



Researching Puppets

Standard Connection:

ELA.W.PK4.6

ELA.RI.PK4.10

S.T.PK4.3

SS.OW.PK4.1

SS.FC.PK4.6b

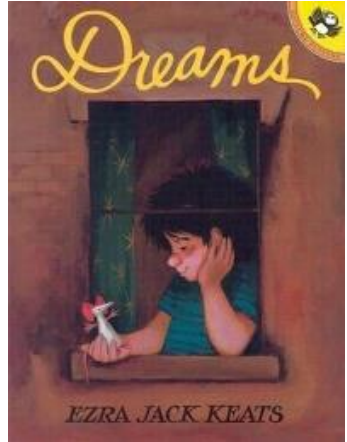
TH.CN11.2.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Dreams</i> <i>Puppets Around the World</i> (see Resource) paper blank books clipboards writing utensils Shadow Puppets from Small Groups 	<p>document: to write down/record</p> <p>information: knowledge/fact that come from a source</p> <p>marionette: image of a puppet</p> <p>puppet: a figure moved by a human</p> <p>research: the process of solving problems and finding facts</p> <p>shadow: the dark shape made when something blocks light</p>	

Intro to Centers	
Preparation: Set up materials	
“In <i>Dreams</i> , Roberto’s paper mouse created a shadow . What do you notice?”	Show Illustrations. Children respond.
“Roberto made the puppet in school. Here are shadow puppets you used in Small Groups. What do you notice?”	Show Illustrations. Children respond.
“Here are images of other puppets - <i>marionettes</i> , <i>bunraku</i> , <i>mua roi nuoc</i> , and <i>wayang puppets</i> . What do you notice?”	Show images. Children respond.
“Today in Library and Listening, you can research and document information about puppets that would be helpful to others when they create puppets .”	

During Centers:

Encourage children to collaborate, e.g., one child researches while another child documents information. Compare and contrast puppets in their research to classroom puppets/Roberto's mouse puppet. Encourage children to use their research to create *How To* books/a survey (*Which Puppet Would You Like to Play With?*).

Guiding Questions During Centers:

- How is a (mua roi nuocp) puppet similar to or different from a (marionette)?
- How could someone use your research to create a puppet?
- How is telling a story with a puppet similar to or different from story acting?
- How can you use maps to document you research?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered and strategies used.

Documentation:

Collect samples of the children's work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Arrange and document a field trip to a puppet show. Encourage children to create and use puppets to act out Read Alouds. Invite a puppeteer to visit the classroom and demonstrate his/her craft.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically partner children together so that those that need more support have a partner that can help them. Provide a variety of materials for children to use to research and create books.