

Information Literacy Strand
BIG6™ Information Problem-Solving Skills
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#1 Task Definition “WHAT”

- 1.1 Define the problem.
- 1.2 Identify the information needed.
 - What do I need to do?
 - What do I want to know?



#2 Information Seeking Strategies “THINK”

- 2.1 Determine all possible sources.
- 2.1 Select the best source.
 - What can I use to find what I need?
 - How can I find some ideas?



#3 Location and Access “WHERE”

- 3.1 Locate sources.
- 3.2 Find information within sources.
 - Where can I find what I need?
 - Where would I go to look for these ideas?



#4 Use of Information “USE”

- 4.1 Engage (e.g., read, hear, view, taste, feel).
- 4.2 Extract relevant information.
 - What information can I use?
 - Will I read, listen or look?



#5 Synthesis “SHOW”

- 5.1 Organize information from multiple sources.
- 5.2 Present the result.
 - How can I put my information together?
 - What could I make to show what I have learned?



#6 Evaluation “EVALUATE”

- 6.1 Judge the result (effectiveness)
- 6.2 Judge the process (efficiency)
 - How will I know if I did well?
 - Did I get what I needed?
 - Did I do my job well?
 - What could I have done to make it better next time?



Here are just a few problems solving books:

Buehner, Caralyn and Mark:

Snowmen At Nigh
A Job for Wittilda
Superdog: The Heart of a Hero
My Monster Mama Loves Me So
The Adventures of Taxi Dog
Harvey Potter's Balloon Farm
Fanny's Dream
My Life With the Wave
Niccolini's Song
The Adventures of Taxi Dog
Snowmen At Christmas

Helen Lester

Tacky the Penguin
Me First
It Wasn't My Fault
Hooway For Wodney Wat
Hurt Feelings
It Wasn't My Fault
Listen, Buddy
Me First

Tomie de Paola

The Art Lesson
Big Anthony and the Magic Ring
Big Anthony and His Story
Boss For A Day
Jamie O'rourke And The Big Potato: An Irish Folktale
The Knight And The Dragon
The Legend of the Indian Paintbrush
Stagestruck
Stega Nona
Stega Nona: Her Story
Most of Tomie dePaola books

Gackenbach, Dick

Dog for A Day
Harry and the Terrible Whatzit

Task

1. Select one problem you found in the story.
2. Write or draw two solutions to solve the problem you selected.
3. Mark the assessment guide

You've Got It!	Almost There!	Getting Close!	Take Another Look
<p>Could give two ideas to solve the problem</p>	<p>Could give one idea to solve the problem</p>	<p>Could only give one ideas with teacher help to solve the problem.</p>	<p>Could give no ideas to solve the problem.</p>

Problem Solving Activity:

List all the problems each character had to face.

List all the ways you would solve each of the characters problems.

Task Definition	
Information Seeking Strategies	
Location and Access	
Use of Information	
Synthesis	
Evaluation	

<p>Grade Level/Subject: Science and Library Media Reading Level: 2</p>	<p>Title: <i>The Life Cycle of Butterflies</i></p>
<p>Core Curriculum: Science Standards: Students will compare changes and adaptations of plants and animals</p> <p>Objectives: * Identify and compare changes plants and animals make that are related to the seasons. -Communicate ways animals adapt to seasonal changes. -Model seasonal changes in plants. -Describe a relationship between a seasonal change in plants and a seasonal change in animals.</p> <p>Language Arts Standards: Students use prior knowledge to comprehend new information and construct meaning. Objectives: *Assimilate new ideas introduced through pictures and print. -Make connections between prior knowledge and new information. -Use new information in writings, drawings, and play. * Make connections between personal experience and print. -Relate new ideas to existing knowledge. -Create mental images from pictures and print. -Use illustrations to access prior knowledge. -Generate questions from the reading. *Record thoughts through writings, drawings, and projects.</p> <p>Library Media: Information Literacy Big6™ Information Problem Solving Literature 2nd grade core.</p>	
<p>Level of Instruction:</p>	<p>Big6™ Information Problem Solving:</p>
<p>Introduced: By library media teacher during media time</p>	<p>Task Definition: Students will develop a deeper appreciation for nature and the insect world around them. Students will write an information report on the life cycle of butterflies and produce a creative project.</p>
<p>Reinforced: As set by students and teachers</p>	<p>Information: Seeking Strategies: Students will brainstorm all the possible sources they can use to gain information on the life cycle of butterflies. Students will select the best sources.</p>
<p>Expanded: Activities set with students and teachers</p>	<p>Location and Access: Students will use the library, computer lab, classroom, playground and the world to locate needed information.</p>
<p>Teaching Method: Face to face in the library</p>	<p>Use of Information: Students will read, hear, view resources and take notes on information gained.</p>
<p>Who's Teaching What: Classroom Teacher and Media Teacher</p>	<p>Synthesis: Students will produce a written report and creative project showing what they have learned and share it with the class.</p>
	<p>Evaluation: Students will fill out an assessment-scoring guide.</p>

Overview: Students observe the life cycle of a Painted Lady butterfly. Read and take notes from books, video, Internet sites and personal observations.

Purpose: Students will:

- Understand and identify the life cycle of the butterfly.
- Identify the physical characteristics of the butterfly.
- Recognize the importance of all living animals.

Resources/Materials:

1. Ehlert, Lois, *Waiting for Wings*. San Diego: Harcourt, Inc., 2002
2. Watts, Barrie, *Butterflies and moths* Watts. New York: c1991.
3. Pascoe, Elaine, *Butterflies and moths*, Woodbridge, Conn. Blackbirch Press, c1997.
4. Hamilton, K. R. *The butterfly book: attracting, raising, and keeping butterflies*. Santa Fe, NM John Muir Publications, c.1997
5. Frost, Helen, *Butterfly Eggs*. Mankato, Minnesota: Pebble Books, 1999.
6. Frost, Helen, *Monarch Butterflies*. Mankato, Minnesota: Pebble Books, 1999.
7. Frost, Helen, *Butterfly Colors*. Mankato, Minnesota: Pebble Books, 1999.
8. Frost, Helen, *Caterpillars*. Mankato, Minnesota: Pebble Books, 1999.
9. Saunders-Smith, Gail. *Butterflies*. Mankato, Minnesota: Pebble Books, 1999.
10. Shapiro, Karen. *Butterflies*. New York: Scholastic Inc., 2001.
11. Butterflies Video Produced by Carolina Biological Supply Comp.

Activities and Procedures:

- Students will observe and raise Painted Lady Butterflies from egg to adult butterfly.
- Watch Butterflies videos
- Students will do research on the life cycle of the butterflies.
- Students will create a butterfly journal and share their findings with the class.
- Research will include using, books, videos, CD-ROMs, and Internet.
- Students will search SIRS Discoverer and Searchasaurus.

Extension:

- Create their own experiment to observe the life cycle of Butterflies.
- On-line resources for the butterflies.
 - <http://www.monarchwatch.org/> Education site dedicated to providing information on using Monarchs in the classroom.
 - <http://www.earthsbirthday.org/activitykit/2.html/> read fun facts about butterflies and learn all about their life cycle.
 - <http://www.naturepark.com/pladyinf.htm> read up on these butterflies that are common in temperate regions of North America.

Evaluation: Big6™ Assessment scoring guide created and scored by students, teacher and SLM teacher.

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