The Big 6 Planner

NAME

TO DO LIST

CLASS AND DUE DATE

MY SCHEDULE FOR GETTING THE TASK DONE

DON'T FORGET
Step 1: Task Definition
Understanding the topic

What is your overall goal of the assignment?

How many parts does the assignment have and what is required for each?

What would I need to do in order to complete this assignment?

What criteria will be used to assess this assignment? Is there any strand that I need to focus on?

Rewrite the assignment in your own words:
Step 1: Task Definition
Understanding the topic

What do I need to know about my topic (Phrase these as questions)

What do I need to know about my topic? (Phrase these as questions)

What types of information do I need for this topic? (E.g. Interviews, Statistics, Journal articles, Blogs, Images, Graphs, etc.)

What is the relevant vocabulary for this topic? (Words and phrases that will help with your search.)
## Step 2: Information Seeking Strategies

### Determine All Possible Sources

Think about each of the sources listed below. Circle ALL possible sources that might supply the information you need to complete the task. Write any other appropriate sources in the space provided.

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Atlas / Maps</th>
<th>Family members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community members</td>
<td>Dictionary</td>
<td>Non-fiction book</td>
</tr>
<tr>
<td>Websites</td>
<td>Teachers</td>
<td>Textbook</td>
</tr>
<tr>
<td>Storybook</td>
<td>Newspaper</td>
<td>Audio media</td>
</tr>
<tr>
<td>Pictures</td>
<td>Encyclopedia</td>
<td>Video Expert</td>
</tr>
<tr>
<td>Magazines</td>
<td>Biographies</td>
<td>EBSCO/Database</td>
</tr>
<tr>
<td>Blogs</td>
<td>Friends</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Now that you have identified your possible sources complete the chart below. Decide where you might find these sources and write a note in the appropriate chart.

Where am I looking and what am I looking for

<table>
<thead>
<tr>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Computer</td>
</tr>
<tr>
<td>People</td>
</tr>
<tr>
<td>Books</td>
</tr>
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Step 2: Information Seeking Strategies
Selecting the Best Sources

What are the best sources to help you complete your assignment? The best sources of information are current and reliable, focus on your topic, and are easy to read and understand. Think about the types of sources (people, books, magazines, websites) you've decided to use and complete the checklist by making predictions based on each source.

<table>
<thead>
<tr>
<th>Name of source: _______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This source has specific information on my topic.</td>
</tr>
<tr>
<td>2. I can understand the information in this source.</td>
</tr>
<tr>
<td>3. This source has the type of information I need.</td>
</tr>
<tr>
<td>4. This source and its information are reliable.</td>
</tr>
<tr>
<td>5. This source will help me complete my assignment.</td>
</tr>
<tr>
<td>6. This source has special features (photos, charts, graphs) I can use.</td>
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Think about the websites you plan to use and complete the checklist about each website. Briefly examine each website as you think about and answer the questions. Check if the website’s information is true, accurate, and up to date.

Site Address: ______________ Date Visited: _______ Site Name: ______________ Authors: ______________

1. Is the information updated on a regular basis and is the date visible? Yes/No
2. Is the information useful and relevant to my topic? Yes/No
3. Does the site appeal to me visually? Yes/No
4. Is the information well organized? Yes/No
5. Is it easy to move around the website? Yes/No
6. Are the names of the people responsible for producing the site easily located? Yes/No
7. Are the sources cited? Yes/No
8. Can I contact authors with questions or feedback? Yes/No

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YOU COULD ALSO USE ANY OF THE FOLLOWING STRATEGIES TO EVALUATE YOUR SOURCES:

O - P - V - L
(Origin; Purpose; Value; Limitations)

R - A - D - C - A - B
(Reliability; Authority; Date; Citations; Audience; Bias)

C - R - A - A - P
(Currency; Relevance; Accuracy; Authority; Purpose)
Step 3: Location and Access
Locate Sources

List some topic or sub-topic words for your task, then suggest synonyms that maybe used to search the Web. Using synonyms will help to expand or narrow your search.

List of Search Terms
Step 3: Location and Access

Locate Sources

Search engines are the backbone of everyday Internet use, but are you aware of the hidden tips and tricks to improve your search?

“let’s eat cake”

Use quotation marks to search for an exact phrase.

Inception-movie

A dash before a word excludes it from the search. This is useful when you are searching for a word with several meanings.

recipes site:news24.com

Use site: to search for results within a site.

related:bit.ly

Find sites with similar content to a URL you already know.

what is the * word

Use an asterisk * as a wildcard. It fills in the blank and is useful when you want to find the

this OR that

If you want to find pages with one of several words, use a capitalized OR. Without OR results will show pages that include all the terms.

WHAT YOU WANT:

NYTimes articles about standardized test scores, but not SAT’s between 2008 and 2010

site:NYTimes.com, “standardized test scores”, -SAT, 2008 OR 2009 OR 2010
Step 3: Location and Access

Locate Sources

INDEX

Many books and websites have a section that alphabetically lists the key things, places, and people that these sources discuss. This helps me locate information within these sources.

TABLE OF CONTENTS

This shows what is on the website and how it is organized. In a book, this tells me specifically what each chapter is and what is in each chapter.

SEARCH TOOL

Many websites have a tool that allows for searching within the site. This helps me to find more information on my topic.

SKIM AND SCAN

You can browse through a website or book very quickly. The bold headings, images and other clues can help you find information quickly.
### THIEVES

*THIEVES* — *Becoming a better reader by learning how to “steal” information from a text*

Here’s what to do on your Cornell notes page:

<table>
<thead>
<tr>
<th>T</th>
<th>Write the <strong>TITLE</strong> of the text and make predictions about what the text is going to be about. <em>(Remember: titles give clues about the main idea.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Read all the <strong>HEADINGS</strong> and turn them into questions. <em>(Remember: use WHO, WHAT, WHERE, WHEN, WHY AND HOW to begin each question.)</em></td>
</tr>
<tr>
<td>I</td>
<td>Read the <strong>INTRODUCTORY</strong> paragraph and write the main idea on your Cornell notes page. <em>(Remember: you should be able to summarize the main idea in one good sentence.)</em></td>
</tr>
<tr>
<td>E</td>
<td>List <strong>EVERYTHING</strong> you already know about the topic. <em>(Remember: a graphic organizer like a web may be helpful for identifying and organizing your knowledge about the topic.)</em></td>
</tr>
<tr>
<td>V</td>
<td>Look at any <strong>VISUALS</strong> in the text (diagrams, pictures, maps, etc.) and restate the information found in the captions; explain how the visual is important to the topic. Then list any <strong>VOCABULARY</strong> words found in the text that you don’t know. <em>(Remember: use context clues to help define unfamiliar words.)</em></td>
</tr>
<tr>
<td>E</td>
<td>Scan the <strong>END of the text for a summary.</strong> If there is one, read it and guess the answers to your questions or predictions. <em>(Remember: Even if the summary isn’t clearly marked, usually the last paragraph of a text will contain summary statements.)</em></td>
</tr>
</tbody>
</table>

**SO WHAT?** Identify the author’s purpose in writing the text, then connect what you read to your own life experiences. *(Remember: you can make connections to events in your personal life, things you’ve learned in other classes, etc.)*
Step 4: Use of information
Engage (e.g. read, hear, view, touch)

READING CODES

IDEA: MAIN IDEA

VOCABULARY: WORD

EXCITING!

IMPORTANT

CONNECTION: VISUALIZING

QUOTE

I AGREE: I DISAGREE

I DON’T UNDERSTAND

TO TEXT CONNECTION

WORLD CONNECTION

SELF CONNECTION
Step 4: Use of information
Engage (e.g. read, hear, view, touch)

Taking good notes is one of several keys to academic success. There are several reasons why developing an effective technique of note taking is important. There are a variety of note taking styles. No single method suits all students. However, many successful students and business people have found that the Cornell note taking system is very effective for lectures or reading that is organized around clearly defined topics, subtopics, and supporting details.
Step 5 Synthesis
Organize Information from Multiple Sources

After you collect information from interviews, websites, books, magazines, and so forth, it’s time to summarize what you have learned about your topic. Use the organizer below to organize your information.

I use the following to organize my information:
(Tick the appropriate method)

- I will take down notes using Cornell Method
- I will use the Mind Mapping strategy
- I will categorize my information by grouping similar sets from different ones
- I will rate each set of information by order of importance (essential to trivial)
- I will draw visuals/represent these sets of information to further understand the concept
- Others:

Which sources have I used that have given me similar information?

What information are these? (Specify the information below)

Which sources have I used that have given me unique information that was not evident in the rest of my sources?

What information are these? (Specify the information below)
Step 6 Evaluation  
Evaluating the product

Step 1: Task Definition
Does the information in your final product meet (or exceed) the requirements of the assignment?
Does your final product meet your teacher’s expectations?

Step 2: Information Seeking Strategies
Did the books, web sites, and other resources you used meet the needs of the assignment?
Did you select the best sources available to you? How do you know?

Step 3: Location & Access
Did you locate the sources you needed?
Did you find the information you needed in each source?

Step 4: Use of Information
Were you able to effectively identify the information you needed?
Were you able to effectively take notes or gather information?

Step 5: Synthesis
Did you effectively organize information?
Does your product present the information clearly?
Did you use the 6+1 Writing Traits rubrics to judge your writing?