

Lesson Skill: Differentiate between fiction and nonfiction

Strands Reading — fiction, nonfiction

SOL 3.5, 3.6

4.5, 4.6

5.5, 5.6

Materials

- Nonfiction and fiction picture books on the same topic (preferably topics that correlate to the content you are currently teaching)
- T-chart or Venn diagram
- Minibook created out of blank sheets of paper with at least 8 pages (one for each student)

Note: Use consistent terminology for fiction features and nonfiction features.

Lesson: This lesson may take two to three days.

1. Ask the students if they can tell you what fiction means. On a T-chart or Venn diagram, label one side “Fiction.” Write down what the students say about fiction (e.g., fake, make-believe, not real, fantasy).
2. Show students the book cover, and have them discuss the picture and the title with a partner. Remind students to use all of their pre-reading comprehension strategies. Give them time to share some of their connections and questions with the class. Next, choose a picture from the book, and go through the same process.
3. Before you begin the story, ask students why it is important to monitor comprehension. Ask them how prereading strategies help. Read the story once, without interruption, to enjoy the story itself. Explain that you will read it again and you will be stopping so they can make predictions, ask questions, and make connections. After you have read the story again, ask students what features are common in fiction. Record their responses on a chart.
4. Next, turn the focus to nonfiction. Ask students if they can tell you what nonfiction means. On the same fiction chart, label the other side “Nonfiction.” Write down what students say about nonfiction (e.g., real, facts, not fake).
5. Show students the cover of the nonfiction book, and ask them to discuss the picture and the title with their partners. Remind them to use the previewing strategies and to make connections and generate questions. Give students time to share some of their connections and questions with the class.
6. Before you begin the nonfiction, once again ask students why it is important to monitor comprehension and how pre-reading strategies help. Read the text without interruption,

then once again, stopping to make predictions, ask questions, and make connections. Read the nonfiction again, and this time ask students to think about the features that are common in most nonfiction books and that are different from fiction books. Add these to the chart, and discuss their significance.

7. Take a look at the chart on fiction and nonfiction, and have a class discussion about the similarities and differences.
8. Have groups of students go through a pile of books and sort the fiction together and the nonfiction together. When finished, have each student choose a nonfiction book to read. After they read their nonfiction books, have students create their own minibooks titled "Nonfiction Text Features."
9. Guide students, telling them that their books must have a title, a table of contents, and a glossary. Emphasize that these are all nonfiction text features. Have them choose nonfiction features from the book they just read to incorporate into their minibook with the corresponding page numbers. For example a student's table of contents may look like this:

Table of Contents	
Bold words.....	p. 2
Graphs.....	p. 3
Captions.....	p. 4
Pictures/photographs.....	p. 5

On those pages have students draw or write samples, from their book, of the nonfiction text features. For example page three may look like this:

<p>Bold Words: Used to show that this word is important in this text. Example: The canyon was created by the river flowing rapidly through the valley.</p>

10. Before the students get started with their minibook, model the first couple of pages from a minibook of your own. Model the title, table of contents, and the first page in the book, then let students get started. Discuss the nonfiction and fiction book features, reviewing the differences between them.

Strategies for Differentiation

- Use a chart that includes features of fiction text.
- Use a chart that includes features of nonfiction text.
- Compare and contrast fiction and nonfiction text using a Venn diagram or two-column organizer.
- Select topics that interest the students and are easy to understand.
- Have a rereading discussion of the concepts of *true* and *false* and how they relate to nonfiction and fiction.