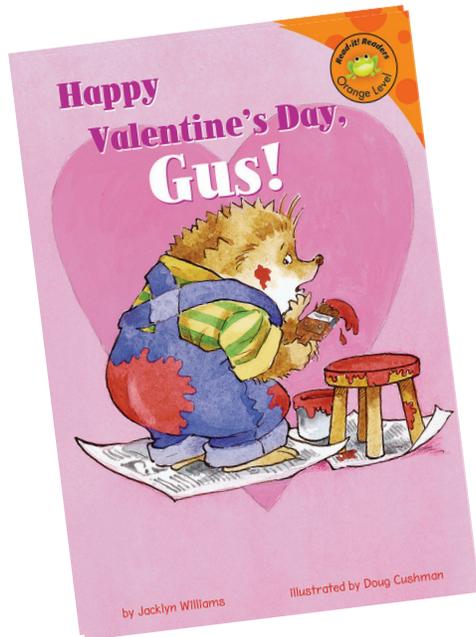


CREATIVE DRAMATICS

Picture Window™
Books



Happy Valentine's Day, Gus!

by Jacklyn Williams

Characters: Teacher

Gus

Bean

Billy

Props: Supplies you could use to make valentines (paper, glue, glitter, markers, etc.)

Genre: Realistic Fiction

Ages: 4 - 6

Happy Valentine's Day, Gus! page 1

NOTES TO THE LEADER OF THE CREATIVE DRAMATICS SESSION

Before acting out the story, read *Happy Valentine's Day, Gus!* to the entire class.

The leader/narrator of the creative dramatics session needs to give clear, simple clues to the children who are acting out the story. First, select the children who will be playing the separate parts. Gus and the teacher can be played by two individuals or by a group.

The leader might want to ask the children to describe the characters before the session begins. For example, "What are words to describe Gus?" Answers could include nervous, kind, smart, patient, excited, etc.

The children can act out the story from their chairs, sitting on the floor, or by standing in clearly marked places where the action will take place. The front of the room could be Gus's classroom. The back of the room could be the bus. It is always a good idea to make sure that all the characters and locations (if you decide to use them) are clearly established before the play session begins.

Narrator: It is almost Valentine's Day! At school, Gus's teacher says, "Today we will make cards for Valentine's Day!"

Teacher: Today we will make cards for Valentine's Day!

Narrator: *(Narrator could prompt, "Has anyone here ever made a valentine? What did it look like? Who did you give it to? Has anyone here ever been given a valentine?")*

Gus couldn't wait to get started. He says he wants to give his mom the most beautiful card ever!

Gus: I want to give my mom the most beautiful card ever!

Narrator: *(Narrator could prompt, "How is Gus feeling? Is he excited? How can you tell? How do you act when you're excited?")*

Gus worked hard on his card all afternoon.

(Narrator could prompt, "What do you think Gus should write on his card?")

Gus said, "Mom, you mean more to me than eating ice cream."

Gus: Mom, you mean more to me than eating ice cream.

Narrator: He said, "You mean more to me than climbing a tree."

Gus: You mean more to me than climbing a tree.

Happy Valentine's Day, Gus! page 2

Narrator: Finally, Gus said, "Be my valentine!"

Gus: Be my valentine!

Narrator: *(Narrator could prompt, "Climbing trees and eating ice cream are some of the things Gus loves. What are some of the things you love? What are your favorite sports, foods, games, etc.? Examples could include, swimming, ice cream, books, being with family, etc.)*

After school, Gus and his best friend, Bean, raced out the door and onto the bus. "Let's go home," they shouted.

(The students can line up like they're getting ready to go home for the bus. Gus and Bean pretend to walk to the bus.)

Gus and Bean: Let's go home!

Narrator: Billy sat behind them on the bus. Bean asked Gus, "Can I see your card?"

Bean: Can I see your card?

Narrator: But Billy tried to take Gus's Valentine's Day card. "Let me see it," Billy said.

Billy: Let me see it!

Narrator: *(Narrator could prompt, "Do you see a difference between how Bean asked to see the card and how Billy asked? Was one way nicer than the other? How can you tell? Why is it important to ask nicely?")*

Billy snatched the card away from Gus.

Gus shouted, "Give it back, Billy!"

Gus: Give it back, Billy!

Narrator: Just then, a big gust of wind blew through the open window. Gus's card sailed out the window and down the street. "Stop the bus!" Gus shouted.

Gus: Stop the bus!

Narrator: But the bus did not stop. It kept heading north, and Gus's card headed south.

(Narrator could finish, "Oh no! Gus's card is gone! Who remembers what happens in the story? What does Gus get his mom for Valentine's Day?")

THE END