

Strategies for Early Learners Using the Super3

Super3—Do

“Where can I (we) find what I (we) need?”

- Have older students work with one or a pair of younger students to locate those sources identified step 2 of planning.
- Tell young students where you located the source that you will use, if it is a whole class activity.
- Young children can learn which sections of the library contain nonfiction and reference materials.
- Students in second grade are probably ready to locate encyclopedia articles by the first letter of the volume. They will need help, however, locating and reading the specific article within the volume. Using the index is developmentally inappropriate for this age child.
- ABC activity: Each pair of second grade students looks at their topic (example: planet name such as Pluto) and gets that encyclopedia. Show a transparency of the alphabet and have students locate the second letter of their planet name. Using a vis-a-vis pen, divide the alphabet into thirds. Have the students choose the part (beginning, middle, or end) of the alphabet where the second letter falls. Tell them that they should open to either the beginning, middle, or close to the end of the encyclopedia to save time. Find the article (with teacher and librarian help as appropriate) and have pairs of students mark the beginning and end with small Post-it© notes.
- When locating web pages, early learners should be using bookmarks or web links from your school’s page. The pages should be graphic, not text, intensive. Students should be able to gain information from graphics or have older students or adults read to them.
- Using the library’s online catalog is not necessarily appropriate for Kindergarten and first graders. Successful use depends on accurate spelling and the ability to understand author, title, and subject. And, students must be able to locate the books on the shelf. There are a number of appropriate activities that librarians can use to instruct Kinder and first graders in the understanding of shelf arrangement before they are introduced to the online catalog. Second graders are usually ready for the online catalog, but still have some difficulty. I have told students that they should ask for help on spelling by bringing a pencil and paper to an older student or to the librarian, aide or volunteer. Keep those supplies by the terminals. Of course, you will instruct students in the skills needed to use the online catalog before individual use.

Notes and additional strategies: