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Notes

94 pp 2ND PART OF 2

The guide shows how to make puppets from simple, inexpensive materials, and suggests a wide variety of stories that can be staged with puppets in a classroom context.

See ref 000385 for 1st part.

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'PHIL PHONICS' FOR READING



For children in grades K-3 and 4-6, puppets can be used by teachers not only to supplement the teaching of basic reading skills but also, and perhaps more importantly, to motivate children to want to read.

Story telling with puppets is known to be particularly enjoyable to children in grades K-3. A variety of simple animal and people puppets can be made by you and your class to make any children's story come alive.

A primary teacher, on the other hand, may prefer to use a puppet to supplement the teaching of basic reading skills. A character like "Phil Phonics," a puppet designed in a Bojabi Treehouse Workshop by a second grade teacher in Madison, Connecticut, can be used, for example, to introduce and review phonic skills with children. His huge butterfly-wing ears, moved by the teacher's hand, catch vowel and consonant sounds which are displayed on "Phil's" letter-decorated tie. A simple pattern for "Phil Phonics" can be found on page 50. Because a puppet will hold a child's attention, a character like "Phil Phonics" can make any necessary drill and repetition of basic reading exercises more engaging and meaningful to primary children.

By asking a class questions about a book through another puppet character like "In-terro-gator," a green toothy reptile, an intermediate grade teacher can review a story and measure students' reading comprehension levels in a way that will maintain the attention of the class and prompt creative and interested responses. See page 57 for directions on how to make "In-terro-gator."

For intermediate children who display somewhat negative attitudes toward reading, you could use another puppet named "Harry-Hate-To-Read." Harry wears a hat over his eyes and exaggerates his dislike for reading. You will probably find that your class will try to reform this kind of a

character. A tool such as "Harry" will allow children who do display a dislike for reading to approach and identify with "someone" in the form of the puppet who also dislikes reading, and to express the reasons for their dislike. This may be a helpful step toward encouraging these children to change their attitudes toward reading. ("Harry" can be made in a variety of ways. See section on Simple Puppets From Simple Things for ideas.)

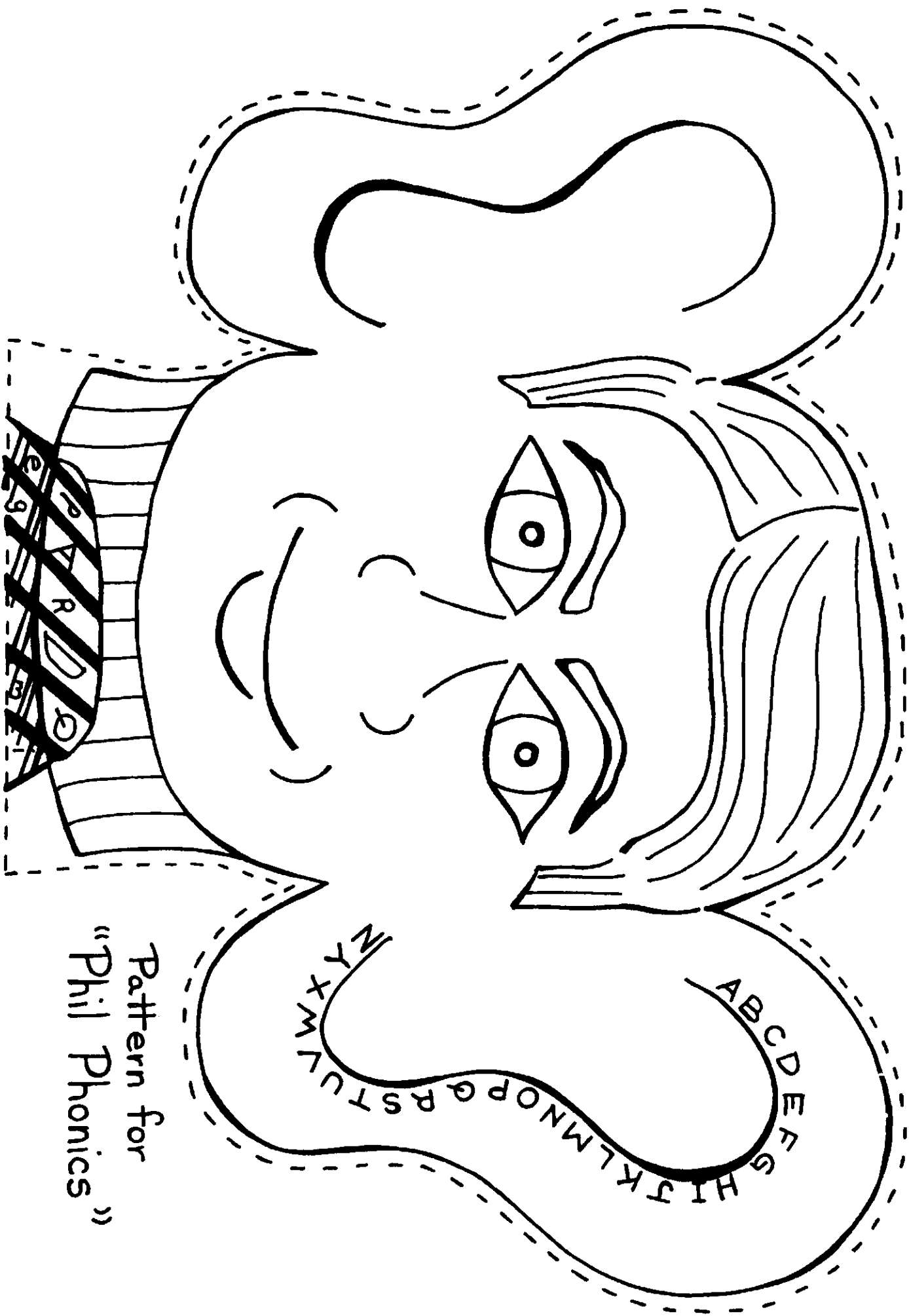
Children love to listen and talk to puppets. This fact suggests that puppets used by teachers in reading programs can also be used to help develop positive attitudes in children in grades K-3. How can puppets do this? A puppet like "Rosie Reader," for instance, can teach children good reading habits by demonstrating the do's and don'ts of reading such as proper lighting and posture. "Rosie" can serve as a model of someone who enjoys the new worlds that reading opens to her. You may want to present a new book or reading unit each week through the character of "Rosie." Sometimes a character like "Rosie" may encounter a reading problem similar to that of a child who is learning to read. You can bring the problem before the class through the character of the puppet. In this way children with reading problems can identify with the puppet, "Rosie Reader," and see that the problems they have are not unique to themselves. ("Rosie" can also be a simple puppet. See pages 22, 23 for ideas.)

Whatever your approach to the teaching of reading may be, this section is designed to provide you with simple and specific ways in which puppets can be used as effective supplementary tools in the teaching of reading.

"PHIL PHONICS" PLAYS THE NAME GAME

This activity is primarily designed to supplement auditory discrimination exercises basic to the teaching of reading and remedial reading. Similarly, a variation on this activity in which vowels, consonants and letter blends are identified, can supplement your reading program word analysis exercises.

You can hold "Phil Phonics" on your hand for the class to see and, in an unusual puppet voice, you can begin your lesson with an introduction like this:



Pattern for
"Phil Phonics"

These are the steps to follow in making "Phil Phonics."

1. Cut out puppet along dotted line.
2. Trace this pattern onto another blank sheet of paper.
3. Staple or sew together with yarn, all edges of the 2 paper patterns, except the bottom edges between which your hand will fit.
4. Color the face, hair, ears and collar of the puppet, front and back.
5. (Optional) This pattern can also be enlarged, traced onto 2 pieces of felt or heavy fabric and sewn together as indicated above. Phil's features can be cut out of other colors of felt and glued to face. Use yarn strands for hair.

“Hi! My name is ‘Phil Phonics.’ See my big ears? I use these ears to catch all kinds of sounds, especially the sounds that letters make: letters like A - E - I - O and U, and letter blends, too. Letter blends are what we’ll practice today. To do that, let’s play The Name Game:

Now, who remembers my name? . . . Right! My name is Phil. Can you think of a name that rhymes with Phil? Right! (fill in names, Jill, Bill, Lil, etc.) Now what sound do all these names end with? Right! They end with the sound, ‘il’. Let’s pick another name.” (continue game)

“Phil” can also be used with blackboard exercises, phonics cards, and other reading aids you may already use. The advantage of using a puppet is in its ability as a tool to help maintain and direct the attention of your class.

For this activity we have provided a paper pattern for “Phil Phonics” on the preceding page. On the back of the pattern you will find directions for making the puppet.

"TALKING BOOK" PUPPETS

"Talking Book" puppets can help you in developing positive attitudes toward books in children. Two simple "Talking Book" puppets, one "Billy's Book" and one "Bobby's Book," would be ideal tools for you to use in reading your class the poem, "A Book Talks," by Alice Crowell Hoffman.

Sometimes a book
Upon a shelf
Begins to talk
Just to itself

Said Billy's book,
"I cannot see
Why Billy is
So rough with me."

Said Bobby's book,
"My owner's good,
"He always treats me
As he should."

How does your book
Upon the shelf
Talk of you
When by itself?

In reciting the poem to your class, hold both book puppets, each a different color, in each hand at your sides. As the poem calls for each book to talk, bring it up and move it to its lines. Books that talk are sure to generate curious interest and questions from the class. You can answer children's questions through the "Talking Books."

Following the dramatization of the poem with your "Talking Book" puppets, you can have your class make their own "Talking Books." Children can then be encouraged to write their own "I Am A Book" poems. They can write their poems down, and then, using their "Talking Book" puppets, recite their poems to the class. Here is a simple "I Am A Book" poem:

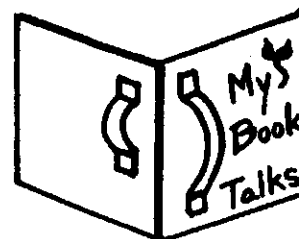
I am a book.
Have a look at me.
I am a good friend on a rainy day.
Read me to my end.
Before the clouds all go away.

To make a "Talking Book" puppet you will need the following materials:

- | | |
|---|----------|
| 1 piece colored construction paper 9" x 12" | Scissors |
| Crayons | Stapler |

These are the steps to follow in making a "Talking Book" puppet:

1. Fold paper in half horizontally. This forms a crease down the page, and makes the basic shape of your book.
2. Holding the paper as you would a book, cut off a 3" strip from one end. Save this strip.
3. Color front and back covers of book and write title.
4. Cut the 3" wide folded strip vertically up the middle in half.
5. Taking one of these strips, fold it in half again, vertically. This is to reinforce what will be the thumb-loop on your book.
6. Lay your book on the table, front and back covers facing up.
7. Place one end of the thumb-loop strip 1" from the top and slightly away from the crease of the back cover. Staple in place. Making a loop to fit your thumb, staple other end in place.
8. Take the remaining strip. (Do not fold in half as in Step 5.) This strip will be your 4-finger loop. Place 1 end of 4-finger-loop strip ½" from the top and slightly away from the crease of front cover. Staple that end in place. Making a loop to fit over your 4 fingers, staple other end of strip about ½" from bottom. (See illustration at right.)
9. Place your thumb in the thumb-loop and fingers of the same hand in the 4-finger loop to manipulate your "Talking Book" puppet.



ROUND ROBIN STORIES WITH PROP PUPPETS

Reading comprehension and vocabulary development are two basic objectives in the teaching of Reading and Bi-lingual Education. Having children identify bright colored magazine picture cut-outs is a simple and popular method of promoting vocabulary development. You can vary this activity by taping sticks to the cardboard reinforced pictures you use, and thereby turn these pictures into puppets. As puppets, these objects such as a barn, a desk, a bicycle, a suitcase or an alarm clock can be the center of stories you and your class can develop. These stories help



children to better learn and understand the meanings of these new words.

Round Robin stories with pictures on sticks or "Prop Puppets," as we call them, begin with the teacher and 5 or 6 children choosing one Prop Puppet each to use in the story. The teacher, whose prop puppet is the alarm clock may begin the story by saying, for example, "The alarm clock shakes, Ring! Ring! Ring! Its hands read 7 o'clock in the morning. Everyone knows that it is time to get ready to go to school. Julie quickly packs her suitcase."

Suitcase is the next Prop Puppet and the child who is holding it continues the story. Perhaps Julie is going to her grandmother's after school today to spend the weekend. Grandmother lives on a farm where there is a barn (the next Prop Puppet) and the story is continued by another child and so forth.

Turning pictures into Prop Puppets can be a class activity which will directly involve children in orally matching words that name pictured objects. This activity also encourages creative verbal expression.

THE CLASS "POET PUPPET"

Many teachers feel that poetry is a special but often difficult part of the elementary curriculum, particularly for the intermediate grades. One way to focus special attention on poetry and to excite listeners and readers alike on a somewhat regular basis, is to bring a new "member" into your class in the form of a "Poet Puppet." On your hand, a "Poet Puppet" will add drama and festivity to your own reading of poetry in the classroom. Through this puppet you can invite children to send original poems to the "Poet Puppet," thus encouraging poetry writing. You may also want to give special permission to children who do write poems as a result of this activity to read or recite their poems wearing the "Poet Puppet" on their hands.

While the making of "Poet Puppets" could be a class craft project, this description of a "Poet Puppet" emphasizes its use as a teacher's tool in helping to create an atmosphere in which poetry is a familiar classroom experience. If you decide to use a "Poet Puppet" as a teaching tool, we recommend making a large one which you may want to spend some extra time in making and feel especially comfortable using. A puppet like this can be used over and over again.

We suggest these steps to follow in making your class "Poet Puppet:"

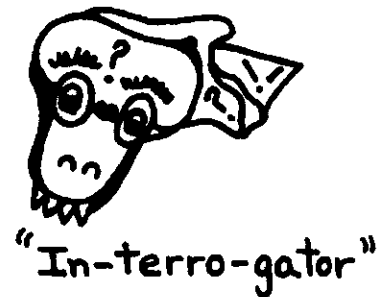
1. Follow directions for making a Foam Rubber Puppet (see page 19) or a Large Tongue Depressor Puppet (see page 40).
2. Add the following finishing touches.
 - a big letter "P" for "Poet" on the puppet's shirt.
 - a pen clipped onto the puppet's belt.
 - a miniature book in the puppet's hand.
 - a magnifying glass hanging from the puppet's arm for looking at things closely.

"IN-TERRO-GATOR" ASKS QUESTIONS ON READING

As suggested in the introduction to this section, "In-terro-gator," a green toothy reptile puppet used by a teacher, can help review reading assignments which "In-terro-gator" himself has devoured. "In-terro-gator" can be made to be intentionally confused by his reading and the teacher can ask the class to help straighten poor "In-terro-gator" out. This will especially appeal to children in the intermediate grades.

We suggest these steps to follow in making your "In-terro-gator" puppet:

1. Follow directions for making the Cloth Talker puppet on page 18 or the Paper Talker puppet on page 15.
2. Add the following finishing touches:
 - eyeglasses made from pipe cleaners stitched to "In-terro-gator's" face.
 - body decorations of letters, question marks and exclamation points
 - styrofoam or paper teeth sewn or glued to "In-terro-gator's" mouth
 - long fabric or paper tongue sewn or glued to inside of mouth



puppets, letters & language arts



Just as puppets and puppet-related activities can be used to teach Science, Social Studies and Reading, they are also suitable tools in the teaching of Language Arts for grades K-6. Puppets can have a place in the teaching of proper language usage in writing and verbal expression. They can help a teacher teach such language skills as basic sentence structure, composition, letter writing, rhymes and descriptive writing. One primary teacher, for example, in New Haven, Connecticut, had the children in her public school class use simple hand puppets in pairs. One child made his puppet sing a question such as, "Did you clean your room today?" to another child's puppet, who answered the question in two ways, singing, "Yes, I cleaned my room today," and "No, I did not clean my room." In this way, the puppets served as a tool by which the children could hear and learn to recognize basic sentence patterns.

At one workshop we conducted in Connecticut, a third grade teacher told us how she used a puppet to develop the writing abilities of her class. She made a large hand puppet which she planned to use as a class story-teller. But on the day of the puppet's debut, the teacher, struck by stage-fright and unable to utter a word, could only move the puppet. To her amazement the class was not only entertained, but responded with enthusiastic questions as to the puppet's origin and unusual silence. Seizing on this as a theme, the teacher decided to make the puppet deaf and dumb. The children could only talk to the puppet through notes and letters which they faithfully wrote to "Allie." The teacher periodically posted some of the letters written by the children on a bulletin board and successfully used the puppet, "Allie," as a tool for teaching language skills for the rest of the year. Any large simple hand puppet would make a suitable "Allie." We recommend making either a foam rubber or tongue depressor puppet. (See pages 19 & 17 respectively.)

Puppets may also be used in the teaching of language skills in Bi-lingual Education. A tongue depressor puppet named "Merry Mistake," for example, can misspell, mispronounce, and misuse Spanish and English words. Her silly mistakes, intended by the teacher using the puppet, may be corrected by the class. To interest your class in poetry and rhyme you may want to make and introduce a simple puppet who holds his place in class as "The Poet Puppet." (See page 56.) The teacher, through the puppet, can recite classical children's poetry, nursery rhymes, or poetry which the children in the class have written and have been invited to send to the puppet poet. For older children, who may be less spontaneous with poetry, a puppet poet can be both serious and nonsensical, inviting the children to be the same.

Puppets in general can make older children more actively aware of character and character development by providing a variety of realistic and observable character models. These puppet models can be used by the teacher and the students themselves to dramatize stories or simple original puppet plays written by the students. What they learn about character development through the puppets, e.g. how appearance, voice, words, and actions together describe a person's character, will help to develop the students' descriptive writing and verbal self-expression. (For ideas on puppet character development, see pages 24 - 27.)

PASS THE PUPPET

On the Kindergarten and First Grade levels, puppets can be used for dramatic interpretation and many other activities such as telling nursery rhymes, fingerplays, and acting out characters.

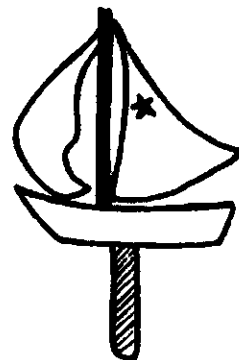
Another activity with which you may already be familiar, in which children create stories or situations based on an intriguing picture or magazine illustration, can be varied by making stick puppets out of these pictures or illustrations and use the puppets in a game called "Pass The Puppet." In playing "Pass The Puppet" the teacher begins a story around a particular stick puppet, and then passes it to a child who tells a new episode about that puppet. To add excitement to this game, don't tell who you plan to pass the puppet to. This will keep your class attentive and eager to have a turn. The advantage

of using a puppet in this kind of oral activity is that the puppet is a prop which children can anticipate holding when they tell their story.

To make a stick puppet simply do the following:

1. Cut out your picture or magazine illustration and glue it to a piece of oaktag or thin cardboard.
2. Cut out picture again, this time cutting the cardboard.
3. Tape a tongue depressor to back of cardboard.

Note: Making stick puppets can also be a class activity. Stock up on stick puppets!



PUPPETS FOR STORY WRITING

Just as puppets can be used as tools to develop oral language skills in children, so can they be used as subjects for exercises in writing. Other sections of this guide include activities which touch on the use of puppets to encourage children to write. (See, for example, children's letters on page 29, and "Dancing Leaf" puppets on page 34.) Perhaps the best use of puppets in a Language Arts activity on story writing is to first have children create original puppet characters, and then write story-scripts about their puppet characters.

Perhaps the best use of puppets in a Language Arts activity on story writing is to first have children create original puppet characters, and then write story-scripts about their puppet characters.

After individual children have made their puppets and written their stories, you can divide your class into Puppet Story groups. Each group should have a leader who is assigned to write down a composite story which the children in the group create from their collective scripts. Later, using their entire puppet cast, each group can present a dramatization of their group story. Children can write songs with new words to tunes they already know for their puppets to sing as part of their dramatizations. For song ideas see page 74.

You may also want to make a scrapbook of the Puppet Stories and songs which your class writes and keep the scrapbook as a resource for future activities and lessons. A model of a class or group puppet presentation can be found in the Appendix to this guide.

SUMMARY SAM

Puppets can serve as subjects for expressive writing as described in the previous activity. But they can also be used as tools to make children aware of control in language usage. "Summary Sam" is a character who wants to shrink everything on a page to two or three sentences because his head is so small it can't fit any more. "Summary Sam" is a puppet tool which you can make and use to supplement a lesson on summary writing.

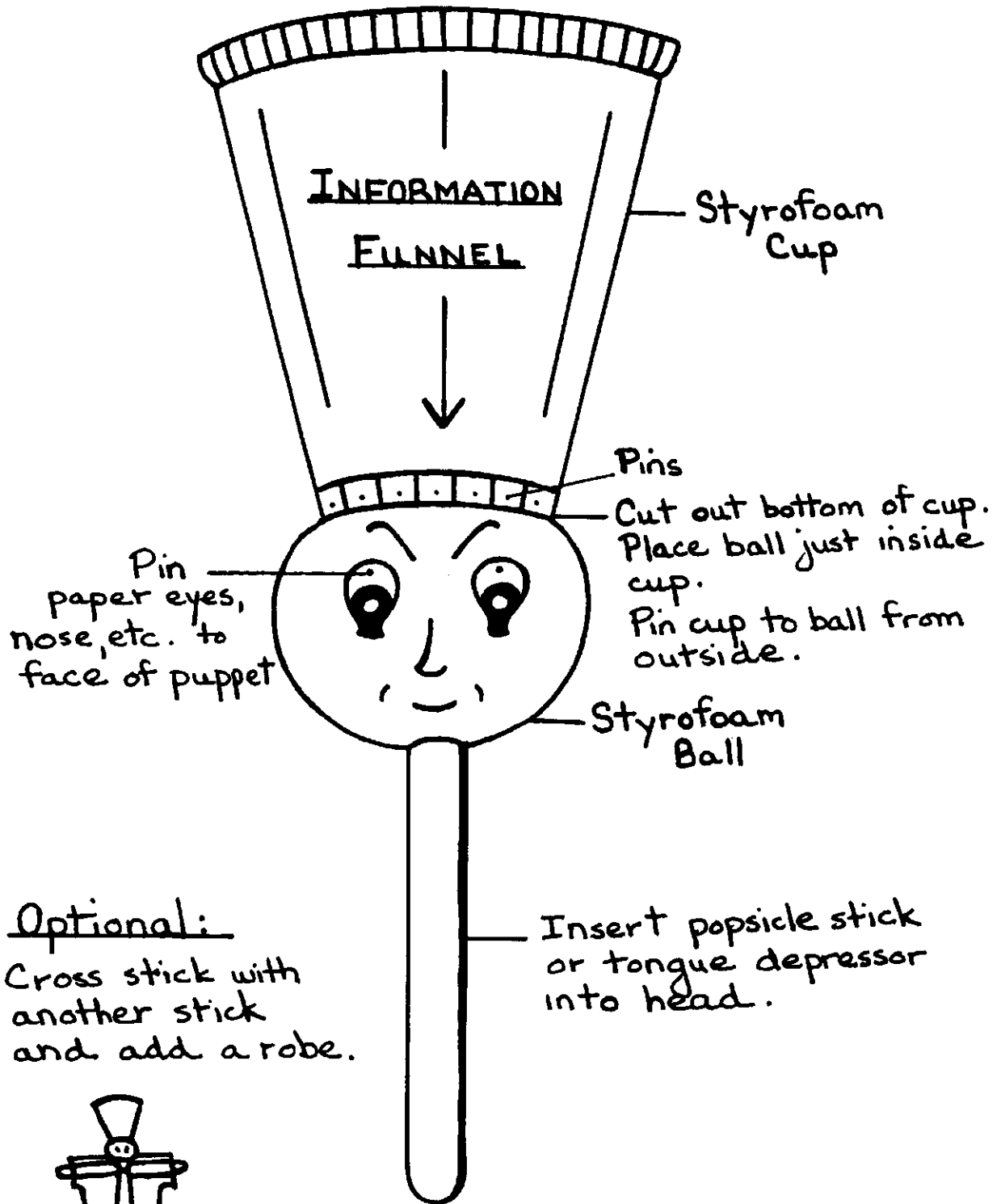
A styrofoam ball puppet like "Summary Sam" serves to symbolize a specific kind of writing which in this case is the condensing of written information. "Summary Sam" can reinforce skills in logical and sequential summarizing by contributing to children's awareness of these language requirements. How can you use this puppet tool to do this?

After children read, or have a story read to them, you can use "Summary Sam" to reinforce children's reading comprehension either by intentionally summarizing the story incorrectly and having the children correct "Summary Sam," or by asking children questions about the story directly through the puppet character. "Summary Sam" can also be a tool by which you can bring children to analyze sentences and summaries which are too wordy or out of sequence. He can do this when a teacher uses him (in conjunction with workbook or blackboard exercises) to ask questions of the class.

See following page for illustration of "Summary Sam" and directions on how to make him.



"Summary Sam"



Optional:
Cross stick with another stick and add a robe.



BILINGUAL CONVERSATION PUPPETS

Conversations with puppets in English or Spanish can be a novel and enjoyable classroom activity for children in Bi-lingual Education. Puppets can help children who find it difficult to express themselves. In conversation with puppets, the puppets become the objects of attention in the conversation while the children become less self-conscious and more involved in the language lesson.

You can make simple "Conversation Puppets" for your class to use based upon common story book characters, television personalities, class members, or other suitable subjects. These could include a dog, a cat, mother and baby elephants, father and son, and maple tree and robin. (See Simple Puppets From Simple Things for ideas on how to make your "Conversation Puppets.")

Using the puppets you and your class make, you might first demonstrate for your class with two puppets to show them how a conversation can begin. For example, you may make one puppet named "Pedro" say to another puppet, "Juanita:"

Pedro: Hello, Juanita. Where are you walking?

Juanita: Pedro, it is good to see you. I am walking to the store to buy a loaf of bread.

Pedro: I will walk with you.

Juanita: Good. How has Wags been lately?

Pedro: Oh, he is fine. He had a bone for dinner last night.



This kind of dialog allows for spontaneous yet structured exercises in conversation, builds vocabulary and at the same time provides an opportunity for children to express something about themselves.

“WHODUNITS” WITH PUPPETS (For Primary Bi-lingual Education)

The Whodunit Game with puppets is another activity which is designed to encourage verbal expression in children in Bi-lingual Education. This is an activity particularly suited to Bi-lingual Education since the puppets used can be assigned, at the outset of the game, the role of speaking only the language the teacher wants to have the children practice.

This activity calls for the making of three simple puppet characters:

1. a witness puppet – named “Wendy I.” or “William I. Witness.”
2. a detective puppet – named “Detective Q. Floyd.” (Q. for “question.”)
3. a whodunit puppet – named “The Whodunit.”

Select any method you like for making these puppets from the section on Simple Puppets From Simple Things. We recommend using small tongue depressor puppets.

The Whodunit Game is played in the following way:

1. Assign the three puppets to three children.
2. Everyone, except the children holding the Witness and the Whodunit puppets, hides his eyes.
3. The child holding Whodunit hides an object in the classroom. Only the Witness sees the “crime.” Whodunit then says, “Whodunit has done it,” which signals the completion of the “crime.”
4. Everyone opens his eyes and the teacher says to “Detective Floyd,” “You are now on the case.”
5. Now “Detective Floyd” says, “Something is wrong here. Something is missing. I know whodunit but I don’t know what he did. I must find out.”
6. Witness Puppet says, “I saw it, Detective.”
7. Dialog begins in which Witness tells Detective what is missing. Detective repeats information as though he is recording it.

Note: To make this game a valuable language lesson, the teacher should encourage the children to move the puppets when they talk, to address the puppets directly, and to give detailed descriptions of what they have seen.



SELF PORTRAITS WITH PUPPETS

This section is designed to show that "Self-Portrait puppets" (puppets of oneself) and other kinds of simple puppets can be made and manipulated for the purpose of developing stronger self-images in children. How can puppets be used in this way?

Puppets open to us new avenues of expression. For example, "Mr. Feeling Face," a simple paper tab puppet, whose eyes and mouth can be arranged to express happiness, sadness and anger, is a kind of puppet that can encourage children to freely discuss feelings which they may otherwise find difficult to express. "Mr. Feeling Face" puppets are simple enough for children to make. See directions in this section on how to make your "Mr. Feeling Face" puppet.

Children will often reveal personal observations, thoughts, feelings and even fears through a puppet that they might otherwise keep guarded to themselves. In the making and manipulating of his own self-portrait puppet, a child can begin to recognize and accept qualities about himself that he can see at some distance in the puppet character.

This section offers three activities in which puppets can be made and used by both teachers and children for purposes of developing personal understanding in children.

MAKE A "MR. FEELING FACE" PUPPET

You can introduce your "Mr. Feeling Face" puppet to the class by showing how "Mr. Feeling Face" can express three different emotions. You can then ask the class what might make "Mr. Feeling Face" happy, sad or angry. In this way, children can express some of the motivations for their own feelings.

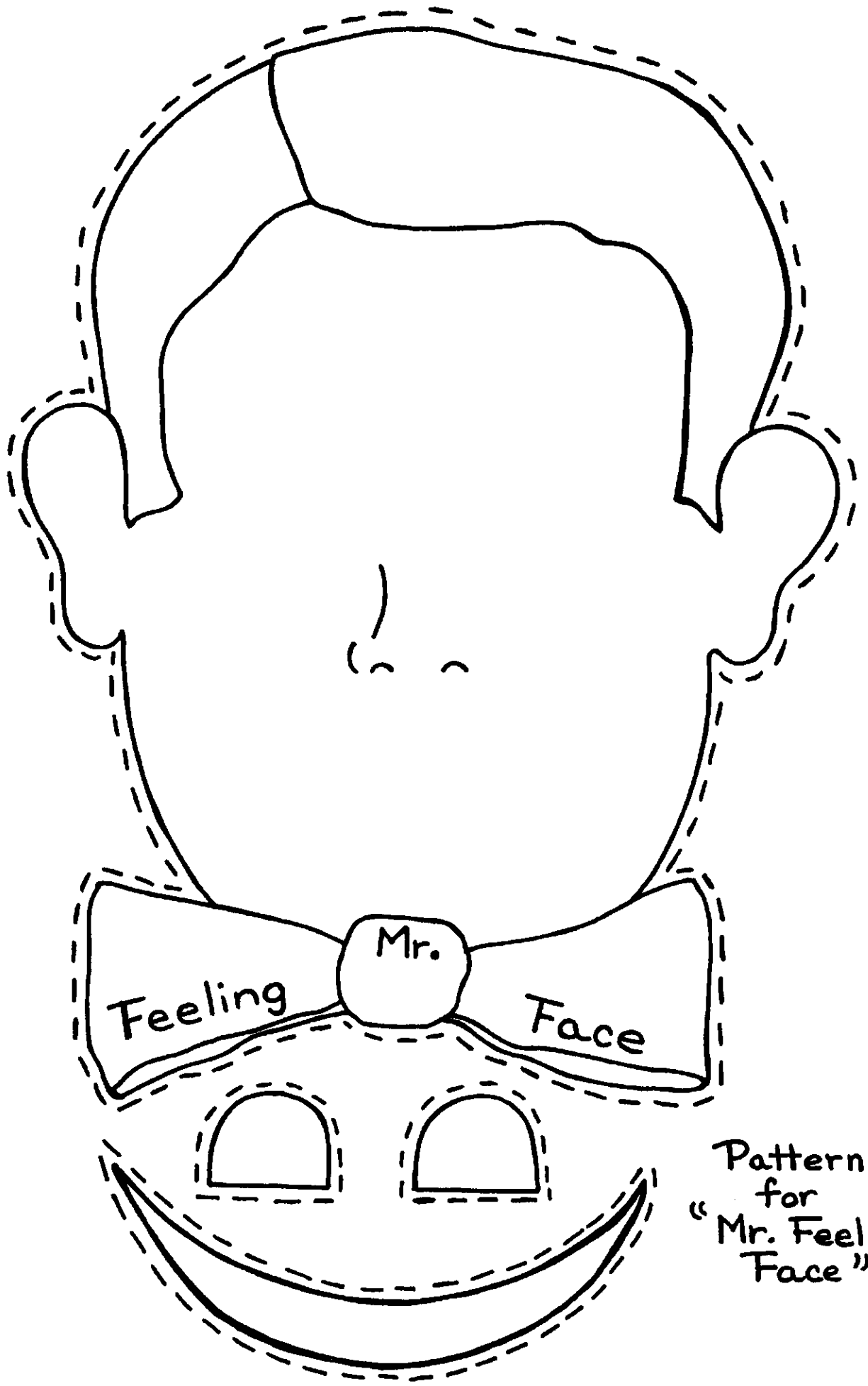
Following your introduction of "Mr. Feeling Face," have the puppet explain to the class that

he would like to know how they feel. He can be tacked, for example, on a bulletin board and children can be invited to visit him and change his face as they choose.

Making "Mr. Feeling Face" puppets can also be a class activity. Use the pattern provided on the next page. We suggest tracing the pattern provided onto oaktag rather than construction paper so that your puppet face will be more durable.

Note: "Mr. Feeling Face" could have a "Ms. Feeling Face" counterpart.






Feeling

Mr.

Face

Pattern
for
"Mr. Feeling
Face"

These are the steps to follow in making "Mr. Feeling Face."

1. Cut out puppet along dotted lines.
2. Cut out eyes and mouth along dotted lines.
3. Color puppet's face, eyes and mouth.
4. Attach a tape tab to back of puppet head.
See page 14 on how to make a tape tab puppet.
5. Attach tape rings  to eyes and mouth and place on face to make one of three expressions.

HAPPY

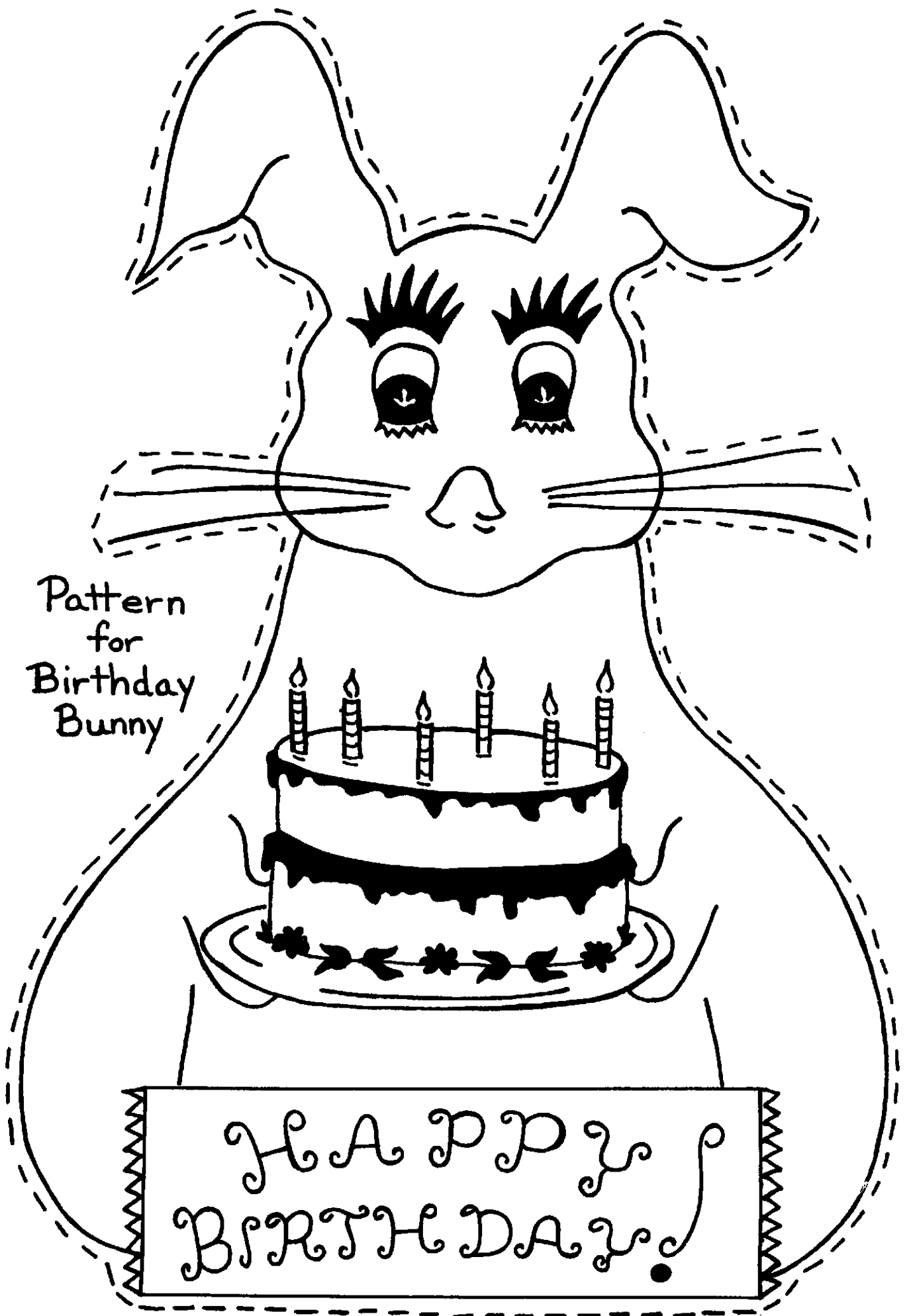


SAD



ANGRY





Pattern
for
Birthday
Bunny

HAPPY
BIRTHDAY!

These are the steps to follow in making your "Birthday Bunny."

1. Cut out puppet along dotted line.
2. Trace this pattern onto another blank sheet of paper.
3. Staple or sew together with yarn, all edges of the 2 paper patterns except the bottom edges between which your hand will fit.
4. Color the Birthday Bunny, front and back.
5. Use a tape ring to attach a crumpled ball of scrap paper to the back of the bunny for its tail.

“ME PUPPETS”

Another way to encourage children to express their emotions is to make “Me Puppets,” or, if you will, “self-portrait puppets.” After children have made their “Me Puppets” they can take turns holding up their puppets to tell something about themselves.

The teacher can ask questions to the “Me Puppets” to encourage the children to express themselves. Questions can include, for example, “What is your name?,” “Where do you live?,” “Have you brothers or sisters, a pet?,” “What do you like to do after school?.”

This is an ideal activity for the beginning of a school year because using puppets in this way helps children to become acquainted with each other and may help children who are shy to “open up.”

We suggest these steps to follow in making “Me Puppets:”

1. Follow directions for making either the Paper Cylinder, the Paper Cup or the Tongue Depressor Puppets in the section on Simple Puppets from Simple Things. Choose the puppet which best suits your grade level.
2. Add these finishing touches:
 - pictures or puppet accessories that help personalize each “Me Puppet.”For example – sports equipment, a lunch box with name of child on it, drawings of pets, favorite books, etc.

THE BIRTHDAY BUNNY

Another kind of puppet that will delight children and at the same time help them to form a confident picture of themselves is a Birthday Puppet, used by a teacher to celebrate class birthdays. There is no better way to make a child feel special than to have a puppet sing Happy Birthday and tell something special about the birthday child.

To make your Birthday Puppet use the pattern we have provided on the preceding page. Directions for making the puppet are on the back of the pattern.



PUPPETRY, MUSIC & ART



Traditionally a part of the elementary art curriculum, puppetry has helped to meet such educational objectives as developing children's self-images, perception of likenesses and differences of form, ability to imagine and dramatize by making puppets and staging simple shows, and understanding of three-dimensional concepts. Puppetry has also been used to provide children with experience in group improvisation. However, as this guide attempts to show, puppetry need not be restricted only to use in the elementary art curriculum.

PUPPETRY CORNER

Because puppets are suited to many uses, you may want to set up a Puppetry Corner in your classroom. A Puppetry Corner requires little space. It may include one desk on which can rest a small cardboard puppet stage, the perfect size for small hand-puppets. Leaving a small stage set up encourages children to use it without its dominating your classroom. (See page 80 for making simple stages.)

Materials for making puppets (see page 7) can be organized and stored in the desk or on adjacent shelves. These materials should be readily available for you and your class to use. You may want to keep the puppets that you and your class make as a permanent part of your Puppetry Corner, so that they also are available for instructional and spontaneous uses. In your Puppetry Corner you may want to keep a scrapbook of simple puppets from simple things. Periodically, you and your class can add to this scrapbook. Children in your class can use the scrapbook to get new ideas on the making of a variety of puppets.

To help children think of skits to make up, you can make a deck of Puppetry Corner Cards.

On each card is a name or idea for a skit. For example, a card can read, "Beauty and the Beast" – "My Adventure in the Woods" – "Why Mary Feels Sad" – "Skip's Friends."

In the same way a puppet can be used to direct attention and encourage children to participate in many curriculum activities, a puppet can also be used by a teacher or child in front of a class to dramatically represent aspects of music.

THE "PUPPET CONDUCTOR"

A large tongue depressor "Puppet Conductor" (see Large Tongue Depressor Puppet, page 40), for example, can be moved to show the rhythm of a tune, so that children will not only hear but will also see the rhythm in the puppet's movement. The puppet can invite the class to clap, sway, or dance to the music. The "Puppet Conductor" can be made to say and do things to accentuate (and therefore bring attention to) parts of a musical piece. He can also express his likes, dislikes, and interpretations of music he listens to, and can encourage children to do the same.

In short, a puppet like the "Puppet Conductor" can be a teaching tool that can help to excite and involve children in music.

Another way to combine music with puppetry is to have children make up songs to use in puppet skits. Children can write new words to tunes they already know. Songs may be written about specific subjects such as Environmental Education. Name Jingles may be written to introduce puppets to the class.



SONGS FOR PUPPET SKITS

The Crazy Concert Song

(tune of Farmer in the Dell)

Chorus

The noise in the streets,
The noise in the streets,
I'm going deaf from the noise
in the streets.

First there's the cars.
Then there's a truck.
When you're caught in traffic,
It's just your bad luck.

The drills and the saws
Cut the sidewalk.
Walk by with a friend,
Don't even try to talk.

If you leave the land,
And take to the air,
Airplane sonic boom
Requires ear repair.

We are the people
Who live in the city.
Unless we learn to care,
It will be a pity.



A Story To Tell
(tune of Barney Googles)

Listen, People, we have a story to tell.
Listen, People, we have to ring the danger bell.
We have trouble everywhere
Air, water, earth - they all need care.
Listen, People, it's up to us to act.
Listen, People, join the conservation tract.
Learn what it is that you can do.
Pollution problems are far from few.
Listen People, we have to join the fight today.
Listen, People, help us out in your own way.



The Little Leaf Song
(make up a simple tune)

Little leaves hang on a branch,
1 - 2 - 3 - 4 - 5.
Little leaves hang on a branch,
Green and bright and live.
In the wind they blow around,
When they fall, they touch the ground.
Little leaves hang on a branch,
1 - 2 - 3 - 4 - 5.
Little leaves hang on a branch,
Green and bright and live.



NAME JINGLES

(make up simple tunes)

Tip Tap – My Name is Hap

Tip tap, tip tap,
Can you guess, my name is Hap.
Hap is short for what I feel,
What I feel rhymes with “E,”
Yes, you’re right,
I’m happy!

~~~~~  
I’m “Mr. Pic-cup”

Hi! I’m “Mr. Pic-cup.”  
Cups are used for drinking, I know.  
That’s what I used to be – a drinking cup.  
But one day a little girl named Betty Pickwick  
Picked me up and made me into  
A “Pic-cup Puppet.”  
Can you pick up a paper cup  
And make a “Pic-cup Puppet?”

~~~~~  
The Elephant Sleeve

Most elephants, big and gray,
Use their trunks to eat peanuts and hay.
But not I!
Would you believe
I can be made from your long sleeve!

~~~~~

# PUPPETS for SPECIAL OCCASIONS



Special puppets can help you and your class celebrate the special occasions of the calendar year. For example, a chorus of “pumpkin stick” puppets chanting,

“We are Hallo’ween pumpkins each  
With candles burning bright,  
See two big eyes and a toothy mouth.  
What a scary sight!”



will delight the children in your class and may inspire them to write their own Hallo’ween puppet poems. Or a Name Day puppet like one of Martin Luther King can characterize his words and help children to understand his greatness. A special occasion puppet can also be a memento – a part of a class celebration or activity which a child can take home and enjoy.

Puppets can be used as entertaining and educational tools to supplement special activities you may already have planned for your class. In making special occasion puppets, you can create colorful and festive figures which symbolize concepts, seasons, and important historical events and people.

Following is a Special Occasion Idea Corner with brief descriptions of sample puppets for special occasions. We have included in this sampling several puppets you can make and use for subjects peripheral to your elementary curriculum.

# STAGES, SCENERY & OTHER HANG-UPS

Imagine two simple puppets, characters on the hands of two children, who from behind a cardboard box stage sing a folk song from Israel while the rest of the class claps along. The stage, one you have cut from an old refrigerator box, has been painted and decorated by children in your class. The name of the theater is one the children have selected, and the setting is your classroom.

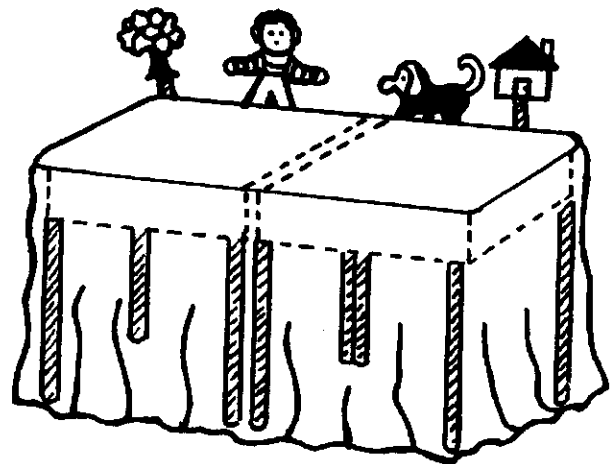
In this section we wish to emphasize that elaborate staging is not essential to the use of puppets as effective teaching tools. In fact, sometimes no stage is the best stage of all. Sometimes a puppet pulled out of your desk drawer or from behind a closet door is "stage" enough.

A simple stage, however, can focus attention on a lesson with puppets, inspire spontaneous dramatization and provide the protection behind which shy or inhibited children can more freely express themselves. Finally, a simple stage offers a framework in and around which a class can work together on a project with puppets.

This section includes directions and illustrations on how to make a variety of simple stages and scenery, and a few suggestions for special effects with puppets.

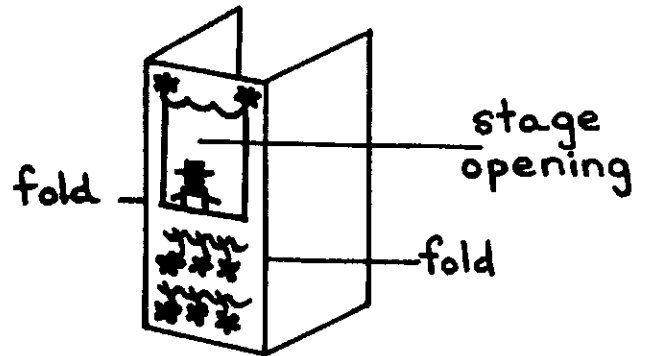
## CONVERTED DESK STAGE

Two student desks pushed together and covered with an old tablecloth or bedspread make a simple flat-top stage. Children kneel behind the desk, and puppets appear at the edge of the desk top. Props and stand-up scenery can be placed on desk top if desired. (See Stand-Up Scenery in this section.)



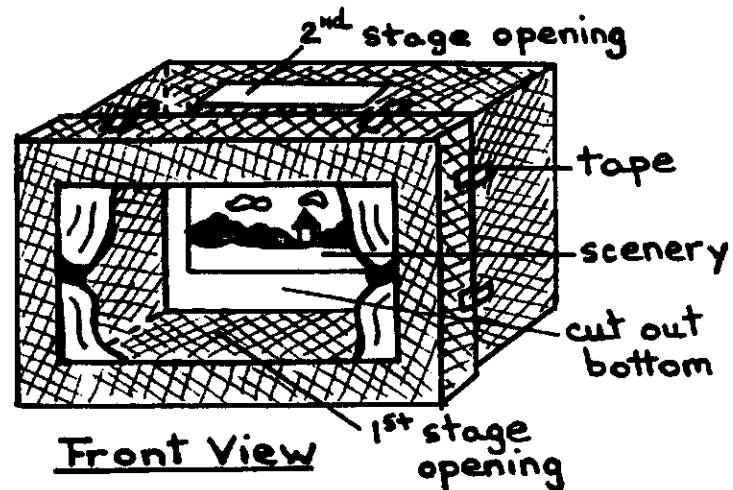
### THE LITTLE PAPER STAGE

The Little Paper Stage is the simplest stage of all. Perfect for primary children who can each make his own stage, and just right for finger or mini-puppets. Fold a piece of 9" x 12" construction paper horizontally into thirds and cut out a stage opening in middle panel. Color with crayons. Handy for spontaneous dialogues with puppets, this little stage can be many settings: a theater, a T. V. set with dials on front, a school room, a store, or a lemonade or hot dog stand.



### THE CARDBOARD BOX STAGE (For Teachers To Make)

Sitting on a desk top, this simple stage will be the right height for kneeling children. To make this stage, we recommend using a sturdy Cohen & Powell Movers packing box (\$1.00). Using a mat knife, cut bottom of box completely out. Next, draw a rectangular stage opening on top of box cover, leaving a 2" border on all sides. This will be your stage opening. Cut out stage opening with knife. Tape cover in place onto box. (Note: One way to admit more light into this box stage and at the same time make a surprise place for puppets to appear, is to cut another stage opening, adjacent to 1st stage opening, in what will be the "top" of the stage. Leave 2" border around edges of opening.)



Paint or decorate your stage with paper cut-outs or crayon designs. When ready to use, set box on its uncut side and tape to desk to hold in place. Children kneel behind desk and insert puppets from behind into box. Puppets appear in front stage opening.

#### Curtain for Cardboard Box Stage

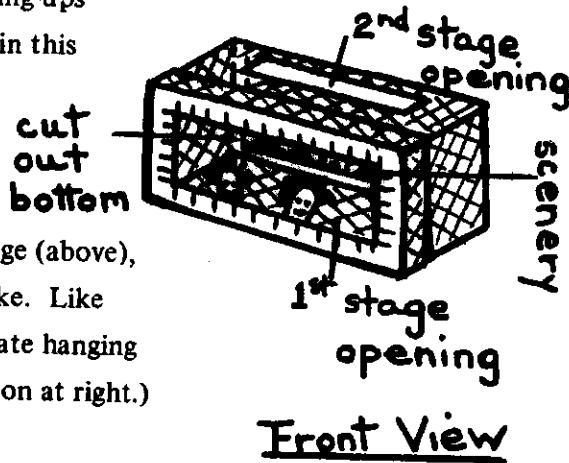
A curtain takes little time to make, but will



considerably dress up the appearance of your theater. For directions on making a curtain, see Curtain for the Refrigerator Box stage in this section.

### Scenery Hang-Ups For Cardboard Box Stage

Crayoned pictures on 12" x 18" construction paper can serve as scenery hang-ups for the Cardboard Box stage. For directions on making scenery hang-ups see Scenery for the Refrigerator Box stage in this section.

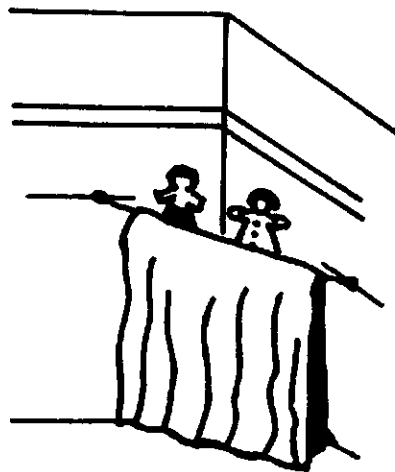


### THE SHOE BOX STAGE

A small variation on the Cardboard Box stage (above), the Shoe Box stage is one everyone can make. Like the Cardboard Box stage, it can accommodate hanging scenery – finger-puppet size. (See illustration at right.)

### THE HANGING FABRIC "CORNER" STAGE

This stage is made simply by draping a large piece of fabric (bedspread size) over a wire suspended between 2 adjacent corner walls of your classroom. Children will stand behind this fabric (fabric should be hung at appropriate height) and puppets will appear above fabric. If you like this idea, consult your school custodian on ways to attach wire to walls if this appears to be a problem.



A REFRIGERATOR BOX STAGE (A substantial stage for any class production with puppets.)

A refrigerator box which may be obtained from a local appliance store makes a good puppet stage because it is lightweight and easily transportable when folded, and it is easily decorated with poster paint, paper cut-outs, drawings, crayons and signs. And it costs next to nothing. One special consideration, however, is that you will need a small van to transport the box from the appliance store to your school.

To make a Refrigerator Box Stage you will need the following materials:

1 regular size refrigerator box with bottom or top cardboard piece.

1 small hand-saw or matte knife.

1 dark color crayon.

Scissors

1 piece of sheer fabric or burlap 9" x 12"

Masking tape

Supply of construction paper (9" x 12" and 12" x 18")

1 piece of fabric (for curtain) 1 sq. yd.

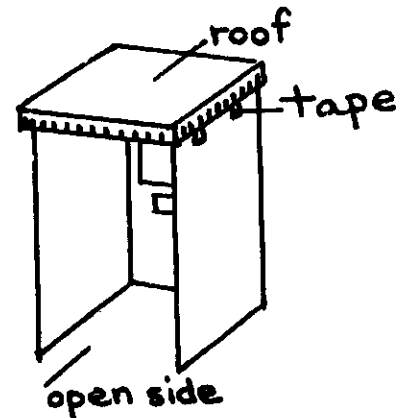
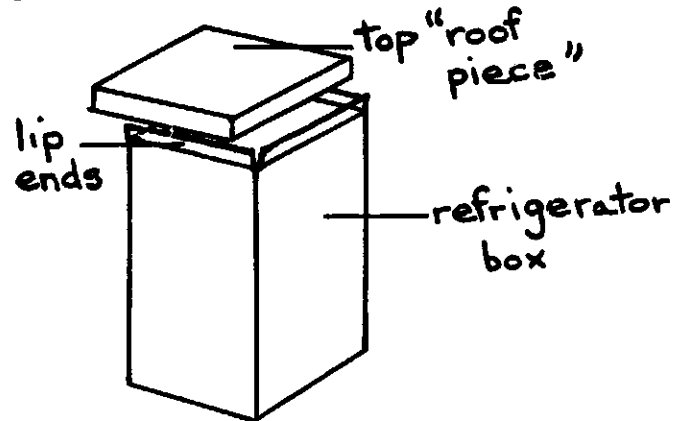
2 ¼" dowels, each 36" long.


12 cafe curtain clips with grip teeth.

Glue

These are the steps to follow in making your Refrigerator Box stage:

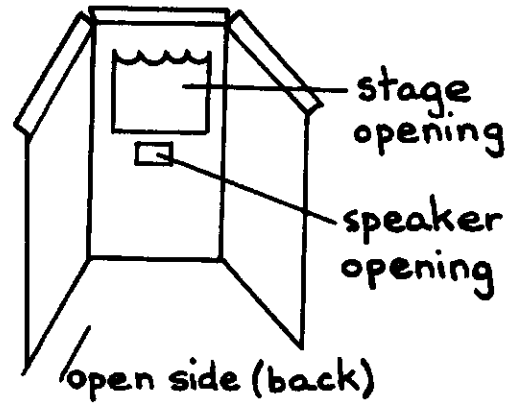
1. Obtain a regular size refrigerator box. Be sure the carton comes with a bottom or top cardboard piece which may be separated from the box.
2. Separate this bottom or top piece from the box and save for later use as a "roof" which will stabilize the frame of the theater. Now you should have a cardboard carton of 4 sides with both ends open.
3. Cut one side of the box completely out. Stand carton vertically on one end. The open side you have just cut out will be the back of the theater.
4. Using a dark color crayon, draw on the inside of the theater front the shape of the "stage opening" you want to cut out. This opening is where your puppets will appear.  
Note: Children will be kneeling behind and below this opening so keep in mind their height when you draw the bottom line of the opening. Cut out the opening with a small hand-saw or matte knife.



5. Now, below the stage opening you have just cut, draw and cut out a smaller "speaker" opening (about 7" x 10" ) and cover this opening by gluing edges of 9" x 12" fabric to inside of theater front.

**Note:** The speaker opening should be cut where the children will be speaking as they kneel behind the theater. This speaker opening will help carry the children's voices to the audience.

6. Now place the roof piece on top of the theater. It may be necessary to tape down and out the "lip-ends" of the carton so that the roof fits over the top more securely.



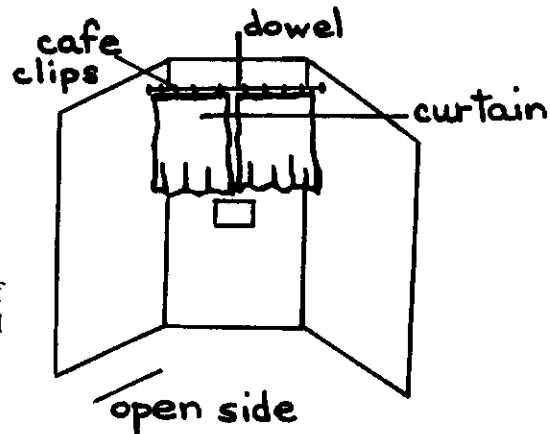
### Curtain

7. To hang a curtain inside your theater you will need a curtain rod. (1) 36" dowel will serve as a curtain rod. Punch one hole on each side of theater 1" from the front of the theater and just above the top line of the stage opening. These holes will hold the dowel.

Insert dowel through one hole. Before inserting the dowel into second hole, slide 8 cafe curtain rings onto the dowel. Then insert the dowel into the second hole.

Using your 1 sq. yd. of fabric, cut a piece of fabric large enough to cover the stage opening. Cut the fabric in half vertically to form the two sides of your curtain. No sewing is necessary.

To hang curtain, simply attach one piece of the fabric to 4 of the cafe curtain clips, and the other piece of fabric to the remaining 4 clips. Curtain can be opened and closed by sliding clips across dowel.



To secure the curtain rod dowel, place a piece of tape in both places where the dowel enters the holes on the inside of the theater.

### Scenery

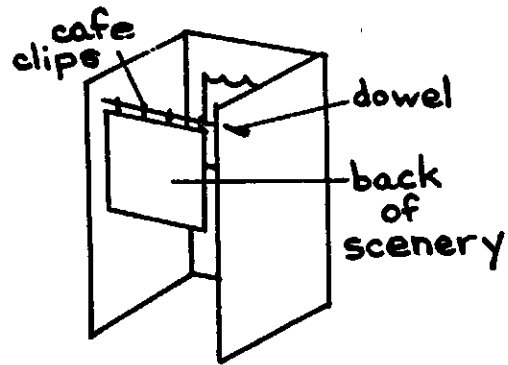
8. Scenery hang-ups should be drawn and colored on 12" x 18" construction paper. Like the curtain, these pieces of paper scenery can also hang inside the theater from cafe curtain clips on a 36" dowel.

The two holes for this scenery dowel should be punched 18" back from the theater-front at the same level as the holes you punched for the curtain rod dowel.

Insert scenery dowel in first hole and slide 4 clips on before inserting dowel through second hole. Secure the scenery rod with tape as you did the curtain rod.

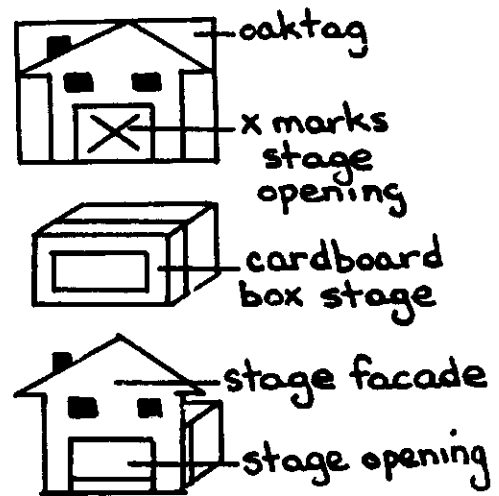
Scenery is hung from the clips and scenes may be changed during a puppet show.

9. To decorate your stage you can paint, crayon, or cut out and tape designs on the front and sides of the theater.
10. Signs may be made to announce the names of puppet shows and the different parts of a program. If you attach the signs to sticks, they may be held up from behind the stage opening.
11. To store your theater, first take off the roof, curtain, scenery and rods. Then carefully fold each side of the stage in opposite directions "accordian" style, and store. Keep curtain, scenery, and rods in a theater box.



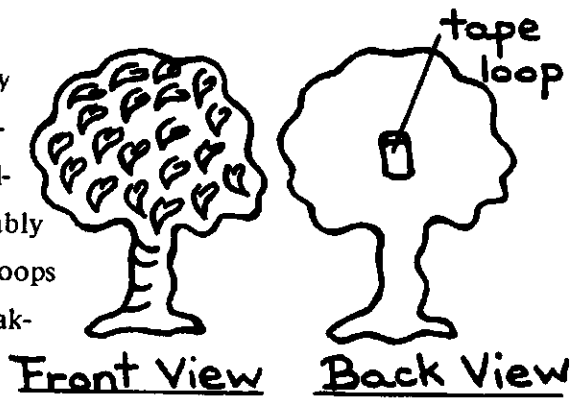
### STAGE FACADES

You can make a set of stage facades to fit any box theater out of oaktag or thin cardboard that can make the face of your theater appear as many settings. To make a stage facade, first measure the width and height of your theater stage opening. Draw the exact size of this opening on a large piece of oaktag or cardboard. Mark it "X". Then draw, color and cut out facade around the space marked "X". A stage facade of a house, for example, would fit around your theater's stage opening in such a way that the puppets would appear to be inside the house. Attach stage facades to your theater front with pushpins. Facades can be a bus, a school, a store, a barn, a jail, an office, an attic, a child's room, etc.



### SCENERY TAPE-UPS

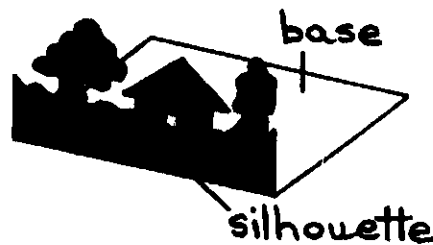
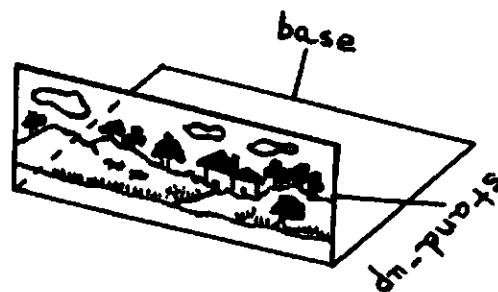
Scenery tape-ups are individual pictures of scenery such as trees, clouds, grass, flowers, airplanes, skyscrapers, street signs, etc. which can be drawn, colored, and cut out of construction paper or preferably oaktag. Scenery tape-ups are attached with tape loops to your theater front and sides. A collection of oaktag scenery tape-ups can be made and kept in a theater box in your classroom for a variety of puppet shows.



Note: To preserve oaktag scenery tape-ups cover each one with clear contact paper.

### PAPER STAND-UP SCENERY

Stand-up scenery is used on flat-top stages such as a desk and is placed to the sides and front of the stage area. Stand-up scenery can be made simply by folding a piece of 9" x 12" construction paper vertically, almost in half. One side of the folded paper should be 1" wider than the other. The wider portion is the base, which rests on the desk top. The thinner portion, which stands up, is where you will draw your scenery. For younger children, simply drawing the scenery will be enough. Older children can draw and cut out the outline of the scenery, thereby making a stand-up silhouette.



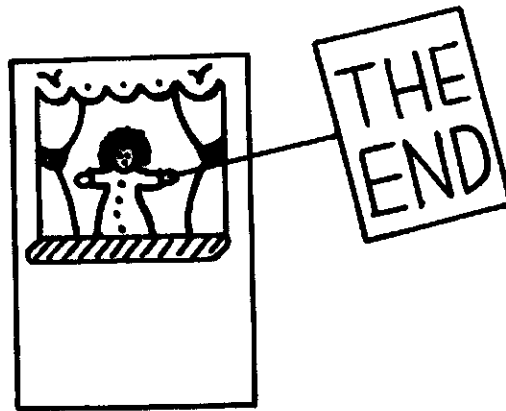
STAGES AND SCENERY IDEA CORNER

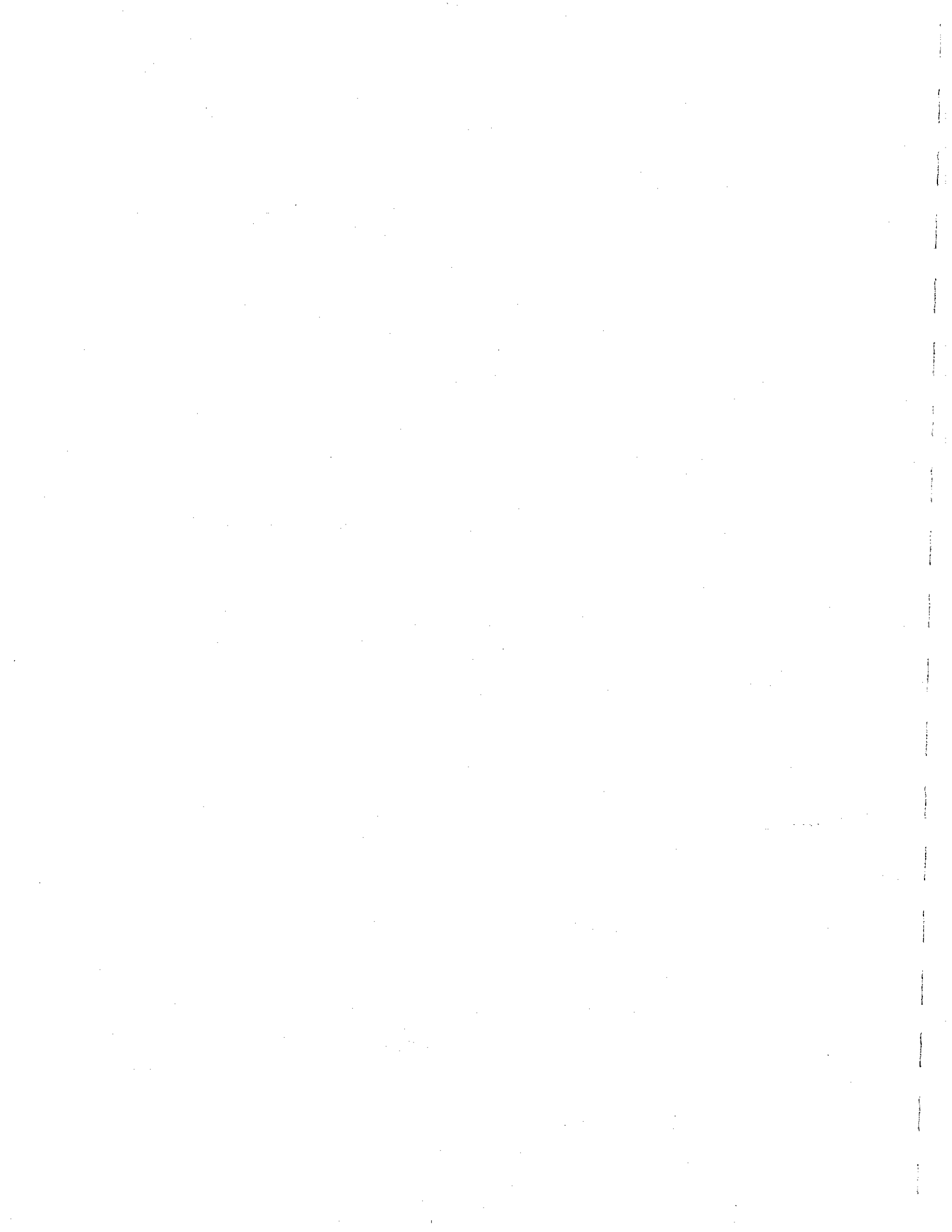
For fun you might try using some special effects with puppets. During a class puppet show, turn out the lights in your classroom and shine a flashlight on your theater stage opening to highlight the puppets who appear.

Small musical instruments such as bells, a kazoo, a toy piano, a sliding whistle, or harmonica can be played as part of a class puppet show to add some humorous and unusual sound effects.

Cassette tapes and records can provide background or accompaniment music for a lesson with puppets. For example, a Japanese paper puppet can be made to dance to *Koto* music.

Have your class select a name for their puppet theater. Make a sign of the theater's name. Set it out in your Puppetry Corner. See page 72. Other signs of puppet show titles can be attached to sticks and used to introduce or end puppet programs.





**APPENDIX**





## THIS LAND IS YOUR LAND\* – AN ENVIRONMENTAL PUPPET SHOW

A class or group puppet show is an ambitious project. But it is a project in which your entire group or class can work together, and which will help to develop a variety of skills by involving children in such activities as puppet-making, drawing, writing, organization, verbal self-expression, staging techniques and music. This project should last approximately 6 or 7 weeks if you allow 2 hours per week, in one or two afternoons.

### Planning

The schedule below should give you some idea of what you will need to make for your class puppet show, and how you and your class can organize your time to prepare for your final presentation of This Land is Your Land in 6 or 7 weeks' time. Note: It is advisable for the teacher to collect and keep all materials for the puppet show, from week to week, until the final presentation.

- First week – Introduce the project. Organize the class for the puppet show.
- Second week – Make the simple puppets.
- Third week – Write the simple scripts. Make drawings for chorus puppets.
- Fourth week – Decorate and complete final construction of puppet theater. We suggest using a refrigerator box (which may be obtained from a local appliance store) for your stage. We also suggest that the cutting and preliminary construction of your theater be done by the teacher prior to the Fourth week session. (See page 83 for making your Refrigerator Box stage.)
- Fifth week – Preliminary rehearsal.
- Sixth week – Final rehearsal.
- Seventh week – Final presentation.

### Class Organization

Divide your class into 4 groups. Each group will make special kinds of simple puppets to use in presenting different parts of the puppet show:

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\*Song written by Woodie Guthrie.

- Group I – The Chorus Puppets will sing “This Land is Your Land” and show drawings based on the song.
- Group II – The Nature Puppets will show and tell what is beautiful in nature.
- Group III – The Pollution Puppets will represent different kinds of pollution.
- Group IV – The Stop Pollution Puppets will present ideas on ways in which everyone can help stop pollution.
- Note: – All groups can help prepare and decorate the stage.

### Making the Puppets

There are many ways to make the simple puppets you will need for your class puppet show. See section on Simple Puppets from Simple Things for ideas on puppet making. For this activity we suggest using the “Paper Tab” puppet and the “Paper Talker” puppet. For example: the Chorus Puppets can be paper tab puppets of boys and girls. The paper tab Nature Puppets can have the shapes of trees, the sun, flowers, leaves, etc. The Pollution Puppets can be tab or talker puppets of smoke stacks, monsters, automobiles, litterbugs, etc. The Stop Pollution Puppets can include talking trash cans, bicycles, silent machines, etc.

### Writing Simple Scripts

Ask children in each group to choose what they want their puppets to tell about. The children should then write their ideas down in simple first-person sentences, which will be the “script” or message each child will have his or her puppet present. Simple poems, songs, jingles, or questions posed to the audience are also suitable as simple scripts. Below are two sample scripts.

#### A Pollution Puppet

##### “Litter Bug”

I am a litter bug.  
You find me everywhere.  
On streets, in parks and school yards.  
I am everywhere. Beware. Beware.

#### A Stop Pollution Puppet

##### “Noise Pollution”

Noise pollution, noise pollution  
Gets on my nerves.  
Look at all those noisy cars  
Screeching around the curbs.

### Rehearsals and Final Preparation

When your class or group has completed the making of their puppets, the writing of simple scripts, and the construction and decoration of the refrigerator box stage, you are ready to begin rehearsing for the final presentation. In our plan for the This Land is Your Land puppet show we have allowed for two rehearsals. Rehearsals are an exercise in discipline and class cooperation. They are not always easy and as much fun as the activities of puppet, script, and stage making. A teacher, however, can emphasize to the class the importance of rehearsals to the success of the final puppet show.

Preliminary Rehearsal – The class should be divided into the 4 groups which make up the puppet show. The Chorus Puppets should have their drawings or pictures ready to show, and their song well-rehearsed. The Nature, Pollution, and Stop-Pollution Puppets should have ready their simple scripts and any other signs, drawings, or props they wish to use in the show. The Preliminary Rehearsal should unfold in the following way:

Step 1. Review the sequence of the puppet show.

#### Sequence

- a) The Chorus Puppets begin the puppet show by singing the song, “This Land is Your Land.” Children hold up their drawings with their free hands.  
(Note: If this group has more than 3 children, have 3 children show their puppets from behind the puppet stage and the rest of the children in the chorus stand with their puppets to each side of the stage.)
- b) When the Chorus Puppets finish their song, they move to one side of the stage. The chorus can continue to sing verses of their song, while Group II, the Nature Puppets, take their places behind the puppet stage. The audience may be invited to sing or clap with the chorus.
- c) When the first Nature Puppet is ready to make his presentation, the chorus should be signaled by a Stage Manager (teacher or student) to stop singing. Children doing the Nature Puppets will be reading their scripts behind the puppet stage as they make their puppets move in the stage opening.  
Note: 2 puppets can talk together in the stage opening. Puppets may also ask questions of the audience.
- d) As the Nature Puppets return to their seats and the Pollution Puppets take their places backstage, the Chorus can again fill the interim with repeated

verses of "This Land is Your Land."

- e) One at a time the Pollution Puppets present themselves, and subsequently, the Stop Pollution Puppets with the chorus again filling the interim.
- f) The Finale of the puppet show may be done by having the entire cast of children and puppets stand in front of the puppet stage and sing a final round of "This Land is Your Land." Audience may be encouraged to sing along.

Step 2. Have groups practice taking their places in order behind the puppet stage and returning quietly to their seats.

Step 3. Have groups rehearse, behind the puppet stage and in order of sequence, their parts of the puppet show.

Note: At this time it is important to emphasize 4 things for the children to remember:

1. Speak slowly.
2. Speak very loudly.
3. Speak clearly.
4. Keep your puppet moving.

#### Final Rehearsal

Step 1. Review once again the sequence of the puppet show.

Step 2. Iron out any last minute details.

Step 3. Rehearse the puppet show exactly as it will be presented, and in the room where the show will take place on the day of the final program.

Step 4. At this time the class may decide to invite guests such as parents, school principal, supervisors, or other classes or groups of children to see the puppet show.

After you have completed the Final Rehearsal with all of the materials for the puppet show ready (puppets, scenery, signs, stage, scripts), your class should be ready to present their Final Presentation of **THIS LAND IS YOUR LAND – AN ENVIRONMENTAL PUPPET SHOW**. We hope that you will have as much fun with this project as we did with a group of third graders at Hooker School in New Haven.

