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| **Grade:** 1 | | | **Subject:** Reading | |
| **Materials:** *The Day Jimmy's Boa Ate the Wash*, nonfiction book about snakes, anchor chart of Fiction and Nonfiction Characteristics | | | **Technology Needed:** None | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Technology integration * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard(s)**  1.RL.5: Explain the differences between fiction and nonfiction text  using a wide range of text types. | | | **Differentiation**  **Below Proficiency:** Identify one characteristic of a fiction or nonfiction book.  **Above Proficiency:** Identify other examples of fiction and nonfiction texts.  **Approaching/Emerging Proficiency:** Understand the differences between fiction and nonfiction.  **Modalities/Learning Preferences:** Visual/Auditory/Kinesthetic | |
| **Objective(s)**  By the end of the lesson, students will understand the differences between fiction and nonfiction by sorting characteristics of fiction and nonfiction on an anchor chart.  **Bloom’s Taxonomy Cognitive Level:** Understand | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.)**  Students will sit on assigned star spots during lesson. | | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**  Students will sit upright on star spots during the lesson and will raise their hands to ask and answer questions. | |
| **Minutes** | **Procedures** | | | |
| **10** | **Set-up/Prep:**  Make Fiction and Nonfiction Characteristics anchor chart. Put each word on a different piece of paper to tape on during lesson. mage result for fiction and nonfiction characteristics anchor chart | | | |
| **5** | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**   * Ring chime to call students to their star spots. * Tell students that those who are good learners and paying attention will be my assistants during the lesson. * Hold up *The Day Jimmy's Boa Ate the Wash* (fiction book) and nonfiction book(s) about snakes.   over image   * Ask, *“What do you notice about these books?”* (Prompt students to offer responses that show basic differences between fiction and nonfiction) * Say*, “Some books we read are not true. These books are fiction. We read different types, or genres, of books. Some fiction books are narratives, fairy tales, and tall tales. Can you think of other books that are fiction?”* * Say, *“Some books we read are true. These books are full of facts. Books that are true are nonfiction books. Some examples of nonfiction books are Zoobooks, this book about snakes, etc. Can you think of other books that are nonfiction?”* * Hold up samples of books from the classroom library and ask, *“Which of these books is fiction? Which is nonfiction? How do you know?”* | | | |
| **15** | **Explain: (concepts, procedures, vocabulary, etc.)**   * Show the anchor chart to the class. * Hand out characteristics to students who were well-behaved and engaged. * Ask students to think and discuss with their neighbor whether their piece of paper is a characteristic of fiction or nonfiction. * Count down from 5, then ask students to get up and place their characteristic where they think it should go on the anchor chart. * Ask the rest of the class to give a thumbs up if they agree or a thumbs down if they disagree in front of his/her chest with the each choice. * Repeat the same with pre-cutout photos of fiction and nonfiction characters/animals. * Hand out photos to students who were well-behaved and engaged (different students if possible). * Ask students to think and discuss with their neighbor whether their photo is fiction or nonfiction. * Count down from 5, then ask students to get up and place their photo where they think it should go on the anchor chart. * Ask the rest of the class to give a thumbs up if they agree or a thumbs down if they disagree in front of his/her chest with the each choice. * If time permits, Read *The Day Jimmy's Boa Ate the Wash.* * Discuss whether the book was fiction or nonfiction and why. (Fiction, not real, illustrations, story) | | | |
| **1** | **Review (wrap up and transition to next activity):**   * Tell students that during their daily rotations, they will be doing a fiction and nonfiction sort with me. * Ask students keep the characteristics of fiction and nonfiction in mind during their small group and independent reading. * Dismiss students by colors they are wearing to grab their book boxes and start reading. | | | |
| **Formative Assessment: (linked to objectives)**  **Progress monitoring throughout lesson- clarifying questions, check-**  **in strategies, etc.**  Informal: Ask students for thumbs up/down to agree/disagree. Call on students to categorize characteristics.    **Consideration for Back-up Plan:**  Gather a variety of fiction and non-fiction books. | | | **Summative Assessment (linked back to objectives)**  **End of lesson:** During daily 5 rotations, students will complete fiction and nonfiction picture sort.  **If applicable- overall unit, chapter, concept, etc.:** Mrs. Brilz will assess fiction and nonfiction at a later time during daily 5. | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**  I think this lesson was my best yet! Every student was engaged. Most of the students knew the differences of fiction and nonfiction already for the most part. When I asked, “What do you notice about these books?” at the beginning of the lesson, one child exclaimed, “One is fiction and one is nonfiction!” I am very glad I chose the books I did (about snakes) because they immediately were connected to the subject! I knew I had to be flexible with this lesson and go off what students already knew and what we had time for. There was not time for a summative assessment during the short twenty-minute lesson. Instead, I asked a lot of questions about characteristic of fiction and nonfiction, listened as students discussed their characteristic cards, and watched as they placed them. Also, thumbs-up and thumbs-down was a good strategy for an informal assessment in this situation. Most students already knew the general differences between fiction and nonfiction, but I noticed that Hailie really struggled and got almost everything wrong, so I know I need to work with her more on that. Briggs understood the differences between the characteristics, but could not remember which one was which. Then, I stressed that fiction means fake. I wish I would have used that as a characteristic instead of “not real” so they could associate the letter “f” in fiction and fake. They really liked categorizing the pictures and it was easy for them to do so since we had the characteristic words already categorized.  I planned to read *The Day Jimmy's Boa Ate the Wash*, since teachers typically read a lot of fiction picture books for read-aloud, but the students seemed really interested in the nonfiction book, so after recess, I had them vote and the clear majority of the students wanted to read the nonfiction book about boa constrictors! I think that they like that I gave them a choice. I then asked them questions to connect to the text such as, “Have any of you been to Mexico or South America?” or “have any of you seen the *Jungle Book*?” because the boa constrictor is in the trees.  Mrs. Brilz really enjoyed the lesson, and I am glad she took some pictures so I can include them in my portfolio! She also liked my anchor chart, so she had me take down one of her bulletin board sections and hand it up on the wall!  Tomorrow, I will have the students complete the fiction and nonfiction picture sort during one of their daily fives. I am highly confident they will be able to successfully complete it all correctly. I will make sure to closely monitor Hailie, Patience, Shelby, and Briggs during this activity. I believe the anchor chart will really help them. Honestly, the hardest part might be cutting and gluing the pictures, but that will help them with their fine motor skills. I wish Mr. Conlon would have seen this lesson, and I hope the others go this well! | | | | |
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