

(in the title at the very top of this page, type in the Standard: followed by title of lesson)

Lesson Title: Fiction/Nonfiction

Standard: G21.1

Grade Level: Kindergarten

Lesson Materials: Variety of fiction/nonfiction books to display, fiction/nonfiction cards for each student

Lesson Duration: 20 minutes

Dimension	Description
Learning Goals	The students will learn the difference between fiction/nonfiction books
Criteria for Success For the student: For the teacher:	students are able to determine on their own the difference between fiction and nonfiction based on the information given. I can...determine if a book is fiction or nonfiction. What the teacher will look for as evidence of success: students are able to show the fiction/nonfiction card to let me know that they understand the difference between the two.
Tasks and Activities that Elicit Evidence of Learning	As I display a book cover and read the title of the book. Students are able to make an assessment of the book and determine if they think it is a fiction/nonfiction book. Each student has a sign that has fiction on one side and nonfiction on the other. As I give the information on each book they make a choice which side to display. I start by reading the title, showing cover, then show inside pictures of the book, finally show the spine label as the last resort for them to determine.

Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions	<p>Questioning Strategies: Think about the text as I read a line or two. Does this sound like a story about a (fox) or is this giving you information about a (fox)?</p> <p>Key Misconceptions: If nonfiction book has drawn pictures versus photographs they tend to think it is a fiction book.</p>
Extending Thinking During Discourse	<p>If this is a fiction book, do you think we could find a nonfiction book on the subject? If this is a nonfiction book, do you think we could find a fiction book on the subject?</p> <p>As a follow up activity I would place 5 or 6 books at each table with two signs (fiction and nonfiction) Students are to determine with a partner which area this book belongs in. They place the books in the two categories and I can check their work.</p>
Descriptive Feedback	<p>You look at the cover of the book (read the title to them). By the picture and the title what do you think this book is about? Does the title make you think of a story that might happen or do you think this book is going to give you facts?</p>
Peer Feedback	<p>Students can turn to a partner and they can determine if they agree or disagree that this book is a fiction or nonfiction book.</p>
Self-Assessment	<p>Do I feel that all the students were able to quickly assess the book and determine fiction or nonfiction? Did the students get quicker at their assessment and make their decision? Did they use the criteria i shared with them to make this determination?</p>
Collaborative Culture of Learning	<p>I would let the classroom teachers know that we had discussed this concept in the library. Hoping that they would reinforce this in the classroom.</p>
Use of Evidence to Inform Instruction	<p>Continue to reinforce this throughout each time I read a book or I see them select a book. How do you know if this is fiction or nonfiction.</p>

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

Lesson Plan submitted by: