

Lesson Plan

School:	Normal Park Museum Magnet	Author(s):	Wednesday Tym
Lesson Title:	Exploring Nonfiction Text Feature	Grade Level(s):	2nd
Standard:	See bottom of page two	State:	Tennessee
Content Area:	Writing	Time Duration:	45 minutes
Learning Target:	Students will explore and identify features in nonfiction text books.	Materials:	Gail Gibbons <u>Sharks</u> (or any Gail Gibbons book) and an assortment of kid-friendly nonfiction books, magazines, newspapers
Key Vocabulary:	Nonfiction, feature	Technology Connection:	Students will record measurements of ocean animals on the Active Board.

Engage Now: <i>Opening</i>	As we begin our study of the oceans, we are going to become nonfiction authors based on our own research! To do this, we need to become familiar with what other nonfiction authors do when writing to inform others about a topic.
Teach Now: <i>Mini Lesson</i>	The teacher will gather students on the carpet to discuss what we already know about nonfiction texts. The class will record these things on an anchor chart that will serve as a public record for this quarter. The teacher will introduce vocabulary for text features, using a premade anchor chart and a Gail Gibbons book to show examples of each. (Headings, bold print, captions, labels, table of contents, glossary)
Explore Now: <i>Independent Practice</i>	The student will work with their writing partner to explore a variety of nonfiction texts. Students will go on a nonfiction text features scavenger hunt, marking text features with a post-it and labeling the feature, using the anchor chart as a reference for correct spelling.
Closing:	Partners will present their findings to the class, showing examples of features to the class.

Show Me Now: <i>Assessment</i>	The teacher will be walking around the room and monitoring students for accuracy as they explore text features. The teacher will immediately address misunderstandings as students are working.
Differentiation Opportunities:	Students who finish early may begin using student newspapers to cut examples of text features for their own reference for their writing folder.
Class/Home Extensions:	Students will use the lesson today when writing their own nonfiction piece of assigned ocean animal.
Expedition Opportunities:	Students may travel to our local aquarium where they can learn about how text features also help us when reading labels about animals.

Project-Based Learning Opportunities:

Students will be creating a nonfiction class book that compiles all of the ocean research pieces into one book. The class will work together to decide how to group animals (by ocean zone, classification, etc.) and create a table of contents. Students who finish this project early will be encouraged to create an individual book of another animal.

CCSS.READING CONTENT. RI.2.5

Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.WRITING CONTENTS. W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.WRITING CONTENT. W.2.7

Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).