



WEEK 3 Day 4

Dramatization: Pretending *Amazing Grace*
 In Dramatization children pretend scenes from *Amazing Grace*.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>A strong, interdependent community has qualities such as:</p> <ul style="list-style-type: none"> ● Collaboration in identifying and solving problems
Guiding Questions	<p>What does it mean to be a member of a community?</p> <p>How do we develop fairness, inclusivity and friendship in our community?</p> <p>Why is collaboration and working together important?</p>
Vocabulary	<p>collaborate: to work together</p> <p>communicate: to share ideas</p> <p>community: a group of people who live, work, or do things together</p> <p>imagine: to form a picture in one’s mind</p> <p>scene: a place where something happens</p>
Materials and Preparation	<ul style="list-style-type: none"> ● furniture: table, chairs, couch, kitchen furniture ● 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 ● informational and fiction books related to food and cooking ● clipboards ● paper ● writing and drawing tools ● <i>Amazing Grace</i>, Mary Hoffman <p>Organize furniture and materials so children might reconstruct scenes from <i>Amazing Grace</i>.</p>

<p>Intro to Centers</p>	<p><i>Today in the Dramatization Center you can act out some of the scenes from Amazing Grace.</i></p> <p>Show the book and flip slowly through the pages. <i>What are some parts of the story that you might like to act out?</i></p> <p>Choose one page to use for modeling how to act out a scene from a book. <i>Let's think about this scene together, when Grace pretends to be a pirate. What might she say? How might her body move?</i></p> <p><i>In this scene, what else might she need?... Yes, looking at this picture, Grace might need a spyglass. What might you use to represent a spyglass?</i></p> <p>Help children think through a few different possibilities.</p> <p><i>You might want to bring materials from the Art Studio or another center to act out certain scenes. You can also move the furniture in the center to change the location of the scene. You are going to make this story come to life with your acting!</i></p>
<p>During Centers</p>	<p>Help children think through the sequence of events in the book. Support children as they negotiate scenes and roles. Encourage children to think about how they can make decisions together. Video record some of the scenarios children create.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What part of the story are you acting out? Why did you choose this scene? ● Who are you pretending to be? How did you decide? What will you use to pretend to be that person? ● What can you use to make that prop? ● How are you collaborating with each other? ● How are you deciding what to do in your story?
<p>Standards</p>	<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>