
Unit 4-Reading Non Fiction

Unit Overview:

Students will study non fiction text, first determining the difference between fiction and non fiction. Then, they will have an overview of the conventions of non fiction text and how they are used. Students will also practice reading different types of non fiction text.

Lesson 4-1: Day 1

Objective(s): To determine the difference between fiction and non fiction.

Skills attained:

- 1) To verbalize the definitions of fiction and non fiction.
- 2) To label text fiction or non fiction.

Topics: Non fiction, fiction

Procedure: Students will comprehend the difference between fiction and non fiction text through a class discussion.

Materials list:

Description:

- 1) Write the words fiction and non fiction on the board.
- 2) Ask students if they know the difference between the two words. Point out that there is the word *non* in non fiction and that non means not. So, simply non fiction means not fiction.
- 3) Fiction means stories that are not true. Non fiction means stories that are true. Non fiction text can also be called informational text.
- 4) Ask students which of these would go under which heading. Students will take turns identifying whether an item is fiction or non fiction.
 - a. a story about a big bad wolf
 - b. a science textbook
 - c. a story about life on Mars
 - d. a book about animals
 - e. a book about living in 3003
 - f. a book about sharks
 - g. a made up story about life in the 1800's
 - h. a diary of a person who lived in the 1920's
- 5) As students identify which item goes under the heading of fiction or non fiction, ask students why they chose to put the item under that heading.

Assessment:

Homework: Student Worksheet 4.1

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Lesson 4-2: Day 2

Objective(s): To understand how headings and subheadings are used in non fiction text.

Skills attained:

- 1) Students will show an example of how headings and subheadings are used in a textbook.
- 2) Students will create an example of the use of headings and subheadings.

Topics: conventions of non fiction text

Procedure: Students will participate in a class discussion of headings and subheadings and find an example of headings and subheadings in a textbook before creating an example of headings and subheadings.

Materials list: 9X12 manila paper (one sheet per student), scissors, and textbooks of different varieties

Description:

- 1) Students need to create an eight page book using the following instructions:
 - a. Give each student a piece of manila paper that is 9x12. Put the paper with lengthwise. Then, fold the paper in half. Fold the halves together, and the halves together again. You should end up with eight blocks when the paper is unfolded.
 - b. Unfold the paper. Rotate the paper so that the short side is up. Fold the paper in half. You should see four blocks. Put the fold at the top. Holding the fold (this is critical), locate the line that divides the paper into four blocks. Use scissors to cut the middle line halfway down the paper (stop at the middle line). The top two blocks should have a cut between them.
 - c. Unfold the paper, and rotate it so the long side is on top. Fold it in half. You should see four blocks. Holding the fold, push the outside edges of the paper in towards the middle. The cut section will push outward. Fold the cut edges around and fold into a book. The book has eight pages counting the front and the back.
 - d. Students will use this eight page book for all the conventions of non fiction text. Show students an example from a textbook which uses headings and subheadings. Ask students what these features might be for. Discuss that the author of the text uses these to tell the reader what that chapter or section will be about. Headings show a major part of the text, subheadings show a section within that major part.

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- e. Students will use the first (front page) of their eight page book to make a title page. They can title the book "Features of Non Fiction Text" and then write their name. Then, they open the book to the next two pages. On the left side of the page, students will use a textbook to find an example of how headings and subheadings are used. They copy this example onto the page. This will show how an author uses this convention.
- f. On the facing page, students create a section which uses headings or subheadings. They will write a non fiction paragraph with a heading or a subheading.

Assessment:

Homework: Student Worksheet 4.2

Lesson 4-3: Day 3

Objective(s): To understand how captions are used in non fiction text.

Skills attained:

- 1) Students will show an example of how captions are used in a textbook
- 2) Students will create an example of the use of a caption

Topics: conventions of non fiction text

Procedure: Students will participate in a class discussion of captions and find an example of captions in a textbook before creating an example of a caption.

Materials list: textbooks

Description:

- 1) Have students get out their eight page book. Review the definition of headings and subheadings.
- 2) Ask students why books have pictures. Discuss that pictures help the reader be able to see in their mind what is going on in the book. Ask students if the pictures help them understand what is going on.
- 3) Ask students what would happen if they were looking at a picture and they didn't know what the picture was. Would it help them understand what is going on? Discuss that it probably would not help.
- 4) Explain that in non fiction, authors often use captions to explain pictures. Ask the students to predict what a caption is. Define caption as the sentence or words under a picture that tell what the picture is about.
- 5) Have the students turn to the next two pages of their eight page book. On the left page, students will find an example of a caption in a textbook. They draw the picture and copy the caption from the book.
- 6) On the right page, students create a picture and a caption.

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Assessment:

Homework: Student Worksheet 4.3

Lesson 4-4: Day 4

Objective(s): To understand how bolded words are used in non fiction text.

Skills attained:

- 1) Students will show an example of how bolded words are used in a textbook
- 2) Students will create an example of the use of a bolded words

Topics: conventions of non fiction text

Procedure: Students will participate in a class discussion of bolded words and find an example of bolded words in a textbook before creating an example of a bolded words.

Materials list: textbooks, copy of a paragraph that uses bolded words from a book

Description:

- 1) Have students get out their eight page book.
- 2) Review headings and subheadings, both what they are and what they do. Review what captions are and what they do.
- 3) Copy the paragraph that uses bolded words onto the board. Ask students why the author might use bolded words in text. Discuss that bolded words are often important words that the reader needs to know. They might be new vocabulary words, or they might just be important words to know.
- 4) Ask students how they would find out the meaning of the bolded words. Discuss how the authors give us clues usually in the sentences around the one with bolded words. So, it is important to read the sentences both before and after the word carefully.
- 5) Have students turn to the next two pages of their eight page book. On the left page, students will find an example of the use of bolded words from a textbook. They will copy this example onto the page.
- 6) On the right page, students will create an example of a paragraph that uses bolded words. They will write their example on this page.

Assessment:

Homework: Student Worksheet 4.4