IDENTIFICATION OF PARTS OF TEXT FEATURES AND HOW TO PREVIEW

6.01.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Students will be able to identify nonfiction text features.
2. Students will be able to locate information in text using part of texts.
3. Students will be able to make their own glossary text features

Objectives

Students should be able to;

- Identify text features.
- Locate information in text using part of texts.
- Make their own glossary text features

Teacher Guide

Day 3/Lesson 3: 15mins

1. Tell students that they will spend time looking through non-fiction texts with a partner on their own "text feature walk"
2. Pass out a non-fiction text to each pair and encourage them to slowly flip through

Activity Starter/Instruction

1. Tell students that today you will be talking about four specific types of text features: charts, graphs, diagrams and calendars.
2. Tell students that today you will be talking about three specific types of text features: charts, graphs, and diagrams.
3. Tell students that today you will be talking about three specific types of text features: charts, graphs, and diagrams.

Guided Practice

Day 2/ Lesson 2: 20 Mins

1. Show students the nonfiction text you will be learning about.
2. Slowly flip through the nonfiction text, pointing out text features on each page.
3. Point out the table of contents, photographs or pictures, labeled diagrams, headings, and bolded words.
4. As you point out each feature, explain to students what it is and ask them why it

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Gather students together on the rug as if you are reading aloud to them.
2. Review the differences between fiction and nonfiction texts with the students in a brief conversation.
3. Examples include: Fiction is imaginary and nonfiction is about something real, you learn facts from nonfiction.
4. Ask them if they know what a picture walk is.
5. Have a brief discussion about what a picture walk is and why you might do one before reading a book.
6. Answers include: learn what the book is about, predict what will happen or what they will learn, ask questions that include the who /what/where of the book.

Materials Required

- Pencils
- Scissors
- Glue
- A variety of grade appropriate nonfiction texts
- Class set of the Where Are the Text Features? Worksheet
- Variety of nonfiction texts

Additional Resources

- https://www.education.com/guided-lessons-overview/?cid=11.2222
- https://www.education.com/download/lesson-plan/text-feature-detective/text-feature-detective.pdf

Additional Notes

the book

3. Tell the students to pause on each page to identify and discuss the text features.

4. Get the students attention after 10 mins and ask them to share out what they discovered on their text feature walk.

Summary

- Encourage students to work more often on identification of text features.

might be useful.

5. For example, a bolded word signifies something important and can be found in the glossary at the back of the book.

Assessment Activity

1. Allow students to spend time independently working to complete the Text feature matching cards worksheet.

2. Collect the work sheets and assess the students matching text features such as headings, labels, and diagrams.

3. Have students select and read a nonfiction text. Handout the Where Are the Text Features? Worksheet.

4. Have students search for and record the different text features that they find.

5. Assess students' understanding by noticing how they analyze the different text features.

Guided Practice

Day 4/ Lesson 4: 20mins

1. Tell the students that non-fiction texts have different text features

2. Tell students that Text features are ways of presenting and teaching information.

3. Write a list of the following text features on the board: table of contents, glossary, pictures with captions, headings, charts, or graphs

4. Go through and look for tables of contents in the book you read aloud to the class.

5. Present the Where Are the Text Features? Worksheet.

6. Lead students in looking for the remaining text features that you wrote on the board.

7. Tell the students that all non-fiction texts will not include all of the text features.

Summary
1.