Manchester College  
Education Department  
This is an Original Lesson Plan Created by Nick Tierney

Lesson: Fantasy vs. Reality  
Grade Intended: 1st grade  
Approximate Length: 40 – 45 minutes

Academic Standards:
- 1.3.4 – Distinguish fantasy from reality.  
- 1.5.1 – Write brief narratives (stories) describing an experience.  
  - Example: Write a short story titled My Friend describing an experience that is real or imagined.

Performance Objectives:
- Given a fantasy vs. reality worksheet, the students will read the 10 sentences and write whether they are fantasy or reality, getting 8 out of 10 correct. (1.3.4)  
- After reading Where the Wild Things Are, the students will write a narrative about a fantasy or real event, making sure they include an introduction, body, and ending, and title. (1.5.1)

Assessment:
- The students will turn in their fantasy vs. reality worksheet, and it will be graded using a rubric created. Simple rubric made by Nick Tierney.  
- The students will turn in their narratives to be graded based on a rubric that is created. (www.rubistar.com)

Advanced Preparation by the Teacher:
- Create the fantasy vs. reality worksheet. (Created by Nick Tierney)  
- Bring in the book Where the Wild Things Are by Maurice Sendak.  
- Create rubric at www.rubistar.com

Procedure:
Introduction: How many of you have ever imagined that you were in your own little world having fun adventures? (Bloom’s – Knowledge/Comprehension) (Gardner’s – Verbal-Linguistic). I remember that I had my own imagination land. These imagination lands are considered fantasy, or make-believe places, that do not exist in what we call reality. Does anyone know what fantasy and/or reality are? (Bloom’s – Knowledge/Comprehension) (Gardner’s – Verbal-Linguistic). Fantasy is something that we make up in our minds that is not visible in real life. Reality is something that exists in the world that we live in. An example of fantasy is a unicorn or a flying dog, and an example of reality is an airplane flying. Now I am going to read the book Where the Wild Things Are by Maurice Sendak. At the end of the story I will ask you all to decide whether it is a fantasy or something that can happen in reality.
**Step-by-Step:**

1. I will read the book *Where the Wild Things Are* by Maurice Sendak.
   - I will stop throughout the book to ask questions about predicting what Max will do next. *(Bloom’s – Knowledge/Comprehension) (Gardner’s – Verbal-Linguistic)*.

2. After reading the book we will discuss whether the book was a fantasy book or a reality book.
   - I could possibly form the students into small groups and have them discuss with each other whether it is fantasy or reality, and then come to a general consensus. *(Bloom’s – Knowledge/Comprehension/Analysis), (Gardner’s – Verbal-Linguistic/Interpersonal)*.

3. I will review what fantasy is and what reality is.
   - Again, explain the difference between fantasy and reality. Give some examples of fantasy scenarios and reality scenarios.

4. I will hand out the Fantasy vs. Reality worksheet and allow the students 10-15 minutes to complete the worksheet. *(Bloom’s – Knowledge/Comprehension) (Gardner’s – Intrapersonal)*. When finished with the worksheet it will be turned in to be graded.

5. I will model a premade short narrative about a fantasy experience I had in my imagination land.
   - I will show that my narrative has an introduction, body, and an ending.
   - The introduction is simply introducing the setting and the characters of the narrative.
   - The body is the brunt of what is going on in the narrative, such as all of the action that is occurring in this section. Mention main points that occurred in the experience. This section should be 7-8 sentences long, maybe more if they would like to elaborate more of their ideas!
   - The ending is when you bring all of the information together from the body to create closure to the narrative or story. (All 3 of these will be explained to the students so that they have general knowledge of what they are and their importance in a story).
   - I will be sure to remind to add a title to their narratives.

6. The students will use their own sheets of paper to create a short narrative about either a fantasy or reality experience. *(Bloom’s – Knowledge/Comprehension/Application) (Gardner’s – Intrapersonal)*

7. When finished with their short narratives they will present them to the rest of the class. *(Gardner’s – Verbal-Linguistic)*. When they are done presenting their narratives they will turn them in to me to be graded based on the rubric I have created.

**Closure:**

I will review with them fantasy vs. reality.

1. I will ask them what the difference is between fantasy and reality.
2. I will ask them if they can think of any examples of fantasy things and reality things.
3. I will ask them about the four parts that go into a good narrative. (title, intro, body, & ending)

**Adaptations/Enrichment:**
**Enrichment:**
For students who are more advanced in their writing skills, I would have them create a sequel to their narratives, asking them to dig deeper into their fantasy or reality experiences.

**Adaptations:**
For students who struggle with their handwriting skills, I will allow them to use a computer to create their short narratives.

**Self Reflection:**
Questions to ask myself:
1. How well did the students understand the difference between fantasy and reality? Do I have to go over their differences again?
2. Did the students understand and use the components of a story correctly when creating their narratives? Do I have to re-teach what an introduction, body, and ending are in a story?
Fantasy vs. Reality Worksheet

Directions: Read the following sentences and write F for fantasy and write R for reality in the blanks to show whether or not they are fantasy or reality.

_____ 1. The unicorn flew across the sky

_____ 2. The mailman delivered the mail today.

_____ 3. My dad is a police man.

_____ 4. The green monster is under my bed.

_____ 5. The dog grew wings and flew in the sky.

_____ 6. The shark is walking on the land.

_____ 7. I am a 1st grade student.

_____ 8. The dog was talking to me the other day.

_____ 9. My mom is a school teacher.

_____ 10. The cow jumped over the moon last night.
Answers & Rubric for Fantasy vs. Reality Worksheet

1. F
2. R
3. R
4. F
5. F
6. F
7. R
8. F
9. R
10. F

Grading Scale:

10 = 100%
9 = 90%
8 = 80%
7 = 70%
6 = 60%
5 = 50%
4 = 40%
3 = 30%
2 = 20%
1 = 10%
0 = 0%
## Fantasy/Reality Narrative

**Teacher Name:** Mr. Tierney

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Student only introduces the character(s) of the narrative.</td>
<td>Student introduces both the character(s) and the setting of the narrative.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>Student writes 5-6 sentences when writing their body of the narrative.</td>
<td>Student writes 7+ sentences when writing their body of the narrative.</td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td>Student does not pull together key information from the body to create closure to their narrative.</td>
<td>Student pulls together key information from the body to create closure to their narrative.</td>
</tr>
<tr>
<td><strong>Narrative</strong></td>
<td>Student turns in a narrative that does not have a title on it.</td>
<td>Student turns in a narrative that does have a title on it.</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td>Total ____ / 8</td>
</tr>
</tbody>
</table>

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