



Dramatization: Acting Scenes from *Roxaboxen*

Children act out scenes from *Roxaboxen*.

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 Question	<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>belong: to fit or be a part of something; something or someone is yours trace: to draw around the edges plain: simple limit: a restriction on the size or amount of something allowed border: to form an edge around something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● paper, various sizes and writing utensils ● clipboards ● varied blocks, including unit, foam, hollow, etc. ● Beautiful Stuff, including rocks, pebbles, marbles, aquarium rocks, sticks, acorns, or shells and small boxes ● popsicle sticks ● scissors ● <i>Roxaboxen</i>, Alice McLerran ● images from <i>Roxaboxen</i>

<p>Intro to Centers</p>	<p><i>This week, we are reading Roxaboxen by Alice McLerran, a book about a special place.</i></p> <p>Show the book and flip slowly through the pages. <i>Think for a few seconds, What are some parts of the story that you might like to act out?</i></p> <p>Gather some ideas from the children.</p> <p><i>Turn and tell your partner about the parts of the story you might want to act out and what materials you may need to create this place.</i></p> <p>Invite a pair of children to share their responses with the whole group and create a list of the materials.</p> <p><i>Today, in the Dramatization Center you can begin to create and act out some of the scenes from Roxaboxen. There will be many materials for you to choose to make the setting for Roxaboxen. Show a few of the materials you have already prepared.</i></p> <p><i>Roxaboxen tells the story of a group of friends who build a special place and play together. I can't wait to see what you choose to create and act out!</i></p>
<p>During Centers</p>	<p>Encourage children to think and collaborate to make signs for the entrance to <i>Roxaboxen</i>, the stores, and for the items they will be offering.</p> <p>As children act out scenes from <i>Roxaboxen</i>, talk with them to support connections between the text and to their own experiences playing with others and creating their own make-believe setting. Encourage them to act out scenes together and collaborate in the decision making of the setting, scenes and roles each one will play.</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 and as inspiration/provocation as they engage in play and as part of the Intro to Centers the following week.</p>
<p>Facilitation</p>	<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/act out this scene? ● How will you work together? How will you combine your ideas? ● If you don't agree, How will you solve the challenge?

	<ul style="list-style-type: none"> ● How does acting this part out make you feel? Why? ● Is there another way you would like to act out this piece? Why? What will you need for that? ● How is this place the same and/or different from Roxaboxen?
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>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> <p>SEL. Relationships Building. Teamwork (Boston)</p>

<p>Notes</p>
