Super3 Webinar

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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   Beginning

Do   Middle

Review   End

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

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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

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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?

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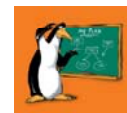
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Do: Middle

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

PLAN	Task Definition
	Information Seeking Strategies
DO	Location & Access
	Use of Information
	Synthesis
REVIEW	Evaluation

Teaching the Super3

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

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Teaching the **Super3**

Do: Middle

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

Teaching the **Super3**

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**

Super3
- **Plan**
- **Do**
- **Review**

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**

Name:_____

Do 2

Touch (feeling)

Smell (smelling)

Sound (hearing)

Sight (seeing)

Taste (tasting)

Figure 4.19 **Do 2**

Super3
- **Plan**
- **Do**
- **Review**

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.

Figure 4.37 **Review 2**

Exercise

Student Action	Super3 Stage
Views a video on whales.	
Looks over a worksheet to make sure it's all done.	
Chooses a topic for a project.	
Listens to a story.	
Realizes that she's not sure what she is supposed to do.	
Decides that he needs a book about butterflies.	
Goes to the library to use a computer.	
Uses the Paint program to create a title page.	

Exercise:
Student Actions – Super3 Matching

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

Exercise:
Student Actions – Super3 Matching

Curriculum Situation:	2nd grade students set "goals for the month" for themselves in reading, writing, and math.	
Actions	Super3	Explanation
The classroom teacher and the students talk about "goals" and what they will be learning this month.		
Using a "poor" example of a completed checklist, the teacher and students discuss whether it was done correctly.		
The students fill out a Super3 Planning worksheet that includes the 3 subjects and a place to write their goals.		

Exercise:
Student Actions – Super3 Matching

Curriculum Situation:		
Super3	Actions	Explanation
PLAN		
DO		
REVIEW		

Name:_____

Plan 3

What will I need to complete my task?

Computer	Art Supplies	Books
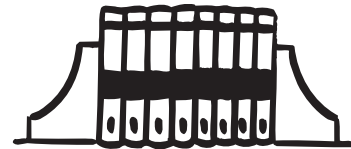
Teacher	Family/Friends	Paper/Pencil
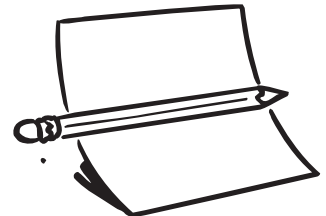
Other:	Other:	Other:

Figure 4.9 **Plan 3**

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Name:_____

Do 5

Story Chart

BEGINNING

MIDDLE

END

Figure 4.25 **Do 5**

Name:_____

Review 1

My favorite part of this assignment was _____

_____

_____.

The hardest part of this assignment was _____

_____

_____.

Figure 4.35 **Review 1**

Here is a matching exercise for students when they make the transition:

1 **Task Definition**

Plan

2 **Information Seeking Strategies**

3 **Location and Access**

Do

4 **Use of Information**

5 **Synthesis**

Review

6 **Evaluation**

Figure 5.2 **Big6 Super3 Matching**

Curriculum topic/assignment – Super3 connection

Curriculum or Assignment	Super3	Possible Actions
Kindergarten class working on making a picture of signs of Spring.		
2nd grade class doing short readings and answering questions.		
Teacher explaining about what's on tomorrow's quiz.		
Parent helping with math homework.		
Planning the "animals" report.		
Selecting a holiday gift for someone.		

Curriculum topic/assignment – Super3 connection

Curriculum or Assignment	Super3	Possible Actions