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Content Area: NonFiction Text Feature Review
Grade Level: 2nd

Goal:

A.2.1. Identify and use organizational features of texts, such as headings, paragraphs, and format to improve understanding.

Pre-Assessment: Knowledge of non fiction text features, such as charts, contents page, glossary, author's notes, websites, etc.

Objective: A student will be able to identify features of a nonfiction text in a review and explain the purpose and uses of text features.

Assessment: Since this is a review, I will use the text feature worksheet as a written assessment, where students will create a list of nonfiction text features indicated in a book that corresponds to the students' current research topic. I will also walk around to each group and listen to their discussions and findings, particularly listening for the features they have already learned.

Materials Needed:

- Class list of nonfiction categories (located on lg. tablet)
- Books:
 - How Do They Grow from Kitten to Cat* by Jillian Powell
 - Baboons* by Kevin J. Holmes
 - Lightning* by Stephen Kramer
 - Italian Americans* by Nichol Bryan
 - Venus* by Stephen L. Kipp
 - Horseback Riding for Fun* by Beth Gruber
 - U-2 Planes* by Jack David
- Text Features Worksheet
- Pencil

Total Time Needed: 20 minutes

Procedures:

2 min. **Introduction:** Ask students, "What is a text feature"? Let students give their definition. Remind students that they have been learning about text features in a nonfiction book and today we will be reviewing all the features they have already learned

DEMONSTRATION:

Developing the Lesson:

3 min. The teacher will show students the list of nonfiction text features that the

class has already made with their teacher.

PARTICIPATION

Review the list with students

PRACTICE/ROLE PLAY

10 min. Tell students that they will now pick a feature with their “turn & tell” partner and discuss about the feature by answering:

- Tell about a feature
- Where is the feature found
- How does the feature help

DEMONSTRATION

5 min. Tell students that they are going to look for as many text features as they can in a book specific to each group's research topic on the worksheet provided. Show students the worksheet and how to complete it with their group. Model for students, using a different book, how to fill-out the worksheet going page a few pages.

PERFORMANCE

Hold-up one book at a time and dismiss groups by topics.
Have each group sit in different corners of the room.
Hand a worksheet to one group member from each group.
The worksheet will be a list of nonfiction text features, scavenger hunt style, where students will have to mark off features their group found in their provided book.

I will walk around to each group and find out how they are coming along with the activity. I will assist groups that are having difficulty or have questions.

5 min. Have groups return to the rug once they have completed their worksheet. Students who are finished early can begin to discuss what they found in their book. Call all students who have not finished to return to the rug. Have each group take turns telling the class what text features they found in their research topic book.

Closure: Ask students what were some of the most common text features each group had in their book. Were there any we did not name? Have each group turn in their worksheets. Dismiss each group to return to their chair by row color.

Special Needs Strategies:

Students who are unable to read the worksheet will have the opportunity for another group member to complete for them. Students who are unable to hold the book will have the opportunity for a group member to assist them with turning the pages and reviewing.