Create a Title Page and Table of Contents

Objectives

In this mini-lesson, students will:

• Learn strategies for developing a title page and table of contents.
• Generate ideas in a group.
• Discuss how to apply the strategies to their own procedural text.

Preparation

Materials Needed

• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation

Have several nonfiction books available that have a title page and table of contents. Include some books whose title pages include art. Be sure to include some procedural texts, for example, recipe books that use different styles of contents pages.

1. Focus

Explain the Title Page and Table of Contents

Ask: Once you find a book you are interested in, how do you know what is in it? (Allow responses.) The table of contents lists the chapters or sections in the book and tells you on which pages to find them. Before the table of contents, many books also have a title page. The title page includes the name of the book and the author’s name. Today we will look at creating our own title pages and table of contents page. We can think about what a table of contents page might look like for a class book that includes all of our procedural texts.

Model Creating a Title Page and Table of Contents for a Class Book

Have several books available with different title pages and table of contents pages. Open up several books to display the title page and hold up examples.

Say: Let’s look at the title pages in these books. These are all title pages, but they don’t all look the same. They all serve the same purpose: to tell the name of the book and the author’s name. But the style and size of the letters is different. Some of these title pages include art. Notice that the art and the letters are appropriate for the kind of book and the topic of the book.

Display the contents pages of several books. Say: These contents pages all serve the same purpose: they tell the reader where to find the specific section or chapter they are looking for. Often readers do not want to read a whole nonfiction book. For example, they might be looking specifically for a particular recipe or craft idea. They can look in the table of contents to see on which page they can find what they’re looking for. But these contents pages don’t all look the same. The design of the pages is different and they use different sizes and types of lettering. Notice that some have the numbers to the left of the page, while others have the numbers to the right. Some have the text centered in the middle of the page and others have the text flush to the left. Some group the entries into categories. This makes it easier for readers to find what they want. When we are ready to publish our procedural texts, we can make a class book and create a table of contents so that readers can find the procedural text they are looking for. Keep in mind some of the styles of different contents pages you have seen.
2. Rehearse

Practice Creating a Title Page and Table of Contents

Invite students to work in groups. Tell them to think about how they would develop a contents page for a book that included the different procedural texts students in their group have been writing. Remind them to think about how they want the text on the page and how they might group the different procedural texts to make it easier for readers to find what they’re looking for. Students should write down their ideas so they can share them with the class.

Share and Discuss

Bring students together and invite them to share their ideas for their contents pages. Call attention to the different ways the groups of students have set up their contents pages.

3. Independent Writing and Conferring

Say: We learned that title pages include the title of a book, its author, and, sometimes, additional information, such as the name of the publisher and art. We also learned that a table of contents includes the titles of each section of a book as well as the page number of where the section begins. Both of these parts of a book are important because they help readers easily find what they are looking for.

Encourage students to focus on the title pages for their procedural texts during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring the class together. Invite volunteers to share their title pages and explain any challenges they faced in creating them.

Strategies to Support ELs

Beginning
Support beginning ELs’ understanding of the title pages and tables of contents of books. Show them examples of nonfiction books from the classroom or library. Name the features and have students repeat. Talk about the information that each provides.

Intermediate and Advanced
Pair ELs with fluent English speakers during the group activity.

All Levels
If you have ELs whose first language is Spanish, share this English/Spanish cognate: title/el título.