

Informational Text Strategies

*****These strategies can be used for all types of informational text*****

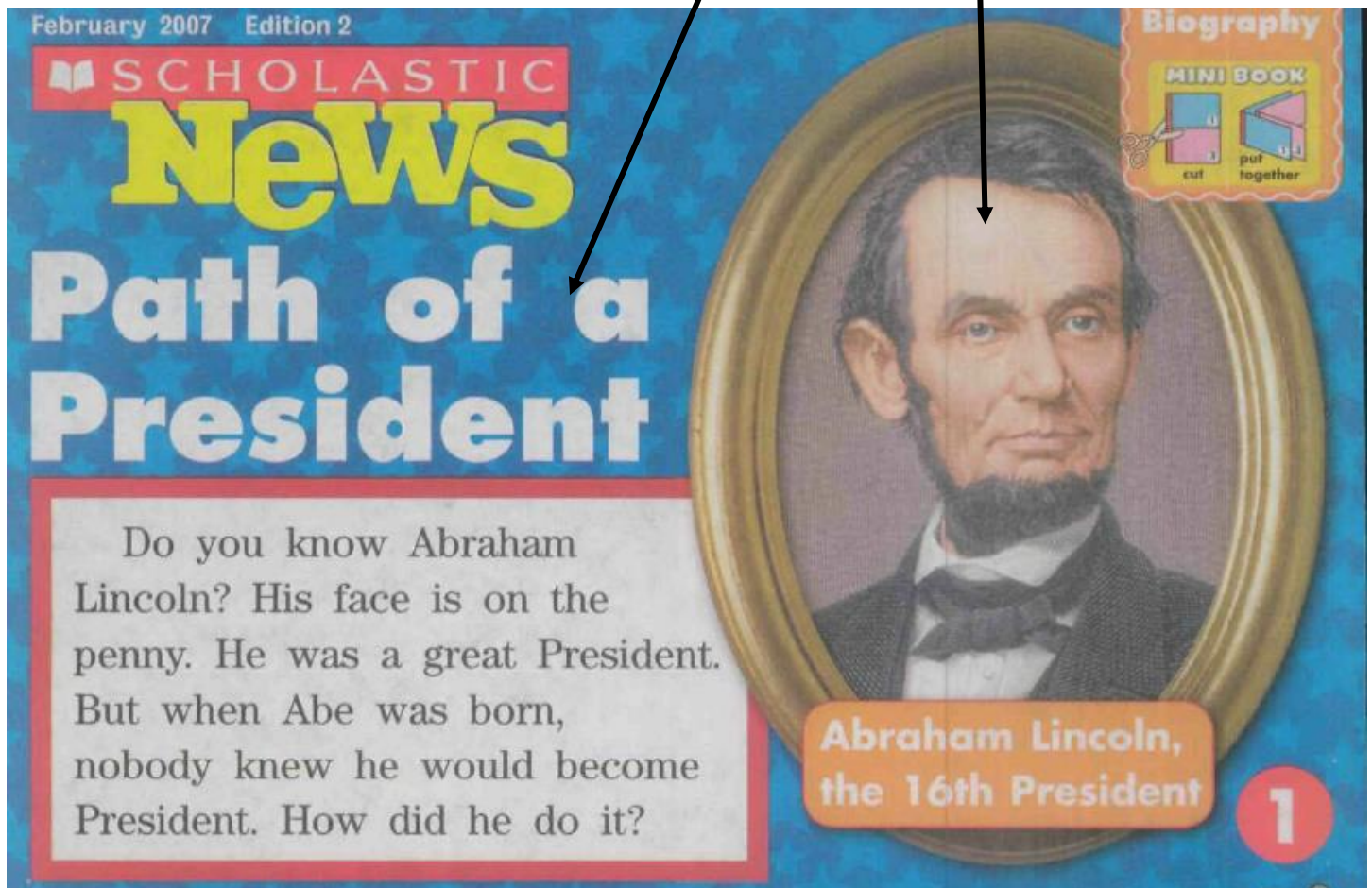
Start with a picture walk - This means flip through the pages of the book and look at only the pictures. Have your child look at pictures and tell you what they see. Ask your child questions about the things they see.

Example – Why does Abraham Lincoln have on a suit?

This helps children connect that he is important because we wear a suit when we do important things.

Then have your child read the title. Ask, “What do you think you will read about? Why do you think that?”

The child should connect the pictures from the picture walk to the title. This prepares their mind for reading and helps them to understand what they read.



When going to the next page, have students read and study the text features before they read text. Ask them about what they see.

Bold words (Ask – “What does the word elect mean?)

Images – (Ask- “What do you see?)

Caption (Ask –“What does it tell you about the image?)

KEY WORD **elect** (i-lekt) To choose someone by voting.

Abe was born in Kentucky on February 12, 1809. The Lincolns lived in a log cabin with a dirt floor. As a boy, Abe chopped wood and did chores. He learned to work hard.

United States

Kentucky

This cabin was made to look like the Lincoln family's log cabin.

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Map (Ask – “What can you learn from the map?”)

After reading the text features, read the text. Ask your child to tell you in their own words about what they read. Do not move on until they can tell you. Offer help if they need it.

As you continue to go through the text, follow these steps:

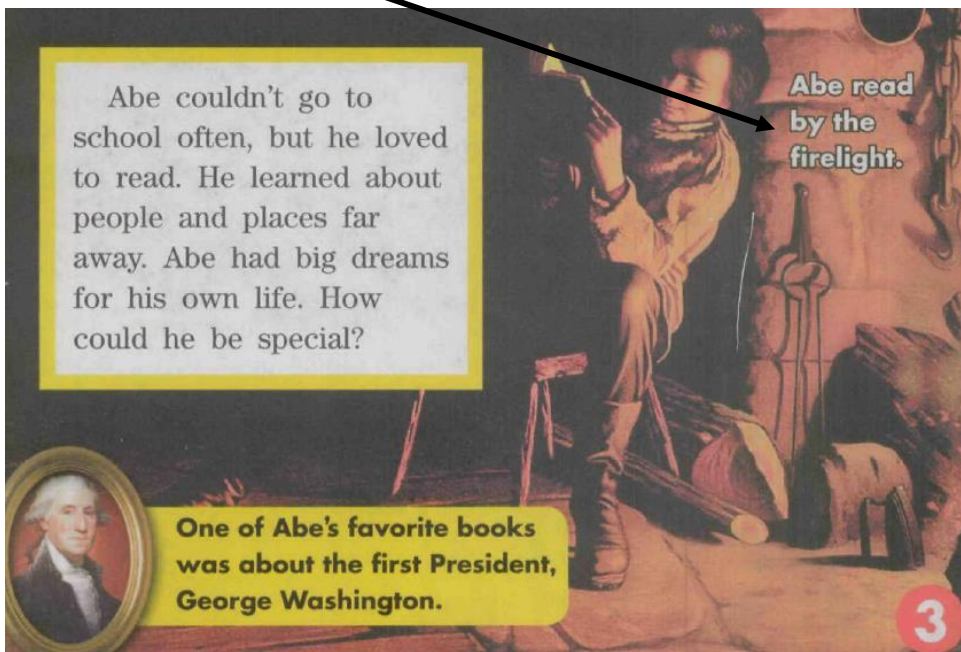
1st review text features and what information you can learn from them

2nd Read the text. You can

- read with your child at the same time
- listen to your child read to you
- you can read it to your child first and then have your child read it to you

3rd Before going to the next page or paragraph, have your child tell you about what they read in their own words. You can also ask questions to see what they know and understand.

For example, Why do you think Abe read his books by firelight? Why didn't he just use a light?



When you have completed reading, encourage your child to make an opinion or a sentence to add closure.

For this text, I might ask, "What is the most important or interesting thing you learned about Abraham Lincoln?" or "Is there a question you have about Abraham Lincoln that wasn't answered in the book?"

The purpose of this is for students to put closure to the activity and organize the information they read in their brain. By adding their opinion, the information becomes more meaningful and it is more likely your child will remember it.