

Lesson Plan Title	Distinguishing between fiction and non-fiction books.
Grade	1
Subject	English language arts
Content Standards Addressed	<p>RL.5: Explain the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL10: With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
Time	40 minutes
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between fiction and non-fiction (informational books) books. • Collaborate with peers to discuss their understanding of fiction versus non-fiction texts.
Required Materials for Lesson/Technology	<ul style="list-style-type: none"> • Collection of 6 books, fiction and non-fiction, for each group of 4 students • Text features chart on easel paper or Smart board. • Text, <u>Feathers for Lunch</u> by Lois Ehlert • Text, <u>Bugs</u> by Nancy Winslow Parker and Joan Richards Wright
Initiation (prior knowledge, connections, vocabulary)	<ul style="list-style-type: none"> • Students are familiar with fiction and literary elements. • Students understand details in text and prediction. • Vocabulary: text, non-fiction, informational book, facts, topic
Learning Procedures	<ul style="list-style-type: none"> • Direct Instruction – after the initial activity of students sorting books by differences, the teacher will lead them to see that half are fiction and half are non-fiction. The class will complete the comparison chart with the teacher’s guidance. Teacher will read <u>Feathers for Lunch</u>, asking guiding questions such as, “Is this fiction or fact,” “Which parts of the book are informational?” • Small group work: students will sort their books into two groups and be ready to explain their thinking about what the books had in common. • Collaborative Pairs: partner one will tell a fact they notice in one of the informational books; partner two will tell the difference between fiction and non-fiction (informational) books.
Instructional Strategies	<p>10 minutes: Give students a collection of books (6 books, fiction and non-fiction per group of 4). Have each group sort the books into two groups. Ask each group to explain their sorting categories with their tablemates and be ready to share with the class.</p> <p>15 minutes: Discuss with the students the books they sorted and what each pile had in common. Although there may be multiple ways of sorting the books, the teacher should lead students to see that half are fiction and half are non-fiction. As a class, the teacher guides them to complete the comparison chart generating a list of characteristics for the fiction and non-fiction</p>
Instructional Strategies	

	<p>(informational) books. Chart is divided into three columns: Fiction, Same and Informational Text. Teacher explains to students that non-fiction books are teaching books. Non-fiction books teach the reader something, explain something, show the reader how to do something or explain how something works. Informational books are different from fiction because they give the reader facts or true information about a topic. (Bolded words are vocabulary words students will need to learn.)</p> <p>10 minutes: Teacher reads <u>Feathers for Lunch</u>, pausing after reading sections to ask questions like “Is that fact or fiction?” “Which parts of the book are informational?”</p> <p>5 minutes: Students will be paired; partner #1 will choose a book from the pile of informational books and tell partner #2 a fact noticed; partner #2 will tell #1 the difference between fiction and non-fiction (informational) books. The teacher will have a few students share what they learned.</p>
Closure	Students, in partnerships, will share their learning about fiction and non-fiction (informational) books.
Independent Practice	Students work in small groups and are asked to explain their thinking.
Assessment based on Objectives (informal, formal formative, summative, essential question)	<ul style="list-style-type: none"> • Students’ answers to their sorting activity. • Comparison chart completed. • Questions during reading of <u>Feathers for Lunch</u> • Teacher circulates around the room during closing activity to monitor students’ answers.
Interventions for struggling students	If students need reinforcement identifying factual from fictional information, the teacher can read <u>Bugs</u> .
Enrichment (for gifted students)	As this is an introductory lesson, nothing is planned at this point.
Connections to Other Subjects	Science
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