Interactive Nonfiction Kit
Teacher’s Manual

Product I.D. 501-1534.01

ISBN: 978-1-934950-24-1

www.theansweris4.net

Creating Solutions that are the worldwide standard for educational excellence™

Revolutionizing education to inspire and advance future generations™

ISO 9001:2000

Creating Solutions that are the worldwide standard for educational excellence™

Revolutionizing education to inspire and advance future generations™
The Region 4 Education Service Center (Region 4) supports student achievement by providing educational products and services that focus on Excellence, Service, and Children. We create and conduct professional development institutes, produce research-based instructional materials, and provide technical assistance to strengthen educational systems to promote the academic success of all students.

Interactive Nonfiction Kit
Copyright 2009
Region 4 Education Service Center
7145 West Tidwell
Houston, Texas 77092-2096

All rights reserved. No part of this book may be kept in an information storage or retrieval system, transmitted, or reproduced in any form or by any means without the prior written permission from Region 4.

The individual purchaser is hereby granted permission to reproduce all student pages for classroom use only. Reproduction of any part of this book for other teachers, entire schools, or school systems is strictly prohibited.

ISBN: 978-1-934950-24-1

Please visit our website www.region4store.com to view our online catalog and to purchase Region 4 products using a credit card or purchase order.
# Table of Contents

**Introduction** ............................................................................................................................ 1

Components of the Interactive Nonfiction Kit ............................................................................ 3

Why use nonfiction text? ................................................................................................................. 4

How is nonfiction text different? ..................................................................................................... 5

How are nonfiction texts organized? ............................................................................................... 6

What are the features of nonfiction texts? ....................................................................................... 6

**Books and Activities** .................................................................................................................. 7

*All About Ducks* ................................................................................................................................. 9

*Be Wise About Owls* ......................................................................................................................... 15

*Flying Kites* ..................................................................................................................................... 21

*Making Cookies* ................................................................................................................................ 27

*Measure This!* .................................................................................................................................. 33

*Tell Me About Turtles* ...................................................................................................................... 39

*Who’s Who in the Food Chain?* ......................................................................................................... 45

*Why Are They Like That?* .................................................................................................................. 51

**Appendix** .................................................................................................................................... 55

Text Structures Used in Nonfiction Writing ................................................................................... 56

Features of Nonfiction Books ........................................................................................................... 58

How to Preview a Nonfiction Book ................................................................................................... 60

Features Find ....................................................................................................................................... 61

How to Use the Interactive Nonfiction Kit CD ................................................................................ 62

**Bibliography** ................................................................................................................................ 64
Components of the Interactive Nonfiction Kit

The Interactive Nonfiction Kit was designed with the young reader in mind. The books are written at the second grade reading level.

Each kit contains the following parts:

- Teacher’s Guide

- 8 Nonfiction titles (6 copies each)
  - *All About Ducks*
  - *Be Wise About Owls*
  - *Flying Kites*
  - *Making Cookies*
  - *Measure This!*
  - *Tell Me About Turtles*
  - *Who’s Who in the Food Chain?*
  - *Why Are They Like That?*

- Interactive Nonfiction Kit CD-ROM
Why use nonfiction text?

Young children are naturally curious. They seem equipped with a ready arsenal of questions about themselves and their world. Nonfiction texts, also called informational or expository texts, offer answers. For that reason alone, children and nonfiction texts seem a perfect fit. Studies show that not only do young children enjoy and learn from nonfiction text, they sometimes prefer it (Kletzien & Szabo, 1998).

Most of the printed material that children will encounter in the school environment and in the larger adult society outside of school will be found in the form of nonfiction. Yet according to Duke (2000), as little as 3.6 minutes per day were spent engaging first graders in written activities with nonfiction texts. Low socioeconomic students were engaged even less, an average of 1.4 minutes. Yopp and Yopp (2000) found that only 14 percent of materials that primary-grade teachers reported reading aloud on a given day were informational. If more time was spent on helping students gain access to nonfiction texts in the earlier grades, a stronger base could be built for reading more sophisticated nonfiction in upper grades. The consequence of not exposing students to nonfiction text may be a factor in the “fourth-grade slump,” the dip in student reading scores often reported by teachers around fourth grade. At this time, a shift occurs as students veer from reading mostly narrative storybooks to reading more content related material.

Many of the topics in nonfiction texts match the subjects that children are learning about in their content areas. Incorporating nonfiction trade books within a reading program supports the needs of students with a range of reading interests and levels, including English Language Learners and struggling readers. The nonfiction trade book format allows access to specific knowledge in more manageable and varied ways. With many exposures, students become adept at navigating the features of informational texts. This skillful reading of informational text transfers into effectively maneuvering content area reading.

Use of supplemental nonfiction texts also helps develop and expand content vocabulary. The features inherent in nonfiction texts, such as photographs, charts, diagrams, captions, and labels, provide visual and detailed scaffolds for the reader. These features get a reader’s attention and provide quick access to meanings of unfamiliar words and concepts. Background knowledge is enhanced, leading to increased comprehension.

What students read also influences what they write (Tierney & Shanahan, 1996). By exposing students to nonfiction texts, readers become familiar with how authors think about, organize, and present informational topics. These texts can then serve as a model to a student’s own informational writing. In this current information age, where at least 96% of the text on the Internet is informational (Kamil & Lane, 1998), learning to read and write nonfiction should not be left to chance.
How is nonfiction text different?

The ways in which readers interact with nonfiction text differ from the techniques they employ as they read fiction/narrative text in several important ways. The strategies that readers acquire as they engage in fictitious text do not completely transfer to the demands of nonfiction.

With fiction, the reader expects the author to tell a story that is not true. The story is a result of the author’s imagination. The reader is drawn into the story by the characters, setting, plot, and mood. Clues, details, and events are experienced in sequence with the reader participating in the plot as it unfolds. The information from the text is combined with the reader’s background knowledge and used to predict and infer meaning. It is expected that the reader start at the front of the book and continue page by page to the conclusion.

The literacy path taken by readers of nonfiction text looks quite different. As a reader of nonfiction text, the expectation is that the author will relay information that is factual and accurate. From the outset, the reader is charged with making more decisions such as determining a purpose for reading the text. Whereas fiction is mainly intended to entertain, the purpose for reading nonfiction may include finding knowledge about a topic, validating an opinion, considering another viewpoint, or completing a task. The reader also has an option of being more selective in how the text is read. The text may be scanned if looking for a particular piece of information, read more deliberately if the material is challenging, or reread to remember details. In nonfiction text, the traditional front to back, top to bottom reading pattern is drastically altered. The reader has the option of starting at the front, back, or anywhere in between depending on the style of the book, how it is organized, and the purpose for reading it. In addition, the reader expects to be interrupted by attention to visual elements such as labels, captions, diagrams, and illustrations. These elements add to the comprehension of the material.

Because of the unique characteristics of nonfiction texts, students must receive explicit instruction and guidance to strategically maneuver such texts. In order for students to become proficient with this type of text, sufficient time and frequent opportunities to explore various types of nonfiction texts must be provided.
How are nonfiction texts organized?

Text structure is the way a text is organized. Students who understand how a piece is organized will be better able to gather information to comprehend and retain the content. In fiction, the reader learns that the beginning of a story introduces the characters, setting, and problem; the middle offers a sequence of events in an attempt to solve the problem; and, at the end of the story, all the loose ends are tied up and the problem is solved.

In nonfiction text, a variety of text structures is used. The nature of the information determines what kind of text structure is chosen. Within a single text, an author may use more than one type of structure in order to get meaning across to the reader, sometimes embedding one within another. Recognizing the type of structure being employed in a nonfiction text will support the reader in processing the text.

The most common text structures used in nonfiction texts are descriptive, sequential, cause and effect, question and answer, time order, compare and contrast, and narrative. See Appendix, pp. 56–57 for a chart detailing attributes and examples of each text structure. These pages may be displayed as references for students to assist them as they explore the different organizational structures in their reading.

What are the features of nonfiction texts?

The most common objective of the nonfiction reader is to locate information quickly and easily. The features of nonfiction text, such as titles, headings, table of contents, captions, and indexes, help the reader access information. Skimming and scanning the book before reading lets the reader know what features will be available in the text and how the book can be navigated. The features of nonfiction texts enable the text to be reader-friendly.

A complete listing of the features and how each one helps the reader can be found in the Appendix, pp. 58–59. These pages may be displayed as references for students as they engage in reading nonfiction texts.

As a follow-up activity, the Interactive Nonfiction Kit CD-Rom can be used for independent practice in recognizing the features of nonfiction text. Each book within the kit has a CD activity in which students manipulate the features of nonfiction text (For directions, see Appendix, p. 62.)
All About Ducks

by Kay Brickley
Illustrated by Billy E. Sandara
BEFORE READING

Text Features

*All About Ducks* is an example of a descriptive text pattern (Appendix, pp. 56–57). It contains the following features of nonfiction books: **Table of Contents, Introduction, photographs, labels, captions, comparisons, charts/diagrams, headings, bold print, maps, close-ups, Glossary, and Index.**

Guide students in previewing the book (Appendix, p. 60) and in locating any of the text features that have been introduced thus far in class. Help students recognize the commonalities of nonfiction texts. Briefly touch upon how each feature supports the reader (Appendix, pp. 58–59).

Vocabulary

Pronounce and discuss the words **down, drake, migrate, molting, waddle, waterfowl, and waterproof** before reading. These words are found in the Glossary. Encourage students to use the Glossary as necessary to support pronunciation and deepen understanding of the new words in context.

Introduction/Purpose for Reading

Assist students in completing the “Before Reading” side of the *What I Think I Know* (p. 12) to activate prior knowledge and to encourage thinking about the key concepts as they read.

Inform the students that there are many kinds of ducks in the world. Preview the Table of Contents together to gain an overview of the information they will be learning about ducks.

Brainstorm with students how to turn the headings into questions to set a purpose for reading each section.

Not All Ducks Are the Same - **How are ducks different?**
Ducks Have Bills - **What kind of bills do ducks have?**
Ducks And Water - **How are ducks suited for water?**
Ducks Have Families – **Who is in a duck family?**
Ducks Migrate – **Why do ducks migrate?**
Ducks Are Important – **How are ducks important to us?**
Options for Early Finishers

1. Mark pages with sticky notes that provide information for the *What I Think I Know*.

2. Reread predictions and circle Yes or No in the “What I Learned” column.

**DURING READING**

**Students**

Encourage students to read independently, making use of the nonfiction features of print to gather facts about ducks. Because *All About Ducks* is an informational text, students can choose to read it from front to back, by chapter headings, or by using the Index to guide their reading about ducks.

**Teacher**

Circulate among students, tuning in to the reading, making time for brief discussions, and taking anecdotal notes. Offer support to students in acquiring knowledge about the content as well as in their application of word-reading strategies. Questions might center around the facts that are listed on the *What I Think I Know* page and places in the book that provide information about the facts.

**AFTER READING**

Engage the students in discussing the facts listed on the *What I Think I Know* as well as other facts of interest to the students. Encourage students who have located new or interesting information to share with the group.

**Options for Students**

1. Work independently, with a partner, or group to mark the “What I Learned” column of *What I Think I Know*.

2. Use the *Description Web* (p. 13) to organize information about duck families obtained from *All About Ducks*.

3. Refer to *Features of Nonfiction Books* (Appendix, pp. 58–59) to locate some examples of the features contained in this text. The *Features Find* page (Appendix, p. 61) can be filled out by each student or as a partner/group activity.

4. Manipulate the features of nonfiction text as a review with the enclosed CD-Rom (Appendix, p. 62).
### Features of Nonfiction Books

<table>
<thead>
<tr>
<th>Feature (part)</th>
<th>Helps the reader . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table of Contents</strong></td>
<td>• See how the whole book is organized&lt;br&gt;• Browse the topics&lt;br&gt;• Locate a topic quickly</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Table of Contents" /></td>
</tr>
<tr>
<td><strong>Headings</strong></td>
<td>• Know what a section of the book is about</td>
</tr>
<tr>
<td><strong>What is the smallest owl?</strong></td>
<td>The Elf Owl is a very tiny owl. It lives in the desert. It lives in a hole that a woodpecker has drilled in a cactus.</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Dog" /></td>
</tr>
<tr>
<td><strong>Photographs</strong></td>
<td>• Understand what something looks like</td>
</tr>
<tr>
<td><img src="image" alt="Dog" /></td>
<td></td>
</tr>
<tr>
<td><strong>Captions</strong></td>
<td>• Learn more about an illustration or photograph</td>
</tr>
<tr>
<td><strong>A vulture is a scavenger who breaks down food into smaller pieces that are then eaten by decomposers.</strong></td>
<td><img src="image" alt="Vulture" /></td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>• Identify an illustration or photograph and its parts</td>
</tr>
<tr>
<td><img src="image" alt="Bear" /></td>
<td></td>
</tr>
<tr>
<td><strong>Bold Print</strong></td>
<td>• Recognize an important word or idea</td>
</tr>
<tr>
<td><strong>BOLD PRINT</strong></td>
<td><img src="image" alt="Bold Print" /></td>
</tr>
</tbody>
</table>
# Features of Nonfiction Books

<table>
<thead>
<tr>
<th>Feature (part)</th>
<th>Helps the reader...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparisons</strong></td>
<td>• See size differences between things</td>
</tr>
<tr>
<td>![Comparison Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Cutaways</strong></td>
<td>• View the inside, or hidden part, of something</td>
</tr>
<tr>
<td>![Cutaway Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Maps</strong></td>
<td>• Locate where things are in the world</td>
</tr>
<tr>
<td>![Map Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Close-ups</strong></td>
<td>• See details, or pieces, of something small</td>
</tr>
<tr>
<td>![Close-up Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Glossary</strong></td>
<td>• Pronounce and understand words</td>
</tr>
<tr>
<td>![Glossary Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Index</strong></td>
<td>• Find information quickly</td>
</tr>
<tr>
<td>![Index Image]</td>
<td></td>
</tr>
<tr>
<td><strong>Charts or Diagrams</strong></td>
<td>• Organize information in a simple way</td>
</tr>
<tr>
<td>![Chart Image]</td>
<td></td>
</tr>
</tbody>
</table>

## Glossary

- **energy** (ˈɛn-ər-jee) - power that is available

## Index

- Carnivores: p. 14, 15, 16, 17
- Decomposers: p. 22, 25, 26, 27
- Food chain: p. 2, 3, 29

## Charts or Diagrams

<table>
<thead>
<tr>
<th>Kind of Turtle</th>
<th>Number of Eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box Turtle</td>
<td>4-6</td>
</tr>
<tr>
<td>Tortoise</td>
<td>5-7</td>
</tr>
</tbody>
</table>
How to Preview a Nonfiction Book

1. Read the title.

2. Read the blurb.

3. Read the table of contents.

4. Read the introduction or first page.

5. Browse through the book.

6. Think! How does this book work?
How to use the Interactive Nonfiction CD-Rom

CD-Rom Directions

1. Insert the CD-Rom.

2. A screen displaying the covers of all eight books in the Interactive Nonfiction Kit will appear.

3. Click on a book cover.

If a screen does not automatically appear, click:

- START
- My Computer
- INK CD Rom Drive

For MacIntosh users:

- Select CD-Rom drive
- Click OPEN
- Double-click on MAIN.swf

Book Activity Directions

1. Click on START to begin.

2. Answer each question.

3. Click CHECK ANSWER.

4. If incorrect, click RESET.

5. You have three tries on each screen.

6. Click NEXT to go on to the next screen. When the nonfiction feature activities are finished, click:

- The red X at the bottom of the screen to return to the main menu of books.
- The X in the top right corner of the screen to close the INK CD-Rom.