

## **Strategies for Early Learners Using the Super3**

### **Super3—Do cont...**

#### **“What information can I (we) use?”**

Note taking triad (whole class activity):

1. Have the class listen for the information defined in Big6 #1 as the teacher or librarian reads from a nonfiction book. Start with one book, increasing to two or more as the year progresses (as necessary).
2. As the teacher or librarian reads, the students should identify the information needed by raising their hands or calling attention to the relevant passage in some way.
3. The relevant information is recorded in the student’s own words if possible. Record on a chart tablet or blackboard.
4. Cite the source (in a simple fashion) and explain what you are doing and the importance of giving credit to others’ work.

(This is called a triad, because the librarian and teacher often collaborate on this—one reads while the other records. Of course, it can be done with one adult doing both the reading and recording.)

Individual or pairs of students:

Have older students or parent helpers (Big6 Buddies) help the younger students locate their specific information as defined in Big6 #1. The “Big6 Buddies” should tell the younger students what they are doing each step of the way and how they take notes. If possible, the younger students will listen as the Big6 Buddy reads aloud the relevant passage. The younger student should identify the correct “answer” and the Buddy should record it in the words of the younger student or explain it in simplified way that the younger student can understand before recording. If the younger student does not identify the relevant information, the Buddy should stop and explain why that is the “correct answer.”

Some second graders are ready to read for knowledge-level facts, but should not be expected to do so.

**Notes and additional strategies:**