

## **GRADE 8 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 (  $\implies$  ) 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 the questions; and
- answer questions using the Information Resources Booklet.

### *Equipment/Materials Needed:*

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

*LESSON 2: Information Resources*

After 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 for which you had to go to the library and use the resources there.**

**Today we will review some of those resources you might have used. It is very important that you know the types of resources and the kinds of information they contain! Knowing how to use available resources will come in handy when you are doing research.**

**For this part of the lesson, pretend 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 this project if assigned by your teacher.**

⇒ Distribute the Information Resources Booklets to students.

Then say:

**Let’s begin with the page of directions. We are going to walk through this page and talk about this page because the directions are very important.**

**We will begin at the top of page 245, where it says “Introduction.” You should follow along as I read aloud.**

**“In this section of the test, 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 the test. The information sources and page numbers where you can find them are listed below.”**

**Look at box one.**

**The first information source you have is a Table of Contents from the book *Tell Me Why*. This information source will be found on page 246 of your booklet.**

**Remember: you have only a copy of one page from this book; but you will need this page to answer the questions later.**

Say:

**Look at box two.**

**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 of the booklet will you find the glossary?**

(Response: page 247)

**The index will be found on what page?**

(Response: page 248)

Say:

**The third source comes from the *World Book Encyclopedia*. I know you have used an encyclopedia to do a report, 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 test booklet will you find this source?**

(Response: page 249)

Say:

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

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

**This time you will use the copyright page that is on page 250 of the test booklet and an article on fingerprints; the article is on page 251.**

**Notice that, under the boxes, you see the directions. Follow along as I read the directions. “Skim pages 246 through 251 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 on this part of the test.**

Say:

**The first thing you do is skim. To *skim* means to read at a fast rate to get the general idea of what is in each of these resources. I want you to skim pages 246 through 251 now.**

**Turn in your resource booklet to the Table of Contents. Pause a few minutes to allow students to look at this page.**

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

**Turn the page to the glossary. Skim the Glossary.**

Pause a few minutes to allow students to look at this page.

Students do not talk; they skim.

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

**Turn the page to Articles Related to Skin. Skim the page. Pause.**

**Turn the page to the copyright page. Skim the copyright information. Pause.**

**Turn to the page on fingerprints. Look it over quickly.**

**You now should 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 Resources Booklet first. Then answer the questions. Today we are practicing those techniques or tricks that will help be successful.**

**Look at your worksheet. Let's examine the questions and find key words or phrases. Later you will actually answer the questions. It is really important to use 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 that question?**

(Response: table of contents and flying fish)

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

**Look at 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. Some students might also mark textbook.)

**Circle *meaning* or *meaning of a word*.** Either way is okay. I know you already know the answer to that one!

**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*.**

Then say:

**Now read number four to yourself. Circle the key words.**

**“Fingerprints of identical twins are**

**A. similar.**

**B. different.**

**C. identical.**

**D. invisible.”**

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

**What words did you circle?**

(Response: fingerprints and twins or identical twins)

**Notice that before you answer this question, you will have to decide which resource to use. For goodness sakes, don’t guess!**

**Look at the last question. Read it to yourself and then circle the key words.**

**“According to the *World Book Encyclopedia*, what other topic could you look up to find information about skin diseases?”**

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

**What are the key words or phrases in number five?**

(Response: *World Book Encyclopedia* and skin diseases)

Now say:

**Use your Information Resources Booklet now and answer these five questions. You’ve got the key word, so you are half way there!**

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

Then say:

**Check your paper 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.**

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

**Number three. The correct answer is C. The information about the kneecap will be found on page 33.**

**For number four, what do you have to do first?** (Response: decide which resource to use) **Yes, first you had to decide which resource to use. So, what resource did you use for this answer?**

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

**Now you are ready to answer the question. What is the answer to the question?** (Response: A, similar)

**Yes. Did you have to read every word of the article?**

(Response: no)

Then say:

**Now for the last one. The question helps me know to use the *World Book Encyclopedia*. But, when I look at that page, all I see is a lot of long words that are difficult to pronounce.**

**What key word or phrase am I looking for?**

(Response: skin diseases.)

**Yes, skin diseases. I have to look all the way through the page until I get to the very bottom of the page. There I see "Skin Disease" in boldface type. Once I get to Skin Disease I find the answer, Dermatology.**

Then say:

**You have done a great job of using research materials. We walked through the questions so that you are sure to understand them. You really need to understand the question before you can answer it. Remember to take your time and to use some of the hints we practiced today.**

## 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. According to the *World Book Encyclopedia*, what other topic could you look up to find information about skin diseases?
  - A. Disorders
  - B. Dermatology
  - C. Scar
  - D. Eczema