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| **Lesson Title**: **Text Features** |
| **Driving Question**: **How is nonfiction different from fiction? How do Text features help me find information?** |
| **Objectives covered**:  [5.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [7.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [7.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [7.3](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.5](http://choltmasters.weebly.com/english-language-arts-outcomes.html) |
| **Teacher: C. Holt**  **Grade: 4**  **Subject: Language Arts** |
| **Learning Targets:**   1. **Students will demonstrate understanding of the different between fiction and nonfiction.** 2. **Students find and validate nonfiction text features in a Scavenger Hunt.** 3. **Student will analyze text features and leverage the information to create short statements that explain the function of each feature.** |
| **Resources:**   1. Fiction vs. Nonfiction [screen cast](https://youtu.be/e4wUkkkaL_k) 2. Text Features [Scavenger Hunts](http://choltmasters.weebly.com/text-feature-scavenger-hunts.html) |
| **I do (10 – 15 mins.)**   1. Review Fiction vs Nonfiction [screen cast](https://youtu.be/e4wUkkkaL_k) 2. Explain to the students, they are going to do a Text Feature Scavenger Hunt. They will search for the examples features shown in the video. 3. Students open up their files on Showbie. They can work in pairs to support each other, but should complete a document on their own.   Pairs should get an assortment of 6-7 nonfiction books from the class library – they should be a wide range of topics. Let them know they will be taking pictures of features in the books and inserting the photos into the Scavenger Hunt. |
| **You do (30 – 40 mins.):**   1. Students work in pairs to find photos of Text Features and explain how each feature can help them learn from a nonfiction book. 2. Teacher circulates to check on progress and assess collaborative work skills ([checklist](http://choltmasters.weebly.com/assessment-resources.html)) |
| **We Share (20 – 25 mins)**   1. Class shares the answers to the Scavenger Hunt. 2. On Board, Teacher records the explanations that the class agrees are best for how a text features is used. This will link to anchor chart to be used from now on. This [chart](http://choltmasters.weebly.com/text-feature-chart.html) shows the features that should be included on the class developed anchor chart.   ***\*Helpful Hint: Take photo of the board so you don’t lose any information before creating the anchor Chart. Or you can use the photo as a reference for any students you may put in charge of creating your anchor chart.*** |
| **Adaptations:**  **Hearing Impairment** – make sure (student names) have their mics in and you are wearing the transmitter.  **ASD** studentscan access assignment from [**Showbie**](http://choltmasters.weebly.com/language-links.html) and work in the break out room (with TA) to create a quiet space. Access the assignment in [**Claro**](http://choltmasters.weebly.com/language-links.html) to use Text to Speech. Speak Select in [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) for the text can be pasted into their document or poster.  **LD –** any LD students will be able to access their work in [**Showbie**](http://choltmasters.weebly.com/language-links.html) **,** then[**Claro**](http://choltmasters.weebly.com/language-links.html) to access the Text to Speech. They can use the Speech Select from [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) and paste text in their document or poster. |