

Facts–“Faction”–Fiction Strategy Information

1. Choose a fictional text that includes a variety of facts (see the children’s literature list below). Stories about animals or historical fiction tend to work well with this strategy. Identify specific points in the story where facts, fiction, and “faction” can be found and where you can ask specific questions.
2. Make copies of the Facts–“Faction”–Fiction Recording Sheet (http://www.readwritethink.org/lesson_images/lesson119/recording_sheet.pdf). In the Facts column, students list the facts they find in the books. In the Fiction column, they list fictional elements that made them enjoy the story. (You may also want to focus on a specific literary element like anthropomorphism.) In the “Faction” column, students list things they are not sure about. These may be opinions that sound like facts, facts disguised as fiction, or fiction disguised as facts. When dealing with “faction” it is a good idea to review propaganda techniques with students and review the distinction between fact and opinion.
3. Before Reading:
 - a. Have students brainstorm all they know about the topic.
 - b. Have students focus on the book cover. Ask them if they think the book will be fiction or nonfiction. Ask them to predict what might happen in the story based on the cover. Do you think the story will contain any facts?
 - c. Make text-to-self connections: “Have you ever had an experience with (topic)?”
 - d. Make text-to-text connections: “Do you know any other stories/movies about (topic)?”
 - e. Make text-to-world connections: “Do you think the story will have any messages for us about the topic?”
4. During Reading:
 - a. Hand out the Facts–“Faction”–Fiction Recording Sheet (http://www.readwritethink.org/lesson_images/lesson119/recording_sheet.pdf). If you are teaching a younger grade or if you don’t want students to write while you read, you can do this as a group activity with the columns on a whiteboard, chart, or overhead.
 - b. Begin with the cover. Discuss what facts and fiction the students see on the cover of the book: “What kinds of facts do you see on the cover (using words and images)?” “What is something that is definitely fictional?” “What is something that you aren’t sure if it is real or not (“faction” question)?”
 - c. Read through the story and continue to make connections and review the connections made before reading. Ask questions as you have prepared to do. Model how you would place your ideas on the recording sheet.
5. After reading, review the Facts–“Faction”–Fiction Recording Sheet.
 - a. Review the facts. Ask students how they can verify facts are true.
 - b. Focus on the fictional items. Have students discuss what made them place these items in the fictional column. Then ask them to determine how these elements added to the enjoyment of the story.
 - c. Move to the “faction” column. Have students focus on each item in this column and discuss why it was placed there. Questions might include: “What was it about this item that made it appear factual?” “What was it about this item that made it appear fictional?” Help students plan how they will further research these items using either the Internet or other information texts.

Suggested books to use with the Facts–“Faction”–Fiction strategy include:

- *Galileo’s Treasure Box* by Catherine Brighton (Walker & Company, 2001)
- *The Very Hungry Caterpillar* by Eric Carle (Philomel, 1981)
- *Mister Seahorse* by Eric Carle (Philomel, 2004)
- *Diary of a Spider* by Doreen Cronin (HarperCollins, 2005)
- *Diary of a Worm* by Doreen Cronin (HarperCollins, 2003)
- *If You Decide to go to the Moon* by Faith McNulty (Scholastic, 2005)