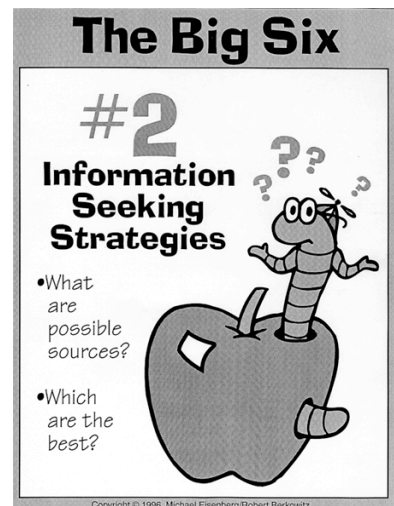


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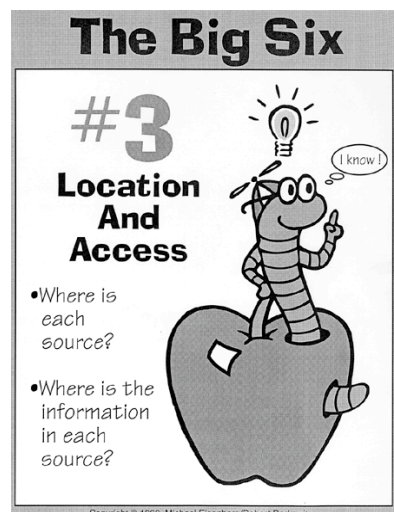


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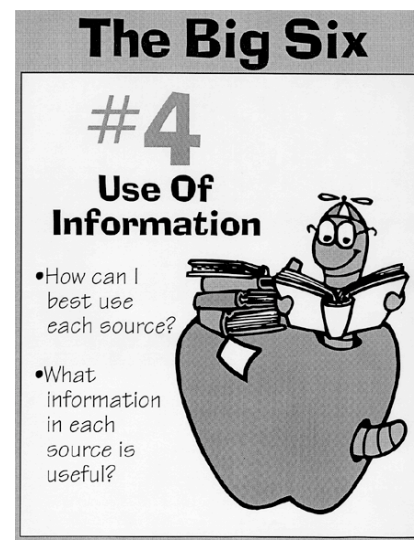


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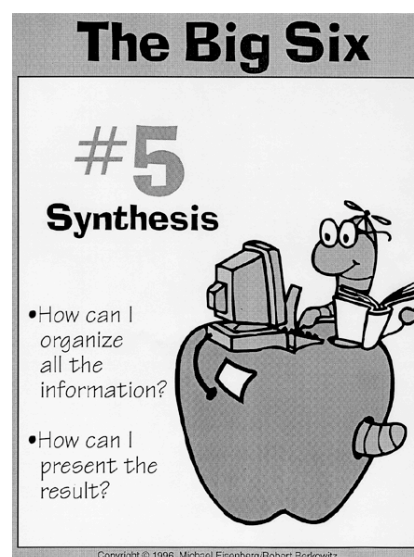


5. Synthesis

5.1 Organize from multiple sources

5.2 Present the information

- How will I organize my information?
- How should I present my information?

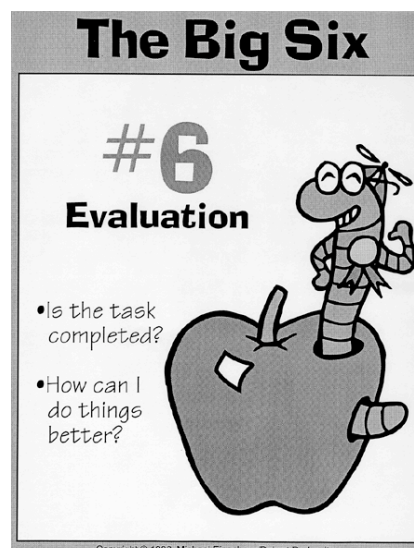


6. Evaluation

6.1 Judge the product (effectiveness)

6.2 Judge the process (efficiency)

- Did I do what was required?
- Did I complete each of the Big6 Stages efficiently?



The Super3 contains the same basic elements as the Big6, but is written for younger students to understand.

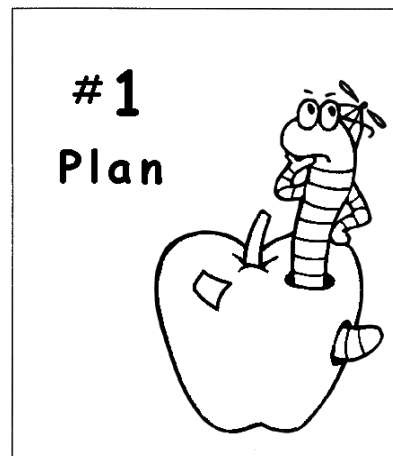
1. Plan - (Beginning)

When students get an assignment or a task, BEFORE they start doing anything, they should think:

- What am I supposed to do?
- What will it look like if I do a really good job?
- What do I need to find out to do the job?

Big6 Steps:

- Task Definition
- Information Seeking Strategies



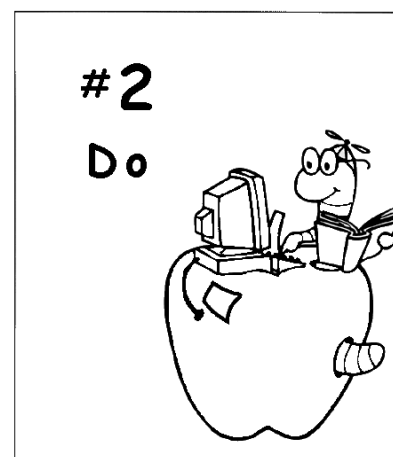
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2. Do - (Middle)

In the Middle the students DO the activity. This is where they read, view, tell, make a picture, etc.

Big6 Steps:

- Location and Access
- Use of Information
- Synthesis



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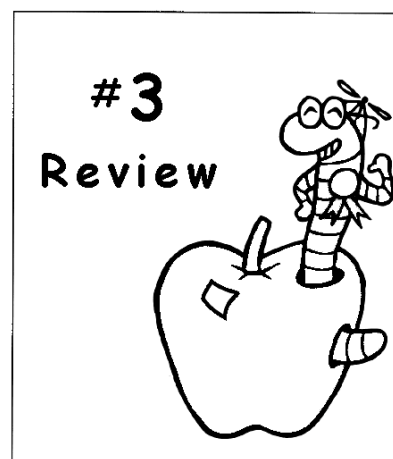
3. Review - (End)

Before finishing the product and turning it in, students should stop and think— Is this done?

- Did I do what I was supposed to do?
- Do I feel ok about this?
- Should I do something else before I turn it in?

Big6 Steps:

- Evaluation



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Super3 information from <http://academic.wsc.edu/redl/classes/tami/super3.html>

created by Tami J. Little. Handout created by: Barbara J. Shoemaker, School Media Specialist, Mill Road Elementary, K-2 Red Hook Central School District, Red Hook, NY

Big 6 Bookmarks



The Big6™ Guide to Information Problem-Solving

1. Task Definition:

- Define the information problem
- Identify information needed

2. Information Seeking Strategies:

- Determine all possible sources
- Select the best sources

3. Location and Access:

- Locate sources
- Find information within sources

4. Use of Information:

- Engage (e.g. read, hear, view, touch)
- Extract relevant information

5. Synthesis:

- Organize from multiple sources
- Present the information

6. Evaluation:

- Judge the product (effectiveness)
- Judge the process (efficiency)

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The Big6™ Guide to Information Problem-Solving

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6. Evaluation:

- Judge the product (effectiveness)
- Judge the process (efficiency)

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Evaluate Your Research Skills Using the Big6™

By Barbara A. Jansen and Robert E. Berkowitz



Before you turn in your assignment or project, think about and respond to the items below.

Big6 #1: Task Definition	<ul style="list-style-type: none"><input type="checkbox"/> Does the information in your final product meet (or exceed) the requirements of the assignment?<input type="checkbox"/> Does your final product meet your teacher's expectations?
Big6 #2: Information Seeking Strategies	<ul style="list-style-type: none"><input type="checkbox"/> Did the books, web sites, and other resources you used meet the needs of the assignment?<input type="checkbox"/> Did you select the best sources available to you? How do you know?
Big6 #3: Location & Access	<ul style="list-style-type: none"><input type="checkbox"/> Did you locate the sources you needed?<input type="checkbox"/> Did you find the information you needed in each source?
Big6 #4: Use of Information	<ul style="list-style-type: none"><input type="checkbox"/> Were you able to effectively identify the information you needed?<input type="checkbox"/> Were you able to effectively take notes or gather information?
Big6 #5: Synthesis	<ul style="list-style-type: none"><input type="checkbox"/> Did you effectively organize information?<input type="checkbox"/> Does your product present the information clearly?
Big6 #6: Evaluation	<ul style="list-style-type: none"><input type="checkbox"/> Does your product meet (or exceed) the assignment requirements?<input type="checkbox"/> Did you use your time well?

Big 6 Resources for Information Literacy

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Teaching the Big 6 Graphic Organizer

<http://www.uwstout.edu/soe/profdev/images/inspirationprojects3-06/big6.gif>

Big 6 Resources

<http://www.uen.org/k12educator/big6/index.shtml> **Have written for permission**

Online Resources to Support BIG6™ INFORMATION SKILLS

This site provides resources for each of the Big 6 steps!

http://nb.wsd.wednet.edu/big6/big6_resources.htm **Have written for permission.**

#1 TASK DEFINITION

The **teAchnology** site provides a variety of free graphic organizers to educators

<http://www.teach-nology.com/worksheets/graphic/>

Thinking Maps© - Thinking Maps integrate thinking skills and mapping techniques examples. Wilkes County School personnel have access to and have been trained to use the Thinking Maps materials.

Inspiration is available for all 4th and 5th grade students on their palms.

Essential Questions and Questioning techniques (Teacher Article)

<http://fno.org/feb04/questionpress.html>

#2 INFORMATION SEEKING STRATEGIES

“Why It's a Good Idea to Evaluate Web Sources”

<http://lib.nmsu.edu/instruction/eval.html>

“Trash or Treasure: Teaching Students - How to Evaluate Internet Resources”

<http://www.bcps.org/offices/lis/models/tips/eval.html>

“Evaluating Internet Resources”

<http://eduscapes.com/tap/topic32.htm>

Hovercraft Knowledge Flow (Kaleidoscope)

<http://www.ncwiseowl.org/kscope/Hovercraft/InfoSkills/KnowFlow/Caution1/KFSM1.htm>

#3 LOCATION AND ACCESS

NC WiseOwl Elementary Zone

<http://www.ncwiseowl.org/zones/elementary/index.htm>

NC Live (Ebsco Host, etc.)*

<http://www.nclive.org/authhome.phtml>

**Media Specialist should have password.*

#4 USE OF INFORMATION

Notemaking and Notetaking Links

<http://www.noodletools.com/debbie/ethical/notelinx.html>

Taking Notes: It's Not Rocket Science

<http://www.big6.com/2002/02/13/taking-notes-its-not-rocket-science/>

Citation Maker (NC WiseOwl)

<http://elementary.oslis.org/resources/cm/mlcitationse>

Noodle Tools Quick Cite page <http://www.noodletools.com/quickcite/>

Easybib page <http://www.easybib.com/>

Multimedia Madness Menu (NC WiseOwl)

<http://www.ncwiseowl.org/kscope/techknowpark/Arcade/Menu.html>

Note Taking Using PowerPoint (You can also do this on the palms—Slideshow To Go)

http://www.big6.com/presentations/PowerPoint_for_Notetaking/index.php

#5 SYNTHESIS

Copyright Information for Kids

<http://www.copyrightkids.org/cbasicsframes.htm>

Cyberbee Copyright Information

http://www.cyberbee.com/cb_copyright.swf

Use Inspiration on the palms to help with organization.

#6 EVALUATION

Kathy Schrock's teacher helper rubrics

<http://school.discovery.com/schrockguide/assess.html#rubrics>

Rubistar

<http://rubistar.4teachers.org/index.php>

MISC.

INTERESTING ARTICLES

“21st Century Skills as a Vision for K-12 Education: What Should Schools and Districts Do?” FETC, Orlando, Florida, January 25, 2007.

<http://www.21stcenturyskills.org/documents/FETC%20Orlando.ppt>

“Information Literacy Models and Comparison Chart.” InfoPeople Project. K-12 Information Curriculum Writing Workshop

http://www.infopeople.org/training/past/2004/k12infolit/handout_infolitmodels.pdf

“Information Literacy for Old Dogs”-17 October 2006 hyalineskies Copyright © 2002-2006 Eston Bond <http://hyalineskies.com/2006/10/information-literacy-for-old-dogs/>

FAKE WEBSITES

“All About Explorers” <http://www.allaboutexplorers.com/index.html>

“California's Velcro Crop under Challenge” (1993)by Ken Umbach”

<http://home.inreach.com/kumbach/velcro.html>

“Dihydrogen Monoxide” - DHMO Homepage <http://www.dhmo.org/>

“Free Forever Dog Island” <http://www.thedogisland.com/>

Save the Northwest Pacific Tree Octopus

<http://zapatopi.net/treeoctopus/>

Unit Planner

Teacher(s) _____ Grade Level/Class _____

Media Specialist _____ Curriculum Specialist _____ ITF _____

Name of Unit:			
Start Date:		Length of Unit:	
Big 6 Skills:	Activities:	Assessment:	Resources:
1. Task Definition			
2. Information Seeking Strategies			
3. Location and Access			
4. Use of Information			
5. Synthesis			
6. Evaluation			

This sample lesson plan using the Big 6 was posted June 12, 2007 on the McDowell County Schools website and can be found at the following address:

http://big6.mcdowell.groupfusion.net/modules/locker/files/group_files.phtml?parent=530000&gid=122721&sessionid=

The “Big6™” is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information, visit:

www.big6.com

Famous Invention and Inventor

Task Definition: Big6 # 1

You are going to create an informational brochure on a famous invention. You will need to include information about how the invention works, how it has changed lives and or the world, biographical information on the inventor, and why the invention was created.

Students will need to research both the inventor and the invention. The brochure will be created using Microsoft Publisher and will have 6 panels.

Information Seeking Strategies: Big6 # 2

Students will determine a list of possible resources needed to research their invention and inventor. Students will determine which information / resources are most important. Resources can include but are not limited to books from the Library, World Book Online and Internet Sites.

Location and Access: Big6 # 3

Students will use the library catalog to locate non-fiction books, biographies, encyclopedias, and other reference books to assist them in their project. Students will search World Book Online for needed information. Students will use search engines to determine websites that provided information needed to complete their project.

Use of Information: Big6 # 4

Students will take notes and answer research questions about their assigned invention and inventor.

Synthesis: Big6 # 5

Students will create an informational brochure on a famous invention and the inventor. Students will need to include information about how the invention works, how it has changed lives and or the world, biographical information on the inventor, and why the invention was created, the problem it solved or the need it met.

Evaluation: Big6 # 6

Students will be evaluated not only on the final product, the brochure, (*Big6 # 5*) but also on their ability to identify available resources and distinguish what resources are best for the needed information (*Big6 # 2*).

Students will also be evaluated on their ability to locate and access these resources and use the information to create the brochure (*Big6 # 3*).

Information Seeking Sources Big6 # 2

One of the most important aspects of doing research is knowing what resources are available and which resource will give you the most accurate information in the timeliest manner.

Think about all of the possible resources for researching your inventor and invention. Remember there are both print and non-print resources. Possibilities include non-fiction books, biographies, encyclopedias, other reference books, magazines, interviews, websites, textbooks, magazines, etc. Using library catalog can help you locate materials in the North Cove library that may be useful in your research. Search Engines can help you find information on the Internet but remember the more specific you can be when searching, usually the better the information.

Brainstorm possible resources:

Locate and Access Big6 # 3

*****List resources that you actually use to get information for your brochure. After completing your research rank the resources from the most useful (1), to the least useful.

Include the following information for each resource used.

Books and Reference Books - Include Title, Author, Call Number

Magazines - Include Title, Volume, Date, Page Number

Encyclopedias and Reference Books - Include Title, Volume Letter and Number, Page

Websites - Include URL (correctly written), Title of Website, Author (if given)

People- Name, Area of Expertise (why they were chosen to be interviewed)

Resources Used	Rank
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Use of Information *Big6 # 4*

Research Questions Student Name _____

The Inventor:

Who created this invention? _____

Biographical information:

Born _____ Died _____

Brief family history and interesting facts about life of inventor.

Other inventions created by this inventor.

Inventor's Accomplishments, Awards, and Recognitions

Why did the inventor create this invention? What problem did it solve or what need did it meet?

The Invention:

What invention are you researching? _____

Briefly describe how this invention works. What does it do?

History of Invention:

How has this invention changed people's lives/ the world? What does it replace? Benefits?

Who would use this invention? Where can this invention be used? How much does it cost?
Where would you purchase this invention?

Project Big6™: Unit Planner

Name: Meghan Finley

School: Arlington Elementary School – Poynette School District

Grade Level & Subject Area(s): 3rd Grade

1. **Problem or Question (How will you engage students and set up the research task?):** You have been hired by the McKenzie Environmental Education Center. You have been assigned a specific endangered animal. Your job is to teach a group of children about the background and awareness of this endangered species.

2. **Correlation of Objectives, Standards, Products, Assessments:**

Objective(s): Students will use technology and media to create and present a research project. This will be accomplished in the Synthesis step.

Standards:

Information and Technology Literacy

A.4.5 Use media and technology to create and present information

Product(s): Students will create an informative eight frame slide show on the computer using Power Point.

Assessments and Criteria: The classroom teacher will complete the student created rubric. Students will complete an "Assessing Group Work Skills" sheet p.93 from Info Tasks for Successful Learning: Building Skills in Reading, Writing and Research by Carol Koechlin & Sandi Zwaan.

Objective(s): Students will investigate an endangered animal. This will be accomplished in the Use of Information step.

Standards:

Science

B.4.1 Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations

Product(s): Students will research different endangered animal websites to learn how certain animals became endangered and what they can do to help.

Assessments and Criteria: Teacher observation during work time and observation how thoroughly the students' Power Point templates have been filled in.

Objective(s): Students will participate productively with partners to create this presentation. This will be accomplished in the Use of Information, Synthesis, and Evaluation, steps.

Standards:

Information and Technology Literacy

D.4.1 Participate productively in workgroups or other collaborative learning environments

Product(s): An informative slide show about endangered animals created by partners.

Assessments and Criteria: Students will complete an "Assessing Group Work Skills" sheet from Info Tasks for Successful Learning: Building Skills in Reading, Writing and Research by Carol Koechlin & Sandi Zwaan.

3. Unit Design & Process:

1. DAY 1 – Task Definition (What needs to be done?)
 1. [Facilitate a discussion about endangered animals](#) and share the book, Endangered Animals; An A to Z of Threatened Species.
 2. Introduce Messy Question: "You have been hired by the McKenzie Environmental Education Center. You have been assigned one specific endangered animal. Your job is to teach about the background and awareness of your animal."
 3. Q & A about project
2. Day 2 - Information Seeking Strategies (What resources can I use?)
 1. As a whole class activity we will create a KWLH chart on paper about endangered animals. (What do we KNOW? What we WANT to know? HOW can we find this information? What did we LEARN?) The "L" section will be left blank.
 2. We will discuss what questions in the "Want" section will help us find our needed information.
3. DAY 3 – Location & Access (Where can I find these resources?)
 1. We will go back to the "H" part of our KWLH chart and discuss the resources that the class suggested.
 2. We will go into the library and I will help the students find where the animal books are located.
 3. We will go into the computer lab. I will demonstrate how to access the "Endangered Animal Hotlist" and allow them to have some time to practice getting to the endangered animal websites.
4. DAY 4 and 5 – Use of Information (What can I use from these resources?)
 1. I will assign endangered animals and partners.
 2. I will demonstrate the Trash and Treasure method.

3. I will hand out the PowerPoint design template. This template will have the guidelines of what will need to be in their presentation.
 4. They will be given time to explore the websites, learn the needed information about their endangered animal, and fill in their template.
5. DAY 6 and 7 – Synthesis (What can I make to finish the job?)
1. I will demonstrate how to use Power Point, insert text, new slide, and insert picture.
 2. The class will use their templates to create a PowerPoint presentation.
6. DAY 8 – Evaluation (How will I know I did my job well?)
1. The students will go back and fill in the “L” section of their KWL chart. They will write about what they learned.
 2. The students will present their PowerPoint presentations.
 3. The students will fill out the “Assessing Group Work Skills Sheet.”
 4. I will fill out a rubric for each presentation.

4. Management:

The first management issue I had was time. Doing the research and then putting it onto the slides took a lot longer than I anticipated. Fortunately, I was able to schedule some long blocks of time in the computer lab and we were able to accomplish a lot. Another problem that I had was two boys finished their slide show very quickly. To keep them busy I made them my “class experts.” They went around helping other partners when they got stuck on something or demonstrating how to insert pictures, etc.

5. Assistive Technology & Learning Style Modifications:

To make sure that all my students were involved and able to keep up with each task I partnered them up with a classmate. This way they were able to help each other with the reading, learning the new program, and keeping up with each task.

6. Comments & Additional Information:

- The websites the students found their information on were:
<http://www.nwf.org/wildlife/>
<http://www.enchantedlearning.com/coloring/>
<http://www.kidsplanet.org/factsheets/map.html>
- I collaborated with the library assistant while we were working in the computer lab. She was able to assist while the students were learning how to use Power Point.

Endangered Animal Websites



<http://www.nwf.org/wildlife/>



!

<http://www.enchantedlearning.com/coloring>



[tml](http://www.kidsplanet.org/factsheets/map.html)

<http://www.kidsplanet.org/factsheets/map.h>

Beginner Works Cited

Citation Maker - <http://elementary.oslis.org/resources/cm/mlacitationse>

Print Resources

Books

1. Author _____

Title of Book _____

Date of Publication (Copyright) _____

2. Author _____

Title of Book _____

Date of Publication (Copyright) _____

3. Author _____

Title of Book _____

Date of Publication (Copyright) _____

4. Author _____

Title of Book _____

Date of Publication (Copyright) _____

Encyclopedia Article

1. Author (if known) _____

Title of Article _____

Title of Encyclopedia _____

Date of Publication (Copyright) _____

2. Author (if known) _____

Title of Article _____

Title of Encyclopedia _____

Date of Publication (Copyright) _____

Non-Print Resources

Webpage (Professional)

1. Author (if known) _____

Title of Web Page _____

Date Accessed _____

URL (Web address) _____

2. Author (if known) _____

Title of Web Page _____

Date Accessed _____

URL (Web address) _____

3. Author (if known) _____

Title of Web Page _____

Date Accessed _____

URL (Web address) _____

Online Encyclopedia

1. Author (if known) _____

Title of Article _____

Name of Encyclopedia _____

Date Accessed _____

URL (website address) _____

2. Author (if known) _____

Title of Article _____

Name of Encyclopedia _____

Date Accessed _____

URL (website address) _____

Works Cited

Citation Maker - <http://elementary.oslis.org/resources/cm/mlacitationse>

Print Resources

Books

1. Author _____

Title of Book _____

Place of Publication (city) _____

State (abbreviation) _____

Publisher _____

Date of Publication (Copyright) _____

2. Author _____

Title of Book _____

Place of Publication (city) _____

State (abbreviation) _____

Publisher _____

Date of Publication (Copyright) _____

3. Author _____

Title of Book _____

Place of Publication (city) _____

State (abbreviation) _____

Publisher _____

Date of Publication (Copyright) _____

4. Author _____

Title of Book _____

Place of Publication (city) _____

State (abbreviation) _____

Publisher _____

Date of Publication (Copyright) _____

Encyclopedia Article

1. Author (if known) _____

Title of Article _____

Title of Encyclopedia _____

Place of Publication (city) _____

State (abbreviation) _____

Publisher _____

Date of Publication (Copyright) _____

2. Author (if known) _____

Title of Article _____

Title of Encyclopedia _____

Place of Publication (city) _____

State (abbreviation) _____

Publisher _____

Date of Publication (Copyright) _____

Non-Print Resources

Webpage (Professional)

1. Author (if known) _____

Title of Web Page _____

Sponsoring Organization/Institution _____

Date Accessed _____

URL (Web address) _____

2. Author (if known) _____

Title of Web Page _____

Sponsoring Organization/Institution _____

Date Accessed _____

URL (Web address) _____

3. Author (if known) _____

Title of Web Page _____

Sponsoring Organization/Institution _____

Date Accessed _____

URL (Web address) _____

Online Encyclopedia

1. Author (if known) _____

Title of Article _____

Name of Encyclopedia _____

Name of Database _____

Date Accessed _____

URL (website address) _____

2. Author (if known) _____

Title of Article _____

Name of Encyclopedia _____

Name of Database _____

Date Accessed _____

URL (website address) _____

Assessment Rubrics

Let students know ahead of time what their expectations are and/or let them design the rubric.

NCDPI Features and Conventions and Content Rubrics

NCDPI "Writing Across the Curriculum 5-9" pp.35-37

<http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf>

For more information please visit:

<http://edtech.kennesaw.edu/intech/rubrics.htm>

Student Self Assessment 3 - 5

Name _____ Date _____

I used a variety of resources to gather facts.

Not quite Almost there Way to go!

I wrote a rough draft.

Not quite Almost there Way to go!

I shared my rough draft with a friend.

Not quite Almost there Way to go!

I revised my rough draft.

Not quite Almost there Way to go!

My writing included facts from my research.

Not quite Almost there Way to go!

My writing has good sentence structure.

Not quite Almost there Way to go!

I used correct principles of grammar.

Not quite Almost there Way to go!

I edited for correct use of capitalization, punctuation, and spelling.

Not quite Almost there Way to go!

I published my writing.

Not quite Almost there Way to go!

My research was presented in the correct form.

Not quite Almost there Way to go!

I used the Big 6 steps.

Not quite Almost there Way to go!

Teacher Assessment 3 - 5

Name _____ Date _____

A variety of resources were used to gather facts.

Not quite Almost there Way to go!

A rough draft was written.

Not quite Almost there Way to go!

The rough draft was revised.

Not quite Almost there Way to go!

Writing included facts from the research.

Not quite Almost there Way to go!

The writing followed appropriate grade level conventions.

Not quite Almost there Way to go!

The writing was published.

Not quite Almost there Way to go!

The research was presented in the correct form.

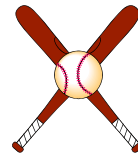
Not quite Almost there Way to go!

The Big 6 steps were used.

Not quite Almost there Way to go!

Teacher comments:

Student Self-Assessment 3 - 5



Name _____ Peer Editor _____

Use the following scale to evaluate your performance on this post card.

- Strike Out** - I did not meet the requirements of the post card.
Single - I met some, but not all of the requirements of the post card.
Double - I met most of the requirements of the post card.
Triple - I met the requirements of the post card.
Home Run - I went beyond the requirements of the post card by giving my best effort and adding something extra.

My post card was planned with a storyboard, revised, and edited by a peer editor.

Strike Out Single Double Triple Home Run

My post card included proper capitalization, punctuation, and spelling.

Strike Out Single Double Triple Home Run

My post card was edited for correct principles of grammar.

Strike Out Single Double Triple Home Run

My post card had the correct address for a local representative in Congress.

Strike Out Single Double Triple Home Run

My post card had a stamp on it that was created using a scanner.

Strike Out Single Double Triple Home Run

My post card had a graphic on the front that I took with a digital camera.

Strike Out Single Double Triple Home Run

My post card gave at least one reason "why" a local representative in Congress should help save the rain forest.

Strike Out Single Double Triple Home Run

Assessment 3 - 5



Name _____ Peer Editor _____

Use the following scale to evaluate your performance on this post card.

- Strike Out** - I did not meet the requirements of the post card.
Single - I met some, but not all of the requirements of the post card.
Double - I met most of the requirements of the post card.
Triple - I met the requirements of the post card.
Home Run - I went beyond the requirements of the post card by giving my best effort and adding something extra.

The post card was planned with a storyboard, revised, and edited by a peer editor.

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The post card had a stamp on it that was created using a scanner.

Strike Out Single Double Triple Home Run

The post card had a graphic on the front that I took with a digital camera.

Strike Out Single Double Triple Home Run

The post card gave at least one reason "why" a local representative in Congress should help save the rain forest.

Strike Out Single Double Triple Home Run

Student Self-Assessment 3 - 5

Name _____ Peer Editor _____

Use the following scale to evaluate your performance on this slide show.

Empty Bowl - I did not meet the requirements of the slide show.

1 Scoop - I met some, but not all of the requirements of the slide show.

2 Scoops - I met the requirements of the slide show.

Extra

Toppings - I went beyond the requirements of the slide show by giving my best effort and adding something extra.



My slide show was planned with a storyboard and edited by a peer editor.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My slide show was edited for correct use of grammar and mechanics.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My slide show demonstrated alliteration.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My slide show included adjectives, nouns, verbs and adverbs.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My slide show included a beginning and ending slide.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My slide show graphics supported the topic of the slide.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My slide show included sound that appropriately enhanced the presentation.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My slide show demonstrated creativity and originality.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

Assessment 3 - 5

Name _____ Peer Editor _____

Use the following scale to evaluate your performance on this slide show.

Empty Bowl - I did not meet the requirements of the slide show.

1 Scoop - I met some, but not all of the requirements of the slide show.

2 Scoops - I met the requirements of the slide show.

Extra

Toppings - I went beyond the requirements of the slide show by giving my best effort and adding something extra.



Slide show was planned with a storyboard and edited by a peer editor.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

Slide show was edited for correct use of grammar and mechanics.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

Slide show demonstrated alliteration.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

Slide show included adjectives, nouns, verbs and adverbs.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

Slide show included a beginning and ending slide.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

Slide show graphics supported the topic of the slide.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

Slide show included sound that appropriately enhanced the presentation.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

Slide show demonstrated creativity and originality.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings



Student Self-Assessment

Name _____ Date _____

I compared and described different animals in the ways they look and move.

Observer 

Investigator 

Expert 

I compared various animal groups and how they are alike and different.

Observer 

Investigator 

Expert 

I described and compared characteristics of different animals.

Observer 

Investigator 

Expert 

I identified and described habitats of animals and their characteristics.

Observer 

Investigator 

Expert 

I grouped animals using pictures by observable characteristics such as body covering and number of legs.

Observer 

Investigator 

Expert 

I used a database to enter information, make comparisons, and draw conclusions.

Observer 

Investigator 

Expert 



Assessment

Name _____ Date _____

You compared and described different animals in the ways they look and move.

Observer



Investigator



Expert



You compared various animal groups and how they are alike and different.

Observer



Investigator



Expert



You described and compared characteristics of different animals.

Observer



Investigator



Expert



You identified and described habitats of animals and their characteristics.

Observer



Investigator



Expert



You grouped animals using pictures by observable characteristics such as body covering and number of legs.

Observer



Investigator



Expert



You used a database to enter information, make comparisons, and draw conclusions.

Observer



Investigator



Expert



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