

Michele Gilchrist

Grade Level: 1st Grade

Subject Area: Language Arts

Materials Needed: Feature/Purpose chart, clipboards, dry erase markers, *TIME For Kids* Bigger Picture Edition “Taking a Trip” poster, and *National Geographic Young Explorer [Spring 2008]* *Fly with a Butterfly* magazine.

Standards:

RI.5 - 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.

SL.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Objectives:

The students will use cooperative skills and respectful listening during their turn and talk with partners.

The students will be able to verbalize their thoughts to the class.

The students will be able to think about the information that is being presented.

Learning Activities:

1. The class will gather together and discuss nonfiction books and magazines. Each student will have a magazine or book to look at.
2. I will present the informational text (see materials) to the class and discuss the features of nonfiction text.
3. The students will take a few minutes to look through their magazine/book to find photographs taken by a camera. They will turn and talk with their partner and share what they have found.
4. Discuss how a drawing is different from a photograph.
5. The class will watch as I find some features. We will discuss the purpose of these features and list them on our chart. The class will find these features (i.e. captions) in their own texts.
6. Pass out the clipboards with two column think sheets (two post-it notes)
7. Continue to guide the class through discussion of the features of nonfiction (photograph, caption, label, illustration)

8. The class will then collaborate to find more features in their texts.
9. Ask for students to share some of the new features that they have found. Discuss these features and add them to the features/purposes chart.

Assessment:


- Class participation (are they answering questions, turning and talking with their partner)
- Do they have their think sheets filled out with information? (Visually scan to see how the students are doing with their writing)

Reflection:

The lesson went well but I definitely have a lot to improve upon. It took a while for me to get the class to settle down and pay attention. I think next time I would teach this lesson, I would wait to hand out the magazines for the students to look at. I had handed them out in the beginning of the lesson and most of the students were flipping through the magazines, looking at the pictures rather than paying attention to the lesson. I went over photographs and captions with the class and then had them look for their own photographs and captions in their magazines. The students then turned and talked to their partner to show them what they had found.

I continued teaching this lesson on non-fiction text features throughout the week. We added diagrams, labels, and maps to our list of features. It was great to expand on what I was teaching them and really work with them to learn these features of non-fiction text. On Wednesday, I had the students work in their pods to search through a book and find the different text features. It was great for them to work together and discuss what they were looking for. The next time I do this lesson, I will find better books that contain all of the text features they need to search for. Some of the books didn't have a diagram or map so the students were upset because they couldn't find them.

On Friday, I made printouts (see attached) of all the text features and hung them around the classroom, some of them hidden. In groups of 2-3, the students had to use their investigative skills to figure out what text feature was on the page. The class did so well! It was great to see them excited about getting to the next clue and solving it. It was a great to be able to teach various lessons on the same information throughout the week, it allowed me to try different techniques with the students. The best part of the lesson came on the second day, one of the students came up to me with his book and showed me that he had captions in it. It was great to see that he was paying attention to the lesson and actively looking for these text features. The rest of the week I had a few other students do the same and other times I would be walking around the room when they were reading and I would ask about various features (title, caption, map, etc.) and I believe it really helped them to understand the lesson even more.

	
	<small>Great Purple Emperor Danaus plexippus Biology: Larval Hosts: Various Broadwing, etc.</small>
6	44
Butterfly or moth?	Exotic moths
8	48
The life of a butterfly	Day-flying moths
10	50
Courtship and egg laying	Migration and hibernation
12	52
An emerging caterpillar	Shape, color and pattern
14	54
Caterpillars	Camouflage
16	56
Exotic caterpillars	Mimicry and other unusual behavior
20	58
Caterpillar to pupa	Endangered species
22	60
The pupa stage	Watching butterflies and moths
24	62
An emerging butterfly	Rearing butterflies and moths
26	64
Butterflies	Index
28	
Temperate butterflies	
30	
Mountain butterflies	
32	
Exotic butterflies	
36	
Moths	
38	
Cocoons	
40	
Silk moths	
42	
Temperate moths	

A

PURPOSE:
 This helps you
 find the page
 where the
 chapter begins



D

PURPOSE:
 Shows you
 where
 something
 is located



Scavenger Hunt: Non-fiction Text Features

NAME _____

Directions: search the room for clues on the items listed below. When you find the matching **PURPOSE** to your **FEATURE** item, write the letter in space provided.

Title _____

Map _____

Photograph _____

Glossary _____

Label _____

Caption _____

Diagram _____

Table of Contents _____

