

CHICKEN: FICTION OR NON?

Focus Lesson: Chicken: Fiction or Non?

Materials:

Books on reading list
Chart paper (3 pieces, each one labeled with one book title)
Markers
An assortment of chicken fiction and nonfiction.

Time: 45 minutes

Common Core Standards:

***CCSS.ELA-LITERACY.RI.2.6**

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-LITERACY.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Thinking Skill: Distinguish fact from fiction

Objective:

Students will read three books about chickens and determine whether they are fiction or nonfiction texts.

Connection:

Write the words fiction and nonfiction on the board. Ask students if they have seen or heard these words before. Form working definitions for each.

Explicit Instruction:

Read *My Life as A Chicken*.

Was this a fiction or nonfiction text?

On chart paper, ask students to give reasons why they think it was fiction or nonfiction.

As a class, come to a conclusion (fiction).

Go back into the book to provide examples of why the book is considered fiction.

Create a fiction/nonfiction chart characteristics which clearly show the differences.

Explain that fiction can include facts.

Guided Practice:

Read *Tillie Lays an Egg*
Was this a fiction or nonfiction text?

Ask students to pair up and give reasons why they think it was fiction or nonfiction and come to a conclusion. Ask each pair what they thought and why, recording details on the chart paper. Explain that sometimes, you need to check an author's note for more information. This says that while the chickens and Tillie are real, Tillie didn't lay eggs in those strange places.

Review the reasons why each text was fiction.
What were they missing? What would a nonfiction text look like?
Read *Where Do Chicks Come From?* (Or any other chicken nonfiction).
Was this a fiction or nonfiction text?

On chart paper, ask students to give reasons why they think it was fiction or nonfiction. As a class, come to a conclusion (nonfiction).

Independent Practice:

Students choose any chicken book from the back and analyze whether it is fiction or nonfiction, listing supporting reasons on chart paper. Tell them to refer to the fiction/nonfiction chart.

Reflection – Group Share:

Think-Pair-Share: Which do you prefer to read, fiction or nonfiction? Which type of book did you learn the most from? What do you check first when trying to distinguish fiction from nonfiction? (Answers will be different).

As a class, discuss why it is important to determine whether you are reading fiction or nonfiction.

Reading list:

My Life as a Chicken by Ellen Kelley
Tillie Lays an Egg by Terry Golson
Where Do Chicks Come From? by Amy Sklansky
An assortment of chicken nonfiction and fiction texts

Teacher Note: