

Length of Lesson: 45 minutes
(can be adjusted by eliminating
* items)



Check out SC's Learning
and Literacy Profile of
the ready kindergartner

Objective/Brief Description:

To develop confidence and
show pride in ourselves and
from where we come.



Materials Provided: construction paper,
superhero capes and masks, large piece of fabric,
image of the moon

Materials from home: crayons, additional dress-
up items



INTRODUCTION

Before the lesson, The Instructor should decide on an area that will act as a "Stage" where students can perform. There should be an entrance area that goes onto the stage, and an exit area that goes off of the stage to "backstage"—these can be behind a curtain, shelving unit, couch, etc.

As students enter the space (Living room, library, classroom, etc.), give each student a crayon to be their "Magic Key." This is the "key to their imagination." Instructor asks: "What would you want to be when you grow up?" Have the students act out what they want to be when they grow up as they make their way onto the "stage," and have students sit in a circle.

Have students create an "audience" in front of your chosen "stage." Students then take turns going "backstage" to get ready for a short presentation. For the presentation, they each enter onto the "stage," cross to Center Stage (middle of the stage), say their name, and share what they want to be when they grow up. The Instructor should model an example for the students. During each presentation, the instructor might ask questions like: "Do you know anyone who does this profession? Can you act out something from this profession? Why do you want to be this profession when you grow up?" When each student finishes, have them take a bow, exit to "backstage," and then sit back in the audience. Please have the audience applaud each student.



LET'S GET MOVING

The Instructor shows students the large piece of fabric from the kit and tells them, “we are going to play a game called, “Pass the Fabric.” In this game, each person takes the scarf and uses it to show a costume piece for a character. The Instructor should show a few example—possibly wearing the scarf on their head like a pirate, old lady, or someone doing athletic workouts. When it’s their turn, students can use the fabric as a sash for a princess or prince, a skirt, long hair, etc. Each student should say something the character would say while they use the fabric. The students may want to take several turns passing the fabric and sharing different ideas. The Instructor asks the students if anyone was nervous about sharing their ideas, and then tells the students about a boy named Nigel. Nigel was afraid to tell anyone his dream of what he wants to be when he grows up.

TRANSITION

You are about to go to a pretend “library” to find your book. This can be any anywhere in your “classroom space” where you are keeping the book and materials. The Instructor Says: “Let’s go to the ‘library,’ and see if we can find a book about a boy named Nigel.” The Instructor and students pretend to be in a car or a bus as they go to the “Library.”

READ THE STORY

After you have found the book, drive your “car” or “bus” back to your “stage.” This time, The Instructor should be on the “stage” as the students sit in the “audience.” The Instructor reads *Nigel and the Moon*, by Antwan Eady, to the students, asking students story-related questions throughout. When the story is finished, talk about how Nigel was scared to tell everyone his dreams. Why wasn’t he afraid to tell the moon?

IDENTIFY THE PROBLEM AND HOW TO SOLVE IT

The Instructor facilitates a conversation using the following talking points: Since Nigel was afraid to tell anyone his dreams, how did he solve his problem?

The Instructor Asks: “Would you like to tell the moon your wishes and dreams?” The Instructor passes the image of the moon around to the students and has the students tell the moon their wishes and dreams, including what they want to be when they grow up.

After, The Instructor asks: “How does it feel to have someone special with whom to share your dreams and wishes?” The Instructor should then have the students dress up, (using provided capes, masks, and scarves to be a superheroes, royalty, or anything else their imagination can create).



IDENTIFY THE PROBLEM AND HOW TO SOLVE IT CONTINUED

The students can take turns coming out from “backstage” onto the “stage,” and showing everyone what they might tell the moon as their character.

*If you would like to expand the lesson, have the students draw a moon, and their dreams and wishes on a piece of paper. They can do this from scratch, or you can photocopy the provided image of the moon.

END OF CLASS

The Instructor says: “Nigel also wanted to be a dancer. Let’s dance on the moon!” Play a song and end the class with a dance party. You can invite the students to try out different styles and types of dance moves, possibly in slow motion since they are dancing on “the Moon.” At the end of the song, everyone takes a turn clapping as the audience, and then bowing as an actor. Clapping is a way for the audience to say, “Thank you for performing for us.” Bowing is a way for the actors to say, “Thank you for watching us.”



Thank you for taking a few minutes to fill out this brief survey!