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## **Georgia Performance Standards Framework for English Language Arts-K**

# **Instructional/Learning Activity Task Template:**

### *Overview*

Unit Title: Informational

Annotation: In this task, the students will be able to recognize non-fiction text ( true information) and also point out information that does not belong in the non-fiction text.

Grade, Subject, Topic, Author: Kindergarten, Reading, Informational, Hillary May

Special Notes To Teacher:

- Have a short non-fiction story already charted (snakes, dogs, birds, etc)
- The story needs to be non-fiction (true).
- The charted story needs to have one piece of information that does not fit.
- Teacher should have a chart prepared and titled “Characteristics of Non-Fiction/Fiction Texts.”
- Mini-lesson will be much longer than the standard lesson of 10-12 minutes.

### *Standards*

Focus Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:

- h) retells important facts in the student’s own words.
- d) begins to distinguish fact from fiction in a read aloud text.

Complementary Standard/Element(s):

ESLAKLSV1 – The student uses oral and visual skills to communicate. The student:

- a) The student listens and speaks appropriately with peers and adults.

### *Learning Goals*

Essential Question(s):

What is non-fiction?

What is fiction?

What is extra information?

Why do we need to find the extra information?

Knowledge: The students should understand that we have different purposes for reading different types of books. Students should realize that informational books inform us (give factual information) and fictional books entertain us (read for pleasure).

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**Skills:** The student will be able to read a non-fiction story and find the extra information not needed in the story. The student will also be able to add one detail to the given piece (*attachment*).

### ***Balanced Assessment for Task***

**Assessment Method/Type:** Teacher observation during worktime and closing, student's feedback during closing.

**Description/Directions for Assessment:** Teacher observation during the worktime when the students are using the pre-made sheet (*attachment*). The teacher can also continue to observe using the checklist during share time for those students who are sharing their work. The students will also give thumbs up or thumbs down for those students who are sharing. If the story is read correctly and the student successfully adds an extra detail, then the student gets a "thumbs up." If any part of the share time is incorrect, then the audience should give the reader a "thumbs down."

### ***Student Work Samples (optional):***

### ***Procedures, Directions, and Resources***

**Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:**

**Opening:** The teacher will begin by stating the standard: *ELAKR6 The student gains meaning from orally presented text.* The teacher will then explain what non-fiction text is (give definition). The teacher then reads a short read aloud (Snake By Chris Mattison). The teacher points out characteristics of non-fiction texts as she reads it aloud. The teacher should also explain that a non-fiction text usually informs you of something or someone. She will chart a few examples of non-fiction/fiction texts (see attachment).

**Example:** real pictures, bold writing, true information. The teacher will then chart a few characteristics on fiction texts (attachment). Example: pictures are usually drawn, story is a make believe story, characters can have human like qualities. After the characteristics have been listed, the teacher will briefly hold up a fiction story and have students determine if the text is non-fiction or fiction by the cover of the book. The teacher will ask the student how they knew the book was non-fiction or fiction. Some possible responses may be: the cover of the book, the picture on the front of the book, etc. The teacher will then read a non-fiction story charted on the chart paper (ready made) that she made up. The chart should be drawn from the read aloud that was read at the beginning of the story.

### **Snakes**

Snakes are long and slimy.

Snakes slither across the ground.

Snakes eat mice.

Snakes can fly.

Snakes shed their skin.

The teacher will ask students if this is a non-fiction story or fiction story. The teacher will then ask what is wrong with this non-fiction story. What is the extra information that is not needed? The students should point out the sentence about snakes flying. The teacher will then explain that this is extra information that

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is not needed. She will explain how it is not a true statement and it does not fit with the rest of her non-fiction story. The teacher will then have one student come up and cross out that line of extra information with a different colored marker. The teacher will then ask a few students to give any additional information they might have learned about snakes from the read aloud. Using a different colored marker the teacher will write out a few of the student's responses on the chart paper. This mini-lesson will be longer in length due to the new information being introduced.

**Worktime:** The teacher will then give the students the same story on photocopied paper. The teacher should tell the students that they would now go to their independent work areas and read the non-fiction short story (*pre-made / see attachment*). Then the teacher explains that the students first need to cross out the line that does not fit with the rest of the story with his/her marker/crayon. Then the teacher should explain that they should then add their one detail that would fit in this story (reminding the students that this information should be a fact). Teacher should circulate the room to make sure that students are able to identify the extra information. The teacher should stress that the piece of information added should be a true piece of information. Students will do this activity quietly.

**Closing:** The teacher will then bring the students back to the carpet for closing. The teacher will revisit the standard and revisit the non-fiction story, making sure to point out (again) the extra information. The teacher will then ask two students to come up and share their work that was completed in his/her independent work time. The student should tell you why that sentence (extra information) does not belong in the story. The student should also share the fact that they added to their non-fiction story. The students will then celebrate the students for sharing and noticing the extra information in the non-fiction text by giving "thumbs up" if the information is correct, or giving a "thumbs down" if the information is incorrect.

#### ***Resources, Materials, and Equipment:***

- Non-fiction story already charted
- Non-fiction read aloud (Snake By Chris Mattison)
- Fiction read aloud (Verdi, by Jane Yolen)
- Pre-made short story with extra information
- Pencils
- Chart labeled – characteristics of non-fiction/fiction text
- Rubric (*see attachment*)

#### ***Differentiation for Content, Procedures, Process, and/or Learning Environment:***

**Remediation:** Students will draw a picture to match a fact in the story after they cross out the extra information in the informational piece.

**Extension:** The student could add 2 extra details to the informational piece he/she is reading and illustrate the non-fiction piece. Another suggestion might be for the teacher to have student(s) sort through a tub of books making 2 piles – non-fiction and fiction.

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Name \_\_\_\_\_



Snakes

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**Added**

**detail** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Characteristics of Non-fiction /Fiction Books

Non-Fiction	Fiction
<ul style="list-style-type: none"> <li>• Maps, charts, and diagrams are often used</li> </ul>	<ul style="list-style-type: none"> <li>• Characters have humanlike qualities (dogs talking)</li> </ul>
<ul style="list-style-type: none"> <li>• Real pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations are usually drawn</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Bold</b> or <i>italic</i> fonts may be used to signal important words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories can be fairytales or fantasies.</li> </ul>
<ul style="list-style-type: none"> <li>• There may be chapter titles and section headers that preview information.</li> </ul>	<ul style="list-style-type: none"> <li>• Text can be exaggerated (swirled, zigzag, circular)</li> </ul>
<ul style="list-style-type: none"> <li>• Some of the words might be difficult to pronounce.</li> </ul>	

