

Standard

CCSS.ELA-LITERACY.RL.K.5

Recognize common types of texts

Terminal Objective

Students will be able to determine if a text is fiction or nonfiction by completing a sorting activity.

Telling Objective

Today we are going to learn about different types of texts and apply our knowledge to determine if a book is fiction or nonfiction.

Purpose

The purpose of the lesson is for students to be able to apply their knowledge of the differences between texts to determine if a book is fiction or nonfiction. It is important for students to know the differences between various types of texts.

Materials needed:

- Fiction vs Nonfiction Powerpoint
- Clevertouch to display Powerpoint
- Fiction/Nonfiction books for students to sort
- iPads
- Seesaw
- Fiction vs Nonfiction extension activity

Input →

Teacher will tell students that we are going to talk about different types of books.

Fiction vs nonfiction powerpoint. Today we are going to be book detectives to determine if a text is fiction or nonfiction.

Define Fiction and Nonfiction. Teacher will show examples of both. Students will be asked to think pair share about what they notice about the different texts.

Teacher will show powerpoint slides with a picture of a book. Students will have to determine if the text is fiction or nonfiction.

Modeling →

The teacher will display a book detective powerpoint. First, the teacher will define fiction. The teacher will display examples of fictional texts. Students will be asked to share with a partner what they notice about the books.

Next, the teacher will define nonfiction and display examples. The teacher will ask the students to share with a partner what they notice about these books.

The teacher will explain that there are clues we use to determine if a text is fiction or nonfiction and list the clues for each type of text.

Check for Understanding→

The teacher will ask students for a thumbs up or down to check for understanding.

The teacher will walk around the room and ask students to explain the clues they used to determine if a text is fiction or nonfiction.

Fiction Vs Nonfiction Lesson Plan

Amanda Sullivan, Amanda Strawhacker



Fiction Vs Nonfiction Lesson Plan:

Essentials of Integrating the Language Arts David Yellin, 2017-05-12 *Essentials of Integrating the Language Arts* Fifth Edition offers students all the practical tools they need to be effective language arts teachers supported by the necessary theoretical foundation Like its predecessors this edition presents a comprehensive approach to teaching the language arts balancing direct instruction in the communication arts and integrating the language arts with other content areas such as music art mathematics social studies and science It explores the important topics of community and caregiver involvement in education and offers thoughtful coverage of diversity in the schools Practical teaching ideas are found in every chapter The 5th Edition reflects current teaching practices field knowledge and research Significant changes include A more streamlined approach to allow readers to move quickly from learning chapter concepts and related theory and research to understanding how they are applied in classroom practices activities and strategies Discussion of standards including the Common Core State Standards CCSS with the goal of showing readers how they can apply standards in the classroom to help meet their students needs New teaching activities that support the chapter topics and align with the CCSS An appendix with more than 25 classroom assessment tools Discussion of current quality children s and young adult literature including informational texts supported by an appendix of annotated lists of books by genre Key Features In the Classroom vignettes describing real teachers implementing language arts strategies and activities with their students RRP Read Research Practice boxed features offering ideas for activities and projects Teaching Activities which future teachers can use in their own classrooms Field and Practicum Activities which readers can use now in field and practicum settings Discussions of technology and websites to help readers prepare to integrate technology in their own classrooms , *Exploring Nonfiction Literacies* Vivian Yenika-Agbaw, Ruth McKoy Lowery, Laura Anne Hudock, Paul H. Ricks, 2018-07-27 This book recognizes nonfiction text as a staple part of the literacy curriculum and advocates that educators include it in their daily practices It offers innovative ideas on how these texts can be used to nurture literacy acquisition growth and fluency in and out of the classroom **Bridging English** Joseph O'Beirne Milner, Lucy Floyd Morcock Milner, 2003 The third edition of this popular book again takes a balanced comprehensive approach to teaching English one that creates a bridge between theory background and practices that reflect today s diverse challenging high school classrooms This book has been praised for its unique components discussion of four stages of reading texts and three phases of teaching texts The authors many years of experience teaching English are obvious throughout the material but nowhere more so than in their straightforward presentation of organization and planning for instruction and their firm stand on teaching grammar This book covers the challenging and the controversial in English instruction and explores censorship national standards high stakes testing multi lingual students and multicultural literature For professionals in the field of teaching **Genre-Based Strategies to Promote Critical Literacy in Grades 4-8** Danielle E. Hartsfield, Sue C. Kimmel, 2019-10-21 Draws on critical and radical

change theory to equip both aspiring and practicing library and teacher candidates with practical research based ideas for enacting critical literacy practices in middle grade libraries and classrooms Genre Based Strategies to Promote Critical Literacy in Grades 4 8 provides strategies and lesson plans with additional resources and tools for school librarians and teachers to engage middle grade students in reading children s literature through a critical literacy lens To be critically literate readers and thinkers students must learn to question what they read asking themselves who wrote the text why the text was written and how the text positions its readers and others Teaching students how to read from a critical literacy stance is a timely and relevant practice in a world in which text is available instantly and on nearly any mobile device In many cases preparation programs for school librarians and teachers do not teach candidates how to incorporate critical literacy practices in library and classroom settings This book provides both pre service and in service school librarians and teachers with that professional development and guidance for teaching critical literacy in children s literature courses

Powerful Thinking Adrienne Gear,2024-03-18 An inspiring book to help teachers shift their beliefs and stretch their thinking around reading comprehension literacy instruction and content area learning Using the key concepts and strategies introduced in her ground breaking book Reading Power Adrienne Gear shows teachers practical ways to create a culture of thinking that can be integrated into all areas of learning Using knowledge rich texts as tools Adrienne shares how read alouds can be used in content areas to support literacy skills and build knowledge This timely book offers classroom tested lessons and anchor books to create a content rich learning environment that helps strengthen student learning and knowledge building Resources in Education ,1979 *Nonfiction Writing Power* Adrienne Gear,2014-02-17 Writing nonfiction is a key skill that students will need throughout their school lives and beyond This remarkable book is designed to help teachers develop a writing program that will enable their students to harness all of their Nonfiction Writing Powers to Describe to Instruct to Compare to Persuade to Explain and to Report It illustrates ways to encourage students to write because they have something to say and to recognize that writing well means considering intent and purpose and choosing the best form of expression Ideal for teaching writing in the content areas the book includes guidance on linking writing forms to Science Social Studies and other subject areas **Planning Programs for Adult Learners** Sandra Ratcliff Daffron,Rosemary S. Caffarella,2021-04-13 Strengthen your adult education program planning with this essential guide Planning Programs for Adult Learners A Practical Guide 4th Edition is an interactive practical and essential guide for anyone involved with planning programs for adult learners Containing extensive updates refinements and revisions to this celebrated book this edition prepares those charged with planning programs for adult learners across a wide variety of settings Spanning a variety of crucial subjects this book will teach readers how to Plan organize and complete other administrative tasks with helpful templates and practical guides Focus on challenges of displacement climate change economic dislocation and inequality Plan programs using current and emerging digital delivery tools and techniques including virtual and

augmented reality Planning Programs for Adult Learners provides an international perspective and includes globally relevant examples and research that will inform and transform your program planning process Perfect for adult educators and participants in continuing education programs for adults the book will also be illuminating for graduate students in fields including education nursing human resource development and more Teaching for Deep Comprehension Linda J. Dorn, Carla Soffos, 2005 Discusses reading comprehension and offers ways for teachers to develop it in their students exploring the cognitive and social aspects of comprehension while viewing it as an active process Read, Talk, Write Laura Robb, 2016-09-16 Yes we can have our cake and eat it too We can improve students reading and writing performance without sacrificing authenticity In Read Talk Write Laura Robb shows us how First she makes sure students know the basics of six types of talk Next she shares 35 lessons that support rich conversation Finally she includes new pieces by Seymour Simon Kathleen Krull and others so you have texts to use right away Read Talk Write it s a process your students not only can do but one they will love to do *Optimizing Discovery Systems to Improve User Experience* Bonnie Imler, Michelle Eichelberger, 2017-05-24 Two authors with more than 40 years of combined library experience tap into their wealth of knowledge about discovery and user experience sharing proven methods for setting up promoting and teaching their own discovery systems Discovery systems are the new one stop search model for libraries but simply implementing the software doesn t ensure that it will meet your users search needs This book looks at how discovery systems are actually used by examining the findings of several user experience UX studies providing data and observations that will inform your decisions about selecting implementing and enhancing this software This book provides library practitioners who choose administer and interact with discovery systems with insight for establishing or fine tuning a discovery system You will understand how the use and effectiveness of the top discovery systems compare to more traditional databases and web resources get insight into the comparative strengths and weaknesses of the best selling discovery systems and examine the UX research findings of the authors on student response and faculty response You ll also learn about key configuration options that help or hinder search success with these systems and affect content selection linking software setup and interlibrary loan processes The book concludes with recommended best practices for promoting discovery systems including web design placement on the library s website getting coworkers on board and PR ideas **Playful STEAM Learning in the Early Years** Amanda Sullivan, Amanda Strawhacker, Decades of research has shown that introducing STEM content like coding and engineering during the foundational early childhood years can lead to many benefits such as improving children s number sense problem solving skills and sequencing ability Unfortunately the costs of STEM technologies can be a barrier for many early childhood educators Additionally many digital tools and apps are not playful or developmentally appropriate for young learners and can be less inclusive of students who have been historically excluded from STEM This book addresses these barriers by demonstrating how to leverage an interdisciplinary STEAM Science Technology Engineering Arts and Mathematics approach

to pique the curiosity of young students through play based learning The authors provide evidence based hands on approaches as well as a practical framework to effectively integrate STEAM learning in the early grades pre K to third grade Readers will explore new ways to play alongside their young learners to make powerful STEAM discoveries and foster a lifelong love of learning Book Features Provides tips and strategies rooted in existing frameworks and guidelines as well as the authors original research on the cognitive and socioemotional benefits of STEAM experiences Empowers early childhood educators working in any setting informal formal or home settings Describes a new framework for the equitable design and implementation of play based STEAM learning in early childhood settings Close Reading with Paired Texts Secondary

Lori Oczkus,Timothy Rasinski,2018-05-01 Engage students in complex literary strategies as they dive into exploring rich pairs of fiction and nonfiction texts Written by Lori Oczkus and Timothy Rasinski this resource brings together two key strategies from the Common Core State Standards close reading of paired texts It provides teachers with the opportunity to use close reading strategies reciprocal teaching paired fiction nonfiction texts text sets text dependent questions and hands on activities It includes 12 units across 4 content areas language arts mathematics science and social studies Key differentiation strategies used in today s classrooms are provided including open ended tasks and activities strong for multiple intelligences and each unit includes text dependent assessment for each text type Aligned to McREL and Common Core State Standards this resource prepares students for college and career **Resources in Education** ,1979

Adventures in Modern Literature Robert Freier,1956 Literacy for Life Donna E. Norton,2007 From Best Selling Author Donna Norton Drawing on her expertise in using children s literature to foster literacy in today s classrooms Donna Norton has crafted a contemporary application rich textbook that will prepare future teachers to put reading first and provide high quality research based instruction in reading and the language arts Book Earns High Praise From Reviewers A great number of activities listed at the end of each chapter provide students with many opportunities to discuss the chapter content apply to field work and reflect Shelley Hong Xu CSU Long Beach Chapter 3 Assessment This chapter is so current it is scary This chapter helps to give a clear but realistic picture of the types of assessments our students will be faced with in the public schools Carol L Butterfield Ph D Central WA University This publication marks a major advance over existing reading methods texts It broadens the context of literacy with meticulously chosen examples of children s literature real and very detailed lesson plans classroom tested instructional units and vividly illustrated examples Read All About It feature demonstrates that reading is a current and dynamic field of study Lesson Plans are clear concise examples of how a master teacher systematically creates a lesson plan based on specific books Differentiating Instruction provides relevant practical material on ELL Struggling Readers and Writers and Gifted and Accelerated Readers and Writers Current Index to Journals in Education ,1997-04 **English Journal** ,1984 *A Classroom Teacher's Guide to Struggling Readers* Curt Dudley-Marling,Patricia C. Paugh,2004 Plus A Classroom Teacher s Guide to Struggling Readers has a complete discussion

on how to help students even when you are locked into a basal program Jacket

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