

**Lisa Bailey**

## **Story Puppet**

**Grade Level:** 4<sup>th</sup>-8<sup>th</sup> grade

**Class time:** 2-3 weeks

**Concepts:** Students will be able to interpret and identify characters from a story using puppets. They will perform with the puppet using information from the story.

### **Objectives:**

- Students will construct a three-dimensional puppet based on a character from a story.

**VA4PR.3** Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- Students will make their puppet move and put on a brief puppet show.

**VA4C.1** Applies information from other disciplines to enhance the understanding and production of artworks.

- Students will be able to identify a few main parts of a dog.

**VA4C.1** Applies information from other disciplines to enhance the understanding and production of artworks.

**Motivation:** Talk about pets, focusing on dogs. What do you think your pets do when you are not home? After reading the book: What are some things we have in common with a dog?...nose, ears, tongue, eyes, etc. Does a dog walk on two feet or on all fours? Explain how they will get to create their own dog they can make move any way they want.

**Vocabulary:** Puppet- a movable figure controlled by a person.

Marionettes- a type of puppet controlled from above by strings or wires.

Puppeteer- the person who operates the puppet.

Theater - is a building, room, or other setting in which theatrical performances or cinematic shows can be presented.

Jointed- a connection between two pieces of material.

Performance art - art in which works in any of a variety of media are executed premeditated before a live audience.

**Instructional Strategies:**

1. Read “Stanley’s Party” to the students. “Stanley’s Party” is about a dog who throws a party while his owners are away. Make sure to show the illustrations.
2. Introduce puppet making to the students. Show them a few types of puppets, sock puppets, hand puppets, paper bag puppets, and marionettes, string puppets.
3. Show them the parts of a marionette and compare them to the parts of a dog.
4. Tell them they can choose to make a puppet based on Stanley or one of his dog friends that attended the party.

**Student Procedures:**

1. Students will receive the parts they will need to construct the dog puppet. They will need five cardboard tubes. Four shorter pieces for the arms and legs and one longer piece for the body. They will receive the parts for the head when they are finished decorating the body.
2. They will focus on decorating the pieces first. They can use tempera paint, paper, and any found materials to decorate.
3. When they are finished decorating the body and limbs they will attach them. Using a one-hole punch, punch a hole on each end of the tubes where they will connect. The body will have four holes, two on opposite sides at the top and two on opposite sides on the bottom. The limbs will have two holes each, on the side connecting to the body. Students will use yarn to tie the parts together.
4. Students will receive the parts for the head. A paper plate for the head, a paper cup for the muzzle, and a cardboard tube with one side cut at an angle for the neck.
5. First, allow them to glue the cup to the paper plate. They can work on cutting out ears while they allow it to dry.
6. When the glue is dry they can focus on decorating the head, the ears can be stapled to the top of plate. To make sure the head is sturdy, have an adult present to hot glue the neck to the head with the angled side to the plate.
7. Use a one hole punch to punch two holes in the bottom of the neck piece and two holes correspondingly in the body (The body should have four holes at the top at this point). Tie the neck and body together with yarn. The puppet is almost finished!
8. Each student will receive two small wooden dowels that we will be using to operate the puppet. Using a one hole punch, punch one hole in the top of the head and one at each end of the limbs.
9. The first dowel will control the arms and the head. Measure out even strings for the arms and a shorter string for the head and tie yarn from the new holes to the dowel. The dowel should have three strings attached to it.

10. The second dowel is for the legs. Measure out strings longer than the arm strings and tie yarn from the holes to the dowel. This dowel should have two strings attached.

11. If students want to add paws to the end of the tubes/limbs to cover up the main hole in the tube they can use paper, tissues, cotton, or any found materials. Have them make final touches to make sure their puppet is just the way they want.

12. Puppet is ready for use. Allow students time to practice using their puppet. Have students form groups of three and put on a short puppet show for the class. They can come up with their own story or act out a scene from "Stanley's Party." Have each group turn in a script of their play.

**Modifications:** Blind Student- To differentiate between the body parts, each one can be decorated with a different texture like, feathers for the arms and sand for the legs.

A student who has English as a second language can help teach the class words for puppets in their language.

**Assessment:**

<b>Performance Indicator</b>	1	2	3	4
<b>Creativity and Originality</b>	Piece is finished but provides no evidence of creativity or originality	Piece includes an idea, but lacks originality and may have imitated someone else's plan	Piece includes some unique ideas and several materials were used	Piece includes many unique ideas and creative use of materials
<b>Effort and Perseverance</b>	Piece is incomplete	Piece is completed with minimal effort, work is somewhat careless	Piece is complete with good effort, meeting all requirements	Piece is complete with substantial evidence of effort, beyond what was required
<b>Concept Understanding</b>	Piece was created but does not depict a puppet from the book	Piece was created as a character in the book	Piece clearly represents a character in the book	Piece was obviously planned and created to represent a character in the book

**Materials:**

Scissors

Cardboard rolls

Disposable plates

Paper

Disposable Cups

Glue

Hole punch

String

Stapler

Tempera paint

Paintbrushes

Water cups

Paper towels

Small wooden dowels

Hot glue gun

**Resources:** Bailey, Linda, and Bill Slavin. *Stanley's Party*. Toronto: Kids Can, 2003. Print.

**Closing Statement:** Go over the parts of the puppets the students have created. Let them observe their classmates puppets and discuss the differences.