

# Lesson Plan

## Reality vs. fiction - Believe or make believe

Kindergarten (K) - ELA

### LEARNING TARGET

- Students will be able to differentiate between reality and fiction.
- Students will be able to, with prompting and support, describe the relationship between reality and fiction.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

#### MATERIALS

- Picture cards of real and make-believe objects and scenarios
- Two labeled boxes or containers (one for reality, one for make-believe)
- Whiteboard and markers

#### VOCABULARY

- Reality
- Make-believe
- Fiction
- True
- False

### INTRODUCTION

1. Begin by explaining the difference between reality (things that are true and really happen) and make-believe (things that are not true and only happen in stories).
2. Show students a few picture cards, one at a time, and ask them if the image represents reality or make-believe.

### INSTRUCTION

1. Explain that some things can be real and some can be make-believe. Give examples (e.g., a real dog vs. a talking dog in a story).
2. Introduce the two labeled boxes (reality and make-believe) and explain that they will be sorting picture cards into the correct boxes.

### **GUIDED PRACTICE**

1. Divide the students into small groups and provide each group with a set of picture cards.
2. Instruct the students to work together to sort the cards into the reality and make-believe boxes.
3. Circulate around the room to provide support and guidance as needed.

### **INDEPENDENT PRACTICE**

1. Instruct students to work independently to sort a new set of picture cards into the reality and make-believe boxes.
2. Monitor students' progress and provide support as needed.

### **HOMEWORK**

1. Assign students to find examples of reality and make-believe in their favorite books or TV shows.
2. Encourage students to share their examples with the class during the next lesson.

### **EXIT TICKET**

1. Provide each student with a whiteboard and marker.
2. Instruct students to write one example of something from reality and one example of something from make-believe.

### **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor students' understanding of reality and make-believe.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of differentiating between reality and fiction.

### **CLOSING**

1. Review the difference between reality and make-believe.
2. Ask students to share what they learned about reality and make-believe and why it is important to know the difference.

## TEACHING TIPS

To extend and reinforce learning after teaching the lesson, use the Real or Make-Believe Quest game as an ongoing activity throughout the school year. Regularly introduce new picture cards or scenarios, including examples from stories or topics the students are currently learning about. This will help students continuously practice their skills in differentiating between reality and fiction, while connecting the game to other subjects and areas of learning. Encourage students to share their thoughts and reflections on the game, discussing how their understanding of reality and make-believe has evolved over time.

- Use clear, age-appropriate language: When explaining the difference between reality and make-believe, use simple words and phrases that kindergartners can easily understand.
- Relate to familiar stories: Use examples from well-known stories, movies, or TV shows that the students are familiar with to help them grasp the concept of reality and fiction.
- Encourage group discussion: Give students opportunities to share their thoughts and ideas with their classmates. This will help reinforce their understanding and promote critical thinking.

## MISCONCEPTIONS

- Confusing real-life situations with make-believe: Young children may not fully understand the difference between reality and fiction, and may sometimes confuse elements of stories with real-life situations.
- Believing that all animals can talk: Students may have been exposed to many fictional stories that feature talking animals, leading them to believe that all animals can talk in reality.
- Assuming that everything they see on TV or read in books is true: Young children may not yet have developed the ability to critically evaluate the content they consume, so they may assume that everything they see or read is a reflection of reality.

## EXTENSION

1. Students can create their own picture cards illustrating real and make-believe scenarios.
2. Students can practice identifying reality and make-believe in stories read aloud in class.

## INTERVENTION

1. For students who struggle with understanding the concept, provide additional examples and explanations.
2. For students who need extra support, pair them with a partner who has a strong grasp of the concept to work together on sorting tasks.

## COMMON CORE STANDARD

RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

## Terms of Use

Thank you for purchasing our digital download teaching resources. Before using these materials, please review the following information:

**Permitted Use:** You are granted a non-exclusive, non-transferable, revocable license to use these materials only for personal or classroom use. You may print and make copies of these materials for use in your classroom or for your personal use. You may also share digital copies with your students or colleagues for instructional purposes only.

**Prohibited Use:** You are not authorized to give, sell, or distribute these materials to others or post them on any public forum or website. You may not modify or create derivative works based on these materials. You may not use these materials for commercial purposes or financial gain, including but not limited to selling, renting, or licensing the materials. You may not remove or alter any copyright notices, trademarks, or other proprietary rights in these materials.

**Intellectual Property:** All materials are protected by intellectual property laws, including but not limited to copyright and trademark laws. The content and design of these materials are the property of TeachTastic LLC. Any unauthorized use or reproduction of these materials is strictly prohibited.

**Disclaimer:** These materials are provided “as is” without warranty of any kind, either express or implied, including but not limited to the implied warranties of merchantability and fitness for a particular purpose. TeachTastic LLC does not guarantee that the materials will meet your requirements or be error-free.

**Limitation of Liability:** In no event shall TeachTastic LLC be liable for any direct, indirect, incidental, special, or consequential damages arising out of or in connection with the use or inability to use these materials, even if TeachTastic LLC has been advised of the possibility of such damages.

**Contact Us:** If you have any questions or concerns regarding this or any other TeachTastic LLC product, please contact us at [webmaster@teachtasticiep.com](mailto:webmaster@teachtasticiep.com) before leaving feedback.

By purchasing and using these digital download teaching resources, you agree to abide by these terms.