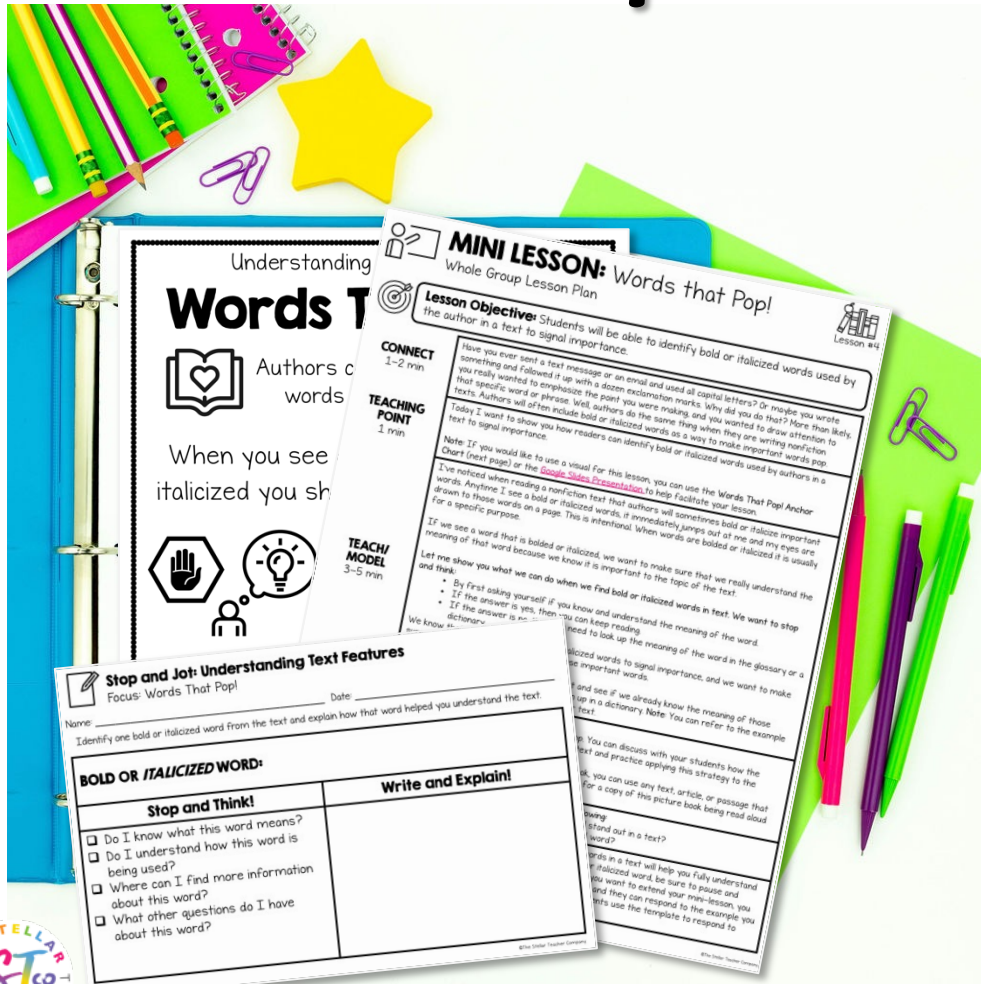


TEXT FEATURES

10 Low Prep Reading Lesson Sets



Lesson Plans • Anchor Charts • Google Slides • Graphic Organizers



3

REASONS TO LOVE

THESE TEXT FEATURE LESSON SETS

TIME-SAVING

I know a teacher's to-do list is massive, but with this resource, you can cross lesson planning off your list. This resource gives you everything you need for your whole group lessons on nonfiction text features: scripted lesson plans, whole group teaching slides, anchor charts, and graphic organizers.

CLEAR AND CONCISE


These lessons make it super easy for you to clearly communicate, teach, and model each objective to your students. The lesson plans will help you deliver a clear and effective lesson, and the visuals included will help your students understand exactly what you are teaching.

LOW PREP FOR TEACHERS

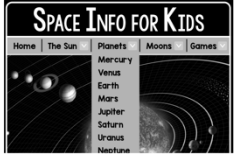


This resource seriously is just print and teach. You won't have to prep any materials for your lessons. Think how much time you will save not having to type out lesson plans or prep anchor charts or slides for your lessons. They are all done for you with this resource.

Understanding Text Features

Web Features

 Websites have text features that help readers locate information on the internet.

These text features might help you learn & research while reading on the internet.

| | |
|---|---|
| Navigation Bar  | Hyperlinks Interested in a career as a first responder? Click below to explore information from Learn How to Become.Org: <u>Firefighter</u> <u>Police Officer</u> |
| Icons  | Sidebar Bones and More Bones The Skeletal System The skeleton is made up of all the bones in your body. It is also made of the things that connect your bones together: tendons, ligaments, and cartilage. The skeletal system also includes one set of hard objects that aren't bones: your teeth!  Skeletal System FUN FACTS <ul style="list-style-type: none">• The thigh bone is the body's longest bone.• Babies have more bones than adults.• The collarbone is the most |

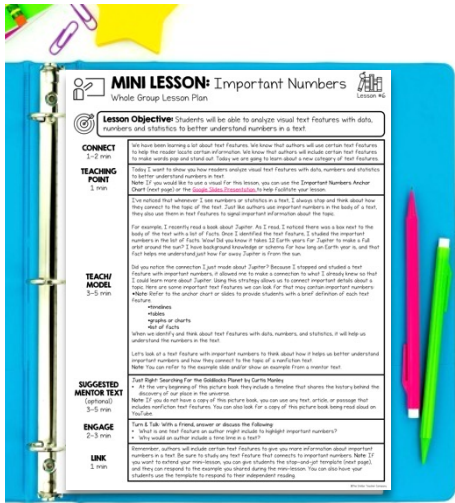
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WHAT'S INCLUDED?

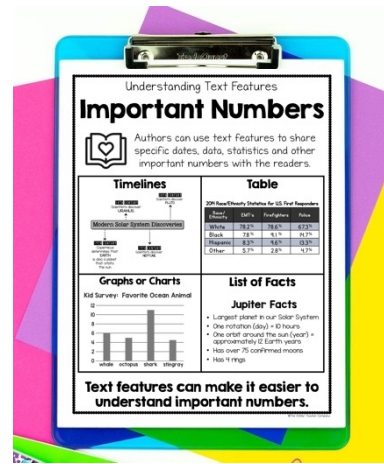
For each lesson you get a scripted lesson plan, anchor chart, teaching slide set, and half-page graphic organizer.

10 SCRIPTED LESSON PLANS



These lesson plans are scripted and ready to go. You can attach them to your weekly lesson plan, use them to prep your lesson, or even read from them while teaching.

10 PRINTABLE ANCHOR CHARTS



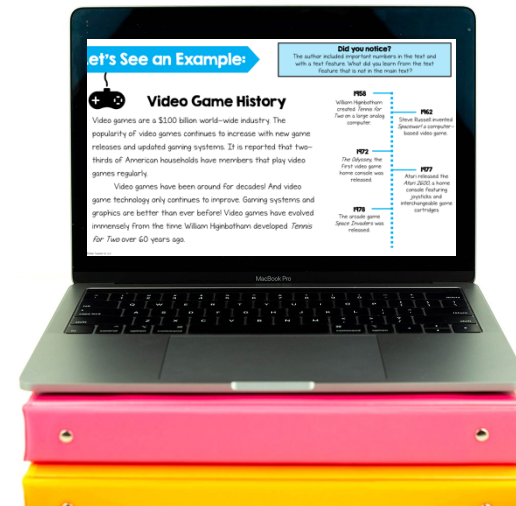
Each lesson comes with a full-page printable anchor chart. Post it in your classroom after your lesson, or shrink it down to 85% and have students glue it in their notebooks.

10 MINI GRAPHIC ORGANIZERS



Each lesson includes a half-page graphic organizer. Students can use this during your lesson or you can assign it to them as independent practice after your lesson.

TEACHING SLIDES FOR EACH LESSON



Each lesson includes a set of teaching slides to help you teach, practice, and discuss the objective. These slides help you deliver an effective and engaging lesson.

WHAT LESSONS ARE INCLUDED?

This resource includes ten lessons that are all connected to nonfiction text features. You can teach all ten or select the lessons that are most relevant to what your students need. These lessons are also great if you need to quickly spiral or review a concept.

Understanding Text Features

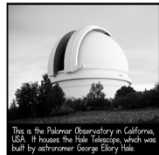
Picture This!



Authors can include certain text features to help a reader visualize information presented in the text.

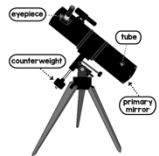
Pictures & Captions

You might see a photograph or an illustration included in the text. A caption can explain how its connected to the text.



Diagrams & Labels

Diagrams and labels can make it easy for readers to visualize and better understand the topic of the text.



Maps

Maps help readers understand how the topic of the text connects to certain parts of the world.



- Lesson #1: Study Text Features
- Lesson #2: Scan First, Then Read
- Lesson #3: Question Text Features
- Lesson #4: Words that Pop!
- Lesson #5: Let's Locate It!
- Lesson #6: Important Numbers
- Lesson #7: Picture This
- Lesson #8: Web Features
- Lesson #9: Create a Feature
- Lesson #10: Evaluate the Feature

Just print the set you want to teach, and you're set for a stellar whole group lesson.

LOW PREP and EASY-TO-USE



MINI LESSON: Let's Locate It!

Whole Group Lesson Plan



Lesson #5



Lesson Objective: Students will be able to understand how authors use text features to help readers locate information in the text.

CONNECT

1-2 min

When you are in a new place like a zoo or amusement park, you can look for a map or signs to tell you what is there and where you will probably use a map or pamphlet to help you navigate your way around. To see the elephants at the zoo, but skip the polar bears, you will probably use a map or pamphlet to help you navigate your way around. In a similar way, when we read a text, we can use text features to help us locate specific information in the text.

TEACHING POINT

1 min

Today I want to show you how to use text features in the text. Note: If you were to use an It! Anchor Chart (next page).

Just like signs can guide us, text features can include different text features.

Let me show you a few text features:

- Table of Contents
- Headings or Subheadings
- Index-Found on the back of a book
- Index-Found on the back of a book

TEACH/ MODEL

3-5 min

Identifying these text features can help you look for specific information in a section of text that is easier to find what you are looking for.

Let's look at a text feature and see how it helps us locate information we are looking for. For example, from a text about National Parks of the United States:

National Parks of the United States
• This is a great text feature that includes information. Note: If you do not have a text that includes a table of contents, read aloud on page 1.

SUGGESTED MENTOR TEXT

(optional)
3-5 min

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.

| TABLE OF CONTENTS | |
|-------------------|-------|
| 1. Fish | 3-12 |
| 2. Sharks | 13-16 |
| 3. Octopuses | 17-21 |
| 4. Rays | 22-24 |
| 5. Reef Animals | 25-30 |

Life on ISS

MORNING ROUTINE
Astronauts get up, go to the bathroom, take a shower, just like you. The only difference is that they don't have a shower.

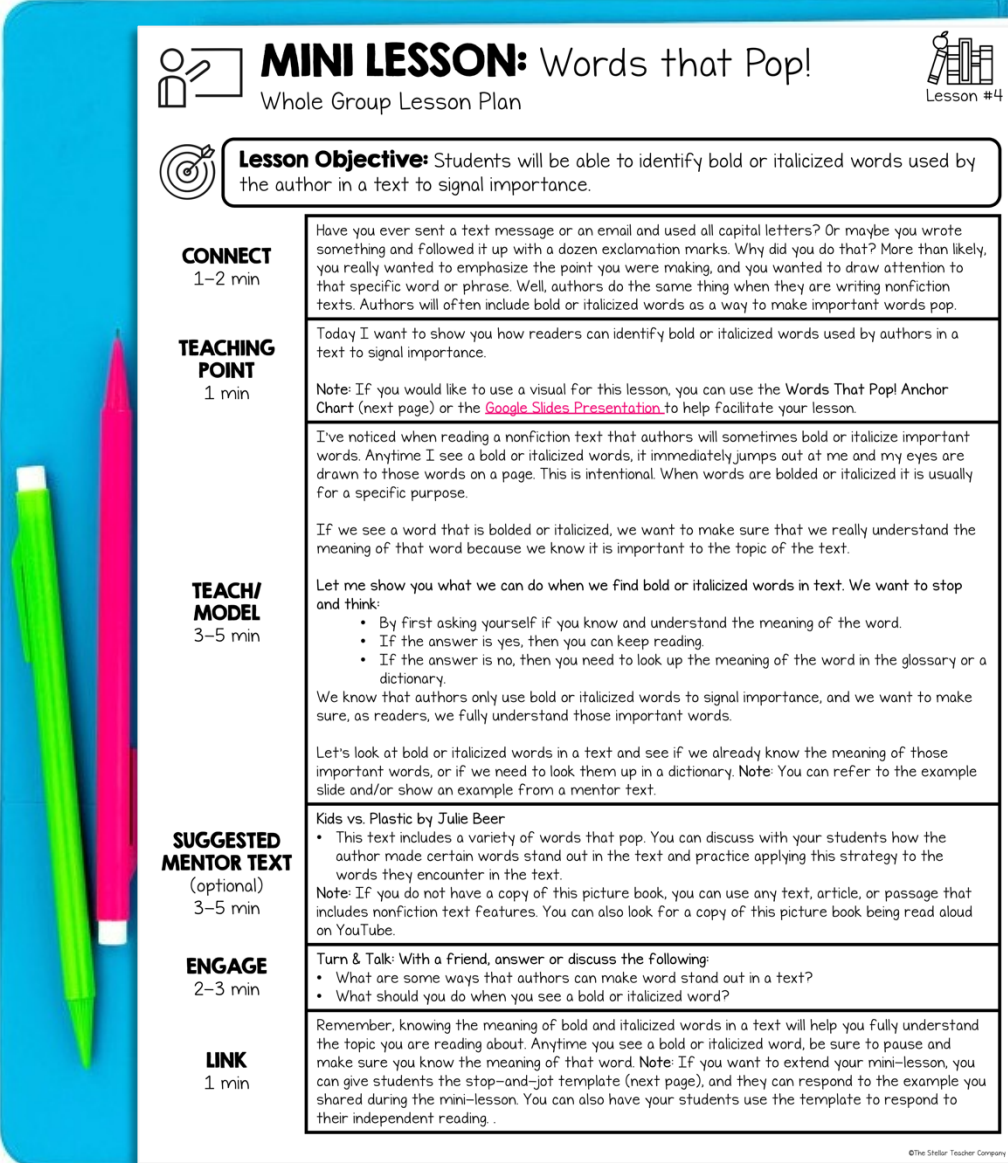
TAKE A CLOSER LOOK...

SCRIPTED TEACHER LESSON PLAN

Each lesson set includes a scripted teacher lesson plan. It provides you with the exact language you can use to teach that objective. These lesson plans will help keep your lessons short and concise.

Each lesson plan includes the following sections:

- Connect & Introduce Objective
- Teach & Model
- Suggested Mentor Text Title
- Engage Questions
- Closure



MINI LESSON: Words that Pop!
Whole Group Lesson Plan

Lesson Objective: Students will be able to identify bold or italicized words used by the author in a text to signal importance.

CONNECT
1–2 min

Have you ever sent a text message or an email and used all capital letters? Or maybe you wrote something and followed it up with a dozen exclamation marks. Why did you do that? More than likely, you really wanted to emphasize the point you were making, and you wanted to draw attention to that specific word or phrase. Well, authors do the same thing when they are writing nonfiction texts. Authors will often include bold or italicized words as a way to make important words pop.

TEACHING POINT
1 min

Today I want to show you how readers can identify bold or italicized words used by authors in a text to signal importance.

Note: If you would like to use a visual for this lesson, you can use the Words That Pop! Anchor Chart (next page) or the [Google Slides Presentation](#) to help facilitate your lesson.

I've noticed when reading a nonfiction text that authors will sometimes bold or italicize important words. Anytime I see a bold or italicized word, it immediately jumps out at me and my eyes are drawn to those words on a page. This is intentional. When words are bolded or italicized it is usually for a specific purpose.

If we see a word that is bolded or italicized, we want to make sure that we really understand the meaning of that word because we know it is important to the topic of the text.

Let me show you what we can do when we find bold or italicized words in text. We want to stop and think:

- By first asking yourself if you know and understand the meaning of the word.
- If the answer is yes, then you can keep reading.
- If the answer is no, then you need to look up the meaning of the word in the glossary or a dictionary.

We know that authors only use bold or italicized words to signal importance, and we want to make sure, as readers, we fully understand those important words.

Let's look at bold or italicized words in a text and see if we already know the meaning of those important words, or if we need to look them up in a dictionary. Note: You can refer to the example slide and/or show an example from a mentor text.

TEACH/ MODEL
3–5 min

Kids vs. Plastic by Julie Beer

- This text includes a variety of words that pop. You can discuss with your students how the author made certain words stand out in the text and practice applying this strategy to the words they encounter in the text.

Note: If you do not have a copy of this picture book, you can use any text, article, or passage that includes nonfiction text features. You can also look for a copy of this picture book being read aloud on YouTube.

SUGGESTED MENTOR TEXT
(optional)
3–5 min

ENGAGE
2–3 min

Turn & Talk: With a friend, answer or discuss the following:

- What are some ways that authors can make word stand out in a text?
- What should you do when you see a bold or italicized word?

LINK
1 min

Remember, knowing the meaning of bold and italicized words in a text will help you fully understand the topic you are reading about. Anytime you see a bold or italicized word, be sure to pause and make sure you know the meaning of that word. Note: If you want to extend your mini-lesson, you can give students the stop-and-jot template (next page), and they can respond to the example you shared during the mini-lesson. You can also have your students use the template to respond to their independent reading.

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TAKE A CLOSER LOOK...

PRINTABLE ANCHOR CHART



Each lesson includes a printable anchor chart. You can either print this chart and display it under a document camera to help teach your lesson or you can always give students a copy of the anchor chart after the lesson to glue in their folder or notebook.

These anchor charts include all the key information students need to remember from your lesson.



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**



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.



TAKE A CLOSER LOOK...

MINI GRAPHIC ORGANIZER

Each lesson includes a half-page graphic organizer related to the objective. These graphic organizer work with any text.

You can use them during the lesson to help model the concept to your students.

Or, you can give them to students after the lesson and have them practice applying the objective to their independent reading.

You can also use them during your small group lessons.



Stop and Jot: Understanding Text Features

Focus: Words That Pop!

Name: _____ Date: _____

Identify one bold or italicized word from the text and explain how that word helped you understand the text.

BOLD OR ITALICIZED WORD:

Stop and Think!

Write and Explain!

- 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?

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Stop and Jot: Understanding Text Features

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- What other questions do I have about this word?

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TAKE A CLOSER LOOK...

GOOGLE SLIDE SET: TEACHING SLIDE

Each lesson includes a teaching slide. This slide includes a lot of the same information on the anchor chart.

It is a great slide to display during the teach/model portion of your lesson. It will help you clearly communicate the objective to your students.



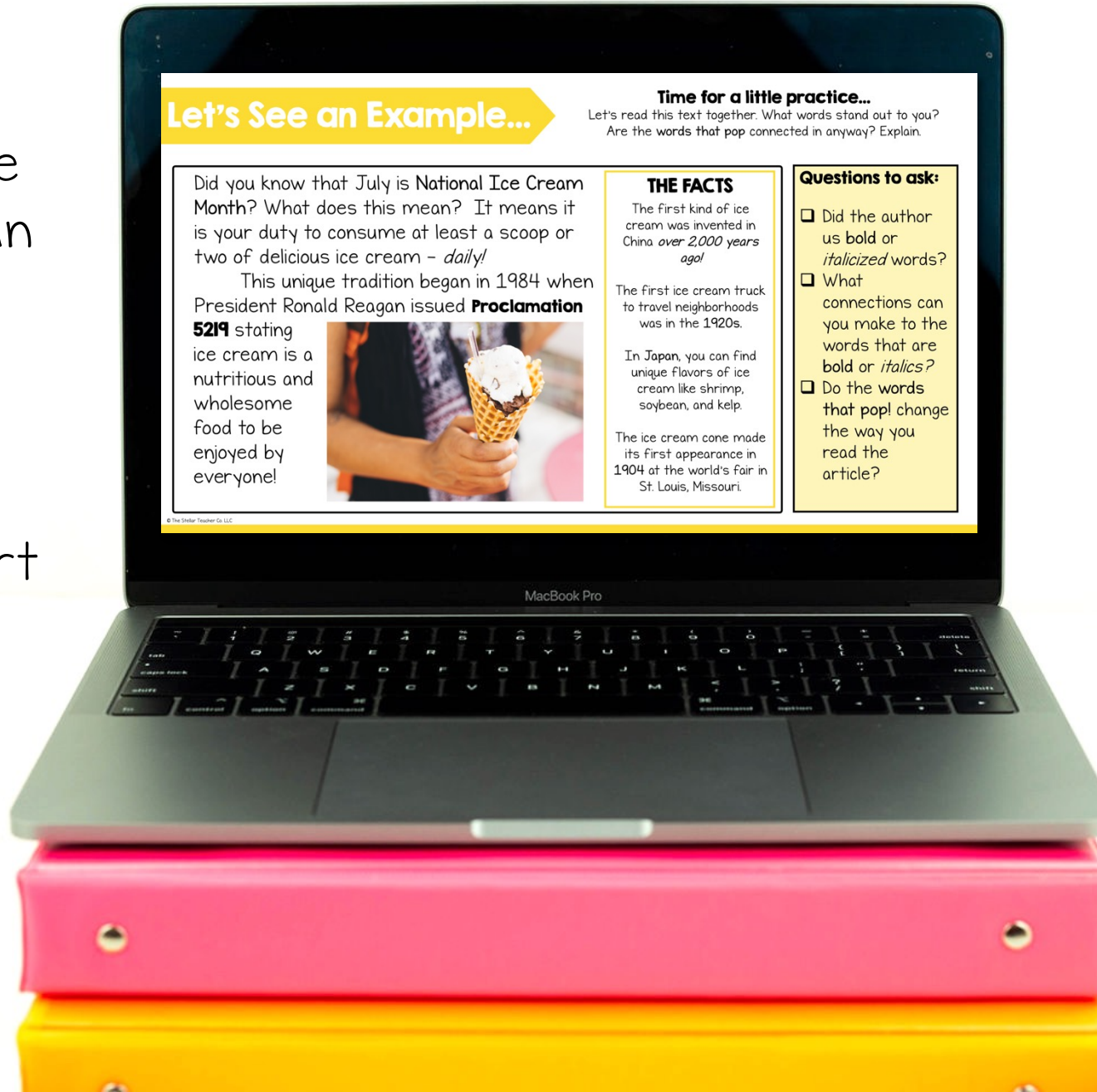


TAKE A CLOSER LOOK...

GOOGLE SLIDE SET: EXAMPLE SLIDE

Each lesson includes an example slide. The example slide is a great slide you can use to either model or practice with your students.

It will either include a short paragraph or a chart or some other example related to the objective of the lesson.



Let's See an Example...

Time for a little practice...

Let's read this text together. What words stand out to you? Are the words that pop connected in anyway? Explain.

Did you know that July is National Ice Cream Month? What does this mean? It means it is your duty to consume at least a scoop or two of delicious ice cream - *daily!*

This unique tradition began in 1984 when President Ronald Reagan issued **Proclamation**

5219 stating ice cream is a nutritious and wholesome food to be enjoyed by everyone!



THE FACTS

The first kind of ice cream was invented in China *over 2,000 years ago!*

The first ice cream truck to travel neighborhoods was in the 1920s.

In Japan, you can find unique flavors of ice cream like shrimp, soybean, and kelp.

The ice cream cone made its first appearance in 1904 at the world's fair in St. Louis, Missouri.

Questions to ask:

- Did the author use bold or italicized words?
- What connections can you make to the words that are bold or italics?
- Do the words that pop! change the way you read the article?

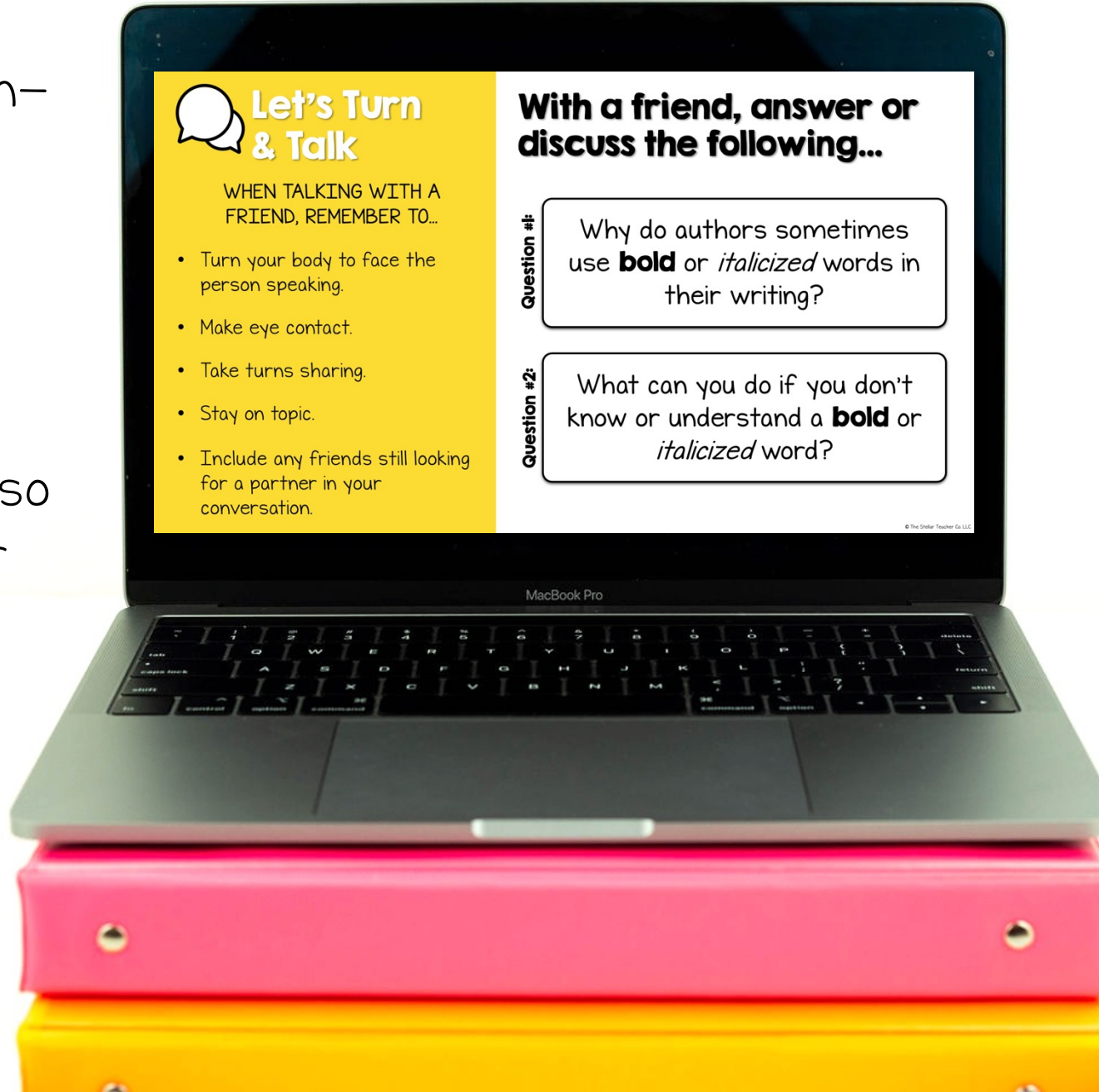


TAKE A CLOSER LOOK...

GOOGLE SLIDE SET: TURN & TALK SLIDE

Each lesson includes a turn-and-talk slide with two questions you can use for whole group discussion at the end of your lesson.

The turn-and-talk slide also includes key reminders for how students should be engaging in discussion with their peers.



Let's Turn & Talk

WHEN TALKING WITH A FRIEND, REMEMBER TO...

- Turn your body to face the person speaking.
- Make eye contact.
- Take turns sharing.
- Stay on topic.
- Include any friends still looking for a partner in your conversation.

With a friend, answer or discuss the following...

Question #1:

Why do authors sometimes use **bold** or *italicized* words in their writing?

Question #2:

What can you do if you don't know or understand a **bold** or *italicized* word?

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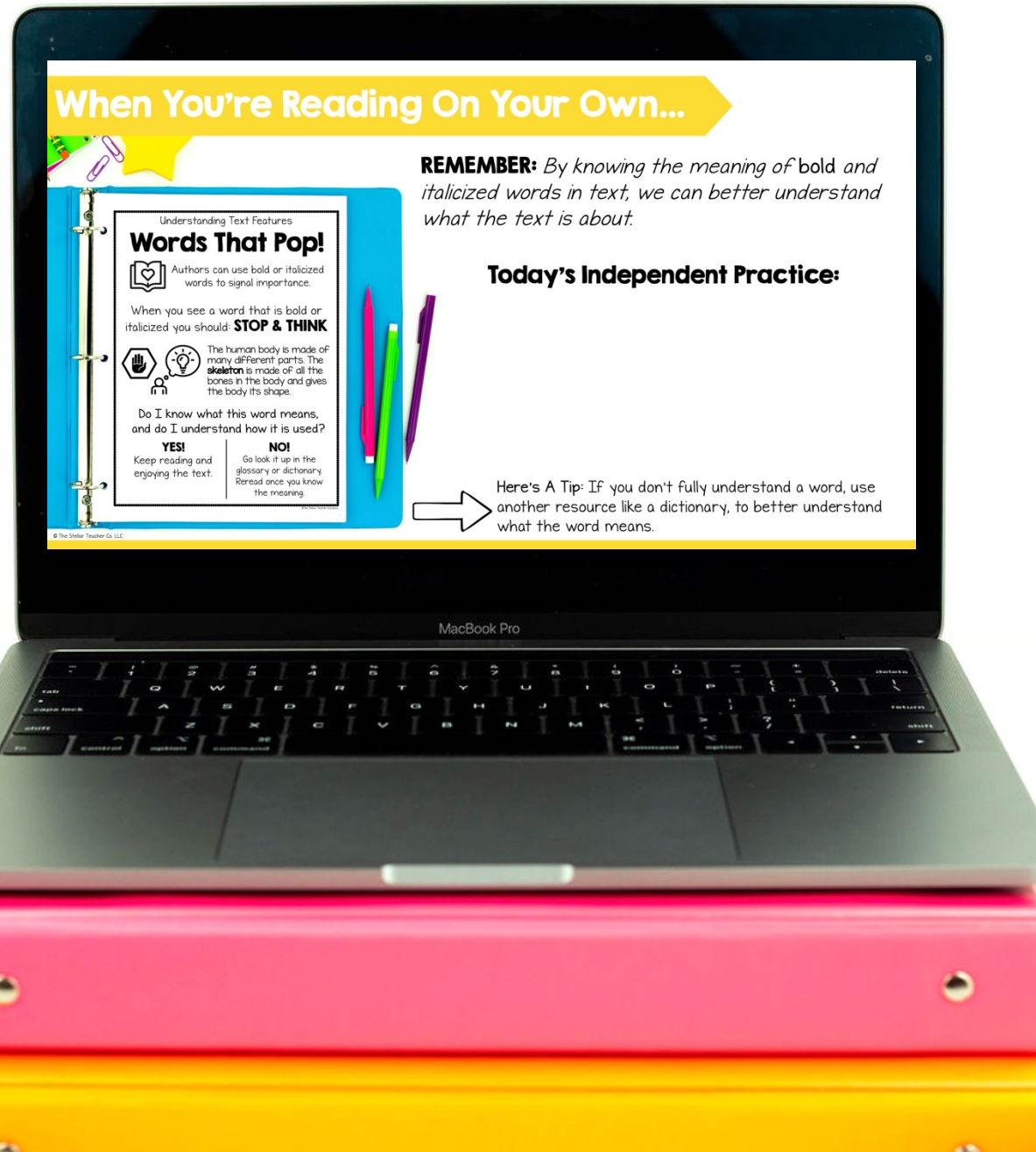


TAKE A CLOSER LOOK...

GOOGLE SLIDE SET: CLOSING SLIDE

The final slides includes a reminder of what you taught and then blank space for you to customize the independent practice assignment for the day.

This is a great slide to leave up during your independent practice so students can be reminded of what you taught and also know what they should be working on.



NEED MORE THAN JUST THIS SET?

CHECK OUT SOME OF MY OTHER READING MINI LESSON SETS.

READING BUNDLE

no prep lessons & slides
100+ Lessons for The Entire Year!

What is Plot?
Authors often use a similar pattern or order of story events when writing a story. This is referred to as plot structure.

Story Mountain Diagram:
Exposition: The beginning of the story. Characters and setting are introduced.
Conflict: The problem is introduced.
Rising Action: The events that describe how the character interacts with or solves the problem.
Climax: The turning point in the story. This is often the most exciting or suspenseful part.
Falling Action: Events leading to the resolution and end of the story.
Resolution: End of the story. Problem is resolved.
You can use the story mountain to help keep track of the plot.

PERFECT FOR 3rd - 5th

LESSON PLANS • TEACHING SLIDES • ANCHOR CHARTS

[Click HERE for the bundle.](#)

MAIN IDEA

no prep lessons & slides

Topic vs. Main Idea
When you are reading nonfiction texts, you want to think about the topic and the main idea of the text.

| | |
|--|---|
| Topic This is the big idea or the subject of the text. It is usually just one word or phrase. How to identify: Ask yourself these questions: • What is the subject of the text? • What is one word that tells what the text is about? | Main Idea What the author wants you to know about the topic. It is usually a sentence. Sometimes you have to infer the main idea. How to identify: Ask yourself these questions: • What does the author want me to know about this topic? • What is the author trying to say about this topic? |
|--|---|

LESSON PLANS • ANCHOR CHARTS • STUDENT PRACTICE

[Click HERE for the main idea set.](#)

ARGUMENTATIVE TEXTS

REASONS & EVIDENCE
no prep lessons & slides

Argumentative Texts
An argumentative text is a piece of writing that takes a stance or position on an issue.

Attributes of an Argumentative Text

| | | | |
|--|--|---|--|
| Author's Claim The specific stance or position the author is making. | Reasons & Evidence The facts the author includes to support their claim. | Counter Argument The author should provide insight into the opposing viewpoint. | Intended Audience The specific group of people the author is addressing in the text. |
|--|--|---|--|

LESSON PLANS • TEACHING SLIDES • ANCHOR CHARTS

[Click HERE for the argumentative set.](#)

POINT OF VIEW

no prep lessons & slides

Third-Person Point of View
Authors will sometimes use a narrator that isn't in the story. This is third-person point of view.

| | | |
|---|--|---|
| What is it? Third-person point of view is when the narrator isn't a character in the story. They are the voice telling the story. | Clues to look for Pronouns are a great clue to help you figure out the POV. In the third-person POV, the narrator will use words like he, she, they, and them. | Benefits of this POV When the narrator isn't a character, the reader can get more of a big-picture perspective of the characters and events that happen in the story. |
|---|--|---|

LESSON PLANS • ANCHOR CHARTS • STUDENT PRACTICE

[Click HERE for the point of view set.](#)

SUMMARIZING

no prep lessons & slides

Summarizing Fiction
Readers understand how to summarize fiction stories.

Six Characteristics of a Strong Fiction Summary

- Keep it short. Try to keep it around 4 to 5 sentences.
- Include key story elements (characters, setting, problem, solution).
- Only include a few of the most important details.
- The order of your summary should mirror the order of events in the story.
- Don't include your opinion, just what happened in the story.
- Use your own words.

LESSON PLANS • ANCHOR CHARTS • STUDENT PRACTICE

[Click HERE for the summarizing set.](#)

CAUSE & EFFECT

no prep lessons & slides

Cause & Effect
Texts can have cause and effect relationships.

What to look for when identifying cause & effect relationships:

| | | |
|---|---|--|
| Cause The cause event explains what something happened. It is the reason. It is the event that happens first, even if it isn't mentioned first in the text. | Effect The effect event is what happened as a result of the cause event. It is what happened after the cause event. | Key Words Sometimes you might see these key words connected to the cause & effect relationships: • so • therefore • if, then, • then • because • resulting in |
|---|---|--|

LESSON PLANS • TEACHING SLIDES • ANCHOR CHARTS

[Click HERE for the cause and effect set.](#)

LOOKING FOR OTHER RESOURCES TO HELP WITH READING?

Do your students need help building their vocabulary?

context clues • prefixes & suffixes • root words

VOCAB ROUTINES BUNDLE

5 ROUTINES

Monday: Break it Down Monday: Make a Prediction

Affix #3 **de-**

Example: Amber felt **depressed** and **dejected** after she lost the spelling bee. She assumed she would win, but was the first contestant to get out.

Example: Mr. Jones will **deduct** points on your test if you forget to put your name and date on the top.

homophones • figurative language

Do you need help planning and prepping your small group lessons?

107 scripted lesson sets to teach key reading skills

STRATEGY LESSONS YEAR - LONG Bundle

STRATEGY LESSON #3
STRATEGY: STORY ELEMENTS

Objective: Students will be able to identify the key story elements to help them summarize a story.

TARGET 1-2 min

TEACH 1-2 min

TACKLE 5-10 min

A Model Student

Story Elements

Readers can identify all the key story elements to help them summarize a story.

Characters: Calista, Ms. Luva

Setting:

Problem:

Solution:

Name:

Use the answers to these questions to help you summarize the text on the back.

Comprehension Questions:

Story Elements

Characters

Setting

Problem

Solution

Name

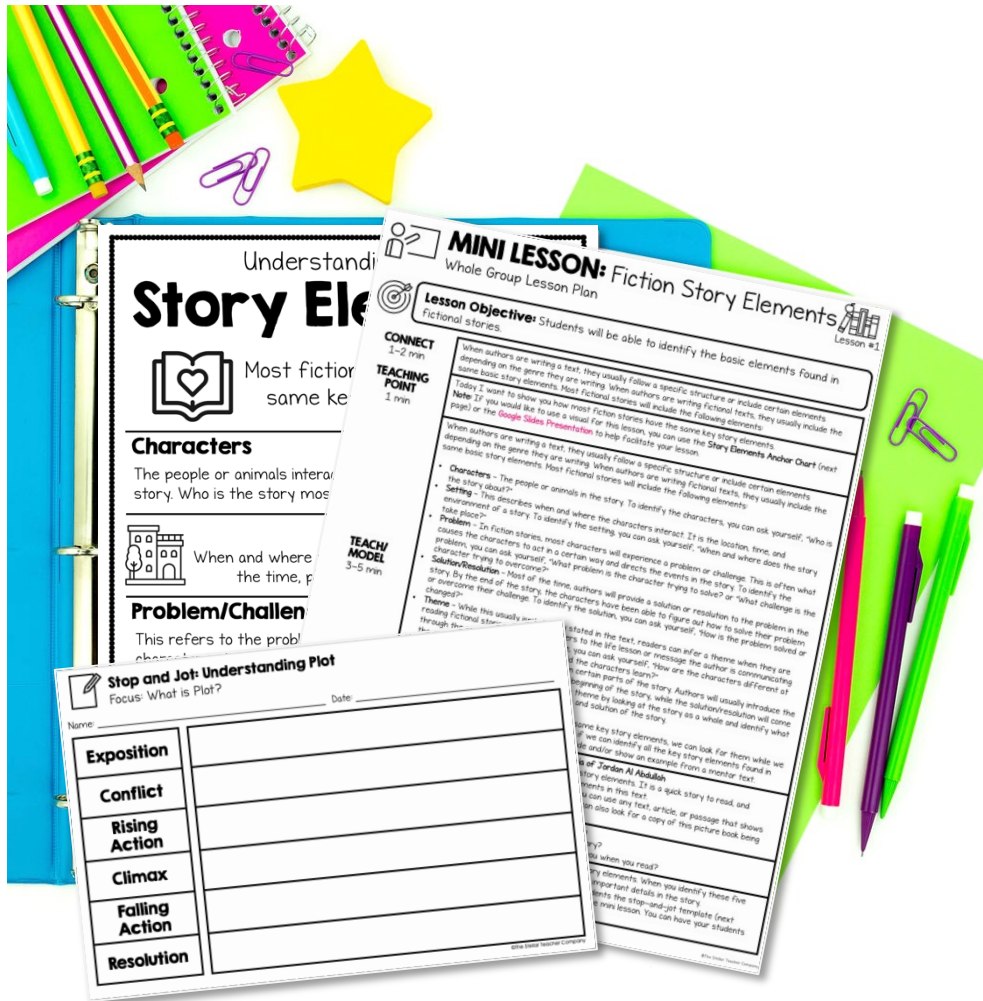
Click [HERE](#) to check out this bundle of vocabulary routines!

Click [HERE](#) to check out this year-long bundle.

WANT A FREE SAMPLE?



CLICK THE BUTTON BELOW, AND I'LL EMAIL YOU A FREE SAMPLE!



I'd love to share a free lesson set to help you teach fictional story elements. Sign-up below and I'll e-mail you a free lesson plan, anchor chart, mini-graphic organizer, and slide set.

[CLICK HERE TO GRAB YOUR FREE SAMPLE!](#)

I hope you and your students enjoy them!

LET'S CONNECT



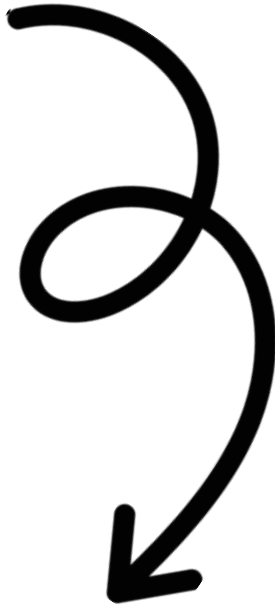
My favorite way to help support and encourage teachers is with my weekly podcast! Have you tuned in yet?

STELLAR TEACHER PODCAST

with Sara Marye



Each week I share actionable tips and easy strategies that you can implement immediately. Tune in on your drive to work or as you're setting up your classroom for the day.



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