

GRADE 4 English Language Arts **Using Information Resources: Lesson 1**

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or to hand out materials to students, will have an arrow symbol (\Rightarrow) by them.

Purpose of Lesson 1:

In this lesson, the tutor and students will

- review a variety of information resources,
- identify the parts of a book,
- practice brainstorming, and
- practice skimming.

Equipment/Materials Needed:

- unlined paper
- pencils
- a board (such as a chalkboard, dry erase board, or even poster board)
- chalk, dry erase markers, or magic marker
- student textbooks that include table of contents, index, copyright page, glossary (one per student)
- Information Resources Booklet (one per student)

Preparations before beginning Lesson 1:

- Write the following words on the board:
Table of Contents
Index
Glossary
Copyright page

LESSON 1: Using Information Resources

After your introductory remarks to students, say:

Today we will work on Using Information Resources. This activity will check your ability to use a variety of resources.

Suppose your teacher assigned you to do a project or report. Where would you go to get the information for this assignment?

(Response: the library)

Yes, the library. There are many resources available in the library.

Today we are going to think of all the library resources that you might use to complete this project or report. Let's brainstorm to see how many resources you can think of to use in the library.

Brainstorming is a technique that students use to generate ideas.

⇒ Distribute unlined paper. Be sure each student has a pencil.

Then say:

Write the word PROJECT in the center of your paper. Draw a circle around the word *Project*. Allow time for students to complete the task.

The first resource that comes to my mind is the encyclopedia. You may use my idea. Write the word *encyclopedia* down, draw a circle around it and then draw a line to connect *encyclopedia* to *project*. Allow time to complete the task.

Spell encyclopedia for students.

You are making a cluster of ideas for your project. Now you need to think up some resources by yourself. Write them on your paper. In a few minutes, we will share our answers.

Clustering is a way to brainstorm or think up ideas. When you cluster, you write the topic in the center of the page and draw a circle around it. Then as details or ideas come to mind, you write them down and circle them. Lines are used to show how ideas and details are related.

As we begin to share resources, you should add to your cluster. You want to have as many ideas as possible on that piece of paper.

(Responses might include: encyclopedia; books; newspaper; almanac; atlas; magazines; computers; Internet; textbooks.)

A sample cluster is shown on page 210 in the tutor's guide. There is not a right or wrong way to design a cluster.

You came up with several possible resources. Let's focus on just one right now – the book.

⇒ Students will use the textbooks for this next activity. They do not need paper and pencil.

Say:

Books are excellent resources when working on a report or project. Look at the board, where you can see a list of the parts of a book. Use your textbook to find its Table of Contents.

Pause to allow time for students to find the Table of Contents.

If a student is struggling, give a hint. Say, "Look in the front of the book."

The Table of Contents lists each chapter or section of the book and the page number on which it begins. The chapters are shown in the same order as they appear in the book.

Where did you find the Table of Contents?

(Response: in the front of the book)

Allow a few minutes for students to look at the Table of Contents. Other features of the Table of Contents that you might point out include use of boldface type or larger font sizes to indicate units or chapters.

The second part of the book at which we will look is the index. Find the index. Allow time for students to complete the task.

Where did you find the index? (Response: in the back of the book)

Yes, the index is found in the back of the book. The index lists topics that are found in the book. How is the index arranged?

(Response: alphabetical order)

Yes, the index is arranged in alphabetical order, an arrangement which makes it easier for a person to use when doing research.

Then say:

Another valuable part of a book is a glossary. The glossary is located at the back of the book. Find the glossary.

Pause to allow time for students to find the glossary.

A *glossary* is a list of words and definitions that are used in this particular book. So, if you were stuck on a word in *this* textbook, you could turn to the back, in the glossary, and find a definition.

How is the glossary like a dictionary?

(Response: they both give definitions; they are arranged in alphabetical order.)

Now, turn back to the front of the book and find the title page.

Pause to allow students time to find the title page.

This page has the title, the author, the publisher, and the place where the book was published.

The back of this page is very important when working on a project.

Turn the page and look at the back of the title page. Pause.

On the back of the title page is the copyright page. Look closely to find the copyright date. Pause. You may have to help some students find the date.

When you are doing a project or report, your information should be accurate and current. You need to know how to find the copyright date because the copyright date let's you know how old the book is.

A *copyright* is the legal right to reproduce, publish, and sell a book.

You may now close your book and put it aside. That activity reviewed the parts of the book.

Pause to allow time for students to complete the task.

Then say:

Testing your ability to use research materials is a little difficult. You will have a packet of reference sources included with your booklet.

It really helps if you have a good imagination when you get to this part of the test.

Imagine you are doing a report or a project. Imagine that somebody goes to the library to pick the books and encyclopedia articles for you to use on this imaginary project. Imagine that you don't even have to have the whole encyclopedia or the whole book. You will have only the parts you need to do the project.

We are going to practice so you can use the informational resources given to you successfully.

⇒ Distribute the Information Resources Booklets to students.

Say:

This packet is an Information Resources Booklet. Remember earlier, I told you to use your imagination. Well, imagine that you are doing a report on Skin. These are all the resources that you will have to work with on your project.

Now the good news is that you don't have to read every word of this booklet! You skim the materials. You read over it very quickly.

We are going to practice skimming now.

Say:

Ready? Set? Go! Look at the Table of Contents. You don't have the whole book; you only have the Table of Contents.

What two chapters are shown on this page?

(Response: chapters 3 and 4)

Look at Chapter 3. Begin with the title. What is the title of Chapter 3? (Response: The Human Body)

Now, we are going to train your eyes to skim. Your eyes should go straight down Chapter 3. Pause.

You don't have to read every word and you surely don't have to remember every word.

Do the same thing with Chapter 4. Start at the title. What is the title of Chapter 4? (Response: How Other Creatures Live)

Now, your eyes should go straight down Chapter 4. Pause.

Remember, you don't have to read every word.

Say:

Look at me now. Don't look at your page. Keep your eyes on me. I am going to ask you a question. The answer to the question is on that Table of Contents page. Be prepared to tell me the title and the page number where I can find the answer to my question.

When you find the answer, raise your hand. You might find it helps to put your finger on the answer so you won't lose it when you look up.

Keep your eyes on me - get ready! Here's the first question.

What are the parts of an eye? Go.

What are the parts of an eye?

When a student answers, he should give the chapter and then the title and page number where the answer is found.

Then say:

What are the parts of an eye?

(Response: What is the eye made of? Page 119.)

Good, but how did you find the answer?

(Response: had to find the key word, *eye*; then the eye is part of the human body, so that meant to look in Chapter 3, The Human Body; then look for the word eye.)

Students will have difficulty explaining how they answered this question. Offer hints and clues as they try to explain.

Okay, eyes on me. Pause. Here comes another question.

How does a caterpillar get to be a butterfly? Go!

How does a caterpillar get to be a butterfly?

(Response: How does a caterpillar become a butterfly? page 155.)

Good. What's the key word?

(Response: caterpillar and/or butterfly)

Then the key word tells me to look in which chapter?

(Response: Chapter 4)

You have been skimming! You have to practice training your eyes to move fast over the material.

Say:

Turn the page and let's practice using the glossary. Pause.

Look at the box at the top of this page. Tell me the title of the book. (Response: *Your Skeleton and Skin*)

You need to train your eyes to start at the top of the page. Starting at the top of the page will help you to skim.

How is a glossary arranged? (Response: alphabetical order)

If I needed to know the meaning of the word *epidermis* would I look toward the beginning, middle, or end of this list?

(Response: beginning)

Yes, toward the beginning. Why?

(Response: because “e” comes at the beginning of the alphabet)

Find *epidermis*. Pause. What is the definition?

(Response: outer layer of the skin)

Where would I look for the word *ridge*? Toward the beginning, middle, or end? (Response: end)

What does *ridge* mean? (Response: a raised line or strip)

Good. Finding words in the glossary doesn’t have to be hard work.

Say:

An index is also arranged in alphabetical order. You already know a trick for looking up words in the Index. You use that very same trick that you just used with the glossary.

Decide on the key word in the question.

Then ask yourself whether that word comes near the beginning, the middle or the end of the alphabet.

Turn to the Index page. This index comes from the same book as your glossary, *Your Skeleton and Skin*.

Find the word *head bone*. Pause.

Notice that the word *skull* is in parentheses, meaning that the word *skull* is another word for *head bone*. *Skull* is another entry in this index. Find *skull*. Pause.

And what word do you see by *skull*?

(Response: head bone.)

Good. Let’s practice! Look at me. Get ready.

**On what page would I find information about the elbow? Go!
On what page would I find information about the elbow?**

(Response: page 12 and 29)

Be sure students understand that there is information on page 12 and that there is additional information on page 29.

On what page would I find information about muscles? Go!

On what page would I find information about muscles?

(Response: pages 15 through 17)

Students need to realize that this answer means that information about muscles is on page 15, on page 16, and on page 17.

Turn the page. If you were doing a report on Skin, this list gives you other places in the *World Book* where you could look for information. Pause. How are these articles arranged?

(Response: alphabetical order)

Look closely at this page. I see a lot of big words that may be difficult to pronounce. I see some information at the bottom in tiny print. Don't skip any of this printed information! It might be just what you need for your project.

Say:

Look at the resource on the next page. This page is the copyright page. The copyright page comes from which book?

(Response: *ABC's of the Human Body*)

Some of the type on this page is very small. Remember you don't have to read every word of it. You have to skim only.

What is the copyright date of this book?

(Response: 1987)

Turn the page, please. This resource on fingerprints comes from the book *ABC's of the Human Body*.

Don't forget to look at the pictures, drawings, or charts! There may be valuable information in those items.

Then say:

This activity has been an excellent review of using information resources. There are a lot of tricks that you can use. The best thing to do is skim everything. Look over the information very quickly first!

Sample Cluster for Lesson One, Using Information Resources.

