Super3 Webinar

1) Overview of the Super3
2) Exercises - Super3
3) The Super3 and the Big6
4) Implementation in context
5) Q&A

Super3: it's like a story…

Plan
Do
Review

Super3: What is it?

- A process:
  - a way of doing things
  - a course of action
  - a plan
  - an approach
  - a method
- A framework for students to learn how to get things done
- A simple, familiar pattern, easy for children to remember

Super3: Who uses it?

- Young learners
- Preschool through grade 3
- Students, classroom teachers, teacher-librarians, technology teachers, reading teachers, care givers, parents, families

Super3: Why use it?

The Super3 helps young learners in all curriculum areas.

The Super3 process is widely applicable:
- Schoolwork
  - to complete a worksheet or make a picture
- Recreation
  - to improve at soccer or learn to play checkers
- Decision-making in personal life
  - what game to play with a friend, or what birthday present to get for mom

Plan: Beginning

I think about my task and how I will complete my project.

- What am I supposed to do?
- What will a “good job” look like?
- What information do I need?
- Where will I get my information?
- What is my plan?

M. Eisenberg/L. Robinson
Do: Middle

I do my work.
✓ I get the information I need.
✓ I put it all together.
✓ I might read, draw pictures, use the computer, or write.
✓ I cite my sources.

Review: End

I check my work to make sure it is complete.
✓ Is my job done?
✓ Did I do what I was supposed to?
✓ Did I cite my sources?
✓ Do I feel okay about my work?
✓ Do I need to do anything else before I turn it in?

Super3 Farm Animal Project

Assignment:
Pick an animal that we have been studying.
Draw a picture of it and write 3 complete facts about the animal.

Themes of the Super3

1. The Super3 is all about helping children to think about, recognize, and talk about “process.”
2. The Super3 provides a common vocabulary for talking about process.
3. The Super3 is adaptable and flexible; it can be applied to any subject area, assignment, or decision.
4. Using the Super3 is not always a linear. Sometimes students jump around or loop back.
5. The Super3 is a simplified version of the information problem-solving process. It leads naturally to a more detailed explanation—the Big6.

Super3 to Big6

<table>
<thead>
<tr>
<th>PLAN</th>
<th>Task Definition</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Information Seeking Strategies</td>
</tr>
<tr>
<td>DO</td>
<td>Location &amp; Access</td>
</tr>
<tr>
<td></td>
<td>Use of Information</td>
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<tr>
<td></td>
<td>Synthesis</td>
</tr>
<tr>
<td>REVIEW</td>
<td>Evaluation</td>
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</table>

Teaching the Super3

Plan: Beginning
- Have students evaluate samples.
- Give LESS rather than more direction on assignments.
- Encourage students to ask questions.
**Teaching the Super3**

**DO**: Middle
- Modeling, teaching, learning.
- Educators do this everyday.
- Always encourage students to cite sources when reporting information.

**Review**: End
- Build in frequent check-in times and breaks as students work.
- Use checklists, questionnaires, and rubrics to help give students guidelines for checking their work.
- Review work in multiple settings: formal or informal, simple or more complex, whole class, small group or individual.

**Citing Sources**
- It is important for students to tell where they found their information.
- It makes their work more trustworthy.
- Use Super3 Sam’s Citing Stickers!

**Other Super3 Ideas**
- Super3 Dinosaurs (Green Bay, WI)
- PLANasaurus
- DOasaurus
- REVIEWasaurus
- Create your own Super3 mascot - make posters, bookmarks, and coloring pages with your character.

**The Super3 in Your Context**
- How is the Super3 applicable to you?
- When and how could you use the Super3 with young learners?
- Create an activity or lesson that you could implement using the Super3.

**Final Point…**
Think….process!

The **Super3** process!

M. Eisenberg/L. Robinson
Name: ______________________________________

Process 1

PROCESS CHART

BEGINNING: Plan

MIDDLE: Do

END: Review

Figure 4.1 Process 1

Name: ____________________________________________

Process 2

Before I start I will___________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
In order to complete this assignment I will________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
I will know my job is complete when___________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Figure 4.3 Process 2

Figure 4.19 **Do 2**

Name: 

**Review 2**

I followed all directions. 😊😊😊

I found all the information I needed. 😊😊😊

I answered all questions. 😊😊😊

I did my best work. 😊😊😊

I checked my work for mistakes. 😊😊😊
### Exercise

<table>
<thead>
<tr>
<th>Student Action</th>
<th>Super3 Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Views a video on whales.</td>
<td></td>
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<tr>
<td>Looks over a worksheet to make sure it’s all done.</td>
<td></td>
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<tr>
<td>Chooses a topic for a project.</td>
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<tr>
<td>Listens to a story.</td>
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<tr>
<td>Realizes that she’s not sure what she is supposed to do.</td>
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<tr>
<td>Decides that he needs a book about butterflies.</td>
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<tr>
<td>Goes to the library to use a computer.</td>
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<tr>
<td>Uses the Paint program to create a title page.</td>
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</tbody>
</table>
Exercise: Student Actions – Super3 Matching

<table>
<thead>
<tr>
<th>Curriculum Situation:</th>
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<tr>
<td>1st Grade students gather information and complete a report about a place near their home (for example: a park, museum, zoo, community center).</td>
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<th>Actions</th>
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<th>Explanation</th>
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<tr>
<td>Students work in the computer lab of the library media center using pre-selected websites.</td>
<td></td>
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<tr>
<td>The classroom teacher discusses how to select a place.</td>
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<tr>
<td>Students explain what was the hardest part of the assignment.</td>
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Exercise:  
Student Actions – Super3 Matching

<table>
<thead>
<tr>
<th>Curriculum Situation:</th>
<th>2nd grade students set “goals for the month” for themselves in reading, writing, and math.</th>
</tr>
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<tbody>
<tr>
<td>Actions</td>
<td>Super3</td>
</tr>
<tr>
<td>The classroom teacher and the students talk about “goals” and what they will be learning this month.</td>
<td></td>
</tr>
<tr>
<td>Using a “poor” example of a completed checklist, the teacher and students discuss whether it was done correctly.</td>
<td></td>
</tr>
<tr>
<td>The students fill out a Super3 Planning worksheet that includes the 3 subjects and a place to write their goals.</td>
<td></td>
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## Exercise:
**Student Actions – Super3 Matching**

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Plan 3

What will I need to complete my task?

- Computer
- Art Supplies
- Books
- Teacher
- Family/Friends
- Paper/Pencil

Other: Other: Other:

Figure 4.9 Plan 3

Do 5

Story Chart

BEGINNING

MIDDLE

END

Figure 4.25 Do 5
My favorite part of this assignment was _____________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

The hardest part of this assignment was _____________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Here is a matching exercise for students when they make the transition:

1. Task Definition
2. Information Seeking Strategies
3. Location and Access
4. Use of Information
5. Synthesis
6. Evaluation

Figure 5.2 Big6 Super3 Matching
## Curriculum topic/assignment – Super3 connection

<table>
<thead>
<tr>
<th>Curriculum or Assignment</th>
<th>Super3</th>
<th>Possible Actions</th>
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<tbody>
<tr>
<td>Kindergarten class working on making a picture of signs of Spring.</td>
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<tr>
<td>2nd grade class doing short readings and answering questions.</td>
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<tr>
<td>Teacher explaining about what’s on tomorrow’s quiz.</td>
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<tr>
<td>Parent helping with math homework.</td>
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<tr>
<td>Planning the “animals” report.</td>
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<tr>
<td>Selecting a holiday gift for someone.</td>
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# Curriculum topic/assignment – Super3 connection

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