

# ALL ABOUT BEARS: FICTION VERSUS NONFICTION T-CHART

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**Time:** 1-2 class periods

## Instructional Goals:

- The student will learn the difference between fiction and nonfiction.
- The student will compare the qualities and habits of real bears with a fictional bear possessing anthropomorphic qualities.
- The student will use the PebbleGo Animals online database to research grizzly bears for comparison purposes.
- The student will be introduced to the vocabulary words *similarities* and *differences*.

## Materials/Resources:

- PebbleGo Animals online database
- Fiction picture book with a bear as the main character. The bear should possess such anthropomorphic qualities as wearing clothes, talking, and living in a house.

## Directions:

### Focus

1. Read aloud the fictional bear picture book.
2. Ask students to describe the main character.
3. Ask students if this story is real or made up. Explain to students that real/informational stories are called nonfiction, and made-up stories from an author's imagination are called fiction. Explain that the book you read was a fiction book.

## Teach/Model

4. Project the PebbleGo Animals database for the class. Navigate to the article on grizzly bears, either by following the subject directory (Mammals> Bears> Grizzly Bears) or by typing "grizzly bears" or "bears" into the search box.
5. Go through the article with students, pointing out the tabs you click on to move through the information. Show the students the video from the Media section below the article.
6. Allow the students to hear the bear growl several times.
7. Show students the range map and explain that grizzly bears live outside in the forests and meadows of Canada and Alaska.
8. Ask students to describe real bears in their own words.
9. Ask students if they think what you have just read is fiction or nonfiction. Explain that the information in PebbleGo is true, factual information, so it is nonfiction.

## Guided Practice



10. Tell students they will complete a t-chart comparing real bears with the fictional bear from the story.
11. Show students the t-chart. Explain that one side is for words or pictures that describe nonfiction (real) bears, and the other side is for words or pictures that describe fiction (made-up) bears.
12. Ask students for something you could write on the fiction side. Next ask for something to write on the nonfiction side. Model filling in those ideas on the appropriate parts of the t-chart.

## Independent Practice

13. Either individually, in pairs, or as a class, have students complete the t-chart comparing fiction and nonfiction bears.
14. Monitor student work for comprehension. Example answers below. (Answers may also be pictures or drawings, instead of written text.)

Fiction Bears	Nonfiction Bears
Talk	Growl
Wear clothes	Do not wear clothes
Live in a house	Live in a forest
Brown fur	Brown fur
Four paws	Four paws

## Closure

15. Have students share answers from their t-charts.
16. Highlight any qualities the fiction and nonfiction bears shared, such as their fur, coloring, number of paws or ears, etc. Explain that those are *similarities* between nonfiction (real) bears and fiction (made-up) bears. The qualities that are different are called *differences*.

## Extend/Enrich

- Have students independently complete this process using a different animal, such as a ladybug or a frog. Use PebbleGo's Share What You Know page (linked in each animal's database article) for the chosen animal, and have the students complete the nonfiction research portion independently.

# All About Bears



Name \_\_\_\_\_

## Fiction versus Nonfiction T-chart

fiction bears

nonfiction bears

1.

1.

2.

2.

3.

3.