

Title: Fact to Fiction

Grade level 3rd through 6th grades

Essential Question

How can turning facts to fiction make the “facts” more real to the reader?

Lesson objectives:

1. Students will **create** a short fiction piece from the perspective of someone affected by a factual item extracted from a nonfiction text.
2. Students will **infer** what a person impacted by a factual event might have been thinking or feeling and express those feelings in a fictional writing from that person’s point of view

State Standards addressed:

EL.06.LI.10 Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples.

EL.06.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.06.WR.23 Write fictional narratives:

Establish and develop a plot and setting, and present a point of view that is suitable to the story. Include sensory details and clear language to develop plot and character. Use a range of narrative devices, such as dialogue or suspense.

Materials needed:

- A pile of kid’s nonfiction short articles covering a wide range of reading levels and interests (*differentiated content by ability & interest*)
- Examples of great children’s fiction that used factual events as starting point
- Paper and pencils
- Sentence starters for ELL students
- Instruction sheet for students on chart pack paper
- Premade Sentence strip – nonfiction – fact/true with graphic
Fiction – imaginary, made up/ with graphic

Procedures:

Intro/whole group (gathered together if possible)

- Hook: Read a clip from a few great fiction books written at 4th-5th grade level set around historical factual events. **(5 min)**
- Ask students: **(5min)**
 - What does nonfiction mean? Fiction?
 - What is the difference between nonfiction and fiction?
 - Where do you think authors of fiction get their ideas for their book?

- Authors are like scientists – always observing/always noticing opportunities to turn something into a good story-
- Which is more fun to read? Dry facts? A story about someone affected by those facts?
- What fiction writers get to do is turn dry facts into interesting stories by making the facts come alive – giving the characters a heart- Giving them voice-
- What you get to do today is to take a nonfiction event you will read about and give it heart – get inside of one of the people in the article and make the come alive. Modeling –
 - Read aloud short article – ask students to help you make it come alive.
 - How do you think you’d feel if?
 - Let’s create someone who might have lived at that time. Let’s give him a name _____. How about another character? What might they say to each other? Let’s have them have a conversation -..... (Use chart pack or overhead) (5min)

Instructions for Work session: (2 min)

1. In pairs or triads, pick an article about something you are interested in. Select a person to read aloud/one to be the scribe. Decide whose point of view you will write from – somebody effected by the events in the article.
2. Together have a conversation as if you were the people in the event described in the article.
3. Write a draft of that conversations – give us, the readers, an idea of what life was life at that time through reading your paragraph.

Work time – 25 minutes

- 5 minutes to pick article
- 5 minutes to read it to each other
- 5 minutes to decide who the voices in the story will be.
- 5 minutes to “act it out” as if you are the voices
- 5 minutes to write the paragraph

Closure

- Ask for a couple of groups to share for the whole class
- What is the job of fiction? To make those facts come alive through the magic of stories.

Instructions

- **Pick an article about something you are interested in**
- **Decide whose point of view you will write from – somebody effected by the events in the article.**
- **Together have a conversation as if you were the people in the article.**
- **Write a draft of that conversation – give us, the readers, an idea of what life was like at that time through reading your paragraph.**