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Content Area: Non Fiction  
Grade Level: 2<sup>nd</sup>

**Goal:** *Wisconsin Model Academic Content Standard A.2.1.* Read aloud with age-appropriate fluency, accuracy, and expression, while identifying and using organizational features of texts, such as headings, paragraphs, and formats, to improve understanding.

**Pre-Assessment:** Knowledge of non fiction text features, such as charts, contents page, glossary, author's notes, etc. Students are at a proficient reading level for 2<sup>nd</sup> grade.

**Objective:** A student will be able to demonstrate reading fluency for grade 2. Students will be able to recognize features that make-up a non fiction story, such as contents page, charts, labels, etc.

**Assessment:** Teacher will observe students during guided reading and check for proper pronunciation, expression, and overall fluency. Teacher will gain understanding of student's knowledge of non fiction categories/parts during group discussion and from the written assignment where they will make a list of all the features in the story. I will assess students by their verbal responses, written responses, and participation in the group. I will make a note about students who are not able to identify nonfiction text features, since this an ongoing review for students.

**Materials Needed:**

- Class list of non fiction categories on large poster paper
- Book: Bones by Heather Hammonds
- Paper
- Pencil

**Total Time Needed:** 30 minutes

**Procedures:**

5 min. **Introduction:** Ask students if they know about the bones in their body. Ask students if they can name any. For instance: rib, spine, skull, etc. Remind students that they are learning about text features in a nonfiction book. Tell students that they will be reading a book about bones and are trying to see what features they can pick-out in the book.

**Developing the Lesson:**

5 min. The teacher will show students the list of nonfiction text features that the class has already made with their teacher.

Review the list with students

Tell students that they are going to skim through a few pages of the book to get a feel for the set-up. Ask students if they recognize any text features they have already learned about from the class list. I will walk through 2-3 pages pointing out things I notice right away about the page. For instance, the page is inverted (long ways) or there is a large heading introducing the material.

10 min. Have students read the book to themselves, while I go around asking each student to read a page aloud to me.

5 min. Ask students if they noticed any text features from the story. Let each student name one thing they recognized.

Handout paper and pencil once all students have read the story..

Tell students that we are now going to make a list of all the text features of a nonfiction book they found in the book Bones.

5 min. Ask students if they would like to compare their list with the class list created from past lessons with their teacher, for instance, how many text features were there? Were there any text features in the book not on our list?

**Closure:** time is included in 5 minutes from above.

Ask students to name one of the nonfiction text features we talked about earlier that they found in the book to be helpful.

**Special Needs Adaptations:** This lesson is already adapted for a special needs group. Students have low cognitive abilities and one is ESL. This lesson was intended for a small group of 4-5 students for more in-depth review before a non-fiction text features test.