Page Part Detectives

Students identify how common parts of an informational page help a reader.

K.RI.2 "Craft and Style With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a

Picture	**Heading**	**Contents**

b

Heading	**Bold**	**Picture**

2 DRAW LINES

Contents	•	• **Key**
Heading	•	• **Pages**
Bold	•	• **See**
Picture	•	• **Topic**

ANSWER KEY

Page Part Detectives

HOW TO RUN THIS PAGE

Before the lesson, select an age-appropriate informational book with a contents page, section heading, bold word and useful picture. Bookmark each feature. Read the relevant text aloud. Before each printed match or circle, ask the child to find the corresponding feature in the actual book, use it to locate or explain one fact, and say how it helped. Pointing and dictated explanation are acceptable; record help separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "Listen as I read the words in each row. Which page part would help with the job I say? First find each named feature in our actual book. Use it: find a page from Contents, tell the section topic from a Heading, notice the Bold word, or explain information in a Picture. Tell how it helped before marking."

ROW	SAY	STUDENTS CIRCLE
a	I read Picture, Heading, Contents. Which page part helps you know the topic of a page? Circle it.	**Heading**
b	I read Heading, Bold, Picture. Which page part helps a reader notice an important word? Circle it.	**Bold**

PART 2 · DRAW LINES

SAY "On the left are Contents, Heading, Bold, and Picture. On the right are Pages, Topic, Key, and See. Which helper word goes with each page part? Draw a line from each page part to its helper word. First find each named feature in our actual book. Use it: find a page from Contents, tell the section topic from a Heading, notice the Bold word, or explain information in a Picture. Tell how it helped before marking."

- **Contents** matches **Pages**
- **Heading** matches **Topic**
- **Bold** matches **Key**
- **Picture** matches **See**

WHAT TO ACCEPT

Circle Heading in row 1 and Bold in row 2. Match Contents to Pages, Heading to Topic, Bold to Key, and Picture to See. A correct mark alone is incomplete. Observe the child locate and use the real feature and explain its purpose, with appropriate adult reading support. Feature names and functions remain the printed key; text facts depend on the selected book.