

Using a Non fiction Book

GRADE(S)	Intermediate
GOALS	Students will be able to utilize a non fiction book effectively to gather information for research purposes.
ESSENTIAL QUESTIONS	Why would you use a non fiction book? How do you use one?
STANDARD(S)	Library Scope and Sequence Standards 1,2,3 and 4.
MATERIALS	<p><i>Tigers</i> by Bill Ivy Table of Contents (<i>B-15</i>) Index (<i>B16</i>) Glossary/Words to Know (<i>B-17</i>) Facts in Brief (<i>B-14</i>)</p> <p style="text-align: right;"><i>See Appendix B-13 through B20</i></p>
DESCRIPTION	<ol style="list-style-type: none"> 1. LMS will discuss various sources to use to find information on a topic (Non fiction books, magazines, encyclopedias, internet web pages CD-ROM products, interviews, etc.). 2. LMS will introduce a non fiction book as a good source. (Use <i>Tigers</i> by Bill Ivy from the Nature’s Children Series) 3. LMS will discuss physical layout of this book – Title Page, Facts in Brief, Table of Contents, photographs and captions, organization of information into subtopics, Words to Know and Index 4. Using the Table of Contents with whole group discussion, students will discover the features, purpose, and how to use the Table of Contents. <ul style="list-style-type: none"> • Table of Contents contains a list of all subtopics in the order they appear in the book. It gives the starting page for the information on each subtopic. • Subtopics are listed in numerical order as they appear in the book. • Students orally respond to questions like the following: On what page will you find the subtopic Growing Up? On what page will you find information on where tigers live? In which subtopics will you find information on the tiger’s appearance? 5. Using the Index with whole group discussion, students will discover the features, purpose and how to use the Index. <ul style="list-style-type: none"> • Index contains a list of all subjects/topics covered in the book in ABC order. It gives all the pages that will have information on each subject/topic. • Students will orally respond to questions like the following: How many pages have information on cubs? Would information on family come before or after information on babies? How many different topics will you find information on, on page 9?

	<p>6. Using the Glossary/Words to Know with whole group discussion, students will discover the features, purpose and how to use the Glossary/Words to Know.</p> <ul style="list-style-type: none"> • Words to Know is a listing of difficult words and their definitions in ABC order. In many books Words to Know is called a Glossary. • Students will orally respond to questions like the following: How do the entry words look? What is an animal or plant that grows and feeds on or in another one? <p>7. Using Facts in Brief, with whole group discussion, students will discover the features, purpose and how to use Facts in Brief.</p> <ul style="list-style-type: none"> • Facts in Brief is a chart that provides students with limited information on basic subtopics. • Students will orally respond to questions like the following: What information is provided in the Classification Section? How many subtopics are included in this chart?
ASSESSMENT	Students will utilize information presented as they work on their research projects.