

General Information

Lesson Parts & Duration

Total Duration: 1 hour

- Informational Text Features

Subject(s)

- Informational Text: Dolphins; Text Features (2.RI.5); Vocabulary (2.L.4a, 2.L.4e); Main Idea and Details (2.RI.2)

Objective

- Students will know and use text features (e.g., bold print, title, subheadings, glossaries) to locate key facts or information in a text efficiently.
- Students will use sentence-level context as a clue to the meaning of a word.

Materials

- **Required:** copies of the text on dolphins, (with connected “Glossary”) (one per student) (pages 9-11)
- pencils
- document camera or whiteboard
- **Optional:** copies of the Text Features worksheet (page 12) (one per student) –or– students may create the table on a piece of lined paper
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 14)

Instructional Setting

- Students seated at their desks.

Protocols (page 13)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

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: 60 minutes

Please start the lesson by passing out a copy of the informational text on dolphins to each student.

Introduction

- T* Today we will be reading an informational text.
- T* We call it informational text because it is full of real information on a certain topic.
- T* Look at the informational text I have just given you.
- T* Turn and tell the person next to you what you think this text will be about and justify your answer by telling why you think that. **Provide 15 seconds for students to share with a partner.**
- T* Boys and girls, I am going to read the text to you while you follow along.
- T* Let's see if your predictions of what the text might be about are true.
- T* Before I begin reading, notice that there are blank lines in the places where the title and headings go throughout the text.
- T* This is because later, we are going create a title for this text by figuring out the main idea or what it is mostly about.
- T* We will also use the details from each paragraph to choose a heading for each.
- T* Authors of informational text use special features to help their readers to better understand the text.
- T* After reading I will be helping you to learn about and find these features within this text.
- T* Sounds like a lot of work, doesn't it?
- T* Your sharp minds will tackle this with no problem!
- T* I have some neat tricks to help us!
- T* I'd like you to track the text with your pointer finger as you follow along reading silently. **Hold up your pointer finger and model how students can track the text line by line.**
- T* Alright, pointer fingers on the first word of the text please.
- T* Thank you.
- T* Let's begin.

Read the text straight through, slow enough for them to track the words as you speak.

- T* Wow, there is a lot of information about dolphins in this text!
- T* Raise your hand if you predicted that this text would be about dolphins. **Students should be raising their hands.**
- T* Since there were a lot of you who predicted it would be about dolphins, there must be some text feature that the author used that helped you.
- T* Who can justify or explain what clues you used to help you to make that prediction? **Call on students to share. Answer: photographs or pictures of dolphins.**
- T* Great our author included images or photographs of dolphins.
- T* Photographs are a text feature or characteristic of informational text.
- T* They helped us know what the text would be about without even reading it.
- T* Let's be like detectives and investigate and find other text features our author used to help us understand this text.

Pass out the "Text Features" sheet to each student -or- project it using a document camera so that everyone can see and have students copy the information on lined paper.

- T* You now **have -or- will make** your very own "Text Features" cheat sheet. **Please project your copy onto a white board using a document camera.**
- T* The directions tell us to "use this chart to record the purpose of each of the listed text features."
- T* What is a purpose? **Call on students to try to define the word purpose.**
- T* A purpose is what something is used for, so when talking about text features, it is how it helps a reader better understand the text.

- T* The directions go on to say, “Complete the chart by giving an example of each feature using the informational text about dolphins.”
- T* So, we will need to find examples of these five text features in our text.
- T* We will work on each text feature one at a time together, so please don’t try to move ahead.

Bold Print

- T* The first text feature is “bold print”.
- T* Look at the story.
- T* Do you see the words that are typed in darker ink?
- T* Those words are in bold print!
- T* Look back at the chart.
- T* Now, move your finger directly to the right, under the word “Purpose”.
- T* Bold print shows what words are important in the text.
- T* I would like you to be like a detective and find and write down all the words in the text that are in bold print under examples.
- T* I will do the first one with you, the first word in bold print I can find is “pods.”
- T* Write the word “**pods**”, but write it really dark, like this. **Demonstrate by writing pods very darkly by going over it a few times with your pencil in the example box.**
- T* I will be looking for the first detective to find and write down all of the bold print words correctly and raise their hand to show me their work.
- T* When I say the word detective you can begin, ready, set, DETECTIVE!

Provide time for student to locate and write down all of the words in bold print. Circulate and monitor that students have found them correctly. Once a student has raised their hand to indicate they have found them all, check his/her work. **Answers: pods, species, prey, echolocation, echoes, & conserve.**

- T* You all did a fantastic job finding the words the author chose to put in bold print to tell us they are important or words we should know and understand.
- T* I am going to write each word on my paper and you can check to see if you found that word too.
- T* The first word I found was “pods”, next I found, “species”, then, “prey”, after that was “echolocation”, then “echoes” and last I found “conserve”.
- T* If you were a master text feature detective and found all of those words too, please high five someone nearby you!

Name: _____

Text Features

Directions: Use this chart to record the purpose of each of the listed text features. Complete the chart by giving an example of each feature using the Informational Text about dolphins.

Text Feature	Purpose	Example
Bold Print	Shows what words are important or what words can be found in the glossary.	
Glossary	Tells the definition of some words found in the text.	
Captions	A short description of a picture or diagram.	
Title	Identifies 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.	

Name: _____

Text Features

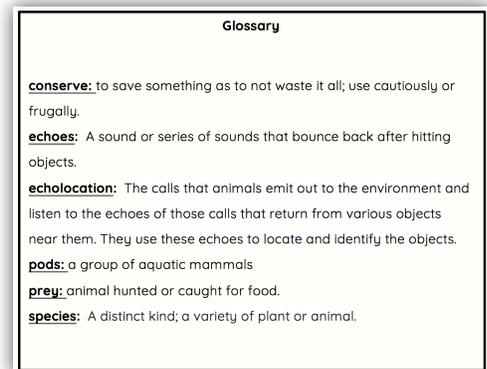
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- T* Now, since our author knows these are important words, he or she wants to make sure that we understand what they mean.
- T* Where can I look to find the meaning or definition of a word I don't know?
- T* Hint there is a big book filled with many definitions of words, what is that big book called? **Call on a student. Answer: The book is called a dictionary.**
- T* Did you know that there is another text feature that authors sometimes use in both informational texts or informational text books?
- T* This text feature is used to help us learn the definitions of just the important words from that text or book.

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!
- T* Look at the very end of your text.
- T* Can anyone find the glossary filled with definitions of all the bold print words we just found?
- T* Point to it once you find it. **Make sure everyone is looking at and pointing to their glossary.**
- T* Looks like the words are organized in alphabetical order.
- T* That helps to make it easier to find them when using a glossary.



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!
- T* Please follow along.
- T* When I get to a bold word I want you to say it out loud so I know to stop and check the glossary! **As you reread the story, stop at each bold print word and look it up in the glossary.**
- T* "Dolphins are very intelligent creatures that are loved by humans. They are interesting to people for many different reasons. Curious animals, they live in groups called **pods** and work very well in teams."
- T* Oh! Here is our first bold print word, pods.
- T* Pods...hmmm, let's take a look at the word pods in our glossary.
- T* When you find the word "pods", put your finger on it and touch your nose!
- T* /p/ /o/, the word begins with these two sounds.
- T* Remember to point to the word and touch your nose when you find it!
- T* It looks like almost 100% of you have found it! **Circulate around the room to make sure all students are on task.**
- T* We are ready! The word **pods** means, "a group of aquatic mammals".
- T* Let's keep reading!

Continue reading until you get to the next bold print word, “**species**”, then, finish reading that sentence.

- T* “Scientists have identified 43 different dolphin **species** and most of them live in the ocean.”
- T* Oh! Here is our second bold print word!
- T* Species...hmmm, let’s take a look at the word species in our glossary.
- T* Remember, the words are in alphabetical order.
- T* When you find the word “species”, put your finger on it and touch your nose!
- T* /s/ /p/, the word begins with these two sounds.
- T* Remember to point to the word and touch your nose when you find it!
- T* It looks like almost 100% of you have found it! **Circulate around the room to make sure all students are on task.**
- T* We are ready! The word **species** means “A distinct kind; a variety of plant or animal or mammal.”
- T* So, a dolphin is a “variety of mammal”.
- T* Let’s keep reading!

Continue reading until you get to the next bold print word, “**prey**”, then, finish reading that sentence.

- T* “Some dolphins also live in freshwater rivers. Different types of dolphins eat different kinds of food. Most of them eat fish, squid, shrimp, and other crustaceans (animals with shells). Dolphins do not chew their food, instead they eat it whole by swallowing the fish head first. To catch their food or **prey**”.
- T* There is the next bold printed word, “prey”.
- T* Let’s stop and find it in the glossary.
- T* When you find the word “prey”, put your finger on it and touch your nose!
- T* It looks like almost 100% of you have found it! **Circulate around the room to make sure all students are on task.**
- T* We are ready! The word **prey** means “animal hunted or caught for food.”
- T* What kind of prey did the text say that dolphins hunted or caught as their food?
- T* I think I remember the author giving this information in this same paragraph.
- T* Raise your hand if you can find what a dolphin’s prey is. **Call on students. Answer: fish, squid, shrimp and other crustaceans.**
- T* Ok, Let’s read on.

Continue reading until you get to the next bold print word, “**echolocation**”, then, finish reading that sentence.

- T* “dolphins use **echolocation** bouncing high-pitched sounds off objects to listen for any **echoes**.”
- T* There is the next word in bold print!
- T* It is the word _____? **Pause as the students read the word.**
- T* Yes, echolocation! Let’s stop and find it in the glossary.
- T* When you find the word “echolocation”, put your finger on it and touch your nose!
- T* “Echolocation” **(say the word slowly).**
- T* It’s a long word, the ch is making the /k/ sound and at the end of the word, t-i-o-n spells /shun/.
- T* Echolocation.
- T* Remember to point to the word and touch your nose when you find it!
- T* It looks like almost 100% of you have found it! **Circulate around the room to make sure all students are on task.**

- T* We are ready! The word **echolocation** refers to the calls that echolocating animals emit out to the environment and they listen to the echoes of those calls that return from various objects near them. They use these echoes to locate and identify the objects.
- T* That is a long definition.
- T* Imagine if we were to throw a ball at the wall and it bounced back at us.
- T* That is the way the sounds or clicks bounce back to the dolphin letting them know that something is near them, either objects or food.
- T* Okay, I feel like you are getting the hang of it!
- T* Let's take a quick break!



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 14)

Partner Work

- T* I am going to have you work with a partner to find the last 2 words in our text.
- T* I would like you to take turns each reading 1 sentences at a time.
- T* When you find a bold print word I want you to stop, check in the glossary for the definition just like we have been practicing together.
- T* Then you will write the word and its definition on your text feature chart, on the glossary line, under examples. **Point to this so they know where you are referring to.**
- T* Let me show you what I mean using our first word pods.
- T* I will write the word, pods, and then a colon, which is the two dots and then the definition, which was, "A group of aquatic mammals."
- T* You will do exactly this, but remember you aren't using the word pods, you are a detective looking for our last two bold print words.
- T* When I say, detective, I would like for you to stand up and find a partner who is wearing the same color as you are today.
- T* Once you find your partner, sit down and begin reading starting at the very beginning of the text, do not start where we left off together.
- T* Remember to take turns, each reading one sentence at a time.
- T* Ready, DETECTIVE! **Monitor as students find partners to ensure everyone gets paired up, step in an assign partners if needed.**
- T* If you finish before the time is up, you and your partner can reread the text for fun!

Name: _____

Text Features

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Glossary	Tells the definition of some words found in the text.	Example: pods: a group of aquatic mammals
Captions	A short description of a picture or diagram.	
Title	Identifies 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.	

Allow about 10 minutes for students to read the text, find the words echoes and conserve, and copy the definitions onto their "Text Features" chart under examples. Circulate to provide assistance as needed and assure all students are on task.

- T* Eyes on me in 5-4-3-2-1! Thank you!
- T* Wow, that was fast!
- T* You kiddos are experts at bold print words and using a glossary.
- T* Who can help to define echoes for us? **Call on student to share definition. Answer: The word echoes means a sound or series of sounds that bounce back after hitting objects.**
- T* So, in the example I gave you about the bouncing ball, an echo is sound that is bouncing back.
- T* Our last bold print word was “conserve.”
- T* Who can read the definition they found in the glossary? **Call on student to share definition. Answer: to save something as to not waste it all; use cautiously or frugally.**
- T* Sometimes I conserve food in my house to make sure there will be enough to last through the week.
- T* We sure have learned a lot of new words today!
- T* Luckily, we learned how to use the text feature of a glossary, to help us!
- T* We are just about done!
- T* I would like you to look at your text features chart.
- T* You should now have an “example” for Bold Print and Glossary.
- T* Give me a thumbs up if you have your examples complete.

Captions

- T* Ok! It looks like we are ready to move on to our next feature which is, captions.
- T* If you remember at the beginning of this lesson we used the photographs and images in this text to predict what it was going to be about.
- T* Raise your hand if you have ever seen a picture and you couldn’t figure out what it was of or it was something you had never seen before. **Students should raise their hands to affirm this.**
- T* Well, I know I have thought to myself “what is this a picture of” or “I don’t know what this is.”
- T* That is when our next text feature comes in handy!
- T* Look at the text feature chart in the third row, first column. **Point to the word captions.**
- T* Now, let’s look and see what the purpose of this text feature is: “a short description of a picture or diagram.”
- T* Let’s search our text like a detective again and see if we can find any captions.
- T* Once you find one I want you to point at it and say, “Gotcha!”
- T* Then in your example box for captions I want you to draw a little picture of the photograph and write the caption you found underneath it.
- T* I will show you what I mean on mine.
- T* I will draw a little stick figure and underneath I will write the caption, “This is the famous stick figure man!”
- T* Now mine was just silly, yours needs to be a picture you find in the text with a caption, you are not making up your own!
- T* Ok go find those captions, detectives!

Allow about 3-5 minutes for students to complete this task. Circulate to monitor that students are using examples from the text and not making up their own.

- T* The fourth text feature is one that I know everyone will know.
- T* Look at the word “title”.

Name: _____

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Glossary	Tells the definition of some words found in the text.	Example: pods: a group of aquatic mammals
Captions	A short description of a picture or diagram.	 This is the famous stick figure man
Title	Identifies 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.	

- T** Now, move your finger directly to the right, under the word “Purpose”.
- T** The purpose of a title is that it “identifies the topic of the text or tells what the text will be about.”
- T** Hmm, I know that the word topic also means main idea, so when we think about the title of the text we have read, we will think about the main idea of the whole story.
- T** Okay, we can do that!
- T** Look now at the word “header”.
- T** Now, again move your finger directly to the right, under the word “Purpose”.
- T** The purpose of the header is that it “divides the text into sections and explains what the section will be about”.
- T** Let’s look back at the text boys and girls.
- T** If we start at the top of the page we see the area for the title.
- T** As we move down the page do you notice how the areas that say “header” divide the story into sections?
- T** Okay, so the title identifies the main idea of the whole story, and the headers identify the focus of each paragraph...kind of like a mini title, right?
- T** Let’s make ourselves a note!
- T** Hold your pencil high up in the air to show me you are ready.
- T** Very nice!
- T** So, if we write ourselves a little note about the purpose of these text features, it will be easier for us to remember them!
- T** Right under the word “title”, it’s the fourth text feature on the chart, right under it let’s write the words, “main idea”. **Write “main idea” under “title” on the paper that you are projecting.**
- T** Great! Now under the word “header”, write “mini title”. **Give students a few moments to write.**
- T** The last thing you need to do is decide what would be a good title for our text on dolphins and then what would be a good heading for one of our paragraphs in the text.
- T** Once you are done, please bring me both your dolphin text and your text features chart.

Name: _____

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Glossary	Tells the definition of some words found in the text.	Example: pods: a group of aquatic mammals
Captions	A short description of a picture or diagram.	 This is the famous stick figure man!
Title “Main Idea”	Identifies the topic of the text or tells what the text will be about.	
Headings “Mini title”	Divides the text into sections and explains what the section will be about.	

Give time for students to complete this task. If they seem to be struggling you may suggest that they work with a partner to come up with a title and heading. Or you can give them suggestions using clues from the text. Circulate and provide assistance as needed.

Collect dolphin text and text features charts from the students and leave them for the teacher.



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 14)

Title: _____



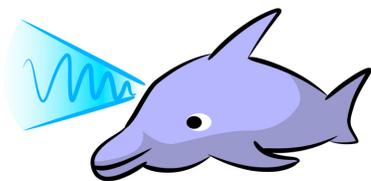
Dolphins are very intelligent creatures that are loved by humans. They are interesting to people for many different reasons. Curious animals, they live in groups called **pods** and work very well in teams. Scientists have identified 43 different dolphin **species** and most of them live in the ocean. Some dolphins also live in freshwater rivers.



Pink Amazon River Dolphin

Heading: _____

Different types of dolphins eat different kinds of food. Most of them eat fish, squid, shrimp, and other crustaceans (animals with shells). Dolphins do not chew their food, instead they eat it whole by swallowing the fish head first. To catch their food or **prey**, dolphins use **echolocation** bouncing high-pitched sounds off objects to listen for any **echoes**. This helps dolphins move through the water and hunt their prey. Dolphins usually hunt in groups by surrounding schools of fish and working together.



Dolphin using echolocation to hunt.

Heading: _____

The way dolphins act and work together could be described as playful. People enjoy watching dolphins based on their friendly and fun behaviors. Many dolphins will jump out of the water, called sky-hopping. Dolphins have been known to actually swim along ships to **conserve** energy. This is known as bow-riding. Dolphins can live in groups, or pods, of up to several hundred dolphins. People love to watch dolphins as they sky-hop through the water by the ships.



Dolphin sky-hopping near a sailboat.

Even though the dolphins look like they are being playful, they are moving together with a purpose: to survive in the oceans and rivers around the world.

Glossary

conserve: to save something as to not waste it all; use cautiously or frugally.

echoes: A sound or series of sounds that bounce back after hitting objects.

echolocation: The calls that animals emit out to the environment and listen to the echoes of those calls that return from various objects near them. They use these echoes to locate and identify the objects.

Pods: a group of aquatic mammals

prey: animal hunted or caught for food.

species: A distinct kind; a variety of plant or animal.

References:

<http://www.dolphins-world.com/>

<http://www.conservationinstitute.org/dolphin-facts/>

<http://www.defenders.org/dolphin/basic-facts>

Name: _____

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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: 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.



Break Up Your Day: Air Writing!



FORMATION: Standing at desks or in small groups

EQUIPMENT: None

RULES/DIRECTIONS:

- Students begin by moving in place or around the room: Jumping, Marching, Hopping, Twisting
- Call out a letter, number, word or shape and students stop activity.
- Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until teacher calls out another activity.
- Students continue new activity until teacher calls out another letter, number, word or shape.



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!
- And sit back down quietly please...Thank you!