# Gardening Lesson Plan – School Gardens That Thrive

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<thead>
<tr>
<th>Lesson Title</th>
<th>Elements of Nonfiction - 1st Grade</th>
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| Standards    | 2.2bii. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5)  
  2.2biii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6) |
| Lesson Objectives in Language Students will Understand | I can identify the text features of non-fiction text and how using them helps me understand what I'm reading. |
| Timeline | 1-5 days |
| Description of Learning Tasks/Activities | Using informational text, model how to locate and identify the text features. Discuss how using non-fiction text features helps readers.  
Questions to guide whole group discussion:  
  • What is this text feature called?  
  • How is it used?  
  • Why is it helpful?  
  • Where would you find __________?  
  • Explain what a (insert feature here) is and what it does?  
  • How does ______________ help the reader?  
  • How is ______________ arranged?  
Students will locate a text feature (in various texts, including web pages on the Internet) and practice using the feature appropriately.  
Independently, students will demonstrate how to use the text feature by answering questions such as:  
  • Open you book and find (name specific text feature); show me |
| **Materials** | Eat Your Vegetables a GHGR resource  
Other gardening non-fiction books |
|-------------------------------|------------------------------------|
| **Prior Learning** | Nonfiction provides information  
Informational texts have specific text features, each with a purpose. |
| **Instructional Strategies** | Model using think alouds with whole group  
Guided practice with application in small group  
Independent application |
| **Differentiation** | Enrichment Suggestions: Use a range of complex texts i.e., web pages etc. Students create their own text feature poster.  
Using a range of less complex texts, guide students through the use of the text features. |
| **Cross disciplinary Connections** | Use texts from Science/Social Studies texts about plants. |
| **Formative Assessment process** | Checklist may include:  
• Locate a specific text feature  
• Explain the purpose of a specific text feature  
• Make use of a specific text feature to find information, make predictions about what a section may cover.  
• Create a text feature poster  
• Design and label a garden layout to scale listing different types of plants  
• Reflect how do text features help me organize my thoughts, ideas? |