



AG MAG SCAVENGER HUNT

Grade Level

4-6

Length of Lesson

45 minutes

Objective

By the end of this lesson, students will be able to identify various text features and strengthen their summarizing skills.

Materials Needed

- IAITC Ag Mags
- Access to online interactive versions of IAITC Ag Mags (optional)
- Copies of student worksheets

Standards

Common Core

CCSS.ELA-Literacy.RI.1.5;
RI.2.5; RI.3.5

Resources

Go to agintheclassroom.org

to contact your County Literacy Coordinator for free classroom sets of our Ag Mags!

Lesson Summary

This lesson is designed to help students recognize various text features and to help them understand that authors use text features to help readers better understand what they are reading.

Suggested Sequence of Events:

1. Review the differences between fiction and non-fiction texts.
What types of text features do authors use in fictional texts and in non-fictional texts?
 - On the board, create a T-chart and label one side “fiction” and the other side “non-fiction.” Make a list of all the text features your students can think of.
 - Then ask, “What is the author’s purpose for using these types of text features?” and have students share their ideas with the whole class.
2. Use either a paper copy or the online version of one of IAITC’s Ag Mags. Use this as an example to point out some of the text features from the list on the board.
3. Complete the activity following the procedures:
 - Give each student a paper copy of an IAITC Ag Mag or have them go to www.agintheclassroom.org and choose one of the online, interactive Ag Mags.
 - Hand out the “Ag Mag Scavenger Hunt” student worksheet and have students answer the questions using their Ag Mags.
4. Whole class discussion and reflection of activity. Revisit your text features list on the board and add any more text features they observed during their scavenger hunt.
5. Extension Ideas:
 - Have students create a one page “magazine” page, using several text features, on a topic they’re studying in class.
 - Give students a variety of non-fiction texts (magazines, newspapers, etc.) to identify other examples of these text features.
 - Give students a fictional text to compare and contrast the use of text features and the author’s purpose.

List of text features: **Bolded**/underlined/*italicized* words, graphs and charts, images, maps, illustrations, diagrams, color, all caps, highlighting, headings, sub-headings, table of contents, insets and sidebars, bullets, numbering, asterisks, stars, timelines, glossary, captions, labels, index.



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STUDENT WORKSHEET

Understanding the parts of a text, whether it's fiction or non-fiction, is an important skill to have. Let's practice strengthening these skills using a non-fictional text focused on agriculture.

Ag Mag Title: _____

First, take a quick look through the Ag Mag. **Observe** some of the images, headings and sub headings, and features (like vocab or labeled models).

Next, do a quick read of your Ag Mag! This means, scan through the paragraphs of the entire Ag Mag. You're not taking the time to read the whole paragraphs, just scanning to get an idea of the information within the text.

Now, write two questions you hope to learn from this Ag Mag based on your quick read!

- 1.
- 2.

THE TITLE AT THE HEAD OF THE PAGE
OR A SECTION OF A BOOK IS CALLED
A HEADING.

Find the **first** section of the Ag Mag.

What is the heading of this section?

Now, read the section. Once you're done reading, summarize the section in two to three sentences using your own words.



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STUDENT WORKSHEET

Now, choose a different section

What is the heading of this section?

BEFORE YOU READ: Predict what you think this section is about, just based on the heading.

Prediction 

Now, read the section!

Was your prediction correct? If not, why do you think you guessed incorrectly?

Summarize the section in one to two sentences using your own words.

Now head to the Career Corner, which will be at the end of the Ag Mag!

Read the titles of the careers held by those interviewed. What are the careers?

Have you heard of any of these careers? (Circle one) **YES** **NO**

Choose **one** of the careers that sounds interesting to you and write two questions you have about what that career entails.

1.

2.

Now read the interview!

Were your questions answered? (Circle one) **YES** **NO**

What is something cool or interesting you learned about that career?



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STUDENT WORKSHEET

Find a word that you're unfamiliar with, or don't know what it means, and write it on the blank line in the scroll to the right. Read the section that the word is in.

Then, using context clues and inferences from the surrounding text, define the unfamiliar word in your own words in the blank space in the scroll to the right.

****This cannot be a word from a vocabulary section, or one that is already defined in the text****

A large scroll graphic with a blank line for writing.

NOW THAT YOU ' VE SHARPENED YOUR LITERACY SKILLS, LET ' S REFLECT!

Write down at least two new facts you've learned from this Ag Mag.

Go back to your original questions from the first page. Were these answered?

Think about the information you looked at in this Ag Mag. How does the information relate to your personal life or any experiences you've had?

SOMETHIN ' EXTRA: If you're using the online, interactive Ag Mag, click on a video or resource link. In your own words, summarize the secondary resource that you watched or read.