**How does *Dramatic Learning* promote task engagement?**

**Narrator:** How were they this morning, were they excited about doing-

**Heather Gorman:** Very excited. Wanted to know when we were starting, when were we coming in-- you know, who’s going to see the production- it’s the whole aspect. From their own part to how others will see the part, so they think of all the different-- and they came up with suggestions and questions with the directions. So, for example, with the poisoning- “Okay when they poison, should I lay this way because I’m exiting over there, or should I lay facing that way?” So they’re thinking of not just reading the story, but they’re thinking of all aspects of the play, which was kind of neat because they don’t get that experience when we read out of our trade books, or when we’re doing guided reading or short stories. They don’t think about the directions and they're actually putting themselves in the story now, which our goal is when they read stories on their own or with the class like, you know, “You should really feel like you’re in the story.” And sometimes, they just don’t get that experience and this is the coolest way to get that experience. The kids feel like they’re really Hamlet or really the King, and their part matters and it’s really important.