MISSISSIPPI DEPARTMENT OF EDUCATION

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Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 1

Lesson 4: Differences in Information in a Text vs. Text Features

Focus Standard: RI.1.6

Additional Standards: RI.1.5, RI.1.7, L.1.2b, SL.1.1, SL.1.2

Estimated Time: 1-2 Days

Text(s): *George Washington* by Caroline Gilpin
Note: Before the lesson, be sure the following is done:
- Pages 10-11—Cover text information in the middle of the page
- Page 14—Cover text information on page 14
- Pages 28-29—Cover pictures and captions of the map, Mount Vernon, and Washington Monument

Resources and materials:
- Reading Response Journals for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- Completed anchor chart labeled Text Features (from Lesson 2)
- Small cards with five unshaded, outlined stars for Reflection and Closing

Lesson Target(s):
- Students will distinguish information provided by pictures/text features versus information provided in the main text.

Guiding Question(s):
- What are the similarities and differences between information provided in a text features and the information in the text?

Vocabulary	
Academic Vocabulary: • Table of Contents • Illustration • Caption • Map • Chart • Timeline • Glossary • Labels	**Instructional Strategies for Academic Vocabulary:** ☐ Refer to words on the word wall with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Use an anchor chart to model how to use context clues to determine the meaning of words
Direct Instruction Text Vocabulary: • Review all words placed on the word wall.	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words ☐ Students act out the words or attach movements to the words

Instructional Plan

Anticipatory Set/Introduction to the Lesson:
Teacher displays a drawing, photograph, or model of teeth. Ask the student what is displayed and what they know about the object. Write "George Washington wore dentures." next to the object, and ask students what they know about the object now.

Understanding Lesson Purpose and Student Outcomes:
Review the text feature anchor chart with different text features listed. Explain to students the target skill for the day: distinguishing between information provided in the main text and information provided in a text feature. Ask students to discuss text features defined in Lesson 3. Ask students to explain what each text feature is or where it is found in the text. Tell students text features sometimes provide information that is not written in the words of the text. Tell students that text features give specific details about the topic just like the anticipatory set sentence "George Washington wore dentures."

Activity 1: Vocabulary Review
Review word wall vocabulary words.
Note: See the "Instructional Strategies for Text Vocabulary" section above for strategies.

Activity 2: Hide the Text and Text Features and Read the Text
Note: Before the lesson, be sure the following is done:
- Pages 10-11—Cover text information in the middle of the page
- Page 14—Cover text information on page 14
- Pages 28-29—Cover pictures and captions of the map, Mount Vernon, and Washington Monument

Students review *George Washington* by viewing the cover and the title page. Teacher directs students to specific pages where text is covered, but text features are revealed. Teacher also directs students to pages where text features are covered, and text is revealed.

Project the teacher copy of *George Washington* and ask students to read aloud the caption on page 11 together. Ask students the following:
- What did the caption teach?
- Did the caption teach anything about the time George Washington lived?

Uncover the text, and ask students to read pages 10 and 11 aloud. Ask students:
- After reading the words in the text, what do you know about King George III now?
- How was this section connected to what you already learned about George Washington?

Tell students text features such as illustrations and captions often provide additional information that is related to the main topic of the story.
- Turn to page 15 in the text. Ask students to read aloud the caption on page 15. Ask students to discuss the illustration and the caption. (e.g., Washington and his wife had a military wedding and walked through a tunnel of swords at the end. Washington wore the hat he was famous for wearing. Illustrations took the place of modern photographs because the camera had not been invented when Washington got married.)

Uncover the text on page 14, and have students to read aloud. Ask students to discuss with their partner:
- What information in the text was different than in the illustration and caption?
- Why does the author/illustrator write different information in different parts of the text?

Turn to page 28. Ask students what is covered up this time.

Have students read page 28, and ask them what objects have George Washington's face. Ask them if these are the only things honoring Washington. Uncover the map, and ask a group of students to read the caption. Uncover the photograph of Mount Vernon, and ask a different group of students to read its caption. Uncover the photograph of the Washington Monument, and ask a different group to read its caption. Ask students again what things honor Washington in our country. Ask students about the purpose of the illustrations and captions on pages 28 and 29.

Tell students this lesson showed how illustrations and captions added meaning to written text, but all text features do the same thing in their own way: For example, maps show locations, and timelines put dates in order. Ask students again why authors/illustrators include text features in informational text.

Activity 3: Understand the Text
Divide the class into pairs. Have each pair find a text feature in the text and discuss what it teaches. Ask the groups to share what they discovered.

For students who are EL, have disabilities, or perform/read well below the grade level:
- Gather students around near the text features anchor chart and review each type.

Activity 4: Respond to the Text
Tell students they are going to practice writing facts and text features that teach different things. Distribute RR journals, and write these directions on the board.
- Write two pieces of information about yourself. Add a text feature that teaches a new fact about you.
- After students complete the activity, ask them to discuss with their partner how the text feature they created is different and similar to the information they wrote about themselves.

Reflection and Closing:
- ✓ Exit Ticket: Provide students with a card that has 5 stars. Have them fill in the amount of stars that shows how much they learned today. Explain to them that the more stars they fill in, the more they learned. The less stars they fill in, the less they learned. Explain that it is important for you to see how much or how little they feel that they learned, and it is important for them to monitor that too. Explain that there is no right or wrong answer.

Homework

- Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- Discuss with your child the important information that each text structure adds to the text.
- Write down information learned from text features to clarify understanding.
- See page 14 of the Family Guide for Student Success.

For training or questions regarding this unit,
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