

GRADE 8 English Language Arts **Using Information Resources: Lesson 4**

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 the 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 4:

In this lesson, the tutor and students will

- ◆ practice reading and following written directions;
- ◆ practice using the following information resources- a magazine article, a diagram, an internet website , and excerpts from books;
- ◆ practice skimming;
- ◆ find key words in questions; and
- ◆ answer questions using the Information Resources Booklet.

Equipment/Materials Needed:

- ◆ pencils
- ◆ Student Worksheet: Information Resources Lesson 4-1
- ◆ Information Resources Booklet (one per student)

Introduction:

Today you will practice using available resources. You have probably spent time in the library finding resources for reports or projects.

The library is a great place to find many kinds of sources. It is important that you become aware of the many resources available in the library.

Let's quickly review some the resources we might find in the library.

Pause; ask students to name resources from the library. Responses might include books, textbooks, magazines, newspapers, dictionary, atlases, encyclopedias, computers, and the Internet.

For this part of today's lesson, you will practice finding information from sources. You won't actually do research or write a report. You will simply practice going through the process of finding information from resources to show that you *could* do an assignment requiring research. Doing this activity will be very much like answering questions about information resources on a standardized test.

⇒ Distribute the Information Resources Booklet.

To give you an opportunity to practice finding information from references, the State Department of Education developed an Information Resource Booklet. This booklet includes parts of different information resources such as books, encyclopedias, and magazines, etc. The first page of this booklet includes three main parts: an introduction, which gives the purpose of this section of the test; the topic of the reference materials; and directions for the test. It is very important that you carefully read this page of the booklet before beginning to answer questions. This step is very important. If you don't read this page (especially the directions) carefully, you may make several mistakes and waste a lot of time while you are taking a test.

Look at the top of the first page where it says *Introduction*. Follow along silently as I read aloud.

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

Did you notice that the first thing you are supposed to do is look at the reference materials? Then you use these materials to answer the questions.

What is the next heading after *Introduction* ? Pause. (topic)
You can see that it is very easy to find out what topic the resources cover. In this case what is the topic? Pause . (drums of the world)

How many kinds of information resources containing information about drums are there on this page? Pause. (five)

Quickly scan this page to get familiar with these sources. Notice that each source is shown in a separate box. What are the five sources? Pause. (a magazine, two books, a diagram, and website from the Internet)

Each source has information about specific sections and the page number on which each section is found: for example, look at the first source and determine what part of the source is used and where it can be found. Pause. (one article from the magazine on page 224B?)

Now look at the second source. What part of the book is included here and where is it found? Pause. (excerpt from a book on page 225B?)

The source in the third box is a little different from the others because we don't know whether it came from a book or encyclopedia, or from another information resource. All we know is that this source is a diagram. What kind of diagram is it? Pause. (orchestra)

What kind of source is in the fourth box? Pause. (website from Internet)

What kind of source in the fifth box? Pause. (book)
Notice that the source in the fifth box includes three parts. What are they? Pause. (copyright page, table of contents, bibliography page)

In addition to the five information resources, there is one more piece of important information under *Topic*. Read along silently as I read this statement aloud. *Models of bibliography entries for different types of references are on page 231B. These show acceptable formats for entries.*

Look at page 231B? to get a better understanding of a model of a bibliographic entry. Who can tell me the purpose of a bibliographic entry? Pause (gives the source for information)

Yes, the bibliographic entry tells us the source of information. There are several ways to write bibliographic entries depending on the specific source being cited. How many models of bibliographic entries do you see on page 231B? Pause. (five)

Notice the different ways to cite bibliography entries for different sources. These models show how to write bibliographic entries for books by single authors, books by more than one author, encyclopedias, magazine articles, and books issued by organizations not identifying an author. Each of these entries is written in a particular way.

Let's quickly review the information we find under *Topic* on the first page of this booklet before looking at the third section on this page. The *Topic* section includes five different informational resources found in this booklet and gives the page number where models of bibliographic entries are found.

Now let's go on to *Directions*, the third and final section on the first page of this booklet. Read silently as I read aloud.

Skim pages 224B through 230B 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.

Did everyone notice that the directions said to skim the information contained in the sources *before* answering the questions? You were also directed to do this in the introduction on this page. Look at the introduction again. It said to *look at some reference materials and then to use the materials to answer the questions.* Any directions that are mentioned twice must be pretty important.

Are there any questions about how to use the Information Resource Booklet? (Review or clarify as needed.)

Now we are ready to practice using informational resources by doing an activity like one you might find on a test. When you take a test, you will have a packet of reference sources included with your test booklet.

To do this activity, imagine that you are doing a report or project about drums. You have gone to the library, chosen the books and encyclopedia articles you need, and then selected only the parts of the books and articles you need to do the project. All the resources that you will have to work with on your project are in this booklet.

Now take a few minutes to scan pages 224B-230B of your Information Resources Booklet. You don't need to read every word of this booklet. Just read over the pages very quickly to get an idea of the types of information contained in these pages.

Allow a few minutes for students to scan these pages.

Now let's practice finding information from this booklet before doing the worksheet on informational resources.

Raise your hand if you know the answer. Is everyone ready? Let's begin.

Remember, there are five informational sources in this booklet. Which one of these five sources would tell me where the conductor stands during a performance? You might already know where the conductor stands, but I want you to tell me which information source would have this information. Pause. (the diagram of an orchestra, page 226B)

You probably found this answer very quickly, especially if you remembered there was a diagram of an orchestra in this booklet. It would have taken longer to find the answer if you had started from the beginning of the five resources, reading word for word. Since you skimmed the booklet first, you knew where to find the answer quickly.

What are the key words in this question? Pause. (*which, source, where, conductor stands*) Notice that you did not have to tell actually where the conductor stands, but to tell *which source* gave that information. It is important to identify the key words in the question so you don't get side tracked and look for the wrong information.

Now let's try another question. Which source gives information about how Native Arctic people use drums? Pause. (the article from a magazine "Drums of the Inuit")

Finding this answer probably took a little longer than finding the first answer. This time you had to know what the main ideas of the sources were. Often, the main idea of an article is found in the first sentence. In this case, the first sentence says, *The Inuit, native inhabitants of the Arctic polar region, have made drums for centuries.* If you began your search at the first source, then you found the answer quickly.

What are the key words in this question? Pause. (*Native Arctic people, drums*)

If you scanned the titles of the magazine article and book excerpts, did you see these words? Pause. (only the word *drums*)

Yes, the only word in the titles was *drums*. Since I didn't see *Native Arctic* in any of the titles or the table of contents, I had to scan each article for these words, or for similar words. I found the words *native* and *Arctic* in the first sentence of the first source. I did not find the exact phrase, *Native Arctic people*, in the sentence. However, the phrase, *native inhabitants of the Arctic polar region*, means the same as native people who live in the Arctic region. I did not have to read every word in the article. In fact, all I needed to read was the first sentence. Scanning the article saved me a lot of time.

⇒ Distribute Student Worksheet: Using Information Resources Lesson 4-1.

Now imagine you are taking a test with a section on using information resources. Using this booklet, answer the questions on this worksheet. Remember to identify the key words in each question and then to scan the information sources so that you can find the answer quickly.

After students have completed the worksheet, discuss the answers to each question.

Answers to Worksheet on Using Information Resources:

Key words are highlighted.

1. Which of the following sources gives the **most information** about the **original purposes for drums**?

- ◆ **Choice A, *Internet Website*, is not correct because this article is about a specific kind of drum, the Burmese drum, rather than the original purposes for drums.**
- ◆ **Choice B, *Article from a magazine*, is not correct because this article is also about specific drums, those from the Inuit, rather than drums in general.**
- ◆ **Choice C, *Diagram*, is incorrect; no information about the purposes of drums is provided.**
- ◆ **Choice D, *Excerpts from books on drums*, is correct. Several articles about the original purposes of drums are listed on the Table of Contents page in Chapters one and two.**

2. Which part of the **fifth source**, *Excerpts from Books on Drums*, would tell **how many authors** contributed information about **jazz**?

- ◆ **Choice A, *Table of Contents*, is incorrect.**
- ◆ **Choice B, *Bibliography page*, is correct; you can actually count the number of bibliographic entries listed under *jazz*.**
- ◆ **Choice C, *Diagram of The Orchestra*, is incorrect. The Diagram is the fourth source and not a part of the fifth source.**
- ◆ **Choice D, *Copyright page*, is incorrect.**

3. Which part of the fifth source, *Excerpts from Books on Drums*, would tell where "Drums Through The Ages" was printed?

- ◆ Choice A, *Copyright page*, is correct; this page tells when and where a book was printed. *Drums Through the Ages* was printed in the United States of America.
- ◆ Choice B, *Bibliography page*, is incorrect; this page gives bibliographic entries for all of the authors who wrote articles included in the book.
- ◆ Choice C, *Table of Contents*, is incorrect; this page tells what topics the book covers.
- ◆ Choice D, *Internet Website*, is incorrect; this page has information from the Internet, not from a book.

4. Which source would be the best one to find information comparing drums from different parts of the world?

- ◆ Choice A, *Article from the magazine "Drums of the Inuit"* is incorrect; this article discusses drums of the Inuit only, not drums from all over the world.
- ◆ Choice B, *Excerpt from the book "Rhythm and Percussion"* is incorrect.
- ◆ Choice C, *Excerpts from books on drums*, is correct. You can tell by looking at the Table of Contents, Chapter 4, that this source has information about drums from many parts of the world.
- ◆ Choice D, *Diagram, The Orchestra*, is incorrect.

You have done a great job practicing finding information quickly. This skill will help you find the information you need to work on projects and reports. Let's review a few tips for using information resources and answering the kind of questions about them that you might see on a test:

- ◆ *Read the first page* of the Information Resource Booklet carefully. This page contains the *directions* and *contents* of the Booklet.
- ◆ *Follow the directions!* Remember, you are told *twice* on the first page to *look at the reference materials before answering the questions*.
- ◆ *Scan* the resources and *skim* the articles; you do not have time to read every word in every article and information resource.
- ◆ To find main ideas of articles and other information resources quickly, *read titles and first sentences of paragraphs*.

Student Worksheet: Using Information Resources Lesson 4-1

NAME _____

Use the Information Resources Booklet to answer the following questions.

1. Which of the following sources gives the most information about the original purposes for drums?
 - ◆ A. Internet Website
 - ◆ B. Article from the magazine "Drums of the Inuit"
 - ◆ C. Diagram, *The Orchestra*
 - ◆ D. Excerpts from books on drums

2. Which part of the fifth source, Excerpts from Books on Drums, would tell how many authors contributed information about jazz?
 - ◆ A. Table of Contents
 - ◆ B. Bibliography page
 - ◆ C. Diagram, *The Orchestra*
 - ◆ D. Copyright

3. Which part of the fifth source, Excerpts from Books on Drums, would tell where "Drums Through The Ages" was printed?
 - ◆ A. Copyright page
 - ◆ B. Bibliography page
 - ◆ C. Table of Contents
 - ◆ D. Internet Website

4. Which source would be the best one to find information comparing drums from different parts of the world?
 - ◆ A. Article from the magazine "Drums of the Inuit"
 - ◆ B. Excerpt from the book "Rhythm and Percussion"
 - ◆ C. Excerpts from books on drums
 - ◆ D. Diagram, *The Orchestra*