

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

Lesson Title: Fiction or Nonfiction

Dimension	Description
Learning Goals	The students will be able to identify a book as a fiction or nonfiction after looking through the book as well as looking at the call number.
Criteria for Success For the student: For the teacher:	I can...explain if a book is fiction or nonfiction What the teacher will look for as evidence of success: Students will be able to separate books into fiction or nonfiction piles and explain how they decided which pile the book goes in.

<p>Tasks and Activities that Elicit Evidence of Learning</p>	<p>Tell the kids that you have two books to read on the same subject. Introduce the books, explaining that one is a story (fiction) and one will give us information or facts (non-fiction). Share both books with the group. Then ask them to turn to a partner and discuss the differences in the two books.</p> <p>Show a couple of examples of fiction and nonfiction books to the group. Have them turn to their partner and say if the book is F or NF.</p> <p>Show the spines of the books to the students and point out the difference in call numbers- and explain that some non-fiction books are not informational, but still are in the nonfiction section of libraries. Show them a poetry and a fairytale book as an example.</p>
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**Standard: G2.2.6
Explain Fiction and Nonfiction**

Grade Level: 2

Lesson Materials: Fiction and nonfiction book on the same topic (for example seasons, or frogs) and Variety of Fiction and Nonfiction books (including

informational and non-informational non-fiction)

Lesson Duration: 30 Minutes

	<p>Send students to the tables where you have put the variety of books. Tell them to work in their groups to put the books at their table in piles of F and NF. They should be ready to tell me how they decided which pile the book belongs in.</p>
<p>Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions</p>	<p>Questioning Strategies: As you circulate between the groups while they are working, ask How did you decide which pile this book belonged in?</p> <p>Key Misconceptions: all nonfiction books are informational. Remind students to look at the call number to make a final decision about the book.</p>
<p>Extending Thinking During Discourse</p>	<p>Have the students discuss if they prefer F or NF books and explain why.</p>
<p>Descriptive Feedback</p>	<p>Look through each groups' pile of books and tell them if they are correct. Have them rethink books in the wrong pile and explain why it should be in the other pile.</p>
<p>Peer Feedback</p>	<p>After groups are finished, have them rotate to another table and look through the two piles there to see if they agree that the books belong in that pile. Do this rotation several time so they can look as several different tables of books.</p>
<p>Self-Assessment</p>	<p>As they check out they need to decide if their books are F or NF.</p>
<p>Collaborative Culture of Learning</p>	<p>The students will be working together in small groups to complete the task.</p>

Use of Evidence to Inform Instruction	After checking out their books, the students will show their books to me and tell me if the book is F or NF.
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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: Karen Myers