

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

**Lesson Title: Fiction vs. Nonfiction**

**Standard: G2.2.6**

**Grade Level:** Kindergarten

**Lesson Materials:** nonfiction book about rabbits; Betty Bunny Loves Chocolate Cake by Kaplan; chart paper; markers

**Lesson Duration:** 45 minutes

Dimension	Description
Learning Goals	The student will: 1) distinguish between fiction and nonfiction text
Criteria for Success  For the student:  For the teacher:	I can...  1) use clues in the book to decide whether the text is fiction or nonfiction  What the teacher will look for as evidence of success: EPR hand signs for fiction and nonfiction; appropriate answers on T-chart
Tasks and Activities that Elicit Evidence of Learning	<ol style="list-style-type: none"><li>1) Remind students about the two different kinds of books in our library -- fiction and nonfiction. Review the hand signs for each.</li><li>2) Begin looking at the nonfiction selection. Talk about the cover photo and the table of contents (two important clues about what kind of text it is).</li><li>3) Read the book stopping frequently to discuss.</li><li>4) After reading, ask students to show you (using the hand sign) what kind of book it is. Ask students to share clues/evidence that help us decide what kind of book it is. Record these clues to the T-chart-- nonfiction side.</li><li>5) Read the fiction selection, again pointing out the cover illustration and the lack of table of contents.</li><li>6) After reading, ask students to show you, using hand sign, what kind of book it is. Ask them to share the evidence. Record these on the fiction side of the T-chart.</li><li>7) Extend this lesson by using other book selections such as <u>Slowly, Slowly, Slowly Said the Sloth</u> by Carle paired with a nonfiction book about sloths, <u>Click, Clack Moo</u> by Cronin paired with a nonfiction book about cows, or <u>Happy Bithday, Hamster</u> by Lord paired with a nonfiction book about hamsters. Also add in information in future lessons about using the call address as a clue to determine what kind of book it is.</li></ol>

	<p>Evidence of learning: After reading each text, students will contribute to a t-chart(list of evidence from each text demonstrating the type of text it is-- fiction or nonfiction). When prompted students will show the hand sign we have learned for the type of text we just read.</p> <p>Hand sign for fiction is opening a book and then pointing to your temple while saying “fiction is a story made up in the author’s imagination.” Hand sign for nonfiction is one “chopping” hand coming down on a flat hand while saying “nonfiction is true facts and information.”</p>
Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions	<p>Questioning Strategies:</p> <ol style="list-style-type: none"> <li>1) Exit ticket:After check-out, students will line up with their book. Teacher will go down the line and say to each student “I will read your title and you tell me what kind of book you think it is--fiction or nonfiction.”</li> </ol> <p>Key Misconceptions:</p> <ol style="list-style-type: none"> <li>1) Nonfiction books only have photographs.</li> </ol>
Extending Thinking During Discourse	When students answer the question “ What kind of book is this?” ask them to provide evidence from the book for their answer.
Descriptive Feedback	Provide continual verbal feedback to students when they show you the hand signs and label the text as nonfiction or fiction.
Peer Feedback	
Self-Assessment	
Collaborative Culture of Learning	
Use of Evidence to Inform Instruction	

*Lesson Plan submitted by: Dawn Mercer*