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## Fiction/ Nonfiction Writing, Grades 1-2

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# Unit: Bats (Fiction/Non-fiction Writing)

## Grade: 1<sup>st</sup> Grade and 2<sup>nd</sup> Grade

### Stage 1: Desired Results

#### Understandings

*Students will understand that...*

There is a difference between fiction and non-fiction writing based on the text they read and write.

#### Essential Questions

#### Knowledge & Skill

1. What is non-fiction?
2. What is fiction?
3. What is the difference between fiction and non-fiction?

*(NEISD scope & sequence; TEKS; Core; etc.)*

#### 1<sup>st</sup> grade

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) discuss the author's purpose for writing text;

(B) discuss how the use of text structure contributes to the author's purpose;

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) dictate or compose literary texts, including personal narratives and poetry;

(B) dictate or compose informational texts, including procedural texts; and

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant sources and information to answer the questions with adult assistance;

(D) demonstrate understanding of information gathered with adult assistance; and

(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

## 2<sup>nd</sup> grade

10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) discuss the author's purpose for writing text;

(B) discuss how the use of text structure contributes to the author's purpose;

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;

(B) develop drafts into a focused piece of writing by:

(i) organizing with structure; and

(ii) developing an idea with specific and relevant details;

(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts, including personal narratives and poetry;

(B) compose informational texts, including procedural texts and reports; and

(C) compose correspondence such as thank you notes or letters.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

- (B) develop and follow a research plan with adult assistance;
- (C) identify and gather relevant sources and information to answer the questions;
- (D) identify primary and secondary sources;
- (E) demonstrate understanding of information gathered;
- (F) cite sources appropriately; and
- (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## Stage 2: Assessment Evidence

**Performance Task:**

Student will create one non-fiction and one fiction piece of writing. Student will be able to identify the difference between the two pieces based on genre.

**Other evidence:**

*(quizzes, tests, academic prompts, self-assessments, etc.  
note – these are usually included where appropriate in Stage 3 as well)*

## Stage 3: Learning Activities

*(Steps taken to get students to answer Stage 1 questions and complete performance task)*

**Day 1:** Introduction to Fiction and non-fiction

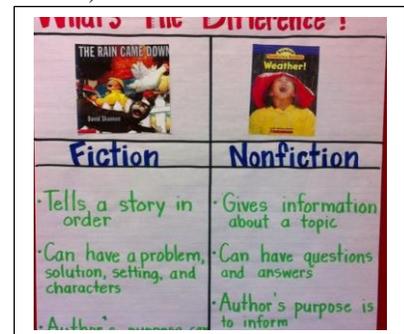
Objective: SWBAT identify the characteristics of non fiction in text.

**Beginning:**

Teacher will play introduction video:

**Fiction or non-fiction:**

<https://youtu.be/5CW2BMIZO4w>



**Middle:**

Teacher will ask students what fiction and nonfiction is.

Teacher will make anchor chart with class identifying the characteristics of fiction and nonfiction and the differences between the two. Teacher will end the lesson by watching read aloud, “Bored Bella”

**End:**

**Bored Bella learns about fiction:**

<https://youtu.be/JX67ijIX1XU>

**Day 2:** Focus on non-fiction

**Beginning:**

Teacher will review with students what the meaning of non-fiction is. Teacher will review anchor chart with students.

**Middle:**

Teacher will play a read aloud to the class. Class will discuss the story at the end of the story the text features which make this a non-fiction text. (Point out pictures vs. illustrations, facts, diagrams, charts or maps, etc.)

***Bats read aloud:***

<https://youtu.be/5CaXjXkmcFc>

or

***Brilliant bats***

<https://youtu.be/q9pPyrg-Vek>

**End:**

Students will then in their journals write at least 5 facts they learned about bats today. Teacher will give students 10 minutes to complete. Teacher will ask class as a whole to discuss some of the facts they thought of together. Teacher will then write some answers on an anchor chart.

**Day 3:** Non-Fiction (Bats)

**Beginning:** Teacher will review with students what the meaning of non-fiction is. Teacher will review anchor chart with students and any details in the story that we learned before.

**Middle:** Teacher will play video on bat facts.

***Bat facts:***

<https://youtu.be/NBCODnTUOrY>

**End:**

Students will then in their journals write at least 5 facts they learned about bats today. Teacher will give students 10 minutes to complete. Teacher will ask class as a whole to discuss some of the facts they thought of together. Teacher will then add more of the answers to the anchor chart about bats from the day before.

**Day 4:** Completion of nonfiction and beginning of writing

**Beginning:**

Teacher will tell students that now that they have learned about reading nonfiction writing, now they will write their own nonfiction.

**Middle:**

Teacher will introduce graphic organizer used for non-fiction writing. Teacher will fill out a graphic organizer with the class to model what is expected.

Teacher will use sentence starter for topic sentence. Ex. *I learned a lot of things about bats. Bats are....*

A graphic organizer for informative writing. It includes fields for Name, Date, Topic, Topic Sentence, three Fact boxes (Fact 1, Fact 2, Fact 3), and a Conclusion box.

**End:** Teacher along with students will read the story they wrote about bats on graphic organizer.

**Day 5:** Non-fiction writing

**Beginning:**

Teacher will hand out graphic organizers to students. Teacher will put sentence starters on the board for topic sentence and conclusion.

Ex. Topic sentence: *I learned a lot of things about bats. Bats are....*

Ex. Conclusion sentence: *In conclusion, bats are ....*

**Middle:**

Students write independently

**End:**

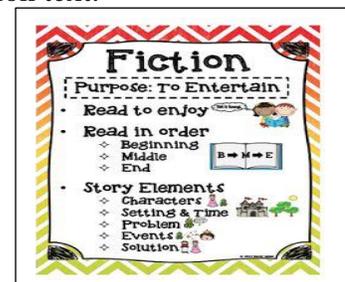
Students complete independent writing

**Day 6:** Fiction

Objective: Students will be able to identify the characteristics of fiction text.

**Beginning:**

Teacher will begin by asking students what they remember about fiction writing. Teacher will introduce anchor chart about fiction. Teacher needs to discuss the elements of fiction to the students from anchor chart.



**Middle:**

Teacher will play read aloud “Stellaluna”

“Stellaluna”

<https://youtu.be/ao-tJCAuiHc>

Class will discuss the elements of fiction based on anchor chart, that are found in the story

**End:**

Teacher will tell students they will write their own fiction story about a bat. Students will then write in their journals what characters they will have in their bat story.

**Day 7:** Fiction

**Beginning:**

Teacher will review fiction anchor chart with students from the day before.

**Middle:**

Teacher will begin by playing read aloud

“Bats on parade”

<https://youtu.be/5GeK0ttlCsQ>

**End:**

Class will have a discussion about the elements of fiction they found in this story. Students will then write in their journals, what setting and problems the characters from their bat story will encounter. These will be the characters they thought of the day before for their bat story.

**Day 8:** Fiction

**Beginning:**

Teacher will review fiction anchor chart from previous day.

**Middle:**

Teacher will play read aloud,

“Bats at the Beach”

<https://youtu.be/j5TZYFyD0Sg>

**End:**

Class will have a discussion about the elements of fiction they found in this story. Students will then write in their journals, about what events and solutions the characters in the bat stories they are developing will encounter.

**Day 9:** Fiction Writing

**Whole Period**

Teacher will tell students this day is to write and complete their fiction bat stories. Teacher will also conference with students as needed.

**Day 10:** Fiction Writing and Presentations

Students will have the opportunity to finish their fiction writing if not done. Students will then be able to present their stories to the class.