

Student Teacher Miss Morgan Snyder Grade 5<sup>th</sup> Grade # Of Students 20 Time 10 min  
Supervisor's Signature \_\_\_\_\_ Date November 2, 2010

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## PRELIMINARY PLANNING

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### PA Standards:

- 1.8.5.B: Conduct inquiry and research on self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- 1.1.5.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- 1.8.6.A: Develop, with teacher guidance, an inquiry-based process in seeking knowledge.

### Pre-Assessment:

- The teacher should use prior knowledge about the students' confidence in conducting research. Also, the teacher will be asking several questions in the introduction of lesson which will allow the teacher to complete an informal assessment of students to find out what they already know about locating information by using an index.

### Objectives:

- When using nonfiction books to conduct research, students will be able to locate certain topics within the book using their knowledge of the index with little or no guidance from the teacher.

### Individual Modifications:

- This mini-lesson will be completed as a group activity and the teacher will guide the students through each step. If any extra help is necessary the teacher will be flexible in making these accommodations.

### Materials:

- ELMO/ Document Camera
- Pencils for all students
- "5 Keys" worksheet for all students
- "Using the Index" worksheet for all students
- At least 2 different colored highlighters
- Chalk

- Chalkboard

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## LEARNING SEQUENCE

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### Introduction/Motivation

### Time:

- Teacher will use the previous lesson taught about cause/effect writing (when students were assigned a research project about pollution) to create a basis for learning about indexing.
- Teacher will say, *Last week, when we discussed cause/effect writing, we decided that we were going to begin writing a paper about pollution. How/Where are you going to find information about pollution?*
  - Teacher may need to prompt students to answer, but students should be able to come to the conclusion that they can use the internet or books.
- *When we use the internet, how do we search for the information we need?*
  - The teacher will try to get the students thinking about different online search engines (google, yahoo, etc)
- *When we use a book, how do we “search” for the topic we need? For example, if I have this whole science book, and I just want to find information about pollution, what do I do? Do I have to sit down and read the whole book?*
  - Most students will be able to answer no to this question. The teacher should evaluate the students based on whether they are able to identify the index (or the concept of the index).

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### Learning Activities

### Time:

- The teacher will write the word “index” on the board and explain the concept of the index. *The index helps you find information in a book.*
- Teacher will hand out the “Five Keys” worksheet for students to fill out and practice note taking. The teacher will go through the keys one at a time, explaining each one. (On the EMO/Document Camera) As the teacher talks about the keys, she will demonstrate (when necessary) using a nonfiction “big book”. *As I go over the 5 keys, I would like you to practice your note taking skills by writing as much information as you need in your box.*
- The teacher will pose questions about the index in the big book.
  - What would you find on page \_\_\_?
  - Where could you find information about \_\_\_\_?
  - How many pages talk about \_\_\_\_?

- Etc.
  - Students will need to get into pairs. The teacher will give each student a “Using an Index” worksheet. Students will read the story and use the index to fill in the blanks.
  - To review the worksheet, the teacher will ask two volunteers to act out the story.
    - As students say the answer, the teacher will write it on the chalk board and ask the rest of the class if they agree by putting their thumbs up (or down).
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### **Transition into Writing**

### **Time:**

- To review the 5 keys of indexing, the teacher will call on one student from each row.
  - The teacher will ask the students to grab their 5 keys paper and take it with them when they go to the library to continue their cause/effect research about pollution. The teacher should remind the students that they do not need to read the whole book to find the one piece of information they need.
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## **POST INSTRUCTIONAL PLANNING**

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What I will observe in the student writing to assess that the students have met my lesson objective.

- The teacher will need to observe students while they are conducting research to see if they fully understand the importance of properly using the index.
- The teacher will also need to questions students during the research process to evaluate their understanding.

Self-evaluation (to be completed after your lesson).

Follow up to the Lesson (What future mini-lessons/conferences will be needed?)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# 5 Keys of Indexing



The index is found at the back of a nonfiction book.



All of the topics in the index are in Alphabetical order.



You must search by using key words/topics.



When looking for a person you must look for their last name in the index.



The numbers next to the topic show you what page to look on.