

Lesson Skill: Locating information to answer questions-nonfiction

Strand Reading — nonfiction

SOL 1.10

2.9

Materials

- Content area nonfiction text with a table of contents, headings, glossary, and index
- Parts of Nonfiction Books worksheet (attached)

Lesson

Before Reading

1. In a small group setting, preview the content area text with students, and focus on how the different organizing features can be helpful to the reader. Direct students to read the table of contents. Explain that it is used to tell the reader where different sections of information are located. Ask students which page they would most likely turn to find particular information (use examples from the text). Have students preview the book, noticing the headings, illustrations, charts, diagrams, and captions. If the book contains headings, point out that the text is larger and that headings divide the text into main ideas. Explain how these can be used to help readers navigate the text. Stress the importance of taking time to look at the illustrations, diagrams, and charts. The captions under illustrations and charts give information that is often not included in the regular text. If there are bold print words, ask students why they think this text is darker than the rest.

During Reading

2. Pair students to partner-read the text. Provide equal time among pairs for each student to ask questions and to check for comprehension. Ask how various features of the nonfiction text (headings, bold print words, illustrations, captions) help them understand what they read.

After Reading

3. Have students turn to the glossary, and ask if they know what a glossary is. Explain or clarify that a *glossary* is like a mini-dictionary in the back of a book that gives the definition of key vocabulary/terms (many words may be in bold print). Have students turn to the index to determine its function. Explain or clarify that an *index* lets the reader know which page to turn to in order to find information about important things in the text.
4. Ask higher-level thinking questions, and have students go back to the text to find answers. As they navigate the text, ask them to explain how the headings and bold print words help them locate information.

5. Have students complete the attached Parts of Nonfiction Books worksheet to become more familiar with the layout and function of nonfiction text features.

Assessment

- Assess students' ability to locate information by asking them questions as they partner-read. Use the Parts of Nonfiction Books worksheet to assess student understanding of the features of nonfiction texts.

Strategies for Differentiation

- Focus on one book feature in one lesson: table of contents, illustrations, captions, charts, dictionaries, glossaries, indices. Be sure to ask students what each feature tells them, how it can be used, and where it is located in the book.
- Cut, paste, and match the feature with an example from the book or with a definition.
- Teach each feature individually using textbooks, nonfiction trade books, or magazines.
- Conduct a scavenger hunt to ask students to find different pieces of information (using the various features in their books).

Parts of Nonfiction Books

Table of Contents	Where is the table of contents located in this book? Circle one: beginning middle end
Table of Contents	Write the title of a chapter or section and its page number. Title _____ Page Number _____
Heading	Where are the headings in this book located? Circle correct: beginning middle end
Picture and Caption	Find a picture with a caption. On which page is it located? Page Number _____
Index	Where is the index located in this book? Circle one: beginning middle end
Index	Choose a word from the index, and write the page number(s) where you would find information about it. Word _____ Page(s) _____
Glossary	Where is the glossary in this book? Circle one: beginning middle end
Glossary	Choose a word from the glossary and write its definition. Word _____ Definition _____