**Lesson Plan: Text Features**

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| **CCSS Connections:****ELA 5** |

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| **K** | **1** | **2** |
| Identify the front cover, back cover, and title page of a book. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |

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| **Materials** | * Any *Inspire My Kids* story that includes text features. A suggested list is attached.
* “Text Features” worksheet
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| **Duration** | * Approximately 75 minutes
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| **Grade Level** | * 1st- 2nd
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|  | **Activities** |
| **Objective** | **I will use text features to locate key facts or information in a text.**  |
| **Mini-lesson/ vocab****15 min.** | **Introduce text features appropriate to your grade level; specifically ones that match the article.*** Choose a familiar book that includes the targeted text features. Make a list on chart paper of a few text features on which you’d like to focus for this lesson. It is best to keep these to just a few. Consider choosing from the following: title, photo, heading, caption, chart, graph, bold print, italics, underlined text, etc
* As you introduce a text feature, make a chart listing the text feature, an example, and how it helps you. Students will use this for reference later. For how it helps the reader, consider reasons such as: it explains what the article or section will be about, it focuses my attention on a vocabulary word or other important piece of information, it provides additional information about a particular topic. For younger children, you may want to use simple pictures to go along with each explanation. That way, students will be able to complete the graphic organizer independently. Examples are provided at the end of the resources.
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| **Practice****35 minutes** | **Analyze the pictures and video.** * Most articles have photos and videos. These can generate interest in the subject. In addition, pictures are text features. Have students look at the pictures and tell things they can learn from the picture. This will help them start thinking about how text features help readers gain information.
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| **Read the chosen article.** * Read the article all the way through, periodically stopping to ask comprehension questions to check for understanding. This is an opportunity to discuss a particular character topic, if desired.
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| **Practice** * Review the discussion the class had about how the pictures helped the reader gain information.
* As a class, find another text feature. Use the anchor chart as reference. Have students record this text feature on their worksheet.
* Have students discuss with a partner what you can learn from the text feature. Again, have students use the anchor chart as reference. (Ex. “The heading tells me that this section is all about toys.”)
* Discuss answers as a class and have students record their answers in the graphic organizer. Non-writers can use the pictures you provided on the chart in the beginning.
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| **Assess****15 min.**  | **Assess.*** Students locate another text feature and record it on their worksheet. In addition, they record how it helps the reader locate information. Students can use the anchor chart for reference.
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| **Wrap-up 10 min** | **Review.*** Call out a text feature and have students stand if they found it. Call on students to tell what they learned from that text feature. There may be more than one answer! Repeat for all text features.
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**Using Text Features**

Use text features to understand what you read!

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| **Text Feature #1:** | **What does it teach you?****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |
| **Text Feature #2:**  | **What does it teach you?** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |



Challenge:

Look for a place that you could **add** a text feature to this article! Draw or write about want you could add here:

**Resources**

All articles at [www.inspiremykids.com](http://www.inspiremykids.com) include a title. Almost all articles include a photo. Here are some articles that include additional text features, like graphics and graphs.

<http://inspiremykids.com/2015/lesson-learned-senior-class-donates-class-trip-money-to-help-principal-courtney-vashaw-fight-cancer/>

<http://inspiremykids.com/2014/zach-bonner-walks-the-walk-12-year-old-crosses-america-to-help-homeless/>

<http://inspiremykids.com/2015/hurricane-hazel-mccallion-91-year-old-mayor-and-hockey-player/>

<http://inspiremykids.com/2014/isaiah-austin-and-owen-gray/>

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|  **How does the text feature help the reader gain information? (examples)** |
| Reason | Graphic to show | How students could show it |
| It explains what the whole article or section will be about. | Refresh/Reload Icon by HeyYOArrows in a circle (to signify the whole) | draw an arrow in a circle |
| It focuses my attention on a vocabulary word or other important piece of information. | Binoculars by Last-DinoBinoculars (focus) | Draw two circles with a line in between |
| It provides additional information about a particular topic. | add_blue by jean_victor_balinAddition sign (adds information) | Draw a plus sign |