

# FLUENT READING OF DIFFERENT TEXTS

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

1

## Overview

This lesson plan covers teaching content for;

1. Understanding of differing text structures and explaining how each can be used to better understand the author's message.
2. Understanding extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

## Objectives

Students should be able to;

1. Articulate the types of texts they would like to read.
2. Explain and Define different types of text structures.

## Assessment Activity

1. Pair students into groups and have them share their book choices with each other.
2. Tell partners to take turns asking each other questions to get more information about the book.
3. For example, "Can you tell me how you know it's a fiction/nonfiction book? What other information would you like to share about your book choices?"
4. Listen to student discussions to gather information about their

## Activity Starter/Instruction

1. Develop an informative writing wall in the classroom before commencing the unit. Display texts, word wall vocabulary and posters that will stimulate the students' interest and assist in their learning.
2. Expose the students to a variety of informative texts before and during the unit. Read and view factual texts such as non-fiction books, newspaper reports and documentaries.

## Guided Practice

### Day 2/ Lesson 2: 25 Mins

1. Show students the books that you've selected. After reading the title of each book, briefly flip through the pages in front of the class.
2. For each book, ask students to identify whether the book is fiction or nonfiction and the topic of the book. Additionally, ask them to clarify the reasons for their choices. For example, ask "What details give tell you this is a fiction book?"
3. After identifying the type and subject of the

## Teacher Guide

### Day 1/ Lesson 1: 30 Mins

1. Tell students that books, or texts, can be fiction or nonfiction. Fiction books have made-up characters and made-up events. Nonfiction books teach information about real-life topics.
2. Explain that fiction and nonfiction books can be written about different topics, or subjects (e.g. princesses, tigers, parks, germs, habits Africa).
3. Tell students that it's important for us to practice reading different books, but that we all have books that we prefer to read. Our reading preferences are important to discover! The more we enjoy the books we read, the more likely we are to enjoy reading.
4. Share about a few of your reading interests and preferences.

## Materials Required

- Paper (one per student)
- A wide variety of text samples with structures

## Additional Resources

- <https://www.teachingenglish.org.uk/article/teens-reading-skills>
- <https://study.com/academy/lesson/text-structure-lesson-plan.html>
- <https://www.teachstarter.com/au/lesson-plan/separating-fact-fiction/>

## Additional Notes

thought processes and assess their ability to ask questions to clarify their understanding about their partner's book choices.	book, have students give thumbs up or thumbs down to share whether or not they are interested in the book.	
5. Assess how students describe the types of books they enjoy and how they find books that do or do not match their descriptions		

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## Summary

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