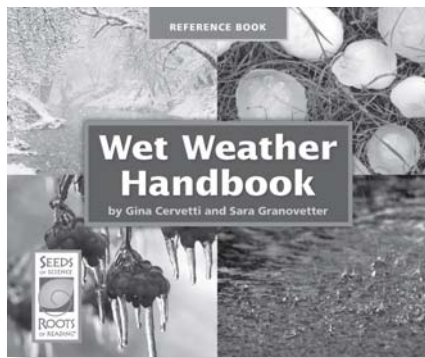


Teaching Text Features

with *Wet Weather Handbook*
from *Seeds of Science/Roots of Reading*[®]



Introduction

This strategy guide introduces an approach for teaching students how to identify informational text features, such as bold print, headings, and captions. Using text features facilitates comprehension and enables readers to locate information in text. This guide includes an introductory section about using text features, a description of how to teach this strategy with many science texts, and a plan for teaching students to use text features found in the *Seeds of Science / Roots of Reading*[®] book *Wet Weather Handbook*.

Book Summary

Wet Weather Handbook is a reference book about eight different kinds of wet weather: rain, snow, freezing rain, dew and frost, humidity, hail, fog, and hurricanes. The book presents four categories of information about each type of weather: what it is and how it forms, color-coded weather data on a map of the United States, interesting facts, and a historical example of a severe instance of that type of weather. Text features, such as headings, a table of contents, and an index, help readers find information quickly and efficiently. Useful information about the types of weather is also represented visually in weather maps and photographs.

About This Book

Reading Level

Guided Reading Level*: Q

Key Vocabulary

climate, data, humidity, hurricane, meteorologist, precipitation

Text Features

bold print, bulleted lists, captions, glossary, headings/subheadings, illustrations, index, labels, maps, photographs, table of contents, tables

*Guided Reading Levels based on the text characteristics from Fountas and Pinnell, *Matching Books to Readers*.

Science Background

Weather is a term used to describe anything that happens in the atmosphere related to temperature, water, and air. Water in the atmosphere can exist as water vapor, but it can also exist as liquid water (tiny droplets that form clouds or fall as rain) or as solid water (tiny ice crystals that form as clouds or fall as snow, hail, or freezing rain). Water vapor is an invisible gas that forms when water on Earth's surface evaporates. The measure of water vapor in the air is called humidity. Relative humidity is described as a percentage of how much water the air can hold at a particular temperature. At 10% relative humidity, the air is dry; at 100% relative humidity, the air cannot accommodate any more water vapor. When this happens, water vapor condenses into liquid water, such as clouds or dew. Precipitation is liquid or solid water that falls toward the ground. Rain, freezing rain, snow, sleet, and hail are all different types of precipitation. The type of precipitation that falls depends on the air temperature where the clouds form, the temperature of the air through which the precipitation falls, and the air temperature on the ground.

Using Text Features

Meaning in books is not communicated by the body of the text alone. Books can also include features, such as photographs and captions, headings and subheadings, or indexes and glossaries, that provide access points into and information about the text. Text features can help readers identify the most important ideas in a text, anticipate what's to come, understand challenging ideas, and find information they are looking for. Understanding text features can enhance reading comprehension, particularly comprehension of informational text. The use of text features is especially useful in science, since science texts use many text features to explain, organize, emphasize, reinforce, and extend important information.

Teaching Text Features

The following activities can be used to teach text features with any content-rich book.

- Create a chart on which your class can track the text features they find in different books. (See the Text Features Chart copymaster included in this guide as a reference.) Introduce text features as they appear in books your students read, or have students browse through a variety of books to identify different text features. Ask students to record the text features they find before, during, or after reading.
 - You may want to provide each student with a copy of the Text Features Chart copymaster so they can independently track the features they find in the books they read.
 - When introducing a content-rich book, select one or two text features to highlight. Choose features that are helpful for determining the important ideas in the text or understanding its organization. Ask questions that help students recognize the functions of these features, such as the following:
 - a. What does our preview of this feature tell us about the kind of information we will encounter?
 - b. What does this feature tell us about how the book is organized?
 - c. What does this feature tell us about the author's intentions?
 - d. How does this feature help us find the information we are looking for?
 - e. How does this feature help us understand the information in the book?
- Challenge students to use text features such as illustrations, tables of contents, headings, or indexes to find specific pieces of information to answer questions you pose.
 - After reading a text, reflect as a class on how the feature(s) helped explain or reinforce the text or helped you find the information you were seeking.
 - Once students are familiar with several text features, provide opportunities for them to practice adding the following features to informational text:
 - a. **Captions.** Provide students with photocopies of pages from content-rich books that contain illustrations with the captions removed. Guide students in writing captions that are brief and specific and that help the reader link the illustrations to the text.
 - b. **Headings.** Provide students with photocopies of pages from content-rich books that contain sections with the headings removed. Guide students in writing clear, brief headings that help the reader predict the content of the sections.
 - c. **Diagrams and labels.** Provide students with a diagram of a familiar process, cycle, or object and ask them to add labels that provide short descriptions of the various parts of the diagram.
 - Point out variations among text features. Have students examine different examples of the same text feature and identify how they can vary.
 - a. **Tables of contents** can have different names and different levels of specificity—some include just chapter titles; others include the headings of sections and subsections.
 - b. **Indexes** can have different formats and levels of complexity. They may consist of one or more pages, contain one or more columns, include some words in bold print, and so on.
 - c. **Illustrations** can serve a variety of purposes. Some add information that goes beyond the text, while others clarify

or provide a visual representation of a concept presented in the text. Students may recognize how some illustrations are more helpful than others.

- Encourage students to include text features in their own informational writing. For example, students can add an index and a glossary of important words to a class book, or they can organize a report with headings and a table of contents.

Teaching Text Features with *Wet Weather Handbook*

Wet Weather Handbook contains a number of useful text features: bold print, bulleted lists, captions, a glossary, headings/subheadings, an index, labels, maps, photographs, tables, and a table of contents.

Getting Ready

1. Make a copy of the Text Features Chart copymaster for each student.
2. On chart paper, make a large version of the Text Features Chart and post it in a visible place.

During Class

1. Explain that *Wet Weather Handbook* is a reference book and that readers usually read just parts of reference books in order to find specific information. Say that reference books and other science books often use text features to help readers find information.
2. Ask students to turn to the table of contents on page 3. Say that a table of contents is one feature of informational text that can help readers find information. Tell students to read over the table of contents and discuss what topics the book will contain.
3. Have students select and read one section of *Wet Weather Handbook* in a way that is consistent with your classroom routines, giving students as much independence as possible.
4. After reading, distribute a copy of the Text Features Chart student sheet to each student. Ask them to look over the chart and point out features with which they are familiar. Explain

that text features can help make information in a book easier to find and understand.

5. Ask students to look back through *Wet Weather Handbook* and record on their student sheets all the features they can find. Ask students to share which features they found. Record these on the class chart.
6. Choose a few text features from the book for further discussion.
 - **Headings.** Ask students to locate the heading for the section they read. Explain that headings are titles that appear within the text and suggest what will come in the paragraphs that follow. For instance, “Hurricanes” is a heading because it stands out from the rest of the text—it is large, in bold print, and not a complete sentence. Headings are usually hints about the main ideas in the book. Point out that students can also see the headings listed in the table of contents at the beginning of the book.
 - **Maps.** Ask students to look at the weather map included in the section they read. Invite them to report on what they notice. Explain that maps can help readers see what is being described with words. Maps help readers understand where the weather is happening and to what degree. These images also help readers know which ideas are most important. Lead a discussion about how the maps extend beyond the information in the text and help the reader learn more about different types of wet weather.
7. Ask students how the text features they have learned about (table of contents, headings, indexes, illustrations, etc.) can help them find information in and understand the books they will read in the future.

Independent Extension

Direct students' attention to page 36 of *Wet Weather Handbook* and ask them to identify the data table. Have students discuss the information in the data table. Ask, “How does the data table help you understand the information on these pages?” Invite them to record this feature on their student sheets.

Name _____

Date _____

Text Features Chart

Write the name of the book in the first column. Look through the book to find the different text features. Write at least one page number in the columns to show where you found that feature in the book.

Title of Book	Bold print	Bulleted lists	Captions	Diagrams	Glossary	Graphs	Headings/subheadings	Illustrations	Index	Labels	Maps	Photographs	Table of contents	Tables	Text boxes

About Strategy Guides

A six-page strategy guide is available for each *Seeds of Science / Roots of Reading*® student book. These strategies support students in becoming better readers and writers. They help students read science texts with greater understanding, learn and use new vocabulary, and discuss important ideas about the natural world and the nature of science. Many of these strategies can be used with multiple titles in the *Seeds / Roots* series. For more information, as well as for additional instructional resources, visit the *Seeds / Roots* Web site (www.seedsofscience.org/strategyguides.html).

Student Books for Grades 3–4

Twenty-seven engaging student books are available, each with a corresponding strategy guide. The books are part of the *Seeds of Science / Roots of Reading*® curriculum program described on page 6.

Digestion and Body Systems	
Strategy	Student Book
Analyzing Part-to-Whole Relationships	<i>Systems</i>
Teaching About the Nature and Practices of Science	<i>Secrets of the Stomach</i>
Teaching Process Description Writing	<i>Voyage of a Cracker</i>
Searching for Information in Science Texts	<i>Handbook of Body Systems</i>
Making Sense of Data in Science Texts	<i>What's the Diagnosis?</i>
Variation and Adaptation	
Strategy	Student Book
Teaching Scientific Comparison Writing	<i>Blue Whales and Buttercups</i>
Using Discourse Circles	<i>The Code</i>
Using Visual Evidence to Make Inferences	<i>Mystery Mouths</i>
Teaching About the Nature and Practices of Science	<i>Evidence from the Past</i>
Weather and Water	
Strategy	Student Book
Teaching About the Nature and Practices of Science	<i>Tornado! A Meteorologist and Her Prediction</i>
Teaching About Multiple Meaning Words	<i>Falling Through the Atmosphere</i>
Gathering Information from Science Texts	<i>Weather Encyclopedia</i>
Teaching Text Structure	<i>Water in the Desert</i>
Using the Cognates Strategy	<i>Drinking Cleopatra's Tears</i>
Connecting Science Words and Everyday Words	<i>Go with the Flow: Making Models of Streams</i>
Taking Notes Based on Observations	<i>Sky Notebook</i>
Teaching Text Features	<i>Wet Weather Handbook</i>
Making Sense of Data in Science Texts	<i>What's Going on with the Weather?</i>
Light Energy	
Strategy	Student Book
Teaching About Idioms	<i>Can You See in the Dark?</i>
Teaching Summary Writing	<i>The Speed of Light</i>
Teaching About the Nature and Practices of Science	<i>Why Do Scientists Disagree?</i>
Using Discourse Routines with Science Texts	<i>I See What You Mean</i>
Searching for Information in Science Texts	<i>Handbook of Light Interactions</i>
Teaching Scientific Explanation Writing	<i>Light Strikes!</i>
Teaching Vocabulary with Science Texts	<i>Cameras, Eyes, and Glasses</i>
Teaching Concept Mapping	<i>It's All Energy</i>
Interpreting Visual Representations	<i>Sunlight and Showers</i>

Extend Learning with *Seeds of Science/Roots of Reading*®

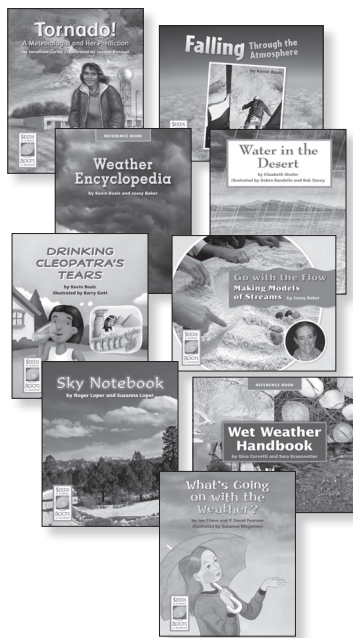
The strategy featured in this guide is drawn from the *Seeds of Science/Roots of Reading*® curriculum program. *Seeds/Roots* is an innovative, fully integrated science and literacy program.

The program employs a multimodal instructional model called “Do-it, Talk-it, Read-it, Write-it.” This approach provides rich and varied opportunities for students to learn science as they *investigate* through firsthand inquiry, *talk* with others about their investigations, *read* content-rich books, and *write* to record and reflect on their learning.

Take advantage of the natural synergies between science and literacy instruction.

- Improve students’ abilities to read and write in the context of science.
- Excite students with active hands-on investigation.
- Optimize instructional time by addressing goals in two subject areas at the same time.

To learn more about *Seeds of Science/Roots of Reading*® products, pricing, and purchasing information, visit www.seedsofscience.org



Weather and Water Science and Literacy Kit



Developed at Lawrence Hall of Science and the Graduate School of Education at the University of California at Berkeley.

Seeds of Science/Roots of Reading® is a collaboration of a science team led by Jacqueline Barber and a literacy team led by P. David Pearson and Gina Cervetti.

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