

Talking With Friends: Drama for 2nd Grade

Based on the book *Pepita Talks Twice* by Ofellia Dumas Lachtman

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TIME REQUIRED

- 2 Days
 - Day 1, 80 min
 - Day 2, 55 min

LEARNING OBJECTIVES

Content Standards

- Drama Create Standard 1
 - Develop imagination to create artistic ideas and work.
- Drama Create Standard 3
 - Create a scene or play with a beginning, middle, and end.
- Drama Create Standard 2
 - Arrange the physical playing space to communicate mood, time, and locale.

Essential Questions

- What is a tradition?
- What is culture?

Enduring Understandings

- Students will understand the concept of the celebration of other cultures.

Key Knowledge

- Students will know what culture is.

Key Skills

- Students will be able to improvise.
- Students will be able to identify the events within a given scene.

ASSESSMENT

Performance Tasks

- Students will work together to fill out a worksheet to identify the order of their scenes from the story *Pepita Talks Twice* that they will act out, and as a class, arrange the whole storybook on the board to create a scene with a beginning, middle, and end.
- Students will use costumes and props (if available) to create and build locations from the book to assist in the story's retelling in order to arrange the physical playing space to communicate mood, time, and locale
- After learning about what culture is, students will share a part of their culture, along with learning more about their classmates, in order to understand the concept of the celebration of other cultures.
- Students will use their imagination to dramatize (bring the story to life) events from the book *Pepita Talks Twice*, by improvising scenes, creating characters, and constructing locations with materials in the classroom in order to develop imagination to create artistic ideas and work.

MATERIALS NEEDED

Teacher Materials

- *Pepita Talks Twice* by Ofellia Dumas Lachtman book
- Puppet
- "What is Culture?" Slideshow

Student Materials

- "Events in a Scene" Worksheet (half sheet per student)
- Costumes (optional)
- Props (optional)
- "My Culture" Booklet Worksheets (4 pages)
- Writing and coloring utensils
- Scissors
- Stapler

LEARNING PLAN

Lesson Day 1: Story Dramatization (Total Time ~80min)

Framing / Hook (Total ~5min)

1. Have the students "prepare the room for drama."
 - a. Have the students move chairs, desks, and bags to the side of the room to allow for a large space to move around, recreate scenes, and reenact the story.
2. Introduce a puppet that only speaks Spanish to the students

- a. Have the students greet the puppet
 - i. Teacher: Everyone say “hello” to my friend [name]!
 - ii. Class: Hello!
 - iii. Puppet: *looks at teacher confused*
 - iv. Teacher: Oh! Disculple, [name], I forgot to tell them! Class, [name] is from a culture where they speak Spanish! Class, does anyone know how to say “hello” in Spanish? Repeat after me, “hola”!
 - v. Puppet: Hola clase! Mi nombre es [name]! ¡Mucho gusto!
 - vi. Teacher: Now students, we are going to read a book about a friend of mine who can speak both English and Spanish.

Process (Total 75 min)

3. Share *Pepita Talks Twice* with the class (10 min)
 - a. Ensure to share the book’s illustrations and project them up on the board for the students and read them the story out loud.
 - b. Start from the beginning, and stop after reading the 3rd to the last page where Pepita is going to bed.
4. Introduce story dramatization (35 min)
 - a. Explain the structure of a story and how it will have a beginning, middle, and end.
 - i. Ask the students to recall all the events in *Pepita Talks Twice* and write each event on the board.
 - ii. Ask the class what the beginning, middle, and end events are, and label them on the board.
 - b. Discuss with the class which five scenes are the most important to accurately portray Pepita’s story. (The beginning and end being required scenes.)
 - i. Group the students together into five individual groups that are as even as possible to portray the characters that Pepita interacts with, which will include her friends, family, and neighbors.
 - ii. Hand out the scene events worksheet (half sheet) and have each group work together to recall the events of their individual scenes.
 - iii. Each group will take time to think of and create the locations in which these characters would be found day to day using supplies that are available in the room (chairs, tables, paper)
 - iv. The facilitator will take the role of Pepita acting in role with each group to help the improvisation stay on track and tell the story from beginning to end
 - v. Also, for the purpose of this dramatization, each scene will be completely in English.
5. Review the scenes and characters that each group will dramatize (10 min)
 - a. Retell the beginning of the story, acting out the first page of the story, talking in the first person as Pepita
 - i. Ensure to show the desire to train Lobo and not wanting to help anyone today translating that day
 - b. Pepita will go to each group to observe the students portray each scene.

- i. Instruct students to watch for the beginning, middle, and end of each scene.
 - ii. Students will act and improvise the interactions with each other following the structure they created
 - iii. Have the class watch the scene and at the end go around asking what they did really well with the mine and what they could improve on
 - c. Have the group go again, adding the changes to what they just performed
6. Repeat step 5a and all its parts through step 5b, after which they all perform again, continue to the cliffhanger, and the end of day 1 (20 min)

Cliff Hanger (Total 2 min)

7. Read the second-to last page of the book (“In the morning.... A car was coming!”) and tell the students that we will find out what happens to Wolf/Lobo next time.

Lesson Day 2: Celebration of Culture (Total ~55 min)

Hook (Total ~5min)

8. Re-read the cliff-hanger page (see above) and finish the book (last two pages).

Process (Total 40 min)

9. After finishing the book, ask the students “Why did Pepita decide it was okay to speak both Spanish and English?” Discuss with the students that Spanish not only helped Pepita save her dog, but it was also important to her and her family because it was part of their culture. (20 min)
 - a. Ask the students, “Has anyone heard the word culture before?” Define culture as all the things that make us special.
 - b. Show “What is Culture?” slideshow.
 - c. Explain to the students that everyone is different and that our differences make us special.
10. Hand out pages of the “My Culture” booklet the students will be creating (4 pages per student) (20 min)
 - a. Explain to students that they will draw pictures or write words on each page to describe their culture. When they are done, they will cut around the dotted line, and staple the pages together.

Punctuate Activity (Total 10 min)

11. Students will share one thing from their culture book that they are proud of. Ask students to consider the similarities and differences as their peers share.

YOUR NAME: _____

EVENTS IN A SCENE

SCENE NAME: _____

What happens in your scene? List each event in the scene.

1. Beginning: _____
2. Middle: _____
3. Middle: _____
4. Middle: _____
5. End: _____

Who are the characters in your scene? Write the name of the character and the person who will play that character. (If you have more people in your group than characters in the scene, make up a new character that fits in the scene!)

Character 1: _____	Actor: _____
Character 2: _____	Actor: _____
Character 3: _____	Actor: _____
Character 4: _____	Actor: _____
Character 5: _____	Actor: _____

YOUR NAME: _____

EVENTS IN A SCENE

SCENE NAME: _____

What happens in your scene? List each event in the scene.

1. Beginning: _____
2. Middle: _____
3. Middle: _____
4. Middle: _____
5. End: _____

Who are the characters in your scene? Write the name of the character and the person who will play that character. (If you have more people in your group than characters in the scene, make up a new character that fits in the scene!)

Character 1: _____	Actor: _____
Character 2: _____	Actor: _____
Character 3: _____	Actor: _____
Character 4: _____	Actor: _____
Character 5: _____	Actor: _____



MY CULTURE

Name: _____



HOW I DRESS:



WHERE I LIVE:



WHAT I EAT:



MY LANGUAGE:



WHAT I PLAY:



MY FAMILY:



MY CELEBRATIONS: