

The MacWrite Clan

A toolkit for researchers

The MacWrite Clan

introduction and Rationale

21st Century learners are faced with an uncertain , ever-changing world. As learners they need skills to manage the vast amounts of information available in an increasing variety of formats – from textbooks to Twitter. Students very quickly work out how to use the newest device. What they find difficult is using technology and information sources in a creative way.

Curriculum for Excellence emphasises that students learn how to learn as well as amassing factual information. To assist you and your students with inquiry-based learning, the school librarians in East Lothian introduce you to the MacWrite Clan. Together they form a support toolkit for students. You can use the whole kit with whole classes or individuals, or use single tools with whole classes or individuals – which ever suits your needs and the learners' needs best.

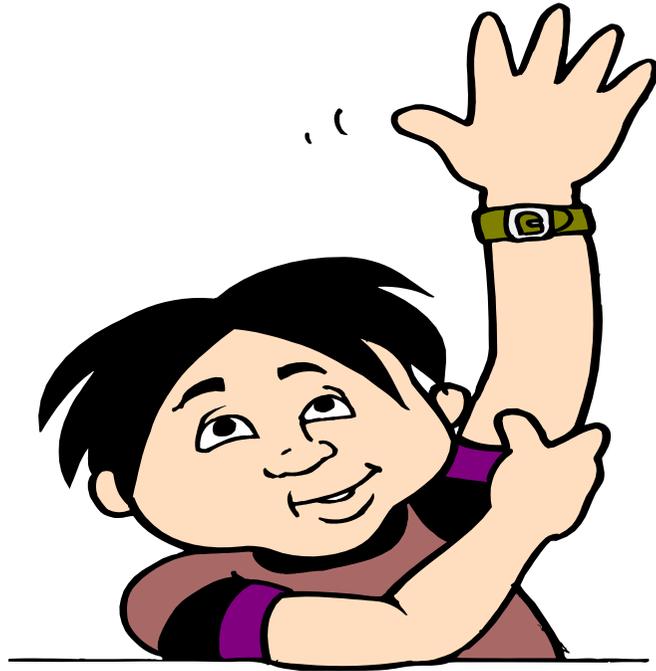
There are 2 versions of the MacWrites. One is designed for secondary students, the other for primary students and those secondary students who need additional support.

Each version comes with additional materials to encourage students to become effective researchers. Usually this will be additional copyable resources. Some of these are materials created and used by the school librarians, some are from a pack produced by Aberdeenshire Libraries. You are free to copy and adapt these to suit your requirements. Please acknowledge either East Lothian or Aberdeenshire as the source when you do so. The Aberdeenshire material is licenced under Creative Commons.

This is not a how to locate information sources tool. It is designed to help develop the higher order searching skills – those which figure in Blooms' Taxonomy. The MacWrites each have their own card with a checklist for students. If students collect each card and check off the items they will have covered everything they should have to complete their research successfully.

The MacWrite Clan is not:
a free-standing information handling skills course
a how to locate information sources tool

The MacWrites are designed to support you in your work of developing students as lifelong learners.



Colin Clue
asks what to do.

What does my Teacher
want me to do?

How long do I have to
do it?

Not sure what to do?

Ask your Teacher or
Classroom Assistant.

Colin Clue - Teachers' Notes

Curriculum for Excellence Experiences and Outcomes

Listening and talking

Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning.

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a**

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

Finding and using information– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

You may want to give students a planning sheet at this point. A copiable planning sheet is available in the Smart Alec section of the toolkit.



Smart Alec
knows his stuff.

What do I already know about my topic?

What more do I need to find out?

Where am I going to find things out?

What keywords will help me with my search?

Places to find things:

Books

Maps

Pictures

Newspapers

Internet

Ask a grown up

Smart Alec - Teachers' Notes

Curriculum for Excellence Outcomes and Experiences

Listening and talking

Creating texts– applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more. **LIT 2-09a**

Tools for reading– to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a**

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a**

Students can be offered the following to record their planning:

Spider Diagram to introduce mind mapping.

Planning Frame

Additional Materials for Smart Alec

Spider diagram sheet.

Project planning sheet.

What is a source?

Please acknowledge Aberdeenshire Libraries when you use this sheet.

Project Planning Sheet

Use this sheet to plan the work your teacher has set you.

I have been asked to:

My keywords are:

Authors and Titles of books I will use / have used:

Author:

Title:

Author:

Title:

Author:

Title:

Author:

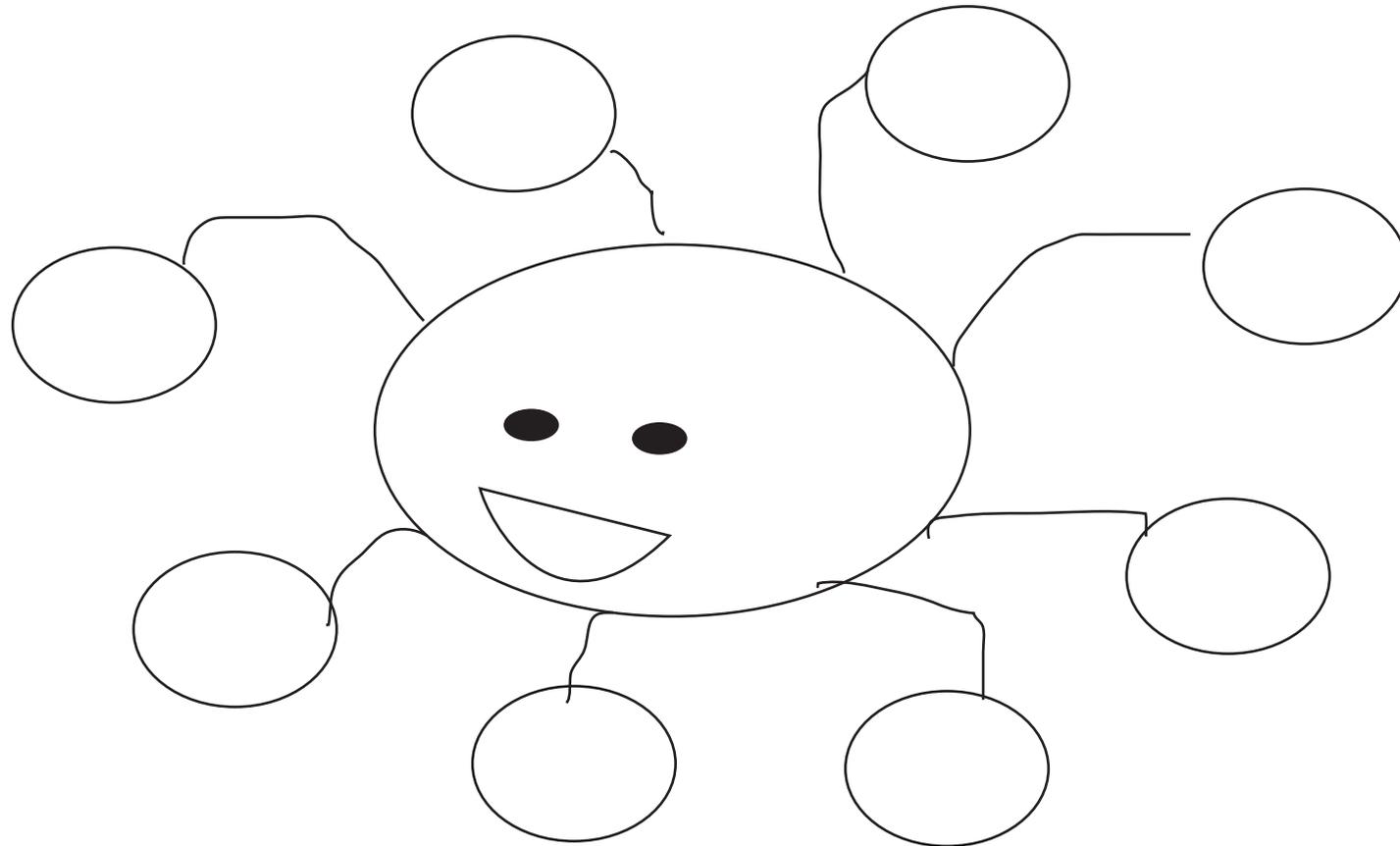
Title:

Websites I will use / have used:

www.

Date I used it: _____

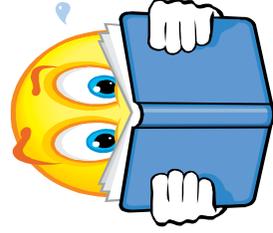
Spider Diagram



Write your main topic on the spider's body.
Write the keywords in the feet.

What is a Source?

When we are finding out information on a topic or for a project, or are preparing to do a piece of writing, we often get our information from lots of different places. Anything we **look at** or **listen to** which gives us information for our work is called a **source**. These might include non-fiction books, encyclopaedias, newspapers, magazines, websites, podcasts or television programmes. A conversation with someone who knows more about the topic than we do is also a **source**.





Ronnie Research
roots it out.

Are your keywords spelled correctly?

Check the names of places and people.

Use the contents lists at the front of books.

Look at indexes at the back of books.

Are you sure you can trust the website?

Use the **Choose Your Source With Care** sheet to help you.

Ronnie Research - Teachers' Notes

Curriculum for Excellence Experiences and Outcomes

Listening and talking

Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning

Finding and using information– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.

LIT 1-04a

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.**LIT 2-04a**

Enjoyment and choice– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

I regularly select subject, purpose, format and resources to create texts of my choice. **LIT 1-01a / LIT 2-01a**

Reading

Enjoyment and choice– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a / LIT 2-11a**

Finding and using information– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.**LIT 1-14a**

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.**LIT 2-14a**

Terms to discuss with students - Reliability, Balance, Bias, Relevance and Validity.

Additional Materials for Ronnie Research

1. Choose Your Source With Care
2. Webquest Design For Learning - attached as a separate item.

Please acknowledge Aberdeenshire Libraries as the source of these documents when you copy them, or use extracts from them.

Choose your source with care.

Not all sources are good quality sources!

When you are using a new source to find information, you should always ask yourself the following questions:

- Who wrote it?
- Is it accurate?
- Is it biased?
- Is it useful?

Who wrote it?

- Are they an expert?

Is it accurate?

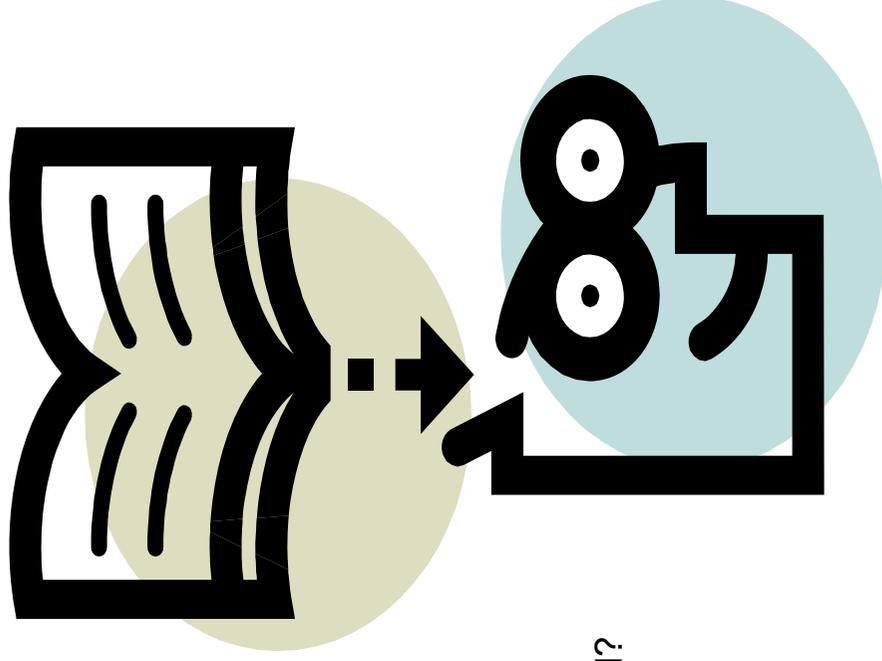
- Does the information 'fit' with what you already know?
- How up to date is the material?
- Do the 'facts' check out?

Is it biased?

- Some sources of information are purely factual – these are mainly encyclopaedias, dictionaries, reference works
- **Most** sources contain an element of opinion or bias – the writer's point-of-view on the topic.

Is it useful?

- Is the information relevant or related to the topic you are investigating?
 - Is the source laid out so that you can find information easily?
- Can you understand the vocabulary in the source without too much difficulty?





Nicola takes the notes.

When you find the facts you need, write them down in short sentences.

Remember the important facts are:

- Who?
- What?
- Why?
- When?
- Where?
- How?

Nicola Notes - Teachers' Notes

Curriculum for Excellence Experiences and Outcomes

Listening and talking

Finding and using information– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary

As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. **LIT 1-05a**

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**

I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-06a**

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**

Reading

Finding and using information– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. **LIT 1-15a**

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. **LIT 2-15a**

Writing

Organising and using information– considering texts to help create short and extended texts for different purposes

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**

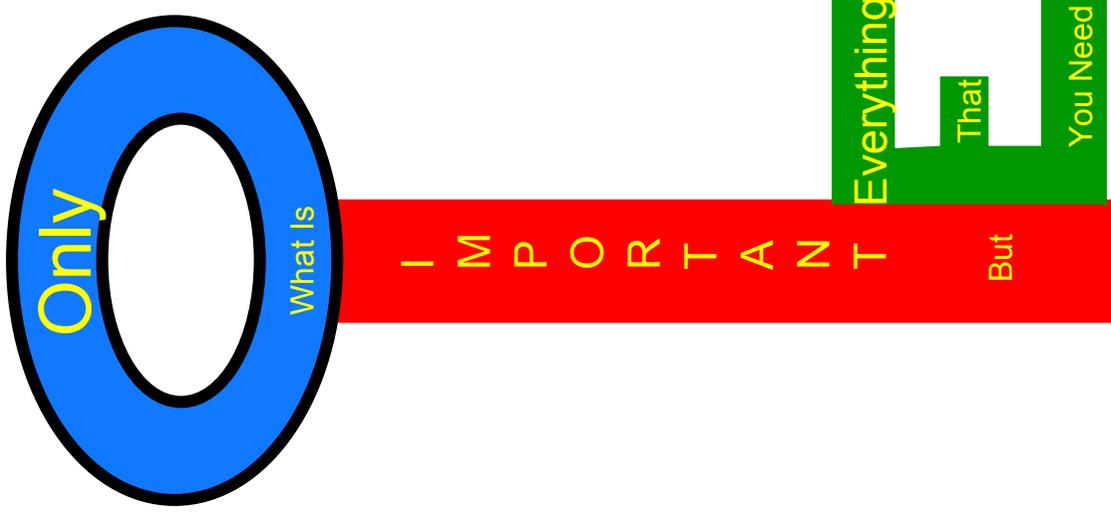
I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.

I recognise the need to acknowledge my sources and can do this appropriately. **LIT 2-25a**

Additional Materials for Nicola Notes

1. The Key To Note Taking
2. Humpty Dumpty Note Taking

Please acknowledge Mal Danks as the source of these documents when you copy them.



The Key to Note Taking

Humpty Dumpty Note Taking

- To teach and develop the basic concepts of note taking
- To teach and develop the skill of picking out key words and key ideas from a passage
- To teach and emphasise the importance of noting sources

Arrangements

- The lesson can be taught either in the library or in a classroom. It does not rely on library resources.
- A white board or flip chart is required. The white board is better because it will allow you to erase words judged to be unimportant.
- This lesson has been developed so that it works with students of all ages and abilities

Tasks

- Ask why we might take notes outside of school. Responses will include things like shopping lists, telephone messages, directions, etc.
- Give an example of a note to the milkman - Dear Mr Milkman, How are you? I am well. I hope your family is well. I am going on holiday to and am really looking forward to it. I won't need any milk for..... I will look forward to seeing you when we get back.
Love, Mrs. B. Ask what is wrong with this message. Ask what is really needed.
- Put the key symbol on the board or overhead projector.
Explain the parts - **Only** what is **Important**, but **Everything** that is needed.
- Pass out Key Word Cards and explain the use of the form on the back. Why isn't it all right to copy someone else's words? Example answers: You don't learn anything; it takes too much time; they aren't your words. Explain that they need to give credit to other people's words - they weren't born with all this knowledge in their heads. They need to say where it came from, even if they don't copy directly.
- Now, write the Humpty Dumpty rhyme on the board.
- Tell students to work in pairs and decide which words are important and which words can be left out. Give them a few minutes to do this. They should write down just the important words on their key word cards.
- Ask the students to say how many words they need in order for the important words to be left on the board. Select any student and ask them to say which words can be left out and let the rest of the class agree or challenge. Erase a word from the board when the majority agrees that it can be left out. This generates lots of lively, often animated, discussion, e.g. Is it important to know that it was the King's men?

Humpty Dumpty Note Taking 2

- At the end you will have the bare skeleton of the rhyme on the board. Suggestions to change words are good, such as 'couldn't fix' instead of couldn't put together again' in the last line.
- Finally ask the students to write a short note to someone who has never heard of Humpty Dumpty, and tell the story in one or two sentences. (This activity may be done orally or in pairs if writing is a problem.) The students have then taken a text, deconstructed it and reconstructed it again in their own words.

Conclusion

- Remind students of the Key picture and ask them to repeat the Key to Note Taking (Only what is important, but everything that you need).



Surfer Sue
finds the facts.

Choose a search engine e.g.
Google or **Ask Jeeves**.

To get the best answers:

spell the keyword correctly,

use 2 keywords together
e.g. carbon + footprint

or

use quotation marks round a
phrase e.g. "carbon footprint".

Write down the important points
and the URL/web address for
Buster.

Surfer Sue

Curriculum for Excellence Experiences and Outcomes

Listening and talking – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

Finding and using information

I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

Reading

Finding and using information – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. **LIT 0-14a**

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

Mention Sneaky Sam

Domain names as guide to reliability and accuracy of information - ac, gov, org, com

A Guide to Different Types of Website

The ending of a website address or URL can help you decide if you want to use information from the site.

Here are some examples taken from a search for **acid rain for kids**.

1. http://www.kidsgen.com/school_projects/acid_rain.htm
2. http://www.epa.gov/acidrain/education/site_kids/index.htm
3. http://www.thekidswindow.co.uk/News/Acid_Rain.htm
4. http://library.thinkquest.org/CR0215471/acid_rain.htm

The main website for each of these is

1. <http://www.kidsgen.com> **.com** means it is a business
2. <http://www.epa.gov> **.gov** means it is a government department
3. <http://www.thekidswindow.co.uk> **.co.uk** means it is a business in the UK
4. <http://library.thinkquest.org> **.org** means it is an organization which doesn't make profits.

Sites ending **.ac** or **.edu** are sites made by universities, colleges and schools.

The information from all of these sites is probably reliable but each of these has its own point of view so you need to check for bias too.

Always look at the **About Us** part of a website. This part tells you about the makers of the site.

If there is no **About Us** then usually it is an unreliable site to use. Check any information carefully, if you decide to take notes from such a website.

Sneaky Sam - Teachers' Notes

Curriculum for Excellence Experiences and Outcomes

Listening and talking

Understanding, analysing and evaluating– investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

To help me develop an informed view, I am learning to recognise the difference between fact and opinion. **LIT 1-08a**

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. **LIT 2-08a**

Reading

Understanding, analysing and evaluating– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a**

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. **LIT 2-16a**

To help me develop an informed view, I can recognise the difference between fact and opinion. **LIT 1-18a**

To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my **LIT 1-28a**



Sneaky Sam is
the plagiarising man.

Don't be a Sneaky Sam!

Do not copy and paste.

Do not copy from books
and friends.

Use your own words.



Ollie has organised it.

Check you have the information you need.

Put your work in a sensible order.

Think about your audience.

Check your spelling and punctuation.

Put any graphics into your work.

Make sure your presentation is neat.

List your sources - get Buster to help you.

Ollie Organised - Teachers' Notes

Curriculum for Excellence Outcomes and Experiences

Listening and talking

Creating texts– applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more. **LIT 2-09a**

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**

Writing

Organising and using information– considering texts to help create short and extended texts for different purposes.

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**

I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.

I recognise the need to acknowledge my sources and can do this appropriately. **LIT 2-25a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a**



Buster's bib tells you what he did.

Write down where you found the information.

For a book write down:

the Author

the Date of Publication

the Title

the Publisher

For a website write down:

the URL (address) &

title of page you used.

Write down the date when you used the website.

Buster -Teachers' Notes

Curriculum for Excellence Experiences and Outcomes

Writing

Organising and using information– considering texts to help create short and extended texts for different purposes.

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**

I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.

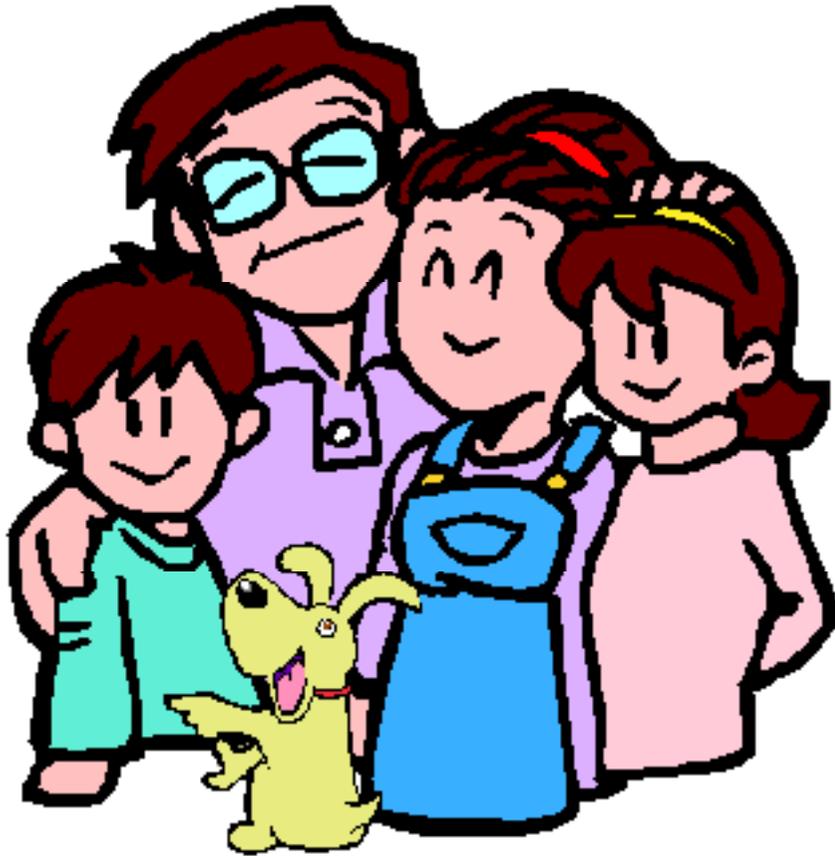
I recognise the need to acknowledge my sources and can do this appropriately. **LIT 2-25a**

Simple bibliographies - how to cite sources. You will find a copiable grid for students to record the sources of information they have used in the Aberdeenshire pack. it also clearly explains how students should reference their sources correctly.

Additional Materials for Buster

Read it! Write It! Reference It! - this booklet is attached as a separate item.

Please acknowledge Aberdeenshire Libraries when you use this document, or extracts from it.



And you can join
the MacWrite Clan.

Have I done what I was
asked to do?

Have I all the important
information?

Is it in order?

Does it make sense?

Have I written enough?

Did I check my spelling
and punctuation?