



Dramatization: Acting Scenes from *The Little Red Fort*

Children act out *The Little Red Fort*.

Big Ideas	<p>Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.</p> <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
Guiding Questions	<p>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?</p>
Vocabulary	<p>fort: a building protected with a strong wall around it satisfied: pleased, contented huddle: get together to have a conversation or make a plan aroma: a nice smell gather: collect fair: when everyone gets what they need</p>
Materials and Preparation	<ul style="list-style-type: none"> ● paper, various sizes (including one piece of chart paper for the introduction to the center) ● writing tools ● clipboards ● varied blocks, including unit, foam, hollow, etc. ● Beautiful Stuff ● fabric, old sheets, or towels ● scissors

	<ul style="list-style-type: none"> ● pillows ● Ipad, or other technology to document ● <i>The Little Red Fort</i>, Brenda Maier
<p>Intro to Centers</p>	<p><i>This week we are reading The Little Red Fort by Brenda Meier where we meet Ruby, a little girl determined to build her own idea. What is she trying to build? Does she have any help? Why?</i></p> <p>Show some of the pages of the book to support children with their answers, if needed. Harvest a couple of responses and write them on chart paper.</p> <p>Invite children to Think, Pair, Share: <i>How does the book end?</i></p> <p>Show some of the pages to support children with their answers, if needed. Harvest a couple of responses.</p> <p><i>This week in Dramatization you will act out scenes from The Little Red Fort.</i> <i>Maybe you would like to be Ruby and build a fort.</i></p> <p>Show some of the blocks and Beautiful Stuff materials and pretend to build a structure.</p> <p><i>Or you would like to be one of her brothers ("No way, I'm too busy!") or another one of the characters in the story.</i> <i>I will add the book to the Center for you to reference and I will add the chart with your thoughts as well so you can refer to it.</i></p>
<p>During Centers</p>	<p>Children act out scenes of their choice. Remind them to look at the text for inspiration and encourage them to work together as they sketch their plans and decide on the characters and scenes to play. Children can also recreate the setting. As they think about their plans, guide them to consider and note the kinds of materials they might use for construction.</p> <p>As children enact scenes, talk with them to support connections to the text(s) and to their own experiences. Supply relevant vocabulary and probe for information about children’s experiences with and feelings about wanting to do something and not receiving help, about fairness and caring about others.</p> <p>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What costumes or props do you need in order to act out <i>The Little Red Fort</i>?

	<ul style="list-style-type: none"> ● Are there any other props you would like to make? How could you make that? ● Who do you think in the classroom is an expert at ____ that we can ask for ____ /help with ____? ● What character are you pretending to be? What inspired you? ● How did you decide to be this character in the book? ● How does acting this part out make you feel? Why? ● Is there another way you would like to perform this piece? Why? What will you need for that? ● Why do you think Ruby wanted to play by herself in the fort at first? ● Why do you think she changed her mind later in the story? What made her change her mind? ● How did Ruby show caring for her brothers?
--	---

<p>Standards</p>	<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, setting, and major events in a story.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.6. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</p> <p>K.T1.3. With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.</p> <p>SEL: Relationship Skills: Teamwork</p> <p>SEL: Relationship Skills: Identifying values, choices and decisions</p>
-------------------------	--

<p>Notes</p>
