



Dramatization: Acting the Three Little Pigs Part 2

Using the text as a guide, children act out *The True Story of the Three Little Pigs* collaboratively. Children may also act out their own versions of the story.

Big Idea	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives have validity. Stories help us experience different perspectives.
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	<p>character: the people or animals who the story is about</p> <p>setting: where and when a story takes place</p> <p>perspective: a way to see or think about things</p> <p>at fault: responsible for causing harm or causing an accident</p> <p>bright: smart</p> <p>rude: impolite, offensive</p>
Materials and Preparation	<p>Assess the Dramatization Center and refresh any materials from last week.</p> <ul style="list-style-type: none"> ● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka ● <i>The Three Little Pigs</i> (for comparison and extension of the dramatization from the previous week) ● paper and a marker <p>Plan to re-introduce the Center with any new materials.</p>
Intro to Centers	<p style="text-align: center;"><i>This week in the Dramatization Center you can act out the book we just read, The True Story of the Three Little Pigs.</i></p> <p>Show the text.</p> <p style="text-align: center;"><i>These are the things I’ve noticed you have been doing in the Center.</i></p> <p>Share some of your observations with the group.</p>

	<p><i>What do you think you'll need to act out The True Story of the Three Little Pigs? Why will you need that?</i></p> <p>Harvest some ideas, write them down for children to consult as the week progresses. Show any new materials.</p> <p><i>I wonder what you will act out and how you will act it out this week!</i></p>
During Centers	<p>Encourage children to work collaboratively to make decisions about the cast, the setting and the audience.</p> <p>As in the previous week, facilitate a conversation with the children about how it felt to take on the role of the pigs and how it felt to take on the role of the wolf and why.</p> <p>Some children may want to continue to dramatize the story of The Three Little Pigs.</p> <p>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, see what feelings arise for them and how they are expressed and use this documentation to engage them in deeper conversations.</p> <p>Note: As during the Read Aloud, please be sensitive to families' realities, and recognize that some childrens' responses will be surprising, potentially referencing experiences they and their families have not previously revealed. Be prepared to welcome and respond to all children's ideas and perspectives without making broad statements, and provide additional time outside of the Dramatization Center for strategically facilitated conversations about this complex topic.</p>
Facilitation	<ul style="list-style-type: none"> ● Which character will you pretend to be? ● How will you decide who will play each character if more than one person would like the same role? What can you do if no one wants to play the _____ (character)? How will you collaborate? ● Will there be a narrator? Why? ● What will you use to construct your costume? What else do you think you need to design and construct your costume? ● What scenery or props do you need to act out this story? How will you design and construct them? Is there anything different from the story of The Three Little Pigs in this story that you think you need to construct? Who can help you? ● What inspired you to act it out like that? ● Will this be a theater performance? Who will your audience be? ● What happens first in the story? And then? ● How do you think the pigs/wolf felt when...? What was their perspective?

	<ul style="list-style-type: none"> ● Why do you think the wolf got so angry at the third pig? What was his perspective? ● Did the wolves in both stories get angry at the third pig for the same reasons? Why? How do you know? ● Is there another way you would like to tell the story? Why?
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>Global Connections K Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p>Economics K Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p>Economics Personal Finance K Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p>

Notes
