

GRADE 8 English Language Arts **Using Information Resources: Lesson 3**

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 3:

In this lesson, the tutor and students will

- skim the information resources booklet,
- practice finding key words, and
- answer questions using the Information Resources Booklet.

Equipment/Materials Needed:

- Student Worksheet Using Information Resources Lesson 3 – 1
- Information Resources Booklet (one per student)
- Pencils

LESSON 3: Using Information Resources

⇒ Distribute Information Resources Booklets to students.

After your introductory remarks to students, say:

Look at the first page of the Information Resources booklet. Follow along as we review this page. There is a lot of information on this sheet. You need to be familiar with it in order to answer the questions.

Today we will check your ability to use a variety of information resources. Try thinking of it this way: It is like doing a report or project, but you don't have to go to the library and you don't actually have to write a paper. What you will do is show that you know how to use these resources. You show that you *could* do this project!

Now look at the information in the boxes. Here are four resources that you will use to answer the questions.

Notice that number 1 is a table of contents that comes from a book titled *Tell Me Why*. What part of the book will you use to answer the test questions?

Pause to allow students time to answer. (Response: Table of Contents)

The information in the parentheses (page 246) tells what page this answer/information appears on in your test booklet.

What is the second resource?

Pause to allow students time to answer. (Response: a book, *Your Skeleton and Skin*)

What part of this book will you use?

Pause to allow students time to answer. (Response: glossary and index)

Yes. Remember that the glossary is like a dictionary just for the book you are reading. In this exercise, we are using the book *Your Skeleton and Skin*. The glossary contains definitions for words found in this particular book. The index lists topics and subjects that are found in the book. Both the index and the glossary are arranged in alphabetical order.

The third resource is one you probably like to use - the encyclopedia. We will spend some time today studying how to use “Articles Related to Skin.” I want to be sure you understand this section.

The fourth resource is an excerpt from the book *ABC’s of the Human Body*. What two parts of this book will you use?

Pause to allow time for students to answer. (Response: copyright page and an article on fingerprints)

Look at the directions. Circle the word *Skim*. To *skim* means to read at a fast rate to get the general idea of what is in each of these resources. We will look at each resource quickly to get a general idea of what is included.

Now we are going to practice skimming. Turn to Resource 1, the Table of Contents. Pause.

Start at the top of the page with the information in the box. This table of contents comes from what book? Pause.

(Response: *Tell Me Why*)

This table of contents shows two chapters. Notice that each chapter has a name. This information, the names of the chapters, will come in handy when you begin to answer the questions.

Turn the page. Again, start at the top of the page. This glossary comes from the book *Your Skeleton and Skin*. The glossary is arranged in alphabetical order and will have words and definitions that are from just this book.

Remember, you aren’t expected to read all this material. You skim!

Turn the page for the next resource. This index comes from what book? Pause.

(Response: *Your Skeleton and Skin*)

The index is a list of all the topics from this book.

What helps us to use the index efficiently?

(Response: It is arranged in alphabetical order.)

Say:

On the next page, you will have a resource from the *World Book Encyclopedia*. Most of you have used the encyclopedia to do reports and projects.

Look at the box at the top of the page. It says “Articles Related to Skin.” This information is usually found at the end of an encyclopedia article. It lists other articles in which you could look for information about skin disorders. This list is in alphabetical order so that makes it easier to use.

Don’t quit looking too soon! There is a heading called “Other Related Articles.” You may also find information for your project in these articles; or you might also look up *Skin* in the index volume of the encyclopedia.

If you still do not have enough information, the encyclopedia gives you one last place to look for information on Skin disease. It is at the bottom of the page: See Dermatology; Skin. It is in boldface type!

You really have to stay with this resource all the way to the end!

Turn the page. Where should your eyes start skimming?

(Response: at the top)

Yes, at the top. The copyright page contains a great deal of information : the name of the author or editor, the place of publication, and the date of publication.

Again, let me remind you that you don’t have to read all of this page. You just need to know what information might be found on this page. Then, if the question asks something about the copyright, you will know which resource page to use.

This copyright page is unusual because it has a picture on it. If you wanted to know more about the heart, on what page would you look ?

(Response: page 91)

Say:

Let's turn to the last resource. Start at the top. This page is an excerpt from the book, *ABC's of the Human Body*. *Excerpt* means a short passage: it's not the whole book.

For this resource, you have written information and also pictures and drawings. Remember to read the information accompanying the pictures and drawings.

Then say:

This activity completes our review of the resources and *finally* gets you to the questions! You must be familiar with the resources because the resources contain the answers to the questions.

⇒ Distribute Student Worksheet Using Information Resources
Lesson 3 – 1. Be sure each student has a pencil.

Say:

Let's look at the questions carefully and find the clues that will help you to do well. Sometimes identifying a clue or a key word will lead you to the correct answer.

Let's walk and talk through question one together.

“Suppose you are going to write an outline for your report on Using Fingerprints for Identification. Write three main topics that would be included in your report.”

What key words do you see in this question? Circle them.

(Responses could include write, outline, fingerprints, three main topics)

“Write” tells me this question is not a multiple-choice question!

“Outline” tells me the form in which I will write my answer.

How does the clue “Fingerprints” help?

(Response: tells you which resource to use)

And “three main topics” tells me how many things to have in my outline.

Keep the question in mind and turn to the information on fingerprints. Pause to allow time for students to turn to this information.

Skim that page looking for ways fingerprints are used for identification purposes. Pause.

Where did you find the ways fingerprints are used?

(Response: at the end of the article)

If no one has found the answer, guide students with this hint:

Skim the passage looking for the word *identify*. Look quickly.

When you find the word *identify*, stop and read slowly. Take your time reading to see whether this part is about using fingerprints to identify people.

Pause to allow time for students to practice this skill.

If necessary, direct students to the last sentence “Thus fingerprints provide a foolproof way to identify everyone: amnesiacs who have forgotten their own name, accident victims whose faces have become unrecognizable, and, of course, criminals.”

What are the three ways fingerprints are used for identification?

(Response: to identify amnesiacs, accident victims, and criminals)

Now you have the three topics for your outline.

Go back to the question page and write the answer to number one.

Pause to allow time for students to write.

Then say:

To answer these questions, you will have to flip back and forth between the resources pages and the question pages. It may seem awkward to you, but flipping back and forth between the resources and the questions is the way to do this part.

Say:

Let’s do another question. Look at number two. “Write a sentence that would summarize the main idea of your report on fingerprints.”

Think about the key words. Circle the key words. Pause.
(Possible responses: write, sentence, main idea)

Now that you have identified the key words, take time to think. Think about what you want to say. What is the overall point of your report?

On your answer sheet, write a sentence that summarizes the main idea of your report. Pause to allow time to write.
(Responses might include the following:
Fingerprints are used to identify everyone.
Everyone’s fingerprints are different.)

Because the question said “write a sentence,” you will want to be sure you began with a capital letter and ended with a punctuation mark. Check to see that you have written a complete thought.

Ask for volunteers to share.

Students **should avoid** a sentence like “This is a report on fingerprints.”

Say:

Please answer the remaining questions using the techniques we have practiced. Circle the key words. When you have finished, sit quietly until we are ready to discuss the answers. You may begin. Good luck!

Allow time for students to work.

Students should check their own papers. Discuss the answers to guide students in understanding the process involved.

Say:

Now, you check your paper. We will discuss some of these responses to see how well you are used the techniques we practiced together.

Number three. “According to the Table of Contents, on what page will I find the answer to why I’ve been sneezing?” The correct answer is C, page 126.

Why is Choice B incorrect? Pause.

(Response: Choice B, page 125, is the page right before the correct answer.)

Why is Choice D incorrect? Pause.

(Response: Choice D, page 127, is the page right after the correct answer.) **If your eyes get on the wrong line, you could miss this one.**

To find the correct answer, you need to be very careful!

Number four. “Which of these resources is not arranged in alphabetical order?” What is a key word in this question?

(Response: not)

The answer to number four is B: Table of Contents.

If you suddenly went blank on this question, you could go back and *look* at each of the resources to see which one was not in alphabetical order.

Now say:

Now let’s look at the last one. “Fingerprint patterns are sometimes used to confirm diagnosis of what disease?” The answer is Choice D: Alzheimer’s.

Which resource did you use for this question?

(Response: the one on fingerprinting)

Where on the page did you find the answer?

(Response: in the information by the picture of the hand or in the information between the picture of the hand and the other pictures)

Did you notice the hint in the question? “Fingerprint patterns are used...” That hint told you which resource to use! I hope you found the clue and used it. The reason some students might miss this question is they stop too soon. On this question, you have to hunt to find the answer; but, it is there. What was the clue? Pause.

(Response: fingerprint)

Some students might choose to leave this answer space blank because they are having trouble finding the answer. Don’t leave it blank! If the question is there, you know there’s an answer somewhere in the resource material. Don’t quit until you have found it!

Then say:

Today we practiced many techniques to help you in school. The most important thing to remember is to skim the resource booklet before you begin answering the questions. Remember: when you skim, you do not read every word.

Student Worksheet Using Information Resources Lesson 3 – 1

NAME _____

1. Suppose you are going to write an outline for your report on Using Fingerprints for Identification. Write three main topics that would be included in your report.

2. Write a sentence that would summarize the main idea of your report on fingerprints.

3. According to the Table of Contents, on what page will I find the answer to why I've been sneezing?

- A. 162
- B. 125
- C. 126
- D. 127

4. Which of these resources is not arranged in alphabetical order?

- A. Index
- B. Table of Contents
- C. Glossary
- D. World Book articles

5. Fingerprint patterns are sometimes used to confirm the diagnosis of what disease?

- A. Down's Syndrome
- B. Hives
- C. Dermatitis
- D. Alzheimer's