ELEMENTARY LIBRARY LESSON PLAN # 5-1.5a

National Literacy Standard	**1.5** The student who is information literate accesses information efficiently and effectively while developing and using successful strategies for locating information.	**FIFTH**
Virginia SOL	**5.4(E)** Student will read fiction and nonfiction fluently and accurately. **5.7(E)** Student will demonstrate comprehension of information from a variety of print resources.	
Library Objective	Students will research and record information using a variety of resources.	
Title	*"Trivia 100"*	
Resources	100 game cards, one of each resource per team (dictionary, almanac, atlas, encyclopedia, Guinness Book of World Records, thesaurus)	
Introduction	Review each of the listed reference sources.	
Vocabulary		
Activity	Divide the class into teams according to tables. Copy the questions so that each team has a set of cards. (You may want to copy each team's set on a different color paper for organizational purposes.) When the team answers each question, they must include on each card: 1) the answer 2) source of answer 3) page number where answer was found 4) name of student who found the answer	
Closure	Review of the resources and trivia answers.	

Comments:

Lesson #5-1.5a - Answer Key

1. 54 degrees F
2. Theodore Roosevelt
3. ship's biscuit
4. the bottom of the sea
5. diamond
6. Portugal, France
7. an iceberg
8. as a messenger
9. Ribbon Falls, California
10. Angel Falls, Venezuela
11. 1 ¼ miles
12. 3 years
13. Roosevelt, Lincoln, Jefferson, Washington
14. Black Mountain
15. volcano
16. Island of Hawaii
17. Hudson River
18. the British
19. Arlington, VA
20. escape
21. 102
22. marble
23. heat
24. plankton
25. 1/20 of an inch every year
26. Judith Gordon Low
27. noisy ghost
28. 1871
29. Mrs. O'Leary's cow kicked over a lighted lantern
30. Chief Justice John Marshall
31. We, the people of the United States…
32. adult, mature, matured, ripe, mellow (answers may vary)
33. Secretariat
34. R. Turcotte
35. a lawyer
36. 37 degrees N, 77 degrees W
37. 22 degrees N, 88 degrees E
38. pleasant, agreeable, delightful (answers may vary)
39. 400 people
40. 10,080,000 gallons
41. mouth organ
42. Four score and seven years ago…
43. Lincoln was dedicating the Civil War Battlefield as a cemetery
44. a Spanish coin
45. Treasure Island
46. the Himalayas
47. blue whale
48. airship

49. burst into flames while landing
50. Sasquatch
51. by boat
52. a cave on the Italian island of Capri
53. sand bars, bottoms of streams, sand flats along seacoasts
54. papyrus, a reed used by Egyptians
55. disappeared in a volcanic eruptions
56. excavations revealed history
57. the Pope
58. cabbage
59. John Chapman
60. football
61. Benjamin Franklin
62. orchid
63. Ohio
64. through gills
65. Aesop
66. ninety feet
67. 2063
68. the metal mercury
69. northern hemisphere sky
70. Aaron Burr
71. eat it, it's a fruit
72. a banana
73. Sally Ride
74. West Virginia
75. gross
76. thirty-two
77. Theodor Seuss Geisel
78. Canterbury Cathedral
79. the king's knights thought the king desired Becket's death
80. December 29, 1170
81. hope
82. Theodore Roosevelt
83. forty-two years
84. 21
85. head, heart, hands, health
86. twenty years
87. salt
88. he was the first U.S. postmaster
89. Massachusetts
90. April 23
91. March 22 and April 25
92. composer
93. Hogan's Alley
94. 1893
95. 1851
96. 5750 (subject to change –Guinness Book)

***Lesson #5-1.5a - Answer** Key*

Lesson #5-1.5a - Answer Key

97. 22 inches (subject to change-Guinness Book)
98. sequoia
99. Union of Soviet Socialist Republic
100. Hawaii, Oahu, Molokai, Maui, Lanai, Kauai, Niihau

Lesson #5-1.5a Trivia Cards

1.What is the temperature in Mammoth Cave?	**2.Who named the White House?**
3. What is "hardtack"?	**4. What is "Davy Jones' locker"?**
5. What is the birthstone for April?	**6. What two countries border Spain?**
7. What caused the *Titantic* to sink?	**8. How did Mercury serve the Roman gods?**
9. What is the tallest waterfall in North America?	**10. Where is the tallest waterfall in the world?**

Lesson #5-1.5a Trivia Cards

11. What is the distance of the Kentucky Derby Race?	**12. How old must a horse be for the Derby?**
13. What four presidents are pictured on Mount Rushmore?	**14. What is the highest point in Kentucky?**
15. What is Mauna Loa?	**16. Where is Mauna Loa?**
17. Under what river does the Lincoln Tunnel run?	**18. Who burned the White House in 1814?**
19. Where is the Tomb of the Unknown Soldier?	**20. What was Houdini's special kind of magic?**

Lesson #5-1.5a Trivia Cards

21. How many floors are in the Empire State Building?	**22. What is the Taj Mahal made of?**
23. What do BTU's measure?	**24. What is the main food of baleen whales?**
25. At what rate is the Leaning Tower of Pisa tilting?	**26. Who established the Girl Scouts of America?**
27. What is a poltergeist?	**28. When was the Great Chicago Fire?**
29. According to legend, how did the fire start?	**30. The Liberty Bell cracked while ringing for a funeral. Whose?**

31. What are the first seven words of the Constitution?	**32. List five synonyms for grown-ups.**
33. What race horse won the Triple Crown in 1973 ?	**34. Who was the jockey of the horse that won the Triple Crown in 1973?**
35. What was Francis Scott Key's occupation?	**36. What is the latitude and longitude of Richmond, Virginia?**
37. What is the latitude and longitude of Calcutta, India?	**38. List three synonyms for the word nice.**
39. How many people died in the United States in the blizzard of 1888?	**40. How many galloons of oil were spilled in the Exxon Valdez spill of 1989?**

Lesson #5-1.5a Trivia Cards

41. What is a harmonica?	**42. What are the beginning words to the Gettysburg Address?**
43. Who gave the Gettysburg Address and why?	**44. What was a "piece of eight"?**
45. In what famous pirate story was the parrot known for calling, "Pieces of eight"?	**46. In what mountain range does the Abominable Snowman supposedly live?**
47. What is the world's largest whale?	**48. What was the Hindenburg?**
49. What happened to the Hindenburg?	**50. What do the people of Canada call Bigfoot?**

Lesson #5-1.5a Trivia Cards

51. How do you enter the Blue Grotto?	**52. What is the Blue Grotto and where is it?**
53. Name three places to find quicksand?	**54. Where did paper get its name?**
55. What happened to Pompeii?	**56. Why is Pompeii important today?**
57. Who lives in the Vatican Palace?	**58. What is sauerkraut made of?**
59. What was Johnny Appleseed's real name?	**60. What team game is rugby very much like?**

Lesson #5-1.5a Trivia Cards

61. Who invented bifocals?	**62. From what exotic flower does vanilla come?**
63. What state has been the birthplace of seven presidents?	**64. How do fish breathe?**
65. Who is the best known teller of fables?	**66. What is the official length of the sides of a baseball diamond?**
67. In what year is Halley's Comet scheduled to return?	**68. What is quicksilver?**
69. Where is the aurora borealis seen?	**70. What Vice-President was tried for treason?**

Lesson #5-1.5a Trivia Cards

71. What should you do with a paw-paw?	**72. What fruit does the paw-paw resemble?**
73. Who was the first U.S. space woman?	**74. Where is the Cheat River?**
75. Find a table of Weights and Measures. What is a dozen dozen?	**76. How many dry quarts are in a bushel?**
77. What is the real name of Dr. Seuss?	**78. Where was Thomas A. Becket murdered?**
79. Why was Thomas A. Becket murdered?	**80. What was the date of Thomas A. Becket murdered?**

Lesson #5-1.5a Trivia Cards

81. What remained in Pandora's box when she shut the lid?	**82. Who was the youngest U.S. President to be inaugurated?**
83. How old was Theodore Roosevelt when he became President?	**84. How many days does it take a chicken egg to hatch?**
85. What do the four "H's" stand for in 4H?	**86. How long did Rip Van Winkle sleep?**
87. What is the common name for sodium chloride?	**88. Why was Benjamin Franklin's portrait chosen for one of the first U.S. postage stamps?**
89. Where is Hatfield?	**90. Easter dates vary. In the year 2000, what day did Easter occur?**

Lesson #5-1.5a Trivia Cards

91. Between what two dates must Easter fall?	**92. Why was Frederick Chopin famous?**
93. What was the name of the first comic strip?	**94. In what year did the first comic strip appear?**
95. In what year was the first Christmas card used?	**96. What was the size of the largest Popsicle?**
97. What was the size of the largest bubble gum bubble?	**98. What are the largest trees in the world?**
99. What did the initials U.S.S.R. stand for?	**100. Name the seven Hawaiian islands.**

ELEMENTARY LIBRARY LESSON PLAN # 5-5.2a

National Literacy Standard	**5.2** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.	**FIFTH**
Virginia SOL	**5.5(E)** The student will describe the author's style, development of plot, and characterization. **5.6(E)** The student will prioritize information according to purpose.	
Library Objective	The student will describe author's purpose, style, development of plot, and characterization.	
Title	*"Author's Purpose"*	
Resources	Overhead of basic examples of author's purpose. Copies of independent practice. Overhead of example article and copies of other articles from various magazines with multiple-choice questions to accompany each article. (Teachers may choose to use texts other than magazines.) (Use a different color set for each table for organizational purposes.) Assessment made from articles with same format as practice.	
Introduction	Students will role-play specific emotions: anger, arrogance, etc. Students will identify the emotion and list how they knew (body language, choice of words, tone of voice). Together define tone of voice. Explain that tone of voice can come across in writing as well and helps us understand the author's intention for writing the work.	
Vocabulary	Persuade, entertain, inform	
Activity	**Day 1:** Using the overhead, read through paragraph examples to identify the purpose to persuade, inform, or entertain. Do this for one or two examples. Have students identify the criteria that establish each purpose. (i.e. entertain includes humor, inform includes facts) Students complete one independently. Correct together. Then, pass out colored articles. Together read "More Than A Pretty Face" from Dogfancy. Talk through the questions and answers. Discuss how many of the answers are partially correct, but only one directly answers the question. Warn them that this can "trick" many students. As a group, select the correct answer. **Day 2:** Divide into groups. Each group will have copies of the seven articles. Each student will have the questions for each article. Students will read the articles and select the correct answers. Under the correct answer, they must explain why they chose the answer they selected. Students will turn in their answers to be corrected. Share with classroom teacher before the next lesson. **Day 3**: Students will be divided into three groups based on the number of questions that they answered correctly. Along with a teacher and library assistant, students will discuss the ones they got incorrect. Lead them through the decision making process. Let them explain why they chose the incorrect answer and explain where they were "tricked."	
Closure	**Day 4**:Give formal assessment in the library or classroom.	

Name _____

Author's Purpose Basic Review

An author writes for many reasons. Over the years you have learned that authors usually write to **inform** you, to **entertain** you, or to **persuade** you to think, feel, or do something. Read the examples below. Decide what you think the author was trying to do.

1. Does your hair look messed up after recess? Do you know that you can control this situation? You don't have to have your friends look at you strangely as you finish your turn at the water fountain after a hot day at recess. Harry Tuggle has created a hair gel that will withstand the toughest game of kickball. This non-greasy formula will hold your hair in style for the entire school day. Simply send a check for $10.00 to Harry's Hair Gel at P.O. Box 145, Hold, CA 22222 and he will send you a 12 oz. bottle to try. Satisfaction guaranteed or your money back!

   The author's purpose for writing this was to _____.

2. Shadow, Rusty, and Sophie ran to the edge of the river. Their owners watched with anxious eyes as the dogs splashed through the shallow water. The owners smiled, happy that they were dry on the shore while the puppies played. Suddenly Shadow dashed out of the water, ran to the owners and shook his shaggy coat. The girls were all wet!

   The author's purpose for writing this was to _____.

3. Anyone who creates anything has the rights to it! The United States has laws to protect people from having their ideas and works stolen or used without their permission. These laws are called copyright laws. The authors of a famous book and the student sitting next to you both have the same rights!

   The author's purpose for writing this was to _____.

Lesson #5-5.2a - Worksheet (2 of 3) Name _____

Author's Purpose Independent Practice

Example:

"More Than A Pretty Face", *Dogfancy*, December 2001

The author probably wrote this article in order to –
a. explain how lonely Mary Jane was.
b. persuade people to buy an American Eskimo Dog.
c. tell how much one dog helped a lonely lady.
d. describe the benefits of owning a dog.

I think it is _____ because:

"Tough Love Keeps Your Pup Trim and Healthy", *Dogfancy*, December 2001

The author probably wrote this article in order to –
a. persuade the reader to feed her dog less.
b. explain why being overweight is harmful.
c. inform the reader how to help the dog lose weight.
d. tell the reader to stop giving her dog snacks.

I think it is _____ because:

"Fundamentals. It's Your Turn!", *Soccer Jr.,* September 2001

The author probably wrote this article in order to –
a. teach people how to do the pivot turn.
b. give advice on how to execute the move.
c. tell readers about his favorite move.
d. persuade people that the pivot turn is a good option.

I think it is _____ because:

"Birds of Prey", *Zoobooks,* March 2001

The author probably wrote this article in order to –
a. give examples of how to help endangered species.
b. convince readers that these birds of prey need help.
c. teach readers how people are affecting birds of prey.
d. explain how birds of prey are important.

I think it is _____ because:

Lesson #5-5.2a - Worksheet (3 of 3)

"Cousteau Kid Explorer Club", *Dolphin Log,* September-October 2001

The author probably wrote this article in order to –
a. convince the readers to join the Cousteau club.
b. tell the reader what will happen in the club.
c. describe the benefits of being in the club.
d. inform the reader about what the club is.

I think it is _____because:

"A Sleepy Old Bear", *Your Big Backyard*, November 2001

This poem both entertains and informs you because it –
a. is fun and gives factual information.
b. persuades you to take a nap.
c. tells you about hibernation.
d. is a cute poem.

I think it is _____ because:

"Cats are Better Than Dogs", *Cat Fancy*, January 2001

The author probably wrote this article in order to –
a. persuade you to think that cats are better than dogs.
b. persuade you to buy the book.
c. entertain you with a funny story.
d. entertain you with an argument of why cats are better.

I think it is _____because:

"Timmy Finds Trouble", *Cat Fancy*, January 2001

The author probably wrote this article in order to –
a. inform readers why cats can be bad pets.
b. describe how to train your cat.
c. persuade readers to buy a cat.
d. entertain readers with a funny story.

I think it is _____ because:

ELEMENTARY LIBRARY LESSON PLAN # 5-5.2b

National Literacy Standard	**5.2** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.	**FIFTH**
Virginia SOL	**5.5(E)** The student will describe the development of plot and explain how conflicts are resolved.	
Library Objective	The student will describe authors' styles, the development of plot, characterization, and setting.	
Title	*"Plot"*	
Resources	The Crane Gift by Steve and Megumi Biddle Plot Diagram worksheet and overhead.	
Introduction	Review elements of plot: conflict, rising action, climax, falling action, resolution	
Vocabulary	Conflict, rising action, climax, falling action, resolution	
Activity	Review or introduce the plot diagram. Read The Crane's Gift. As a group, fill in the plot diagram on overhead and have students fill out the individual sheets.	
Closure	Share final product.	

Comments:

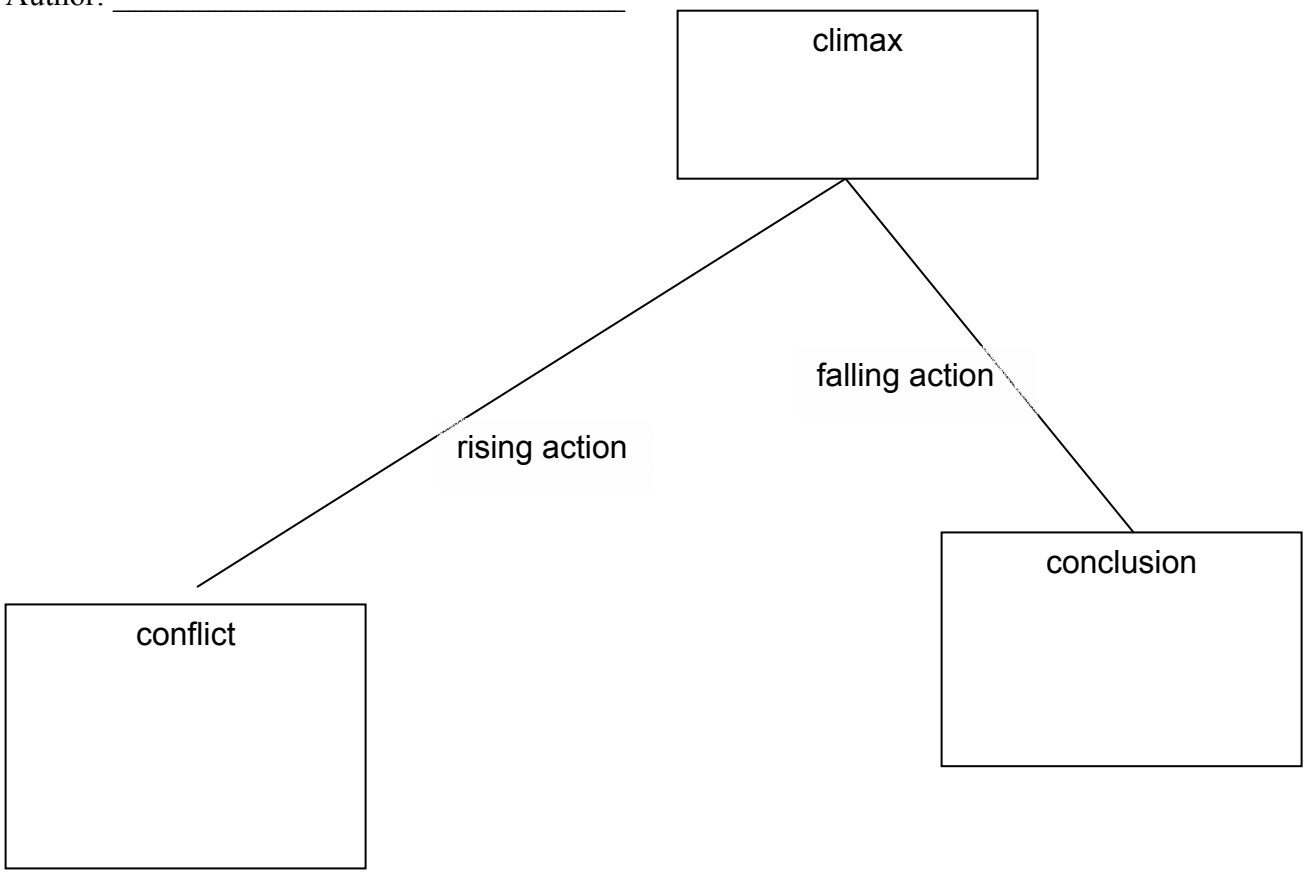
Lesson # 5-5.2b - Worksheet

Name _____

Plot Diagram

Title: _____

Author: _____



ELEMENTARY LIBRARY LESSON PLAN # 5-5.2c

National Literacy Standard	**5.2** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.	**FIFTH**
Virginia SOL	**5.5 (E)** The student will describe the development of plot and character in fiction and poetry.	
Library Objective	The student will describe author's styles, development of plot, characterization, and setting.	
Title	*"Setting"*	
Resources	Appelemando's Dream by Patricia Polocco	
Introduction	Have students predict the setting, characters, and general plot by using picture clues from the cover of the book.	
Vocabulary		
Activity	Review the definition of setting emphasizing that it includes both time and place. Read story aloud to children. Stop throughout the reading to allow students to revise their predictions of plot. Prompt students to point out the changes in setting and how they affect the story. Brainstorm as a group a list of ways that the setting of the story significantly affects the story itself. As a group, redraft the story in a different setting.	
Closure	Students will explain verbally the role setting plays in stories.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 5-5.2d

National Literacy Standard	**5.2** The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats. .	**FIFTH**
Virginia SOL	**5.5 (E)** The student will read and demonstrate comprehension of fiction. **USI.1(SS)** The student will develop skills for historical and geographical analysis.	
Library Objective	The student will recognize and read various literary genres (realistic fiction, historical fiction, science fiction, mystery, poetry, letters, and diaries.)	
Title	"*Taking a Trip with Historical Fiction"*	
Resources	Historical fiction title; photographs of the area depicted in the story.	
Introduction	Tell the students that historical fiction books offer a great story, a link to some event, and a chance to develop an interest in a topic.	
Vocabulary		
Activity	Use a story that you have read and, if possible, visit the site depicted in the story. If not, on-line pictures or brochures probably are available. Ask the students to define historical fiction. Have them identify the location of historical fiction in the library. Read an excerpt from your book of choice. Explain to the students that the book sparked your interest and you wanted to know more, so you visited the area (or did some research, etc). Share the photographs and connect them to the story. Allow for discussion and questions about the materials, and encourage excitement about using historical fiction books for exploring new interests, expanding current knowledge about topics, and reading for fun.	
Closure	Ask students to share examples of favorite historical fiction stories and remind them that talking to friends about favorite titles is a great way to find a super book.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 5-5.2e

National Literacy Standard	**5.2** The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented in a variety of formats.	**FIFTH**
Virginia SOL	**5.5(E)** Recognize and read various literary genres (realistic fiction, historical fiction, science fiction, mystery, poetry, letters and diaries).	
Library Objective	The student will experience a variety of poetry and creatively express information through the use of poetry.	
Title	"*You're a Poet! Do You Know It?*"	
Resources	Variety of poetry books, poetry power point presentation (see separate file **********), paper and pencils	
Introduction	April is National Poetry Month. Today we are going to celebrate by reading and writing poetry.	
Vocabulary	Similes, metaphors	
Activity	Read a variety of poetry for an introduction. Begin the power point presentation. Discuss the writing techniques they have used all year. Walk the students through the slides and make examples of poetry together. Students are to write their own poems following the sample formats. We used science and social studies topics we had studied this year as our poetry inspirations. Take the time to share student work aloud.	
Closure	Let's review what we learned today.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 5-8.2a

National Literacy Standard	**8.2** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology by respecting intellectual property rights.	**FIFTH**
Virginia SOL	**5.8(E)** The student will demonstrate understanding of the concepts and implications of plagiarism and copyright.	
Library Objective	Students will differentiate between plagiarism and copyright. Students will explain the consequences of plagiarism and copyright.	
Title	" *I. M. Honest vs. Cheatum A. Lot"*	
Resources	Copies of the skit	
Introduction	Today we are going to act out a story about plagiarism and copyright.	
Vocabulary	Plagiarism, Copyright	
Activity	Distribute the skit and pick students to read the parts. After reading, review definitions of plagiarism and copyright. Discuss the consequences of each.	
Closure	Summarize the two concepts.	

Comments:

Lesson #5-8.2a - Skit (page 1)

I. M. Honest vs. Cheatum A. Lot

Bailiff: (Loudly) Order in the court! Order in the court! Calling Court Case Number 109C, Cheatum A. Lot versus I. M. Honest. Your Honor, this is a plagiarism and copyright case.

Judge: The parties involved will step up to the front tables. Let's start with the plaintiff, I. M. Honest. What seems to be the problem?

Honest: Your Honor, Cheatum A Lot has stolen my story. He erased my name off the cover of my book and put his own name on the page. He then sold those books at Books For A Buck. He stole my story!

Lot: (Interrupting) I did not steal your story! You can't prove it because I didn't use an eraser.

Judge: Mr. Lot! Enough. You will not yell out in my courtroom. You will have a chance to tell your story. Mr. Honest, please continue.

Honest: As I was saying, Cheatum stole my story. I can prove it.

Lot: How can you prove it? You didn't see anything.

Judge: I am warning you, Mr. Lot. No more outbursts! Mr. Honest, please continue.

Honest: I have a copy of the story I wrote and gave to my publisher using the computer and a copy of the book with Cheatum's name. They are exactly the same.

Judge: Bailiff, please get the evidence and bring it to me.

Bailiff: Here you are, Your Honor.

Judge: I see. Let's give this book to the defendant, Mr. Lot, and let him see it.

Bailiff: Here is the book.

Judge: Mr. Lot, is this your book?

Lot: Yes, Your Honor. It is my book. I wrote it. No one helped me. It is my book, and he can't prove it isn't.

Judge: Calm down. Is this the book you were selling in the store Books For A Buck?

Lot: Yes.

Judge: How much did the book cost?

Lot: It sold for $1.00.

Judge: How many copies did you sell?

Lesson #5-8.2a - Skit (page 2)

Lot: I sold 10 copies.

Judge: So you made $10.00

Lot: Yes.

Judge: Why don't you read the first paragraph of your book?

Lot: It was a bright day with the sun shining all around. The duck was sitting by the pond when the big dog splashed into the water and scared the yellow duck.

Judge: Fine, thank you, Mr. Lot. Now, Mr. Honest, could you please read your first paragraph?

Honest: It was a bright day with the sun shining all around. The duck was sitting by the pond when the dog splashed into the water and scared the duck

Judge: It sounds the same to me. How do I know which one came first and is protected by the Copyright Law?

Honest: You could check the copyright dates on the copyright page.

Judge: Good idea.

Honest: My copyright date is 2000.

Judge: Mr. Lot, what is your copyright date?

Lot: My copyright date is 2002.

Judge: Would you like to explain, Mr. Lot? It looks as if you have committed plagiarism. Your paragraphs match and your copyright date is later.

Lot: I guess I am caught. I used the computer to change my name on the book. I then sold my book so I could be a famous author. I thought if I just changed a few words it would be ok.

Judge: No, Mr. Cheatum A. Lot. It is wrong to copy another person's work and pretend it is yours. We call that plagiarism. Merriam Webster's Intermediate Dictionary defines plagiarize as "to steal and pass off as one's own." This means you need to do your own work. If you do use part of someone's work, you need to give that person credit by using a bibliography.

Lot: So, I only plagiarized. I still didn't break the copyright law.

Lesson #5-8.2a - Skit (page 3)

Judge: Yes, you did. Merriam Webster's Intermediate Dictionary defines copyright as "the legal right to be the only one to reproduce, publish, and sell the contents and form of a literary, musical, or artistic work." You copied the book, made copies and then sold them at Books For A Buck. You broke the law.

Lot: I am sorry. What will happen to me now?

Judge: You need to apologize to Mr. I. M. Honest and give him the $10.00 you made from Books For A Buck. You will have to get rid of all copies of your book. Next time, do your own work.

Lot: I will. I am sorry, Mr. Honest. I won't do it again.

Honest: I hope not. I want to read a book that you wrote from your imagination.

Bibliography

Merriam Webster's Intermediate Dictionary. (1994). Springfield, Massachusetts: Merriam-Webster Inc.

ELEMENTARY LIBRARY LESSON PLAN # 5-9.2a

National Literacy Standard	**9.2** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information by respecting others' ideas and backgrounds and acknowledges their contributions.	**FIFTH**
Virginia SOL	**5.3(C/T)** The student will recognize the components of a bibliographic record. The student will credit reference sources with correct bibliographic information.	
Library Objective	Students will examine a bibliography and identify the information.	
Title	*"Bibliography"*	
Resources	Bibliography, Bibliography sheet	
Introduction	Have you ever seen a baby bib after the baby is finished eating? What does it look like? Can you tell what the baby had to eat? Today we are going to create another type of bib. It is called a bibliography.	
Vocabulary	Bibliography, Title page, Copyright Page (Verso)	
Activity	Remember last week, we talked about plagiarism and copyright? We mentioned a bibliography at the end of the skit and you saw an example. The bibliography tells a reader where you found your information. The baby bib lets you know what the child ate. The bibliography acts like a baby bib for a research paper. A bibliography helps you give credit when you use other people's ideas. Let's look at a bibliography and discuss it. Show the bibliography sheet.	
Closure	Have students practice.	

Comments:

Lesson #5-9.2a Worksheet (page 1 of 2)

Bibliography

Book:_____, _____.
Author's last name First name

_____. _____
Title of Book Copyright Date

Book:

_____, _____.
Author's last name First name

_____. _____.
Title of book Copyright Date

Encyclopedia:

"_____." _____
Topic you looked up. Title of encyclopedia

_____, _____. _____.
Volume # Page # Copyright Date

Encyclopedia:

"_____" _____
Topic you looked up. Title of encyclopedia

_____, _____. _____.
Volume # Page # Copyright Date

CD-ROM:

"_____" _____.
Topic you looked up. Title of CD-ROM

_____.
Copyright Date

Lesson #5-9.2a Worksheet (page 2 of 2)

Internet:

_____, _____. "_____
Last Name of Author First Name of Author Title of Article

_____."_____
Title of Article Continued Title of Home Page

_____. _____ _____ _____.
Title of Home Page Continued Day Month Year You Visited

<_____>
Web Site Address

Internet:

_____. "_____
Author (Individual or Organization) Title of Article

_____." _____.
Title of Article Continued Date You Visited

<_____>
Web Site Address

Magazine:

_____, _____ "_____."
Author Last Name Author First Name Title of Article

_____. _____.
Title of Magazine Issue Date

Magazine:

_____, _____ "_____."
Author Last Name Author First Name Title of Article

_____. _____.
Title of Magazine Issue Date