



CF Item Barcode Sign

Page 1
Date 11/12/2007
Time 10:53:23 AM

Login Name Saroja Douglas



CF-RAI-USAA-PD-GEN-2007-000386

Expanded Number **CF-RAI-USAA-PD-GEN-2007-000386**

External ID

Title

"Handbook of Puppetry Concepts and Models for the Bilingual-Bicultural Language Arts Curricula" written for the Connecticut Migratory Children's Program, by Jeffrey Peyton and Barbara Koenig. Printed in Willimantic, CT.

Date Created / From Date

11/1/1976

Date Registered

8/10/2007 at 1:21 PM

Date Closed / To Date

Primary Contact

Home Location **CF-RAF-USAA-DB01-2007-10402 (In Container)**

F12: Status Certain? **No**

Item Fd01: In, Out, Internal Rec or Rec Copy

Owner Location **Programme Division, UNICEF NYHQ (3003)**

Current Location/Assignee **In Container 'CF-RAF-USAA-DB01-2007-10402 (Upasana Young)' since 11/9/2007 at**

Date Published

F13: Record Copy? **No**

Record Type **A01 PD-GEN ITEM**

Contained Records

Container **CF/RA/BX/DP/CM/1985/T037: Programme Support Communications**

Fd3: Doc Type - Format

Da1: Date First Published

Priority

High

Document Details **Record has no document attached.**

Notes

39 pp

Specific applications of puppets for teaching schoolchildren of different age groups. Includes patterns for making puppets.

Print Name of Person Submit Image

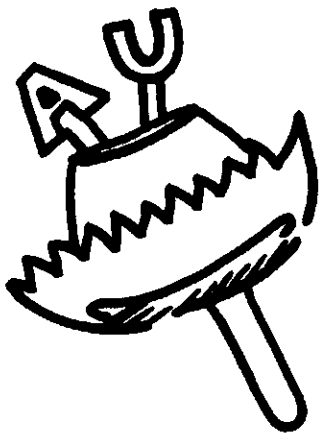
SAROJA DOUGLAS

Signature of Person Submit

Saroja Douglas

Number of images without cover

39



HANDBOOK
of
PUPPETRY CONCEPTS and MODELS
for the
BILINGUAL-BICULTURAL LANGUAGE ARTS CURRICULA,
THE CONNECTICUT MIGRATORY CHILDREN'S PROGRAM
Grades K-3

by
Jeffrey Peyton
Barbara Koenig

A Cooperative Project of
The Connecticut Migratory Children's Program
involving
The Windham Public Schools
and the
Training Center of the Connecticut Staff Development Cooperative

TABLE OF CONTENTS

| | |
|--|----|
| Foreword | 1 |
| How to Use This Handbook | 2 |
| A Selection of Puppet Models (Basic Construction Types) | 4 |
| Specific Applications of Puppets to Curriculum Guides K-3 | 9 |
| Kindergarten Curriculum | 10 |
| Sample Lesson and Puppet Dialog | 12 |
| First Grade Curriculum | 13 |
| Sample Lesson and Puppet Dialog | 16 |
| Second Grade Curriculum | 17 |
| Sample Lesson and Puppet Dialog | 19 |
| Third Grade Curriculum | 21 |
| Sample Lesson and Puppet Dialog | 23 |
| Puppets as Instructional Tools - General Applications | 25 |
| Puppet Patterns | 28 |

FOREWORD

When the district student population includes a significant segment of Spanish-speaking children, the constant search for enticing methods of teaching them becomes worthwhile on receipt of a handbook that has the practical appeal of this one. Blend the enthusiastic inquisitiveness of the young with their propensity for living abundantly in the world of fantasy, and you have a combination with definite potential for educational profit. Children are entranced by puppets; they relate to them. Giving identifiable characters paper bodies and tagging some of them with Puerto Rican names is not unique, but it can bring joy as well as many happy moments to children as they learn to listen, speak, read and write. Hopefully, this handbook will result in fun for children through the excitement of fantasy and, most important, improve the educational achievement of Spanish-speaking pupils enrolled not only in Connecticut schools, but also in other classrooms throughout the nation.

**Thomas Pepe, Superintendent
Windham Public Schools
Willimantic, Connecticut**

HOW TO USE THIS HANDBOOK

The puppet models and applications you will find throughout the different sections of this handbook have been designed to supplement the Language Arts Bilingual-Bicultural Curriculum Guides developed by the Connecticut Migrant Program for Grades K-3. Many of the puppets illustrated in this handbook, which emphasizes simplicity and economy, have been tested for effectiveness with Spanish-speaking children in classrooms in Willimantic, Connecticut, and with teachers in workshops at the Connecticut Staff Development Training Center.

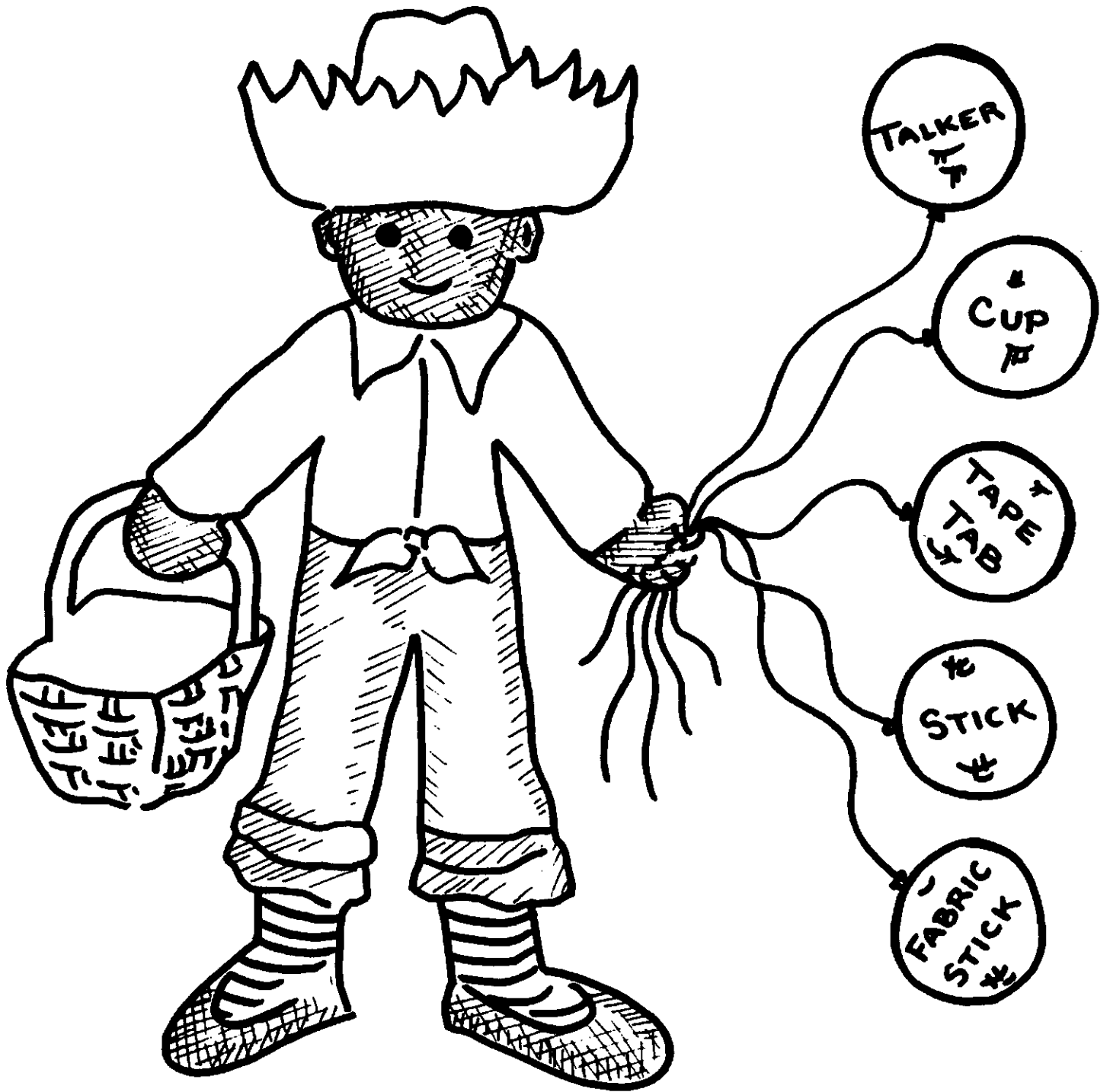
All of the puppet models have been designed to be representative of the Puerto Rican culture and will help to develop positive self-images for Spanish-speaking children. The activities in which these puppets can be used will help you teach the Speaking, Listening, Reading and Writing skills which are basic to the Language Arts curricula.

Section 1, A Selection of Puppet Models, provides you with a review of basic puppet model construction, including a variety of characters which you can make. Section 2, Specific Applications of Puppet Models, coordinates puppets with specific skills and activities found on specific pages of the Language Arts curricula.

Because a puppet is such a flexible tool, you can use one puppet character in many activities for different learning units of the guides. For example, "Benito Big Ears" (see page 10), a puppet used for auditory discrimination practice, can also become "Felipo Phonics" (see page 17) and be used to help children identify words which rhyme.

We hope that through this handbook you will be able to successfully use puppets as a creative and effective part of your teaching.

Jeffrey Peyton
Barbara Koenig



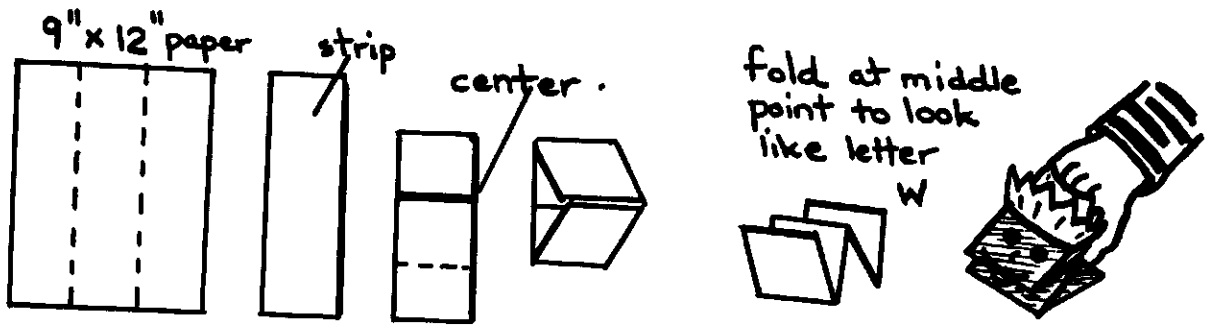
A SELECTION OF PUPPET MODELS (Basic Construction Types)

The puppet characters named on the following pages have been designed to serve a dual purpose. They are:

1. Representative of the Puerto Rican Spanish culture, and
2. Tools for teaching your Language Arts Bilingual-Bicultural curricula.

This selection includes directions for the construction of 5 basic puppet models and lists of specific puppet characters made from those models.

PAPER TALKER PUPPET CONSTRUCTION



Paper Talker Puppet Models You Can Make

Purple Monster
Banana & other talking fruits

Firefly
Coqui
Girl or boy

STYROFOAM CUP PUPPET CONSTRUCTION



cut out face.
tape to cup
right side up.



wrap paper around upside down cup and tape in back
cut out face. tape to cup.



wrap paper around sideways cup. Cut 2 wings with tabs. tape to sides of cup.

Cup Puppet Models You Can Make

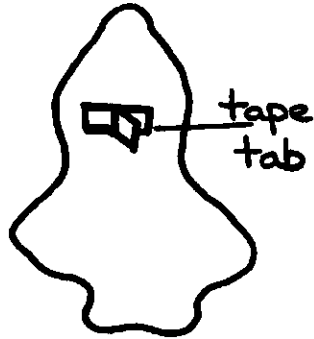
Puerto Rican bird
Person

Girl with page of self-description
Face

TAPE TAB PUPPET CONSTRUCTION



Front View



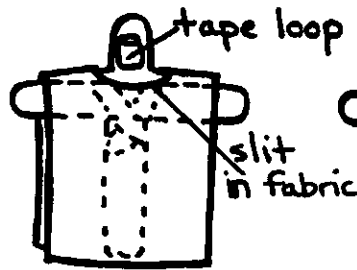
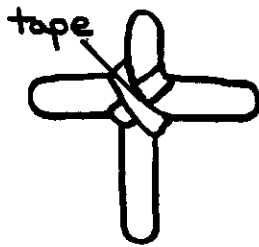
Back View

Tape Tab Puppet Models You Can Make

Felipo Feeling Face
Felipa Feeling Face
Jibaro figure

Jibara figure
City girl
Musical instruments

TONGUE DEPRESSOR PUPPET CONSTRUCTION

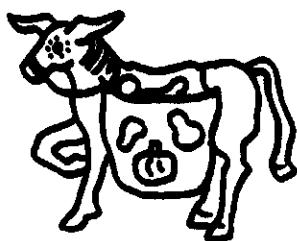


Tongue Depressor Puppet Models You Can Make

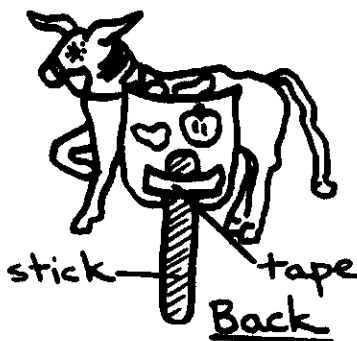
Columbus
Cook
Jibaro with chinchorro

3 Heritage puppets
2 Blank-faced puppets
with descriptive cards
Cuco

SINGLE STICK PUPPET CONSTRUCTION



Front



Back

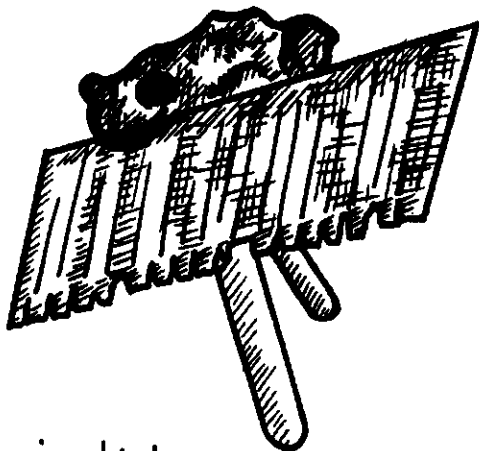
Single Stick Puppet Models You Can Make

Felipo Phonics
Benito Big Ears
Sun
Pava with letters
Hummingbird

Taino with symbols
3 Heritage faces
Burro with fruit
Family
Coqui with banana leaf
4 Faces showing emotion

OTHER PUPPET CONSTRUCTIONS AND CHARACTERS

| <u>Type of Construction</u> | <u>Puppet Character</u> |
|-----------------------------|-------------------------|
| Paper cylinder | Spider |
| Paper fastener | Lion |
| Paper bag | Owl |
| Felt finger | Parrot or Chick |
| Paper | Birthday Bunny |
| Paper cone | Doctor |
| Paper plate - towel roll | Francisca Feeling Face |
| Paper | Butterfly |
| Paper finger | Cock or Mouse |
| Paper | Talking Flag |
| Aluminum tin | Columbus' ship |
| Paper | Ocean |
| Paper | Little Theater |



Coqui stick
puppet on Banana
leaf stick puppet

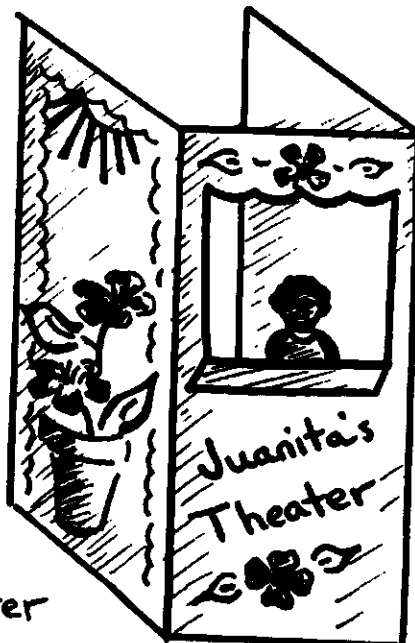


Jibaro paper tab
puppet



"Cuco"
tongue
depressor
puppet

Felt finger
puppet
behind
paper theater



SPECIFIC APPLICATIONS OF PUPPETS TO CURRICULUM GUIDES K-3

**This section suggests using
specific puppet models in activities
designed to teach children the skills
outlined in your Language Arts Cur-
riculum Guides.**

KINDERGARTEN CURRICULUM

| Puppet Model | Skill | Activity | Guide Page |
|---|-------------------------|----------------------------------|------------|
| Face on stick with shapes for features | visual perception | identify shapes | 2 |
| "Benito Big Ears" oaktag with tab | auditory discrimination | listening | 2 |
| Paper fastener person puppet | tactile perception | identify body parts | 2 |
| Paper talker fruit puppets | visual perception | color/fruit recognition | 4 |
| Oaktag burro on stick | visual perception | color-fruit recognition | 9 |
| Oaktag pava on stick, paper numbers on sticks | visual perception | color/number recognition | 13 |
| Oaktag instruments with tabs | auditory discrimination | distinguish sounds | 24 |
| Story character puppets (any type) | language readiness | storytelling/ self-expression | 57 |
| "Felipo Feeling Face" oaktag with tab | language readiness | identify emotions visually | 57 |

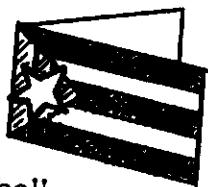


Instrument Tab Puppets

KINDERGARTEN CURRICULUM (Continued)

| Puppet Model | Skill | Activity | Guide Page |
|---|--------------------|---|------------|
| Paper figures with tabs | language readiness | children color and talk about how puppets dress | 61 |
| Paper figures with tabs | language readiness | portray personal situations | 63 |
| Paper plate faces on paper towel rolls | language readiness | match expressions to situations | 68 |
| Vowel sisters paper or fabric glove puppets | language readiness | identify vowels & configurations of letters | 73 |
| Paper vowels on sticks | language readiness | puppets move to marching vowels song | 74 |
| Paper "Juan Bobo" figure with tab | language readiness | move "Juan Bobo" across numbers | 92 |
| Paper talking flag puppet | language readiness | follow numbers and cut out | 94 |
| Paper "Juan Bobo" figure with tab | language readiness | dramatize story with time sequence | 96 |

"Talking Flag Puppet"



Dear Juan Bobo
Thank you
for your show
about your
garden! You
are silly.
Love,
Maria



garden

"Juan Bobo tab puppet"

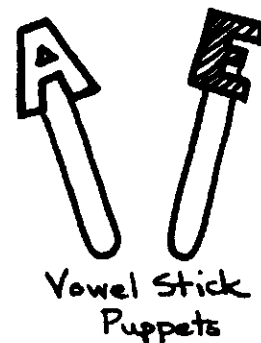
SAMPLE KINDERGARTEN LESSON AND PUPPET DIALOG

| Puppet Model | Skill | Activity | Guide Page |
|--|--|--|------------|
| 5 Vowel puppets, paper vowels on sticks or paper talkers with vowels inside mouth | associate configurations of letters with spaces and locations | present short skit with each puppet telling story of itself | 71 |

Sample Dialog with 5 Vowel Puppets

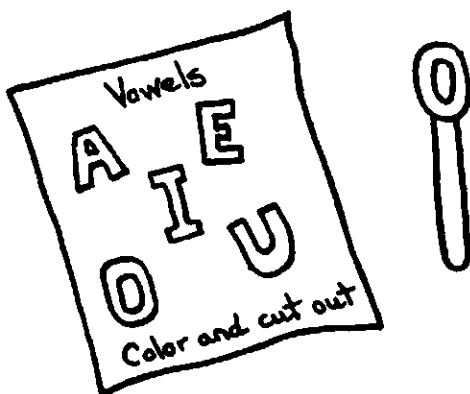
VOWEL A: One Sunday I did not have any shoes to wear to church. So I borrowed my sister's shoes but they were so tight that I had to walk with my feet apart! See how I look.

VOWEL E: I like to walk too. I went to the city one day but forgot to look each way when I crossed the street. Do you know what happened to me?
A car came along and hit me. Boo hoo!
I broke one leg and that is why I look the way I do.



| Puppet Model | Skill | Activity | Guide Page |
|--------------|-------|----------|------------|
|--------------|-------|----------|------------|


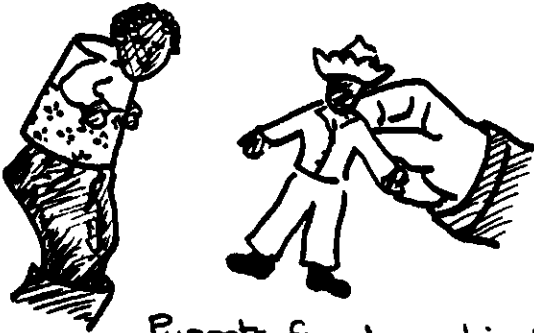

Follow-up to Above Activity



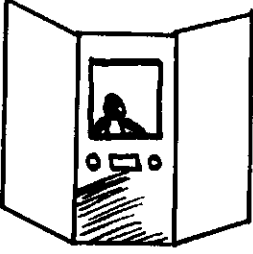

children color ditto sheets of 5 vowels. This reinforces their recognition of letter configurations. 72

children cut out vowels and attach each one to a single stick. They can use these stick puppets in the "vowel march" and to sing the song. 74

FIRST GRADE CURRICULUM

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|---|--|--|-------------------|
| Family glove puppet (1 or 2)  | oral expression | children identify family members and tell history | 65 |
| | Family Glove Puppet | | |
| Faces on paper plate with sticks or tabs | oral expression | children make face puppets of family members and use in oral discussion | 73 |
| Any type puppet (2 or more) | language arts (all units) | use puppets to dramatize activities outlined in each unit | 82-185 |
|  | | <u>Follow-up to Above Activity</u> have children draw, write letters about, or identify orally what has been dramatized | |
| | | make vocabulary cards of words used in puppet dramatizations | |
| Community helper tab puppets from colored dittos | oral expression | use puppets to tell about their roles as community helpers | 86 |
| | Fireman Tab Puppet Community Helper | | |
|  | | | |

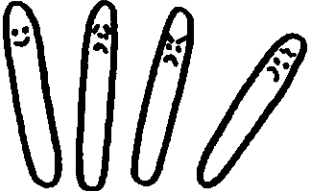
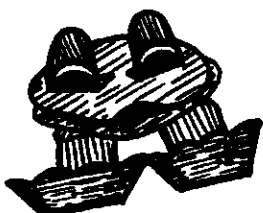
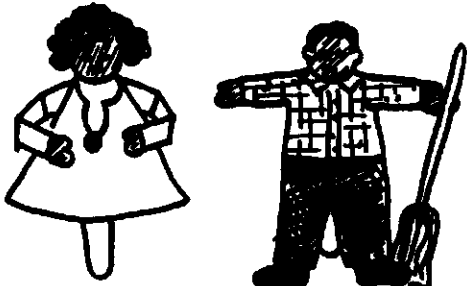
FIRST GRADE CURRICULUM (Continued)

| Puppet Model | Skill | Activity | Guide Page |
|---|--|--|------------|
| Paper theater  | communications Paper Television Theater | make a puppet theater to use as a television panorama. Use theater with small puppets to present skits | 95 |
| Paper fastener animal puppets | language arts | make farm animals | 177 |
| Oaktag faces on sticks (3 Heritages) | oral expression | self-concept national identity | 2 SS* |
| Bell, pumpkin (any type puppet) | vocabulary development | celebrate holidays, identify vocabulary with objects | 3 SS |
| Paper cup "Me" puppets | myself, oral expression | children make "Me" puppets and tell about themselves | 8 SS |
| Faceless tongue depressor puppets  | language expression | children finish faces and tell about themselves | 10 SS |

Faceless
Tongue Depressor
Puppets

*NOTE: SS refers to your Social Studies Curriculum. Activities here are Language Arts applications to Social Studies. SS applies to all grades.

FIRST GRADE CURRICULUM (Continued)

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|--|----------------------------|--|-------------------|
| Single sticks with 4 expressions | vocabulary development | children identify emotions | 13 SS* |
|  <p>Single Stick Expression Puppets</p> | | | |
| Paper fastener puppet | language development | children complete oral sentences with puppets | 14 SS |
| Paper talker coqui | oral expression | narrate story with puppet | 14 SS |
|  <p>Paper Talker 'Coqui'</p> | | | |
| School character puppets on sticks | oral expression vocabulary | teacher and/or children use puppets to describe jobs, etc. | 26 SS |
| <p>Doctor and Custodian Stick Puppets</p>  | | | |

*NOTE: SS refers to your Social Studies Curriculum. Activities here are Language Arts applications to Social Studies. SS applies to all grades.

SAMPLE FIRST GRADE LESSON AND PUPPET DIALOG

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|---------------------------|-------------------------------------|---|-------------------|
| Paper cup "Me" puppets | children introduce themselves | children make simple "Me" puppets and tell about themselves or ask and answer questions with other children's "Me" puppets | 9 |

Sample Dialog with "Me" Puppets

ANTONIO (a boy):
holding cup
puppet in hand

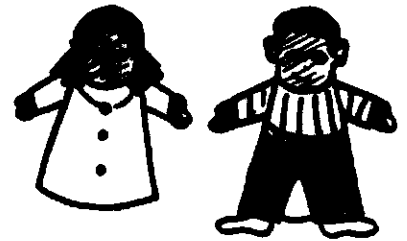
Hello, my name is Antonio.
I live in New Haven.
I am a boy.
I am six years old.
I come from Puerto Rico.

TEACHER:

Do you have any brothers or sisters?

ANTONIO:

Yes, I have two brothers.






" Me Puppets "

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|---------------------|--------------|-----------------|-------------------|
|---------------------|--------------|-----------------|-------------------|

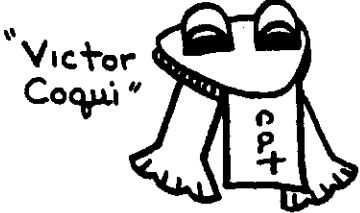
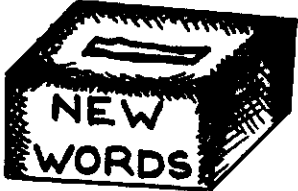

Follow-up to
Above Activity

puppets can be used
in the "Who Is It?"
game.

SECOND GRADE CURRICULUM

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|---|--|---|-------------------|
| "Felipo Phonics" paper with tab  | aurally identify rhyme words | play games with rhymes | 3 |
| "Ramon Riddle" paper cup | aurally identify rhyme words | play game with riddles | 4 |
| Oaktag pava on stick, paper vowels on sticks | aurally identify vowel sounds | children sound out vowels which pop up from behind pava | 5 |
| Mailman puppet tongue depressor or tab | identify consonant pictures and sounds | teacher has puppet deliver pictures. Puppet asks children to repeat and identify sounds | 7, 10 |
| Paper talker with punctuation marks inside mouth <i>Paper Talker Puppet with punctuation</i>  | understand intonations | puppet says sentence. Children point to correct punctuation mark used | 17 |
| Any puppet  | learning action words & sentences <i>Action Puppet</i> | children have puppet act out action sentences they read | 17 |

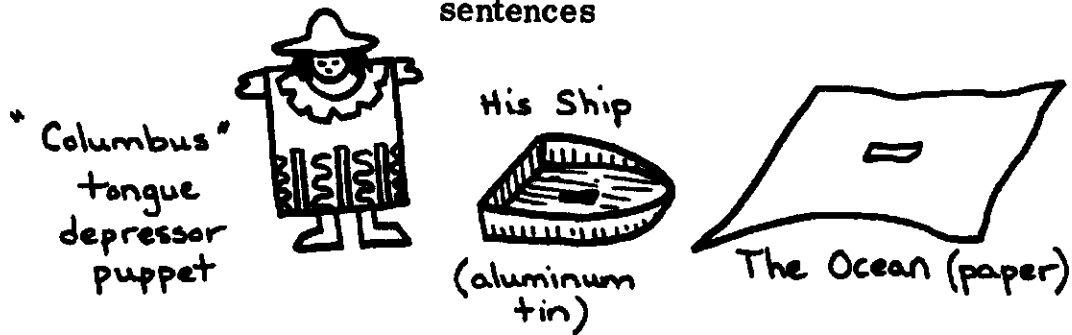
SECOND GRADE CURRICULUM (Continued)

| Puppet Model | Skill | Activity | Guide Page |
|---|--|--|------------|
| Any puppets on sticks | spontaneous oral expression | children make up stories and tell with puppet which is passed on to next storyteller. See Telling a Story in Colors, pg. 19 | 19 |
| "Victor," the Vocabulary Coqui | building vocabulary | puppet can introduce new word each day. Words on card kept in box allow children to take turns picking word to give to vocabulary puppet | 20 |
|  <p>"Victor Coqui"</p> |  | | |
| Paper coqui with tab | oral expression | dress coqui and make into puppet. Discuss man's & animals' needs | 17 SS* |
| Paper talker fruit puppets | oral expression man's needs | fruits talk about good nutrition | 19 SS |
| | |  <p>Talking Bananas</p> | |
| 3 Paper Puerto Rican homes city casa bohio | oral expression vocabulary development | children make homes and learn differences | 61 SS |
| Jibaro with chinchorro tongue depressor and fabric | reading vocabulary | teacher uses puppet to dramatize sentences which children read | 61 SS |

*NOTE: SS refers to your Social Studies Curriculum. Activities here are Language Arts applications to Social Studies. SS applies to all grades.

SECOND GRADE CURRICULUM (Continued)

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|---|---|---|-------------------|
| Puerto Rican bird cup puppet | reading vocabulary | teacher dramatizes migration of people | 67 SS* |
| Tongue depressor Columbus with aluminum or paper boat | vocabulary transportation sequential sentences | dramatize story of Columbus discovering Puerto Rico | 106 SS |



SAMPLE SECOND GRADE LESSON AND PUPPET DIALOG

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|--|---|---|-------------------|
| 2 Feeling Face puppets 1 smiling 1 frowning | understand expressions of emotion | present short skit to introduce vocabulary: smile frown happy sad, etc. | 16 |

Sample Dialog with 2 Feeling Face Puppets

SMILE: Hi there! Say, you don't look too happy today. You look kind of sad.

FROWN: Oh, I do? How can you tell?

*NOTE: SS refers to your Social Studies Curriculum. Activities here are Language Arts applications to Social Studies. SS applies to all grades.

SAMPLE SECOND GRADE LESSON AND PUPPET DIALOG (Continued)

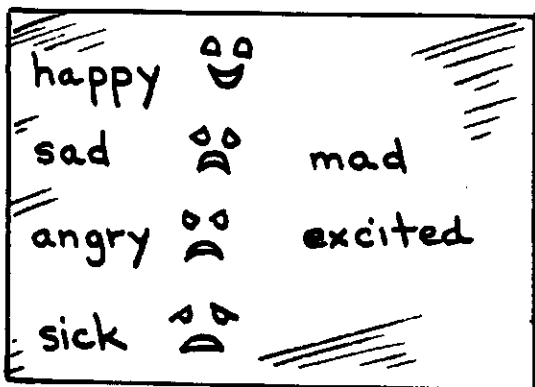
SMILE: Your face is telling me. It's wearing a frown.

FROWN: I do feel a little sad. But you look like you feel glad.

SMILE: I know how you can tell that I feel so well. My face is wearing a smile.



| Puppet Model | Skill | Activity | Guide Page |
|--------------|-------|----------|------------|
|--------------|-------|----------|------------|



Vocabulary on Blackboard

Follow-up to Above Activity

children mention ways to feel and teacher puts words on blackboard

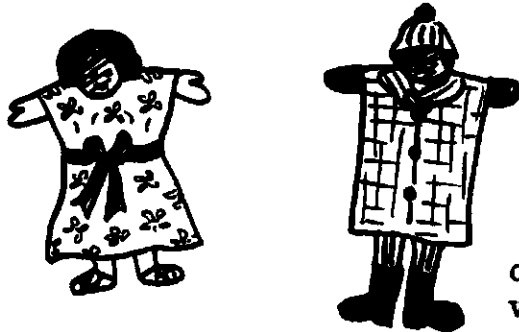
children make their own feeling face puppets and show different emotions which they repeat orally

children have puppets read sentences about feelings and/or tell stories about their puppets' feelings

THIRD GRADE CURRICULUM

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|---------------------|--------------|-----------------|-------------------|
|---------------------|--------------|-----------------|-------------------|

Tongue depressor
people puppet



Tongue depressor
People Puppets
dressed for seasons

vocabulary
development

children make
tongue depressor
puppets and dress
according to
favorite season

14

Follow-up to
Above Activity

descriptive
vocabulary

children think of
words describing
the 4 seasons.
Teacher puts words
on blackboard

14

complete
sentences

children complete
sentences shown on
board about seasons

14

Sample Sentences

1. My name is _____.
2. My favorite season is _____.
3. In _____ the weather is _____.
4. In _____ I like to _____.

oral expression

children make their
puppets read the above
sentences orally

Taino stick
puppet with symbols

language
development



teacher uses Taino
puppet to ask children
to make plural

31



Taino stick
puppet
with symbols

THIRD GRADE CURRICULUM (Continued)

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|--|------------------------------------|---|-------------------|
| "Pablito Plural" (any type) | language skills | reminder tool to form the plural | 32 |
| Animal puppets (any choice) | descriptive sentences | children make favorite animal puppet and write sentences describing animal's life, appearance, etc. | 41 |
|  | Paper Mouse Finger Puppet | | |
| Paper "Juan Bobo" figure with tab (may make larger version of puppet) | language development | present short skit based on story, "Juan Bobo" or other story about Puerto Rico | 41 |
| | | <u>Follow-up to Above Activity</u> | |
| | | make vocabulary cards of words used in skit | 41 |
|  | "Juan Bobo" Paper Tab Puppet | children write simple descriptive letters to Juan Bobo | 41 |
| | | children draw pictures of Juan Bobo skit they saw and heard | 41 |
| Any character on stick | language arts | puppet points to syllables to help with identification and pronunciation | 54 |
| Folk tale puppets, e.g. Lunaria and Solaria | language arts critical analysis | puppets can portray characters which children talk about | 62 |

THIRD GRADE CURRICULUM (Continued)

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|--|--|--|-------------------|
| Paper cup Japanese puppets | language arts poetic verse and imagery | use puppets to dramatize poems | 94 |
| Paper cup Eskimo puppet | drama production | use puppet in simple drama | 109 |
| Tongue depressor famous people puppets | oral expression reading and retaining information | research information and use puppets in oral reports | 16 SS* |

SAMPLE THIRD GRADE LESSON AND PUPPET DIALOG

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> | <u>Guide Page</u> |
|--|--|---|-------------------|
| Bicycle, car, bus pictures or cut-outs on sticks | language development written vocabulary | present short skit to introduce vocabulary about travel in Connecticut | 6 |

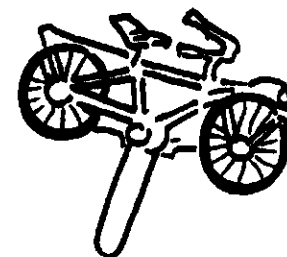
Sample Dialog with Car, Bicycle and Bus Stick Puppets

CAR: Hello there bicycle!

BIKE: How are you today car ?

CAR: I'm fine as you can see. My owner just washed me. What's your destination bike ?

BIKE: I'm on my way from my home to visit Hartford,

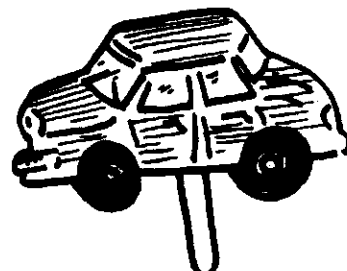


*NOTE: SS refers to your Social Studies Curriculum. Activities here are Language Arts applications to Social Studies. SS applies to all grades.

SAMPLE THIRD GRADE LESSON AND PUPPET DIALOG (Continued)

BIKE: the capital of our state. Speaking of states, do you recognize this map? (points to map of Connecticut taped on blackboard or bulletin board as backdrop)

CAR: Yes, I do. That's a map of Connecticut. There are many roads to travel in the state. Some streets are bumpy. They are bad for my body. But some highways are smooth and then it's easy to move!



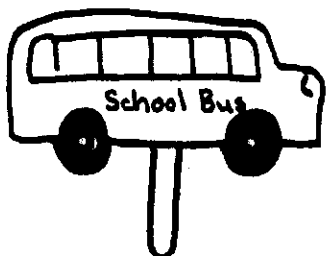
Bicycle and Car Stick Puppets

BIKE: I like riding over bridges.

CAR: Me too. I like bridges better than dark tunnels.

BIKE: Well, I'm on my way. Look, here comes the bus. It's right on schedule.

| Puppet Model | Skill | Activity | Guide Page |
|--------------|-------|----------|------------|
|--------------|-------|----------|------------|



The bus is on the bridge.

She drives her car.

written vocabulary

written vocabulary

Follow-up to Above Activity

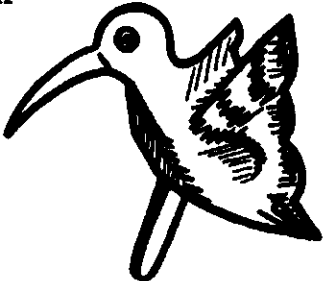


put vocabulary words on blackboard. Children pick 3 and make own vocabulary cards

children use vocabulary words in sentences


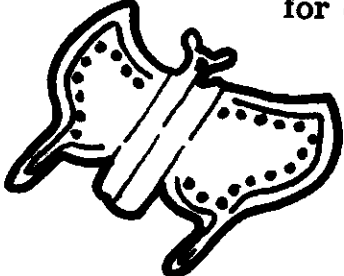

6

6

PUPPETS AS INSTRUCTIONAL TOOLS
— GENERAL APPLICATIONS

| Puppet Model | Skill | Activity |
|---|--|---|
| Hummingbird stick | teacher's tool to help maintain and direct attention | use puppet as "pointer" with maps, posters, counting, etc. |
|  | Hummingbird Stick Puppet | |
| Puerto Rican Talking Flag puppet | teacher's tool to maintain and direct attention | introduce lessons on Puerto Rico |
| Any puppet model | oral expression development | help shy children express themselves |
| Purple Monster | motivational tool | motivate children to read stories like the one with the purple monster (First and Second Grade Reading Curriculum), <u>Monster Goes To The Museum</u> |
| Purple Monster Talker Puppet |  | |
| Any puppet | teacher's tool to add surprise to learning | make puppet appear from behind a book, back, desk, etc. |
| Pava paper stick or coqui and banana on sticks | maintain attention | review lessons, stories, etc. with children. Have the puppet ask questions |
| |  | Pava Paper Stick Puppet |

GENERAL APPLICATIONS OF PUPPETS AS INSTRUCTIONAL TOOLS (Continued)

| <u>Puppet Model</u> | <u>Skill</u> | <u>Activity</u> |
|---|---------------------------------------|---|
| Any puppet  | maintain attention | teacher uses puppet to introduce lessons |
| <u>Sample Dialog for Introduction</u> | | |
| Sun Stick Puppet | Sun Puppet: on stick | Good morning, boys and girls. Today we're going to talk about weather. |
| Coqui paper talker | attract children and prepare for work | welcome children to class |
| Butterfly paper on stick  | prepare children for dismissal | puppet says goodbye to children and encourages good attendance the next day |
| Any puppet | motivational tool | promote good attendance to school |
| Birthday Bunny paper counter  | personalize birthdays | celebrate birthdays, sing Happy Birthday, count number of years, etc. |

PUPPET PATTERNS

head (Cut out 2)

COQUI

PUPPET PATTERN

attach to top and
bottom of basic
talker puppet

Fold
attach to
bottom of basic
talker puppet

leg

COQUI

Cut out 2

eye

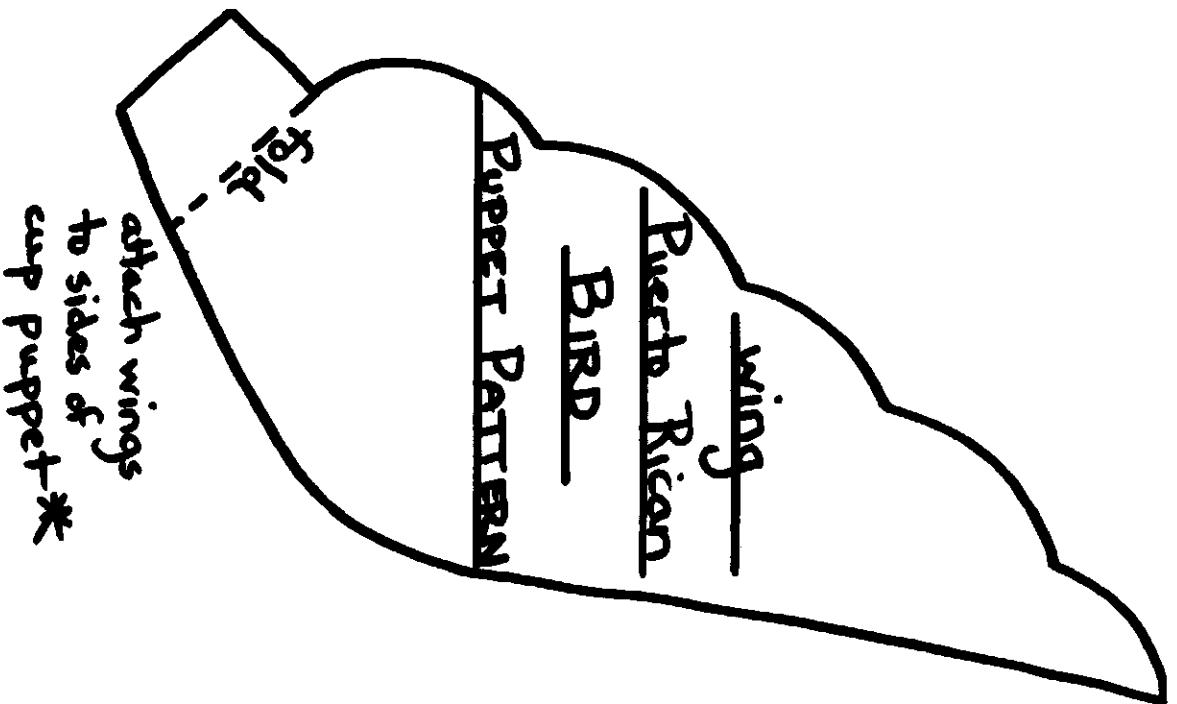
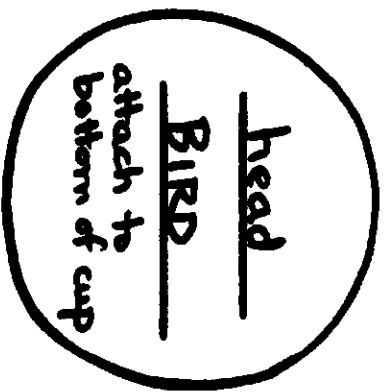
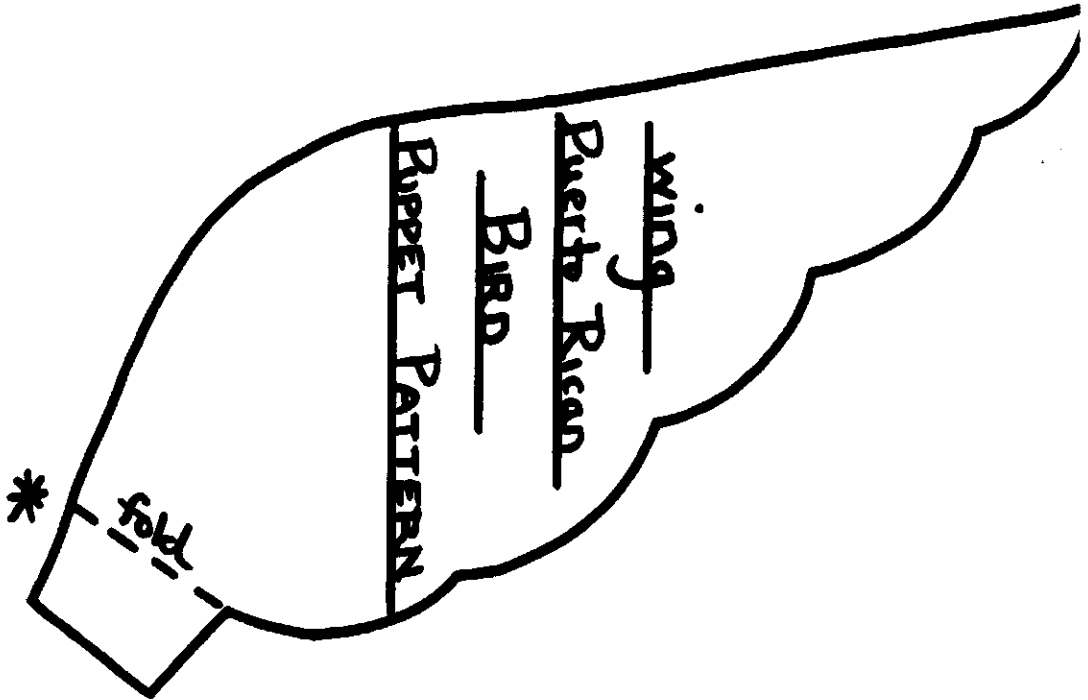
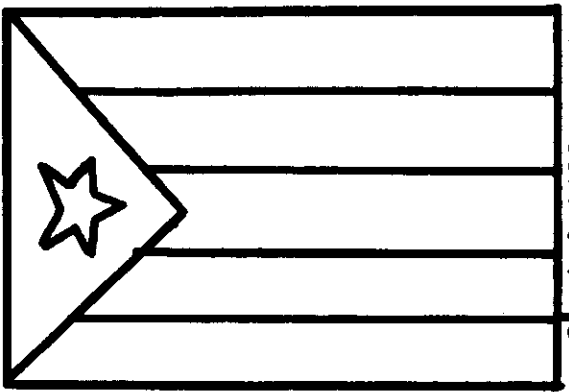
COQUI

Cut out 2

fold
attach to head

cut along dotted line

Puerto Rican Flag
attach to cup puppet
between wings



Cut along dotted line

cut along dotted line

wing

FIREFLY

PUPPET PATTERN

attach to top
of basic talker
puppet

wing

FIREFLY

PUPPET PATTERN

attach next to other
wing to top of
basic talker puppet

eye

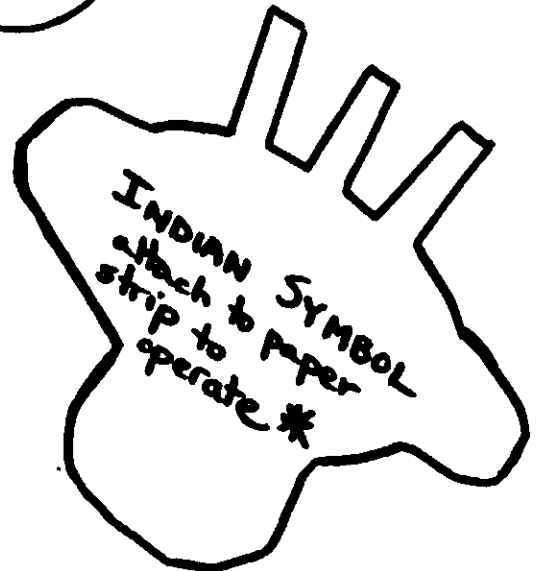
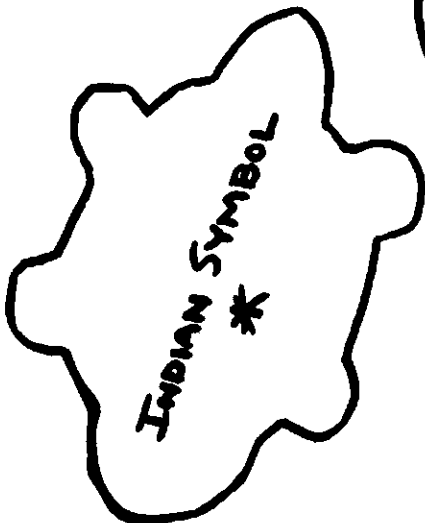
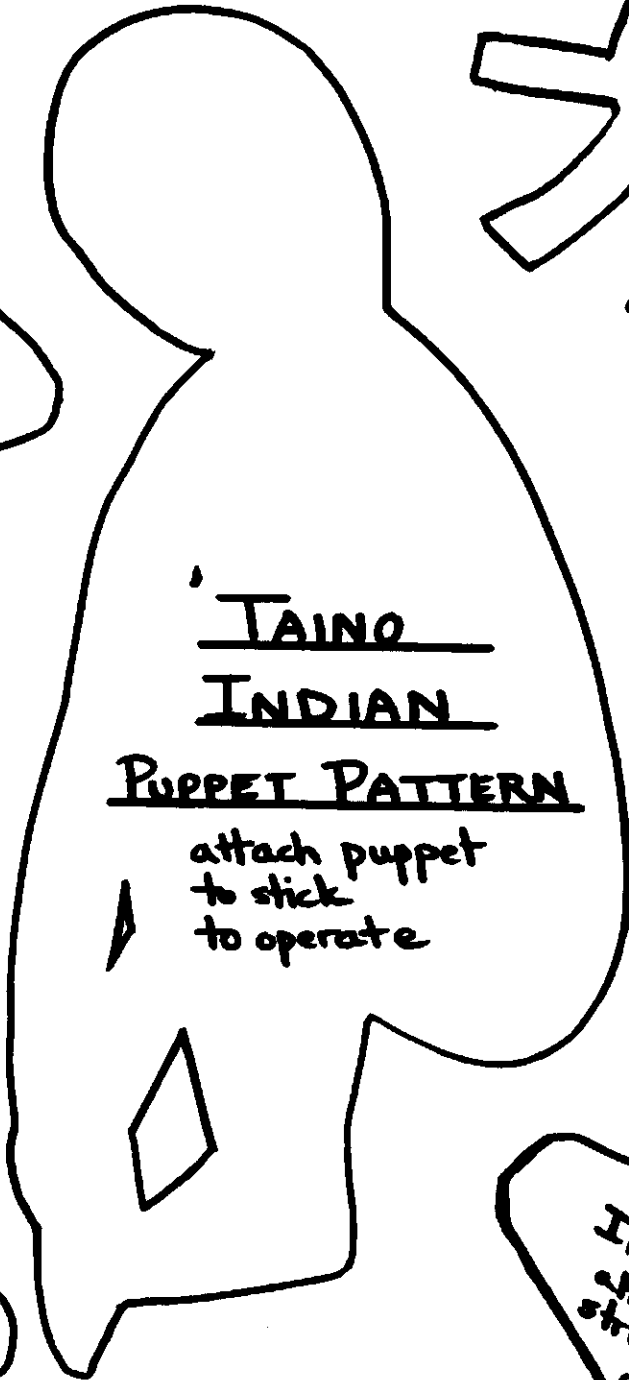
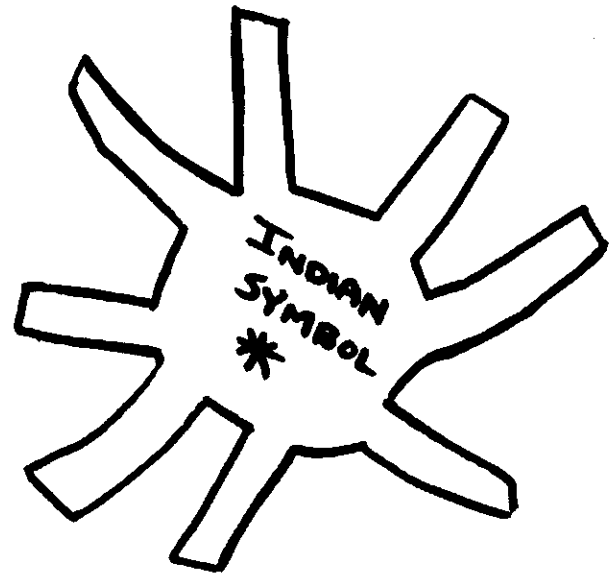
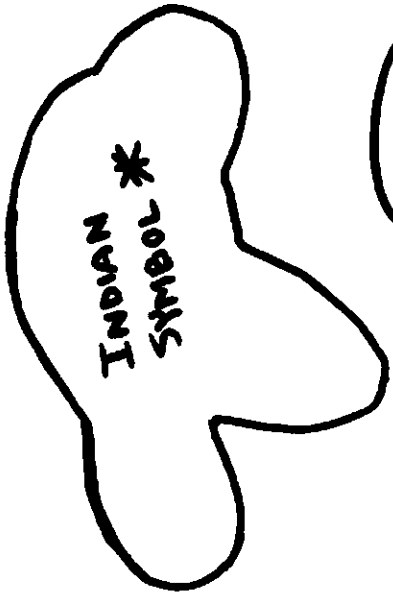
FIREFLY

Cut out 2

attach to top
talker puppet

fold

cut along dotted line



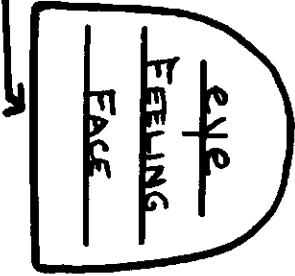
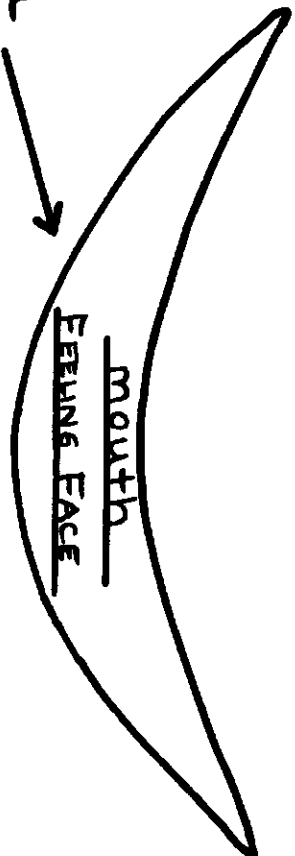
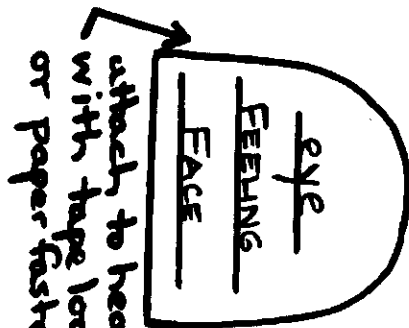
cut along dotted line

head

FEELING FACE

PUPPET PATTERN

put tape tab on back
of puppet head
to operate



cut along dotted line

cut along dotted line

cut out along outside

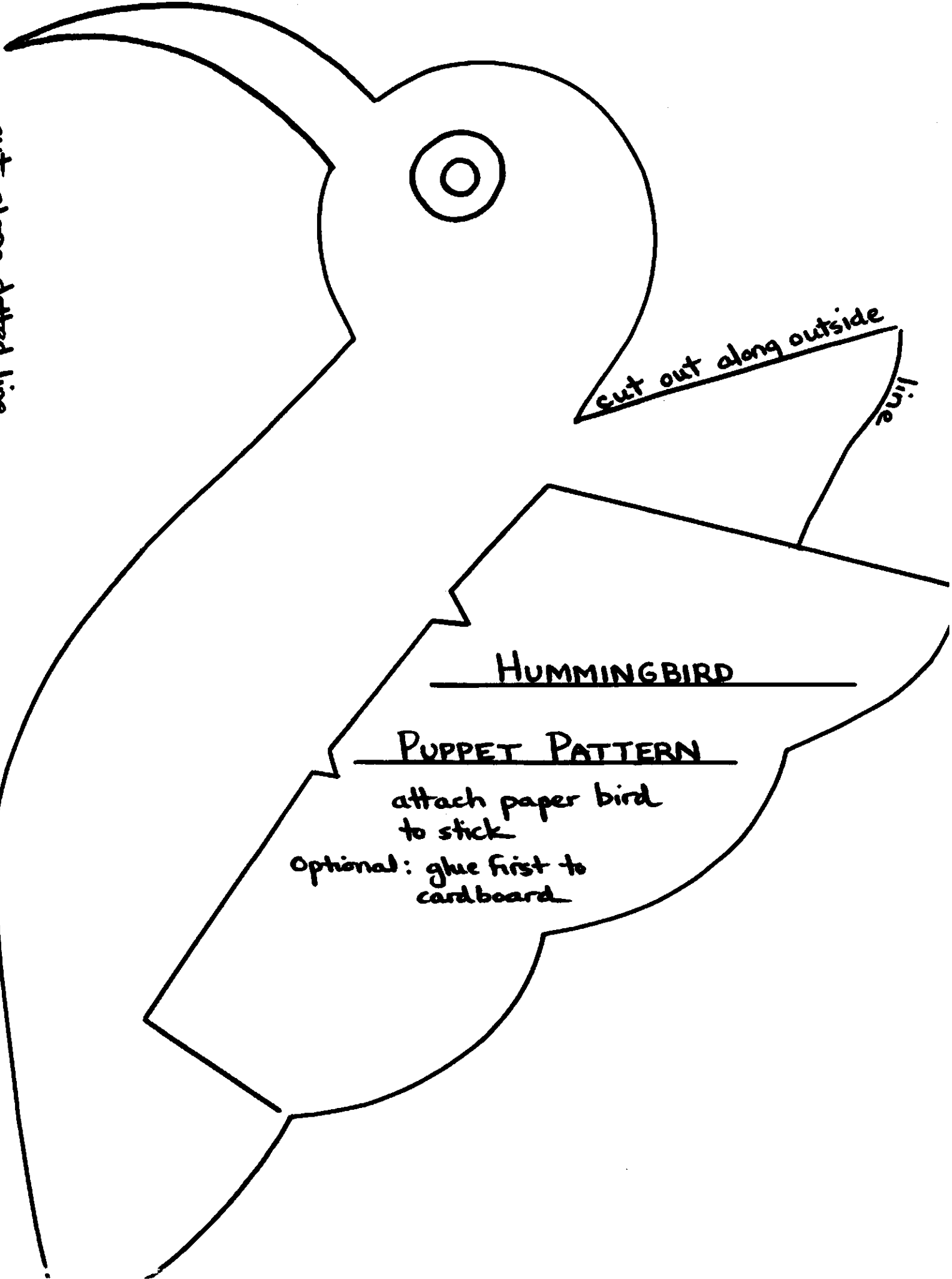
line

HUMMINGBIRD

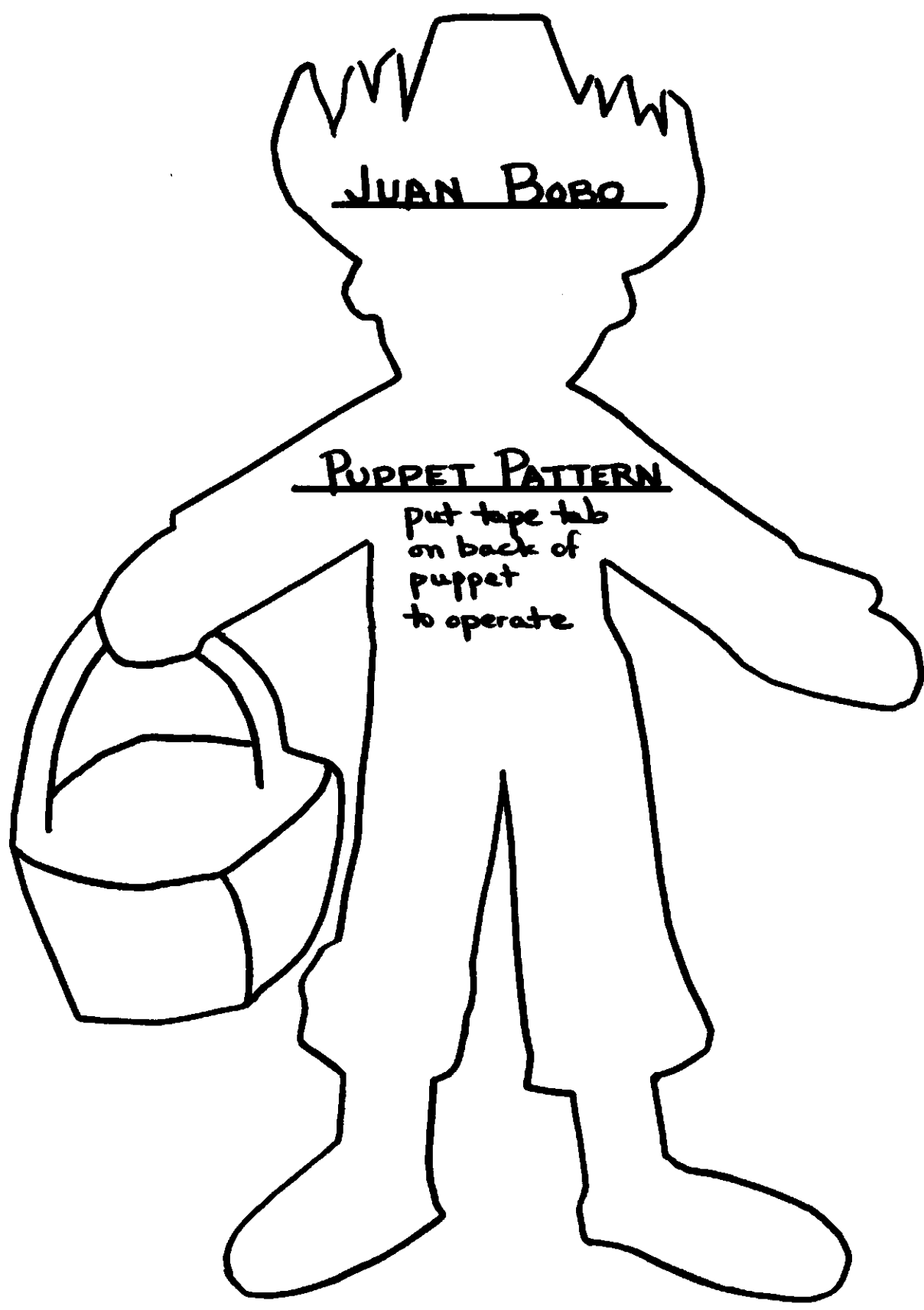
PUPPET PATTERN

attach paper bird
to stick

Optional: glue first to
cardboard



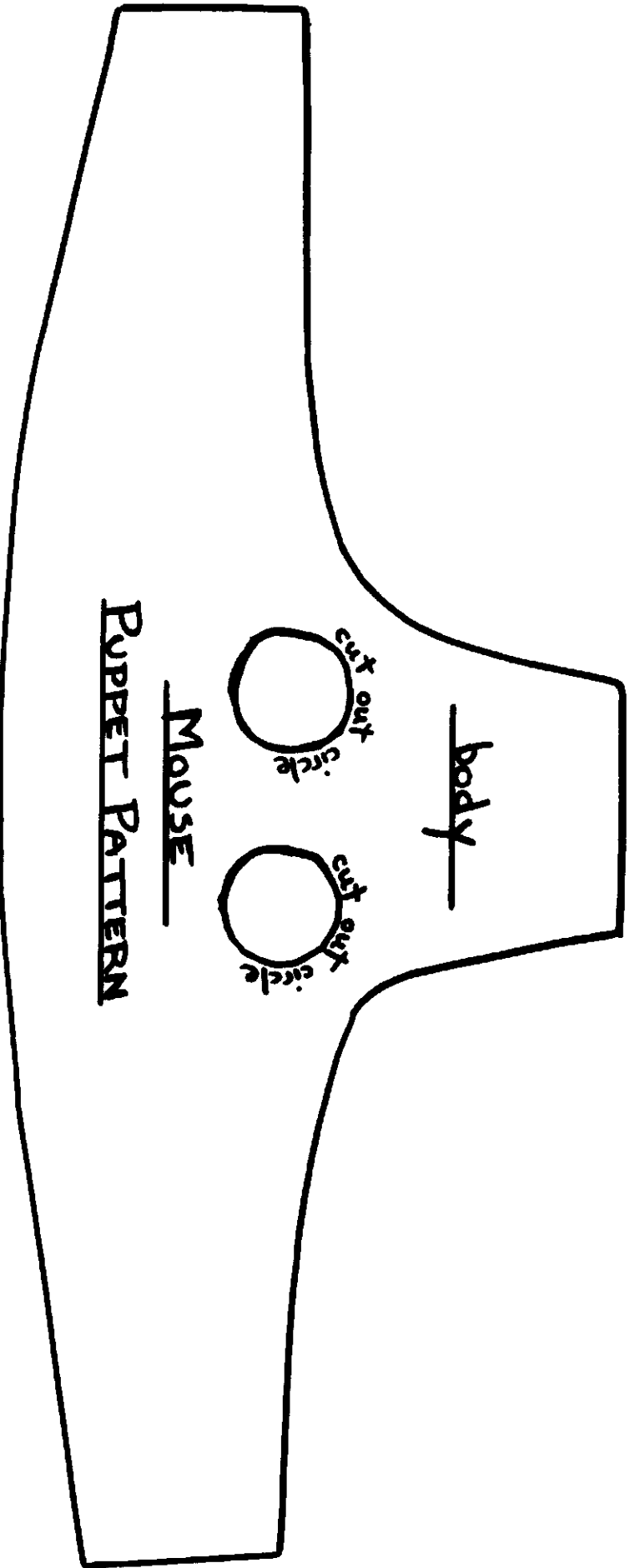
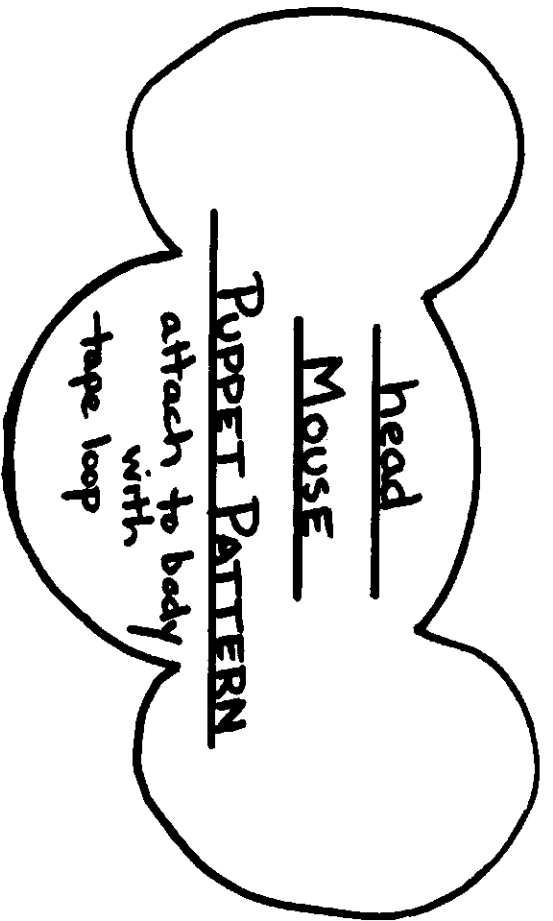
cut along dotted line



JUAN BOBO

PUPPET PATTERN

put tape tab
on back of
puppet
to operate



cut along dotted line

BUTTERFLY

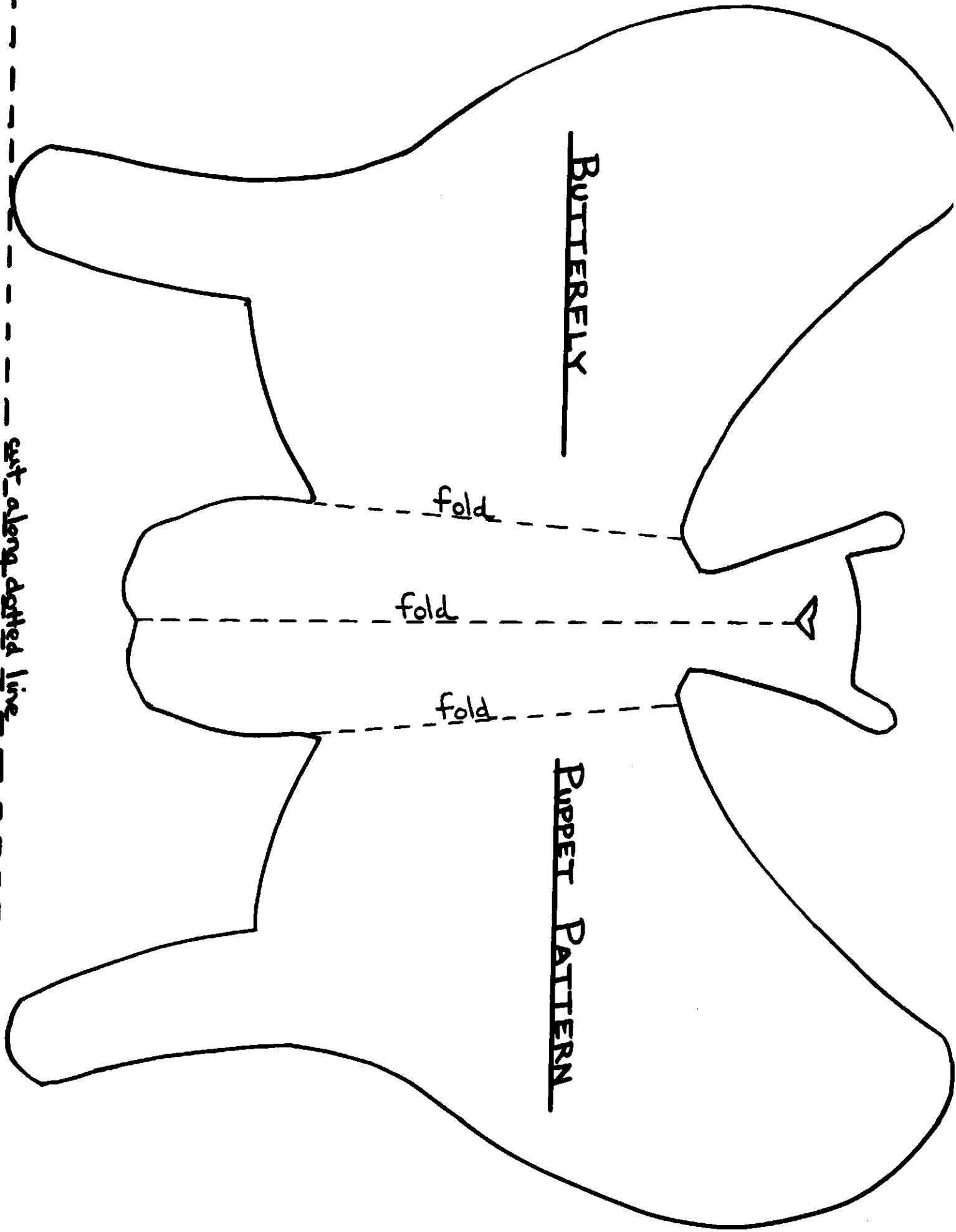
fold

fold

fold

PUPPET PATTERN

cut along dotted line





cut along dotted line

ANYTHING

PUPPET PATTERN

cut out 2 in felt or
other fabric.
sew together leaving
bottom open.
decorate.