Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Organization and structure of various text features e.g. headings, key words, graphics, pictures, captions, and side bars etc.

Objectives

Students should be able to;

- Recognize the organization and features e.g. headings, key words, graphics, pictures, captions and side bars etc.
- Locate information from text feature.

Assessment Activity

1. Administer different passages to the students.
2. Have them read the passages and determine the text structure used

Summary.

1. The term "text structure" refers to how information is organized in a passage.
2. The structure of a text can

Activity Starter/Instruction

1. Start the class by explaining importance of text structure in reading.
2. To begin the study of nonfiction text, have the students think about structure, ask the students to define the word "structure and framework".
3. Most students will define structure as a building or house; something that stands on its own. This may be a little harder for them to define.
4. Allow the students a few minutes to think about and respond to the question. Have them write their response onto the next blank page in their spirals. They will title the page "Nonfiction Text Structure."
5. Once the students have had the chance to reflect and have a response, have them discuss their thoughts with their groups. This will allow them to hear the thoughts of their peers and maybe deepen their understanding of the word.
6. Finally, facilitate a discussion on the word, eliciting their responses.

Teacher Guide

Day 1/ Lesson 1: 35 Mins

1. Explain to the students that they are going to examine how informational text is organized and used to present different kinds of information. Give a brief overview of the different structures and show students examples of each from books:
2. **Description**- Sensory and descriptive details that help the reader visualize information. Ask yourself: what specific person, place, thing, or idea is being described. Description shares the who, what, when, where, why or how of a topic/subject. Clue words are such as, for instance, in addition, also, specifically.
3. **Sequence**- Presents events in a sequence from beginning to end, or organizes how-to text in a series of directions. Look for steps or references to time such as dates. Clue words are first, second, third, then, next, before, after, and finally.
4. **Compare and Contrast**- Comparisons are used to describe ideas. Ask yourself: what is being compared? Clue words are similar, same, alike, unlike, and different.

Materials Required

- Flashcards
- Course Book
- Sentence Strips
- Charts

Additional Resources

- https://www.crafting-connections.com/2016 for-upper.html
- https://www.scholastic.com/content/dam/te plans/migrated-featured-files/reading_bestpractices_nonfiction_nonfi
- https://www.cpalms.org/Public/PreviewResc
- https://www.ereadingworksheets.com/text-
- https://thisreadingmama.com/teaching-text-

Additional Notes

change many times in a work and even within a paragraph.

3. Students are often asked to identify text structures or patterns of organization on state reading tests.

4. Also, understanding text structures can help students make and interpret arguments.

5. For these reasons it is important that students are exposed to the various patterns of organization.

Guided Practice

Day 2/ Lesson 2: 30 Mins

1. Divide the students into five groups and provide each group with 3 books or artifacts.
2. Review the kinds of text structures using the chart from the previous day.
3. Give each group a piece of chart paper and markers and allow them time to browse the books and or artifacts and record the kind of text structure used in each book on the chart paper.
4. Students must justify their decision for the kind of text structure by giving examples from the books/artifacts.
5. Once the students have made their decisions have them share their ideas with the class.
6. Teacher will monitor groups, listening for understanding of the different text structures

5. **Cause and Effect**- Descriptions of events and the reasons (causes) for why the event happened. Ask yourself: What happened and why did it happen? Clue words are since, because, if, due to, as a result of , causes, leads to, and therefore.
6. **Problem and Solution-**The text introduces a problem and presents one or more solutions. Ask yourself: What is the problem and what is the solution? Clue words are problem, issue, since, as a result, and idea.
7. Ask students to work with a partner to create a definition of an assigned text structure. Students will be given a variety of books containing a variety of text structures. Partners can share their definitions with the class, and will show an example of their assigned structure from the book. Teacher will be able to monitor student understanding and identification of text structures.

Teacher Guide

Day 3/ Lesson 3: 15mins

1. Tell the students that they will carry out activities or exercises to help reinforce the concepts and skills developed in the lesson?
2. Students will take a topic and write a sentence or two on the topic using each of the particular text structures.
3. For example, if the topic is chocolate pudding a description may read like this: Chocolate pudding looks smooth, shiny and like a cocoa bean in the glass bowl. The sequence sentence may look like this:

Pudding is great to make. First I open the pudding box, Next, I pour out the powdered mix into a bowl etc. The compare and contrast sentence may look like this: Some people like to eat chocolate pudding because it feels cold, smooth and creamy when they eat it. On the other hand, some people like to each chocolate chip cookies because they are crunchy and crumbly.etc.

4. At the end the students will be able to apply their knowledge of text structures to any nonfiction text that they read.
5. Emphasize that the purpose of understanding text structure is to help students to comprehend what they are reading.