

Librarian: Ms. W	Class: Library Science	Periods: 1, 2, 7	Date: multiple
Unit Title: Types of Texts Lesson Title: Fiction vs Nonfiction - Identifying Text Structures		Standards: CCSS related ELA-LITERACY.RI.5.5 ELA-LITERACY.RI.5.7 ELA-LITERACY.W.5.7 PA School Library Standards CC.1.2.L (3-5) CC.1.5.F (3-5) CC.1.4.U (3-5) 15.3.M (3-5) https://www.psla.org/assets/docs/model_curriculum/stage-1-grade-band-3-5.pdf	
Objectives: Compare and contrast text structures of fiction and nonfiction texts by synthesizing information from previous texts and providing concrete examples.			
Learning Target(s): I can... -compare the similarities and differences of text structures for fiction vs nonfiction texts -develop a detailed mind map that demonstrates my understanding of text structures for fiction and nonfiction texts			
Vocabulary: fiction, nonfiction, text structure (literary and nonfiction), genre, literary elements			
Bell Ringer: Watch the video showing two movies about penguins. What are the similarities? What are the differences?			
Reference: https://www.youtube.com/watch?v=-ykwXZQ629s			
Learning Activities			
	Support Needs	Proficient	
Activity #1 Goal(s): Identifying the similarities and differences of fiction vs nonfiction			
Mini-Lesson	The Librarian will first review the 'bell ringer' as a segway into comparing/contrasting fiction/nonfiction text structures. -Students will do a "turn and talk" and discuss what they noticed		

	-Librarian will ask for individual students to explain what they noticed, while the rest of the class gestures with hand signal to agree/disagree or add-on The Librarian will review with students fiction vs nonfiction text structures on an anchor chart, while students take notes. -Ask students guiding questions to have them help with the anchor chart list -At the end of each anchor chart (fiction and nonfiction), have the class come up with real world examples. Reference: https://docs.google.com/document/d/1u-ZDhC9skRd_RFKNOGWySBJGMhvhIGAq5vMWc3JCgn8/edit?usp=sharing	
Activity	Make sure students are seated in an area where they can focus on the board. Sit any student that struggles with note taking next to a "buddy" to help them. Provide students who struggle with notetaking with guided notes or a graphic organizer.	Take notes from the Librarian's lecture/board.
Check for Understanding	CFU 1 - observe students in 'turn in talk' and ask for clarifications or guide their thinking CFU 2 - Take notes of any students during the agree/disagree that may have misconceptions CFU 3 - Have student repeat a correct answer another student gave in their own words CFU 4 - engage students in helping create the anchor charts from what they remember/notice	CFU 1 - observe students in 'turn in talk' and ask for clarifications or guide their thinking CFU 2 - If a student disagrees with an answer, call on them to 'respectfully disagree' and explain why CFU 3 - engage students in helping create the anchor charts from what they remember/notice
Activity #2 Goal(s): Review example texts and determine if they are fiction or nonfiction and why.		

Mini-Lesson	The Librarian will explain the activity. –Students will break into groups –Librarian will give each group a selection of different texts (5) –Students will then complete the graphic organizer to determine if each text is fiction/nonfiction and provide evidence to why. Reference: https://docs.google.com/document/d/1DMSCWQKQ43_-G3ojp_7YialqRa7RrV3fOLoAL0N7c8o/edit?usp=sharing	
Activity	Group students appropriately considering their strengths and weaknesses. –Assign students specific jobs in the group, if needed –If you have many mixed reading levels in one class, group by reading level...then curate the book selection you give them, based on each group's level.	Work in a group, as assigned, to complete the graphic organizer. May be assigned a group leadership role, if needed.
Check for Understanding	CFU 1 - Librarian observation and discussion during group work. CFU 2 - a completed group graphic organizer	CFU 1 - Librarian observation and discussion during group work. CFU 2 - a completed group graphic organizer
Activity #3 Goal(s): Develop a mind map in Ideamapper that demonstrates understanding of text structures for fiction and nonfiction texts by using examples from real texts.		
Mini-Lesson	Librarian will review expectations for the mind map and go over a model on Ideamapper. Students will work independently to create a mind map on Ideamapper that identifies examples of text features for fiction and nonfiction texts. —They will use the library at their disposal to find examples. → → If they have not already been introduced to the sections of the library, pause the lesson here and do a library tour. Reference: https://docs.google.com/document/d/17SIDeCHHRG46l67B38csdiWDA7hgGE71MAiRy_BWGiI/edit?usp=drive_link	
Activity	Make sure to allow students to explore the library and get to	Work independently on finding texts - support as needed.

know how it works, but make sure to also support them:

Pair them based on need or reading level, if needed.

Give the students specific books to look at for examples.

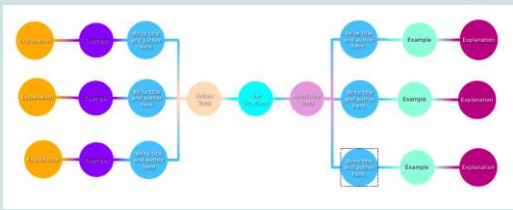
–a book on wolves vs *Little Red Riding Hood*

Make sure books are available on their reading level
–curate a section ahead of time if needed, or considered using a leveled library

***If not available on reading level, offer read aloud or a read aloud program.

Give suggestions or guide their thinking by asking specific/concrete questions.

Depending on ability:
Create a mind map on Ideamapper using the Librarian created template or an original of their own creation.



Create an original mind map in Ideamapper.

Exit Slip:

Mind map