

GRADE 4 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

- ◆ review a variety of information resources,
- ◆ identify parts of a book,
- ◆ practice brainstorming, and
- ◆ practice skimming.

Equipment/Materials Needed:

- ◆ Unlined paper
- ◆ Pencils
- ◆ Chart paper on stand, chalkboard, dry erase board, or poster board
- ◆ Chalk, dry erase markers, or magic marker
- ◆ Information Resources Booklet (one per student)
- ◆ Textbooks

Preparations before beginning Lesson 4:

Write the following words on the board:

- ◆ Table of Contents
- ◆ Index
- ◆ Glossary
- ◆ Copyright Page

Introduction:

Today we will practice using a variety of information resources. Suppose your teacher assigned a project or report. Where would you find the information for this assignment? Pause. (the library)

Yes, the library is a great place to find many kinds of sources. Are there other places you might find information? Pause. (the Internet)

Yes, the Internet is another source of information. Sometimes we can access the Internet at home using our own computers. Most libraries also have computers for us to use.

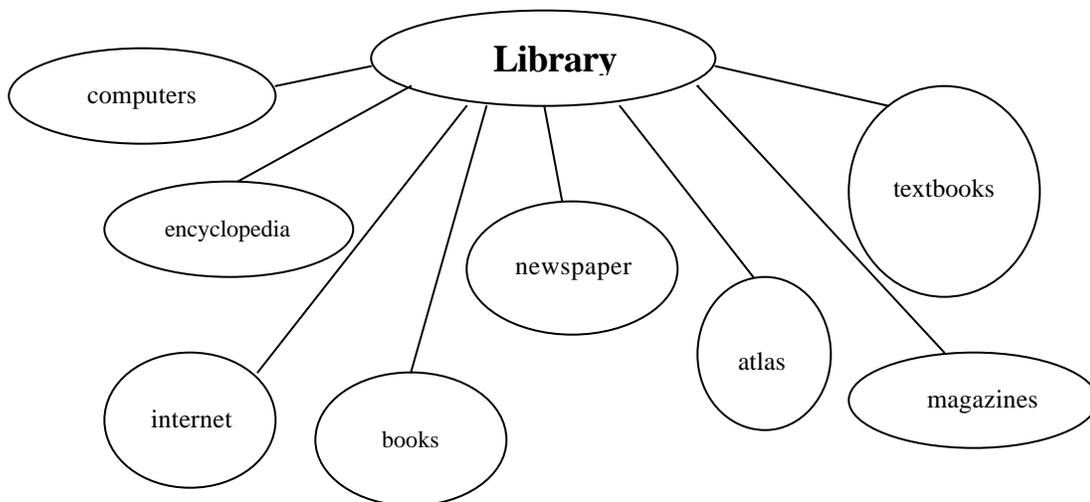
⇒ Distribute unlined paper. Be sure each student has a pencil.

Write the word *project* at the top of your paper. In the center of your paper, write the word *library* and draw a circle around it. (Demonstrate by writing on the chalkboard.) We will use a web or cluster to organize our information resources. Remember, there is no right or wrong way to arrange a web or cluster.

First let's think of all the resources we might find in the library.

Who can name one resource from the library?

(Write resources on the board as students identify them. Include the following resources as well as any other resources that can be found in the library, but are not included below.)



You came up with several possible resources to use for a project or report. For now, let's focus on just one resource – the book.

⇒ Distribute textbooks.

Books are great resources for reports and projects. Look at the board to see the list of some parts of a book. Now, we will find each part in your book.

Table of Contents

First let's find the Table of Contents. Who knows where the Table of Contents is located? Pause. (in the front of the book) What does the Table of Contents tell us? Pause. (what is inside the book)

Notice how the Table of Contents is organized. It 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.

Take a couple of minutes to skim the Table of Contents so you can get a good idea of what your textbook is about. Notice that some chapters are broken down into smaller sections, which give specific information about the chapter. Sometimes boldface type or larger print indicates units or chapters.

Index

Now find the index. Does anyone know where the index is located? Pause. (in the back of the book)

What does the index tell us? Pause. (topics found in the book)

How is the index different from the Table of Contents? Pause. (The index is in the back of the book; the Table of Contents is in the front of the book.)

Yes, the Table of Contents and index are located in different parts of the book. There is another difference in the way they are arranged. Does anyone know another way they are different? Pause. (The topics in the index are arranged in alphabetical order, which makes them easier to find. The topics in the Table of Contents are arranged in the order in which they are presented in the book, and they are indicated by chapters.)

Glossary

Another valuable part of a book is the glossary. The glossary is also located at the back of the book. Find the glossary. What is the purpose of the glossary? Pause. (The *glossary* is a list of words and definitions that are used in this particular book. If you were stuck on a word in *this* textbook, you could turn to the back, in the glossary, to find the definition.

A glossary is like a dictionary because it gives definitions and the words are arranged in alphabetical order. However, a glossary is also different from a dictionary. Does anyone know how a glossary is different from a dictionary? Pause. (A dictionary gives definitions for nearly every word we use. A glossary gives definitions for words that are found in a particular book, such as a science textbook.)

Title Page

Now, turn to the front of the book and find the title page. This page has the title, the author, the publisher, and the place where the book was published. When working on a project or report, you will need to look at the back of the title page. The back of the title page is the copyright page. On this page you will find the copyright date. Look closely and find the copyright date. Circulate among students to be sure each one can find the copyright date.

The copyright date is very important information to provide on a project or report because it tells how old the book is. Your information must be accurate, or correct. It should also be as current as possible. *Current* means recent. For example, if you are doing a report on the most powerful computer available, you would not want to use a book with a copyright date of 1960, because you would get information on very old computers. On the other hand, if you were doing a report on the history of computers, you might use books dating back as far as 1955 or earlier.

You know what the copyright date tells you. You also should know what *copyright* means. A *copyright* is the legal right to copy, publish, or sell a book. The copyright on this book means that the publishers listed on the title page have the legal right to copy, publish, or sell a book.

Now that we have reviewed some parts of a book, you may put your book away. Next you will practice using other research materials.

Now we are ready to practice using information 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 promised your relatives that you would find information about Louisiana to help them plan their vacation. You have picked out the books and encyclopedia articles you need from the library. You then picked out only the parts of the books and articles you need to get enough information to plan a vacation.

⇒ Distribute the Information Resources Booklets to students.

This Information Resources Booklet has all the materials you will use to find information. You just need to skim the materials. *Skimming* means reading very quickly, paying close attention to titles, headings, and words in bold print. When you skim you do not read every word.

Skim the first page of the Booklet. How many sections are on this page? Pause. (three; the Introduction, the Topic, and the Directions. These three sections are easy to find because they are in bold print.

Look at the first section, the introduction; it tells how to use this booklet. Now look under the topic section. This section is broken down into several subtopics. How many subtopics are there?

Pause. (four: Louisiana Tour Guide, Internet Web Site Information, World Book Encyclopedia, and Index from Social Studies Textbook.)

Notice that under each subtopic there is more specific information about the resources and the page numbers on which they are located: for example, the Louisiana Tour Guide has three parts: a map of Louisiana, Table of Contents, and State Symbols/Climate.

Now take a look at the third and last section on this page, the directions. The directions tell you how to use this booklet to answer questions.

Now that you have skimmed the first page of the booklet, let's see how quickly you can find information on it.

What kind of information can we find in the encyclopedia? Pause.
(Louisiana Fact Sheet)

Where can we find a map of Louisiana? Pause. (Louisiana Tour Guide)

Where can I find information about traveling in Louisiana? Pause.
(Internet Web Site Information, LouisianaTravel.com, page 230B)

Before we look at the rest of the packet to practice finding information let's read the directions carefully. Follow along with me as I read these directions aloud.

Skim pages 226B through 232B 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 worksheets. 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.

Notice that the directions tell you to skim the resource materials before answering the questions. Today you will spend some time getting familiar with the resource materials, but will not have to write anything.

First let's get familiar with the Louisiana Tour Guide. What is a tour guide? Pause. (a booklet that gives information about interesting places to visit)

Find the first part of the guide, the map of Louisiana. How would a map of Louisiana help you plan a vacation? Pause. (tell where interesting places are located)

Suppose you want to know which cities in Louisiana have state parks. Would you have to look at each city on the map? (no, only the ones with state park symbols)

Now look at the Table of Contents of the Louisiana Tour Guide. How can this resource help you plan a vacation? Pause. (It tells where to find general information about Louisiana and information about specific areas in Louisiana.)

Where would you look to find information about Grand Isle? Pause. (Area Listings, pages 171-181)

Now look at the State Symbols/Climate page of the Louisiana Tour Guide. How can this page help you plan a vacation? Pause. (It tells what the weather is like during each month.)

Now look at the next source, the Internet website, LouisianaTravel.com. How is this source different from the Table of Contents? Pause.

The Table of Contents is helpful if you already know which topic you want to research. LouisianaTravel.com will give you some good ideas about interesting places to see if you don't know much about Louisiana.

If you are unfamiliar with Louisiana, it would be a good idea to look at the web site first, to get good suggestions about places to visit, and then to go to the Table of Contents to look for more information about the places you want to visit: for example, suppose you find some information about *Mardi Gras* on the internet web site, LouisianaTravel.com. If you want to learn more about *Mardi Gras*, you can look it up in the Table of Contents. In what section of the Table of Contents and on what page is *Mardi Gras* listed? Pause. (Statewide Information, page 60)

Now let's go on to another source, the *World Book Encyclopedia*, found on page 231B. This page has several sections. If you are interested in facts about Louisiana, this resource will be very helpful.

Suppose you wanted to know when the Louisiana Purchase took place. Which section would give the answer? Pause. (Important Dates)

Which section would tell you the population of New Orleans? Pause. (People)

Now let's go to the last resource in this booklet, an index from a social studies textbook. Notice that the index lists entries in alphabetical order so we can find them easily. If you wanted specific information about Baton Rouge, Louisiana, where in the index would you look? Pause. (under *B* for Baton Rouge)

On what page would we find information about Baton Rouge? Pause. (page 291)

Today we spent time getting familiar with the materials in the Information Resources Booklet. For our next lesson on using information resources, we will become more familiar with these materials and will practice finding information from them quickly.