

GP152

Make-A-Puppet (Pk/24)

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MORE IDEAS...



Make puppets for characters in your favorite storybooks to use while reading the story.



Add other trims, such as yarn for hair, buttons, ribbons, beads, etc.

Make-A-Puppet (Pk/24)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING

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YOUR KIT CONTAINS:

- Precut Puppet Shapes
- Assorted Chenille Stems
- Tracing Paper
- Storytelling Book
- Design Ideas
- Tablecloth
- Glue
- Puppet Theater Sheet
- Teaching Guide with Complete Instructions and Illustrations

AGE GROUP: 8 and up
PROJECT TIME: 30 minutes

YOU WILL NEED:

- A Heavy Book
- Pencils
- Scissors

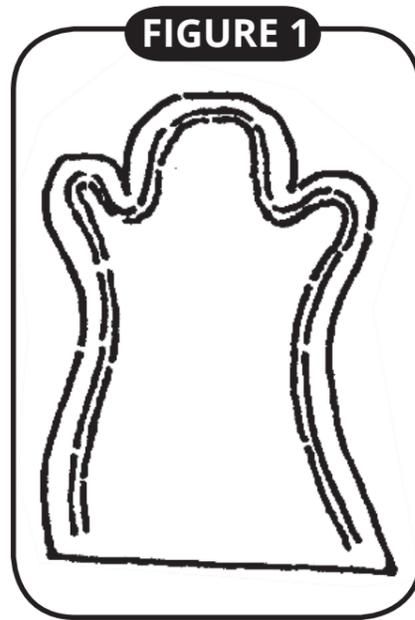
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Teaching Activities Inside

INSTRUCTIONS:

1. a) Have each class member decide which color puppet they would like to make. Each puppet requires two matching precut shapes.
 - b) Place one of the puppet shapes on your work surface. Apply a generous line of glue along the outer edge of the side, arms and head area of the puppet shape. (See Figure 1) Leave the straight bottom edge unglued so you may inset your hand up into the puppet.
 - c) Place the other puppet shape over the shape with the glue edge. Line up edges carefully and press them together. Place a heavy book on top of the puppet. Allow this to dry overnight. Glue must be completely dry before you decorate it.
2. a) You may use one of our design ideas for the character features for your puppet or create your own.
 - b) Use the tracing paper to trace patterns of the designs. Cut out the patterns.
 - c) Chenille stems may be cut and used for whiskers, tails, etc.
3. a) Remove the book from the puppet. Arrange the felt and chenille stem pieces on the puppet until you are pleased with the design.
 - b) Glue the felt and chenille stems to the puppet.
 - c) Replace the book on top of the puppet and let dry.



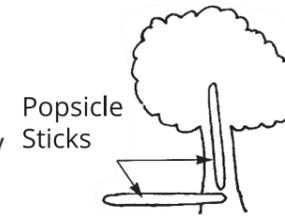
FINE ARTS

OBJECTIVE: Create props and scenery for an animal.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: puppet theater (cardboard box), art materials (i.e., string, cardboard, construction paper, markers, Popsicle sticks)

PROCEDURE: After each group has written their play, the students will need to design a set. Students should discuss where the play takes place. Things to consider include: indoor/outdoor, daytime/nighttime, school/house/bedroom, furniture/trees/sun, etc. Using the art materials available, have the students create a background for their play. Props can be hung from the puppet theater with string. If there is a shelf on the puppet theater, scenery can be propped up with Popsicle sticks.



SOCIAL STUDIES

OBJECTIVE: Locate and label areas on a map where their animal could be found.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: encyclopedia, nonfiction animal books, copy of a world map for each student, class world map, Internet.

PROCEDURE: Prior to the lesson, find a world map and make copies for all the students. Have the students break into cooperative groups by their animal (lion, bear, rabbit). Using the Internet and animal books, find out where these animals could be found. Using the individual maps, have students color in the appropriate areas. When each group is finished, they can explain their findings to the rest of the class. A class map can be used to shade in where each animal can be found with an appropriate label.

ANIMAL PUPPETS			
4			
3			
2			
1			
	rabbit	bear	lion
	animal puppets made		

SCIENCE

OBJECTIVE: Learn about and compare characteristics of herbivores and carnivores.

SUGGESTED TIME FRAME: 25 minutes

ADDITIONAL MATERIALS: encyclopedias, nonfiction animal books, Internet

PROCEDURE: With the class, discuss types of food animals eat. List meats in one column and plants in another column. Explain that some animals are carnivores (meat eaters) and other animals are herbivores (plant eaters). Taking the three animals used to make puppets (bear, lion and rabbit), use an encyclopedia, animal books, the Internet and the students' knowledge to make a list of the food these animals would eat under the correct column (herbivore or carnivore). Compare the lists. Discuss where and how these animals get the food.

HERBIVORES	CARNIVORES		
	RABBIT	BEAR	LION
	1. Lettuce	1.	1.
	2.	2.	2.

MATH

OBJECTIVE: Graph the number of each animal puppet made by the students.

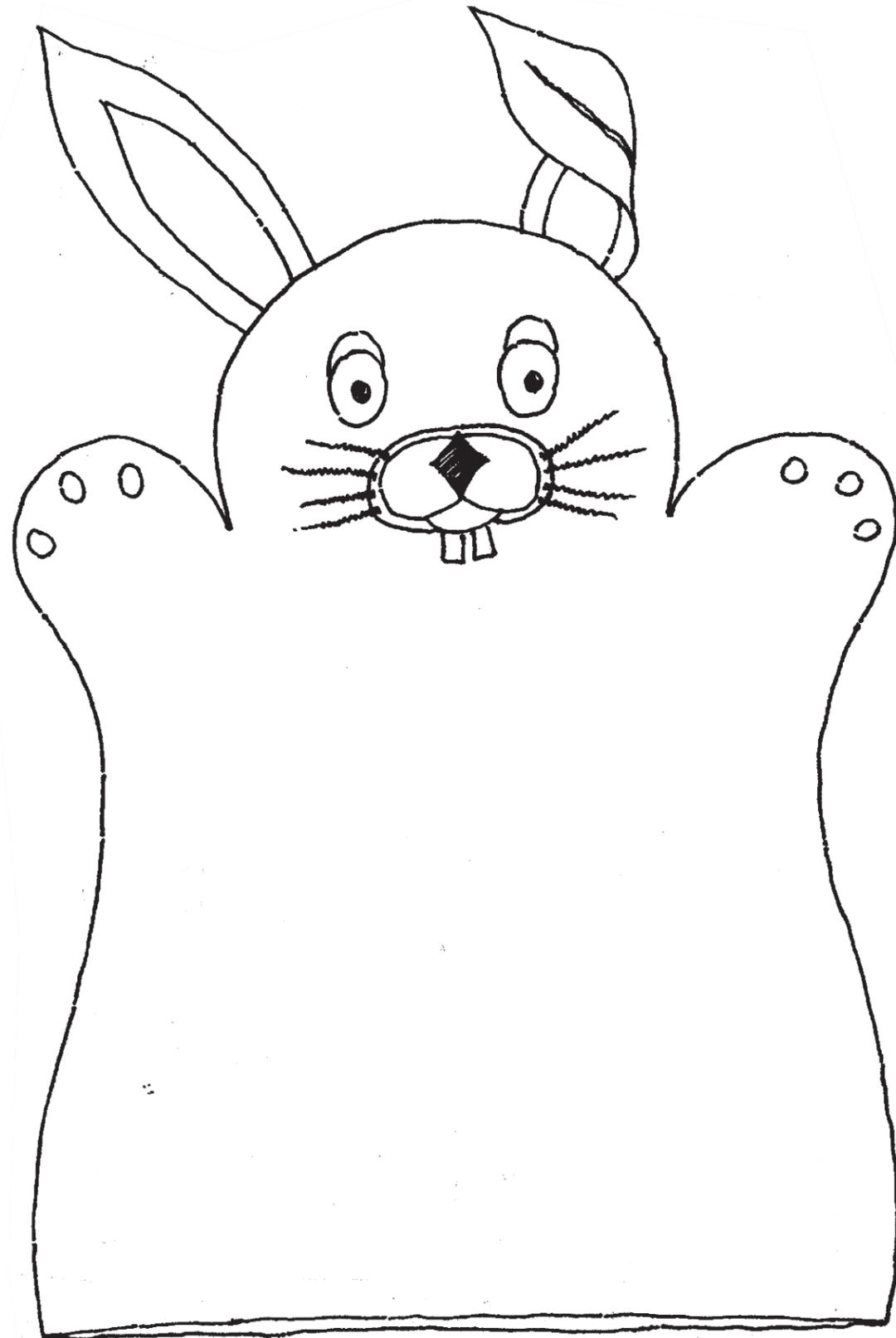
SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: pink, yellow, brown construction paper, large white paper, glue

PROCEDURE: Before beginning the lesson, cut out 3" squares of each color (pink, yellow, brown). Prepare a graph on white paper with the title: ANIMAL PUPPETS and the labels: number of animals and rabbit, bear and lion for each column. During this lesson, use the pink squares to represent rabbits, yellow squares to represent lions and brown squares to represent bears. Each student should choose the color square that corresponds to their puppet after an explanation of the color representations. Ask students to glue their squares on the graph. Discuss the graph as a class. Examples might include: most? fewest? How many more bears than rabbits? How many bears and lions? How many puppets were made in total?

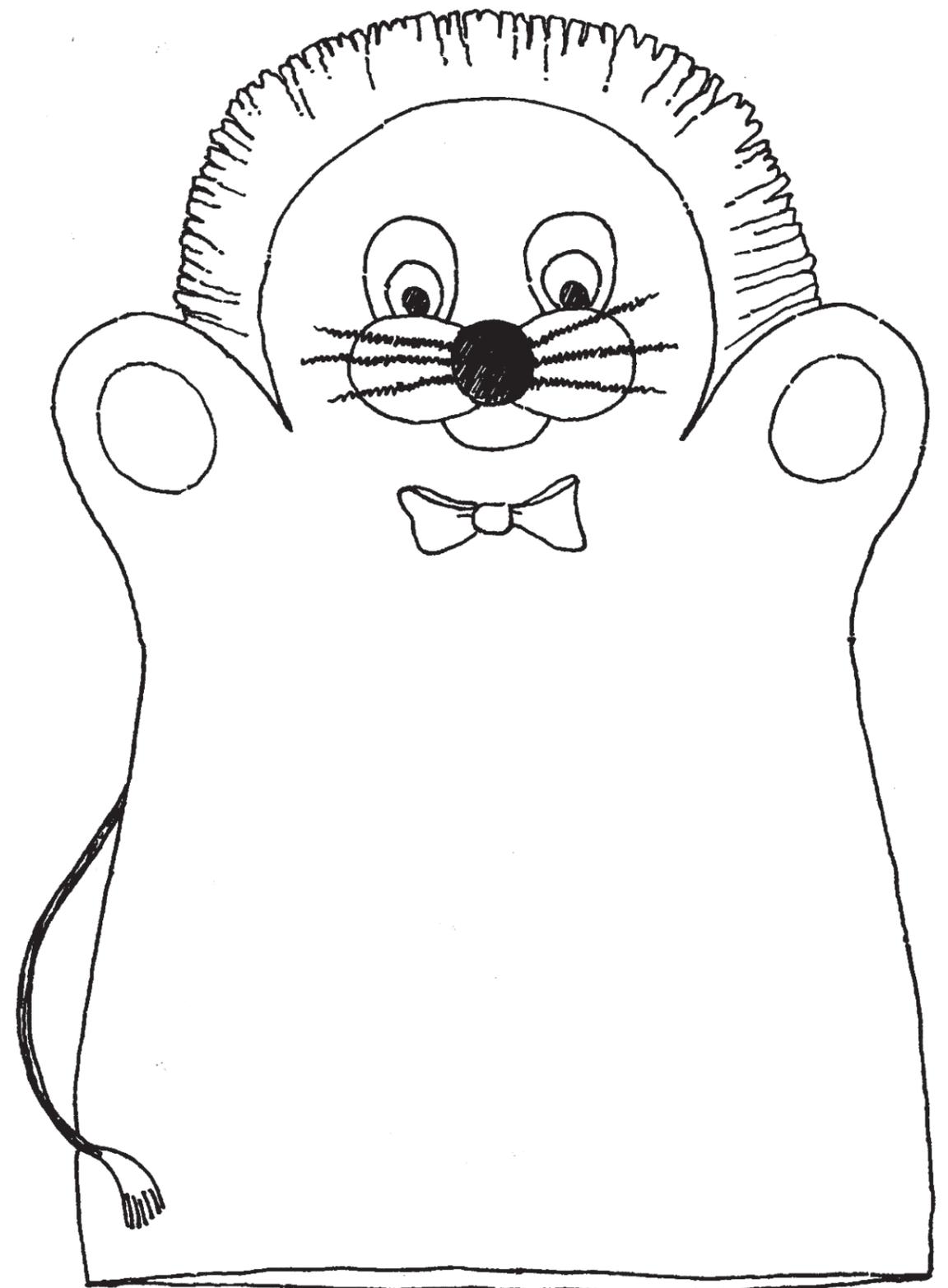
Make-A-Puppet Rabbit

(Copy before cutting shape)



Make-A-Puppet Lion

(Copy before cutting shape)



ARTS/SCIENCE

OBJECTIVE: Illustrate their animal and its environment throughout the four seasons.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: construction paper, crayons, marker, scissors, strips of paper 3" wide by 16" long and 6" wide by 10" long (one for each student)

PROCEDURE: Before beginning the lesson, cut out strips of paper 16" long and 3" wide. Also cut out strips of paper 10" long by 6" wide. Cut one of each for every student. Draw a 4" square box on the right end of the strip of paper. Ask each student to fold it in half and fold it in half again to create four boxes. Students should then label each box with the names of the seasons. Next, each student should draw their animal in each box, concentrating on how the environment would look in each season. After completing the illustrations, students will need to cut a box (2-1/2" wide by 4" long) on the right side of the other strip of the paper. To the left of the box, have the students write: "My animal looks like this in..." Place the season strip behind the sentence strip and read each statement.



MY ANIMAL LOOKS LIKE THIS IN...

OBJECTIVE: Make patterns using animal crackers.

SUGGESTED TIME FRAME: 25 minutes

ADDITIONAL MATERIALS: animal crackers, plastic bags

PROCEDURE: Before beginning the lesson, prepare a bag of animal crackers for each student. Every bag needs to have four different animals. The bags should include about five crackers of each animal (five bear, five tigers, etc.) with a total of twenty crackers. Begin the lesson by modeling how to make an AB pattern.

Next, ask students to choose two animals and create an AB pattern from their bag of crackers. Variations of this activity might include: creating patterns with a partner, eating their pattern as they read it, repeating the activity with other patterns (ABC, ABCD, AAB, ABB, etc.) or drawing the pattern they have created on paper.

LANGUAGE ARTS/READING

OBJECTIVE: Work in cooperative groups to write a play.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: paper

PROCEDURE: Divide students into cooperative groups. Three to four students would make an ideal group. Students will need to bring their puppets with them. Each group should come up with a conflict and resolution between the animals. Once this has been decided, the students can begin to write their play. Reminders to have a beginning, middle and end would be helpful. If students are unable to write yet, they can record their play on a tape recorder or draw a set of sequential pictures. Another idea would be to have a parent or older student available to assist each group. After the play is written and scenery is made, have students act out the play for the class.

LANGUAGE ARTS

OBJECTIVE: Write a descriptive paragraph about their puppet.

SUGGESTED TIME FRAME: 35 minutes

ADDITIONAL MATERIALS: writing paper

PROCEDURE: Brainstorm a list of descriptive words that students could use in their paragraph. Include words that describe feelings, physical characteristics and habitats. Prior to writing, this might be a good opportunity to discuss nouns and adjectives. Explain that adjectives are descriptive words and nouns are people, places, or things. It is important for descriptive paragraphs to contain lots of adjectives so the reader can get a mental picture of what is being described. Once this is clearly explained, have the students write their paragraph. When written, the students can exchange their paper with a partner. Have the partner mark any spots in the paragraph where a descriptive word could be added. Rewrite the paragraph adding any extra descriptive words.

Make-A-Puppet Bear

(Copy before cutting shape)

