

COMPARING FICTION AND NONFICTION- PIGS VENN DIAGRAM



Time: approximately 45-60 minutes (can be divided into smaller blocks of time)

Instructional Goals:

- The student will learn the difference between fiction and nonfiction.
- The student will compare the qualities and habits of real pigs with fictional pigs possessing anthropomorphic qualities.
- The student will use graphic organizers to organize and compare information.
- The student will use the *PebbleGo Animals* database to research pigs for comparison purposes.

Integrated Content Standards:

- AASL Standards Framework for Learners (<http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf>)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- National Educational Technology Standards for Students (<https://www.iste.org/standards/for-students>)
- NCTE/IRA Standards for English Language Arts (www.ncte.org/standards/ncte-ira)

Materials/Resources:

- **PebbleGo Animals** online database
- a version of the Three Little Pigs fairy tale, such as *Three Little Pigs: A Favorite Story in Rhythm and Rhyme* by Susan Sandvig Walker (Cantana Learning 2017); available in print and online at Capstone Interactive (mycapstonelibrary.com)
- **Fiction and Nonfiction Pig Graphic Organizers**—one for each student, if desired
- **Fiction vs. Nonfiction: Pigs Venn diagram**—one for each student, if desired

Procedures/Lesson Activities:

Focus

1. Either have students listen to an online audio version of **Three Little Pigs** or read aloud a version of the Three Little Pigs.
2. Ask students: Could this story happen in real life? Why or why not?
3. Explain the term fiction. Tell students this story is fiction. It is a make-believe story. Brainstorm a list of things that happen in the story that let readers know it is a make-believe story. (The list should include the pigs and wolf act like people by living in houses, talking, and walking on two legs.)

Teach/Model



4. As a class, in groups, or independently, complete the **Three Little Pigs graphic organizer**. Students may write or draw the beginning, middle, and end of the story on the **Three Little Pigs graphic organizer**.
5. Tell students you would like to compare how the pigs in Three Little Pigs are the same as, and different from, real pigs. Brainstorm ideas on how real pigs and the fictional characters are the same and different. If desired, display student ideas for the class to review later during the Extend/Enrich portion of the lesson.
6. Explain you want to research pigs further to make sure you have found as many similarities and differences between fictional pigs and real pigs as possible.

Guided Practice

7. Brainstorm with students the types of sources you could use to research real pigs. (Answers may include books, websites, and going to a farm.)
8. Tell students you can research real pigs in PebbleGo. Demonstrate navigating to the Pigs article in **PebbleGo Animals**.
9. Explain the term nonfiction. Tell students PebbleGo gives real information about the world (animals, people, places, and other topics) around us. The PebbleGo article on pigs is nonfiction. Point out the article's nonfiction features, such as photographs, subject headings, video, and sound recording.

Independent Practice

10. As a class, in groups, or independently, complete the **Pigs Research graphic organizer**. Students may write or draw their research notes on the **Pigs Research graphic organizer**.

Closure

11. Explain to students that they are going to use a Venn diagram to compare the pigs in Three Little Pigs with real pigs.
12. Show students the **Fiction vs. Nonfiction: Pigs Venn diagram**. If necessary, explain the sections of the Venn diagram visually by clapping your hands together to represent the diagram's center while saying the word, "same." Then, move your cupped hands apart while saying, "different." Have the kids practice the motion with you a couple of times saying "same" and "different." Demonstrate the types of information that belong in each section of the Venn diagram.
13. As a class, in groups, or independently, complete the **Fiction vs. Nonfiction: Pigs Venn diagram**. Students may write or draw their comparisons on the **Fiction vs. Nonfiction: Pigs Venn diagram**.

Extend/Enrich

- Have students review their brainstormed list of similarities and differences from Teach/Model step five. Label the list with their original accuracies and misconceptions. Discuss how they built on their knowledge by researching and reading for more information.
- Have students independently repeat this lesson comparing the wolf in Three Little Pigs with real wolves in PebbleGo Animals.

Name: _____



Pig Research

Body

Habitat

Food

Extra Facts

Picture

Bibliography: _____

Name: _____



Three Little Pigs

Beginning

Middle

End

Name: _____

Fiction vs Nonfiction: Pigs

Three Little Pigs



Real Pigs



same