Lesson Title: Reader’s Workshop: Fiction/Nonfiction texts.

Grade: Preschool

Teacher: Sarah Albers

**Standard(s):**

**Content/Language Objective:** Students will participate in a class discussion about non-fiction/fiction texts. TLWBAT identify fiction vs. non-fiction by sorting them in classroom bins.

**Assessment:** Small group assessment: + for sorting the books, - for no sorting.

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| Key Vocabulary | Materials |
| * Fiction: Not-real
* Non-Fiction: Real
 | * Selection of non-fiction texts about bears
* Selection of fiction bear books
* Blue Tub with “Non-Fiction” tape.
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**Getting Started:** (Show new books). WE have been talking about bears a lot and remember when we MADE a bear in art class? (Point to bears on wall). Today, I want to show you something really cool about books-AND we get to talk about bears! (Hold up first book about bears: Bear at Bedtime).

**Lesson Sequence:**

1. This is a book about bears. Do you see? (Read title). Show page of bear in bed. “Do bears sleep in beds?” (No). Turn page, read. ‘Do bears wear hats?” (No.) This book has a special name called FICTION (let’s say that in a silly voice), which means it’s not “real”. It’s a really good story about a bear, but in real life, Bears do not sleep in beds.
2. Show book of bears in the grocery store. “Do bears go shopping in the store?” (No). That is not-real. We don’t see bears in the store. This is (Fiction).
3. Ahh, look at THIS book. This book is called NON-FICTION (let’s say that in a bear voice). We say that it is real, because it can teach us facts about bears. What if we want to learn about where bears DO SLEEP, AND WHAT THEY DO? We learn about animals or plants or places in these books. NON-FICTION.
4. Hold up book, this book shows us that “Bears eat berries” in a picture. Is that real? Yes!
5. This book is about bears too! (Hold up Grizzly Book). We see in the pictures that the bear is eating a fish. Is that real? (Yes).
6. I am going to hold up a book and I want you to talk to your partner about if it is REAL or NOT REAL! (Hold up book with bears playing cards).
7. “That’s right!” This book is not real, bears don’t play cards. That special word is non-fiction. (Use when possible, but focus on idea of real/not real).
8. (Go thru storybooks and non-fiction about bears, sorting with partners and saying aloud in class).

**Closure:** Wow. We learned something new today! We learned that books can tell us different things. Sometimes it is a fun story, and NOT REAL, or FICTION and sometimes we learn something about an animal that is REAL (or NON FICTION). I know you can work together and help Miss FIo and I with our library. We want to have all the NON-FICTION books, about REAL Things in one special bin. (Show bin). BUT, all the books are mixed together. I am going to put you in a group and give you a blue bin (like this). With your group, find all the NON-FICTION books, about REAL THINGS and put them over here (by teacher’s chair) in this bin! If you need help, Miss Fio and I will be around to help you!

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| **Lesson Features for English Language Learners***(Highlight)* |
| **Preparation** | **Scaffolding** | **Group Options** |
| Adaptation of content | Modeling | Whole class |
| Links to background | Guided practice | Small groups |
| Links to past learning | Independent practice | Partners |
| Strategies incorporated | Comprehensible input | Independent |
|  |  |  |
| **Integration of Processes** | **Application** | **Assessment** |
| Reading | Hands-on | Individual |
| Writing | Meaningful | Group |
| Speaking | Linked to objectives | Written |
| Listening | Promotes engagement | Oral |
| Viewing |  |  |

**Preparation:**

*Adaptation of Content:* Have you adapted the content of this lesson for English Language Learners or different learning styles?

* Yes- using topic many are interested in; participating as a class, small group.

*Links to Background*: Have you linked this lesson to students’ personal backgrounds (community events, family events, cultural elements).

* Yes- we live near bears!

*Links to Past Learning*: Have you linked this lesson to students’ previous learning experiences?

* No.

*Strategies Incorporated*: Have you incorporated strategies to help all learners, especially English Language Learners? (Strategies may include visuals, real objects, video, slowing your pace of language, choral reading/singing, linking between languages, etc.)

* Explicit modeling with visual aids.
* Class participation

**Scaffolding:**

*Modeling*: Will you model something in this lesson so students know how to accomplish the task/goal?

* I will model looking at the pictures in a book to see if it’s “real” or not.

*Guided Practice*: Will students practice with teacher guidance a particular task or skill?

* Yes- students will participate small groups, with teacher guidance.

*Independent Practice*: Will students work independently on a particular task or skill?

* No.

*Comprehensive Input*: Did you consider the students’ academic, social, and emotional development when designing your talk and the activities in this lesson?

Yes. A big concept, but we gave thought to what words we would use, what topic the students are interested in.