

**Lesson Title:** Fiction vs Non Fiction: A Library Lesson in spotting the differences between Fiction and Non-Fiction Books.

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**Subject of Lesson:** This lesson focuses on identifying the differences between the fiction and non-fiction genres

**Grade Level:** 1<sup>st</sup> grade

**Lesson Duration:** 3-4 class periods (30 minutes each)

**Lesson Materials/Resources:**

- A selection of non-fiction and fiction books with similar themes. Ideally enough for pairs of students
- Paper grocery bags
- Chart paper
- Markers, crayons, colored pencils, pencils
- Venn Diagram
- Cut out of characteristics of fiction and nonfiction texts
- Poster paper

**Lesson Overview/Rational:**

**Objectives:**

First grade students

Students will identify the defining attributes of fiction and nonfiction books using picture cues and spine labels.

- I can tell you what fiction means.
- I can tell you what nonfiction means.
- I can tell the difference between a fiction and a non-fiction book using the spine label or pictures.

**Big6 Objectives and Activities:**

**1. Task Definition:**

By the end of the lessons, students will be able to independently locate and identify characteristics of fiction and non-fiction books. To be a knowledgably library citizen, students need to understand how to locate materials by using the spine label as well as where these materials are located.

The first lesson will focus on using a spine label and identifying the differences between the spine labels of fiction and nonfiction. By the end of the lesson students will be able to answer the following questions: Where are fiction books located? Where are nonfiction books located? What clues on the spine label tell me it is a fiction book? What clues on the spine label tell me it is a nonfiction book?

The next two to three lessons (or more if needed) will focus on identify the characteristics of a fiction and non-fiction book. Students will be able to describe at least two characteristics of fiction and non-fiction book by the end of the lessons.

The librarian will create a brainstorming chart with the students about what they think they know about fiction and non-fiction books. The librarian will record all answers to

review at the end of the lessons. Students will discuss in small groups or partners and then present answers to the class. This chart will be useful when planning the next lessons.

**2. Informational Seeking Strategies:**

The librarian will provide fiction and nonfiction books to each group of students (3-4 students in a group). The books at each group will be about the same topic like bears, frogs, sports, etc. The students will discuss how the books are different. The librarian will allow for a whole group discussion and will record student responses on a new chart paper.

The next lesson, the librarian will present the chart and discuss the responses. The librarian will use this chart as a way to teach about the differences between fiction and non-fiction. After the lesson, the groups will separate the books on their table into fiction and non-fiction.

**3. Locate Sources:**

The librarian will review information about where to located fiction and non-fiction books by asking the class questions. In pairs, students will be given the call number of a fiction and non-fiction book and will locate the materials. Students will share something interesting about one of their books with the class and will describe if it is a fact (nonfiction) or a story/ make believe (fiction).

**4. Use of Information:**

In their groups, students will be presented with the characteristics and picture cards about fiction and nonfiction. (The librarian will create these using the previous class discussion). Students must organize the facts into a Venn diagram chart provided to each group. (The librarian will create a Venn diagram on large chart paper.) The librarian will roam to each group to check for accuracy and completion. At the end of the class, the teacher will create a Venn diagram to post using the students' responses.

**5. Synthesis:**

Students will create a poster that includes a picture and a sentence about a fiction and nonfiction book. The librarian will lead a discussion and display the Venn diagram from previous class.

**6. Evaluation:**

The librarian will review posters for accuracy and post a selection around the library. The librarian will lead a discussion where students discuss their understandings about the differences between fiction and nonfiction texts.

### **Essential Questions/Focusing Questions of Lesson:**

1<sup>st</sup> grade students will be exposed to a variety of fiction and nonfiction texts. Students will be able to identify the characteristics of fiction and nonfiction and be able to describe which one they like reading the best and why. In this unit we will focus on the following essential questions:

- What are the characteristics of the fiction genre?
- What are the characteristics of the nonfiction genre?
- Where do I find fiction texts in the library?
- Where do I find non-fiction texts in the library?
- How can I use the spine label of a book to identify if it is a fiction or nonfiction text?

### **Standards:**

#### **AASL Standards:**

**1.1.2** Use prior and background knowledge as context for new learning.

**1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning

**1.3.4** Contribute to the exchange of ideas within the learning community.

**3.1.1** Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning.

#### **Montana K-12 Content Standards for Library Media :**

Content Standard 2: Students locate sources, use information, and present findings.

Content Standard 5: Students pursue personal interests through literature and other creative expressions.

#### **Montana Content Standards for English Language Arts:**

##### **Reading Standards for Literature: Craft and Structure**

5. Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.

##### **Writing Standard: Research to Build and Present Knowledge**

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.

##### **Speaking and Listening Standard: Comprehension and Collaboration**

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Technology Used:**

Interactive Board may be used instead of chart paper to track student responses.

**Collaboration:** (Classroom Teacher (CT) and Teacher Librarian (LMS))

LMS will be responsible for:

- Teaching students about how to identify the difference between fiction and non-fiction books
- Providing a selection of fiction and non-fiction books to teachers

CT will be responsible for:

- Implementing reading lessons that use fiction and non-fiction books
- Providing books to students during free reading time

**Anticipatory Set/Object Based Learning (Lead-In):**

Show two books on the same subject. Explain that these books belong in two different places in the library because, although they are both about the same topic, they are two different kinds of books. Explain that by the end of the unit, students will be able to describe the difference between the two books.

**Lesson Closure/Object Based Learning (Reflect Anticipatory Set):**

We have just learned about fiction and non-fiction books. At your table you will find a paper sack that has a book. You must find your partner that matches the same topic. When you find your partner, decide who has the fiction and non-fiction book. How do you know this? We will share answers after everyone has matched up.

**Lesson Evaluation/Assignments/ Handouts/Teaching Materials:**

Students will be evaluated by completing a poster about fiction and nonfiction texts and participation in class discussions. The librarian will create Venn diagram poster for each group and picture/text characteristics cards about fiction and nonfiction texts.

**Adapted Learning:**

**Adaptations:** The librarian will place students in groups that accommodate all learners, especially students with learning disabilities. The librarian will make modifications to poster assignment (allowing students to work in pairs, to use assistive technology, or provide an alternate assignment) as needed.

**Extensions:** Students find two books (one fiction and one nonfiction) and create a Venn diagram using the information from the texts. The Venn diagram should reflect what they know about the characteristics of fiction and nonfiction texts.

**Works Cited:**

*Fiction and nonfiction 1<sup>st</sup> grade.* Retrieved from:

<http://www.tacoma.k12.wa.us/information/departments/libraries/Documents/fiction%20and%20nonfic.%20Lesson%20Plan.pdf>

