***Title:*** Research Building Blocks – Hints about Print

***Time Period:*** 2 – 30 minute periods

ReadWriteThink.org

***Standards:***

***Resources and Preparation:***

Student interactive from ReadWriteThink <http://www.readwritethink.org/classroom-resources/student-interactives/hints-about-print-30025.html>

Student Activity Sheets 1,2 and 3

Pre-selected non-fiction titles in the Destiny database that students can view to do their activity.

***Student Objectives:***

* Use a variety of graphic organizers to connect important ideas in text to prior knowledge and other reading.
* Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented, linking them to previous experience and knowledge.
* Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
* Use text structure to determine the importance information.
* Use text aids to locate information in a book.
* Use an organizational system to locate information.
* Analyze information.
* Discriminate between relevant and irrelevant information.

***Instruction & Activities***

**Selecting Print Sources**

1. Students can learn a great deal about which sources will help them find information by looking carefully at the full anecdotal records at the library search station. Begin this lesson by having them work together to complete the [Selecting Sources](http://www.readwritethink.org/lesson_images/lesson147/SelectingPrintSources.pdf) activity sheet.
2. Follow up with a discussion asking why some of the books would be useful, why others would not, and why some might need to be investigated further. Point out how titles can be helpful, though some may not. Annotations (or lack thereof) can be of use, as can be dates of publication.
3. After looking at the book abstracts, facilitate a discussion with the students about what makes a book useful. Guide them in their brainstorming and compile a list of characteristics they would use while looking at a book as a research tool.
4. The next step is for the whole class to carefully examine an information book. This exercise will help students to ask themselves questions about information sources, enabling them to make informed decisions about materials that could be good sources on research report topics. Have the students create a checklist from their brainstormed list or use an already created evaluation form like the ones provided in step 6 below.
5. Begin the examining process by modeling the use of a book review form with an information book you are using with your class. Alternatively, have students go through the demonstration portion of the [Hints about Print](http://www.readwritethink.org/materials/hints-on-print/index.html) student interactive. This step will help the students be more prepared to evaluate sources by themselves.
6. After modeling the process for the class and/or having the students view the online demonstration, select some sources that they can evaluate in pairs at a learning center, using their checklists and/or a [Nonfiction Book Evaluation](http://www.readwritethink.org/lesson_images/lesson147/NonfictionBooksEval.pdf) or a [Nonfiction Book Review](http://www.readwritethink.org/lesson_images/lesson147/NonfictionBookReview.pdf) form. The Evaluation Form is also available online in the "Try It!" portion of the [Hints about Print](http://www.readwritethink.org/materials/hints-on-print/index.html) student interactive.