

LESSON 1: Welcome to Fiction!

MATERIALS:

- **Results of Pre-Assessment** (Pre-Assessment should be given prior to Lesson 1)
- Review Activity (Groups 1, 2, 3)—based on pre-assessment results
- Imagery Passages: From *Missing May*, *Free Verse*, *Gentle’s Holler*, and *Last in a Long Line of Rebels*
- **OPTIONAL:** Rural picture book (to take the place of the class passages)—see [List of Rural Picture Books](#) in the Introduction resources folder
- Fiction Fanatic Cards
- Writer’s Notebook
- Word Wall Cards: **fiction, literature, symbol, universal**



BIG IDEA

Writers use senses, emotions, and images to evoke connections between the text and the reader

OBJECTIVES:

- Use evidence from text to support opinions
- Use brainstorming to generate ideas



LANGUAGE

VOCABULARY:

- Fiction
- Literature
- Universal
- Symbol

SEQUENCE:

INTRODUCTION: What is Fiction?



CLASS

Explain to students that you will spend the next few weeks reading and writing fiction. Write **fiction** on the board, and ask students what they think the word **fiction** means.

Write down students’ responses as closely as you can and use their phrasing to create a class definition of the term. The key is

TEACHER NOTES:



WORD STUDY

Fiction: “The category of literature, drama, film, or other creative work whose content is imagined and is not necessarily

to make sure students understand that fiction is invented, imagined, and/or not true.

Add **fiction** to the Word Wall.



LANGUAGE

Explain to students that a lot of the terminology that they discussed with folklore and poetry applies to fiction as well, because they are all forms of literature. Work with students to define **literature** in the same manner as you defined **fiction**.

The key is to make sure students understand that literature is written down and expresses universal ideas. Students should be able to explain that something universal occurs over and over again, because it is something that is shared among many people.

Add **literature** to the Word Wall.

based on fact.” (*American Heritage Dictionary*)

Literature:

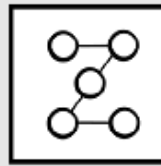
“Imaginative or creative writing, especially of recognized artistic value” (*American Heritage Dictionary*)



TIP

Throughout the unit, make sure you are letting students talk about any kinds of fiction that interests them—whether it is books, movies, TV shows, video games, comics, etcetera.

ACTIVITY: Universal and Audience



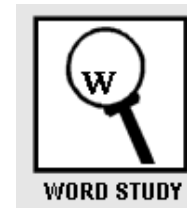
PATTERNS

Read the following statements aloud. If students think it is a **universal** situation, that it is something that happens everywhere to all people, they should give a thumbs-up. If it is NOT universal, not something that happens everywhere, they should give a thumbs-down.




- o *People are scared of the dark*
- o It snows in winter
- o It rains in the spring
- o *People get thirsty*
- o Schools have drinking fountains

Explain to the class that authors use universal elements in their stories so that they can appeal to all readers. There are things that may seem universal to us, like having drinking fountains, because they are true for all the schools that we have seen. However, schools in countries like Africa may not have running water. This means it is not true for everyone. However, being thirsty is a feeling that everyone experiences. Therefore, if you read a story about a broken drinking fountain, being thirsty because of it would be universal.

Since you have previously completed the Folklore or Poetry unit, you may recall discussing what it means to be universal with students. This version is slightly more sophisticated, as it connects to how something may seem universal to us because it is related to our personal knowledge. Still, you may choose to skip this activity if you feel students understand the concept.



WORD STUDY

<p>Add universal to the Word Wall.</p>	<p>Universal: “Of, relating to, or affecting the entire universe” (<i>American Heritage Dictionary</i>)</p>
<p>REVIEW: Terminology</p> <div data-bbox="259 457 441 661" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p style="font-size: 2em; text-align: center; margin: 0;">R</p> <p style="text-align: center; margin: 0;">READINESS</p> </div> <p>Based on the results of the <u>Pre-Assessment</u>, place students in groups to complete the <u>Review Activity</u>. Use the levels as needed—you may not have enough students scoring in each category to require the use of all three separate groups. The goal is to have students review the terms and come up with examples quickly but thoroughly.</p> <ul style="list-style-type: none"> • Group 1 (score of 0-3): Students match terms, definitions, and examples. • Group 2 (score of 4-7): Students write in the term for each definition and create their own examples. • Group 3 (score of 8-10): Students write a definition for each term and create their own examples. <p>Walk around the room and check students’ work to make sure they are correct. Briefly review the terms as a class before moving forward with passages.</p>	<div data-bbox="1112 451 1299 651" style="border: 1px solid black; padding: 5px; display: inline-block;">  <p style="text-align: center; margin: 0;">TIP</p> </div> <p>For example, ask group 1 to share the definition, then ask group 2 to share one of the examples they came up with. Ask Group 3 to talk about how their definition matches with definition Group 1 shared. The goal here is for everyone to share their developing understanding, but also for group 1 to think about and hear more examples than only the ones given in the matching activity.</p>
<p>APPLICATION: Imagery</p> <div data-bbox="267 1354 430 1522" style="border: 1px solid black; padding: 5px; display: inline-block;">  <p style="text-align: center; margin: 0;">CLASS</p> </div> <p>Invite students to find a comfortable place for listening. Remind students to enjoy the way the passage sounds, but to listen for sensory imagery.</p> <p>Project the Class Passages from <i>Gentle’s Holler</i> and <i>Free Verse</i> and read them out loud to students. When you finish, tell them to take a moment to look at the passages again.</p> <p>Ask: <i>What kind of sensory imagery do the authors use in these passages? How does it help us understand what the characters are experiencing?</i> Underline or write the students’ examples on the board.</p> <div data-bbox="251 1827 414 1900" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p style="margin: 0;">PLACE</p> </div>	<div data-bbox="1104 1249 1274 1449" style="border: 1px solid black; padding: 5px; display: inline-block;">  <p style="text-align: center; margin: 0;">TIP</p> </div> <p>Students should note taste and touch, but see if they can justify any other examples with support from the text.</p> <p>Background Information</p> <p>Cynthia Rylant, the author of <i>Missing May</i>, has written over a hundred books for children. Like Summer, the main character in <i>Missing May</i>, she grew up in a small town in rural West Virginia. Her famous</p>

OPTIONAL: Replace the passages with a rural picture book of your choice

Invite students to find a comfortable place for listening where they can see the book you are about to read them. Remind students to enjoy the way the book sounds, but to listen for sensory imagery.



CLASS

Read the book of your choice (consult the [List of Rural Picture Books](#) in the Introduction resources if nothing comes to mind) out loud to students. When you finish, tell them to take a moment to look at it again, while flipping through the pages slowly.

Ask: *What kind of sensory imagery does the author use in this book? How does it help us understand what is happening?*
Write the students' examples on the board.

Ask: *Are there any specific images that you get in your head when you were listening to the story?* Have students share what images they may have envisioned and write them on the board.

Ask students if they think any of their examples are **symbols**, which are objects, characters, figures, or colors used to represent an abstract idea or concept. If you don't find a book with symbolic imagery, you can share Excerpt #3 from *Missing May* and discuss how the state capitol building is a symbol for West Virginia. Information about the capitol can be found at <http://www.wvculture.org/agency/capitol.html>. (If you choose to use this excerpt during the whole group lesson, you will want to split the students into only two groups instead of three for the next activity.)

Add **symbol** to the Word Wall, and advise students to pay attention to symbolic meanings in the imagery they find in stories.

book *When I Was Young in the Mountains* was based on the time she spent living with her grandparents in their rustic mountain home. Interestingly, critics have noted that while Rylant's words depict a very nuanced, affirming view of life in Appalachia, the illustrations that accompany the words may serve to reinforce unfair stereotypes.



WORD STUDY

Symbol: "Something that represents something else by association, resemblance, or convention, especially a material object used to represent something invisible" (*American Heritage Dictionary*)







TIP

Sometimes a symbol can represent something more concrete as well, for example, many logos use symbols (e.g., American Red Cross)



If you choose the rural picture book option, consider if any of the symbols of rural life are **stereotypes**.

	<p>For example, if the characters are all doing work to take care of their homes/farms, it shows they are self-reliant. This stereotype means that rural people are capable and hardworking, but others might think that people who live in rural communities do not need outside resources or any kind of help, which is not true. There is also the possibility of gender stereotypes being represented, with men working outside and women working inside. Ask students if this is true of their experiences, and whether or not men and women can do the other jobs as well. Make sure to make connections to your classroom, and how students there can all be the line leader or take on other roles in the classroom, or how there are male and female teachers and administrators, to ensure that students understand that gender equity exists!</p>
<p>ACTIVITY: Searching for Sensory Imagery</p> <div data-bbox="259 1281 454 1501" style="border: 1px solid black; padding: 5px; text-align: center;">  GROUP </div> <p>Groups 1-3 will each get a different kind of sensory imagery passage.</p> <p>Explain: <i>With your group, you are going to read another passage. Underline any sensory imagery that you find, and label the sense. If you think there are any potential symbols, put a star next to them. You will share at least one example of sensory imagery with the class.</i></p> <p>Walk around and help any students who are having difficulty. When you see all the groups have at least one example, give them a one-minute warning and tell them to choose which example to share.</p>	<div data-bbox="1112 1228 1291 1428" style="border: 1px solid black; padding: 5px; text-align: center;">  TIP </div> <p>If you did not have three groups for the activity earlier, you should split up your students as evenly as possible. Consider checking with your students about how they feel about imagery (thumbs up--confident, thumb sideways--okay, thumb down--not sure) and using that for grouping (confident—3, okay—2, not sure—1).</p> <div data-bbox="1112 1816 1291 1911" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Students can read and think</p>

<p>Project each group's example on the board (or have each group write them out), and have them come up and explain their example. See if the rest of the class agrees, and if they do not, work through the example until everyone understands. Discuss any symbols the students note as well (mainly the capitol building in Passage 3).</p>	<p>about their group's passage independently if they prefer and then come back with the whole small-group to share what they came up with.</p>
<p>APPLICATION: Fiction Fanatic</p> <p>Ask: <i>How many of you read or watch fiction outside of school? (Hopefully, all students will raise their hands!) To be sure we all really understand the new terminology you will use in this unit, we want to get as many examples of fictional elements as possible. As we go through this fiction unit, you will be asked to contribute to our Fiction Fanatic board. Today, you want to write down any sensory imagery that you can recall or any symbols that you know are used the in books, movies, games, TV shows, comics, or other things that you enjoy.</i></p> <p>Project the image of the <u>Fiction Fanatic Card</u> on the board, and show them how to fill it out. If you need to use one of the fiction excerpts, you may do so, but it will likely work better if you help the students complete the card based on something else you have read in class, something you know they have read in another class, or something popular that they are all familiar with (e.g., <i>Frozen</i>, <i>Star Wars</i>¹).</p> <p>Pass out Fiction Fanatic Cards, and ask students to write imagery or symbol on the card. They can have cards for both if they wish. Let students know they can complete them now, or turn them in during the next class.</p>	 <p>This is a great activity for students who may finish work early, though you should encourage all students to complete these cards, as it will allow you to assess their understanding of the terminology. Make sure you keep extra Fiction Fanatic cards in the room so that students can complete them whenever they want to add to the board.</p> <p>If possible, also keep a cart of library books in the room for students to generate ideas from in case there are days where students do not have any ideas to bring in from home.</p> <p>If you have students who are not completing the cards, check in and make sure they are able to apply the terminology correctly.</p>

¹ At the time this unit was written, these were popular movies/stories that kids talked about. You may need to adjust these examples based on more current popular movies/stories.

ACTIVITY: Writing Workshop #1 (Sensory Details)

Explain: *One of the things we are going to be working on is becoming authors. Like poets, good authors have to practice. We will have lots of Writing Workshop time to help you become authors. I will start you off by giving you a prompt--a brief paragraph, or a sentence or sometimes just a word to get you started.*

Sometimes you might not finish the assignments in class because it can be hard to write on a schedule. You will get a Writer's Notebook to keep with you, so you can write down thoughts during workshop time and any time you want to write at home. When you come to class, you will be able to copy down the response to the prompt you want to share on a separate sheet of paper. We will read our work out loud and offer constructive criticism to each other.

Post today's prompt on the board, and read it out loud: *Choose one of the five senses. In approximately 100 words, describe what you had for lunch today. (If you have class before lunch, change today to yesterday.)*



WRITING

Pass out the Writer's Notebooks. Make sure students understand that they should *show* us how they feel about what they had for breakfast, should make it possible for us to imagine what they had, but should not *tell* us what they thought. Give students the rest of the time in class to work on this, and remind them that it is okay if they need to work on it more at home.



TIP

Constructive criticism is comments about how to improve that are meant to be helpful.

Explain to students the difference between a non-constructive (“I think the description of the large water fountain at Franklin’s house is boring”) and a constructive comment (“I think the description of the large water fountain at Franklin’s house could be improved if the author added details about its color and shape”). The comments they offer should always offer an opinion about how the author can construct or create a better story.