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| **Instructor**: | | **Course**: | | |
| **Unit**: Instructional Unit on Research Projects | | | **Quarter**: | |
| **Topic**: Selecting and Reading From a Variety of Print Sources with Skimming & Scanning | | | **Time Range**: 45 minutes | |
| **Standard(s)**:   |  | | --- | | # 2,4 |  1. Reading for All Purposes 2. Research and Reasoning | | | | |
| 21st Century skills:  Information Literacy; Collaboration; Self Direction; Relevance and Application; Communication | | | | |
| **Objectives / Assessment Frameworks**:   1. Students will learn to find a variety of print sources that can be used for their projects. 2. Students will find at least 2 print sources and give the titles and page numbers that will apply to their projects. | | | | |
| **Prerequisite Learning**: *in order to effectively master the objectives listed above, students must exhibit mastery in the following areas*…   1. Students should be familiar with how to use the computer library catalog to locate sources. 2. Students should be familiar with call numbers and how to locate books in the library. | | | | |
| **Lesson Outline**: (*think about the following elements: instructional strategies, depth of knowledge, materials, resources, student engagement, mastery, closure*)  Materials needed: Library and a Teacher Librarian, if available, is helpful. No computers with this lesson, except for a computer with a library catalog.   1. Review skimming and scanning techniques and explain how these techniques can be helpful during research.    * According to: http://   wiki.answers.com/Q/What\_is\_the\_different\_of\_scanning\_or\_skimming  “Skimming and scanning are both ways of reading through some passage.  Scanning refers to the act of briefly reading through the passage. You do not go into detail to interpret every single detail. The purpose of scanning is to just simply know what the passage is talking about, who are the characters, and some other information that is more of general.  Skimming refers to reading through a passage with great precision. The reader will be looking for clues and evidence so as to help him interpret what exactly in detail was happening and etc.”   * A further example: One might first **scan** through a passage to find keywords or **scan** through the index. Once a paragraph or page is found to have the desired keywords, then one might **skim** through the paragraph for more detailed information.  1. In choosing the print sources required for the assignment (the number will vary by teacher), try for a variety of print sources so there will be different perspectives or points of view presented. Following are a variety of print reference sources that could apply:  * The encyclopedia   + At the end of an article, there is often a list of related articles; these could give the student more information about his/her topic.   + If there is an author for this article, it is sometimes found at the beginning of the article, or sometimes the author's name is located at the end of the article. Author’s name, if found, is needed for works cited.   + The encyclopedia’s index volume can help the student pinpoint specific volumes and pages of keyword data. The index is usually a separate volume at the end of the last volume. It lists keywords for every article in its volumes.   + There may be several sets of encyclopedias and some may be more applicable than others. * World Almanac and Book of Facts   + This is an excellent source for current statistics on world topics. These can be found in the 030 section of nonfiction books in the library. * Biographies   + These can be found in the “B” for Biography section in a library and the 920 section for books on groups of people. * Magazines/newspapers   + If you have a physical copy of a magazine or newspaper, these can be included as nonfiction print sources if the articles relate to the student’s topics. * Atlases   + If maps are needed, use the 912 section in the library for these.  1. Non-fiction books are excellent resources as well.  * Remember, students may not need to read an entire book; using the index in the back of the book, look up keywords which will show students the pages on which the keywords are found; also, use the table of contents for clues. * Students may use the computer library catalog to locate books by title, author, or keyword. * Once a student finds a book, he or she should write down the entire call number. Call numbers are usually shelved according to the **Dewey Decimal Classification** system (10 subject areas)  1. While researching for good sources, students will need to use skimming and scanning skills to help them decide if the source will be helpful or relevant for their purposes. 2. Once students decide the resource will be helpful, they can read more and take notes. How to take notes will be covered in another lesson. 3. **ASSIGNMENT:** This could be a great time for the students to complete survey #3 of 4 for “Student Engagement”. The instructions and form are attached, in case you still need them. 4. **ASSIGNMENT:** Students will find at least 2 print sources and write the titles and pages that have information related to their project. Be sure to have the students show the teacher their results for credit. 5. **ASSIGNMENT:** Two skimming/scanning exercises are attached, if time permits.  |  | | --- | | *notes:* | | | | | |
| **Differentiation**: *use the data (CSAP, Acuity, TOSCRF, YPP…) collected to help identify how you will meet the needs of all students in your class*.  Students are not as familiar with print sources as they are with Internet sources. Many may need help finding the index or even finding a nonfiction book. The teacher and librarian(s) need to be available to help with this process. | | | | |
| **Re-Teach** | **Extensions** | | | **Accelerations** |
| Use of index and call numbers may need to be reviewed for some students. | *(Distributive Practice)*  A skim/scan assignment could be given to practice these techniques. | | | Once two sources are found, students can continue to find more sources for their projects, if needed. |
| **Evaluation / Assessment**: *explain how you will determine mastery of this lesson to the objective/standard*…  Students were able to find information applicable to their research projects. | | | | |
| **Reflection**:  *Things that went well*…  Students were found roaming all around the library to find different print sources.  *Things that didn’t go well*…  Some students are slower readers than others and had problems with not enough time to skim/scan to find 2 print sources.  *Things to remember*…   * Some students may need to request InterLibrary Loan books. * This lesson was actually skipped for one project, but it was found that this requirement for extra print sources was still required and combined with other lessons for completion of the project.   *Things to change for next time…*  Possibly making time for the two exercises on skimming/scanning. | | | | |

STUDENT NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD \_\_\_\_\_\_\_\_\_

For this survey, the teacher is to tell the students:

“This is not graded. This is to help the teacher measure your engagement throughout this project. You will be evaluating your own confidence and interest level several times. It takes only five minutes. A “1” is very low; and a “10” is extremely high. No two students should have the same answers because they are based on “your” perceptions, not somebody else’s. Your feelings can change each time and your numbers can go up or down as you progress. Try to be as truthful as possible. Thank you.”

**SURVEY 1: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 2: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 3: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 4: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |





