



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



Lesson 8: Real or Make Believe?

Focus Standard: RL.PK.1, RL.PK.2, RL.PK.3, RI.PK.1

Additional Standards: W.PK.1c, RI.PK.3, RF.PK.2b, SL.PK.3

Text(s): *Corduroy* by Don Freeman

Resources and Materials:

- Chart paper
- Geometric Shapes Cookie Cutters
- Markers
- Plastic Tools
- Playdough
- Handout 7.1: Going on a Bear Hunt Sequencing Pictures
- [Animal Picture Cards](#)
- [Bear Snores On](#)
- [Black Bear preparing his den for winter](#)
- [Corduroy](#)
- National Geographic Kids: [Animal Coloring Pages](#)

Lesson Target(s):

- I can listen to a story to learn information about the characters and setting.
- I can listen to a story and determine the beginning, middle and the end.
- I can ask and answer questions about important details in a story.
- I can use what I know about a topic/subject to ask and answer questions.
- I can retell a story with prompting and support.

Guiding Question(s):

- Can a stuffed bear come alive and search for a home? Why? Why not?
- How do real bears search for food and homes?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • beginning • ending • middle • predict • prepare • retell • searching 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions <input type="checkbox"/> Students discuss using the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • black bear • den • escalator • palace • thread • watchman • winter 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text and video
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- Ask and respond to questions about important details in a story.
- Retell orally or through writing/drawing/ dictating a story including the beginning, middle, and ending.
- Sequence events in the order that they occurred in the text, with prompting and support.
- Consider the differences in “real and “make believe”.

Anticipatory Set/Introduction to the Lesson:

Recite the nursery rhyme, “*Teddy Bear, Teddy Bear*” (Lesson 1) using the movements to illustrate the actions. Give students turns holding the bear while the students recite and act out the nursery rhyme. Invite children to “mix it up” by adding their own words and movements for Teddy. Continue chanting and moving as students add words and movements.

T: Can this teddy bear really do these things in the rhyme?

How do you know?

Activity 1: Video

Show the video [Black Bear preparing his den for winter](#). Ask students to pretend to be black bears preparing for winter. Direct students to ask a friend what they learned from the video. Allow time for each student to ask and answer at least one question.

T: Are black bears real or make-believe?

What do you know about black bears that proves this?

Why was the bear piling up leaves?

How was the bear using his paws to help with the work?

Activity 2: Vocabulary

Introduce 3 vocabulary words: palace, escalator, and prepare. Ask students to define the words. Allow students to add to other students’ definition. Explain the words clarifying any misconceptions. Write the words on index cards and add them to the Word Wall.

Activity 3: Read Aloud

Read *Corduroy* aloud with expression and different voices. While reading, pause to ask questions to help students identify the beginning, middle, and ending of the story to be able to retell it in their own words, with prompting and support. Use the following to guide student understanding:

- There is a word I want you to think about before we begin reading our story today. The word is **searching**.

- When we are searching for something what are we doing? (looking for something)
- Looking at the **title and the illustrations** on the cover, the first thing I wonder is ...is this Corduroy (point to bear)?
- Then I begin to wonder why the bear is looking at this white thing? (point to button)
- The book we are about to read, *Corduroy*, is about a bear who wants to get chosen to have a new home.
- Remember how you felt when you wanted to be chosen or picked to be someone's friend.
- Maybe it was here at school that you wanted someone to ask you to join them in the block center, or maybe it was when we were playing outside and you wanted someone to ask you to play.
- This story is fiction, a make-believe story.
- (Bottom of page 5) As a good reader, I want to make sure that I understand all the important information that the author has given me in the story so far – who the main character is, the characters' names, and what the story is about . If I'm not sure I can go back and reread or look at the pictures again. (Demonstrate going back.)
- (Bottom of page 8) How do you think Corduroy is feeling? (Allow students to answer) Right now, as a good reader, I am making a connection to how Corduroy is feeling. I remember how I felt when I wanted someone to pick me. I use this feeling to help me understand exactly how Corduroy is feeling right now in the story.
- What do you think Corduroy is thinking about? (Allow students to answer)
- (Bottom of page 11) There's that word **searching**. Corduroy is going back to look back everywhere for his lost button. As good readers, I am sure, like myself, you are wondering where Corduroy is going to look. Have you ever had to **search** for something?
- (Bottom of page 15) As good readers, we know why Corduroy is here. We remember (as you speak, show the corresponding pages of the book) when Corduroy climbed down from the shelf, then went up the escalator, and is now in this big room searching/looking for his... (have students whisper to a friend) **button**
- (Bottom of page 19) Right now, as good readers, you should hear that loud crash as the tall lamp falls over. Seeing the lamp and hearing the crash will help you better understand the story. Have you ever dropped something and it made a big noise? (Allow students to answer)
- (Bottom of page 21) As a good reader, I try to predict who the night watchman will find. What might happen next? I use what I know about the story, so far, and all the events that have happened help me predict what will happen next. (Go back and quickly review the events while showing the pictures.)
- (Bottom of page 23) Was your prediction different from what happened? Turn to your friend and ask if their prediction was right.

Note: Continue this Think Aloud, as time allows. This could be continued in another Whole Group activity in the afternoon or the following morning.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students who tend to lose focus are seated by an adult, who provides additional support where needed.

Activity 4: Learning Centers

Note: Remind the students of expectations when working in small groups and learning centers. Learning centers may be continued until all students have completed tasks. By the middle of the week, center activities will need to be changed.

- 1. Reading** - Students will choose from a selection of fiction and nonfiction books about bears and other animals to read.
- 2. Listening/Viewing Center-** Students will listen to and/or view and read along with [Bear Snores On](#) or [Corduroy](#).
- 3. Writing-** Students will create a 3 -4-page Flip Flap book to retell *Bear Snores On* or *Goldilocks and the Three Bears*. The teacher will offer prompting and support as students attempt to retell the story with a beginning, middle, and ending. Students will draw/scribble/write to convey the story. Students may dictate their words to a teacher and illustrate the pages. Note: This process will take more than one or two days for all students to complete.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Some students will need to dictate story and have teacher write their exact words or use illustrations to retell the story for themselves.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Some students can write sentences with their illustrations that retell the story.

- 4. Science /Discovery-** Students will sort [Animal Picture Cards](#) into categories (wild/pet, fur/feathers/scales, large/small, etc.).
- 5. Art** - Students paint pictures of bears and other animals in their habitats from National Geographic Kids: [Animal Coloring Pages](#). Display student work in the room and/or hallway.
- 6. Math** – Students create animals and their habitats with Playdough, shape cookie cutters (circle, triangle, square, rectangle), and other plastic tools.

7. Blocks - Students create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.

8. Pocket Chart/Language - Students place story cards from **Handout 7.1: Going on a Bear Hunt Sequencing Cards** in order, to retell the story, *We’re Going on a Bear Hunt*. Students take turns using a pointer to retell the story. Encourage students to “read” from left to right and to use expression and enthusiasm when “reading”.

Reflection and Closing:

- ✓ Using *High 5 Retell*, ask the following text-dependent questions about *Corduroy*:
 - Who was the main character?
 - Where did the story take place?
 - What happened in the beginning of the story?
 - What happened in the middle of the story?
 - What happened at the end? OR How do you think the story will end?

Use an observation check list to record mastery or students who need remediation.

Note: Students are asked to bring Teddy bears from home for the last day of the Unit. (Other “favorite” stuffed animals may be brought; have a few Teddy bears for those students who do not bring a stuffed animal from home). Ask for donated bears or visit the thrift shop for additional bears or animals for students who do not have one.

For training or questions regarding this unit,
please contact:

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