

“Goodbye Summer, Hello Autumn” by Kenard Park

Subject: Tempe Public Library Story Drama Residency, Story Drama and Literacy

Topic: Dramatizing the Seasons, “Goodbye Summer, Hello Autumn”

Target Age Group: Pre-Kindergarten

Time: 1 Hour (9:00am-10:00am)

Goal: Through narrative dramatization and group pantomime work, participants will recall aspects of the weather and changing seasons from summer to autumn in the story “Goodbye Summer, Hello Autumn,” and reflect on what they personally like about the fall season where they live.

Standards:

Social-Emotional:

STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS Concept 2: Social Interactions, The child displays positive social behavior. A child’s relationship with peers and adults reflect their ability to initiate and sustain positive and appropriate interactions while increasing their capacity to acknowledge someone else’s perspective.

Approaches to Learning:

STRAND 5: REASONING AND PROBLEM-SOLVING Concept 1: Reasoning, The child demonstrates the ability to think in a logical way. Reasoning involves the child’s ability to use prior knowledge and information to generate a decision or conclusion. Logic and reasoning skills are key to child development in early learning. These skills help children work cooperatively and solve problems independently.

Language and Literacy:

STRAND 2: EMERGENT LITERACY Concept 5: Comprehension and Text Structure, The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.

STRAND 1: LANGUAGE Concept 1: Receptive Language Understanding, The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.

Fine Arts:

STRAND 4: DRAMATIC PLAY Concept 1: Creates and Connects with Dramatic Activities, The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.

Objectives:

1. Participants will recall and describe events in a picture book relating to the autumn season and in a dramatization of the story
2. Participants will engage in positive social behavior through sharing their observations and opinions with adults and their peers
3. Students will describe and predict what they will hear and see in a picture book based off of picture/tactile prompts

4. Participants will develop skills in basic pantomiming and character portrayal through a guided dramatization of elements in a picture book
5. Participants will reflect on their own personal opinions through drawing their favorite part of autumn in a craft activity

Materials:

- Copy of the book “Goodbye Summer, Hello Autumn” by Kenard Park
- Printed photos/pictures of a tree, fox, beaver, chipmunk, flower, puddle/rain
- Tactile objects: small twigs, leaves
- “Pumpkin box” (small decorated cardboard box to look like a pumpkin with a small open hole)
- Scarf for “Girl-in-Role” costume
- Large poster paper with a tree design
- Paper leaf cut-outs
- Colored pencils
- Blue Tac

Anticipatory Set:

Time: 9:00-9:10

1. Big Buddies help Little Buddies find their nametag; once found, they can join in the circle where facilitator will be leading a group song “Autumn Leaves are Falling Down.”
 - a. “The autumn leaves are falling down, falling down, falling down, the autumn leaves are falling down, on the ground”
2. Facilitator repeats song as needed with group as participants join.
3. Facilitator leads Good Morning name song with whole group seated in a circle.
 - a. “We are so happy to have you here today! We like to clap twice when we are happy, can you clap twice with me? (*clap hands*) Now, we are going to sing a song where we will clap twice!” Sing “Hello” song.
4. Facilitator introduces topic of the day and drama time:
 - a. “Today we are going to be talking about the weather and seasons, can someone tell me what the weather is like today? What is it like outside today? Can anyone tell me what season we are in? Is it spring? summer? fall?”
 - b. “We also are going to be using our imaginations today like we always do in story drama time. Can we all put our hands on our minds and say imagination?”

Warmer: What Does the Weather Feel Like?

Time: 9:10-9:15

1. Facilitator invites participants to a standing circle: “We are going to use our imaginations to pantomime what it feels like in different types of weather. Pantomime means that we show with our bodies how the weather feels. I have a rhyme to help us, do you think can we practice it? “What’s the weather like today, what’s the weather like today”
2. Repeat rhyme all together as a group: “What’s the weather like today, what’s the weather like today?” Facilitator: “Today the weather is hot, can you all show me with your bodies that it is really hot outside?”

3. Repeat rhyme all together as a group: "What's the weather like today, what's the weather like today?" Facilitator: "Today, the weather is cold, can you all show me with your bodies that it is really cold outside?"
4. Repeat rhyme all together as a group: "What's the weather like today, what's the weather like today? Facilitators invite responses from Big Buddies: "Big Buddies can someone raise their hand and tell me what the weather is like today?"
5. Repeat rhyme all together as a group and invite responses from participants: "Little Buddies, can someone raise their hand and tell me what you imagine the weather is like today?"

Lesson Input:

Magic Box & Feed the Pumpkin:

Time: 9:15-9:20

1. Facilitators will introduce the magic pumpkin box full of different objects that we will encounter in our story: pictures of animals (fox, beaver, and chipmunk) and pictures from nature (puddles/rain, tree, flowers) /tactile interactors (leaves, twigs, scarf).
2. Little Buddies will get to pick a picture or a tactile interactors with their Big Buddies and talk about what they can see, feel, hear or smell. Little Buddies will get the opportunity to share with the group what they talk about with their Big Buddies.
 - a. What do you see in the pictures?
 - b. What does the object feel like?
 - c. What do you think we are going to see in the book? What do you think the book is about?
3. After the group discussion, Little Buddies will bring their picture or tactile interactors to the magic pumpkin box and "feed" the pumpkin by putting their object into a cut-out where the pumpkin's mouth is in order to start the story.

Reading Story:

Time: 9:20-9:30

1. Little Buddies will gather around for storytime while one of the facilitators reads the book: "Goodbye Summer, Hello Autumn."
2. While the story is being read, the other facilitator will take the objects from the magic pumpkin box and set them up around the room for the Sensory Walk activity.
3. Facilitator asks recall questions:
 - a. What was the weather like in our story?
 - b. What were some of the animals you saw?
 - c. Where was the little girl?
 - d. What season was it?
4. The facilitator reading the story will introduce in-role work: "Now we are going to use our imaginations to bring the story to life. We have a very special character who will be joining us (*Facilitator-in-role appears with scarf*). When (*name of facilitator*) is wearing the scarf she is pretending to be the girl in the story, when she takes it off, she is (*name of facilitator*) again. Can we practice that?"

Guided Activity:**Let's Dress for Autumn!****Time: 9:30-9:35**

1. The facilitator-in-role will be dressed in a scarf and coat like the character in the story.
2. Facilitator-in-role appears as the “girl” from the story and introduces herself: “Hi everyone! I am so happy to have you all join me today on my autumn walk adventure. But first, I think we all need to get ready to go outside because it’s pretty cold!”
3. Facilitator will ask the Little Buddies to find a personal space in the room with their Big Buddies.
4. The facilitator will ask Little Buddies about preparing for cold weather and what kinds of clothing we need when we go out into cold weather (sweaters, coats, scarves, hats, boots).
5. The facilitator will review the concept of pantomime with the Little Buddies.
6. Little Buddies will pantomime putting on each article of clothing, one at a time, and then move on to the Sensory Walk activity.

Sensory Walk:**Time: 9:35-9:50**

1. The Facilitator-in-role will lead the Buddies through a Sensory Walk with the objects from the magic pumpkin box. Little Buddies will be able to interact with all of the objects from the box and pantomime different ways of interacting with the objects.
 - a. Splashing in puddles
 - b. Pantomiming animals from the story
 - c. Picking and smelling flowers
2. The Facilitator-in-role will end the tour: “I’ve had a lot of fun exploring autumn with you, but it is getting dark and I have to go home now,” and help the Little Buddies exit the story drama.
3. The Little Buddies will exit the story drama by pantomiming taking off their cold weather clothing and sitting in a circle.

Reflection:**Whole Group Reflection:****Time: 9:50-9:55**

1. The Buddies will sit in a circle and talk with the facilitators about what they saw in the book, and what they saw, heard, smelled, and touched during the Sensory Walk with the “girl.”
 - a. What were some of the animals we saw on our walk in the forest?
 - b. What was the weather like?
 - c. What did you smell on our walk?
 - d. What did you see?

Leaf Crafting:**Time: 9:55-10:00**

1. The Facilitators will introduce the autumn tree and explain the craft: “We will be decorating leaves from the autumn tree with your favorite part about the autumn season. You can take these home with you.”

2. Little Buddies will take turns coming up and picking one of the leaves from the branches; Big Buddies are encouraged to join in and decorate a leaf as well. They can talk to their Little Buddies about their drawings

Extension Activity (If running under-time):

1. When participants finish putting their leaves on the tree, facilitators gather group back together in a seated circle.
2. Participants share what they drew on their leaf about their favorite part of the book or autumn season.
3. Facilitators guide participants to jump in an imaginary leaf pile: "Ok, now that we have shared some of our favorite things about autumn and our story, we are going to imagine that we have our very own pile of leaves to jump into to celebrate. But, remember to be careful of our bodies in the space. On the count of three we are all going to jump in the center, one, two, three!"

Contingency Plan (If running over-time):

1. During the guided activity, facilitator shortens the events that occur in the in-role guided tour.
2. Instead of having a whole group reflection before the craft activity, participants go straight to drawing on their leaf from the tree and facilitators approach participants individually to ask what they did in the drama and what they saw about autumn; Big Buddies can assist in reflecting individually as well.

Assessment (Formative):

1. The main assessment will be during the Sensory Walk and the Whole Group Reflection to see what concepts the Little Buddies have picked up on (Comprehension of the story, Use of pantomime, Social engagement and curiosity, Understanding of directions)
 - a. Facilitators observe Little Buddies actively engaging in pantomime.
 - b. Facilitators take questions from participants predicting what will happen in the story.
 - c. Facilitators observe Little Buddies accurately recalling elements in the story and dramatization.
 - d. Facilitators observe Little Buddies positive interacting with their Big Buddies and each other during the session and actively answering questions.
 - e. Facilitators observe Little Buddies appropriately comprehending directions.