

Unit 2: Text Features

Content Area: **Media Center**
Course(s): **Media 2**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Transfer

Students will be able to independently use their learning to...

-know and use various text features.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

The author writes the book

The illustrator draws the pictures.

The publisher is the company that makes a book.

The title is the name of the book.

The spine holds the book together (backbone).

The cover protects the book.

Another name for pages is body.

The copyright is the year a book was made (birthday)

The title page contains important information about the book.

A call number is the address for a library book. It tells in which section the book can be found. It tells the exact location on the shelf where a book may be found.

Fiction books are arranged alphabetically by the author's last name.

The Table of Contents is a list chapters and their page numbers found at the beginning of a book.

The Index is a list of topics found at the back of a nonfiction book.

A glossary is a mini dictionary found at the back of a nonfiction book.

Headings, bold words, maps, labels, charts, diagrams, and captions aid in your comprehension of a nonfiction book.

Essential Questions

Students will keep considering...

How is a book made?

What does an author do? What does an illustrator do?

What is a call number?

Where can I find information about the book?

How are books arranged on the shelf?

How can I find a book I am interested in?

How does understanding the parts of a book help me?

What are nonfiction text features?

How can nonfiction text features help me understand the content?

Application of Knowledge and Skill

Students will know...

Students will know...

the importance of the different parts of a book.

that books were created by people.

that all materials are organized in a specific way in the library.

the importance of nonfiction text features and how they help them comprehend.

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

Identifying the parts of a book.

Defining the parts of a book.

Using nonfiction text features to aid in comprehending and locating information.

Academic Vocabulary

Call Number

Easy Fiction

Fiction

Nonfiction

Author

Title

Illustrator

Cover

Spine

Body

Publisher

Copyright Date

Title Page

Alphabetical
Table of Contents
Index
Glossary
Maps
Diagrams
Labels
Bold Words
Headings
Diagrams
Captions
Nonfiction Text Features
Comprehension

Learning Goal

SWBAT:

- SWBAT: Identify and use nonfiction text features to locate and comprehend information.

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LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.5	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.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.

Target 1-- Level 1 Retrieval

- SWBAT: 1. Define parts of a book (e.g., author, title, illustrator, etc.)
- SWBAT: 2. Locate nonfiction text features.

Target 2-- Level 2 Comprehension

- SWBAT: 1. Explain the purpose of each text feature and how they aid in comprehension.

Target 3-- Level 3

- SWBAT: 1. Use the text features of a book to locate information.
- SWBAT: 2. Use the text features of a book to comprehend information.

Target 4-- Level 4

- SWBAT create new text features.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Review games.
5. Think/Pair/Share activities.
6. Teacher-directed Q and A.
7. Teacher observation.
8. Student response systems
9. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Create experiences for deeper learning.

Unit Resources

- Books/Big Books
- Charts
- Interactive Whiteboard
- Library
- Slideshow Presentations
- Songs/Chants
- Teacher Demonstration