

## **GRADE 8 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 ( $\implies$ ) by them.

### *Purpose of Lesson 1:*

In this lesson, the tutor and students will

- review a variety of information resources by brainstorming,
- 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 textbook that includes table of contents, index, copyright page, glossary (one per student)
- Information Resources Booklet (one per student)

### *Preparations before beginning Lesson 1:*

- Write these words on the board:
  - table of contents
  - index
  - glossary
  - copyright page

*LESSON 1: Using Information Resources*

After your introductory remarks, say:

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

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

Pause to allow students time to answer.

(Response: the library)

Then say:

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

**Today we will brainstorm some library resources you might use to complete this project or report. Brainstorming is one of the techniques you use when writing. Who can tell me what brainstorming is?**

Pause to allow students time to answer. (Responses might include thinking up ideas, making a cluster, making a list, or writing down a lot of ideas.)

**We are going to practice using that technique now.**

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

**On your paper, write the word *PROJECT* in the center of your page. Draw a circle around the word *PROJECT*.** Allow time for students to complete this 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 the word *encyclopedia*, and draw a line to connect it to **PROJECT**.**

Allow time for completion of this task.

Spell *encyclopedia* if necessary.

Then say:

**Work by yourself for a few minutes. Think of resources you might find in the library to use on this project. Write them down on your cluster.**

*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 the topic. Then as details or ideas come to mind, write them down, and circle them. Lines are used to show how ideas and details are related.

Pause to allow time for students to complete the cluster.

Then say:

**As we begin to share resources, you should add to your cluster.**

(Responses might include book, encyclopedia, newspaper, almanac, atlas, Internet, magazine, textbook.)

A sample cluster is shown on page 225. There is not a right or wrong way to design the cluster.

Then say:

**You came up with several possible sources, but let's focus on only one of those – books.**

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

Then say:

**Books are an excellent resource when doing a project. Look at the board. You see a list of the parts of a book. Use your textbook and find the Table of Contents.**

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

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

Then say:

**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 over the Table of Contents. Other features of the Table of Contents may include boldface type and larger font sizes used to indicate units or chapter titles.

**The second part of the book we will look at is the index. Find the index.** Allow time for students to complete this 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 to make it easier to use.**

**Another valuable part of a book is the glossary. The glossary is located at the back of a 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 look in the back, in the glossary to find a definition. How is the glossary arranged?** (Response: in alphabetical order)

**Right, the glossary is arranged in alphabetical order. What else in the book is arranged in alphabetical order?** Pause.

(Response: the index)

**The index and the glossary are both arranged in alphabetical order.**

Then say:

**Now, go 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 textbook was published.**

**The back of this page is important when doing research. 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 and find the copyright date. Pause.**

**When you are doing a project or report, you want to be sure your information is current. You need to know how to find the copyright date to verify that the information has been published as recently as possible.**

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

**Close your book and put it aside.**

Pause to allow time for students to complete the task.

Then say:

**Testing your ability to use research materials is a little difficult; therefore, you will have a booklet of reference sources included in your test 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 project. IMAGINE somebody goes to the library and selects encyclopedia articles and books for you to use on your IMAGINARY project. IMAGINE that you don't even get the whole encyclopedia or the whole book. You get only the parts you need!**

⇒ Distribute the Information Resources Booklet.

Then say:

**This booklet is an Information Resources Booklet from an old test; we will use it for our practice. On this part of the test, you will answer multiple-choice questions and short-answer items. Before you answer the questions, you need to skim this Information Resources Packet.**

**The good news is you don't have to read every word of it! You skim the material. *Skimming material* means you read over it very quickly!**

**We are going to practice skimming right now!**

Say:

**Ready? Here we go! Look at the Table of Contents.**

**You don't have the whole book; you only have the Table of Contents. You don't need the whole book to answer the questions.**

**What two chapters are shown on this page?**

(Response: Chapters 3 and 4)

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

**Now, 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.**

**What is the title of Chapter 4?**

(Response: How Other Creatures Live)

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

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

Then say:

**Let's see how good you are! Ready?**

**Look at me. Don't look at your paper. Keep your eyes on me.**

**I am going to ask you a question and the answer is on that Table of Contents page. Be prepared to tell me the title and page number where I can find the answer to my question. You might want to put your finger on the answer so you can keep your place when you look up. Ready? Here's the first question. Don't forget to think!**

**What are the parts of an eye? Go!**

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

**Good! How did you find the answer?**

(Response: First find the key word, eye; eye is part of the human body, so that puts it in Chapter 3, The Human Body; skim for eye.)

Students may have difficulty explaining how they figured out the answer. Offer hints and clues as they try to explain.

**Tell me the title and page number that answers this question.**

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

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

**Good.**

**What's the Key word?** (Response: caterpillar and/or butterfly)

**The key word tells me to look in which chapter?**

(Response: Chapter 4)

**You did a good job of skimming. Remember, that's what you need to do when using a Table of Contents.**

Say:

**Turn the page to the glossary. There are some valuable clues in that box at the top of page 247.**

Pause to allow students time to look at the box.

**Tell me something important that is found in that boxed information.**

(Response should include "This is a glossary from the book *Your Skeleton and Skin*." ) **Yes, be sure to read the name of the book.**

**How is a glossary arranged?**

(Response: in alphabetical order)

**So, if I wanted to know the definition of *ridge*, would I look at the beginning, middle, or end of this list?**

(Response: end)

**Why would you look toward the end?**

(Response: because “r” comes toward the end of the alphabet)

**What about the word *dermis*? Where would I look?**

(Response: beginning)

**Why?**

(Response: because “d” comes toward the front of the alphabet)

**That’s a trick you use to find words quickly in the glossary.**

**Turn the page to the Index. Pause.**

Then say:

**An index is also arranged in alphabetical order. You already know a trick for looking up words in the Index. You use the same trick, the same technique, you 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.**

**Find the word *head bone*. Pause.**

**Notice the word *skull* in parentheses. *Skull* in parentheses means *skull* is another word for *head bone*. The word in parentheses is another entry in this index.**

**Now find *skull*. Pause.**

**And what word do you see?**

(Response: head bone)

**Turn the page. Pause. Look at the information in the box.**

**This resource comes from the *World Book Encyclopedia*. This information is a list of articles related to skin. Skim this list of articles. Pause.**

Say:

**If you were doing a report on Skin, this list is a list of other places in the *World Book* where you could look for information. Pause.**

**How are these articles arranged?**

(Response: alphabetical order)

**Yes. They are also arranged in alphabetical order.**

**Look down close to the bottom of this resource. Pause.**

**There's a line that says "See also Skin in the Research Guide/Index, Volume 22, for a Reading and Study Guide."**

**Don't skip this piece of information just because it is in small type! The answer is not always going to be at the top of the page in boldface type. Don't give up too early!**

Then say:

**Let's look at the next resource, a copyright page. Pause.**

**This copyright page comes from which book?**

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

**Some of the type on this page is small, so don't let your eyes get lazy! What is the copyright date for this book?**

(Response: 1987)

**Turn the page. Pause.**

**Look at the boxed information at the top of the page.**

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

**Remember, you don't have to read every word on this page.**

**What is it called when you just look quickly over the page?**

(Response: skimming.)

**Be sure to skim the drawings, pictures, or charts that might be included in this section. There is information in those items.**

Then say:

**Today has been a good review for the Information Resources part of the test. Thanks.**

**On the day of the test, be sure to use the techniques and tricks we practiced today. These techniques and tricks make it easier for you to answer the questions. Remember what I told you earlier: you have to skim that Resource Packet before you get to the questions. If you skim the Resource Packet first, you shouldn't have any trouble answering the questions.**

SAMPLE CLUSTER  
Using Information Resources Lesson 1

