

LESSON OVERVIEW

Lesson 11 Text Features, Part 1 (Captions, Bold Print, Subheadings)

MS CCRS Focus



Know and use various text features (e.g., captions, bold print, subheadings . . .) to locate key facts or information in a text efficiently. **RI.2.5**

Lesson Objectives

Reading

- Identify common text features, including captions, bold print, and subheadings. **RI.2.5**
- Use text features to locate information in a text. **RI.2.5**

Writing

- Recall information from experiences or gather information from provided sources to answer a question. **W.2.8**

Speaking and Listening

- Build on others' talk in conversations by linking their comments to the remarks of others. **SL.2.1b**

Language

- Use sentence-level context as a clue to the meaning of a word or phrase. **L.2.4a**
- Use vocabulary acquired through texts. **L.2.6**

Additional Practice: **RI.2.2, RI.2.4, RI.2.6, RI.2.8, SL.2.1, L.2.1b L.2.4d**

Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

- text features
- bold print
- subheadings
- captions

Learning Progression

Grade 1

Students know and use common text features such as headings, tables of contents, glossaries, electronic menus, and icons to locate key facts or information in a text.

Grade 2

Building on Grade 1, students efficiently use additional text features, including captions, bold print, and subheadings to locate key facts or information in a text.

Grade 3

At Grade 3, students are expected to know and use additional text features including key words and sidebars, and they are also expected to use search tools, such as hyperlinks, to locate information.

Lesson Text Selections

Modeled and Guided Instruction

Sod Houses
by Henry Wallace

Have you ever heard of a sod house? Sod is a layer of dirt. It has grass growing on it. Long ago, pioneers used sod to build houses all across the American prairie.

Why People Built Sod Houses

The prairie had lots of sod. There were not many trees that pioneers could use to build houses. So they cut bricks out of sod instead.

Building a Sod House

Making sod bricks was not easy. The roots from prairie grasses were tough. They were hard to cut through. Pioneers cut up and broke the roots while the roots were still growing. After a while, the bricks would grow together to make a strong wall.

Sod houses kept pioneers cool in the summer and warm in the winter. They also protected them from storms.

176 Source: Scholastic News, October 2010

Sod Houses
by Henry Wallace
Genre: History Article

Guided Practice

Homes Around the World
by Coriander Singh

People have all kinds of homes, or places where they live. Some families live in houses. Other families live in apartments in large buildings. People around the world live in homes like these. They also live in houses made of mud and sticks.

A Home That Floats on Water

Some people live in houses. These are small, simple homes. They are made from branches that are covered with cloth. These homes are easy to put together and apart. If it's time to move, people can just take them with them.

A Home That Floats on Water

Some people live on houseboats. Houseboats are homes that float on water and can travel on rivers and lakes. Some houseboats have many rooms, just like houses.

How All Homes Are Alike

No matter where they are, all homes are the same in some ways. They protect us from the rain and the sun. They give us a safe place to live, work, sleep, and eat.

178 Source: Scholastic News, October 2010

Homes Around the World
by Coriander Singh
Genre: Magazine Article

Independent Practice

Abe Lincoln's Cabin
from Scholastic News

Long ago, Abraham Lincoln was President of the United States. He was born in a small, one-room log cabin. His parents built it themselves. Let's go inside and see what it looks like.

Water Bucket and Ax

Young Abe had many chores to do. He had to get water for his family because they needed water for washing, drinking, and cooking. Abe used a bucket to get water from a stream.

A Abe Lincoln's Cabin

Long ago, Abraham Lincoln was President of the United States. He was born in a small, one-room log cabin. His parents built it themselves. Let's go inside and see what it looks like.

182 Source: Scholastic News, November 2010

Abe Lincoln's Cabin
from Scholastic News
Genre: History Article

Lesson Pacing Guide

Whole Class Instruction *30–45 minutes per day*

Day 1

Introduction pp. 174–175

- **Read** **Text Features, Part 1 (Captions, Bold Print, Subheadings)** 10 min
- **Think** 10 min
Graphic Organizer: Two-Column Chart
- **Talk** 5 min
Quick Write (TRB) 5 min

Day 2

Modeled and Guided Instruction pp. 176–177, 180

- **Read** **Sod Houses** 10 min
- **Think** 10 min
Graphic Organizer: Three-Column Chart
- **Talk** 5 min
- **Write** Short Response 10 min

Day 3

Guided Practice pp. 178–179, 181

- **Read** **Homes Around the World** 10 min
- **Think** 10 min
- **Talk** 5 min
- **Write** Short Response 10 min

Day 4

Independent Practice pp. 182–187

- **Read** **Abe Lincoln's Cabin** 15 min
- **Think** 10 min
- **Write** Short Response 10 min

Day 5

Independent Practice pp. 182–187

- **Review** Answer Analysis (TRB) 10 min
- **Review** Response Analysis (TRB) 10 min
- **Assign and Discuss** Learning Target 10 min

Language Handbook

Lesson 3 Collective Nouns, pp. 404–405
Lesson 14 Possessive Nouns, pp. 426–427
40 min (optional)

Small Group Differentiation

Teacher-Toolbox.com

Teacher-led Activities

Tools for Instruction

- Use Text Features

Introduction

Get Started

- Explain to students that in this lesson they will be reading about topics in social studies and using text features to better understand what they read.
- Explain that text features look different from the rest of the text in a passage. Text features include bold print (dark black letters and words in the text), subheadings (text in large type that tells what a part of the passage will be about), and captions (a sentence or sentences that tell about a picture or illustration).
- Point out that the lesson title on the Student Book page is a text feature. The lesson title gives information to readers. It tells readers that they will be learning about a few text features: captions, bold print, and subheadings.
- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk words. Tell students to listen for these words and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

ELL English Language Learners

Genre Focus

Read

- Read aloud the Read section as students follow along. Point out the photograph and caption. Restate to reinforce:

When you read social studies articles, you'll often see text features. Knowing what text features are and how to use them will help you find key facts and information.

- Guide students to see that text features can be bold print, a subheading, or a caption. Explain:
To find out important information and details in a passage, use text features such as bold print, subheadings, and captions to help you.
- Direct students' attention to the text features. Tell students to use them to figure out important information in the passage.

Lesson 11

Text Features, Part 1 (Captions, Bold Print, Subheadings)



Learning Target

Using text features to find information in nonfiction text will help you better understand what you read.

- **Read** Stores use signs and pictures to help you find what you need. Writers use special signs called **text features** to help you find important ideas and details in a text. **Captions, bold print, and subheadings** are types of text features to look for when you read.

Read the passage below about igloos. What text features do you see?

House of Snow

An **igloo** is a house made of snow. Some people in snowy areas still make igloos today.

Making an Igloo

Igloos are built with large blocks of packed snow. The snow is cut with a saw or knife. The blocks are then stacked tightly together in the shape of a dome.



The window in this igloo is made of sea ice.

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ELL English Language Learners

Develop Language

Academic Vocabulary Any discussion of text features involves many academic words. Take time to be certain students are comfortable with the meaning of the terms *caption*, *subheading*, and *bold print*.

- Help students understand that a *subhead* tells what a section of text is about. It's a way for the author to organize information about the topic.
- Remind students that *bold* means strong. Show some examples of bold text.
- Captions* provide information about an illustration. Captions help support the text and provide additional information.

Genre Focus

Social Studies/History Article

Tell students that during this lesson they will read several social studies articles that are focused on history. Remind students that informational text is nonfiction, and social studies articles can focus on topics in history, geography, economics, government, or culture.

The opening of the article usually engages the reader's attention. The body gives facts, examples, reasons, and descriptions. The ending sums up the main idea. A social studies article may include photographs, captions, subheadings, and bold print to help readers understand information.

- **Think** Look again at the article about igloos. Then fill in the chart below to tell about three text features.

Text Feature	Purpose
caption	describes or tells about an illustration or photo
bold print	shows important words in heavy, dark letters
subheading	tells the name of the section; gives you a preview of what you will read

- **Talk** Using the information in your chart, talk to your partner about how text features help you find information as you read.

Academic Talk

Use these words and phrases to talk about the text.

- text features
- bold print
- subheadings
- captions

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Monitor Understanding

If... students struggle to remember the purpose of the various text features,

then... play a game of *Who Am I?* with students. Write the name of each text feature on individual index cards. Distribute the cards to the students. As you "introduce" yourself as a text feature, have students hold up the appropriate card. Say:

I'm used to explain a photograph or illustration. Who am I?

Proceed to introduce each feature for identification. Encourage students to take turns playing the game with a partner.

Think

- Read aloud the headings in the chart. Point out to students that they will be looking at the text features that are listed in the left column. Then they will write how the text feature can help with understanding the information in the passage.
- Have partners complete the chart.
- As pairs work, circulate and provide assistance as needed.
- Ask volunteers to share what they wrote in the chart.
- Make certain that students understand that text features may have more than one purpose.

Monitor Understanding

Talk

- Read aloud the Talk prompt.
- Have partners discuss how using the text features helped them find information in the passage.
- Ask volunteers to share their ideas.

Quick Write Have students write a response to the following prompt:

Think about how the text features helped you read about the igloo. Which text feature was most helpful to you? How did it help?

Ask students to share their responses.

Wrap Up

- Invite students to share what they have learned so far about using text features to help find information in a passage. Encourage them to use the Academic Talk words and phrases in their explanations.
- Remind students that when they read social studies articles, they have many tools that will help them better understand what they read.

In the next section, we'll read a social studies article. We'll use text features to find important information and details. Understanding how to use text features will help us understand what we read.

Modeled and Guided Instruction

Get Started

Today we will read a history article that has text features. First, we'll read to understand what the author says. Then we'll read to study the text features and how they are used.

Read

- Read aloud the title of the article and call attention to the photograph. Guide students to an understanding that the article is about a kind of house that people built long ago on the American prairie.
- Read aloud the article or have students read it independently. Tell them to put a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to find details in the text that support their answers.

What is this article mainly about? (how pioneers built and used sod houses)

Why did pioneers use sod to build houses?

(There were few trees but a lot of grass to build houses with.)

How did the sod houses keep people safe in bad weather? (Sod was tough and protected them.)

ELL English Language Learners

Word Learning Strategy

Explore

- Read aloud the Explore question at the top of p. 177 to set the purpose for the second read. Tell students they will need to take a closer look at how the text features help them find information.
- Have students read aloud the Close Reader Habit on the lower right of p. 176.

TIP If students are struggling to find text features in the article, define the text features by writing a description of each on the board.

Sod Houses

by Henry Wallace

- 1 Have you ever heard of a **sod** house? Sod is a layer of dirt. It has grass growing on it. Long ago, pioneers used sod to build houses all across the American prairie.

Why People Built Sod Houses

- 2 The **prairie** looked like a sea of grass. There were not many trees that pioneers could use to build houses. So they cut bricks out of sod instead.



A family and their sod house in Nebraska

Building a Sod House

- 3 Making sod bricks was not easy. The roots from prairie grasses were tough. They were hard to cut through. Pioneers stacked up sod bricks while the roots were still growing. After a while, the bricks would grow together to make a strong wall.
- 4 Sod houses kept pioneers cool in the summer and warm in the winter. They also protected them from storms.

Close Reader Habits

Circle text features that help you find information in the article.

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ELL English Language Learners

Develop Language

Concept Vocabulary The language that describes sod houses is important to understanding the text. Work with students to make sure they understand terms used throughout the article.

- Display or project photographs of a prairie and sod. Discuss what a prairie is. Then work with students to name the parts of the sod: *grass*, *dirt*, and *roots*.
- Preview the important verbs in the selection that are used to show action. Some action verbs to preview are *build*, *cut*, and *stack*. Have students act out each verb to demonstrate the action. Model as needed.

Word Learning Strategy

Use Context Clues

- Remind students that they become detectives when they use context clues. They must look for clues in many places. Clues can be found in the same sentence, in nearby sentences, and even in pictures.
- Have students look for clues for the meaning of the word *pioneer*.
- Ask students to work with a partner to use as many clues as possible to describe pioneers.
- Have partners share what they learned and where they found the clues.

L.2.4a

Explore

How do the text features in "Sod Houses" help you find information?



I'll look at all the text features in the article and think about what they tell me.

Think

- 1 Fill in the answers in the chart to tell about the text features in the passage.

Text Feature	Purpose	Examples from Article
bold print	Possible answer: shows important words in heavy, dark type	Possible answer: sod
subheading	tells about the topic of the text that comes after it	Possible answer: Why People Built Sod Houses
caption	Possible answer: tells more about a picture	A family and their sod house in Nebraska

Talk

- 2 Which text feature helped you the most as you read the article on sod houses?



- 3 **Short Response** Which text features helped you find out what sod is and how to build a house from it? Write your answer in the space on 180.

HINT Use the details from your chart to help you answer the question.

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Think Aloud

- When I reread the article, I see the word *sod* in bold print. I know it is an important word because it is in bold print.
- In the chart, under the heading "Purpose," I will write that bold print shows important words in heavy, dark type.
- Now I will look at the third column of the chart under "Examples from Article." I need to write an example of bold print from the article. I will write the word *sod* in the chart under this heading.

Think

- Read aloud the Think section. Explain to students that you will reread the article. Then you will model how to find bold print in the article. You will model how to describe the text feature's purpose in the article, as well as provide examples from the article. Use the **Think Aloud** below to guide your modeling.
- Revisit the Explore question. Guide students to determine that they need to look for more details, using the Close Reader Habit.
- Encourage students to work with a partner to continue rereading the passage and complete the chart.
- Ask volunteers to share their completed charts.
- Guide students to see that the text features in the article helped them find important information and helped them better understand what they read.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are discussing which text feature helped them learn the most about sod houses.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure that students understand that they will need to describe which text feature helped them find out what sod is and how to build a house with sod.
- Call attention to the Hint.
- Have students turn to p. 180 to write their responses.
- Use Review Responses on p. 180 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Ask them to share how using text features helped them understand information in a nonfiction text.

Guided Practice

Get Started

Today we will read a magazine article. First, we'll read to understand what the article is about. Then we'll reread with a partner to make sure you understand the information provided by the text features.

Read

- Read aloud the title of the passage. Ask students what they know about homes here and in other places around the world.
- Have students predict what the article will be about based on the title and the photograph.
- **Read to Understand** Read aloud the article to students or have them read it independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases students still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

What is the article mainly about? (different kinds of homes around the world)

Why do people use houseboats as homes? (They want to live and travel on water.)

How are homes around the world alike? (They protect people from the weather and give us a place to live, work, and eat.)

ELL English Language Learners

Word Learning Strategy

- **Read to Analyze** Read aloud the Close Reader Habit on the lower right of p. 178 to set the purpose for the second read. Then have students reread the article with a partner and discuss any questions they might have.
- In the Close Reader Habit, students might need more support identifying the different kinds of text features in the passage. Model how to find one text feature and draw a box or circle or underline it.

Homes Around the World

by Coriander Singh

- 1 People have all kinds of **homes**, or places where they live. Some families live in houses. Other families live in apartments in large buildings. People around the world live in homes like these. They also live in homes you may never have heard about.

A Home People Can Take Apart

- 2 Some people live in huts. **Huts** are small, simple homes. They are made from branches that are covered with cloth. These homes are easy to put up and take apart. If it's time to move, people can take their homes with them.



Eight people can live on this houseboat.

A Home That Floats on Water

- 3 Some people live on houseboats. **Houseboats** are homes that float on water and can travel on rivers and lakes. Some houseboats have many rooms, just like houses do on land.

How All Homes Are Alike

- 4 No matter where they are, all homes are the same in some ways. They protect us from the rain and the sun. They give us a safe place to live, work, sleep, and eat.

Close Reader Habits

How do text features help you find information in a passage? Put a box around each subheading. Circle the words in bold print, and underline their meanings.

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ELL English Language Learners

Build Meaning

Background Knowledge Display photographs in books or on the Internet that show different types of homes.

- Encourage students to describe the homes and tell how they are similar and different. Encourage students to talk about what they notice in each picture.
- After rereading the text together, have students choose one home that they would most or least like to visit. Help students use descriptive words to explain their choices.

Word Learning Strategy

Use Context Clues

- Remind students of the vocabulary routine of looking inside, around, and outside unfamiliar words to determine the meaning.
- Use the word *houseboat* to model each technique. First have students identify the two words that make up *houseboat* and then discuss how that can be helpful to learn the meaning.
- Have students look around the word and explain how “homes that float on water” provides a context clue.
- Ask partners to write a definition of *houseboat* and then look in a print or online dictionary to compare the definitions.

L.2.4a, L.2.4d, L.2.4e

 Think

- 1 Why is the word “**Huts**” in bold print?
- A to help you know what huts look like
 - B to show that it is an important word in the passage
 - C to tell about the topic of the text that comes after it
 - D to help you find information about apartments
- 2 Which text feature helps you find information about homes that can travel on rivers?
- A the bold print word “**homes**”
 - B the bold print word “**Huts**”
 - C the subheading “A Home People Can Take Apart”
 - D the subheading “A Home That Floats on Water”



Rereading the subheadings will remind me what is in the article.

 Talk

- 3 How can the text features in the article help you understand the information you read about houseboats?

 Write

- 4 **Short Response** How do subheadings help make the facts in this article easier to find? Write your answer in the space on page 181.

HINT Reread the subheadings. What kinds of details would you find under each one?

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● Integrating Standards

Use the following questions to further students’ understanding of the article.

- **What is the main purpose of this article?** (*The main purpose of this article is to tell about different kinds of homes.*)

DOK 2 RI.2.6

- **What is the meaning of the word *protect* in the last paragraph?** (*The article uses the word protect to tell how homes protect us from the rain and sun. The word protect means “to defend, keep safe, or shield from something.”*)

DOK 2 RI.2.4, L.2.4a

- **Which text feature helped you learn about the names of different kinds of homes in the article?** (*bold print words*)

DOK 2 RI.2.5

● Monitor Understanding

If... students struggle to answer item 2,

then... have students reread the question and tell which type of home would be found on a river. Ask them to point to the section of the article they should look at more closely. Have students identify the text features found in that section and then look back at the answer choices.

Think

- Have students work with a partner to complete items 1 and 2. Draw attention to the bold print word in item 1.

Answer Analysis

When students have finished, discuss correct and incorrect responses.

- 1 **The correct choice is B.** Words in bold print are important words to know.

- A refers to a picture. C refers to subheadings. D is incorrect because huts have nothing to do with apartments.

DOK 2

- 2 **The correct choice is D.** The subheading “A Home That Floats on Water” tells what the paragraph will be about.

- A and B are incorrect because although they indicate important words, neither has to do with a houseboat. C is incorrect because this subheading refers to huts.

DOK 2

● Monitor Understanding**● Integrating Standards****Talk**

- Have partners discuss the prompt. Emphasize that students should support their ideas with examples of text features from the article.
- Circulate to clarify misunderstandings.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Make sure they understand that they should explain how subheadings make it easier to find facts in the article.
- Call attention to the HINT.
- Have students turn to p. 181 to write their response.
- Use Review Responses on p. 181 to assess students’ writing.

Wrap Up

- Ask students to recall the Learning Target. Have them turn and talk about how using text features helped them find information and better understand what they read in the article.

Modeled and Guided Instruction

Write

- Remember to use the Response-Writing Routine on pages A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

- 3 Responses will vary but should show that students understand how text features can help them find specific information in a text. See the sample response on the student book page.

DOK 2



Write Use the space below to write your answer to the question on page 177.

Sod Houses

- 3 **Short Response** Which text features helped you find out what sod is and how to build a house from it?

HINT Use the details from your chart to help you answer the question.

Sample response: The bold print helped me know that sod is a layer of dirt with grass growing on it. The subhead “Building a Sod House” helped me find information about how sod houses were built.



Don't forget to check your writing.

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Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe, explain, or compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes, reasons, or character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

-  **Write** Use the space below to write your answer to the question on page 179.

Homes Around the World

- 4 Short Response** How do subheadings help make the facts in this article easier to find?

HINT Reread the subheadings. What kinds of details would you find under each one?

Sample response: The subheadings divide the text into parts. The first two subheadings label information about two different kinds of homes. The last subheading labels the information about how all homes are alike.

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?



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Teacher Notes

Write

- Remember to use the Response-Writing Routine on pages A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

- 4** Responses will vary but students should explain how using subheads helped them more quickly locate information. See the sample response on the student book page.

DOK 3

Independent Practice**Get Started**

Today we are going to read a history article. We'll use what we have learned about text features to find facts or information.

- Call on volunteers to explain how using text features makes it easier to find information and better understand the text. Encourage students to use the Academic Talk words and phrases in their responses.

ELL English Language Learners**Read**

You are going to read the history article independently and use what you have learned to think and write about the text. As you read, remember to look for text features that can help you find important facts in the article.

- Read aloud the title of the article and then encourage students to preview the text, paying close attention to the photographs and illustrations.
- Call attention to the Words to Know in the upper left of p. 182.
- If students need support in reading the passage, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.

● Monitor Understanding**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- chores
- ax
- chalkboard



This picture shows what Abe Lincoln's first log cabin looked like. Lincoln was born in Kentucky in 1809.

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Abe Lincoln's Cabin

from Scholastic News

- 1 Long ago, Abraham Lincoln was President of the United States. He was born in a small, one-room log cabin. His family built it themselves. Let's go inside and see what it was like.

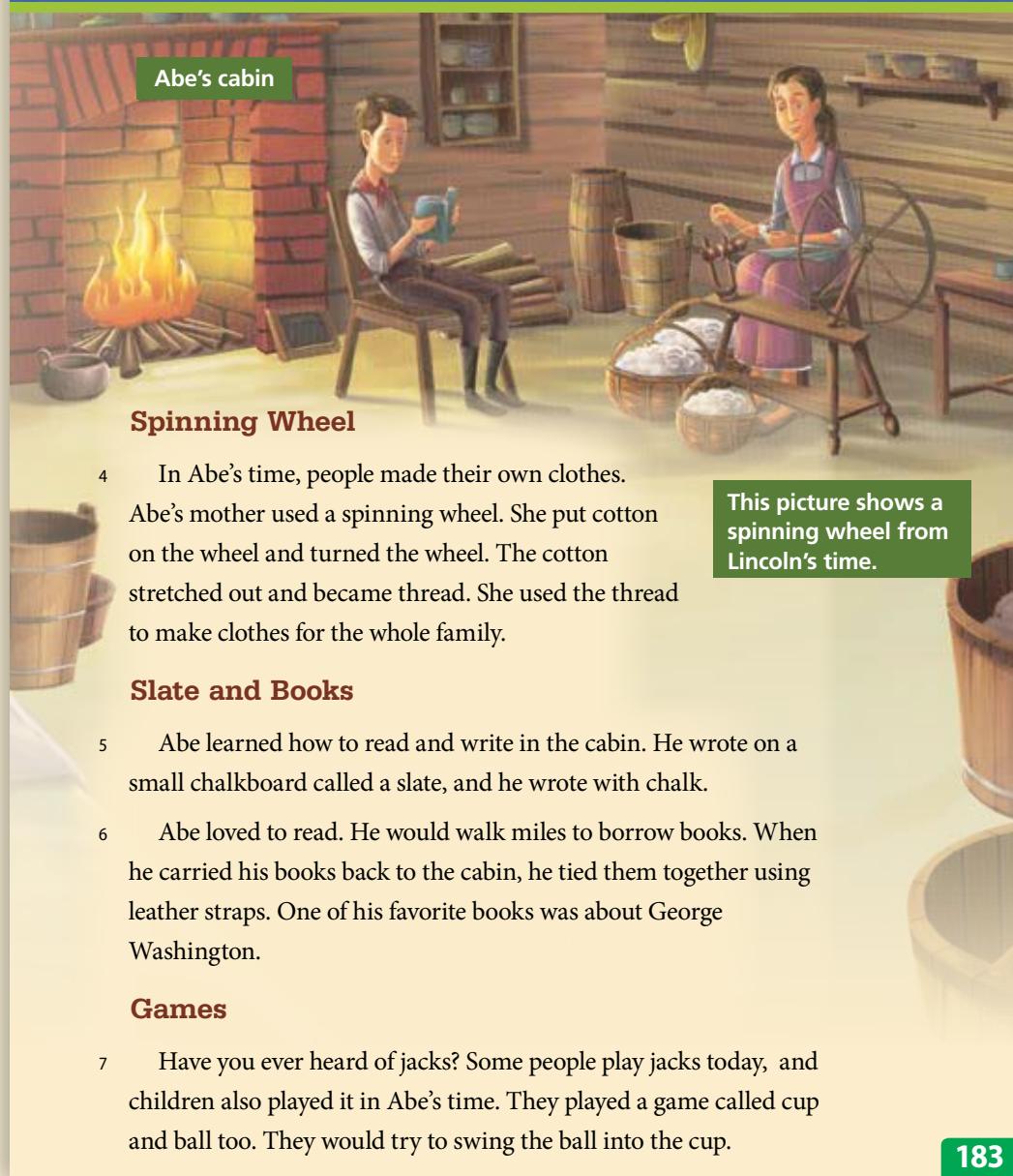
Water Bucket and Ax

- 2 Young Abe had many chores to do. He had to get water for his family because they needed water for washing, drinking, and watering plants. Abe used a bucket to get water from a stream.
- 3 Abe had another job. He chopped wood with an ax, and his family used the wood for fences and firewood.

**ELL English Language Learners****Build Meaning**

Background Knowledge Read aloud the title and discuss with students what they already know about Abraham Lincoln.

- Find images of Lincoln in books or on the Internet. Share these with students. Point out that Lincoln is on the United States penny and the five-dollar bill.
- Provide students with brief background on Lincoln, the sixteenth U.S. president, who was in office during the Civil War.
- Discuss things students may be familiar with that are named for Abraham Lincoln, including streets, schools, parks, monuments, cars, and towns.



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● Monitor Understanding

If... students struggle to read and understand the passage,

then... use these scaffolding suggestions:

Question the Text Preview the text with students by asking the following questions:

- **What types of text features has the author included?** (*title, subheadings, photograph, illustrations*)
- **Based on the title of the passage and text features, what do you predict the text will be about?**
- **What questions do you have about the text?**

Vocabulary Support Define words that may interfere with comprehension, such as *firewood, cotton, and spinning wheel*.

Read Aloud Read aloud the text with students. You could also have students chorally read the text in a small group.

Check Understanding Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- **Where did Lincoln live as a child?** (*a log cabin*)
- **What did Lincoln learn as a child that might have helped him as president?** (*He learned to read and write and to work hard.*)

Independent Practice**Integrating Standards**

After students have read the passage, use these questions to discuss the passage with them.

- What is the second paragraph mainly about?**

(The second paragraph tells about the chores Abe Lincoln had as a child.)

DOK 2 RI.2.2

- The author says that Lincoln loved to read. What detail supports this idea?**

(The author says that Lincoln would walk miles to borrow a book. This supports the idea that he loved to read.)

DOK 2 RI.2.8

- Point out the word *children* in the third sentence of paragraph 7. Explain that the word *children* is an irregular plural noun. Ask students to write the plural form of other irregular plural nouns such as *tooth, foot, mouse, and fish*.**

(teeth, feet, mice, fish)

DOK 2 L.2.1b

- Review the section “Slate and Books.” Discuss in small groups: How is learning today similar and different from learning in Lincoln’s time?**

(Responses will vary. Students should see that today they learn to read and write like Lincoln did, but the tools they use are different. They might also say that they have easier access to books than Lincoln did.)

DOK 3 SL.2.1

- Theme Connection**

► **Think** Use what you learned by reading “Abe Lincoln’s Cabin” to respond to the following questions.

- 1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which information can you find under the subheading “Spinning Wheel”?

- A what kind of clothes people wore in Abe’s time
 B how Abe’s mother used a spinning wheel to make thread
 C how many times Abe’s mother used a spinning wheel
 D why people made their own clothes in Abe’s time

Part B

Write **two** details from the text that show why you chose your answer in Part A.

- Sample response: She put cotton on the wheel and

turned the wheel.

- The cotton stretched out and became thread.

- 2 What do you learn from the caption under the illustration on page 182?

- A how a spinning wheel works
 B how Abe gathered water
 C when Abe was born
 D what chores Abe had

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● **Theme Connection**

- Review the theme of this lesson: Homes, Past and Present. Ask students to briefly describe homes from the past and present based on the information they learned from the articles in this lesson.
- Ask students to recall facts and information that they learned about homes from each selection.
- Make a list of their responses on the board. You may want to use a graphic organizer, such as a chart or Venn diagram, to record their responses.
- Invite students to share which home interested them the most and to explain their choice.

- 3 Which subheading came above information about the chores Abe did?

- A "Water Bucket and Ax"
- B "Spinning Wheel"
- C "Slate and Books"
- D "Games"

- 4 Which facts are found under each subheading in the passage?
Write the letter of the fact in the correct box in the chart.

- A One favorite game was cup and ball.
- B Abe chopped wood for the fire.
- C Spinning wheels turned cotton into thread.
- D Abe would walk miles to borrow books.
- E Abe got water from a stream.
- F Abe wrote on a slate with chalk.
- G Abe's mom made clothes for the whole family.

Water Bucket and Ax	Spinning Wheel	Slate and Books	Games
B E	C G	D F	A

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● Monitor Understanding

If... students struggle to complete the items

then... you may wish to use the following suggestions:

Read Aloud Activities

- As you read, have students circle any unfamiliar words or phrases. Work with students to determine the meanings.
- Discuss each item with students to make certain they understand the expectations.

Reread the Text

- Have students label a picture of the cabin with some of the terms from the selection.
- Have partners summarize the text.

Think

- Use the Monitor Understanding suggestions to support students in completing items 1–6.

● Monitor Understanding

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1 Part A

The correct choice is B. The paragraph tells how Abe's mother used the wheel.

- A, C, and D are incorrect because the paragraph does not contain details that support those answer choices.

Part B

See the sample responses on the student book page. Students should identify details that show what they learned from the section "Spinning Wheel."

DOK 2 RI.2.5

2 The correct choice is C.

The caption says that Abe was born in 1809.

- A, B, and D are incorrect because the caption does not include details that provide those answers.

DOK 2 RI.2.5

3 The correct choice is A.

The bucket and ax connect to how Abe got water and chopped wood.

- B is incorrect because it comes before the facts about the spinning wheel.
- C is incorrect because the paragraph that follows is about Abe and reading.
- D is incorrect because that subheading comes before information about games.

DOK 1 RI.2.5

4 See the answer on the student book page.

Make sure students understand which facts are found under each subheading. Explain that this item is similar to drag-drop items students may see on computer-based assessment.

DOK 2 RI.2.5

Independent Practice

5 **The correct choice is D.** A cabin is a small house.

- **A** is incorrect because although a cabin can be a room on a boat, that definition does not fit this context.
- **B** is incorrect, although the words “he was born” could make someone think of a baby.
- **C** is incorrect because it is not supported by details in the text.

DOK 2 RI.2.4a

6 **The correct choice is A.** This subheading comes before information on how Abe learned to read and write.

- **B** is incorrect because it would tell about games Abe played.
- **C** and **D** are incorrect because the captions would describe the pictures, which are not about reading.

DOK 2 RI.2.5

Write

- Tell students that using what they read, they will compose a short response to the writing prompt.

● Monitor Understanding**Review Responses**

After students have completed each part of the writing activity, help them evaluate their responses.

- 7** Have students compare their planning charts. Are they missing information?

DOK 2 RI.2.3

5 Read this sentence from paragraph 1.

He was born in a small, one-room log cabin.

What does “cabin” mean in this sentence?

- A** a room on a ship
- B** a baby’s room
- C** a hospital
- D** a small house

6 Which text feature would help you find facts about how Abe learned to read and write?

- A** the subheading “Slate and Books”
- B** the subheading “Games”
- C** the caption “This picture shows a spinning wheel from Lincoln’s time.”
- D** the caption “Abe’s cabin”



Write What did Young Abe do?

7 Plan Your Response Make a list of chores, games, and other things.

Chores	Games	Other
Possible responses: get water, chop wood	Possible responses: jacks, cup and ball	Possible responses: read, write

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● Monitor Understanding

If... students don't understand the writing task,

then... read aloud the writing prompt. Use the following questions to help students get started.

- **What is the prompt asking you to write about?**
- **Do you need to reread the text to find more information?**
- **How will you identify the information you need to include?**
- Have partners talk about how they will organize their responses.

- 8 Short Response** What is something you found out about Young Abe? Choose a chore, game, or other activity. Write what it is and what Abe did.

Responses will vary, but students should choose something from the chores (get water, chop wood), games (jacks, cup and ball), or other (read and write) category and tell what it is and what Abe did.



Learning Target

How does knowing about text features help you find information in a nonfiction text?

Sample response: Text features help readers know what a passage is about. They also make sure you don't miss important information. For example, words in bold print tell what words are important to know. Subheadings tell what the text beneath them will be about.

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8 2-Point Writing Rubric

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.

- 8** Display or pass out copies of the reproducible **2-Point Writing Rubric** on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Possible response: Responses will vary, but students should choose a chore, game, or other activity and tell what it is and what Abe did.

DOK 3 RI.2.3, W.2.2

Wrap Up

Learning Target

- Have each student respond in writing to the Learning Target prompt.
- When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.