Paper Puppetry

Written by: Jacqueline Madsen and Antoinette Gross

Ages: 7 and up

Timeframe: 5 days (2 hour block / 3 hours last day) = 11 hours total

Student Learning Goals/Outcomes:
The focus of this lesson is for the students to create paper puppets based on characters from fairy tales and myths. They will use heavy cardstock to create jointed puppets that can be colored or painted and then the class will stage a performance for the public at the library on the final day of class. Expected outcomes are for students to work together as a team to practice, create, design, and perform a paper puppetry play along with the following "I CAN" statements tied to the addressed standards.

I can statements for students:
I can retell a story and include important details.
I can follow class rules for discussions.
I can participate in a conversation by responding to things others say.
I can show I understand what I read, hear, and or see by retelling and describing key details.

Standards Addressed: (For simplicity, I chose the Grade 2 standards based on the average age of the expected class.)

1. **Reading Standards for Literature 2.2** Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.
2. **Speaking and Listening Standards 2.1 a.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). **b**. Build on others' talk in conversations by linking their comments to the remarks of others.
2.2 Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. **Alaska Culturally Responsive Teaching Standard:** B. 2. Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live.
4. **National Core Arts Standards Performing Anchor Standard #4:** Realizing artistic ideas and work through interpretation and presentation.

Physical Activity, Health and the Arts:

Physical Activity – Students will have alternative seating when working on their puppets. Students can sit or stand and move freely about the room in a safe manner. There will be brain breaks and stretching as needed.

Health – Students are aware of the location of restrooms. Students are reminded to wash hands after using restroom. All students have access to water fountain. Healthy snacks will be provided. Students will be instructed to clean up all supplies and return the room to order each day.

Arts – Students will be planning, cutting, creating, jointing, and painting their puppets from cardstock and creating a set and scenery to go along with their script. Students will be preforming assigned roles with their puppets.

Technology Inclusion: If available for chosen story, a video or reenactment will be shown to show variations in interpretation and production.

Materials/Resources:
-variety of fairy tale, myth, and story books
-card stock
-brads and fasteners
-water colors
-paint brushes
-markers, crayon, colored pencils, pencils
-daily snacks

Classroom Environment: The classroom is very open and bright. The students will be able to choose where they want to sit. Talking amongst the students is encouraged. Teamwork is essential. Older students can help and encourage younger students. Both teachers will be available for questions or needed assistance.

Differentiation Strategies/Individual Modifications/Special Arrangements:
This lesson is easily adaptable to a wide range of ages and abilities. The story parts can be given based on the level of the student (IE .. a beginner reader could chose a part with less lines and more acting). Scripts can be modified. The creation of the puppets are based on the interpretation of the student, and will vary. The play will be practice before the live production to ensure self-confidence.

Assessment of Student learning:
Pre assessment will be a review of what is needed for a successful production on the last day. Group discussion will allow the teachers to determine the levels and understanding of the class and their likes and goals they hope to achieve from the class.

During the activities, teachers will be walking around checking for understanding of the current activity.

After assessment – After assessment will be that all the students were involved and participated. Successful class is that everyone made a character puppet, performed in the play, and had an enjoyable time creating and sharing.

Instructional Sequence

Prior Knowledge/Experience:
This entire lesson is based around what the students like and want. They will be choosing the script, the characters, and making the set. We will discuss what interest the students have and what story lines they are familiar with.

Opening Activity: Day 1
Each teacher will introduce themselves. Nametags will be given. A name game will be played so that the students can meet and become comfortable with everyone. (Fill in the grid with a name of someone that matches the square (ie. Find someone who has been to Sum Arts before. Find someone that was born in a different state than you.)

The goals of the week and a timeline will be discussed.

Learning Activity: After the first hour of each day, there will be a snack and restroom break. Students will also clean supplies the last few minutes of class.

Day 1
1) Choose a story. We will read a few stories, and have books the students can look through to decide which play they want to perform. Discussion will include the number of students in the class and to find a play with appropriate number of parts.
2) Once agreed upon, read through the text and discuss interesting concepts that might be useful for the production. Discuss the meaning of the play and the lesson to be learned.

3) List on the board the different characters and have students chose what they would like to be. Also need positions for props and scenery.

Day 2

1) Teacher will demonstrate how to use the tools and mediums for the desired outcome. Examples will be shown to give ideas.
2) Students will sketch their ideas for their character.
3) Students will use cardstock to begin creating their paper puppet.

Day 3

1) Detail of watercolor or crayon will be used to decorate the puppets.
2) The puppets will be jointed using fasteners.
3) Students will add final touches to the puppets.
4) Also, students will help on set design and scenery.

Day 4

1) Copied scripts will be given to each student with their part highlighted. The play will be read through once, then practiced again with the puppets. Input will be taken to make sure the students are happy with the final product.

Day 5

1) All the students will help carry and move the puppets, set, and scenery to the library in preparation of performance.
2) Time permitting a quick run through of the play before the live performance.
3) Welcome the parents and introduce the play (ideally this would be an older student in the class).
4) Cookies and lemonade will be served and a final thank you and wrap up.

To be filled out after class:

Post-instruction reflection:
   A. **Instruction and Assessment related:**

What did students learn and how do you know?

How will you follow up this lesson to further reinforce, extend and build on the learning that has occurred?

For whom was the lesson most successful?

For whom was the lesson least successful?

What did you learn about classroom diversity and planning for diversity? Were all the students engaged?

    B.   Professional Growth

Discuss our practice in light of research on teaching and professional ethics.

What effects do you believe your practice had on the students?

What did you learn about yourself as a teacher?

What surprised you about the lesson?

What would you do differently? Why?