

**Title: Should I Share My Ice Cream**

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**Subject Area/ Grade: Literacy/ Pre-K**

Students will act out “Should I Share My Ice Cream” by Mo Willems. Students will use language from the story, and begin to understand what reading with expression means. Students will take on the character they are pretending to be.

### **Goals**

To have students act out Should I Share My Ice Cream By Mo Willems

Students will use language from the story, and begin to understand what reading with expression means without going into detail. Students will take on the character they are pretending to be.

### **Content Area and Standards**

Literacy: Domain 4B: Communication, Language and Literacy

PK.ELAL.6. [PKR.2] Retell stories or share information from a text Note: Non-verbal learners can retell using sign language or a storyboard. Emergent Multilingual learners can also use a storyboard or retell in English, their home language(s) or both.

PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text.

### **Activity**

Working in pairs, students will act out the story. They will learn to identify the feelings of the two characters and act it out.

### **Joy2Learn Artists /Videos that Support Project**

- Hector Elizondo - Read The Whole Story
- Picture and story about Hector. Due to my student’s age, I will talk about Hector, show his picture and explain his profession.

## **Art Forms that May Be Included**

Drama

### **Connections to Students Passion Areas and Interests**

Students at this age love to dress up and play with the doll house and in the dramatic play area. This will be an extension of their play. It will be more teacher directed, but it will still allow for creativity and self-expression and learning.

### **Materials Needed**

- Book - Should I Share My Ice Cream By Mo Willems
- Construction paper, felt for headbands (costumes)

### **Collaborators**

- Teacher and students
- Students will work in pairs.

### **Timeline**

- This will take place over a week. Students will listen to the story during read aloud time over the course of three-four days. On the fifth day, students will act out the story in pairs.