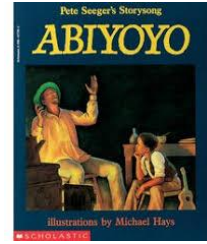


Unit 1: Our Community



WEEK 1 Day 4

Dramatization: Pretending Home & School 1
Children help set up the Dramatization Center as a place to act out family roles and scenarios. Through pretend play, children make connections between home and school.

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. A strong, interdependent community has qualities, such as: <ul style="list-style-type: none">● shared responsibility, collaboration and support for each other.
Guiding Question	What does it mean to be a member of a community?
Vocabulary	community: a group of people who live, work, or do things together collaborate: to work together communicate: to share ideas imagine: to form a picture in one’s mind possessions: things that belong to someone family: a group of people who love each other
Materials and Preparation	During the first week, children decide what they want the area to be and to look like—a home, part of a home, a school. Selected materials should support building out the center to support any of these options. <ul style="list-style-type: none">● pretend food and/or clean food containers● food preparation supplies (dishes, eating utensils, cooking utensils, napkins, hot mitt, pots and pans, etc.)● large pieces of fabric● clothespins Place all of the props into a couple of boxes and close them. <ul style="list-style-type: none">● kitchen furniture and other equipment● chart paper, 1 sheet

	<ul style="list-style-type: none"> ● markers ● informational and fiction books related to food and cooking ● clipboards ● paper ● writing and drawing tools <p>Arrange the area minimally. Set unopened boxes of props in the center of the space. Make sure there is adequate space for children to move around.</p>
<p>Intro to Centers</p>	<p><i>The Dramatization Center is a place for pretending! You can act out stories you know or stories you tell, you can act out things that happen at home, at school, or other places. Today in the Dramatization Center, we will be deciding what kind of place it will be for now and what it will look like. For example, will it be a home space or a school space to start?</i></p> <p>Gather childrens’ ideas and come to an initial consensus about how to proceed. Remind children that this will be their space to design and that it can change as they begin to use it and have more ideas.</p> <p>Point to (or bring children closer to) the minimally set up space with unopened prop boxes.</p> <p><i>We’ve agreed that we’ll start with making this space part of a [home/school]. What kinds of things might we want to have here so we can pretend we’re at [home/school]? What do we need to make this space really comfortable?</i></p> <p>Record children's questions and ideas on chart paper.</p> <p><i>You have made quite a list of ideas! Let’s see if I have collected some of these things in these boxes.</i></p> <p>Open the boxes. Pass some of the materials around the group.</p> <p><i>There are other things on your list we don’t have here. I wonder if you’d like to write letters to your families asking if they could contribute some of them to our Dramatization Center?</i></p> <p>Show writing and drawing materials available for this task.</p> <p><i>Today during Centers you can start setting up our Dramatization Center by arranging the materials we have so far. You can also start to think about some of the agreements we might want to make for our [home/school].</i></p> <p>Leave the boxes in the area for the children to unpack and arrange.</p>
<p>During Centers</p>	<p>Allow children to unpack and arrange props and materials according to their discussion during the Intro to Centers. Support them in thinking about</p>

	<p>how to organize materials so that they are useful, accessible to all, and can be cared for.</p> <p>Suggest that children make labels for the places they want to keep particular materials.</p> <p>Encourage children to make a list of materials they might need. Provide writing and drawing materials ready and available in the Dramatization and/or Writing and Drawing Center.</p>
Facilitation	<ul style="list-style-type: none"> ● Who in your community do you want to pretend to be? ● What will you use to pretend to be that person? ● What props will you need? ● How can you ask another person to play with you? ● How are you figuring out how to take turns with each other? ● Where should we put our things when we are finished playing with them? ● How should we arrange the materials so they are ready for our friends to use?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes
