

## Fact and Fiction

*Companion Text:* I Lost My Sock, by Lin Jakary & Ryan Olson

*Subject Area & Grade Level:* Language Arts, 2<sup>nd</sup> Grade

### *Objectives*

After this lesson, students will be able to:

- Demonstrate reading comprehension by answering questions about the story
- Better distinguish between fact and fiction
- Forge a personal connection with a piece of literature by connecting it to their own lives

### *Pre-Reading*

Play a variation of the common party game “Two Truths and a Lie” with your students. Tell students that you are going to make sets of three statements about yourself that all sound like fact. Two will be true, and one will be a lie. Ask students to try to guess the lie, and then tell them which one it is. You can adjust the difficulty of the game by making the lies more believable and the truths more surprising, but for the purposes of introducing this lesson, it’s more effective to do it the other way around (go for outlandish or more-obvious lies). Make some of the lies about yourself be obvious by looking at you, some of them be obvious because they openly contradict things that students know to be true about you, and some of the them be obvious because they suggest things that are not possible in the natural world. After each lie is revealed, ask students how they could tell, and make a list on the board of “things to look for in a lie.”

### *During Reading*

Read the story once through without stopping. Then, ask for a show of hands from students about whether they believed this story to be fact or fiction. You will likely get some of each response. Before giving any more answers, read the story a second time, having students try to listen specifically for clues about whether the story is true or not.

### *Post-Reading*

Ask students if anyone wants to change their answer about whether the story is true or not now that they have heard the story a second time. Lead students to see that there are some parts of the story that are definitely not true, but that the basic premise could be true. It is certainly possible that there is boy somewhere who lost a sock, but the other parts of the story are not realistic. Try to lead students toward making the distinction between what is happening “in reality” in the story, and what is happening in the boy’s head. Point out that the boy has a great imagination, and that many writers use a factual idea to get started writing and then turn it into a fictional story. Review the terms “fact” and “fiction, then have students write a few fictional sentences based on a fact about themselves. After they are done, have a few students share their writing, having others try to tease out the part that is the fact.

