Block 6: Literary Non-Fiction
Distinguishing between Fiction and Non-Fiction

2/2-2/6
1 Week (5 days)

<table>
<thead>
<tr>
<th>Week</th>
<th>Time Frame</th>
<th>Lessons</th>
<th>Focus</th>
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<td>1</td>
<td>2/2-2/6</td>
<td>1-4</td>
<td>Literary Non-Fiction Noticings</td>
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<td>1 flex</td>
<td>&amp; Fiction vs. Non-Fiction</td>
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## Block 6: Literary Non-Fiction  
(Distinguishing between Fiction and Non-Fiction)

<table>
<thead>
<tr>
<th>TEKS &amp; Objective/Product</th>
<th>Procedure</th>
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<tbody>
<tr>
<td>TEKS 1.4(A),(B),(C)</td>
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<tr>
<td><strong>Obj:</strong> We will identify important facts or details in text.</td>
<td><strong>Focus:</strong> Identifying facts</td>
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<tr>
<td><strong>Product:</strong> We will discuss and write the important facts.</td>
<td><strong>Text:</strong> Wiggling Worms at Work Wendy Pfeffer (1st grade C-scope tub)</td>
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<td><strong>Approach:</strong> Interactive Read Aloud</td>
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<td><strong>Resources/Materials:</strong></td>
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<td></td>
<td>• Blank chart paper, markers &amp; have the Non-Fiction features chart accessible</td>
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<tr>
<td>TEKS 1.4(A),(B),(C)</td>
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<tr>
<td><strong>Obj:</strong> We will establish purpose for reading selected texts and monitor comprehension.</td>
<td><strong>Focus:</strong> Purpose of reading and predictions</td>
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<tr>
<td><strong>Product:</strong> We will discuss the purpose of reading and make predictions.</td>
<td><strong>Text:</strong> Clara Caterpillar by Pamela Edwards (1st grade C-scope tub)</td>
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<td><strong>Approach:</strong> Interactive read-aloud</td>
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<td><strong>Resources/Materials:</strong></td>
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<tr>
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<td>• sticky notes for stopping points in read aloud</td>
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<td>TEKS 1.10(A)</td>
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<tr>
<td><strong>Obj:</strong> We will determine whether a story is true or a fantasy and explain why.</td>
<td><strong>Focus:</strong> Distinguish between fiction &amp; non-fiction</td>
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<tr>
<td><strong>Product:</strong> We will discuss and determine the characteristics of fiction and non-fiction.</td>
<td><strong>Text:</strong> Wiggling Worms at Work Wendy Pfeffer (1st grade C-scope tub) &amp; Clara Caterpillar by Pamela Edwards (1st grade C-scope tub)</td>
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<td><strong>Approach:</strong> Mini-Lesson</td>
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<td><strong>Resources/Materials:</strong></td>
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<td>• T-Chart &amp; markers</td>
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<td>TEKS: 1.10(A)</td>
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<td><strong>Product:</strong> We will discuss and determine if a book is fiction or non-fiction.</td>
<td><strong>Text:</strong> Follow the Water from Brook to Ocean by Arthur Dorros (1st grade C-scope tub) &amp; Swimmy by Leo Lionni (1st grade C-scope tub)</td>
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<td><strong>Approach:</strong> Mini-Lesson</td>
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<td><strong>Resources/Materials:</strong> Multiple copies of fiction &amp; non-fiction books <strong>Be sure to include literary non-fiction books</strong></td>
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Block 6 Rationale and TEKS

**Rationale:** The following lessons introduce the genre of Literary Nonfiction.

Literary texts tell a story; in the case of nonfiction, the text presents true information but it “reads” a little like fiction because it is organized in chronological order. Writers of nonfiction texts, depending on purpose, can use either narrative or non-narrative structure.

Literary Nonfiction refers to nonfiction that uses literary styles and techniques (such as figurative language).

From: *Genre Study: Teaching with Fiction and Nonfiction Books*—Fountas and Pinnell

Young students may struggle with distinguishing between Fiction and Nonfiction if their understanding is limited to using only text features as the defining characteristic (example: Fiction has illustrations, but nonfiction has photographs). Students must learn to evaluate the information presented to determine whether or not it is true.

**TEKS:** 1.4(A),(B),(C) & 1.10(A)

1.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) confirm predictions about what will happen next in text by "reading the part that tells";

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

1.10 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.

(A) students are expected to determine whether a story is true or a fantasy and explain why.
Lesson 1

Lesson Teks:
1.4(A) confirm predictions about what will happen next in text by "reading the part that tells";
1.4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and
1.4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

Text: Wiggle Worms at Work by Wendy Pfeffer (1st grade C-Scope tub)
Focus: Locate facts and details
Materials: Blank chart paper, markers, and access to the Non-Fiction text features chart

Create: **BEFORE THE LESSON**

Stopping Points: Record the following on sticky notes and place on the correct pages in the text.

- Cover of the book- **Wigging Worms at Work**, let’s make a prediction. What do you predict this book will be about? Do you think it is fiction or non-fiction?
- Pg. 6-What did we learn about worms? How do they help plants grow?
- Pg. 10- Turn and tell your partner how worm castings help plants?
- Pg. 17-What interesting facts did we learn on this page?
- Pg. 26-Tell your partner a fact you learned about wormlets.

Lesson:

1. Bring students to your whole group reading area. Have students sit by partners (self-selected or assigned).

2. Introduction:

*We have talked many times about the author’s purpose for writing at text. Sometimes authors want to entertain us; sometimes they want to give us information. As a reader we also have a purpose, we read to learn something, or to be entertained. When we read, no matter what kind of text we are reading, we need to think about our purpose for reading. Today we are going to read a book called, Wigging Worms at Work.*

- Cover of the book- **Wigging Worms at Work**, let’s make a
prediction. What do you predict this book will be about? Do you think it is fiction or non-fiction? Why?

This book is non-fiction. Let’s review our expository text noticings chart. Review the characteristics of non-fiction. This book is different than any other non-fiction book we have read. All of the other non-fiction books had photographs on the cover, this one has illustrations. There will be several other characteristics of non-fiction that will be different in this book. We are going to read to see what those are.

3. Reading the Text:

The purpose of reading non-fiction is to inform us. Today we are going to be locating interesting facts. After each question, record the fact on your chart tablet.

- Pg. 6-What did we learn about worms? How do they help plants grow?
- Pg. 10-Turn and tell your partner how worm castings help plants?
- Pg. 17-What interesting facts did we learn on this page?
- Pg. 26-Tell your partner a fact you learned about wormlets.

Look at our list of facts. This list proves to us that we learned some information about worms. So, even though this book looked different than the other non-fiction books we have read, it is still an informational text.

What were some characteristics that were different? Discuss the following with the class.

- information given in a story like format
- no chapters
- very few to no non-fiction text features
- very few to no graphic features
- illustrations

4. Closing

Non-fiction books don’t all look the same. Most of them have these text features. Point to Non-Fiction text features chart. Wiggling Worms at Work, is a non-fiction book, we learned facts when we read it, but it doesn’t have the same features as the other non-fiction books we have read. Many of us have been confused thinking that if a book has illustrations it is fiction. Today we learned that is not always the truth.
Lesson 2

Lesson Teks:
1.4(A) confirm predictions about what will happen next in text by "reading the part that tells";
1.4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and
1.4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

Text: Clara Caterpillar by Pamela Duncan Edwards
Approach: Interactive Read Aloud
Focus: Establish purpose and predictions
Materials: Sticky notes for stopping points

Create: (BEFORE THE LESSON)

Stopping Points: Record the following on sticky notes and place on the correct pages in the text. (This book doesn’t have page #’s. I start with 1 on the first page of text.)

- Cover of the book- Clara Caterpillar, let’s make a prediction. Do you predict this book is fiction or non-fiction? Why?
- Pg. 5-Now that we have read a few pages, was our prediction right? Is it fiction or non-fiction? What’s one way we can tell?
- Pg. 16-Clara and Catisha act very differently. What kind of character is Clara? (discuss) Turn to your partner and tell them about Catisha’s character.
- Pg. 21-Let’s predict what is going to happen next. Turn and tell your partner what you predict will happen. Say…I predict…
- Pg. 30-Clara says, “I’m a completely contented butterfly.” What do you think contented means? Why is she content?

1. Lesson:

Bring students to your whole group reading area. Have students sit by partners (self-selected or assigned).

2. Introduction:
Yesterday we read a non-fiction text called “Wiggling Worms at Work.” It looked different than any of the other non-fiction books that we have read. It had illustrations instead of photographs and that was confusing. While we were reading, we learned lots of facts or information about worms, so that helped us know that it was non-fiction. Today we are reading Clara Caterpillar.

- Cover of the book- Clara Caterpillar, let’s make a prediction. Do you predict this book is fiction or non-fiction? Why?

3. Reading the text:

- Pg. 5-Now that we have read a few pages, was our prediction right? Is it fiction or non-fiction? What’s one way we can tell?
- Pg. 16-Clara and Catisha act very differently. What kind of character is Clara? (discuss) Turn to your partner and tell them about Catisha’s character.
- Pg. 21-Let’s predict what is going to happen next. Turn and tell your partner what you predict will happen. Say…I predict…
- Pg. 30-Clara says, “I’m a completely contented butterfly.” What do you think contented means? Why is she content?

Now that we have read Clara Caterpillar, let’s talk about some ways that we can tell that it was a fiction book. Discuss as a class. Make sure you talk about these points:

- characters
- entertaining
- problem and solution
- dialogue

4. Closing:

Caterpillars are real. The author could have decided to write a book that gave us information about caterpillars since they are real. But Pamela Edwards chose to write an entertaining book about caterpillars that had characters and a plot. When we read informational books we have to read with a different purpose than when we read fiction books. It helps us comprehend better when we know our purpose for reading.
Lesson 3

Lesson Teks:
1.10 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.

(A) students are expected to determine whether a story is true or a fantasy and explain why

Text: Wiggling Worms at Work by Wendy Pfeffer & Clara Caterpillar

Approach: Mini-Lesson

Focus: Distinguishing between fiction and non-fiction

Materials: T-Chart and markers

Create: (BEFORE THE LESSON)

You will need to create this T-Chart before the lesson and fill it out with the students during the lesson.

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-Fiction</th>
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Lesson:

1. Bring your students to your whole group reading area. Students do not need to be with their cooperative group yet.

2. Introduction:
   Sometimes it’s hard to tell if a text is fiction or nonfiction, but good readers always look at
a text before they start reading. Deciding if a text is fiction or nonfiction helps me get my mind ready to read. Today we are going to think about what we know about fiction and nonfiction and discuss ways we can tell the difference.

3. **Mini-Lesson:**

   We have read two books, *Wiggling Worms at Work*, non-fiction, and *Clara Caterpillar*, fiction. While reading them, we had two very different purposes for reading. Let’s start with the purpose. **What is the purpose when we read fiction?** Write on chart. **What is the purpose when we read non-fiction?** Write on chart.

   Now, let’s think of something else that is different about fiction and non-fiction. Discuss as a class and fill in T-Chart while having discussion. Make sure the following are discussed:
   - characters/no characters
   - plot/facts and information
   - illustrations/illustrations & photographs
   - dialogue/captions, labels, diagrams

   **Closing:**

   Good readers look at the text before they read. You need to get your mind ready to read by thinking about whether you are going to be reading true facts about a real topic or reading a made up story. Just like when we read *Wiggling Worms at Work*, it was not enough to look at the pictures, you have to decide whether it’s fiction or nonfiction based on the information in the text.
<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-Fiction</th>
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<tbody>
<tr>
<td>• Entertains us</td>
<td>• Gives us information</td>
</tr>
<tr>
<td>• Characters</td>
<td>• No Characters</td>
</tr>
<tr>
<td>• Plot (problem/solution)</td>
<td>• Facts</td>
</tr>
<tr>
<td>• Illustrations</td>
<td>• Illustrations &amp; Photographs</td>
</tr>
<tr>
<td>• Dialogue</td>
<td>• Labels, Captions &amp; Diagrams</td>
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Lesson 4

Lesson Teks:
1.10 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
(A) students are expected to determine whether a story is true or a fantasy and explain why

Text: Follow the Water from Brook To Ocean by Arthur Dorros & Swimmy by Leo Lionni
(1st Grade C-Scope tub)
Approach: Mini-Lesson
Focus: Distinguishing between fiction and non-fiction
Materials: An equal number of fiction and non-fiction books (make sure your non-fiction books includes some literary non-fiction) & fiction/non-fiction chart created in Lesson #3

Lesson:
1. Bring students to your whole group reading area.

2. Introduction:
This week we have been talking about the differences in fiction and non-fiction. Today we are going to practice distinguishing between them with our partners. Why is it important to know the difference? Yes, we need to know the difference so that we will know the purpose when we start to read.

3. Mini-Lesson:
Review the Fiction/Non-Fiction anchor chart from Lesson #3. Display Follow the Water From Brook to Ocean and Swimmy. Let’s look at Follow the Water From Brook to Ocean, first. Can we just look at the cover? No, you are right. Let’s look inside. Read pgs. 5-7. Hmmm, what did you notice? Is it telling us a story? Does it have characters? Or is it giving us some information? Turn and talk to your partner about it. Monitor the student’s conversations. Have a few students share. You are right! This is a non-fiction book. It is giving us facts about water. The author’s purpose is to inform us. If we were going to read the entire book we would have to prepare our minds to get information.

Now, let’s look at Swimmy. Can we just look at the cover and decide if it is fiction or non-fiction? No, you cannot. Let’s look inside. Read the first 3 pages of text. Ok, what did you notice about this story? Turn and talk to your partner about what you noticed. Monitor the student’s conversations. Have a few students share. You are right. This is a fiction book. It has characters. The author’s purpose is to entertain us. What would we need to think about if we were going to read the entire book? Yes, we would need to be thinking about characters, a problem and a solution.
It is your turn now to decide if a book is fiction or non-fiction. You are going to work with a partner. The two of you are going to decide if the book you get is fiction or non-fiction. Each one of you will need to be able to give a reason why you decided your book was fiction or non-fiction.

Give each group of partners a book. Give the groups 2-3 minutes to look at book and read the first few pages to decide if it is fiction or non-fiction. Set your expectations for their behavior. Have them come back to the sharing area when their task is complete.

Now that you all have decided what kind of book you have, each group will take a turn sharing what kind of book they have and then each of the partners has to give one reason you decided it was fiction or non-fiction. Call on each group to share. Make sure both students give a reason for their decision. It cannot be the same as their partners. Prompt students to say…This book is __________ because…

4. Closing:

Good readers look at the text they are about to read and find the purpose in reading. Being able to tell the difference in fiction and non-fiction is very important in helping us find the purpose.