

Learning Experience

LE Title: Easy vs. Nonfiction or Franklin and soccer

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Grade Level: Kindergarten

School : E. R. Andrews Elementary

Topic/Subject Area(s): ELA

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LEARNING CONTEXT

Purpose or Focus of Experience

- **Objectives**

1. Students will recognize the need for alphabetical arrangement
- arrange themselves in alphabetical order by the first letter of their first name
2. Students will use effective listening and viewing skills
- listen to and view respectfully a story for a specific period of time
 - respond appropriately to what is seen or heard
3. Students will differentiate between fiction (easy) and nonfiction books
- recognize the elements of a fiction book
 - it is not true, a pretend story
 - has an E on the first line of the call number
 - arranged by author
 - recognize the elements of a nonfiction book
 - usually true, contains facts
 - has a number on the first line of the call number
 - arranged by subject

Identify the different locations for fiction (easy) and nonfiction

CONNECTION TO STANDARDS

New York State Learning Standards addressed in assessment:

- Objective 1
- Objective 2
 - ELA 1- Students will read, write, listen and speak for information and understanding
 - ELA 4 - Students will read, write, listen and speak for social interaction
- Objective 3
 - ELA 2: Students will read, write, listen and speak for literary response and expression
 - ELA 3: Students will read, write, listen and speak for critical analysis and evaluation

AASL Learning Standards/

Standard 2: Evaluates information critically and competently

- 2 distinguishes among facts, point of view and opinion
- 3 identifies inaccurate and misleading information

Library & Information Skills Learner Outcomes addressed in assessment:

1. Exhibit proper library media center behavior.

2. Know and follow the library rules and procedures.
3. Be familiar with the layout and organization of the library.
5. Display effective listening and viewing skills.
13. Differentiate between fiction and nonfiction books.

ESSENTIAL QUESTION(S)

What is the difference between true/fact and pretend/easy?

CONTENT KNOWLEDGE: DECLARATIVE, PROCEDURAL

Declarative

1. Student will know the components of easy/pretend and Nonfiction/fact.
2. Student will know how to locate Easy and Nonfiction materials.
3. Student will identify same and different.

Procedural

1. Student will categorize what they see and hear
2. Student will locate the easy and non-fiction sections of the library.
3. Student will classify the objects on the worksheet.

PROCEDURE

Students will arrange themselves in alphabetical order by the first letter of their first name.
 Student helper will "check" to see that everyone is in order by reviewing the names out loud.
 After reviewing the names, students will be able to sit in any order

Librarian will share and discuss elements of *Franklin Plays the Game* by Paulette Bourgeois

Ask if they think the story is true or not true and why

Illustrations show animals with clothes on....

Ask what kind of book this is by showing the call number.....

Anything can happen in a story/ pretend

Where are the easy books

Arranged by author

Point out the author

What kind of book is needed to find out true information about soccer

Where are the nonfiction books

Arranged by a number

Share nonfiction books about soccer

Check the number on the spine

Same number

Same shelf

Information is true

Read one nonfiction book *My Soccer Book* by Gail Gibbons

Have students tell how this book relates to the one about Franklin

Share the worksheet the students can take home to do or work on after signing out books

After their borrowing cards are passed out, students will locate books to borrow....

They will borrow one easy and one nonfiction book

Students with too many books signed out, can borrow a book to read
They sit on the top step if they have an easy book, bottom step if nonfiction.
If time, additional comparisons can be done
Students could have a book parade, holding easy book in one hand, nonfiction the other
Students could line up by showing their easy book or nonfiction book

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- Students will be able to choose their place to sit
- Students will be able to borrow 2 easy books if they cannot find a suitable nonfiction
- Students will be limited on the number of books they can borrow, based on the number they returned.
- Alphabet will be displayed for students to refer to.

TIME REQUIRED

One 30 minute period.

RESOURCES

Franklin Plays the Game by Paulette Bourgeois; Scholastic, c1995.
My Soccer Book by Gail Gibbons; Harper Collins, c2000.
Worksheet on categorizing developed using Kidspiration

ASSESSMENT PLAN

Librarian and teacher observation/ informal

- Students will behave in a cooperatively and quietly arrange themselves in order
- Students will interact within the group and respond appropriately to the material that has been presented and/or the questions that have been asked
- Students will identify the difference between fiction (easy) and nonfiction

Successful completion of worksheet

STUDENT WORK

Completed worksheet. (Colored and directions followed)

Students hand this in to the library for a sticker. The sticker is given for effort not for work done correctly. Corrections are made on the worksheet, which is given back to the student.

REFLECTION

This lesson can be modified for various subject areas and can be varied to coordinate with the letter of the week. Kidspiration can be used to develop various worksheets for categorizing.