What are text features?

Text features are parts of your textbook that have been created to help you locate and learn information. Text features are used in designing and organizing the pages of your textbook. The title page and table of contents are text features you can find at the beginning of books. Headings, graphics, main idea boxes, and bolded words are some of the text features you will find in the middle of your book. Reference pages like glossaries, indexes, and atlases are some text features you might find at the end of your book.

Below is a list of text features. How many can you find in your book?

- title page
- headings
- bolded or highlighted words
- vocabulary boxes
- main idea boxes
- glossaries
- graphics (pictures, graphs, charts, etc.)
- table of contents
- review questions
- index
- atlas
- chapter titles

Why should you look at the text features?

Looking at text features will help you know what is most important in a lesson and help you locate information quickly. Looking at the titles in the table of contents or on a page can quickly tell you what information you will learn about. Reference pages such as the glossary can help you find out more about a certain topic or word.

How do you use text features?

Knowing which text features to use and when to use them is important. The chart below can help you decide which text features to look at when you want to understand your book better.

To understand words and vocabulary use:
- glossary
- vocabulary boxes
- bolded or highlighted words

To find main ideas and topics use:
- table of contents
- headings
- index
- main idea boxes
- review questions

To find data or places use:
- maps
- atlas
- charts
- tables
Earthworms are natural recyclers.

There are many ways people in your community recycle. Some collect bottles and cans. Others reuse old materials such as newspaper. Did you know that earthworms also help with recycling? A community of earthworms can make compost out of leftover fruits, vegetables, grass, leaves, or other materials. Compost is added to gardens to help plants grow.

Which of the following do you think you are most likely to read about in this lesson?

a. how to do something  
b. how two things are the same  
c. why you should do something

How do you know? ________________________________
______________________________
______________________________

Vocabulary
- compost
The lesson does not give you a definition of the word *castings*. Look it up in the ITRI *glossary* and write the definition in the space below.

__________________________________________

__________________________________________

What could you do to find out the definition of this word if it weren’t included in the *glossary*?

__________________________________________

__________________________________________

__________________________________________

Like you, earthworms love to eat. They especially like to eat plants. If you mix leftover fruits and vegetables into soil and add some earthworms, the earthworms will eat the leftovers. When they are finished eating, they produce castings. The castings are full of minerals that plants need to grow. The earthworms leave behind a rich soil that helps plants grow.

Earthworms help the soil in another way. They dig or tunnel through the soil as they search for food. Their tunnels help keep the soil loose for the plants. Their digging also helps to bring organic material from the top and mix it with the soil below. Earthworms help keep the soil healthy.

This *section* tells about earthworms. Use the *index* of your book to find one other page with information about animals.

__________________________________________

__________________________________________

__________________________________________
Let's watch the earthworms at work. You will need:

1. a see-through plastic box with a lid, about one foot square by six inches deep

Punch air holes along the sides of the box and in the lid.

2. about two dozen earthworms

3. chopped vegetable and fruit scraps

Carrots are easy to see in the box.

4. soil

Why is this part of the lesson written as a list? ____________________________

How do the pictures help you understand this list? ________________________
Here’s how to start your worm composting center:

1) Put two inches of rich soil in the bottom of the container.  
2) Put two inches of chopped vegetable and fruit scraps on top of the soil.  
3) Move some of the scraps so you can see them through the box. This way you can see daily changes.  
4) Cover the scraps with two inches of soil.  
5) Add water to get the soil a little wet.  
6) Measure the height of the soil mixture and write the measurement in a chart.  
7) Put about two dozen worms on the wet soil.  
8) Put the lid on the box.

Worms like the dark. When you are done looking at the worms, put the box in a dark place. Check the box every day for changes.

After two weeks:

Measure the height of the soil mixture. Record the measurement on your chart. How has the height changed from the first time you measured it? Have the worms been doing their job?

What word in this **heading** helps you know these are ordered steps, not just a list of items?
Mr. Ortega’s third graders did an experiment to find out how hand washing affects health. They washed their hands thoroughly four times a day at school. During this experiment, fewer students were absent from school. Why?

Skin protects your body, and it is important to keep it clean. Washing your hands frequently keeps your skin clean and healthy, so it can protect you.

Are You Washing Properly?

1. Wet your hands.
2. Put soap on your hands.
3. Lather and scrub. Don’t forget to wash between your fingers. This should take 15–20 seconds.
4. Rinse and dry.

Focus

Your skin is your body’s armor, so you need to take good care of it.

Vocabulary

• oil glands
• pores

Why is this information in a box instead of the paragraph? _______________
Skin Protects Your Body

Skin protects you in many ways. It has oil glands that produce oil. The oil comes out where the little hairs on your skin grow from follicles. The oil makes your skin soft and waterproof so you don’t get soggy when you get wet.

Your skin also cools you down. Your body is cooled by sweat that comes out of your pores. Pores are tiny holes in your skin. When you get too hot, your sweat glands release sweat from pores to cool you down.

The lesson does not tell you very much about follicles. Look this word up in your glossary and write the definition below.

The definition of follicles includes the difficult words secretion and excretion. Which of these will come first in your glossary?

Write the definitions of both of these words in the space below:

secretion:

excretion:

Write one way you know that oil glands is a vocabulary word in this lesson.
Taking Care of Your Skin

Since your skin is so important, you need to take care of it. One easy way to protect it is by keeping it clean. When you wash your hands, you wash away dirt and germs. Dirt and germs from your hands can easily get inside you through your eyes, mouth, or a cut. To stop these germs, wash your hands with soap and warm water.

Scrapes and cuts are dangerous breaks in your skin. When you get a cut or scrape, clean it with soap and water. Then put on a bandage. The cut will heal faster, and the bandage will protect you from germs.

Another way to take care of your skin is to shield it from the sun. The sun’s harmful rays will dry out your skin and give you wrinkles. When the sun burns your skin, it is called sunburn. Sunburns hurt and can lead to a disease called skin cancer. Using sunscreen and wearing clothing such as hats, pants, and long sleeves protects your skin against the sun’s harmful rays.

Don’t forget to protect your skin when you are outdoors by wearing sunscreen.
Taking care of your skin is part of taking care of you. Your skin keeps your organs in and germs out. Help your skin protect you, and keep your largest organ happy, healthy, and looking good!

**Always Wash Your Hands:**

- after you blow your nose, cough, or sneeze
- after playing outside
- before you eat or handle any food
- after you use the bathroom

Does this **chart** help you understand the main idea of the lesson? Write one reason why or why not. __________

Always wash your hands before eating or handling food.
Find Out

You can use the greater than (>) and less than (<) symbols to compare numbers.

Math Words
• greater than (>)
• less than (<)

Who is the Tallest?

Josh’s family wants to take a picture. His mom thought it would be a good idea if they lined up from shortest to tallest. Josh’s dad and mom are both 70 inches tall. Josh is 53 inches tall. His sister Mia is 65 inches, and his brother Andrew is 58 inches. In what order will they get into line?

Find Out

This paragraph tells a story about Josh and his family. How is it related to the main idea of the lesson? ____________________________

______________________________

______________________________

Why did the author include the story? ____________________________

______________________________

Standards Addressed:
English/Language Arts: 3.2.1, 3.2.3 Mathematics: 3.1.5
**Fill in the Chart**

In the chart below, arrange the people in Josh’s family in order from the tallest to the shortest and write in their heights. The first one is done for you.

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Height in Inches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad</td>
<td>70 inches</td>
</tr>
</tbody>
</table>

How does this chart help you understand the main idea of lesson?
Comparing Numbers Using Symbols

Special symbols can be used to compare numbers. Josh can use them to compare the heights of people in his family. The symbol < means less than. The symbol > means greater than. Josh is 53 inches. Andrew is 58 inches. Josh’s height is less than Andrew’s height. Josh’s height < Andrew’s height.

Use the < and > symbols to compare the heights of Josh’s family members.

<table>
<thead>
<tr>
<th>Josh’s height</th>
<th>Mom’s height</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh’s height</td>
<td>Dad’s height</td>
</tr>
<tr>
<td>Josh’s height</td>
<td>Mia’s height</td>
</tr>
<tr>
<td>Dad’s height</td>
<td>Mom’s height</td>
</tr>
<tr>
<td>Mia’s height</td>
<td>Andrew’s height</td>
</tr>
</tbody>
</table>

The word symbol is not defined in the lesson. Is it in the book’s glossary? ____

How would you define the word symbol? ____________

Use the index to find the page numbers of one other lesson that tells about working with numbers and write it below: ______________________

Now use the table of contents to find that lesson’s title and write it below:

_______________________________
_______________________________
_______________________________

C-3
A Promise for a Pet

The kids in room 23 were excited because they were going to get a class pet. They went to the pet store to get their hamster. Before they could take the hamster to school, the pet store owner asked them to sign a “Pet Care Pledge.”

Pet Care Pledge

I pledge to take good care of my pet:
I will treat my pet gently,
love my pet always,
feed my pet regularly,
wash my pet and keep her/his home clean,
keep her/him healthy, and
make sure my pet is safe from harm.

Kimiko N.  Trenton  Allison
Luca  T'Shawn  Eden
Brennan  Mark  Abayna
BJ  Connor  Claire
Wren

Main Idea
People sign and say pledges to show they mean what they say.

Vocabulary
• Pledge
• Pledge of Allegiance

Does the Pet Care Pledge help you understand what this lesson will be about? Write one reason why or why not.

______________________________

______________________________

Standards Addressed: English/Language Arts: 3.2.1, 3.2.3
Social Studies: 3.2.2, 3.2.6
A Pledge is a Promise

Have you ever signed a pledge? A pledge is a formal promise. Sometimes people recite or say pledges. Many groups like the Girl Scouts have pledges or promises for their members. Do you say a pledge at your school? Some students say a pledge to do their best work and behave correctly. Our country even has an official pledge called the Pledge of Allegiance.

How does this heading help you understand what you are about to read?

C

Where else in your textbook could you look to find a map of the United States?

D

Do this map and caption help you understand the Pledge of Allegiance? Why or why not?

The United States has one pledge for all 50 states.
The Pledge of Allegiance

The Pledge of Allegiance was written a long time ago by a man named Francis Bellamy. He called his pledge the “Pledge to the Flag.” He had this pledge printed in a magazine in 1892. He wanted children to say the Pledge on Columbus Day for a special celebration. Soon many children learned the Pledge. The Pledge became an official part of our country’s rules in the 1942 U.S. Flag Code. The government later changed the name of this pledge to “The Pledge of Allegiance.”

Over the years, the words to The Pledge of Allegiance have changed, but today children and adults are still reciting it. It is a pledge that many Americans say when they stand before the American flag. They put their hands on their hearts to show they mean what they promise. Then they recite the words to the Pledge to show they promise to be loyal to their country.

Does this picture help you understand the Pledge of Allegiance? Write one reason why or why not.

What other picture would you put here to help other students understand the Pledge? Why?

Loyal is a key word in this paragraph. To find its meaning, you should look in a(n)

○ table of contents
○ glossary
○ index
○ atlas
Understanding the Pledge of Allegiance

The Pledge begins with the words, “I pledge allegiance to the flag of the United States of America.” To understand the Pledge, you need to know the meaning of the words. You already know that a pledge is a promise. There are other words in The Pledge of Allegiance that you may not know as well. Look at the chart below to find the meaning of some words in the Pledge.

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>allegiance</td>
<td>strong feelings of loyalty</td>
</tr>
<tr>
<td>indivisible</td>
<td>cannot be split up</td>
</tr>
<tr>
<td>justice</td>
<td>fairness</td>
</tr>
<tr>
<td>liberty</td>
<td>freedom</td>
</tr>
<tr>
<td>pledge</td>
<td>a formal promise</td>
</tr>
<tr>
<td>republic</td>
<td>a government where the lawmakers and leaders are chosen by votes</td>
</tr>
</tbody>
</table>

Why did the author include (UH-lee-jance) after the word allegiance?

Where else can you see words written like this?______