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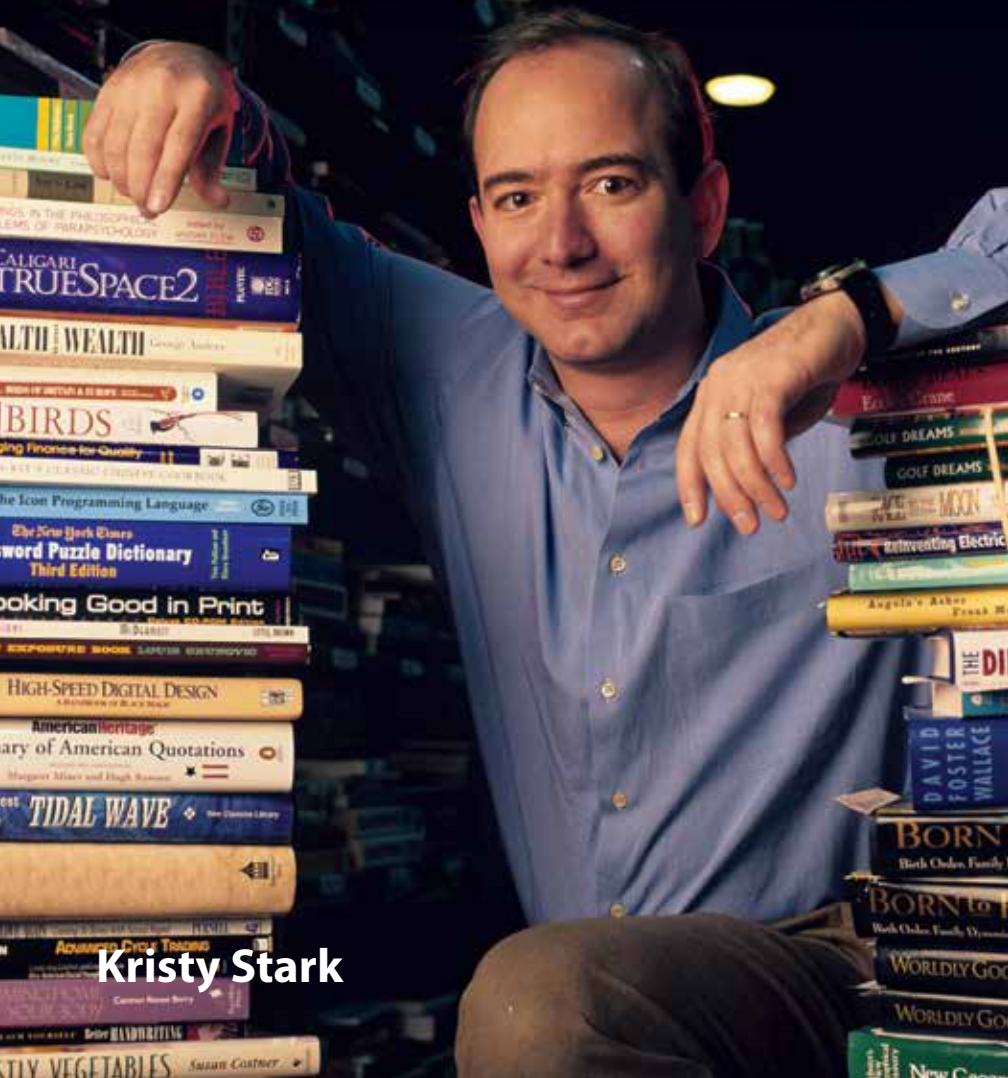
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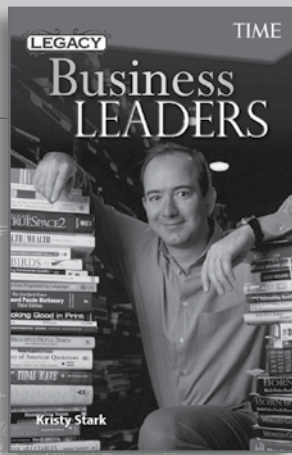
TIME

LEGACY

# Business LEADERS



Kristy Stark



# Use Text Features

## Legacy: Business Leaders

Use Text Features

### Big Idea

Legacy

### Essential Question

How does change create more change?

### Unit Overview

### Objectives

- › Use text structure to comprehend a variety of texts.
- › Preview the text by skimming the pages, looking at pictures, chapter headings, or other textual clues.
- › Use format, pictures, or textual clues to preview the text, locate information, or as support for understanding the text.

### Materials

- › copies of *Legacy: Business Leaders*
- › student practice pages
- › chart paper, sticky notes

### Use Text Features

Throughout this unit, students will learn and practice three strategies to help them identify and analyze text features. They will use text features to preview the text, clarify the text, and find additional details about the topic. As students read *Legacy: Business Leaders*, they will use binoculars as a reminder to look carefully at text features and think about how they can help us comprehend the text.

### Text Summary

There are many successful business leaders in the world, but some stand out because they blazed the trail in new directions in their industries. Their innovative ideas shaped the way people do things today. Though these leaders often faced risks and challenges, they pushed ahead to shape life as we know it.

### Key Words

accessible      efficient  
 brick-and-mortar      innovative  
 commerce      syndication

### Text Measurement

Lexile: 960L

### Teacher Created Materials

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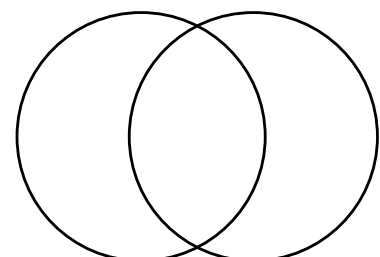


### Text Structure: Compare and Contrast

#### Structure Vocabulary

compare, contrast, similar,  
 different, agree, oppose,  
 same, both, yet, however

#### Structure Organizer



## Day 2: Use the Strategy

**Legacy: Business Leaders****5 Review Text**

Have students use the graphic organizer on student practice page 11 to review the compare-and-contrast text structure and record information learned during the previous day's lesson.

**Introduce New Text**

- Explore important features on reader pages 12–21.
  - › What do the pictures tell us about the topic?
  - › How do the headings help us predict the content?
- Use student practice page 12 to review the words *brick-and-mortar* and *efficient* on reader pages 13 and 16. Have students rate their knowledge of each word. Briefly discuss each word. Students can use the glossary in the back of the reader or write their own definitions.

**Intermediate or Advanced Language Learners:**

Have students read the section titled "A Proposed Partnership" on page 13. Discuss the concept of a video rental store and vocabulary such as *late fees*, *partnership*, and *bankruptcy*. Have students compare and contrast Blockbuster and Netflix.

**5 Model**

- Review the binoculars and how we use them to help us preview text. Say, "Remember, when we read, we use our binoculars to help us look forward in our reading to preview text."
- Introduce today's focus: Clarify Text. Say, "Besides previewing what we're about to read, text features can also help us clarify the text we are reading. A caption may explain a photo, or a graphic may give further information about something we read that didn't make sense. That's why it is important that we use text features during reading."
- Read pages 12–15 aloud, modeling fluent reading. After reading, pause to model how to clarify text. Say, "The photo on page 15 helped me clarify something I read on page 14 about on-demand streaming. Seeing the cell-phone screen with different shows on it helped me understand how people can watch movies and TV instantly."
- Return to the model from day 1, and write *page 14: Netflix on-demand streaming*. Guide students as they copy this information. **Note:** Save this model, as you will be adding to it throughout the week.

# Words to Know

**Directions:** Before studying each word, assess your background knowledge.



Self-Rating	Word	Definition
	innovative (page 4)	
	syndication (page 9)	
	brick-and-mortar (page 13)	
	efficient (page 16)	
	accessible (page 23)	
	commerce (page 28)	

0

This word is brand new to me.

1

I've seen this word before, but I don't know what it means.

2

I kind of know what this word means.

3

I could teach this word to a friend.