

# Alliance Theatre

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### **Pre-K and Kindergarten Teacher Resource Guide:** **Setting**

Book: *In My Granny's Garden* by Pearl Cleage and Zaron W. Burnett, Jr.

Illustrations by Radcliffe Bailey

Theme: Setting

This guide explores the setting of the story using drama strategies that support early childhood objectives. Students will utilize the actor tools: body, voice, and imagination as they explore the setting of the story. Through active learning and engagement, students will begin to understand the perspective of others, develop curiosity, broaden vocabulary, and increase their social emotional skills. These strategies are designed for both classroom and virtual experiences.

Vocabulary Words	
<u>Country</u> : An area outside of a large town or city	<u>Excuse</u> : A reason not to do something
<u>Ripe</u> : When fruit or vegetables are ready to be picked and eaten	<u>Delicious</u> : Something that tastes very good
<u>Variety</u> : Many different kinds	<u>Pick</u> : To pull off the vine
<u>Favorite</u> : The one you like best	<u>Harvest</u> : To pick, or gather, crops
<u>Gather</u> : To collect items and bring them together	<u>Proud</u> : To feel good about oneself or someone else
<u>City</u> : A large town where many people live and work	<u>Dew</u> : Small droplets of water on a cool surface

#### **Actor Tools:**

- Body: Display emotions and make shapes using movement to display a character, action, object, or setting.
- Voice: Use pitch, dynamics, and tempo to evoke emotion, portray characters, and create sound effects.
- Imagination: A unique interpretation of the setting and characters from the story.

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### **Imaginary Paint Brush**

Using your finger or holding an imaginary paint brush, encourage the students to pretend to paint fruits and vegetables mentioned in the book: corn, green beans, collard greens, cabbage, yellow squash, hot peppers, sweet peppers, pole beans, red tomatoes, and a blackberry patch. After painting each one, pretend to pick it up off of the imaginary canvas and eat it. ***What does it feel like? What does it taste like? How do you eat it? Should we cook it first?*** Have a fun picnic eating fruits and vegetables from the story!

***What tools would make it easier for Granny to care for her garden?*** Share ideas. Display pictures of garden tools (trowel, shears, water hose, shovel, gloves). ***Use your imaginary paint brush to paint each tool. Then, pick up the tool and pretend to use it.*** After students have acted this out, have them place the tools in an imaginary backpack to save for another gardening experience.

### **Classroom Garden**

Have the students use their bodies to make shapes and become a vegetable in the garden. Ask the students questions to figure out which vegetable they are pretending to be. ***What color are you? Are you sweet or spicy? Are you big or small? Do you grow in a bunch or by yourself?*** The teacher can choose to pick the vegetable or leave the vegetable in the garden to ripen.

### **Dramatize Care and Transport**

Act out physical ways of picking, washing, loading, and driving the produce. ***How would Granny get her fruits and vegetables to the grocery store? Let's all use our imaginations to help her.*** Display a map that has four garden beds with corn, green beans, collard beans and cabbage. Draw trees around the garden beds and a path that leads to each one. The path eventually leads to Granny's house. (Optional: include a North, South, East and West as a key.) Each garden bed is a different shape: square, circle, rectangle, and triangle. Have the students use their imagination and travel to each garden bed and care for the plants. Have students share ideas on how to get to each one: walk, run, ride a scooter, drive a golf cart. Act it out! Point to the map as you travel. Sing a song about what action you are doing! You can even play a musical instrument as the students act it out in place. Count the number of trees you pass by as you are traveling. ***Is the square garden near or far from us? What about the circle garden?*** Once you arrive, pull out the weeds and pick off the bugs. ***How many weeds did you pull? What bugs did you find near the corn? What insects were on the green beans?*** Have the class answer using their imagination. Once you make it back home, it's time to wash any vegetables picked and rest! Repeat activity with more shapes and remaining fruits and vegetables from the

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book (yellow squash, hot peppers, sweet peppers, pole beans, tomatoes, and a blackberry patch.)

### Compare and Contrast the City vs. Country

**What might you find in the city?** Listen and record students' answers. Act out the ideas using the actor tools. For example, students may share that a city has tall buildings. **What do tall buildings look like? Can you show me using your body? I see students standing nice and tall to show the buildings. Some students are using their arms to be an even taller building.** Have the students freeze like statues and observe who is frozen like a building. Ask the next prompt: **What might you find in the country?** Listen and record students' answers. Act out the ideas of the country. For example, students may share that there are farms in the country. **How can you show a farm with your body? Is it small or large?** Compare and contrast the differences.

### Extension Activities

**Look for Dew:** Show a picture of dew. *Some mornings you can see tiny droplets of water that form on cool surfaces of the leaves and grass outside. This is called dew. Look for dew when you go for a walk outside in the mornings. Share with the class where you saw it! Granny describes dew as making diamonds on the leaves. What did it look like to you?*

**“Pick and Gather” Scavenger Hunt:** Find five different leaves (or flowers) to pick outside. Make sure you pull it off of the vine! Once you have picked five things, find five more objects to gather or collect from outside like rocks, sticks, pinecones, acorns and more. Bring your findings back and share with your loved ones and classmates.