

CREATIVE DRAMATICS

 Picture Window™
Books



Max Celebrates Groundhog Day written by Adria F. Klein

Characters: Narrator, Max, Zoe, Groundhog

Props: Outside gear (coats, hats, mittens, etc...), Groundhog masks (the kids could make during craft time), Clouds to hold when the groundhog comes out of his hole (the kids could make during craft time)

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 Celebrates Groundhog Day* 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 and Zoe can be played by two individuals or by a group. The same for the groundhog.

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

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 the park; the left side of the room could be the groundhog's hole. 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 celebrates Groundhog Day!

Max and Zoe are very excited!

(If the students don't respond, the narrator/leader can always ask questions such as, "How would Max and Zoe show that they are excited? How can you tell when someone is excited and happy? What do they do?" Or show the illustrations on pp. 4 and 5 to show how the children in the story react to the news of the field trip.)

Max and Zoe: *(Children act excited by jumping and clapping their hands.)*

Narrator: They are going on a field trip with their classmates.

Class, today is Groundhog Day. Let's go to the park to see the groundhog.

(Guide can have the children walk around the room or thump the floor with their feet and hands to simulate walking.)

Lots of people are at the park.

There is going to be a special celebration for Groundhog Day.

The groundhog lives in a hole in the ground. It comes out to get food.

Groundhog: *(The groundhog crouches and pretends to be in a hole, covering his/her/their head with arms.)*

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- Narrator:** On Groundhog Day, the groundhog comes out of its hole and looks for its shadow.
- Groundhog:** *(The groundhog rises and searches for his/her shadow.)*
- Narrator:** Then, Max and Zoe said, “We want to see the groundhog!”
- Max and Zoe:** We want to see the groundhog!
- Narrator:** They watch the hole in the ground.
- Max and Zoe:** *(Max and Zoe concentrate on the crouching groundhog.)*
- Narrator:** On a sunny day, the groundhog will see its shadow. If the groundhog sees its shadow, it goes back in the hole.
- This means there will be six more weeks of winter.
- Narrator:** Max and Zoe shout. They see the groundhog coming out of its hole.
- Max and Zoe:** *(shouting)* Hey! Look at the groundhog come out of its hole!
- Groundhog:** *(The groundhog emerges. Everyone looks and points at the groundhog.)*
- (Again, the Narrator may have to help cue the groundhog: “Look. Let’s all be quiet and watch the groundhog come out of the hole.”)*
- Narrator:** Today is a cloudy day. The groundhog cannot see its shadow.
- Groundhog:** *(The groundhog looks, but cannot see his/her/their shadow.)*
- Narrator:** This means spring will be here soon.
- Max and Zoe say they are glad the groundhog did not see its shadow.
- Max and Zoe:** We are glad the groundhog did not see its shadow.
- Narrator:** I am glad spring will be here soon.
- (Ask all the children)* Are you glad that spring will be here soon?
- (Let children respond. And then add:)*
- Narrator:** Let’s all thank the groundhog for not seeing its shadow.

THE END