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Professor Gust

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## **Lesson Plan**

**Lesson: Fiction vs. Nonfiction**

**Length: Language Arts Block for the Day**

**Age or Grade Level Intended: First Grade  
English/Language Arts**

**Academic Standard(s): English/Language Arts**

1.3.4 Distinguish fantasy from reality.

**Fiction – the class of literature comprising of works of  
imaginative narrative**

**Non Fiction – written works intended to give facts, or true  
accounts of real things and events**

**Performance Objective(s):** After reading stories with both  
fictional and non fictional characters and situations;  
students will distinguish the story as either fiction or  
nonfiction with 75% accuracy.

**Assessment:** Walk around the room and ask questions as they read  
through the story together and check off names of those who  
participate confidently. Having each student create a short fictional  
account (based off of the stories read in class) in a few sentences will  
allow the teacher (you) to evaluate their sense of fantasy verses  
reality.

## **Advance Preparation by Teacher:**

Definitions of Fiction and Non Fiction from Dictionary.com

An arrangement of fictional and nonfictional children's books

Language Arts Reference

Wolstencroft the Bear book by Karen Lewis from Children's Storybooks  
Online

## **Procedure:**

**Introduction/Motivation:** Line a row of books along the chalkboard (some fiction and some nonfiction) and have the class agree on whether it is fiction or nonfiction (fantasy or reality) based on the covers and/or titles of the books. **(Gardner: Interpersonal, Bloom: Evaluation)**

## **Step-by-Step Plan:**

1. Ask the class what they know about the similarities and differences between fiction and nonfiction stories. **(Bloom: Analysis)**
2. Have the students open their Language Arts book to page 53 and go through the pictures in the Johnny Appleseed story; discussing as a class whether it could be a nonfiction work.
3. Break the class up into groups of two or three and have them take turns reading Johnny Appleseed to each other. Walk around the room and ask questions as they read through the story together and check off names of those who participate confidently. **(Gardner: Verbal/Linguistic and Interpersonal, Bloom: Comprehension)**
4. As a class decide that Johnny Appleseed is indeed a nonfiction story and present more facts derived from the unit directory to the class.
5. Remind them that a fictional story is a made up fantasy and ask them to head to the storytelling corner to hear one of your (the teacher's) favorite fictional stories.
6. Once everybody is settled, show the cover of Wolstencroft the Bear and read the story with enthusiasm; allowing them to see all the pictures. **(Gardner: Visual/Linguistic)**
7. Ask the students questions like "Can bears really talk?" "Do teddy bears go to school?" **(Bloom: Comprehension)**

8. Have the students go back to their desks and get out a piece of paper and a pencil. **(Gardner: Bodily/Kinesthetic)**
9. Having each student create a short fictional account (based off of the stories read in class) in a few sentences will allow the teacher (you) to evaluate their sense of fantasy verses reality. **(Bloom: Synthesis, Gardner: Intrapersonal and Verbal/Linguistic)**

**Closure:** Go home and pick out your favorite book to bring to class tomorrow; then we can decide if it is fiction or nonfiction.

### **Adaptions/Enrichment:**

**Boy with a Written Expression Learning Disability:** Give him some time and then have the boy act out his fictional account to you

**Girl with ADHD-Hyperactive:** Ask her to help turn the pages of the storybook. Make sure that she is in a supportive group, not with other hyperactive children. Do not make students sit, as long as they stay near their assigned workstation. Stay close to this group as the teacher.

**Girl with Autism:** Allow her to read on her own.

**Boy with High Ability:** Have him bring back an example of both fiction and nonfiction works to class the next day. During the lesson, he can take notes from class discussion that identify certain facts from the stories as fiction or nonfiction.

**Self-Reflection: *Journal-*** Did I accomplish an overall success of my targeted state standard? How confident do I feel in my teaching success? What can I do next time to improve or build upon what I already have?

<http://www.appleappetite.com/Johnny.htm>

<http://www.magickeys.com/books/wolstencroft/index.html>