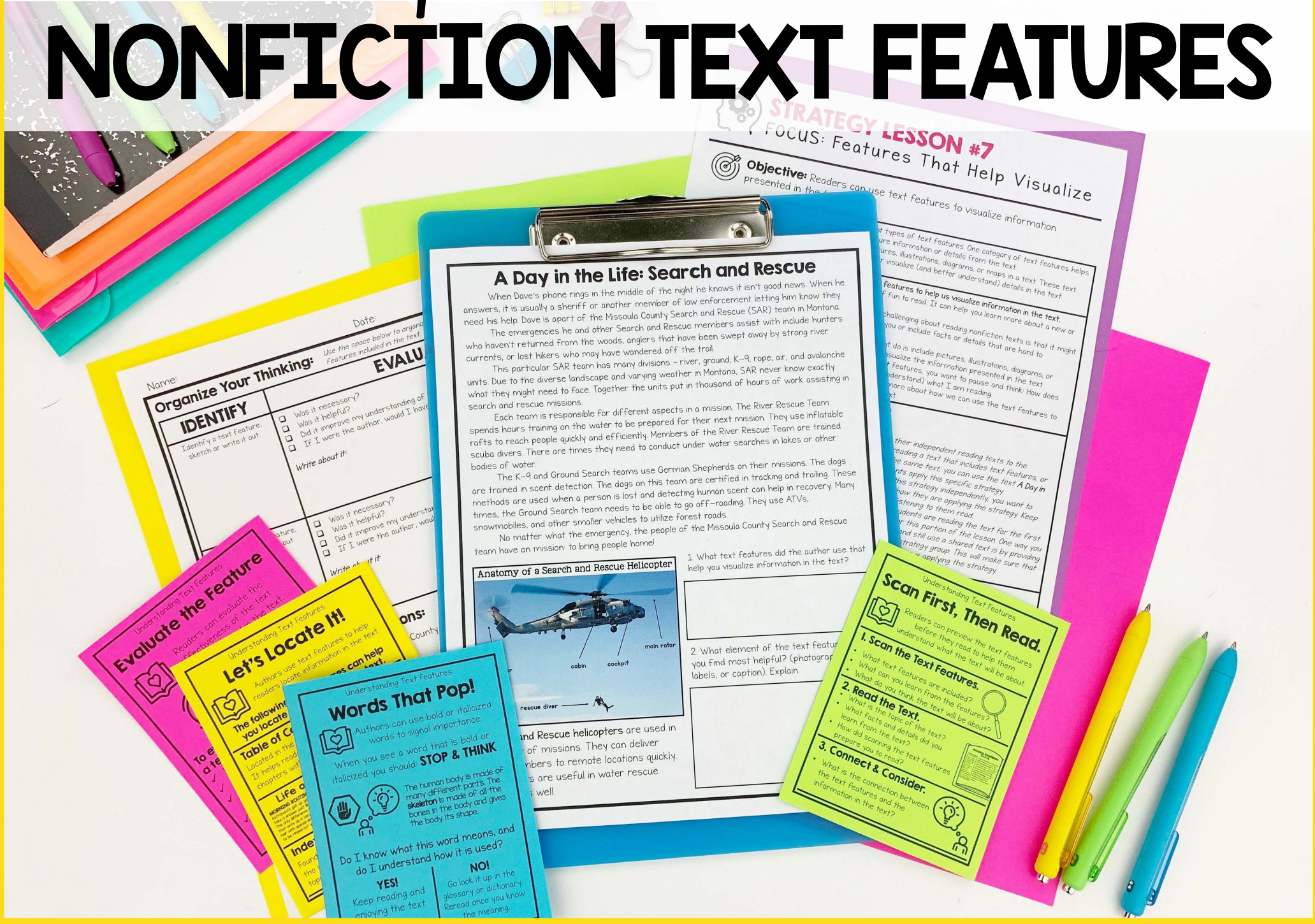


Small Group Lesson Plans & Resources

NONFICTION TEXT FEATURES



STRATEGY LESSON #7
FOCUS: Features That Help Visualize

Objective: Readers can use text features to visualize information presented in the text.

A Day in the Life: Search and Rescue

When Dave's phone rings in the middle of the night he knows it isn't good news. When he answers, it is usually a sheriff or another member of law enforcement letting him know they need his help. Dave is apart of the Missoula County Search and Rescue (SAR) team in Montana. The emergencies he and other Search and Rescue members assist with include hunters who haven't returned from the woods, anglers that have been swept away by strong river currents, or lost hikers who may have wandered off the trail.

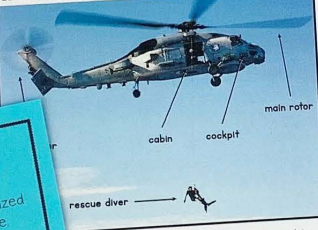
This particular SAR team has many divisions - river, ground, K-9, rope, air, and avalanche units. Due to the diverse landscape and varying weather in Montana, SAR never know exactly what they might need to face. Together the units put in thousand of hours of work assisting in search and rescue missions.

Each team is responsible for different aspects in a mission. The River Rescue Team spends hours training on the water to be prepared for their next mission. They use inflatable rafts to reach people quickly and efficiently. Members of the River Rescue Team are trained scuba divers. There are times they need to conduct under water searches in lakes or other bodies of water.

The K-9 and Ground Search teams use German Shepherds on their missions. The dogs are trained in scent detection. The dogs on this team are certified in tracking and trailing. These methods are used when a person is lost and detecting human scent can help in recovery. Many times, the Ground Search team needs to be able to go off-roading. They use ATVs, snowmobiles, and other smaller vehicles to utilize forest roads.

No matter what the emergency, the people of the Missoula County Search and Rescue team have on mission to bring people home!

Anatomy of a Search and Rescue Helicopter



1. What text features did the author use that help you visualize information in the text?
2. What element of the text feature you find most helpful? (photograph, labels, or caption) Explain.

Organize Your Thinking:

IDENTIFY

Identify a text feature. sketch or write it out.

- Was it necessary?
- Was it helpful?
- Did it improve my understanding of the text?
- If I were the author, would I have used it?

Write about it:

EVALUATE

- Was it necessary?
- Was it helpful?
- Did it improve my understanding of the text?
- If I were the author, would I have used it?

Write about it:

Understanding Text Features
Evaluate the Feature
Readers can evaluate the effectiveness of the text features in the text.

Understanding Text Features
Let's Locate It!
Authors use text features to help readers locate information in the text.

Words That Pop!

Authors can use bold or italicized words to signal importance. When you see a word that is bold or italicized you should **STOP & THINK**.

The human body is made of many different parts. The **skeleton** is made of all the bones in the body and gives the body its shape.

Do I know what this word means, and do I understand how it is used?

YES!
Keep reading and enjoying the text.

NO!
Go look it up in the glossary or dictionary. Reread once you know the meaning.

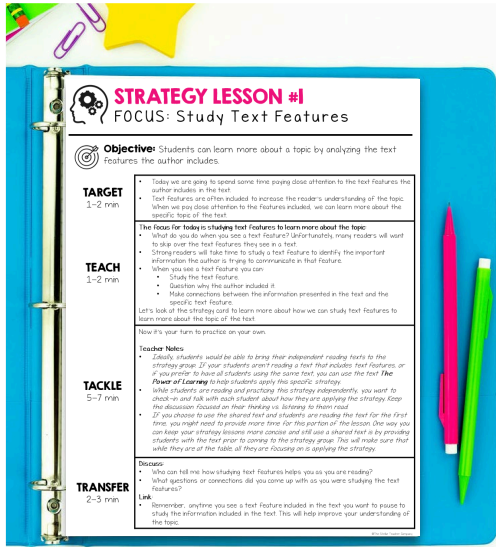
Scan First, Then Read.

Readers can preview the text features before they read to help them understand what the text will be about.

1. Scan the Text Features.
 - What text features are included?
 - What do you think the text will be about?
2. Read the Text.
 - What is the topic of the text?
 - What facts and details did you learn from the text?
 - How did scanning the text features prepare you to read?
3. Connect & Consider.
 - What is the connection between the text features and the information in the text?

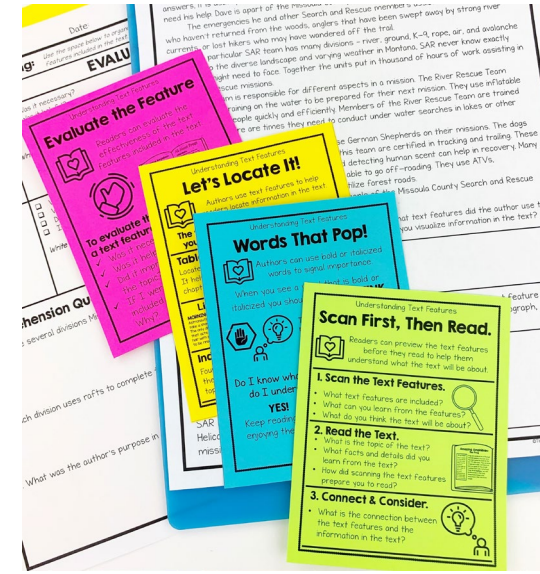
WHAT'S INCLUDED?

You get the same 4 elements for each of the lessons in this set.



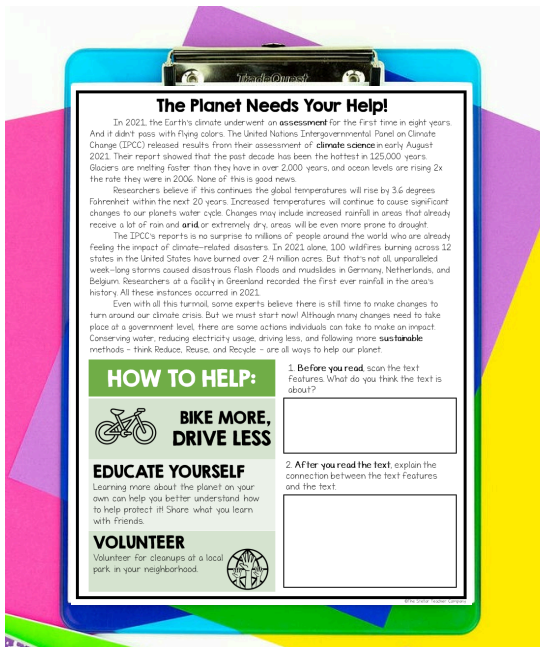
LESSON PLAN

Each lesson comes with a scripted out teacher lesson plan. You'll know exactly what to say to help your students master the objective.



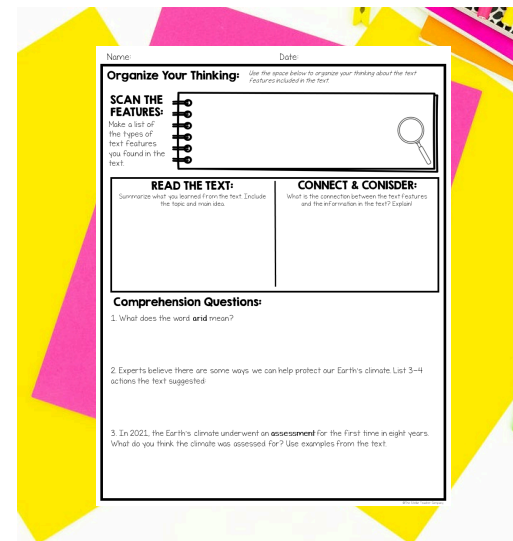
STRATEGY CARD

Each lesson includes a strategy card you can use to help teach the lesson or give to students after to help remind them of the focus skill.



STUDENT TEXT

Each lesson includes a student text that is written with the focus skill in mind. Students will easily be able to practice applying the skill you are teaching them.



RESPONSE PAGE

Students can dig deeper after the lesson and complete the response page which includes a graphic organizer and comprehension questions related to the text.

COMPLETE LESSON PLANS

Each lesson comes with a scripted teacher lesson to make planning your small group lesson a total breeze. Each strategy lesson follows the same 4T model.

- **Target**

You'll introduce the focus skill for the lesson and explain how it will help your students be stronger readers.

- **Teach**

Spend just a few minutes teaching your students all about the focus skill. We've included key phrases to help you keep this short and sweet and also a strategy card you can reference during the lesson.

- **Tackle**

This is where the magic happens. Students will use the reading passage to practice the skill you just taught while you check in with each student to make sure they understand the focus skill.

- **Transfer**

You'll end your lesson with a short discussion and remind students to continue practicing the focus skill while they are reading independently.



STRATEGY LESSON

FOCUS: Web Features



Objective: Readers can use websites.

TARGET
1-2 min

- We know that authors write in different ways.
- Authors can also use features found on the internet.

The focus for today is identifying text features.

- Just like paper texts, websites have text features that help you find information and understand information.
- If you are searching for information on a website, you will want to look for specific text features.
- Here are a few you will see on websites:
 - **Navigation Buttons:** Help you find information on a website.
 - **Hyperlinks:** Take you to a different topic on a website.
 - **Icons:** Help you find information on a website.
 - **Sidebars:** Help you find information on a website.

TEACH
1-2 min

Let's look at the strategy card to learn more about the topic of the text.

Now it's your turn to practice on your own.

Teacher Notes:

- Ideally, students would be able to bring their strategy cards to their strategy group. If your students are unable to do this, you can have them bring their strategy cards to their strategy group if you prefer.
- While students are reading and practicing, you can check-in and talk with each student about the discussion focused on their thinking.
- If you choose to use the shared text, you might need to provide more time for students to read the text prior to coming to the table, all they are doing is reading.

TACKLE
5-7 min

Discuss:



STRATEGY LESSON

FOCUS: Study Text Features



Objective: Students can learn more about the text features the author includes.

TARGET
1-2 min

- Today we are going to spend some time learning about the text features the author includes in the text.
- Text features are often included in a text to help you find information. When we pay close attention to the specific topic of the text, we can find these features.

The focus for today is studying text features.

- What do you do when you see a text feature? Do you skip over it? Do you stop to read it? Do you skip over it to get to the end of the text?
- Strong readers will take time to study the information the author is trying to tell you.
- When you see a text feature you can study it.
 - Study the text feature.
 - Question why the author included it.
 - Make connections between the text feature and the specific text feature.

Let's look at the strategy card to learn more about the topic of the text.

Now it's your turn to practice on your own.

Teacher Notes:

- Ideally, students would be able to bring their strategy cards to their strategy group. If your students are unable to do this, you can have them bring their strategy cards to their strategy group if you prefer.
- While students are reading and practicing, you can check-in and talk with each student about the discussion focused on their thinking.
- If you choose to use the shared text, you might need to provide more time for students to read the text prior to coming to the table, all they are doing is reading.

TACKLE
5-7 min

- Discuss:**
- Who can tell me how studying text features helps you find information?
 - What questions or connections did you have while reading?

TRANSFER
2-3 min

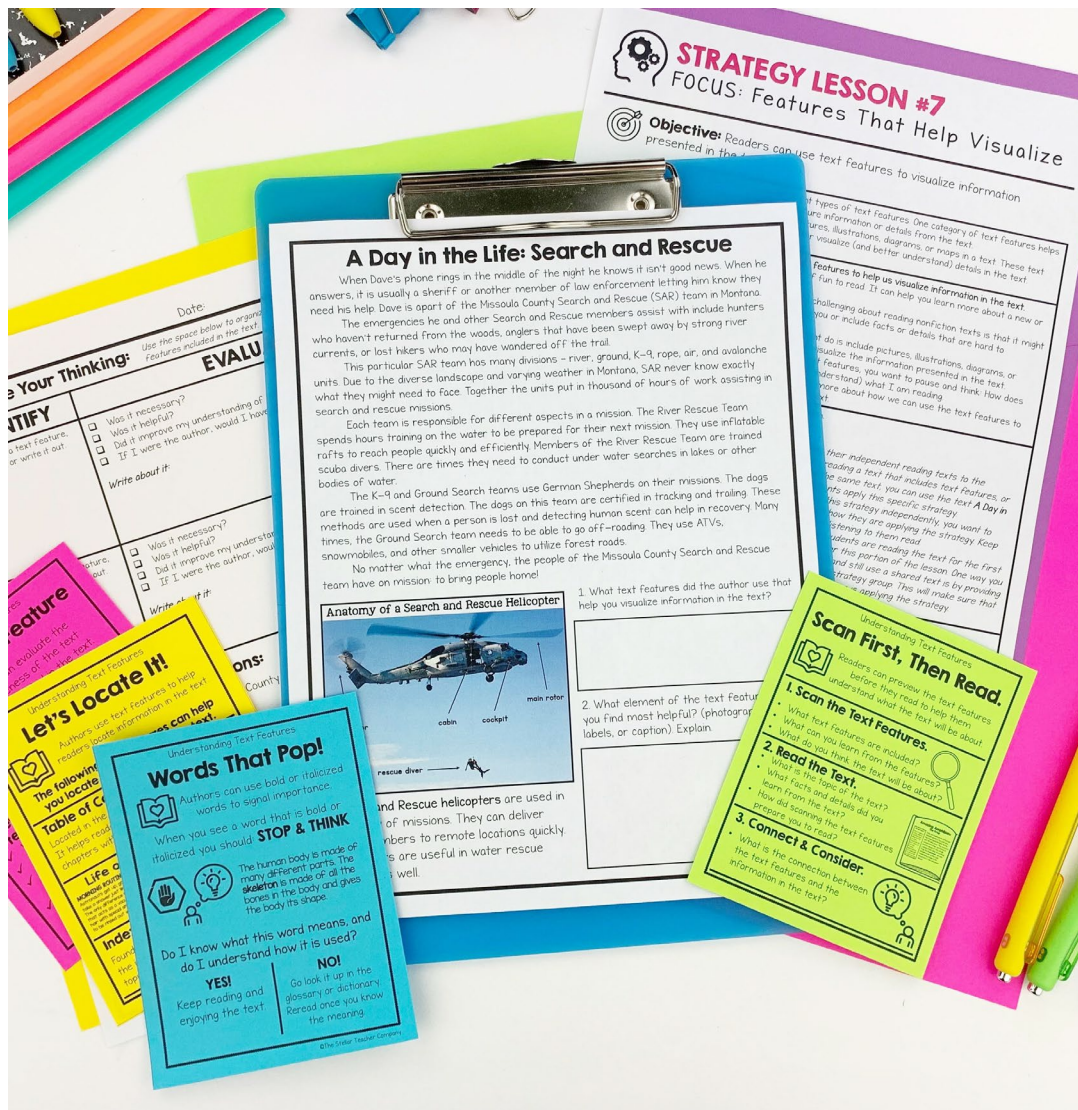
- Link:**
- Remember, anytime you see a text feature, study the information included in the text.

Includes 10 Focus Lessons

Each lesson will help you teach your students a specific focus skill that will help them understand nonfiction text features.

Lessons Include:

- Study Text Features
- Scanning Features First
- Questioning Text Features
- Words That Pop!
- Using Text Features To Locate Information
- Text Features With Numbers
- Features That Help Visualize
- Web Features
- Creating Text Features
- Evaluating Text Features



FOCUSED STUDENT PRACTICE

These passages and response pages are a great way for students to get focused practice on the specific skills included.

- Each passage is short, fun, and engaging to read.
- Includes a set of questions next to the text that will help students see how they can apply the focus skill to this specific text.
- Includes a graphic organizer related to the focus skill and comprehension questions.

Great way for students to practice and work towards mastery of key comprehension skills.

Name: _____ Date: _____

Organize Your Thinking: Use Focus Skill

What important numbers were included in the text?

Comprehension Questions

- List a few designs that have been featured on the quarter.
- How will the U.S. Mint pick the designs?
- If you could suggest one woman to be featured on the quarter, who would it be?

The Quarter Gets a New Look

The American quarter has gone through many changes in its lifetime. The first quarters produced didn't have the unique designs that we are familiar with today. Throughout history the quarter has featured various faces of well-known people in history and even designs representing the 50 states and National Parks!

The quarter is the most used coin in U.S. currency. For the past two decades, quarters have showcased designs representing the 50 states and the country's national parks. The U.S. Mint has plans to release a series of quarters celebrating women who have played important roles in America's history.

The plan, known as The American Women's Quarter Program, was revealed to the public in April 2021. The U.S. Mint announced 20 women will be displayed on the quarter. Women who made an impact in a variety of fields will be represented. The women chosen are leaders in civil rights, humanities, science, space, government, and the arts. The U.S. Mint shared that the women being featured come from diverse ethnic, racial, and geographical backgrounds.

Two of the women to make an appearance: Maya Angelou and Sally Ride. Maya Angelou, poet and well-known activist, is expected to be the first woman to appear on the quarter in 2022. Seven designs were created to represent Maya Angelou's mark on history. Another five designs will be dedicated to Sally Ride, America's first female astronaut in space.

As for the other women to be represented, the U.S. Mint is looking to the American public for their input! Federal laws don't allow living persons to be displayed on currency, so any nominees must be deceased. Women who have inspired, made change, and continue to make an impact will be represented in years to come!

U.S. MINT FACTS

- The first batch of coins produced consisted of **11,178** copper cents.
- The Secretary of the Treasury may change circulating coinage designs after **25 years**.
- Most coins have **three** layers: outside layers are **three-quarters** copper and **one-quarter** nickel, and the "filling" is solid copper.
- The Philadelphia Mint is the world's largest mint covering over **5 acres** of ground.

1. What are some of the important numbers the author includes in the text?

2. Look at the list of facts to the left, which fact do you think is most interesting?

INCLUDES TEACHER GUIDE

Are you new to using strategy groups in your classroom? No worries! We got you!

This resource also includes a 2-page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers – book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
• Practicing reading strategies in small group can be much more engaging for students than independent practice.
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

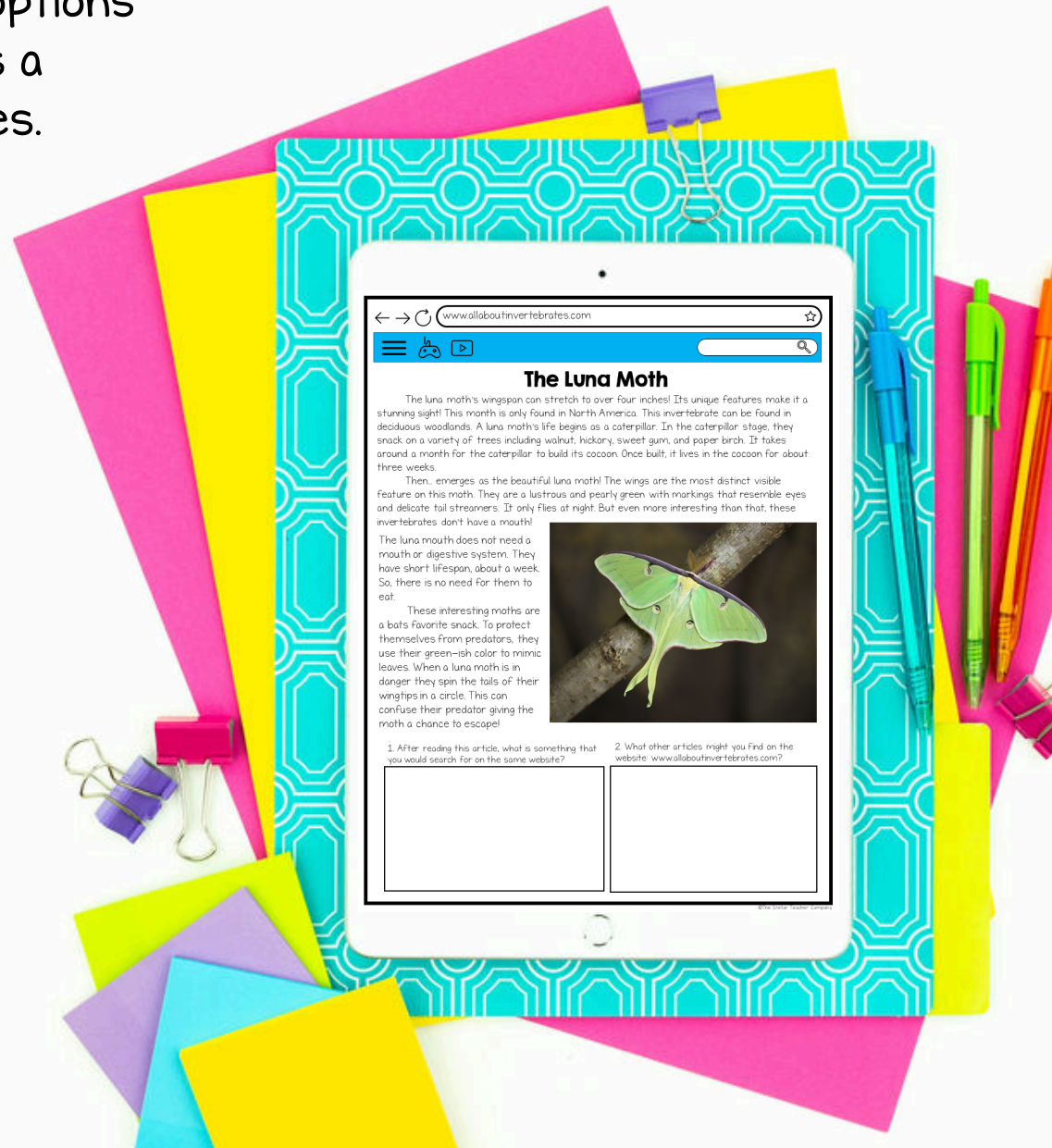
Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



A LOOK INSIDE... *10 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #1

FOCUS: Study Text Features

Objective: Students can learn more about a topic by analyzing the text features the author includes.

TARGET
1-2 min

- Today we are going to spend some time paying close attention to the text features the author includes in the text.
- Text features are often included to increase the reader's understanding of the topic. When we pay close attention to the features included, we can learn more about the specific topic of the text.

The focus for today is studying text features to learn more about the topic.

What do you do when you see a text feature? Unfortunately, many readers will want to skip over it when they see a text feature. They see it and they skip over it.

Strong readers will take time to study a text feature to identify the important information the author is trying to communicate in that feature.

When you see a text feature you can:

- Study the text feature.
- Question why the author included it.
- Make connections between the information presented in the text and the specific text feature.

Let's look at the strategy card to learn more about how we can study text features to learn more about the topic of the text.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text that includes text features, or if you prefer to have all students use the same text, you can use the text *The Power of Learning* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to their read.

TACKLE
5-7 min

Understanding Text Features

Study Text Features

Readers can learn more about a topic by analyzing the text features the author included.

When an author includes a text feature, readers should:

- Study the text feature. Read and analyze the information shared in the text feature.
- Question why the author included the text feature. What can you learn from it?
- Make connections between the information presented in the text and the text feature.

Understanding Text Features

Study Text Features

Readers can learn more about a topic by analyzing the text features the author included.

When an author includes a text feature, readers should:

- Study the text feature. Read and analyze the information shared in the text feature.
- Question why the author included the text feature. What can you learn from it?
- Make connections between the information presented in the text and the text feature.

The Power of Learning

What do playing a sport, practicing an instrument, and learning your multiplication facts have in common? Time, patience, and training! Whether you are practicing a new soccer move, learning to play the piano, or studying for a test, your brain is actually changing itself.

Scientists have studied the brain for many years and although much about the brain is still unknown, they do know that the brain changes over time. The more research performed on the brain the more we can understand about how we learn.

STUDYING THE BRAIN

There are many parts, or regions, of the brain that perform special functions. Some regions are responsible for storing memories while others help you solve problems. For example, the **cerebrum** is the largest part of the brain and has a right and left hemisphere. This region of the brain is responsible for a lot of functions. Vision, hearing, speech, reasoning, emotions, and learning are just some of the functions the cerebrum performs.

A **neuroscientist** studies and researches the nervous system, which includes the brain. Nathan Spreng is a neuroscientist curious about how we learn. He has an interest in reading studies about regions of the brain that "turn on" when a person learns a new task. A special tool is used to determine which regions are most active when a person learns a new task. The tool works by tracking where blood flows in the brain while the new task is being performed.

FROM FOCUS TO DREAMING

Spreng noticed a trend in the studies he was reading. The area of the brain that allows people to pay attention is most active when learning a new task. Over time, those areas become less active. This is because people get used to the task, and it is no longer new. When this happens, another area in the brain sees more activity (the region associated with daydreaming).

Essentially, the more you practice something the less you must focus on how to complete the task. For example, how professional basketball players can effortlessly make free-throws or professional pianists can play complicated music without reading sheet music!

1. Make a list of text features found in the text.

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text features included in the text.

TEXT FEATURES: _____

HOW THEY HELPED ME: _____

What did you learn from the text features that wasn't included in the text? _____

Comprehension Questions:

1. Some regions are responsible for storing memories while others help you solve problems. What does the author mean by regions in this sentence? Explain.

2. What are a few of the functions the cerebrum is responsible for?

STRATEGY LESSON #2

FOCUS: Scanning Features First

Objective: Students can preview the text features before they read to help them understand what the text will be about.

TARGET
1-2 min

- Today we are going to continue talking about how text features can help us as readers.
- Before we begin reading a text, we want to take some time to scan the text features and preview the information included in the text features before we begin reading. This is a warm-up for our brain and will help us activate any prior knowledge we have about the topic.

The focus for today is to scan the text features before we start reading.

Text features are a great tool to help readers activate their background knowledge and warm up their brain to read the text.

Before you start reading a text, if you see it has text features you want to take time to scan and preview the text features.

Here is the process you should follow when you see the text has text features:

1. **Scan the text features:** What text features are included and what do you think the text will be about?
2. **Read the text:** What is the topic of the text? What details does the author share in the text? How did scanning the text features prepare you to read?
3. **Connect and Consider:** What connection can you make between the information presented in the text features vs. the information presented in the text features before we begin reading.

Let's look at the strategy card to learn more about how we can scan and preview the text features before we begin reading.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text that includes text features, or if you prefer to have all students use the same text, you can use the text *The Planet Needs Your Help!* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to their read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table all they are focusing on is applying the strategy.

Discuss:

- Who can tell me how scanning and previewing the text features before you started reading helped you understand and enjoy the text?
- What did you discover when you scanned the text features before reading?

Link

- Don't forget that when you are reading independently, you want to scan and preview the text features before you read. This is a great way to warmup your brain.

TACKLE
5-7 min

TRANSFER
2-3 min

Understanding Text Features

Scan First, Then Read.

Readers can preview the text features before they read to help them understand what the text will be about.

1. Scan the Text Features.

- What text features are included?
- What can you learn from the features?
- What do you think the text will be about?

2. Read the Text.

- What is the topic of the text?
- What facts and details did you learn from the text?
- How did scanning the text features prepare you to read?

3. Connect & Consider.

- What is the connection between the text features and the information in the text?

Understanding Text Features

Scan First, Then Read.

Readers can preview the text features before they read to help them understand what the text will be about.

1. Scan the Text Features.

- What text features are included?
- What can you learn from the features?
- What do you think the text will be about?

2. Read the Text.

- What is the topic of the text?
- What facts and details did you learn from the text?
- How did scanning the text features prepare you to read?

3. Connect & Consider.

- What is the connection between the text features and the information in the text?

The Planet Needs Your Help!

In 2021, the Earth's climate underwent an assessment for the first time in eight years. And it didn't pass with flying colors. The United Nations Intergovernmental Panel on Climate Change (IPCC) released results from their assessment of climate science in early August 2021. Their report showed that the past decade has been the hottest in 125,000 years. Glaciers are melting faster than they have in over 2,000 years, and ocean levels are rising 2x the rate they were in 2006. None of this is good news.

Researchers believe if this continues the global temperatures will rise by 3.6 degrees Fahrenheit within the next 20 years. Increased temperatures will continue to cause significant changes to our planet's water cycle. Changes may include increased rainfall in areas that already receive a lot of rain and arid or extremely dry areas will be even more prone to drought.

The IPCC's reports is no surprise to millions of people around the world who are already feeling the impact of climate-related disasters. In 2021 alone, 100 wildfires burned across 12 states in the United States have burned over 2.4 million acres. But that's not all, unparallelled week-long storms caused disastrous flash floods and mudslides in Germany, Netherlands, and Belgium. Researchers at a facility in Greenland recorded the first ever rainfall in the area's history. All these instances occurred in 2021.

Even with all this turmoil, some experts believe there is still time to make changes to turn around our climate crisis. But we must start now! Although many changes need to take place at a government level, there are some actions individuals can take to make an impact. Conserving water, reducing electricity usage, driving less, and following more sustainable methods - Think Reduce, Reuse, and Recycle - are all ways to help our planet.

HOW TO HELP:

1. Before you read, scan the text features. What do you think the text is about?

2. After you read the text, explain the connection between the text features and the text.

BIKE MORE, DRIVE LESS

EDUCATE YOURSELF

Learning more about the planet on your own can help you better understand how to help protect it! Share what you learn with friends.

VOLUNTEER

Volunteer for cleanups at a local park in your neighborhood.

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the climate features included in the text.

SCAN THE TEXT FEATURES:

Make a list of the types of text features you found in the text.

READ THE TEXT:

Summarize what you learned from the text. Include the topic and main idea.

CONNECT & CONSIDER:

What is the connection between the text features and the information in the text? Explain!

Comprehension Questions:

1. What does the word arid mean?

2. Experts believe there are some ways we can help protect our Earth's climate. List 3-4 actions the text suggested.

3. In 2021, the Earth's climate underwent an assessment for the first time in eight years. What do you think the climate was assessed for? Use examples from the text.

LOOK INSIDE... *10 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #3
FOCUS: Question the Features

Objective: Students can ask questions to understand why a text feature was included.

TARGET
1-2 min

TEACH
1-2 min

TACKLE
5-7 min

Teacher Notes

Transfer

Understanding Text Features
Question the Features

Readers can ask questions to understand why a text feature was included.

When you see a text feature, you should pause and ask questions!

Understanding Text Features
Question the Features

Readers can ask questions to understand why a text feature was included.

When you see a text feature, you should pause and ask questions!

Understanding Text Features
Question the Features

Readers can ask questions to understand why a text feature was included.

When you see a text feature, you should pause and ask questions!

Understanding Text Features
Question the Features

Readers can ask questions to understand why a text feature was included.

When you see a text feature, you should pause and ask questions!

Making a Change in Sports

James Reed is a well-known name in the world of college sports. He made the courageous decision to play college football as a young black man in the 1970s. During this time, competitive sports and most other college activities, including classes, were highly segregated.

For many years, across the southern United States, all-white universities existed. Social changes were taking place in the 1970s. Integrating athletic teams was one of the changes brought about by the **civil rights movement**. James Reed was one athlete to be apart of this trailblazing movement.

When asked why he decided to play football at the University of Mississippi James says, "If they could do it, I could do it (Newsela, 2021)." James is referring to the Black athletes before him, including his brother Elus Reed, who started joining previously all-white sports. **Integration** in college sports allowed African American and Black athletes the opportunity to attend more elite colleges and compete at higher levels.

James Reed and Ben Williams attended and played football at Ole Miss. Ben and James were making history. They were the first to Black football players at the university football wasn't the only sport seeing integration. In the next four years, three Black basketball players attended the university. James and Ben were responsible for helping recruit other Black students to the college.

Being at the forefront of college athletes integration, these Black athletes faced **racism**. None of their coaches had ever coached Black players. This was new territory for many. James and his Black teammates at Ole Miss would hear taunts and slurs from fans, but they said their teammates and coaches were quick to stand up for them.

James and his teammates were **trailblazers** in sports. James was honored at The College Football Hall of Fame during Black History month.

2014-2015 Season

College Conference	% of Black Football Players	% of Black Basketball Players
SEC	57.6	66.7
Big Ten	41.5	51.2

1. Why did the author include this specific text feature?
 2. What additional information can you

Name: _____ Date: _____

Organize Your Thinking: Use the space below to get down questions you have about the text feature included in the text.

WHAT I LEARNED FROM THE TEXT FEATURE:	QUESTIONS I HAVE ABOUT THE TEXT FEATURE...
WHAT I LEARNED FROM THE TEXT FEATURE:	QUESTIONS I HAVE ABOUT THE TEXT FEATURE...

Comprehension Questions:

- What does it mean *sports were being integrated*? Use examples from the text to support your explanation.
- Use the Text Feature to answer the questions: Which College Conference has the highest percentage of Black Football players? Which College Conference had the least?

STRATEGY LESSON #4
FOCUS: Words that Pop!

Objective: Students will understand that authors can use bold or italicized words to signal importance.

TARGET
1-2 min

TEACH
1-2 min

TACKLE
5-7 min

TRANSFER
2-3 min

Teacher Notes

Understanding Text Features
Words That Pop!

Authors can use bold or italicized words to signal importance.

When you see a word that is bold or italicized you should: STOP & THINK

Do I know what this word means, and do I understand how it is used?

YES! Keep reading and enjoying the text.

NO! Go look it up in the glossary or dictionary. Reread once you know the meaning.

Understanding Text Features
Words That Pop!

Authors can use bold or italicized words to signal importance.

When you see a word that is bold or italicized you should: STOP & THINK

Do I know what this word means, and do I understand how it is used?

YES! Keep reading and enjoying the text.

NO! Go look it up in the glossary or dictionary. Reread once you know the meaning.

Understanding Text Features
Words That Pop!

Authors can use bold or italicized words to signal importance.

When you see a word that is bold or italicized you should: STOP & THINK

Do I know what this word means, and do I understand how it is used?

YES! Keep reading and enjoying the text.

NO! Go look it up in the glossary or dictionary. Reread once you know the meaning.

Long Live... Animals!

Animals are amazing in many ways. They adapt to their environments to survive, they protect their young, and even travel hundreds of miles to find food. But perhaps their most amazing feat of all - *how long they live!* Of course, not all animals have extensive lifespans, but some certainly do!

Bowhead whales are found in the coldest waters of the Arctic. Scientists believe they could possibly live *200+ years!* Researchers have discovered a difference in their genes to other mammals. These whales have repairing cells and DNA which in turn help them live longer lives. Over time cells are harmed, but with repairing cells and DNA the Bowhead whales can potentially protect themselves from disease.

The Macaw is a fascinating bird. They have feathers of astonishing colors, are known to mate for life, and the males are the ones who forage for food. And their lifespan? They are known to *survive* up to 60 years in the wild and *100 years in captivity*. Although the macaw has such a long lifespan, they are on the *endangered* species list. Deforestation and reinforced devastation are major causes of the species endangered status.

Perhaps one of the most well-known long-lived animal is the giant tortoise. The giant tortoise can have a lifespan of *over 200 years!* Researchers have reason to believe some can live up to 300 years in the wild. The giant tortoise moves incredibly slow and has a low *metabolism* level which contributes to its long lifespan.

These are just a few of the amazing animals that tend to live for many years. The world is full of exotic, interesting creatures that can live well beyond a human lifetime!

BOWHEAD WHALE
200+ years

MACAW
100 years

GIANT TORTOISE
200-300 years

1. Make a list of *italicized* words from the text. What do they have in common?

2. Were there any *italicized* words you didn't understand? If so, how could you find out more about the word?

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text features included in the text.

STOP & THINK:

- Do I know what this word means?
- Do I understand how this word is being used?
- Where can I find more information about this word?
- What other questions do I have about this word?

BOLD OR ITALICIZED WORD	MY THOUGHTS

Comprehension Questions:

- List 3 number-based facts you learned from the text.
- Which of the animals in the text is on the endangered species list? What are some reasons for this?
- The author listed two reasons the giant tortoise lives so long. What were they?

A LOOK INSIDE... *10 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #5

FOCUS: Use Text Features to Locate

Objective: Students will understand how to use text features to locate information in the text.

TARGET 1-2 min

- There are many different types of text features. One category of text features helps readers locate and find information in the text.
- Today we are going to learn about some of the ways authors can use text features to help us find specific information in the text.

The Focus for Today: using text features to locate information

- Sometimes nonfiction texts contain A LOT of information.
- If you are reading a big book or a magazine, there will be a lot of information the author(s) is trying to share.
- Often times authors will include different text features to help readers locate information.
- Some of these text features include:
 - Table of Contents
 - Headings or Subheadings
 - Index
- This can be helpful to readers. If you are researching or only looking for specific details on a topic, you can use the text features to go right to the specific section of text that connects to your interest/purpose for reading.
- It will make it easier for you to find what you are looking for.

TEACH 1-2 min

Let's look at the strategy card to learn more about the types of text features that will help us locate information in the text.

TACKLE 5-7 min

Now it's your turn to practice on your own.

Teacher Notes:

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text that includes text features, or if you prefer to have all students using the same text, you can use the text *Bermuda Triangle: A History* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the

Understanding Text Features: Let's Locate It!

Authors use text features to help readers locate information in the text.

The following text features can help you locate information in the text.

Table of Contents
Located in the front of the book, it helps readers find specific chapters within the text.

Chapter	Page
1. Introduction	1-8
2. Early Explorations	9-18
3. The Mysterious Disappearances	19-28
4. Theories and Speculations	29-38

Life on ISS
Headings make it easy for readers to scan the text for specific sections.

Headings
Found at the top of the page, they indicate the main topic and sub-topics.

Index
Found at the back of the book, the index lists out specific topics and their pages.

Topic	Page
Exploration	26, 30, 33
DMT	29, 31
Environment	1, 2, 36-38
Evolution	21, 30, 38-41

Bermuda Triangle, A History

In the Atlantic Ocean there is a mysterious area of land in the shape of a triangle, that has garnered a lot of people's curiosity over the years. The Bermuda Triangle is an area found off the coast of Florida. The topic has been discussed in movies, books, and documentaries for years. But what makes this area such a popular topic of discussion?

The increased interest in this area started when a series of disappearances, many that of gone unexplained, occurred in the region. Many ships and aircrafts traveling near or through this area above the Atlantic Ocean seemingly vanished. The triangular area spans 500,000 square miles of ocean near the southeastern coast of Florida.

The first tragic accident in the area occurred in March 1918 when a Navy ship sank without radioing for help. The last message sent to land reported the ship was traveling safely. The years following several ships traveling the same route vanished. Eventually, airplanes started to disappear too. Countless aircrafts and ships, along with their passengers, continued to disappear without explanation. And thus, a legend was born - The Bermuda Triangle.

MAKING SENSE OF THE MYSTERIOUS

Over the years, numerous people have attempted to explain these mysterious accidents and disappearances in the area. Some theories seem more likely than others. Even aliens and sea monsters have been accused of causing the many tragedies. Today, the U.S. Coast Guard doesn't consider the area to be any more dangerous than other parts of the ocean around the world. Nonetheless, the stories of The Bermuda Triangle continue to intrigue the public.

Lost at Sea
March 1918: A Navy ship carrying over 300 passengers sinks without radioing for help.

No Trace
December 1967: The owner of a 23-foot-29-foot-

1. What type of feature did the author include to help you locate information?

2. What information did you learn about

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text features included in the text.

TEXT FEATURE	Write 1-2 sentences describing what information you found in each feature and why it's important feature in the text.
Heading: A Legend Begins	
Heading: Making Sense of the Mysterious	
Diagram: Lost at Sea	

Comprehension Questions:

- Describe the Bermuda Triangle using three details from the text.
- When was the first recorded accident in The Bermuda Triangle? What happened?

STRATEGY LESSON #6

FOCUS: Text Features With Numbers

Objective: Readers can use text features to understand specific dates, data, statistics and other important numbers shared in the text.

TARGET 1-2 min

- There are many different types of text features. One category of text features can help readers understand the importance and significance of numbers in the text.
- Authors might include dates, statistics, or other key numbers. One way they help the reader understand numbers in the text is by using a text feature to visually present those numbers.

The Focus for Today: understanding how authors will display important numbers

- When we are reading, we might notice that the author includes facts with numbers.
- These facts might include specific dates, statistics, percentages, or other important details that include numbers.
- If you notice the author includes numbers, you want to look to see if they also included any text features.
- Authors might include different types of text features along the side of the text that will help the reader MORE information about the numbers they included in the text.
- If you see numbers in the text, you should pause and also look for the following text features: timelines, tables, charts, graphs, bullet points, etc.

TEACH 1-2 min

Let's look at the strategy card to learn more about the types of text features an author might include to display important numbers.

TACKLE 5-7 min

Now it's your turn to practice on your own.

Teacher Notes:

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text that includes text features, or if you prefer to have all students using the same text, you can use the text *The Quarter Gets a New Look* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table all they are focusing on is applying the strategy.

Discuss:

- Who can tell me what text features the author included to give more information about important numbers?
- How did these text features help you better understand the numbers in the text?

Link:

- Anytime you are reading on your own, you can pay attention to how the author uses text features to give you more information about the numbers they include in the text.

Understanding Text Features: Important Numbers

Authors can use text features to share specific dates, data, statistics and other important numbers with the readers.

The following text features can help you understand important numbers.

Timelines
A vertical line with arrows at both ends, used to show the order of events over time.

Table
A grid of numbers and text, used to organize data.

Graphs or Charts
A visual representation of data, used to show trends and patterns.

List of Facts
A list of key points, used to highlight important information.

Text features can make it easier to understand important numbers.

The Quarter Gets a New Look

The American quarter has gone through many changes in its lifetime. The first quarters produced didn't have the unique designs that we are familiar with today. Throughout history the quarter has featured various faces of well-known people in history and even designs representing the 50 states and National Parks!

The quarter is the most used coin in U.S. currency. For the past two decades, quarters have showcased designs representing the 50 states and the country's national parks. The U.S. Mint has plans to release a series of quarters celebrating women who have played important roles in America's history.

The plan, known as The American Women's Quarter Program, was revealed in the public in April 2021. The U.S. Mint announced 20 women will be displayed on the quarter. Women who made an impact in a variety of fields will be represented. The women chosen are leaders in civil rights, humanities, science, space, government, and the arts. The U.S. Mint shared that the women being featured come from diverse ethnic, racial, and geographical backgrounds.

Two of the women to make an appearance: Maya Angelou and Sally Ride. Maya Angelou, poet and well-known activist, is expected to be the first woman to appear on a quarter in 2022. Seven designs were created to represent Maya Angelou's mark on history. Another five designs will be dedicated to Sally Ride, America's first female astronaut in space.

As for the other women to be represented, the U.S. Mint is looking to the American public for their input! Federal laws don't allow living persons to be displayed on currency, so any nominees must be deceased. Women who have inspired, made change, and continue to make an impact will be represented in years to come!

U.S. MINT FACTS
Authors can use text features to share specific dates, data, statistics and other important numbers with the readers.

- The first batch of coins produced consisted of 11,178 copper cents.
- The Secretary of the Treasury may change circulating coinage designs after 25 years.
- Most coins have three layers: outside layers are three-quarters copper and one-quarter nickel, and the "filling" is solid copper.
- The Philadelphia Mint is the world's largest mint covering over 5 acres of ground.

1. What are some of the important numbers the author includes in the text?

2. Look at the list of facts to the left, which fact do you think is most interesting?

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text features included in the text.

What important numbers were included in the text?	What did you learn?
	Write a few sentences explaining what you learned from the important numbers included in the text feature.

Comprehension Questions:

- List a few designs that have been displayed on the quarter.
- How will the U.S. Mint pick the women to be represented on the quarter?
- If you could suggest one woman to be represented on the quarter, who would it be and why?

Hey! Let's be friends!

Click the icon below to follow me on social media.



Looking for new ideas and easy-to-implement strategies?

Tune in to the [Stellar Teacher Podcast](#) each week to hear me share actionable strategies that will help take you to the next level of your teaching career!

Click [HERE](#) to listen!

