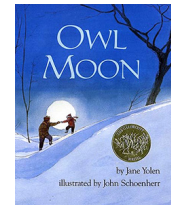


WEEK 6 Day 3



**Dramatization: Acting out *Owl Moon* in the Woodland**

The Dramatization Center has become a woodland in which children dramatize animals and the role that humans have in protecting frogs, fish, owls, and wolves.

<b>Big Ideas</b>	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
<b>Guiding Questions</b>	Why is it important to protect the environment? What more do you want to learn about animals and their habitats? How and where can you find this information? How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
<b>Vocabulary</b>	<b>woods:</b> an area of land covered with growing trees, smaller than a forest <b>woodland:</b> woods; land covered with trees <b>shadow:</b> a shape cast by light <b>stare:</b> to look straight at something for a long time <b>setting:</b> where and when a story takes place <b>meadow:</b> an area of land covered with grass <b>owling:</b> going out at night into nature to look for owls ( <i>particular to this context</i> ) <b>brave:</b> not afraid, showing courage
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owl Moon</i>, Jane Yolen</li> <li>● construction paper</li> <li>● markers and/or paint</li> <li>● Beautiful Stuff</li> <li>● tape and/or glue</li> <li>● fabric and clothespins</li> </ul> <p style="text-align: center;">Bring the fabric and clothespins to the Intro to Centers.</p>

<p><b>Intro to Centers</b></p>	<p><i>Let's remember some of what you have been doing in the Dramatization Center. What books have you been referring to?</i></p> <p>Gather a few responses.</p> <p><i>We have been learning a lot about owls, and last week you started making trees for our classroom woodland.</i></p> <p><i>This week, you can begin to use the space for acting out the story of Owl Moon. If I were going to do this, what kind of clothing should I wear?</i></p> <p>Using children's suggestions, model putting on this clothing.</p> <p><i>Turn and talk to your partner about what else I might need to act out the story of Owl Moon.</i></p> <p>Harvest children's ideas. Refer to specific ideas and invite children to act out these and other scenes from the story.</p> <p><i>This is what you can do today in the Dramatization Center—act out scenes from Owl Moon. I can't wait for you to show me how you go owling!</i></p>
<p><b>During Centers</b></p>	<p>As children dramatize scenes from <i>Owl Moon</i>, looking for an owl on a cold winter night, it may be helpful to act as the narrator, or to ask the children to do so. Consider offering other appealing materials to further their ideas.</p> <p>Take observational notes about children's dramatization. Use these notes and photos during the Showcase of Learning in Week 10.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● How would you need to dress to go into the woods at night?</li> <li>● Is there anything you need to take with you going owling or looking for animals?</li> <li>● What else might you see when going owling?</li> <li>● If you were going owling, would you go with anyone else, or by yourself? What might the other person or people do?</li> <li>● How could you act out being an owl?</li> <li>● Is there anything else the woodland needs? How could you add that?</li> <li>● Where can you find information about the different types of owls you might see?</li> </ul>
<p><b>Standards</b></p>	<p><b>SL.1.K.a</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p>

	<b>K-LS1-1.</b> Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.
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**Notes**