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, illus-
trations, 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
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