

# One True Story, Told Two Ways

## Summary

Students will be exposed to two non-fiction books, both telling the same true story. They will make connections, gain knowledge, and learn the history behind a well loved children's character. They will analyze the different perspectives presented by each author. After listening to the story students will answer questions.

## Main Core Tie

Elementary Library Media (K-5)

[Strand 1 Standard 1](#)

## Additional Core Ties

English Language Arts Grade 1

[Reading: Literature Standard 9](#)

English Language Arts Grade 2

[Reading: Literature Standard 9](#)

## Time Frame

1 class periods of 30 minutes each

## Group Size

Large Groups

## Materials

Books listed in the bibliography.

Other Winnie the Pooh books, pictures, stuffed animal, etc.

## Background for Teachers

These books are non-fiction titles that took place during World War I.

## Student Prior Knowledge

Students should know the difference between fiction and non-fiction stories and should be familiar with the fictional character Winnie the Pooh.

## Intended Learning Outcomes

Students will compare and contrast the different writing styles of two authors and will be able to select their preferred style. After listening to the story students will be able to answer questions and state facts about the history behind this fictional character.

Students will be able to make connections with the text based on what they know about Winnie the Pooh and understand that his character was based on a real bear.

## Instructional Procedures

Show images or examples of the fictional character Winnie the Pooh. Discuss how he is a character and have students predict how the author came up with this character.

Introduce both books explaining that the story in each is true. Talk to students briefly about fiction and non-fiction and how not all picture books are pretend. Include in your discussion

where these books would be located in your library and why. (Dewey # included)

Have a short discussion on the differences between the two styles of the books. (cover art, illustrations, text font, title)

Read selected passages to compare and contrast the authors' different writing styles by using the same parts of the story. Have students discuss which style they like best and why.

Based on your selected passages, have the students vote on which book they would love to read in its entirety. Encourage excitement of the students being able to choose.

Read the students' selection and then conduct a retelling and question and answer session using your choice of assessment tool to help students with comprehension.

### Strategies for Diverse Learners

Allow students to visualize their scope of knowledge by starting the lesson with a KWL chart to activate background knowledge and then record the information on the board. After reading the story, ask students what they learned and what they now wonder about this topic to extend their thinking. Stop and ask questions throughout the story to keep the young readers engaged.

### Extensions

Video from the Zoological Society of London explaining the story of Winnie

<https://www.youtube.com/watch?v=AdOymRprTqM>

Learn about [other animals](#) in World War I

An interactive presentation that is well put together and allows the student to click different pictures to learn facts about [Winnie](#)

### Assessment Plan

Discussion through the KWL chart.

Students will retell facts and answer questions about the history of Winnie the Pooh. You can use question assessment tools such as Plicker or your favorite.

### Bibliography

Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh by Sally M. Walker & Jonathan D. Voss

Finding Winnie: The True Story of the World's Most Famous Bear by Lindsay Mattick Illustrated by Sophie Blackall

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