

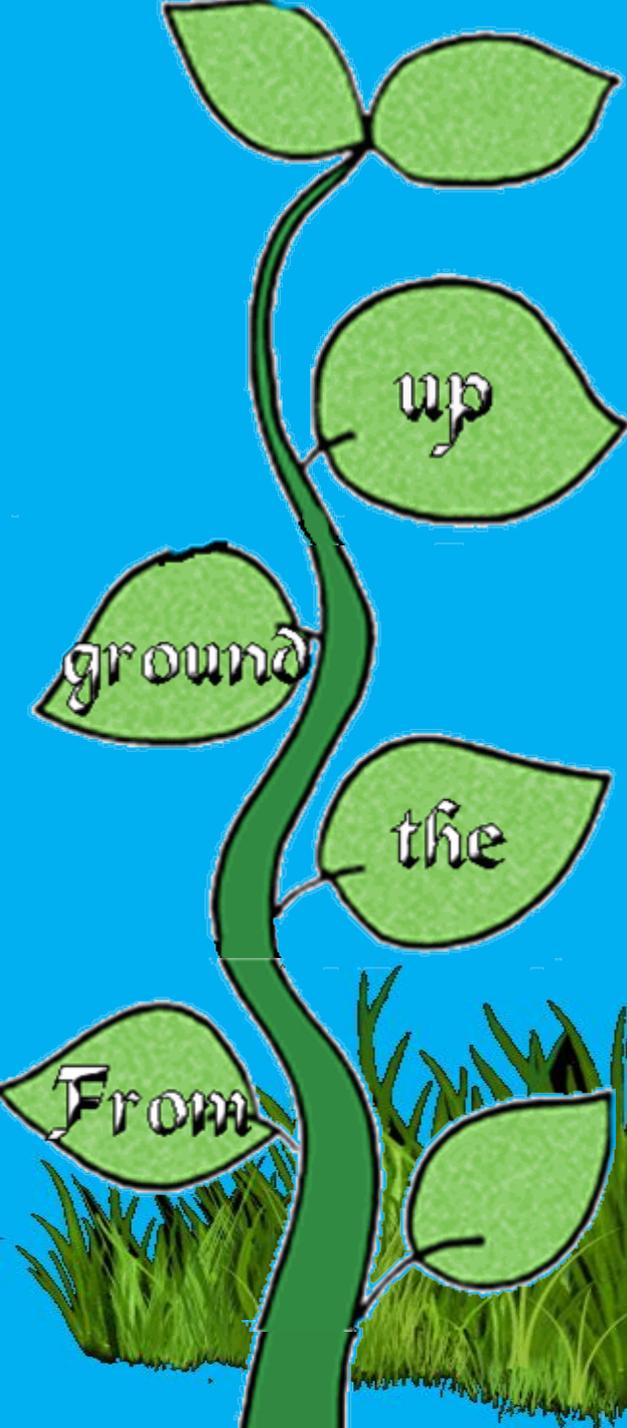
# Information Literacy for Littlies

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Dromkeen Librarian's Award 2003



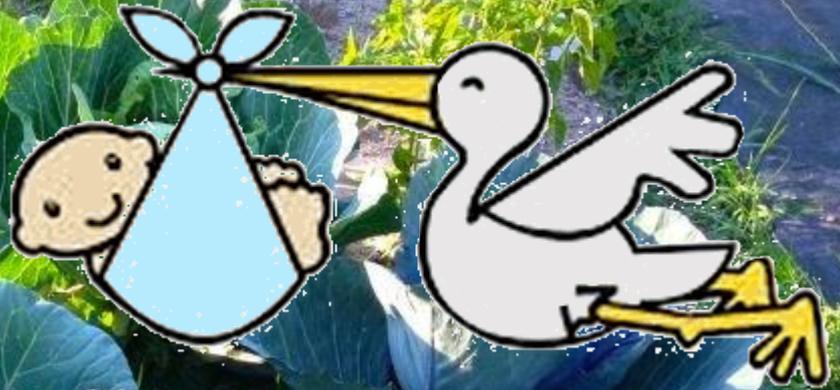
Why is the  
sky blue?



Does it hurt  
when the egg  
comes out?



Where did  
I come  
from?



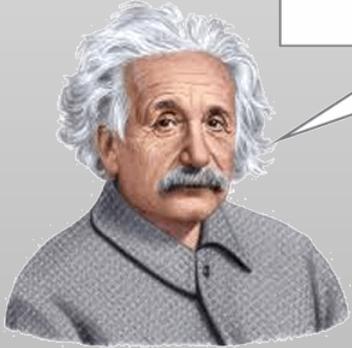
Who in the world am I?  
Ah, that's the great puzzle.

From the moment they are able to articulate their thoughts children have questions. It is their way of making connections that help them make sense of their world.



Carroll, L (1865). *Alice's Adventures in Wonderland*  
Illustration by [John Tenniel](#) (public domain)

**I have no special talents.  
I am only passionately curious.**



Einstein, A. (March 11, 1952) In *Letter to Carl Seelig*  
[translation] Einstein Archives 39-013

A person soon learns  
how little they know  
when a child begins  
to ask questions.



**ROTTEN & CARDS** USA

**How can we maintain  
the curiosity  
and help them find  
their own answers?**

**How can we  
help them ...**

**ask  
quality  
questions**

**find  
appropriate  
resources**

**sort  
their  
information**

**use  
clues & cues  
to choose**

**identify  
their  
purpose**

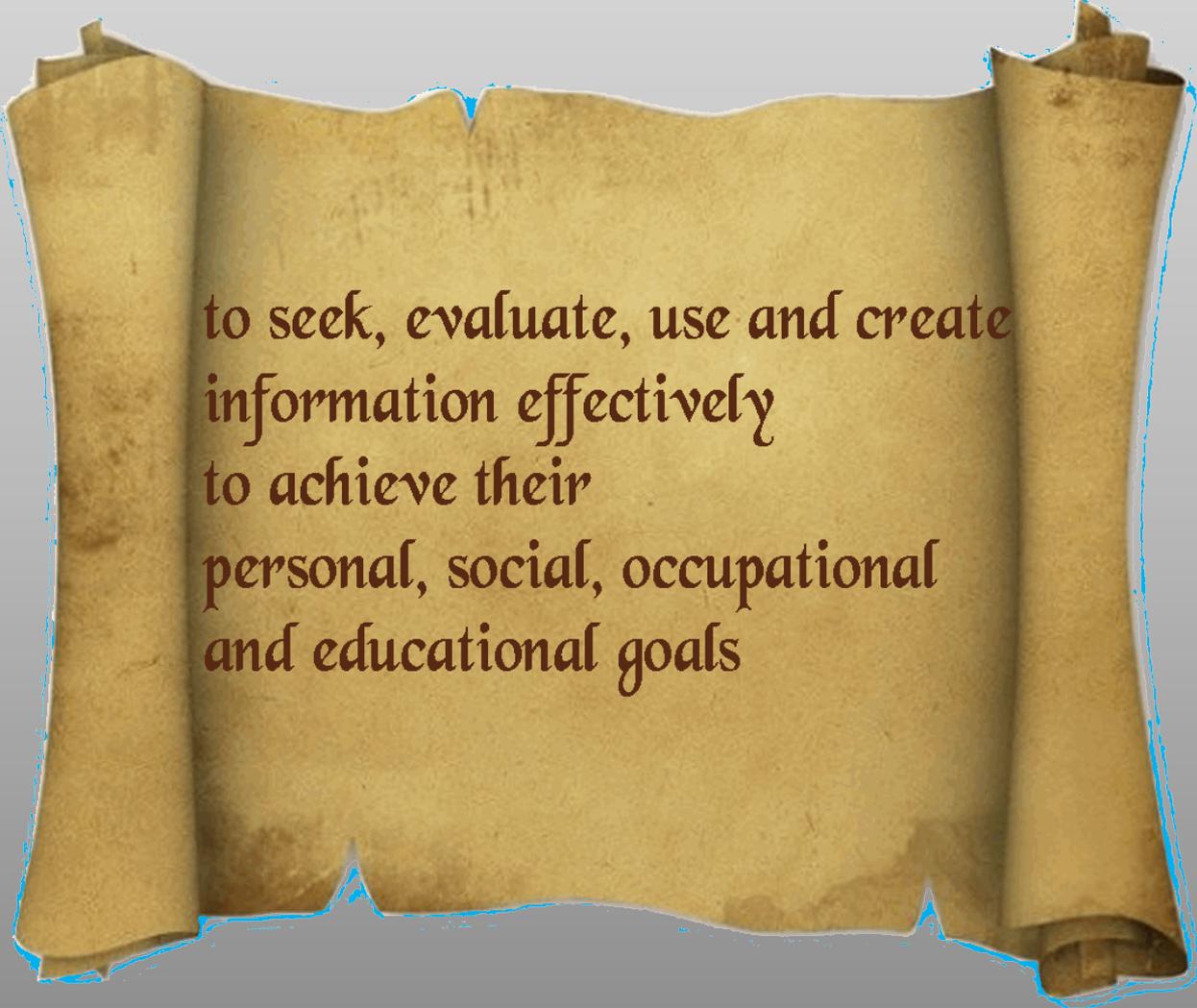
**share  
their  
learning**

**assess  
their  
work**

**act on  
what  
they've  
learned**



How can we  
help them ...



to seek, evaluate, use and create  
information effectively  
to achieve their  
personal, social, occupational  
and educational goals

The Information Literacy Process provides a scaffold that can support their journey from question to answer.



**Defining**

*What do I want to know?*



**Locating**

*Where can I find the information I need?*



**Selecting**

*How can I use these resources well?*



**Interpreting**

*What is the information telling me?*



**Organising**

*How can I sort what I've found?*



**Presenting**

*How can I share what I've learned?*



**Assessing**

*What have I learned?*



**Reflecting**

*So what?  
Now what?*

## Information Literacy

- is about being able to *locate, interpret and use information sources* in a variety of formats to satisfy an information need or create new information
- is an *across-curriculum perspective* which provides a *scaffold* for all information problems regardless of curriculum area
- supports, connects and embeds the *key competencies* of
  - thinking
  - using language, symbols and texts
  - managing self
  - relating to others
  - participating and contributing
- fits within the *inquiry-based* pedagogy and is most effective when *integrated* into regular learning in *collaboration* with the classroom teacher
- promotes *critical* and *creative thinking*
- is about the *process* rather than the product
- is *cyclic* rather than linear with its different parts getting more or less attention according to need
- is based on a *constructivist* approach with expertise being built on experience so the earlier students start to use it the more proficient they will become
- helps overcome the *feelings of doubt, anxiety and confusion* associated with research projects as identified by [Kuhlthau](#)
- enables students to become *independent thinkers* and *lifelong learners*

A gravel path winds through a forest of eucalyptus trees. The path is made of light-colored gravel and is flanked by tall, thin trees with dense green foliage. The ground is covered in shadows from the trees, and the overall scene is bright and natural.

Even though they may be very young, our early learners can take many steps along their journey to being *information literate*.

Here are some suggestions to help you help them.

## Getting started...

### 1. Identify your focus.

*Is it*

- *a curriculum requirement*
- *an event*
- *a concept*
- *something that has captured the students' interest and imagination*
- *a skill or procedure*
- *a story, poem, rhyme, song*
- *a person*
- *an observation*

### 2. Identify your purpose.

*Why do the students need to know this?*

### 3. Identify your priorities.

*What is it important for them to know, understand, appreciate, value and do in the short, medium and long-term?*

### 4. Make the intended outcomes explicit.

*I can ask questions to seek new information.*

*I can create information for others to use.*

### 5. Determine the assessment task.

*What evidence will show that the outcomes have been achieved?*

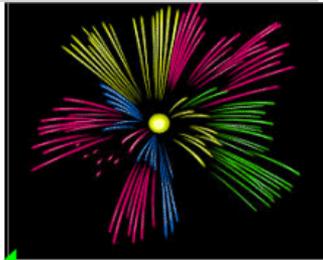
### 6. Develop the big question which will guide the inquiry.

*Questions provide a specific focus to address and answer*



Are all schools like mine?

social sciences



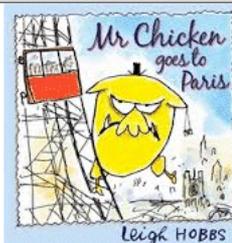
What do we celebrate and how do we do it?

event



geography

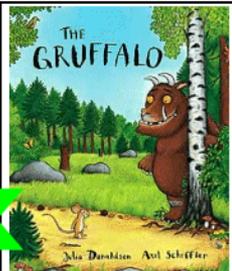
Where is New Zealand?



Mr Chicken goes to Paris  
Leigh HOBBS

Why should Mr Chicken come to Christchurch?

story



story

Is the gruffalo a mammal?



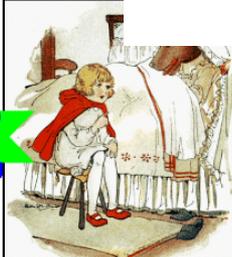
nursery rhyme

Was Little Miss Muffet in danger?



science

Why does it rain?



health & safety

What is stranger danger?



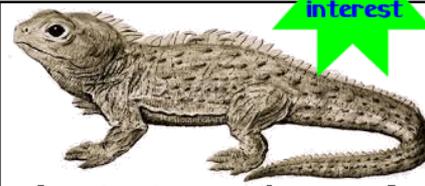
event

Why do earthquakes happen?



maths

Can you share this block of chocolate?



children's interest

Is a tuatara a dinosaur?

The End  
A.A. Milne  
When I was One  
I had just begun...

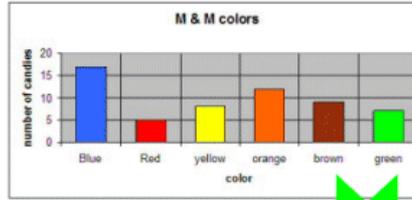
poem

What is my story?



Maori  
tanga

Did Maori children  
play the same games  
I do?



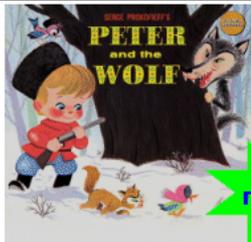
What is a graph?  
How do I read it?

statistics



people

Who are  
the All Blacks?



music

What is an orchestra?



concept

What does 'responsibility'  
look like?



money

How much will it cost  
me and my friends?



travel  
buddy

Where will  
we go?



philosophy

Do I always have  
to share?



skill

How does this work?



procedure

How do I make a cake?

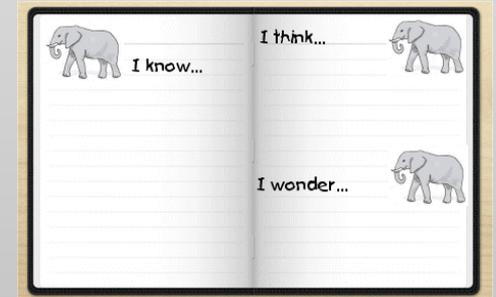


observation

What can I see?



1. Share the stimulus.
2. Introduce the big question.
3. Pre-test with *I know, I think, I wonder*
4. Support their curiosity with question starters. Model possible questions.
5. Share what is known
  - brainstorm
  - concept map
  - vocabulary chart



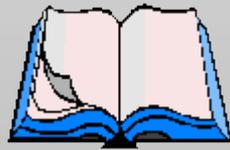
6. Create a Wonder Wall
7. Use the children's questions to shape the investigation.



8. Explain the learning so they (and their parents) know what, why and how.



1. Locate suitable resources that will support the inquiry.



### print

non fiction  
pictures  
photos  
maps  
graphs  
timetables



### digital

email  
websites  
Digistore  
[Enchanted Learning](#)  
[KidCyber](#)  
[Qunitura Kids](#)



### electronic

television  
video  
audio



### other

models  
globe  
artefacts  
museums  
galleries  
excursions



### people

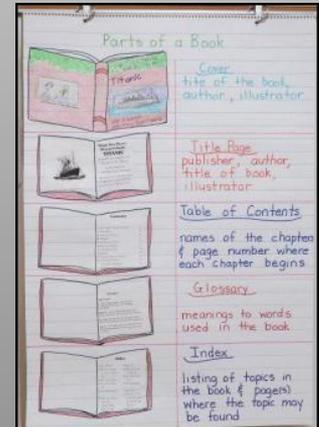
family  
friends  
teachers  
experts  
organisations

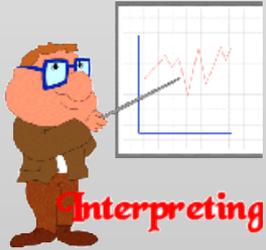
2. Discuss why they are the most appropriate for this investigation.
3. Help students begin to identify and locate resources for themselves
4. Introduce specialist sources such as atlases, maps and dictionaries



## Selecting

1. Focus on visual literacy –examining the details and interpreting them  
*How do you know the koala is good at climbing trees?  
What can we learn from this diagram?*
2. Teach the cues and clues for navigating print and online resources.
  - *title, contents page, page numbers, headings and index of print resources*
  - *distinguish between informative text and eye-candy on websites*
  - *identify menu and hyperlinks*
3. Jointly construct anchor charts as ready reminders
4. Model note-taking using key words and phrases
5. Start the conversation about ethical use of ideas, information and images





## 1. Explore the difference between fiction and non fiction

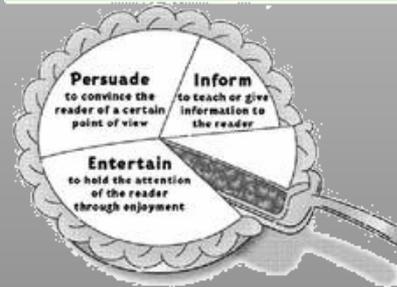
### Fiction

- is for your imagination
- is for your entertainment
- happens only in the author's and the reader's minds
- might be set in real times or real places but the characters are imaginary
- creates a world of make-believe
- can be a book or a movie, a poem or a play

### Non Fiction

is for information  
is for education  
is real  
has happened  
comes from many sources  
helps me understand my world

## 2. Explore the author's purpose



## 3. Investigate perspective by retelling stories from another character's point of view

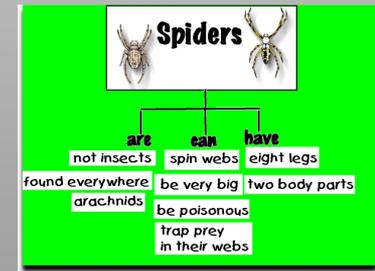
*Imagine you were the spider meeting Little Miss Muffet. Tell your story.*



## Focus on

- using graphic organisers
- sequencing
- patterns and relationships
- similarities and differences
- sorting
- classifying
- using headings and keywords
- recording in own words
- making lists, tables and graphs
- creating labels and signs
- summarising
- developing collaborative anchor charts
- modelling the need to be organised

| KEY PURPOSE OF THE ORGANISER   | SAMPLE GRAPHIC ORGANISERS |  |  |
|--|---------------------------|--|--|
| Recalling, grouping, classifying, summarising ideas  |                           |  |  |
| Sequencing events, ordering ideas  |                           |  |  |
| Showing causal links (cause and effect)  |                           |  |  |
| Deeper analysis - breaking an idea into specific components and exploring different attributes |                           |  |  |
| Planning and decision making or reviewing  |                           |  |  |





## Presenting

- Sharing what has been learned should be the culmination of the investigation and evidence of learning
- Students are *information creators* as well as *information consumers*
- Format should
  - be related to purpose of study
  - demonstrate the level of the student's learning
  - meet the needs of the audience
  - include oral, print, digital and 3D options to allow for differentiation of curriculum
  - allow flexibility to cater for learning styles but not too many choices
  - ensure students step out of their comfort zone at times
  - allow for individual or collaborative work depending on focus
  - be known from the beginning of the investigation
- Create a sample and a rubric of essential elements so students have a model to aspire to
- Allow time to plan, prepare and practise
- Explore ways for it to be shared with a wider audience



## Oral

talk speech discussion debate recount role-play interview court argument re-enactment  
song poetry reading readers' theatre



## Print

report poster picture mural chart pamphlet  
instructions explanation description  
storyboard scrapbook bibliography biography  
diary directory newsletter letter script  
profile review summary calendar timeline  
cartoon collage diagram flow chart graph  
map photograph advertisement book card



## Digital

film video audio animation soundtrack  
webpage slideshow blog podcast  
online conference  
wiki e-zine digital story infographic  
QR code

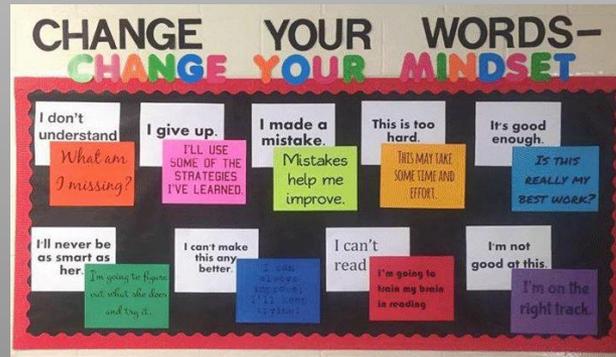


## Other

model diorama display game mobile art  
gallery dramatisation dance living museum  
demonstration



- Encourage students to be critical thinkers by being critical of their own work and performance.
- Assessment is about being better now than you were before.
- Provide a checklist or rubric as a guide to expected content and standards. Format should reflect the nature of the investigation
- Allow them to evaluate their choices and explain them.
- Model positive language for self-talk and feedback to others.



- Complete another *I know, I think, I wonder* chart and compare it to the first one for formal assessment
- Celebrate success and plan for improvement



- Begin the use of a learning journal.

A spiral-bound notebook page titled "My Learning" with a small elephant icon. The page contains prompts for reflection: "I know", a numbered list (1, 2, 3), "Now I can", "I did this well", "Next time I will focus on", and "I rate myself" followed by three smiley face emojis.

- Encourage students to ask
  - *Now I know this, how can I use it?*
  - *Now that I know this, what can I do?*

Mike Eisenberg describes information literacy as “the most basic of basics”

It begins when the child first seeks an answer to a question.

It is indeed



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*Together, we learn from each other*  
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