Teacher Sarah M. Brown Date March 10 and 11, 2011

Subject Media/Technology Grade Level 1st Length of Lesson Forty-five minutes

Instructional Objective(s)/Outcomes: Indicate what is to be learned.

Objective #1: (Use SMART Objectives)

By the end of the lesson, after listening to the teacher read Stellaluna by Janell Cannon and Bats by Gail Gibbons and using Book Flix (http://bkflix.grolier.com) to watch Bear Snores On by Karma Wilson and read A Bear Cub Grows Up by Pam Zollman, students will be able to distinguish between fiction and nonfiction books and fictional and factual elements in particular stories.

Sunshine State Standard: LA.1.5.2.3 - listen attentively to fiction and nonfiction read-alouds and demonstrate understanding.

Objective #2: (Use SMART Objectives)

By the end of the lesson, after listening to the teacher read Stellaluna by Janell Cannon and Bats by Gail Gibbons, students will be able to fill out a T-chart with five examples of bat facts and five examples of bat fiction.

Sunshine State Standard: LA.A.2.1.4.1.1 uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.

Objective #3: (Use SMART Objectives)

By the end of the lesson, students will be able to physically and/or verbally differentiate between fiction books and nonfiction books.

Sunshine State Standard: LA.E.1.1.1.1.1 knows various broad literary forms (for example, nonfiction, fiction, poetry, picture and predictable books)

Goal 3 Standards: Identify which Goal 3 Standards you are including in your lesson and describe the activities you are providing that allows students to demonstrate those standards.

Standard 1: Information Managers. Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files in order to perform tasks and/or for enjoyment. [Acquire, use, and manage information purposefully]

Students will learn the difference between nonfiction (fact, real) and fiction (make believe). They will learn how to locate nonfiction and fiction books in the library and distinguish between things
that are make believe and things that could happen in real life. They will listen to various nonfiction and fiction books on the same topic. The lesson will be further enhanced with the literary website Book Flix.

**Subject Matter Content:** *Indicate what you intend to teach* and identify which forms of *knowledge (concept, academic rule, skill, law and law-like principles, and/or value knowledge) will be included in the lesson.*

**What I intend to teach:** *Write a paragraph summarizing your lesson content.*

This lesson teaches students to distinguish between fact and fiction. In the library portion of the lesson, students will listen to *Stellaluna* by Janell Cannon and *Bats* by Gail Gibbons. They will learn how to locate fiction and nonfiction books in the library and separate assorted books into fiction and nonfiction. In the technology portion of the lesson, students will use Book Flix to watch *Bear Snores On* by Karma Wilson and read *A Bear Cub Grows Up* by Pam Zollman. After watching and reading the book pairs, they will work on the accompanying Puzzlers activity (Fact or Fiction?). Students will fill out Nonfiction/Fiction T-charts to demonstrate comprehension.

**Forms of knowledge I will use:** *Refer to page 5-13 in your Setting the Stage for Effective Practices textbook and use the same format of the examples provided.*

**Concept:** Fiction  
**Definition:** A story that an author creates from his or her imagination, usually with the purpose to entertain the reader  
**Attributes:** make-believe, imaginative  
**Examples:** fantasy, science fiction, historical fiction, realistic fiction (fiction genres are not being covered in this lesson)  
**Non-Examples:** biography, autobiography, reference, almanac

**Concept:** Nonfiction  
**Definition:** A factual book, usually with the purpose to inform and educate the reader  
**Attributes:** fact, informational, real  
**Examples:** biography, autobiography, reference, almanac, atlas  
**Non-Examples:** fiction

**Instructional Procedures:** *Indicate how you intend to sequence the activities in the lesson from initiation to closure, estimating the time necessary to complete each major component of the lesson. Include these three major components.*

**Lesson Initiating Activity:**

Set up: Place six to ten assorted fiction and nonfiction books on each table before class. Give each student a T-chart, one side labeled “Nonfiction” and the other side labeled “Fiction.”

Ask students if they know the difference between fiction (make believe) and nonfiction (real). Show students where nonfiction and fiction sections are located in the library and how to
differentiate between the two areas.

*Time: Five minutes*

**Core Activities:**

Read *Stellaluna* by Janell Cannon and *Bats* by Gail Gibbons. While listening to the two books, students will fill in their T-charts with five examples of bat facts and five examples of bat fiction. Using students’ examples, fill out a T-chart on the board as a class. Discuss what makes *Stellaluna* fiction and *Bats* nonfiction, as well as what events in *Stellaluna* could happen in real life. (Fifteen minutes)

Have students separate the books on the tables into fiction and nonfiction. (Five minutes)

Have students watch *Bear Snores On* by Karma Wilson and read *A Bear Cub Grows Up* by Pam Zollman on the Bookflix website (under “Animals and Nature”). While watching/reading, have students fill out their Nonfiction/Fiction T-charts. After watching, have students play “Puzzlers: Fact or Fiction?” When they are finished, students can compare other fiction/nonfiction book pairs on the website. (Fifteen minutes)

*Time: Thirty-five minutes*

**Closure Activity:**

Discuss the books read. Which stories were nonfiction? Which were fiction? For the fictional stories, are there any elements that could happen in real life?

*Time: Five minutes*

**Strategies that met the needs of diverse learners:** (ESOL, ESE, low ability, etc.)

*Identify the Language Level of the ESOL student(s) and describe the appropriate ESOL strategies used.*

*Identify the ESE disability and describe the appropriate strategies used.*

Learning disabilities, Reading and/or writing disabilities: Students may draw facts under the Nonfiction column and fictional elements under the Fiction column of the T-chart. They may verbalize facts and fiction or point to these elements in the stories. They may use the books’ illustrations and context to determine which books are nonfiction and which books are fiction.

Physical disabilities: Students may dictate their answers to the teacher, a classmate, or an aide. Students may use assistive technology to type in their answers or point to nonfiction and fiction elements as they are shown.

Communication disabilities: Students may point to nonfiction and fiction examples, draw examples
on their T-charts, or use assistive technology to communicate their comprehension of the topic.

All disabilities: The teacher should allow students extra time as needed to complete the tasks.

**Classroom Management Procedures that facilitate delivery of lesson:**

**CHAMPS**

**Materials and Equipment:** List all materials and equipment used by both the teacher and the learner.

Materials/Equipment used by the Teacher:

**Books**


Assorted fiction and nonfiction books to be sorted by students

Materials/Equipment used by the Learner:


Nonfiction/Fiction T-charts

Pencil and/or markers

**Assessment/Evaluation:** Identify the techniques you will use to determine that the students have attained the instructional objective(s). For example, tests, presentations, products and/or systematic observation. Specify how the needs of diverse learners will be accommodated in your assessment. Assessments should link to your **SMART objectives and have measurable outcomes.**
By the end of the lesson, students will be able to locate fiction and nonfiction books in the library, distinguish between real and make-believe elements in a story, and identify fiction and nonfiction books. I will assess their understanding by looking at the Nonfiction/Fiction T-charts they fill out, as well as by looking at the piles of books separated into nonfiction and fiction. Students will show comprehension via written (T-chart) and/or verbal communication.

**Follow-up Activities:** Indicate how other activities/materials will be used to reinforce and extend this lesson. Include special assignments, projects and homework

**Reflect on the connection to the Conceptual Framework and at least 3 EAP indicators YOU have demonstrated by planning, preparing and writing your lesson plan.**

EAP 7 – Human Development and Learning 2: Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.

Students already know about real and make-believe. Students also know what can never happen in real life (animals talking, animals making popcorn, bats acting like birds). I will expand this knowledge to include nonfiction, fact, and fiction. When organizing piles of books into fiction and nonfiction, students will be examining familiar titles.

EAP 10 – Planning 6: Plans activities that utilize variety of support and enrichment activities and materials.

Students will compare and contrast fiction and nonfiction/ real and make-believe/ fact and fiction on T-charts individually and as a class. Students will read and watch fiction and nonfiction stories on the Book Flix website.

EAP 10 – 13: Helps students develop concepts through a variety of methods.

Students will become familiar with the concepts of fiction and nonfiction by listening to fiction and nonfiction books, watching and reading books on the Book Flix website, and comparing fictional and nonfiction elements on a T-chart.

I am now more informed about creating and implementing lesson plans. I am more capable of creating and implementing a lesson plan for the students in my library media center.