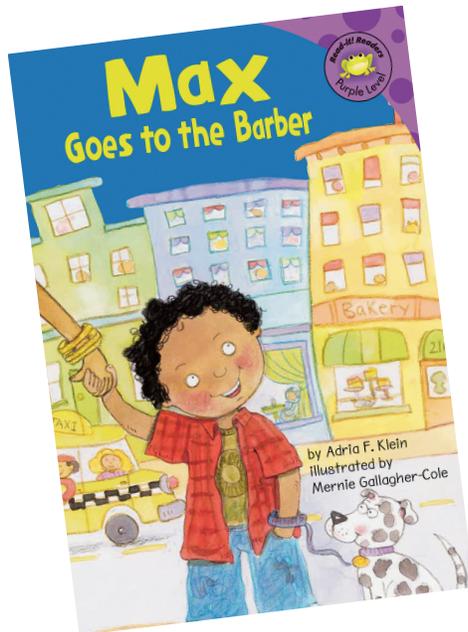


CREATIVE DRAMATICS

Picture Window™
Books



Max Goes to the Barber

by **Adria F. Klein**

- Characters:** Max
Mom
Barber
- Props:** Chair for Max to sit in at the barber shop
Combs and brushes
Cape or blanket (to use as cape)
- Genre:** Realistic fiction
- Ages:** 4-6

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NOTES TO THE LEADER OF THE CREATIVE DRAMATICS SESSION

Before acting out the story, read *Max Goes to the Barber* 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. Max can be played by two individuals or by a group. The same for the barber.

The leader might want to ask the children to describe the characters before the session begins. For example, "What are words to describe Max?" Answers could include friendly, curious, smart, happy, excited, etc. Also, "What are words to describe the barber?"

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 Max's house; the left side of the room could be the barber shop. A chair could be set up for Max to sit in at the barber shop. 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: Max says he likes to go to the barber.

Max: I like to go to the barber!

Narrator: *(Narrator could prompt, "Who can tell me what the barber does? What is a barber's job?")*

Max's mom takes him to the barber shop when he needs a haircut. Mom says, "It is time to get a haircut, Max."

Mom: It is time to get a haircut, Max.

Max and Mom: *(Walk over to the area designated as the barber shop.)*

Max meets the barber. Max says hello.

Max: Hello!

Narrator: Max sits in the chair. The barber puts a cape on Max.

Max: *(Sits in barber's chair.)*

Barber: *(Puts cape or blanket around Max's shoulders.)*

Narrator: *(Narrator could prompt students with questions like, "Why do you think the barber put a cape on Max? Do you wear a cape when you get your hair cut?")*

The barber tells Max it's time to comb his hair.

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Barber: It is time to comb your hair, Max.

Narrator: Next, the barber tells Max it's time to cut his hair.

Barber: It's time to cut your hair, Max.

Narrator: *(Narrator could prompt, "How do you think Max is feeling? Do you think he's excited, nervous, etc.? Why might he feel this way? How do you feel when you get your hair cut?")*

Max says, "I am excited to get my hair cut!"

Max: I am excited to get my hair cut!

Narrator: First, the barber cuts the hair on the top of Max's head.

The barber tells Max to sit very still.

Barber: Sit very still, Max.

Narrator: Next, the barber cuts the hair on the side of Max's head.

Then the barber cuts the hair on the back of Max's head.

(Narrator might mention, "It's important to only let barbers cut hair. That is a barber's job. We don't cut each other's hair, and we don't cut our own hair.")

The barber brushes the hair off of Max.

The barber combs Max's hair.

Barber: *(Uses a brush or comb to brush Max's hair.)*

Narrator: Max looks in the mirror. He says, "I look nice!"

Max: I look nice!

Narrator: The barber gives Max a present. He says, "Here is a new comb, Max."

Barber: *(Hands Max a comb.)* Here is a new comb, Max.

Narrator: Max says he wants to come back to the barber shop very soon.

Max: I want to come back to the barber shop very soon.

Narrator: Max says he likes his new haircut.

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Max: I like my new haircut!

Narrator: Max's mom tells him he did a great job at the barbershop.

Mom: You did a great job at the barbershop!

Narrator: Max says he likes to go to the barbershop.

Max: I like to go to the barbershop!

Narrator: *(Max did a great job getting his hair cut. Let's all tell him, "Good job, Max!")*

All: Good job, Max!

THE END