Discover the Friction Between Fact and Fiction!

Identifying the Difference Between Nonfiction and Fiction texts

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Grade Level	1st – 2nd Grade	**Time Frame**	45 min - 1hr 10min
Subject	English/Language Arts	**Duration**	2-3 sessions
Course	Oklahoma Young Scholars/Javits		

Essential Question

How do you identify the difference between fiction and nonfiction books? Why do you need to know the difference between fiction and nonfiction books?

Summary

In this lesson, students will learn to identify the difference between fiction and nonfiction texts and to determine the importance of knowing the difference between the two types. The students use book sorts, videos, and fun activities to come to their own understanding of fiction and nonfiction texts.

Snapshot

Engage

Students listen to a fictional story and draw pictures of things that are real and not real.

Explore

Students share their drawings and explain their reasoning for placement in the real or not real column on their Anchor Charts. In a subsequent book sorting activity, students work in groups to sort the books and explain their rule for how they sorted.

Explain

Students are introduced to and use the words FICTION and NONFICTION. They watch a video highlighting the differences between the two and respond to questions about the characteristics of each genre. This leads to a discussion based on the essential questions.

Extend

Using the instructional strategy, Not Like the Others, students look at a set of 3 book covers. Students identify which book doesn't belong and share their reasoning.

Evaluate

Students participate in a book scavenger hunt with a mix of fiction and nonfiction books placed around

the classroom. Students find one they'd like to read and then discuss its genre characteristics with a partner in a discussion circle.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 1)

1.2.R.2: Students will discriminate between fiction and nonfiction/informational text.

Oklahoma Academic Standards: English Language Arts (Grade 2)

2.2.R.2: Identify elements of various genres in fiction and nonfiction texts.

Attachments

- [Anchor Chart—Discover the Friction Between Fact and Fiction - Spanish.docx](#)
- [Anchor Chart—Discover the Friction Between Fact and Fiction - Spanish.pdf](#)
- [Anchor Chart—Discover the Friction Between Fact and Fiction.docx](#)
- [Anchor Chart—Discover the Friction Between Fact and Fiction.pdf](#)
- [Lesson Slides - Discover The Friction Between Fact and Fiction.pptx](#)
- [Sentence Strips—Discover the Friction Between Fact and Fiction - Spanish.docx](#)
- [Sentence Strips—Discover the Friction Between Fact and Fiction - Spanish.pdf](#)
- [Sentence Strips—Discover the Friction Between Fact and Fiction.docx](#)
- [Sentence Strips—Discover the Friction Between Fact and Fiction.pdf](#)

Materials

- Lesson Slides (attached)
- Anchor Chart handout (one column fiction; one column nonfiction)
- 8 strip Card Sort (attached, optional)
- Projector and Internet
- Books that are both fiction/nonfiction
- Blank paper - 1 per student
- Chart or bulletin paper

30 minutes

Engage

Start the lesson by reading a funny story that blurs the lines between fact and fiction. For instance, you could use one of Mo Willems' Pigeon books, or any other tale about a fictional character doing something absurd. Display **Slide 5**. After reading and enjoying the story together, examine the story by discussing the actions and items that are real compared to those that are not real.

Next, pass out the Anchor Chart **handout** to each student. Explain that the left-hand column is where students will draw pictures of things that are "real." In the right-hand column, they will draw pictures of things that are "not real." Display **Slide 6** to show this. Ask students to draw pictures of real and not real things that belong in each category. This activity can also be completed as a center activity.

25 minutes

Explore

> **Teacher Prep**
>
> Hand out copies of the Anchor Chart.
>
> Column 1: Label the first column "Not Fiction — Real."
>
> Column 2: Label the second column "Fiction—Not Real."
>
> These charts will be used during the Explain phase of the lesson. Make sure the columns on both charts match each other (real/nonfiction and not real/fiction).

Students share their drawings with an Elbow Partner. Ask each student to cut out one drawing. On the chart paper, duplicate the Anchor Chart and ask students to take turns taping their drawings onto the chart in the appropriate column. Ask them to explain to the class why their drawing belongs in the Fiction or Non-Fiction category. For example, one student might explain, "My unicorn goes in the not real column because it is a made-up animal" or "This car is real because you can see them on the road."

Next, put students into groups of 4. Give each group a mixed pile of fiction and nonfiction books. Have the students sort the books however they choose. Call on groups to share with the class how they sorted their books and why they chose that sorting method. (e.g., by color, presence of pictures, board books, fat and skinny, and etc.).

20 minutes

Explain

Tell students that when books are written about not real things and events, they are called **fiction,** and books about real things and events are called **nonfiction.** Add these words to your "Real" and "Not Real" Anchor Chart.

Display **Slide 7**. Watch the video about fiction and nonfiction genre.

Embedded video

https://youtube.com/watch?v=uF2e_eqI5gI?si=m7fDshNaipstBUXL

 Discuss the following 2 questions with the class and add student ideas to the Fiction and Nonfiction Anchor Chart.

- What is something in a book that tells you a book is fiction?
- What is something in a book that tells you a book is nonfiction?

Teacher's Note: Possible student response:

What is something in a book that tells you a book is fiction?

- *Some things are real, but others are not.*
- *The author makes it up.*
- *The stories or the characters are created by the author's imagination.*
- *Animals talk or wear clothes.*
- *The story includes things that did not actually happen.*
- *The story may have magic or alien characters in the story,*
- *There is a setting that could be real or not real.*
- *There is a setting, a plot, and an ending.*

What is something in a book that would tell you a book is nonfiction?

- *The story must be true.*
- *The story gives facts or information.*
- *The events really happened.*
- *The story tells the reader something about the world.*
- *The story talks about real animals, places, or people.*

Read the essential question**: *How do you tell the difference between fiction and nonfiction books?*** Revisit the book you read in the Engage portion of this lesson. Ask students to explain why this story is fictional.

Find a nonfiction book about a similar topic, in this case birds or pigeons, and read some of it to the students. Ask the students the second essential question: ***Why do you need to know the difference between fiction and nonfiction books?***

15 minutes

Extend

Use **slides 8-14** to do the activity Not Like the Others. **Slide 8** is a practice slide.

 Have students look at a set of 3 book covers. In each slide, one of the book covers does not fit with the others. Ask students to identify which book doesn't belong and explain their reasoning. *There may be multiple valid answers depending on the students' reasoning. You can find some possible responses in the notes section of the slides, but you will want to continue to emphasize how we can tell whether a book is fiction or nonfiction.*

15 minutes

Evaluate

Book Scavenger Hunt: Create a book scavenger hunt by gathering a variety of fiction and nonfiction books. Place them around the classroom. Have the children walk around the room and locate a book they might like to read. Once they find a book, have them bring the book to the discussion circle and discuss with an Elbow Partner what makes their book fiction or nonfiction.

 Next, ask for all of the students who found a fiction book to stand and have a few share what makes their books fiction. Ask someone who has selected a nonfiction selection do the same.

> **Getting Ready for Realistic Fiction:**
>
> If your students are ready, show them a realistic fiction book such as: Meet Yasmin by Saadia Faruqui, or Dory and the Real True Friend by Abby Hanlon. Share with them that realistic fiction is a genre that has a made-up story, but the story could have actually occurred to people or animals in a believable setting. You can add this to your charts as an additional book genre.

Opportunities for Advanced Learners

1. Use the strategy [Collaborative Word Clouds](#) to make an Anchor Chart. Write the word **Fiction** inside a cloud and have the student(s) list words that would identify a book as fiction. Do the same with a nonfiction cloud. (If students are not reading or writing on their own, you can do this 1-1 or with a small group and have them dictate to you.)

2. Cut the sentence strips apart on the attached handout. Mix the strips up. Give each pair of students a complete set of 8 strips and have them sort them by fact or fiction. Feel free to adjust or modify these statements based on the specific concepts you want to emphasize or the level of difficulty suitable for your students.

- The sun is hot enough to melt ice.
- A cow's stomach can be full of grass.
- Water boils at 100 degrees Celsius.
- Bears ride bicycles in a circus for fun.
- Horses can write and read books.
- The moon is made of green cheese.
- Dinosaurs still exist and hide in caves.
- If you eat watermelon seeds, a watermelon will grow inside you.

Ask students to discuss their reasoning for their book sort with each other. Afterward, they can pick a sentence to turn into a story or create a book cover for.

Resources

- Growing Primary. (n.d.). Fiction nonfiction genre: Story elements. Video. YouTube. [Fiction Nonfiction Genre: Story Elements (youtube.com)](youtube.com)
- K20Center. (n.d.) Elbow partners. Strategies.   https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Anchor charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Not like the others. Strategies. https://learn.k20center.ou.edu/strategy/77
- K20 Center. (n.d.). Collaborative word clouds. Strategies. https://learn.k20center.ou.edu/strategy/103
- Willems, Mo. (n.d.). Don't let the pigeon drive the bus. Reading Pioneers Academy. YouTube. https://www.youtube.com/watch?v=n-dHeNfXtgc&t=2s