**Media Coordinator:**   **INFORMATION AND TECHNOLOGY ESSENTIAL STANDARD:** 1.IN.1

**Grade Level:** 1st Grade **Objective:** 1.IN.1.2

**Title:** Animal Study: From Fact to Fiction **Anchor Standard(s):** ELA – Key Ideas and Details

**Technology Standard:** 3. Research and Information Fluency

**Learning Target:** Students understand that nonfiction books contain information that is true.

**Essential Questions:** Do students understand that nonfiction books contain facts?

**Vocabulary:** fact, fiction, nonfiction

**Level of Bloom’s:** Understanding

**Instruction:** Students begin the lesson by brainstorming what they know about animals. Use a concept map for students to list what they know about animals.

**Engage:** Capture students’ attention by reading *Two Bad Ants* by Chris Van Allsbury and *Armies of Ants* by Walter Retan, focusing on facts and illustrations.

**Explore:** Use website Animal Inquiry to find facts about animals.

**Explain:** Give examples of characteristics of animals.

**Elaborate:** Students create a graphic organizer that lists facts about earthworms

**Evaluate:** Review the graphic organizer with students, checking for their understanding.

**Writing component and % of informational text:** facts listed using a graphic organizer

**Assessment/Ways to check for understanding:** review graphic organizer

**Resources:** animal websites, any nonfiction book about animals

**21st Century Themes:** Global Awareness

**21st Century Skills:** Apply Technology Effectively: Use Technology as a tool to research, organize, evaluate, and communicate information

**Reflection:**

**Lesson taken from readwritethink.org**

Lesson from website-

### Lesson Plan

# Animal Study: From Fiction to Facts

[E-mail](http://www.readwritethink.org/util/email.html?url=/resources/resource-print.html?id=286&title=Animal+Study%3A+From+Fiction+to+Facts&id=286) / Share / Print This Page / Print All Materials (Note: Handouts must be printed separately)



  [THINKFINITY](http://community.thinkfinity.org/favorite-bookmarklet.jspa?url=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286)

  [DIGG](http://digg.com/submit?phase=2&url=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286&title=Animal+Study%3A+From+Fiction+to+Facts)

  [FACEBOOK](http://www.facebook.com/share.php?u=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286&t=Animal+Study%3A+From+Fiction+to+Facts)

  [MIXX](http://www.mixx.com/submit?page_url=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286)

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  [REDDIT](http://reddit.com/submit?url=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286&title=Animal+Study%3A+From+Fiction+to+Facts)

  [STUMBLEUPON](http://www.stumbleupon.com/submit?url=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286&title=Animal+Study%3A+From+Fiction+to+Facts)

  [DEL.ICIO.US](http://del.icio.us/post?url=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286&title=Animal+Study%3A+From+Fiction+to+Facts)

  [NEWSVINE](http://www.newsvine.com/_tools/seed%26save?u=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286&t=Animal+Study%3A+From+Fiction+to+Facts)

  [PROPELLER](http://www.propeller.com/submit/?U=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286&T=Animal+Study%3A+From+Fiction+to+Facts)

  [TWITTER](http://twitter.com/home?status=ReadWriteThink:%20Animal+Study%3A+From+Fiction+to+Facts%20http%3A%2F%2Ftinyurl.com%2F3a6fpdx)

  [MYSPACE](http://www.myspace.com/Modules/PostTo/Pages/?u=http%3A%2F%2Fwww.readwritethink.org%2Fresources%2Fresource-print.html%3Fid%3D286&t=Animal+Study%3A+From+Fiction+to+Facts)



|  |  |
| --- | --- |
| Grades | K – 2 |
| Lesson Plan Type | Standard Lesson |
| Estimated Time | Five 50-minute sessions |
| Lesson Author | Renee Goularte[Renee Goularte](http://www.readwritethink.org/about/bio/renee-goularte-32.html)Magalia, California |
| Publisher | National Council of Teachers of English |

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| [Preview](http://www.readwritethink.org/resources/?tab=1" \l "tabs) | [Standards](http://www.readwritethink.org/resources/?tab=2#tabs) | [Resources & Preparation](http://www.readwritethink.org/resources/?tab=3#tabs) | [Instructional Plan](http://www.readwritethink.org/resources/?tab=4#tabs) | [Related Resources](http://www.readwritethink.org/resources/?tab=5#tabs) | [Comments](http://www.readwritethink.org/resources/?tab=6#tabs) |

### Preview

### OVERVIEW

This lesson describes how to use selected fiction and nonfiction literature and careful questioning techniques to help students identify factual information about animals. Children first identify possible factual information from works of fiction which are read aloud, then they listen to read-alouds of nonfiction texts to identify and confirm factual information. This information is then recorded on charts and graphic organizers. Finally, students use the Internet to gather additional information about the animal and then share their findings with the class. The lesson can be used as presented to find information about ants or can be easily adapted to focus on any animal of interest to students. Resources are included for ants, black bears, fish, frogs and toads, penguins, and polar bears.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### FEATURED RESOURCES

[**Animal Study**](http://www.readwritethink.org/materials/animal-inquiry/): This online tool helps students organize, record, and then print out information they find while researching an animal. Choose from four organizers: animal facts; animal babies; animal interactions; and animal habitats.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### FROM THEORY TO PRACTICE

In Literacy at the Crossroads, Regie Routman reminds us of the importance of "a greater use of multiple texts in reading instruction," to include not only narrative texts, but informational texts as well. In "Nonfiction Inquiry: Using Real Reading and Writing to Explore the World," Stephanie Harvey stresses the importance of nonfiction: "Nonfiction enhances our understanding. It allows us to investigate the real world and inspires us to dig deeper to inquire and better understand." (13)

Sometimes the line between fact and fiction can be unclear, especially with the wide use of animal characters in works of fiction. Comparing nonfiction and fiction texts containing similar subject matter can help students develop critical thinking skills as they learn to bring their own prior knowledge as well as additional factual information to works of fiction that they read.

**Further Reading**

Routman, Regie. 1996. Literacy at the Crossroads: Crucial Talk about Reading, Writing, and Other Teaching Dilemmas. Portsmouth, NH: Heinemann.

Harvey, Stephanie. "Nonfiction Inquiry: Using Real Reading and Writing to Explore the World." Language Arts 80.1 (September 2002): 12-22.



[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### Standards

### NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

**1.**

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

**3.**

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

**6.**

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

**7.**

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

**8.**

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### Resources & Preparation

### MATERIALS AND TECHNOLOGY

* Chart paper and markers
* Parent or other adult helpers
* A set of books including both fiction and nonfiction texts featuring the same animal. The specific animal and books chosen will depend on availability and should reflect student interests. Examples of [text sets](http://www.readwritethink.org/lesson_images/lesson286/animal_book_list.pdf) are available. As presented, the lesson uses the following three books:
	+ Two Bad Ants by Chris Van Allsburg (fiction)
	+ One Hundred Hungry Ants by Bonnie MacKain (fiction)
	+ Armies of Ants by Walter Retan (nonfiction)
	+ Alternatively, students can create the text sets by doing a [book sorting activity](http://www.readwritethink.org/lessons/lesson_view.asp?id=145) and one animal can be chosen for whole class study.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### STUDENT INTERACTIVES



Grades   **3 – 6**  |  Student Interactive  |  Inquiry & Analysis

[Animal Inquiry](http://www.readwritethink.org/classroom-resources/student-interactives/animal-inquiry-30020.html)

Supporting inquiry-based research projects, the Animal Inquiry interactive invites elementary students to explore animal facts and habitats using writing prompts to guide and record their findings.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### PRINTOUTS

* [Animal Study Recording Sheet](http://www.readwritethink.org/lesson_images/lesson286/animalstudy_chart.pdf)

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### WEBSITES

* [Internet Quest: Ants!](http://interactives.mped.org/view_interactive.aspx?id=80&title=)
* [Internet Quest: Black Bears!](http://interactives.mped.org/quiz123.aspx)
* [Internet Quest: Fish!](http://interactives.mped.org/quiz124.aspx)
* [Internet Quest: Frogs and Toads!](http://interactives.mped.org/quiz122.aspx)
* [Internet Quest: Penguins!](http://interactives.mped.org/quiz120.aspx)
* [Internet Quest: Polar Bears!](http://interactives.mped.org/quiz121.aspx)
* [The Ant Colony Cycle](http://research.amnh.org/entomology/social_insects/ants/ant_colony_cycle.html)
* [Ants](http://www.nature.ca/notebooks/english/ants.htm)
* [Antcam](http://www.nhm.ac.uk/kids-only/naturecams/antcam/index.html)
* [Animal Planet](http://animal.discovery.com/)
* [ALA’s Great Websites for Kids](http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=1)
* [WWF](http://www.panda.org/)
* [Smithsonian National Zoological Park](http://nationalzoo.si.edu/)

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### PREPARATION

* Gather the fiction and nonfiction books for the project. See the [booklist](http://www.readwritethink.org/lesson_images/lesson286/animal_book_list.pdf) for suggested titles.
* Prepare two charts, one headed with "What We Think About Ants" and the other "What We Know About Ants" (or customized for the animal that you've chosen.
* Test the [Animal Study](http://www.readwritethink.org/materials/animal-inquiry/) interactive graphic organizer and the [Internet Quest: Ants!](http://interactives.mped.org/quiz80.aspx) interactive on your computers to familiarize yourself with the tools and ensure that you have the Flash plug-in installed. You can download the plug-in from the [technical support page.](http://www.readwritethink.org/site_tools.html)
* Arrange for adult helpers (or older students) to help your students explore the Internet sites. If you choose to use the [Internet Quest: Ants!](http://interactives.mped.org/quiz80.aspx) interactive, demonstrate the tool to your helpers before they use it with students.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### Instructional Plan

### STUDENT OBJECTIVES

Students will

* compare and cross-reference information from fiction and nonfiction texts about animals.
* create "facts charts" in whole group formats.
* use an Internet search engine to find Websites with additional factual information about animals in stories read to them.
* record factual information.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### Session One: Fiction Read-Aloud

(May be divided into two sessions, if desired)

1. Post the "What We Think About Ants" chart where students can see it.
2. Gather students together for a story. Explain that you are going to read a story about ants that is fiction (define the word if necessary) but that together you are going to see if you can learn anything about ants by reading the story.
3. Read Two Bad Ants aloud. Take time to discuss the actions of the ants as you read.
4. When the story is over, ask some key questions about ants that will lead to factual information. Some examples of questions might be:
	* What did these ants want to eat?
	* How hard did the ants have to work to get what they wanted?
	* Can you tell anything about where the ants live from this story?
	* What do ants look like?
5. As a follow-up question, ask, "From listening to this story, what do you think might be true about ants?"
6. Chart students' responses. Because the goal is to have students building information from fiction to fact, it's important that all responses be traced back to the story in some way. If a student suggests information that is not related in any way to the events of the story, it can be acknowledged another way-perhaps by jotting it down on a sticky note for later reference or by starting another chart with additional questions.
7. Tell students they will be adding more information to the chart after listening to another story about ants.
8. Read One Hundred Hungry Ants aloud. Take time to point out any relevant information about the ants that might be related to factual information.
9. When the story is finished, ask some key questions to elicit possible factual information. Some examples of questions might be:
	* Did this book give you any additional information about ants?
	* What can you tell me about how these ants traveled?
	* What did these ants want to eat?
	* What else do you think might be true about ants that is in this story?
10. Chart additional information as students make guesses about real behavior of ants. Keep the chart posted for reference in **Session 2**.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### Session Two: Nonfiction Read-Aloud

1. Post the "What We Know About Ants" chart next to the chart from the previous session.
2. Gather students together. Review the chart from the previous session.
3. Explain that you are going to read a nonfiction book about ants (define the word if necessary), and that they will be able to find out whether the things they thought about ants are really true. Let them know that you will make a new list of things that they learn about ants from this book.
4. Read Armies of Ants aloud. Stop whenever appropriate to point out factual information that matches any guessed information listed on the first chart. Note that information from the first chart with a star so that it will be easy to locate later on.
5. When you have finished the book, ask students to tell you what they know about ants from this story. Write responses on the chart.
6. If a student suggests information that isn't accurate, reread short sections of the book for reference, clarification, and to help the student adjust his or her response.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### Session Three: Gather Information From the Internet

**Option One: Using the** [**Internet Quest: Ants!**](http://interactives.mped.org/quiz80.aspx)

1. Explain the class activity: students will explore Websites, using the [Internet Quest: Ants!](http://interactives.mped.org/quiz80.aspx) interactive, looking for information that answers questions from their "What We Think About Ants" and "What We Know About Ants" charts. Depending upon your computer access and students' computer skills, students can work independently, in small groups, in groups with an adult helper, or as a whole class (with the interactive projected using an LCD Projector).
2. If students will be working on their own or in groups, demonstrate the [Internet Quest: Ants!](http://interactives.mped.org/quiz80.aspx) interactive, showing students how to view the related Web pages as well as how to print and save their work:
	1. On the first screen, read the instructions to students.
	2. Click **Next** to move to the first question.
	3. Show students where to locate the related link for each question.
	4. Demonstrate how to move between the interactive and the Web page.
	5. Type a sample answer to the question in order to demonstrate that writing is not limited to the size of the box shown on screen. Answers will scroll.
	6. If desired, show students that how to copy a sentence from the Web page and paste it into the appropriate row and column on the chart.
	7. Click the **Next** button to move to the next question.
	8. Click the **Next** button again, to demonstrate that students must answer each question before moving on to a new question.
	9. Explain that you cannot move back to change an answer. If desired, explain that students can open the text later (see below).
	10. Click **Finish** at the top of the screen.
	11. Type your name in the space provided.
	12. Click the **Print** button beneath your name. Your answers will be displayed in a Web browser window.
	13. To print answers, choose the **Print** command from the **File** menu. To save your answers, choose the **Save As...** command from the **File** menu. Students can open the file later in a Web editor or a word processor that imports HTML (such as Microsoft Word or AppleWorks).
	14. Show students that the instructions for using the tool are available by clicking **Help** at the top of the screen.
3. Once students understand the activity, they can begin exploring the sites using the [Internet Quest: Ants!](http://interactives.mped.org/quiz80.aspx) interactive.
4. Monitor students as they browse the Websites, answering any questions. Remind students to save and/or print their answers.
5. Once students have explored the sites, invite them to share their findings, adding new information to the chart headed "What We Know About Ants."
6. When Internet exploration is complete, review information on both charts, making comparisons as appropriate. Write "Yes" or "No" next to each guess on the first chart. Add correct information, elicited from student responses, to any items marked with "No."

**Option Two: Searching with a Web Browser**

1. Load the following Websites onto computers:
	* [Ants](http://www.enchantedlearning.com/subjects/insects/ant/), from Enchanted Learning
	* [Ask Jeeves for Kids](http://www.ajkids.com/) or [Ask Jeeves](http://www.ask.com/)
2. Do a whole group demonstration showing some navigational tips on each Website. Note: Website exploration can be done by the teacher with the whole group if computers are limited, or with adult helpers working with small groups.
3. Have students explore the [Ants](http://www.enchantedlearning.com/subjects/insects/ant/) website to find more information about ants or to confirm information which is already charted.
4. Other students can use [Ask Jeeves for Kids](http://www.ajkids.com/) or [Ask Jeeves](http://www.ask.com/) to find additional information or to check charted information. (Note that additional sites are also listed in the **Resources** section.)
5. Add new information to the chart headed "What We Know About Ants" as students find it online.
6. When Internet exploration is complete, review information on both charts, making comparisons as appropriate. Write "Yes" or "No" next to each guess on the first chart. Add correct information, elicited from student responses, to any items marked with "No."

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### Session Four: Record Findings

1. Start with an opening question: "What are some things that you learned about ants?"
2. After students have responded, explain to students that they are going to record what they know.
3. Have students work in groups with parent helpers to record their information on the [Animal Study](http://www.readwritethink.org/materials/animal-inquiry/) interactive graphic organizer.
4. Print out the information for students. Alternately, have students record their information on the [Animal Study Recording Sheet](http://www.readwritethink.org/lesson_images/lesson286/animalstudy_chart.pdf).

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### Session Five: Group Discussion

1. Gather students together for a discussion.
2. Have students share what they've learned, not only about animals, but about the information-gathering process itself. Keep this conversation informal, but be sure to address what worked well and what was easiest about the process, and what didn't work or what might have worked better.
3. Chart any information that might be useful for another time.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### EXTENSIONS

* Instead of creating sets of books before starting the lesson, have students sort books from the classroom library to create the sets. See [Book Sorting: Using Observation and Comprehension to Categorize Books](http://www.readwritethink.org/lessons/lesson_view.asp?id=145).
* Group students according to interest in certain animals and have each group investigate an animal of its choice, starting with selecting their own books to read, and ending with whole group sharing.
* Have students use the information they gather to write reports using the ReadWriteThink lesson [Writing Reports in Kindergarten? Yes!](http://www.readwritethink.org/lessons/lesson_view.asp?id=73)
* Have students write what they learned about the animal in their journals.
* Have students write picture books about the animal using the guidelines in the ReadWriteThink lesson [Draw a Story: Stepping From Pictures to Writing](http://www.readwritethink.org/lessons/lesson_view.asp?id=45).
* For fun, students can create fictional bugs with the [Monster Bug interactive](http://www.scholastic.com/magicschoolbus/games/bugs/index.htm) from the Magic Schoolbus site.
* Older students can extend the animal study to mathematics with [Bridging Literature and Mathematics by Visualizing Mathematical Concepts](http://www.readwritethink.org/lessons/lesson_view.asp?id=822), which uses picture books to talk about size and ratio.

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### STUDENT ASSESSMENT/REFLECTIONS

Teacher observation of the following:

* Participation in discussion
* Detailed journal entries
* Engagement in the research process (searching for and recording facts about the animal)
* Facts and observations included on the [Animal Study Recording Sheets](http://www.readwritethink.org/lesson_images/lesson286/animalstudy_chart.pdf)

[back to top](http://www.readwritethink.org/resources/resource-print.html?id=286#tabs)

### Related Resources

### STUDENT INTERACTIVES

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