



## Dramatization: Acting the Three Little Pigs- Part 1

Using the text as a guide, children act out the story collaboratively.

<b>Big Idea</b>	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives have validity. Stories help us experience different perspectives.
<b>Guiding Question</b>	<p>What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project?</p> <p style="background-color: #f8d7da;">What is the perspective of the author or character? Why do you think he or she has this perspective?</p>
<b>Vocabulary</b>	<p><b>inspire:</b> to give someone an idea, or get an idea from someone or something.</p> <p><b>design:</b> to draw something before it is built.</p> <p><b>imagine:</b> to picture in your mind</p> <p><b>character:</b> a person or animal in the story</p> <p><b>setting:</b> where the story takes place</p> <p><b>perspective:</b> a way to see or think about something, point of view</p> <p><b>bundle:</b> a group of things, all tied together</p> <p><b>load:</b> a heavy thing that is carried</p> <p><b>straw:</b> a long, hard, dried piece of grass</p> <p><b>brick:</b> a rectangular-shaped material for building</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● a copy of The Three Little Pigs</li> <li>● pieces of fabric</li> <li>● clothespins</li> <li>● construction paper</li> <li>● scissors</li> <li>● tape</li> <li>● markers</li> <li>● white paper</li> <li>● clipboards or whiteboards/dry erase markers</li> </ul>

	<ul style="list-style-type: none"> <li>● Vocabulary cards from the story</li> </ul>
<b>Intro to Centers</b>	<ul style="list-style-type: none"> <li>● <i>We are reading the “Three Little Pigs, by Paul Galdone” and learning about construction. Today, in Dramatization, we are going to act out the story. For that, we have some materials available (show materials) and you may think of others we can add.</i></li> <li>● <i>Which character could you pretend to be from this story?</i> Show the first page of the book and elicit some answers from the group.</li> <li>● <i>I think I’ll pretend to be The Second Little Pig. I’ll need a costume.</i> Model a pig costume by putting on a piece of fabric and holding it together with a clip. Model making a tail out of construction paper and attaching it with tape.</li> <li>● <i>Now I’m in character, I am The Second Little Pig, and I am ready to act out the story!</i> Turn to one part of the book, read the page, and model saying the words in character.</li> </ul> <p>Introduce and show any new materials and resources. Offer any needed reminders for working in the center.</p>
<b>During Centers</b>	<p>Using the text as a guide, children act out the story collaboratively. Children may begin with teacher support to act out the story as written, but could diverge from this script and write and/or act out their own versions. Children may also pretend to be the characters in the story but act out a different scenario.</p> <p>As children create their own scripts, note that construction materials vary widely across cultures and contexts.</p> <p>Children may nominate materials other than bricks as the best/strongest materials for their third house. Be sensitive to the fact that different materials are used to build homes around the world.</p> <p>On the following days, have children demonstrate how they acted out a part of the story. Facilitate a conversation about how it felt to take on the role of the pigs and the role of the wolf, using the following question as a prompt: <i>How was your perspective different when you pretended to be a pig, and when you pretended to be a wolf?</i></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>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Which character will you pretend to be? Write down your name and your character here on the cast list (could be written on paper on a clipboard, or on a whiteboard in the area)</li> <li>● Who will be the narrator?</li> </ul>

	<ul style="list-style-type: none"> <li>● What will you use to construct your costume?</li> <li>● What scenery or props do you need to act out this story?</li> <li>● Will this be a theater performance? If so, what kind of tickets will you make? Where will the audience sit?</li> <li>● What happens first in the story? And then?</li> <li>● How do you think the pigs/wolf felt when...? What was their perspective?</li> <li>● Why do you think the wolf got so angry at the third pig? What was his perspective?</li> <li>● Is there another way you would like to tell the story? Why?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

<p><b>Notes</b></p>
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