



**Dramatization: Acting Scenes from *Roxaboxen 2***

Children continue to act out scenes from *Roxaboxen*.

<b>Big Ideas</b>	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
<b>Guiding Question</b>	What process helps you construct structures, ideas, and works of art? What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project?
<b>Vocabulary</b>	<p><b>belong:</b> to fit or be a part of something; something or someone is yours</p> <p><b>trace:</b> to draw around the edges</p> <p><b>plain:</b> simple</p> <p><b>limit:</b> a restriction on the size or amount of something allowed</p> <p><b>border:</b> to form an edge around something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>Materials used to set up the Center in the previous week, depending on children’s ideas noted in your observations</li> </ul> <p>Plan to re-introduce the Center, if needed, with any new materials, or by using your documentation (observation notes and photos or video) from the previous days as inspiration or provocation.</p>
<b>Intro to Centers</b>	<p style="text-align: center;"><i>This week in the Dramatization Center you can continue to act out Roxaboxen by Alice McLerran.</i></p> <p>Show any new materials, photos of children constructing the setting and acting out Roxaboxen the previous days. Share some of your observations as inspiration/provocation (e.g. “I noticed Joelle and Tye using a big box to make their ice cream store and...” show a picture of them playing).</p>
<b>During Centers</b>	As children act out scenes from <i>Roxaboxen</i> , talk with them to support connections between the text and their acting out and to their own

	<p>experiences playing with others and creating their own make-believe setting.</p> <p>Take photos or record video of children creating the setting of the book and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Are there any other props you would like to make? How could you make that?</li> <li>● Who do you think in the classroom is an expert at ____ that we can ask for ____/help with____?</li> <li>● What character are you pretending to be? What inspired you?</li> <li>● How did you decide to be this character in the book/act out this scene?</li> <li>● How will you work together? How will you combine your ideas?</li> <li>● If you don't agree, How will you solve the challenge?</li> <li>● How does acting this part out make you feel? Why?</li> <li>● Is there another way you would like to act out this piece? Why? What will you need for that?</li> <li>● How is this place the same and/or different from Roxaboxen?</li> <li>● What else could you do in Roxaboxen? How? Who can you do that with?</li> <li>● If you had an open place like the children in Roxaboxen to play in, what would you do?</li> </ul>
<b>Standards</b>	<p><b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3.</b> With prompting and support, identify characters, setting, and major events in a story.</p> <p><b>SL.K.1.</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>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SEL. Relationships Building.</b> Teamwork</p>

**Notes**

