



WEEK 2 Day 1

Dramatization: Pretending Home & School 2

Children continue to act out family or school roles and scenarios. Through pretend play, children make connections between home and school.

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"> ● shared responsibility, collaboration and support for each other.
Guiding Question	What does it mean to be a member of a community?
Vocabulary	<p>community: a group of people who live, work, or do things together</p> <p>collaborate: to work together</p> <p>communicate: to share ideas</p> <p>imagine: to form a picture in one’s mind</p> <p>possessions: things that belong to someone</p> <p>family: a group of people who love each other</p> <p>scenario: a setting and sequence of events</p>
Materials and Preparation	<ul style="list-style-type: none"> ● 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 ● kitchen furniture and other equipment ● informational and fiction books related to food and cooking ● clipboards ● paper ● writing and drawing tools <p>Review how the materials have been organized in the Dramatization Center so far and consider what additional props might be useful. Ensure</p>

	<p>that children can easily access what they need and that they have adequate space to move around the area.</p> <p>Bring a small selection of props to the Intro to Centers meeting.</p>
Intro to Centers	<p><i>Now that you have set up a [home/school] in the Dramatization Center, you can pretend to be [family members/people who work in a school].</i></p> <p>Show the selected props. <i>What roles would you like to act out today, and how might you use these props?</i></p> <p>Affirm children’s ideas and help expand them to encourage rich play and support vocabulary. For example, <i>You want to pretend to make a meal for the family. Maybe you would use these dishes to make some rice and beans. What would you need to do first?</i></p> <p><i>Maybe you want to use some paper and colored pencils to write down a shopping list or a recipe.</i> <i>You can also be inspired by a story we have read. I wonder what Rosalba and her Abuela would like for a meal or a snack? Which character might you want to pretend to be?</i></p> <p>Remind children about any agreements made in Week 1 about working together and using the materials and space.</p>
During Centers	<p>Observe children as they negotiate roles with each other, and take note of the roles children are choosing. Support them in thinking about how to make decisions together. Suggest that they write recipes to try out. Record some of their scenarios by video to revisit later with the children or for use as formative assessment.</p>
Facilitation	<ul style="list-style-type: none"> ● Who are you pretending to be? ● How did you decide? What inspired you to act as that character? ● What props will you use to pretend to be that character/role? ● What kinds of ingredients will you need to make _____? ● How are you deciding what to do in your story? ● How are you collaborating with other children? ● How will we arrange the materials so they are ready for other children to use?
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>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>
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Notes