

# Make the connection



This information literacy activity addresses the following skills from AASL's Standards for the 21st Century Learner ([www.ala.org/aasl/standards](http://www.ala.org/aasl/standards)): 1.1.1; 1.1.3; 1.1.6; 1.1.7; 1.1.9; 2.1.1; 2.1.2; 2.1.3; 2.1.5; 3.1.1.

ATTENTION: Librarian Teachers: Science Math English Technology

## Science + Math + Emergent Readers = Successful Library Research

By Christa Harker and Dorette Putonti

Successful library research with emergent readers often follows a formula involving school content curriculum, interesting subject matter, on-level resources, and an information literacy plan. For example, science curriculum in the early grades often focuses on animals, their habitats, and their diets. Emergent readers are fascinated by the wide variety of animals in our world and the unique qualities of each. Math curriculum has a strong emphasis on creating and reading tally charts. Librarians take advantage of these content curricula in books like Capstone Press' newly published **Pebble First Guide** series to incorporate research and information literacy skills.

## Curriculum Connection:

- Science—Animals
- Math—Tally Charts
- Information Literacy—Data Chart Note Taking, Sorting and Categorizing Information, and Developing Generalizations



## Turn Kids' Love of Animals Into Successful Early Library Research!

### Data Charts

1. Have students select three animals covered in the **Pebble First Guide** you have chosen as a resource; make sure a wide range of the animals is represented in the class.
2. Have students brainstorm the types of information they would like to learn about these animals like where they live, what they look like, and what they eat.
3. Demonstrate how the students can create a data chart for use when recording their research notes. (See below for an example using *The Pebble First Guide to Lizards* by Zachary Pitts.)

ANIMAL	PICTURE	HABITAT	DIET
Chameleons		woodlands, deserts	insects, small lizards, birds
Geckos		rain forests, deserts, grasslands	insects, small mammals and reptiles
Iguanas		deserts, rain forests	leaves, fruit, insects

Students could draw a picture of each lizard in their data chart, or to help them utilize multiple resources, they could search an appropriate children's **online encyclopedia** to locate a picture of their animal, print it out, and cut and paste it into their data chart.

As an enrichment activity, students may choose a tally chart to convert into a bar graph.

### Tally Charts

4. Have the class combine their research information into one large data chart that includes all of the animals researched.
5. As the class combines their research information, prompt them to begin looking for patterns in the information. Do they notice a particular habitat that shows up more than others? Is there a common thread to the animals' diets?
6. As students begin to notice patterns, encourage them to create tally charts to track the patterns. (See an example tally chart for lizard habitats below.)

HABITAT	# OF LIZARDS
Woodlands	XXXXX
Deserts	XXXXX
Rain forests	XXXX
Grasslands	XXX

This same research activity can be adapted for older students by combining different types of animals (i.e., mammals, fish, and reptiles) and challenging them to create data charts, sort and categorize the animals, create tally charts, and write generalizations about a wide variety of animals.

7. Students can begin to make generalizations about the animals: "Most of the lizards live in woodlands or deserts." This process is repeated with the animals' diets and physical features.
8. Have students write or type their generalizations for display along with their data charts and tally charts as supporting evidence.

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For more ideas on integrating science and math curriculum with information literacy skills for emergent readers, see *Library Research for Emergent Readers: Meeting Standards Through Collaboration* by Christa Harker and Dorette Putonti, available through Linworth Publishing.