

General Information

Lesson Parts & Duration

Total Duration: 45 minutes to 1 hour

- Informational Text Features

Subject(s)

- Text Features (RI.1.4, RL.1.5)

Objective

- Students will use informational text features to understand the meanings of new words and define the role of an informational text author.
- Students will know and use text features (e.g., bold print, title, subheadings, glossaries) to locate key facts or information in a text efficiently.

Materials

- **Required:** copy of informational text, All About Chrysanthemums, by Jennifer Kaul (for teacher) (pages 7-8)
- chart paper for “Text Feature” chart (Prep: If you have time you may want to prep the chart on page 3 including all information except the last column for examples.)
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 9)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 11)

Instructional Setting

- Students should be seated where they can see things presented on the screen or board.
- Students should be seated with or near another student for partner work.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 45-60 minutes

Students should be seated on the carpet or group area to begin this lesson.

Introduction

- T* Today we will be learning all about chrysanthemums!
- T* We won't just be learning about the flower, but we will be studying the authors that write about them and some of the features they use to help us understand the text.
- T* I am going to read you this text all about chrysanthemums.
- T* Before I begin reading, I want you to think about what you already know about chrysanthemums. Give students think time to process the question.
- T* When I am reading, I want you to see if you hear any information in this text that is something you already knew.

Note:

When reading a text to students, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Read All About Chrysanthemums (page 7-8)

- T* We just listened to the text, All About Chrysanthemums, who heard some information in this text that they already knew about chrysanthemums?
- T* Great!
- T* Now I am going to read this text again and this time I want you to listen for information that is new to you or something that you learned from the author.

Reread All About Chrysanthemums (page 7-8)

- T* Who was able to hear some information that was new to them this time?
- T* You are going to share what you learned about chrysanthemums with a partner.

Have students pick partners.

- T* We need a partner to share our ideas with.
- T* When I say the magic word, which is flower, you will stand up and find someone to be your partner.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).
- T* This is a respectful way to find a partner.
- T* Ok, "FLOWER!"

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

- T* Fantastic! Thank you for finding a partner so quickly and respectfully!
- T* Now you may share what you learned about chrysanthemums with your partner.
- T* Remember to take turns, only one partner should talk at a time.
- T* The partner with the shortest hair should go first. Students share what they learned about chrysanthemums with their partner.

Teacher calls students back to attention by counting backwards from 5.

- T* Eyes on me in 5...4...3...2...1...0. Thank you!

T Raise your hand if you would like to share the new information that you learned. Call on a few students to share what they learned.



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 11)

Informational Text Features

- T** Boys and girls, when authors write an informational text, they use different features to help their reader understand this new information.
- T** A feature is something that a text has, similar to how we have what are called facial features, like our eyes, nose, mouth, and eye brows.
- T** Informational text obviously doesn’t have eyes, a nose, a mouth or eye brows, but it does have some things that stand out to the reader.
- T** Together we are going to create a chart to tell all about the text features used in All About Chrysanthemums. Create this chart outline on either chart paper or on the whiteboard. Do not use the document camera because you will want to project the text as well to help fill out this chart.
- T** Let’s look and see what stands out!
- T** We will learn the name of the text feature, its purpose, which means what it is used for, and we will write an example from our text.
- T** One thing that I notice the author did was she used bold words.
- T** These are words that are in a different color, font, or style than the rest of the words.
- T** This makes them stand out and look more “special” than all the other words.
- T** Why do you think this author used bold words in this text? Call on students to share answers. Possible answer: because those words are important for us to know.
- T** Let’s look at some of the words this author chose to make bold. Show the text to the students. Let students identify which words have been made bold.
- T** Who would like to come up and point to a bold word on this page?

Chrysanthemums

Text Features

Text Feature	Purpose	Example
Bold Print	Important words found in glossary	
Glossary	Tells the definition of some words found in the text.	
Title	Tells the topic of the text or tells what the text will be about.	
Headings	Divides the text into sections and explains what the section will be about.	

Chrysanthemums

Text Features

Text Feature	Purpose	Example
Bold Print	Important words found in glossary	<ul style="list-style-type: none"> • bloom • vase • arranged • variety
Glossary	Tells the definition of some words found in the text.	
Title	Tells the topic of the text or tells what the text will be about.	
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T I will then write each one on our chart.

T Remember to only pick one bold word(s) to point to. **Call on 4 students to come up and point to the bold words.**
Answer: bloom, vase, arranged, variety

T Why do you think authors use this feature when they are writing informational texts? **Call on students to share their thinking.** **Answer: to show readers it is an important word or a vocabulary word they should know.**

T Authors use bold words to help the reader know it is an important vocabulary word you should know.

Glossary

T So, all the important words that we need to know for this text are found in the glossary!

T A glossary is found at the back or end of a text or a book.

T Oh look! The word glossary is the next text feature in the chart!

T Let's move our fingers directly to the right, under the word "Purpose".

T It states that a glossary "tells the definition of some words found in the text."

T Guess what? We have a glossary for this text! **Show the glossary at the end of the text.**

T Looks like the words are organized in alphabetical order.

T That means that all of the words that start with the letter a go first, then the b's, then c's and so on through the whole alphabet.

T That helps to make it easier to find them when using a glossary.

Glossary	
arranged:	to put in some kind of order, pattern, or design.
bloom:	A flower; blossom; to produce flowers.
variety:	A number of different things in a group.
vase:	an open container of glass or pottery; used as decoration or to hold cut flowers.

Display the "Glossary" using the document camera.

T We will keep the glossary handy while I read the story one more time.

T Each time we encounter a word that is in "bold print", we will stop and look up its meaning in our glossary!

Reread All About Chrysanthemums, stop at each bold word. Reference the glossary and read the definition of the word. Then use that definition in the context of the sentence.

T Now we know what each of our important bold words mean thanks to our trusty friend, the glossary!

T On our text feature chart, I will write in one example using the first word in our glossary, arranged.

T So, just like the glossary, I will write arranged, and then a colon.

T After that I will write the definition: "to put in some kind of order, pattern, or design." **Copy this onto your chart.**

Titles

T The next text feature on our chart I know you all already know!

T This is called a title.

T Who can raise their hand and share with the class what a title is? **Call on students.**

T What do you think the author's purpose is in including this text feature? **Call on students.** **Answer: it tell the topic of the text or tells what the text will be about.**

T You are right!

T A title has the purpose of telling the reader what the topic is or what the text will be all about. **Write this on your chart.**

T So, what did the author chose for a title of this text? **Call on students.** **Answer: All About Chrysanthemums.**

T All About Chrysanthemums is the title the author chose.

T I would like you to turn and tell a partner: “It think this is a good title because _____.” Or “I don’t think this is a good title because _____.”

T Remember to justify your answer by telling why you think it is good or bad, use details from the text to help explain your reasons.

Provide a minute or so for discussions. Monitor that students are using the sentence frames you gave.

T Raise your hand if you felt it was a good title. **Should be most or all students, if anyone does not raise their hand, ask them to justify why not. Then provide necessary clarification so they see why it is a good title,**

T Since we now all agree with the author’s choice for a title, let’s add it to our chart. **Write the title on the chart under example.**

Headings

T Another feature this author uses is called headings.

T Headings can be found at the beginning of each new section.

T Usually they are also bigger than the other words and many times bold, underlined, a different color, or font style.

T They tell the reader what this part of the text will mainly be about.

T They are like “mini titles.”

T Boys and girls, let’s look at the text together again and see if we can find the headings. **Show the text to students. Let students identify where the headings are. If you have printed the text, you might circle or highlight where they find them.**

T Who would like to come up and point to a heading on this page?

T Remember to only pick one heading to point to. **Call 3 students up. Answer: Growth of a Mum, Florists, Variety.**

T Why do you think authors use this feature when they are writing informational texts? **Call on students to share their thinking. Answer: Authors do this to show readers what the section or part will be about.**

T Authors use headings to show readers what the section or part will be about.

T Let’s add these 3 headings to our chart.

T Informational text authors do many things to help us understand what they are writing about.

T I want you to think of one thing you learned from this text about chrysanthemums.

T Also, think about if one of the features we talked about helped you to learn this new information.

T I am going to give you a piece of paper (printable exit slip -or- half sheet) and you are going to write down the new thing you learned from this text.

Chrysanthemums

Text Features

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Title	Tells the topic of the text or tells what the text will be about.	<u>All About Chrysanthemums</u>
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Chrysanthemums

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Title	Tells the topic of the text or tells what the text will be about.	<u>All About Chrysanthemums</u>
Headings	Divides the text into sections and explains what the section will be about.	<ul style="list-style-type: none"> Growth of a Mum Florists Variety

- T** It's ok if you do not know how to spell all the words, just do your best!
- T** You can also draw a quick picture to go along with it if you would like.
- T** Once you have your paper, go back to your desk and write your name at the top.
- T** Then you can write your new fact that you learned about chrysanthemums.
- T** When you are done, you can put your papers (designate a spot in the room for their completed work) and choose (give them some options for what to do when finished working: reading books is always a great option!)

Differentiation:

You might also have students dictate to you what their new fact is and you can write it on the back of their paper. That way the classroom teacher can see their thinking when they return.

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 9), or simply have students copy the problems on a half sheet of paper.**



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 11)

All About Chrysanthemums



A chrysanthemum is a plant. It is also called a mum. Mums have many flowers. They **bloom** in the fall.

Growth of a Mum

Mums start off as seeds. The seeds are planted in soil. The seeds need sunlight and water to grow.

Mums can be planted in a garden or a pot. Mums planted in the ground will come back the next year.

Florists

Flowers like mums can be cut and placed in a **vase** with water. They can be **arranged** with other flowers. The people who arrange flowers in baskets and vases are called florists.





Variety

Mums come in a **variety** of different colors. Some of these colors are red, orange, and pink. The mums in this picture are green. Can you find them?

Glossary

arranged: to put in some kind of order, pattern, or design.

bloom: A flower; blossom; to produce flowers.

variety: A number of different things in a group.

vase: an open container of glass or pottery; used as decoration or to hold cut flowers.

References

Meredith Corporation. (n.d.). Chrysanthemum. Better Homes and Gardens. Retrieved from <http://www.bhg.com/gardening/plant-dictionary/perennial/chrysanthemum-/>

Name: _____

Exit Slip:

Chrysanthemums

My new facts about chrysanthemums.

Tell the things you learned about chrysanthemums.

Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake)
Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!



Break Up Your Day: Be a Florist



- Teacher states: “A florist uses all kinds of plants and flowers to arrange them in beautiful bouquets.
- Listen to these 3 questions: #Which arrangement from these two pictures would be more difficult to do? #2 Why?
- Students share their answers with a partner.
- “Which arrangement is more appealing to you? Why? Talk to your partner and be prepared to share your answers.”
- Call on 2 or 3 students to share out.



Break Up Your Day: Body Stretches!



FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner's stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.