



# “READER” SCAVENGER HUNT

## Grade Level

7-12

## 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 Readers (printed, OR access to computers to view Readers online)
- Copies of student worksheets

## Standards

### Common Core

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

## Resources

Go to [agintheclassroom.org](http://agintheclassroom.org) to view and download all of our Readers, which you can print on your own!

## 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. Choose an IAITC Reader. 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 Reader or have them go to [www.agintheclassroom.org](http://www.agintheclassroom.org) and choose a Reader they are most interested in. Readers are available on a wide variety of ag-related topics on the “Ag Mag” page of the website..
  - Hand out the “Reader Scavenger Hunt” student worksheet and have students answer the questions using their Readers.
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,



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## STUDENT WORKSHEET

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

Reader Title: \_\_\_\_\_

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

Next, do a quick read of your Reader! This means, scan through the paragraphs of the entire Reader. 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 Reader 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 Reader.

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, find the Vocabulary section

**PICK A WORD YOU ALREADY KNEW:**

Write the word and its definition here:

What is something you would add to this definition?

**PICK A WORD THAT IS NEW TO YOU:**

Write the word and its definition here:

What is one question you still have about this word?

Somewhere in the Reader, find a *map, chart, or diagram*.

What information is being shared in this section? Summarize the information in two sentences.

What type of visual is being used? (*i.e. - map, diagram, pie chart*)

Do you believe this is an effective visual to use to present this information? Why or why not?



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## STUDENT WORKSHEET

Find the Spotlight on Careers section. Choose one of the careers mentioned. Write the name of the career on the top line of the scroll to the right, and a one-sentence description of the career *in your own words*.

What types of classes do you believe would be important to take in high school to obtain this career?

Would you be interested in having this career? Why or why not?

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

Write down at least two new facts you have learned from this Reader.

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

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