

GRADE 4 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

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 this information in order to answer the questions.

Today we will check your ability to use a lot of different information resources. Try thinking of it this way: this activity 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 the project!

Look at the information in the boxes. These are the 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 questions? Pause. (Response: Table of Contents)

What is the second resource? Pause.
(Response: a book, *Your Skeleton and Skin*)

What part of this book will you use? Pause.
(Response: glossary and index)

Yes. Remember that the glossary is like a dictionary just for 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 study how to use “Articles Related to Skin.”

Say:

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. (Response: copyright page and an article on fingerprints)

Look at the directions. Circle the word *Skim*. To skim means that you 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 has two chapters. Notice that each chapter has a name. That information (the names of the chapters) will come in handy when you 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 just from this book.

Remember, you are not expected to read all this material. You skim!

Turn the page to 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 me quickly locate words in an index?

(Response: it is arranged in alphabetical order.)

On the next page you will find a resource from the *World Book Encyclopedia*. Most of you have used an encyclopedia for a report or project. Look at the box at the top of the page. It says “Articles Related to Skin.” This information is usually found toward the end of the encyclopedia article. This additional information lists other articles in which you could look for information about skin disorders. This list is in alphabetical order, so it is easier for you to use.

Say:

Turn the page. Where should your eyes start skimming?

(Response: at the top of the page)

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 information. You just need to know what information might be found on this page. Then, if the question asks something about the copyright, you know which resource 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)

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

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

Say:

This activity completes our review of the resources and finally gets you to the questions. You must be familiar with these resources because that's where all the answers are.

Don't skip going through the resources! It doesn't take long to skim them; it will surely help you to be successful with the questions.

⇒ **Distribute Student Worksheet Using Information Resources
Lesson 3 – 1. Each student needs a pencil.**

Say:

Let's look at the questions carefully to find some clues. Often if you can find a clue or a key word, that clue will help you find the right answer.

Question one. "Complete the following outline for your report on 'Using Fingerprints for Identification.' Some of the outline has been done for you."

What key words do you see in this question?

(Response: outline; Fingerprints)

Circle *outline* and *Fingerprints*.

How does the clue *Fingerprints* help?

(Response: tells you which resource to use)

Yes. Now, keep the question in mind and turn to the information on Fingerprints. Pause.

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

Ask a volunteer to share the answer.

(Response: identify accident victims; identify criminals)

Where did you find the ways fingerprints are used? In what part of the article?

(Response: at the end)

Students have to skim the article looking for the word *identify*.

Say:

Find the three ways fingerprints are used for identification. With that information, you are now able to complete the outline.

Allow time for students to complete the task.

Then say:

In order to answer these questions you have to flip back and forth between the resources pages and the question pages. Flipping back and forth may seem awkward to you, but that method is the way to complete this activity.

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
Fingerprints are used to identify everybody.
Everyone's fingerprints are different.)

Because the question said "write a sentence," you will want to be sure you begin with a capital letter and end with a punctuation mark. Check to see that you have written a complete thought.
Ask for volunteers to share their sentences.

Now say:

Please answer the following questions using the techniques we have practiced. Circle the key words. After you have finished, sit quietly.

Allow time for students to complete the questions. 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 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.

Look at choices B and D. Pause.

Choice B: page 125 is the page right before the correct answer and

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.

You need to be very careful!

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

(Response: not)

And, 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.

The last one. “Fingerprint patterns are sometimes used to confirm the 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 hand or in the information between the hand and the pictures.)

Say:

Did you notice the hint in the question? “Fingerprint patterns are used...” That clue 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. However, the answer is there.

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

Then say:

The most important thing to remember is to skim this resource booklet. When you skim, you don’t read every word!

Student Worksheet Using Information Resources Lesson 3 – 1

NAME _____

1. Complete the following outline for your report on Using Fingerprints for Identification. Some of the outline has been done for you.

I. To identify amnesiacs

II. To identify accident victims

III. _____

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 the resources listed below 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