

# Non-Fiction Unit

## Grade 4

5 weeks of lessons

- \* Integrate unit with writing unit and use the non-fiction book(s) for the research paper to address many of these standards.
- \* Additional Resources for exploring non-fiction  
(Story Works, National Geographic, Time for Kids, Articles, etc.)



## NON-FICTION UNIT READING CALENDAR

Week/ Section 1	<p><b>Whole Class Lesson 1</b></p> <p><b>Introduce the genre: Non-fiction Text Structures</b></p> <p><i>Compare elements of fiction and non-fiction: Mixed Bag Activity</i></p>	<p><b>Whole Class</b></p> <p><b>Introduce the genre (cont.): Non-fiction Text Structures</b></p> <p><i>Pre-Reading Organizer</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to genre overview- e.g., Elements/features of non-fiction text</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to genre overview- e.g., Elements/features of non-fiction text</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to genre overview- e.g., Elements/features of non-fiction text</i></p>
Week/ Section 2	<p><b>Whole Class Lesson 2: Determining the Main Idea</b></p> <p><i>Interesting Facts vs. Important Facts</i></p>	<p><b>Whole Class Lesson 2: Determining the Main Idea</b></p> <p><i>Main Ideas vs. Supporting Ideas</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to determining the main idea</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to determining the Main Idea</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to determining main idea</i></p>
Week/ Section 3	<p><b>Whole Class Lesson 3: Summarizing</b></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to Summarizing</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to Summarizing</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to Summarizing</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to Summarizing</i></p>
Week/ Section 4	<p><b>Whole Class Lesson 4: Interpreting Information</b></p> <p><i>Task Cards Activity</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to Understanding information</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Relate to Understanding information</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Finish reading book &amp; pulling information for research report</i></p>	<p><u>Independent/Teacher Circulates</u></p> <p><i>Finish reading book &amp; pulling information for research report</i></p>

## Special Education Accommodations

Special education students should be challenged to read so they can gain the academic rigor required.

Teachers should use their own discretion if students need the passage read to them or they can read it on their own.

Teachers can read the passage, questions and answers, depending on the need

# Whole Class Lesson # 1

## Identifying the Characteristics of Nonfiction Text

**Common Core Standard: RI 4.5**

**Overview:**

Determine the characteristics of informational text.

**Classroom Resources:**

Chart paper

Overhead projector/document camera

What is text structure? worksheets (attached)

Non-fiction pre-reading organizer

**Instructional Plan:**

Have students compare and contrast various text structures of nonfiction.

**Instruction and Activities:**

1. Then use the Mixed Bags: Nonfiction Text Structures lesson. (attached)
2. Have the students identify the text structure and features of the nonfiction text.

**Student Assessment/Reflections:**

Formally assess students' comprehension of the characteristics of a nonfiction/informational text by having students complete a Comparison Chart. Students will use three nonfiction texts to complete the Comparison Chart.

**Additional Resources for Future Mini Lessons/ Differentiated Lessons:**

Nonfiction mentor text, (Tying the Score, Food for Thought, or Digging Up Tyrannosaurus Rex)  
Resources (teacher's choice) Examples: State Reference Books, Animal Books, etc...

National Geographic Magazine

Venn diagram (attached)

Scholastic Storyworks

# What is Text Structure?

Text structure refers to the ways that authors organize information in text.

Teaching students to recognize the underlying structure of content-area texts can help students focus attention on key concepts and relationships, anticipate what's to come, and monitor their comprehension as they read.

As readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Readers who struggle with text comprehension often do so because they fail to recognize the organizational structure of what they are reading, and they are not aware of cues that alert them to particular text structures (Cochran & Hain).

Obviously, all texts are different to a certain extent, but depending upon the author's purpose, the topic and the genre, reading selections tend to be organized to employ a few predominant structural patterns. The following should be explicitly taught to teach students to comprehend more effectively:

<b>Structure (Organization)</b>	
<b>Fiction</b>	<b>Non-Fiction</b>
Story Elements: <ul style="list-style-type: none"><li>• Characters</li><li>• Setting</li><li>• Problem/Solution</li><li>• Plot</li></ul>	<ul style="list-style-type: none"><li>• <b>Cause and Effect</b></li><li>• <b>Sequence</b></li><li>• <b>Problem/Solution</b></li><li>• <b>Description</b></li><li>• <b>Compare and Contrast</b></li></ul>

Fiction texts typically have literary elements such as characters, setting, problem/solution, and plot. Hearing stories told and read aloud helps children internalize the elements of fiction. When they begin to read, they expect that there will be characters and that some will be more important than others. They also expect a resolution, a satisfying ending.

One effective way to help students identify nonfiction structures is to teach words and phrases that frequently signal organization. For example, if students know that words such as like, unlike, and in contrast are often used when one thing is being compared to another, they can readily spot the author's intention and they'll be better equipped to understand the text as a whole.

Authors use text features to bring attention to important details. You can use the following features to become more successful and efficient in your reading:

<b>Text Features</b>	
<b>Fiction</b>	<b>Non-Fiction</b>
<ul style="list-style-type: none"> <li>• Title</li> <li>• Chapter Index (for Chapter Books)</li> <li>• Illustrations</li> <li>• Bold Print</li> <li>• Continuous Text</li> <li>• Paragraphing</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Table of Contents</li> <li>• Index*</li> <li>• Photos</li> <li>• Captions</li> <li>• Diagrams</li> <li>• Glossary</li> <li>• Date line (periodicals)</li> <li>• Bold Print</li> <li>• Headings</li> <li>• Sub-titles</li> </ul>

\*The more readers build up knowledge about these elements and underlying structures, the better they can use them as sources of information.

# Teaching Structures

## Text Organization

### Mixed Bags: Nonfiction Text Structures

In order to understand nonfiction as a genre, it is useful to compare and contrast various text nonfiction text structures (e.g., compare/contrast, sequence, description, problem/solution, and cause/effect). This lesson uses bags (paper or cloth) filled with nonfiction books containing different text structures to help the students discover the differences.

#### OBJECTIVE

##### Students will:

1. Explore the contents of their "mixed bags" — nonfiction books with varying text structures
2. Determine the differences and similarities between nonfiction text structures
3. Share their findings with the class to create a classroom resource

#### MATERIALS

1. Multiple book bags (bags containing at least three different nonfiction book text structures (e.g., compare/contrast, sequence, description, problem/solution, and cause/effect).
2. Chart paper and markers
3. Book Bag Comparison Chart (attached)

#### SET UP AND PREPARE

1. Create multiple book bags containing at least three nonfiction books with varying structures. Prepare one bag for every two students. **Books may vary according to availability and reading level.** You will be surprised at how many matches you can find in your own library and the school library!

2. Create a chart for the end of the lesson to record your findings. You might simply title it: "What we noticed about nonfiction books."

## **REPRODUCIBLES**

### 1. Book Bag Comparison Chart

#### **DIRECTIONS**

**Step 1:** Gather students on the carpet and discuss what you already know about nonfiction. Review the features of nonfiction from Lesson 1.

**Step 2:** Introduce the idea of book bags as sets of nonfiction books with varying structures. Explain the different types of structures in nonfiction text. It will be the students' job to tell the difference among the three books and make observations.

**Step 3:** Match the students with their partners and hand out the Book Bags Comparison Chart worksheet. They are to record whatever observations they make on the sheet to share later. Hand each partnership one book bag.

**Step 4:** Allow the students to work with their partner and record their observations on the Comparison Chart. Allow about 15-20 minutes of work.

**Step 5:** Regroup on the carpet and share the findings from the partners. Record any interesting observations on the chart labeled: "What we noticed about nonfiction books."

**Step 6:** The next day, go through the same lesson, but with different book bags for different groups. At the end, record any new observations on Comparison Charts. Repeat another day if you find it necessary or helpful. Or, if you have enough book bags, allow the students to try to complete the Comparison Chart independently and share their findings.

**Step 7:** Post the chart somewhere in the room for the students to use as a resource. This is a GREAT Anchor of Support.



## **SUPPORTING ALL LEARNERS**

As always, take into consideration the partnerships.

## **ASSESS STUDENTS**

1. Check the Comparison Charts to make sure that all students are understanding and able to complete the assignment independently.
2. Ask questions and monitor for understanding during class discussions.

## **HOME CONNECTION**

Asking the students to bring in nonfiction books as homework after the first day of the activity might be a great way to build your supply of book bags. Most families have at least one book they can share.



## Whole Class Lesson # 2

### Determining the Main Idea of Non Fiction Text

**Essential Common Core Standard: RI 4.2**

**Overview:**

Determine the main idea of the text and explain how it is supported by key details for one section of their non-fiction book.

**Classroom Resources:**

Chart paper

Overhead projector/document camera

Important vs. interesting graphic organizer (attached)

Choose 1-Scholastic Storyworks, National Geographic Magazine

Main idea and supporting detail worksheet (attached)

**Instructional Plan:**

Instruct the students to distinguish between important versus interesting facts. Have students identify how signal words provide clues to help the reader focus on the structure of the text helps facilitate comprehension. Explain to the students that readers go beyond the facts when reading informational text.

**Instruction and Activities:**

**Day 1**

1. Model using a shared text and complete the important vs. interesting graphic organizer
2. Have students use a nonfiction book to complete the graphic organizer. Students must provide at least 3 facts with supporting details.

**Day 2**

1. Model identifying main idea and supporting details in informational text.
2. After skimming and scanning informational text including text features (Storyworks, National Geographic, Time for Kids, etc.) determine topic statements and main ideas that can be developed into a summary for whole class lesson #3.
3. Turn topic statements into questions that spur students to read the section for answers. (ex. Grey Wolf Habitat?) This will help students learn to “add up” subtopics towards a main idea. Use main idea and supporting detail graphic organizer.
4. Have students work in their non-fiction book to complete the main idea and supporting detail graphic organizer.  
\* Keep this for whole class lesson # 3

**Student Assessment/Reflections:**

Informally assess students' comprehension of the elements of a nonfiction text during group discussions. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

**Additional Resources for Future Mini Lessons/ Differentiated Lessons:**

Nonfiction mentor text, (Tying the Score, Food for Thought, or Digging Up Tyrannosaurus Rex)  
Resources (teacher's choice) Examples: State Reference Books, Animal Books, etc...

Name \_\_\_\_\_

## Interesting Facts vs. Important Facts

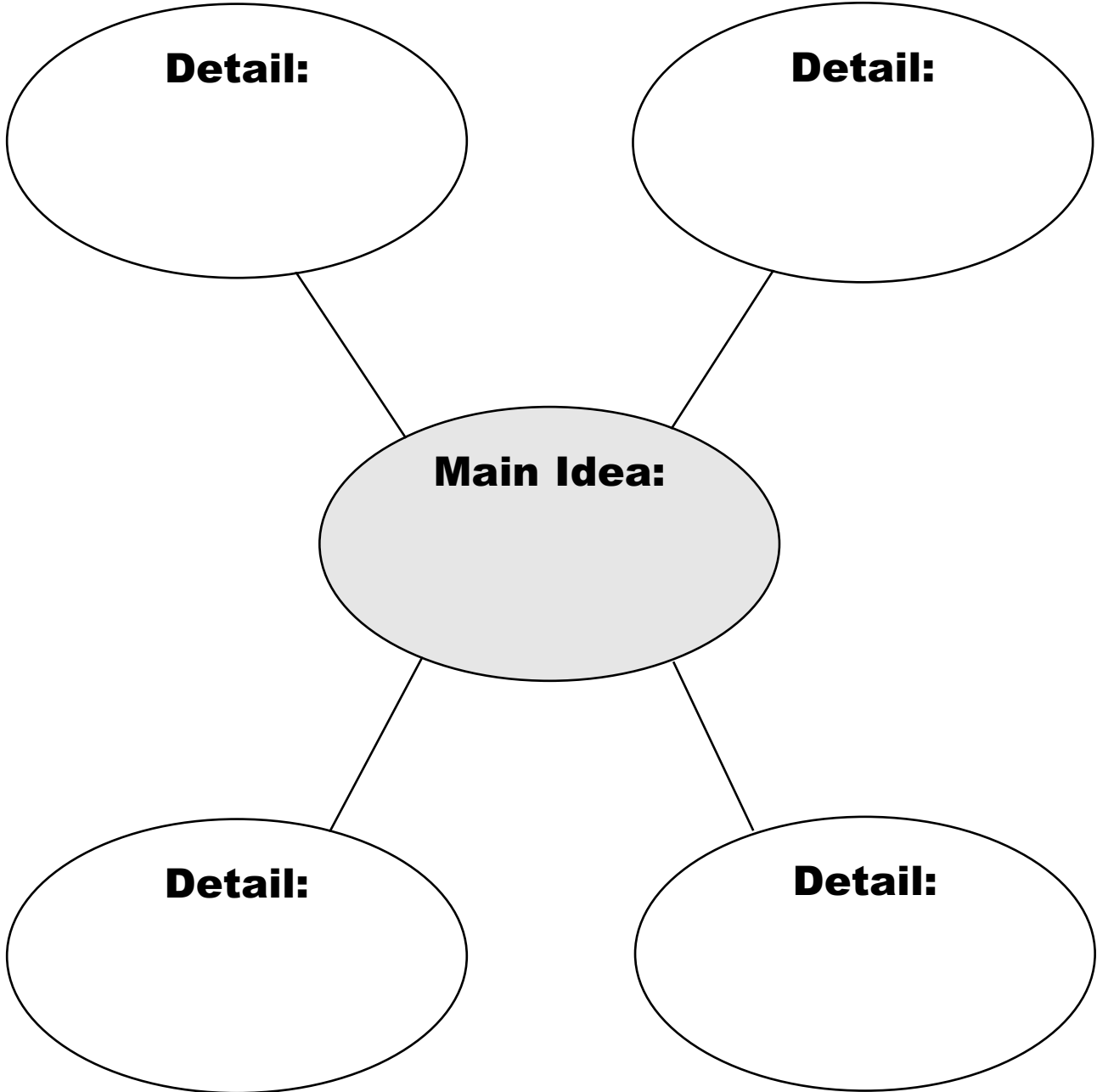
Topic	
Interesting Facts	Important Facts

Name

Date

GRAPHIC ORGANIZER

# Main Idea and Supporting Details



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## Whole Class Lesson # 3

### Summarizing Non Fiction Text

**Essential Common Core Standard: RI 4.2**

**Overview:**

Summarize a nonfiction passage.

**Classroom Resources:**

Chart paper

Overhead projector/document camera

Important vs. interesting graphic organizer (from lesson #2)

Summary rubric

Main Idea and Supporting Detail Graphic Organizer from Whole Class Lesson # 2

**Instructional Plan:**

Teacher models how to summarize a nonfiction passage based upon the graphic organizer from whole class lesson #2. Instruct the students to write a summary from their nonfiction book that students have read by using main idea and supporting details graphic organizer.

**Instruction and Activities:**

1. Have students use the nonfiction text piece and completed main idea and supporting detail graphic organizer to develop summary.
2. Students should be using the overviews from lessons one and two to create a summary.

**Student Assessment/Reflections:**

Formally assess student's ability to determine the main ideas and supporting details while developing their summary. Use teacher created rubric for scoring.

**Additional Resources for Future Mini Lessons/ Differentiated Lessons:**

Nonfiction mentor text, (Tying the Score, Food for Thought, or Digging Up Tyrannosaurus Rex)

Resources (teacher's choice) Examples: State Reference Books, Animal Books, etc...

Scholastic Storyworks

National Geographic Magazine

Name \_\_\_\_\_

Date \_\_\_\_\_

### Summary Rubric

	1 Not successful	2 Needs some help but is on the right track	3 Successful
Identified a main idea			
Identified at least 3 supporting details			
Had a closing statement			
Effort/ Quality of response			
Notes/ comments			

#### Rubric Scale

12	100
11	96
10	92
9	88
8	84
7	80
6	76
5	72
4	68
3	60



## Whole Class Lesson # 4

### Interpreting Information in Non Fiction Text

**Essential Common Core Standard: RI 4.7**

**Overview:**

Interpret information presented visually, orally, or quantitatively which contributes to understanding the text.

**Classroom Resources:**

Resources (teacher's choice) Examples: State Reference Books, Animal Books, etc...

Chart paper

Overhead projector/document camera

Scholastic Storyworks

National Geographic Magazine

Nonfiction Text Features Task Cards (attached)

**Instructional Plan:**

Teacher will review the nonfiction text features and their role in understanding the text. Teacher will select a nonfiction text and/or passage. Teacher models how to use the features to interpret a nonfiction text and/or passage. Instruct the students to use the task feature cards.

**Instruction and Activities:**

1. Have the student continue to use their nonfiction text piece to complete the task cards.

**Student Assessment/Reflections:**

Formally assess student's ability to interpret text features to be able to understand the text. Use task card recording sheet and completed task cards.

# Nonfiction Text Features Task Cards

Use these 24 Nonfiction Text Feature Task Cards as a supplemental activity to increase your students' understanding and to help them to use nonfiction resources more effectively. Each of these 24 cards includes a nonfiction text feature term, a short definition, and a writing task. The cards are correlated with RI 3.5, 3.7, and 4.7 Common Core Standards.

Your students will need age-appropriate nonfiction books to complete these cards. Ideally, one book should be used for most of the cards, however, it is unlikely that one book will include all of the text features, so additional books will be needed (or you can have students skip cards that are not applicable to their books). One option is to create a center with several books available for use. It is also best if the student has not read the book(s) before completing the cards.

Each card is numbered so students can easily track which cards they have completed. A student recording sheet is also included. These cards will look best in color, but will also print out fine in grayscale. Simply print and cut along the guidelines. Laminate and use them again and again. Another option is to print on card stock.

These task cards explore the following 18 text features (one card per feature unless otherwise specified):

- Table of contents
- Headings and subheadings (2 cards)
- Font styles (bold, italics, etc.)
- Bullet points
- Quotes
- Illustrations and Photos (2 cards)
- Caption (2 cards)
- Diagram
- Graph or Chart
- Table
- Map
- Fact box
- Sidebar or Text box (2 cards)
- Timeline
- Glossary (2 cards)
- Index (2 cards)
- For More Information
- Other features (activities, fun facts etc.)

## Nonfiction Text Features

**Table of contents:** a list of the chapters in the book. Sometimes chapter sections are also included.

1

How many chapters are in your book? Which chapter looks the most interesting? Why do you think so?



## Nonfiction Text Features

**Headings and subheadings:** phrases or questions that highlight main points and divide the book into sections.

2

Quickly go through your book reading only the headings and subheadings. What are some topics you would learn about if you read this book? Try to list at least eight different topics.



## Nonfiction Text Features

**Headings and subheadings:** phrases or questions that highlight main points and divide the book into sections.

3

Choose one chapter in your book and make a list of all of the headings and subheadings in that chapter. Look at your list and write five questions that you could probably learn the answers to by reading this chapter.



## Nonfiction Text Features

**Font styles:** Bold print, italics, capitals, underlines, color, and highlighted text make words stand out from the rest of the text.

4

Find five examples of text that stands out in your book. For each example, tell why you think those words are worthy of special attention.



## Nonfiction Text Features

5

**Bullet points:** used for lists or to highlight important points.

Find a bullet list in your book. How does this list relate to the main text? Which point do you think is the most important one on the list? Why?



## Nonfiction Text Features

6

**Quotes:** Quotes from witnesses, experts, or other relevant people are used to enhance the main text.

Find a quote in your text. Who said it? Why is this person important to the subject the author is covering? How does the quote add to your understanding of the text?



## Nonfiction Text Features

7

**Illustrations and photos:** pictures related to the text.

Choose a picture from your book. What can you learn from this picture that is not included in the text? How does this picture add to your understanding or enjoyment of the text?



## Nonfiction Text Features

8

**Illustrations and photos:** pictures related to the text.

Choose a picture from your book. Do you think this picture was a good one to include on this page? Why or why not? Describe a different picture that could have been used on this page instead of the one that is there.



## Nonfiction Text Features

9

**Caption:** explains what is shown in an illustration or photo.

Choose a picture from your book that has a caption. Does the caption help to explain the picture? Why do you think so? Does the caption make you want to read more? Why do you think so?



## Nonfiction Text Features

10

**Caption:** explains what is shown in an illustration or photo.

Choose five pictures from your book and write a new captions for each one.



## Nonfiction Text Features

11

**Diagram:** a picture that explains something. Often parts of the diagram are labeled.

Find a diagram in your book. What is the diagram showing? What are three things you can learn from this diagram?



## Nonfiction Text Features

12

**Graph or Chart:** A graph or chart displays information in a visual way. Common charts include bar charts, line charts, and pie charts.

Find a chart in your book. What does the chart show? What are three things you can learn from this chart?



## Nonfiction Text Features

13

**Table:** displays a large amount of information in an organized and compact way.

Find a table in your book. What information is displayed on the table? What are three things you can learn from this table?



## Nonfiction Text Features

14

**Map:** a picture of a geographical area. Maps can be used to show where places are located and how one place relates to another.

Find a map in your book. What is shown on the map? How is it related to the text? What are three things you can learn from this map?



## Nonfiction Text Features

15

**Fact box:** text that is offset from the page that features a fact related to the main text.

Find a fact box in your book. Is the fact interesting? Is it important? Why do you think the author decided to put this fact into a fact box instead of putting it into the main text?



## Nonfiction Text Features

16

**Sidebar or Text box:** text that is offset from the page that has information related to the main text. Sidebars or text boxes are longer than fact boxes.

Find a sidebar in your book. How is it related to the main text? Summarize this sidebar.



## Nonfiction Text Features

**17**  
**Sidebar or Text Box:** text that is offset from the page that has information related to the main text. Sidebars or text boxes are longer than fact boxes.

Find a sidebar in your book. What are three things you learned by reading this sidebar? Why do you think the author decided to put this information in a sidebar instead of in the main text?



## Nonfiction Text Features

**18**  
**Timeline:** lists important events in the order that they occurred.

Find a timeline in your book. What are three of the most important events on this timeline? Tell why each event is important.



## Nonfiction Text Features

**19**  
**Glossary:** an alphabetical list of important terms from the book with definitions. Often, glossary terms are bolded in the main text.

Look for three different glossary terms in the main text of your book (they will be bolded). Find each word in the glossary and write the word and its definition.



## Nonfiction Text Features

**20**  
**Glossary:** an alphabetical list of important terms from the book with definitions. Often, glossary terms are bolded in the main text.

Choose five words from the glossary and write each one in a sentence. Underline the glossary words.



## Nonfiction Text Features

**Index:** an alphabetical listing of key terms such as people, places, and events with the page numbers where they can be found in the book.

21

Write three questions about the subject that your book covers. Use the index to find the answer to your questions. With each answer, include the page number where you found it.



## Nonfiction Text Features

**Index:** an alphabetical listing of key terms such as people, places, and events with the page numbers where they can be found in the book.

22

Find the index in your book. Close your eyes and put your finger on the page. Go to the page that is closest to your finger and write a sentence about what you learned there. Do this three different times.



## Nonfiction Text Features

**For More information:** a section that includes more resources such as books, articles, websites, and videos.

23

Find the For More Information section (it may have a different name, such as, "For Further Exploration"). Do you think this section would be helpful if you wanted to learn more about the subject? Why or why not?



## Nonfiction Text Features

**Other features** Sometimes non-fiction books will include additional features such as mini biographies, activities, suggestions, or fun facts.

24

Find a text feature that you have not worked with yet. What is it? How is it related to the subject of the book? What can you learn from it?





Name \_\_\_\_\_

# Nonfiction Text Features Task Cards Recording Sheet



Use this chart to keep track of the Nonfiction Text Features Task Cards that you have completed. Remember to have your teacher initial or stamp the ✓ column.

Card #	Date Completed	✓
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Card #	Date Completed	✓
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		

# Finding Nonfiction Features

## Objective

### Students will:

1. Observe the differences between a nonfiction book and a fiction book
2. Discover the 11 features found in many nonfiction books
3. Evaluate whether a book is fiction or nonfiction

## Materials

1. Chart paper and markers
2. Nonfiction Feature Find (Attached)
3. Many, many, many nonfiction books
4. Students' individual Feature Notebooks

## Set Up and Prepare

1. Gather lots of nonfiction books from your own library or school library. Try to make them diverse in topic, reading level, and writing style.
2. Make a T-chart with the left side heading being Feature Name and the right side heading being Purpose.
3. Make or gather notebooks for the students to record the name, purpose, and an example of each feature.

## Directions

**Step 1:** Gather the students on the carpet or in a group area. Ask them if they have noticed or know where to find nonfiction books within your classroom library. Ask what they think the difference is between fiction and nonfiction. They should already have an understanding that nonfiction is real information.

**Step 2:** Discuss what makes a story nonfiction or fiction. Is it real (true) that Cinderella's godmother turned a pumpkin into a carriage? Is it possible that Jack really climbed a beanstalk and met a giant? We know these things are fictional because they can't happen. Nonfiction teaches us real, factual information. It is important to notice whether a book is nonfiction or fiction when reading because you need to know if the information is accurate or just a story.

**Step 3:** Inform them that for the next few days they are going to be finding different types of features or conventions within nonfiction.

The following is a list of all the features and their purposes. You can decide the number and order in which you will teach them each day.

- **Labels** help the reader understand the small parts of a picture.
- **Photographs** help the reader see what the real topic looks like.
- **Captions** help the reader understand what they are looking at in a picture.
- **Comparisons** help the reader compare the item to something they are already familiar with.
- **Cross Sections** help the reader see what something looks like from the inside.
- **Maps** help the reader know where something is located in the world.
- **Types of Print** help the reader know that the word or words are important.
- **Close-Ups** help the reader see what something looks like from up close.
- **Tables of Contents** help the reader know how the book is organized.
- **Indexes** help the reader find specific information in a book.
- **Glossaries** help the reader understand the definitions of important words in the book.

**Step 4:** Prior to the lesson, decide how many features per day and which ones you will be teaching. Use the following routine for the introduction of each feature.

- Introduce the name of the feature.
- Show many different examples of the feature in nonfiction books. (The use of real literature helps students understand the importance of each one.)
- Discuss and record on the class chart what the class thinks is the purpose of each feature.
- Have students write the name and purpose of the feature in their notebooks. Then have them hunt through nonfiction books to find their own example of the feature and record it in their notebook.
- Take time at the end of each day to share some examples that they found.

**Step 5:** Each feature should be taught individually even if you are teaching more than one a day. The same applies to making the chart and sharing notebook findings. Make sure the students really have a grasp on the vocabulary of the different features.

**Step 6:** On the final day of features, hand out the Nonfiction Feature Find (PDF). Tell the students that now that they are experts, they must find all the different conventions and record their findings on the worksheet.

**Step 7:** As a culminating point of features, allow them to share their findings and add them to the class chart. Hang the chart the class created and keep it up through the next lessons and until you are done teaching nonfiction. It will prove to be a valuable resource when the students are reading or writing nonfiction.

### **Supporting All Learners**

Always take into consideration your students' personalities and learning styles. When they are off hunting through books, check in with the ones who may need more assistance. Also, have some books in mind that have each of the features in them, so that you can guide some of the struggling learners to the right books. Some features are definitely harder to find than others. *Make sure you have resources for all the features.*

### **Assess Students**

1. Ask and monitor for understanding during group discussions.
2. Monitor the ability of each child to individually find the features and accuracy of their findings.

### **Assignments**

- Feature Notebook
- Nonfiction Feature Find worksheet

### **Home Connection**

Taking this type of genre-hunt home is always a great way to connect the lesson to the students' homes. Ask the students to bring in some examples of nonfiction books from home, or send the Feature Find home to see if they can find the features at home.

### **Evaluation**

Ask questions of yourself and the lesson:

- What went well?
- What didn't?
- Did the activity help them grow as learners?
- How could you change the lesson to better suit the needs of your class?
- Were the features explained well and understood by all of the students?
- How many do you think are appropriate to teach each day with your class?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Nonfiction Feature Find

Use nonfiction books to find one example of each common nonfiction feature below. Write the title of the book you found it in and a brief description of what the feature is showing in that book.

<b>Feature</b>	<b>Title</b>	<b>What is it?</b>
Label		
Photograph		
Caption		
Comparison		
Cross Section		
Map		

## Nonfiction Feature Find (cont.)

<b>Feature</b>	<b>Title</b>	<b>What is it?</b>
Types of Print		
Close-Up		
Table of Contents		
Index		
Glossary		