



Acting Out Stories

Standard Connection:

ELA.RL.PK4.2-3
ELA.W.PK4.6
S.LS.PK4.2, 2a
M.MD.PK4.1-2, 3
PD.SHS.PK4.3
TH.CR1b.1PK
TH.PR6a1.PK
SS.FC.PK4.6b

Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>A House for Hermit Crab</i> all fictional Read Aloud texts for the unit pieces of fabric as a stage curtain (It might be helpful to “trade” fabric with other classes at your site halfway through the program to keep the fabric interesting to children) clothespins construction paper scissors tape markers 	<p>drama: a story written so that it can be acted out for an audience; a play</p> <p>character: a person in a story or play</p> <p>props: an item used on stage in a play or drama</p> <p>act: a short performance</p>	

Intro to Centers

Preparation: Set up materials. Use clothespins to secure and/or hold the “stage curtain” together.

<p>"In <i>A House for Hermit Crab</i>, we saw many sea animals. Which do you think was the most important?"</p> <p>"That's right! Hermit Crab was the main character in this story."</p>	<p>Show images. Children respond.</p>
<p>"If we were to turn this story into an act - a short play - what would we need?"</p>	<p>Children respond. Support answers such as costumes, a stage, or props.</p>
<p>"What types of materials could we use to create these items?"</p>	<p>Children respond.</p>
<p>"Today in Dramatic Play, you can use these materials to create props to act out the story, <i>A House for Hermit Crab</i>."</p>	<p>Show materials. Model making a prop from construction paper.</p>

During Centers:

Using the text as a guide, children act out the story collaboratively. Children may begin with teacher support to act out the story as written, but could diverge from this script and write/act out their own versions. Children may pretend to be the characters in the story but act out a different scenario.

Allow children to move back and forth between the Creative Arts Center and Dramatic Play area. Ask children what kinds of costumes or props they need and how they will construct them. Encourage children to work together.

Support children with using vocabulary from the text and talk about their perspective when acting as different characters.

Guiding Questions During Centers:

- Who will be the narrator?
- What will you use to construct your costume?
- What scenery or props do you need to act out this story? How will you make it?
- Will this be a theater performance? If so, what kind of tickets will you make?
- Where will the audience sit?
- What happens first in the story?

Thinking and Feedback:

Children reenact their dramatization. Or video record a performance and play the video during Thinking and Feedback time. The whole group can provide feedback about ways to embellish or change the retelling. If challenges arose during the retelling, the group of actors can seek feedback and ideas from the whole group.

Documentation:

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Continue to provide other favorite books to act out, transforming the Dramatic Play area into a theater where children can create playbills, tickets, etc., for their productions. Sets can be constructed, costumes designed and constructed, etc.

Discuss ways to change the story or the ending. Children write/draw alternate stories and act out their versions. Children compare and contrast their versions with the book. Children who have difficulty verbalizing could be given non-speaking parts to act out.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of materials to meet the children's sensory and fine motor needs. Allow children to work together to build props and act as "stagehands" to assist others.