

**Suggested texts
for teaching
captions:**

Primary

The Fair by Sharon Callen, Capstone

The Skating Rink by Sharon Callen, Capstone

The Water Park by Sharon Callen, Capstone

Which Seed Is This? by Lisa Amstutz, Capstone

Whose Baby Is This? by Julie Murphy, Capstone

Whose Egg Is This? by Lisa Amstutz, Capstone

Intermediate

Medical Technology by Ann Fullick, Heinemann-Raintree

Series: Text Structures, Heinemann-Raintree

The Science of Lighting a City: Electricity in Action by Jim Whiting, Capstone

Who Really Discovered America? by Kristine Carlson Asselin, Capstone

Print Features Activity #7

What Is a Caption?

Captions

Purpose

To help students identify captions, and to help them understand that captions describe a graphic feature related to the main body of text it is near.

Prerequisite Skills

Students must know the difference between a text feature and the main body of text. They must also be somewhat familiar with some graphic features, such as what maps and pictures look like, and they must know how to match things that go together.

Materials

Student textbooks or nonfiction textbooks that can open to a two-page spread with both main body of text and at least one text feature with a caption; *Thinksheet 2.6: Caption Match Sorting Cards*, printed and cut apart into sets (enough for students to complete in pairs, small groups, or individually)

Directions

1. Ask students to tell you what the main body of text is and to point to it in their textbooks. Observe students as they do this to check for understanding.
2. Ask students to point to a text feature in the text. Observe students to be sure they know the difference between the main body of text and a text feature.
3. Tell students, “Today you will be learning about a very important text feature—a caption. Captions explain other graphic features, such as pictures, photos, maps, and diagrams. Not all of these graphic features always have a caption, but often they do.”
4. Show the image below (also found in the online content). Ask students what this is a picture of. They will probably not be able to give an accurate answer.



5. Next, add the caption to the image or read the caption aloud, “Flamingo feather close-up: This close-up of a flamingo’s tail feather shows how pink these birds can become from eating pink shrimp.” Based on the caption, ask students to tell you what the image shows now (based on the caption). Ask them what the main body of text might be about if this were a text feature on a page. Examples of answers would include: what animals eat, birds, flamingos, etc.
6. Tell students that it is important to read the captions because without doing so, they might get the wrong idea about what they are seeing or what they will read about. Graphic images should help them learn more about the main body of text, but they can’t do so if they don’t really know what they are looking at.
7. Ask students to point out some captions in their text. As they share, ask them what each caption explains. Possible answers include: pictures, maps, diagrams, graphs, etc.

8. Tell students that they are going to practice matching captions with the graphic features they go with. Hand out *Thinksheet 2.6: Caption Match Sorting Cards*, and go over the directions. (See student example below.) Students will determine which caption goes with which graphic image.
9. After students complete the sort, go over their answers and have them explain their thinking.
10. Ask students to think about all of the pictures and captions, and have them predict what the main body of text these features go with might be about.

Modifications (for younger, less-able, or LEP students)

- Break this into two lessons, with the sort being completed the next day.
- Read aloud and do the sort together as a class.

Assessment Options

Observe who can correctly match graphic features to captions.

Technology

Use a document camera to show the image of the flamingo feather. You can also use an interactive whiteboard to show the image, post match cards, and complete using an e-pen.

