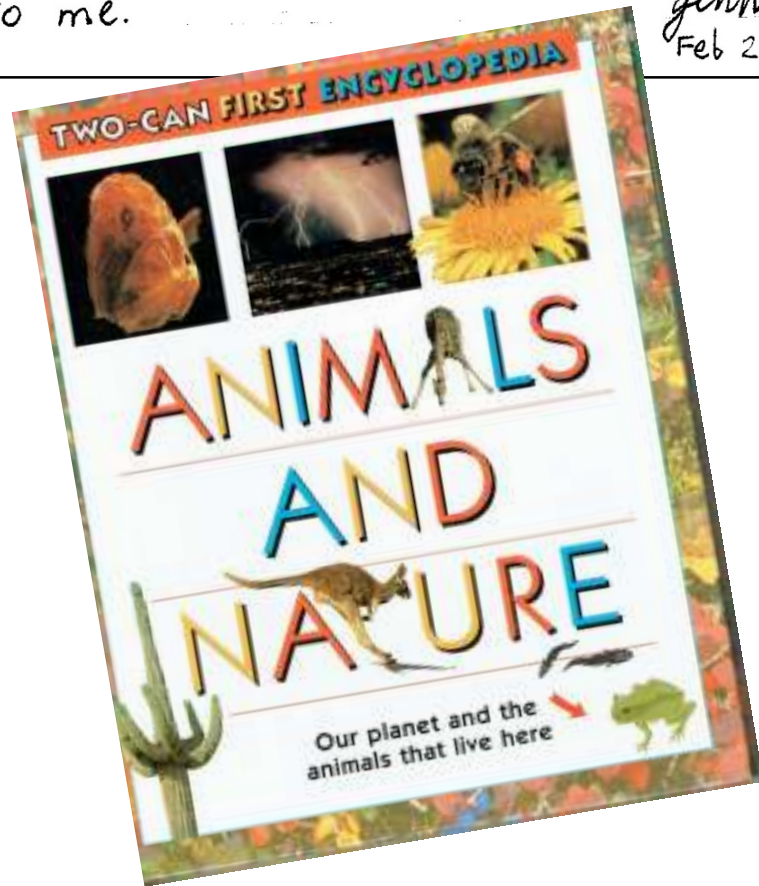


Teaching Non-fiction Texts to Primary Students

Beginning in Grade Two I read a few pages every day out of a series of encyclopedias designed for children. My mom would ask me to identify parts of the books such as the table of contents, index, headings, diagrams, etc. and reiterate the function of each part. By the time I started Grade Four, the skills needed to read, comprehend, and utilize non-fiction textbooks were second nature to me.

jenna
Feb 2021



Non-fiction Text Organization:

- Cover (picture, title & author)
- Title Page
- Copyright Page
- Table of Contents
- Index
- Heading (main idea)
- Subheadings
(related topics with details expanding on main idea)
- Photographs with text
- Sketches
- Diagrams (show steps)
- Maps
- Charts
- Bold print
- Key words
- Italicized words
- **Main Idea Focus**
 - Find the:
 - ***What Paragraphs**
(*narrative, descriptive, definition*)
 - ***Why Paragraphs** (*persuasive*)
 - ***How Paragraphs**
(*instructive, compare/contrast*)

TWO-CAN FIRST ENCYCLOPEDIA



ANIMALS

AND

NATURE

Our planet and the
animals that live here



Contents

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Teaching Tip

Each day I asked our daughter Jenna to locate the table of contents, and find the article for the day (these were not read in order).

NOTE:

The quotes and thumbnails in this document were used for the purpose of criticism (analyzing effective teaching strategies). The use of these quotes is covered under the Fair Dealing of Canadian Copyright law under section 29.1

(criticism or review) which states "Fair dealing for the purpose of *criticism* or *review* does not infringe the copyright if the following are mentioned:

a) the source; and

b) if given the source, the name of the author, in the case of a work...

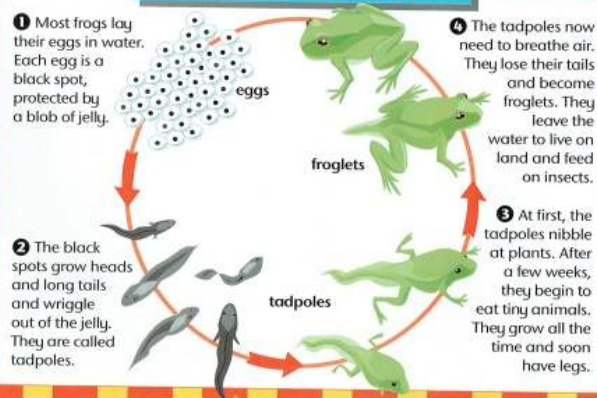
Frog

Frogs are amphibians (am-FIB-eans), animals that spend part of their lives in water and part on land. As adults, frogs live near ponds and streams where they can keep their smooth skins moist. They have large eyes in the sides of their heads which allow them to see in all directions. They can jump a long way on their strong back legs. Frogs live all over the world.



▲ A toad looks much like a frog, but it has a dry, bumpy skin and spends most of its life on land.

From tadpole to frog



Trapping food

A frog sits quite still, waiting for passing insects. In a flash, it flicks out its sticky tongue. The insect sticks on and is flipped back into the frog's mouth.

► A tree frog uses its muscular back legs to jump from one leaf to another.

Male frogs call noisily to attract females. Each kind of frog has its own special call.

Some puff out their throats into a bubble, and croak. Others peep, and some even bleat like goats.

▼ Tree frogs have sticky toes to help them cling to trees.

Did you know?

Rainforest people tip their arrows using the poison from the deadly South American arrow-poison frog. One frog has enough poison to tip 50 arrows, and each arrow can kill a deer or a big cat, such as a jaguar.

Most large frogs can push their eyes out of their sockets to make more space in their mouths when they eat.

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Teaching Tips:

Next, Jenna read aloud a two page spread from the non-fiction text. Prior to reading, I had her locate the heading and subheadings. I taught her that the main idea of the two page spread is found in the heading. All subheadings and other text features relate back to the heading. I also asked her to identify:

- *Photographs with text
- *Sketches
- *Diagrams (show order of steps)
- *Maps
- *Charts
- *Bold print
- *Italicized words
- *Key Words

•After reading the two pages I had her identify the paragraphs with headings/subheadings as:

- *What Paragraphs (*narrative, descriptive, definition*) **Frog**: definition paragraph
- *Why Paragraphs (*persuasive*)
- *How Paragraphs (*instructive, compare/contrast*) **Trapping Food**: instructive paragraph

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