

## **GRADE 4 English Language Arts** **Using Information Resources: Lesson 2**

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 2:*

In this lesson, the tutor and students will

- study the following information resources – table of contents, index, glossary, excerpts from books;
- practice skimming;
- find key words in questions; and
- answer questions using the Information Resources Booklet.

### *Equipment/Materials Needed:*

- Student Worksheet Using Information Resources Lesson 2 – 1
- Pencils
- Information Resources Booklet (one per student)

## LESSON 2: Using Information Resources

Following your introductory remarks to students, say:

**Today’s lesson checks to see how well you can use available resources. I know that you have written reports or done projects in which you had to go to the library to use the resources there.**

**Today we will review some of those resources you might have used. It is very important that you know how to use the library resources.**

**For this part of the lesson, pretend that you are doing a report or a project. You won’t actually do the research and you won’t have to write a report; what you will do is show that you could do the project if your teacher assigned it.**

⇒ Distribute the Information Resources Booklets to students.

Then say:

**Let’s begin with the page of directions. We are going to go over this page and talk about it because the directions are so important.**

**We will begin at the top of the page where it says “Introduction.”**  
Pause.

**You follow along as I read aloud.**

**“In this section of the booklet, you are asked to look at some reference materials and then use the materials to answer the questions on your worksheet.”**

**What is the topic? (Response: skin)**

**“Suppose you want to find out more about your skin for a report you are writing. Four different sources of information about skin are contained in this section of this booklet. The information sources and page numbers where you can find them are listed below.”**

**Look at box one. Pause. The first information source you have is a Table of Contents from the book *Tell Me Why*. It will be found on page 229 of your Information Resources Booklet.**

Say:

**Look at box two. Pause. The next information source comes from the book *Your Skeleton and Skin*. What parts of this book will you use?**

(Response: glossary and index)

**On what page will you find the glossary?**

(Response: page 230)

**On what page will you find the index?**

(Response: page 231)

Say:

**The third source comes from a *World Book Encyclopedia*. I know you have used an encyclopedia to do reports. But, this time you won't be using the encyclopedia article. You will be using a special feature of the encyclopedia – “Articles Related to Skin.”**

**On what page of the booklet will you find this source?**

(Response: page 232)

**The fourth source comes from a book. What is the title of the book?**

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

**This time you will use the copyright page that is on page 233 of the booklet and also an article on fingerprints that is on page 234.**

Say:

**Look under the boxes and you see the directions. Follow along as I read the directions. “Skim pages 228 through 234 to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on your worksheet. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.**

**These directions may seem long to you. Let’s see whether we can figure out exactly what you should do to be successful using information resources.**

Then say:

**The first thing you do is skim. To skim means that you read at a fast rate to get the general idea of what is in each of these resources. We will skim the pages now. I am going to give you some directions. You listen and follow the directions. We are going to skim these resources.**

**Remember you don’t have to read every word on the page. Just look at the information quickly.**

**Turn to the Table of Contents. Skim it.**  
Pause about 2 minutes to allow students to skim.

**Turn the page to the Glossary. Skim it.**  
Pause about 2 minutes to allow students to skim.

**Turn the page to the Index. Look over it quickly. Pause.**

**Turn the page to the “Articles Related to Skin.” Skim it. Pause.**

**Turn the page to the Copyright Page. Pause.**

**Turn the page to “Fingerprints.” Pause.**

**You should now be familiar with the information contained in these resources.**

**Close your booklet and put it aside for right now.**

⇒ Distribute Student Worksheet Using Information Resources  
Lesson 2 – 1 and pencils.

Say:

**It is important that you skim the Information Resource Packet first. Then answer the questions. Today we are practicing some techniques and tricks that will help you be successful.**

**Look at your worksheet. Let's examine the questions and find key words or phrases. Later you will answer the questions. Right now we want to practice finding the clues in the questions.**

**Look at question number one.**

**“According to the Table of Contents, on what page could you find information about flying fish?”**

**What are the key words in this question?**

(Response: table of contents and flying fish)

**Circle *table of contents* and *flying fish*. Pause.**

**Move on to question two.**

**“If you needed to know the meaning of a word used in your textbook, what resource would you use?”**

**What is the key word or phrase in number two? Pause.**

(Response: meaning or meaning of a word.)

**Circle *meaning* or *meaning of a word*. Either way is fine. Pause.**

**Number three. “According to the index, on what page could you find information about the knee cap?”**

**What are the key words in question three? Pause.**

(Response: index and knee cap.)

**Circle *index* and *knee cap*.**

**Read number four to yourself and circle the key words.**

Pause to allow students time to read and mark their worksheets.

**What key words did you circle?**

(Response: fingerprints and twins; fingerprints and identical twins.)

Say:

**On that question, you will have to decide which resource to use before you can answer the question. Don't guess!**

**Look at the last question. Read it to yourself and circle the key words.** Pause to allow students time to complete the task.

**What are the key words in number five?**  
(Response: copyright date)

**Use your Information Resources Packet now to answer these five questions. You have already found the key words, so you are half way there.**

**Do not guess! Take your time to find the answer.**

Allow time for students to complete the worksheet.  
If a student is struggling, offer him a hint or some help.

Say:

**Check your worksheet as we go over the correct answers. Number one. The correct answer is B: page 145.**

**Where did you look to find this answer?**

(Response: in the table of contents)

**Number two. The correct answer is C: glossary.**

**A *glossary* is an alphabetical listing of words and their definitions for a particular book.**

**Number three. The correct answer is C: page 33.**

**In number four, you had to make a decision before you could answer the question.**

Say:

**What did you have to decide first?**

(Response: which resource to use)

**Yes, and which resource do you use for number four?**

(Response: the excerpt or part from the book *ABC's of the Human Body*)

**You have to do all that thinking and deciding before you can even answer the question. So, what is the answer to the question?**

(Response: Choice A: similar)

**Good. Did you have to read every word of that article?**

(Response: no)

**Now for the last one. What is the correct answer?**

(Response: B: 1987)

Say:

**You have done a great job today using research materials. There are a number of tricks that will help you to be successful! Be sure you understand the question before you try to answer it.**

**For goodness sakes, take your time and work carefully.**

Student Worksheet Using Information Resources Lesson 2 – 1

NAME \_\_\_\_\_

1. According to the table of contents, on what page could you find information about flying fish?
  - A. 144
  - B. 145
  - C. 153
  - D. 142
  
2. If you needed to know the meaning of a word used in your textbook, what resource would you use?
  - A. table of contents
  - B. index
  - C. glossary
  - D. copyright page
  
3. According to the index, on what page could you find information about the knee cap?
  - A. 35
  - B. 32
  - C. 33
  - D. 23
  
4. Fingerprints of identical twins are
  - A. similar.
  - B. different.
  - C. identical.
  - D. invisible.
  
5. What is the copyright date of the *ABC's of the Human Body*?
  - A. 1978
  - B. 1987
  - C. 1988
  - D. 1977