

Storytelling and Puppets

Grade:
Kindergarten

Class Sessions:
8
50 minute
Sessions

Teacher:
Mina Hartong

Instructional Goal:

- Through puppetry, very young children, especially ELLs, can find their voice and emerge as beginning storytellers.

Theater Benchmarks Addressed:

- 2nd grade Theater Making: Acting
Students activate and use their imaginations as well as the analytical and process skills associated with acting.
- 2nd Grade Theater Making: Playwriting/Play Making
Students imagine, analyze and understand play making processes by listening, retelling, and creating stories and dramas.
- 2nd Grade Theater Literacy
Students articulate responses to theater performance.
- 2nd Grade Making Connections
Students explore how other art forms are incorporated into theater.

Project Description:

- Students will retell a small moment from their lives. They will “write” their script through speaking, listening, retelling and drawing stories with a story partner. They will create puppets for their story. They will rehearse as narrators with teacher as puppeteer. This unit works best when collaborating with the visual art teacher or specialist.

Big Idea(s) of this Unit:

- The practice of puppetry and storytelling can free up the voice.

Indicators of Student Learning - Key Knowledge, Skills & Understandings

Students will know

1. How to tell stories for the stage.
2. How to respond and behave appropriately as an audience member.

Students will be able to:

1. Narrate a story to an audience with compelling expression.
2. Identify the beginning, middle and end of the story.

Students will understand that:

1. When stories are retold for the stage, the story can change.
2. The difference between reading a story and telling a story as theater.

Storytelling and Puppetry Continued

Assessment

Assessment/Evidence

Teacher Observation

1. Throughout the unit, teacher observes students storytelling. Teacher is listening for characters, voices, and conversations where student demonstrates understanding of make believe circumstances. (See page 8)

Peer to Peer

2. Students respond to each other's work using "audience eyes." (See page 6)

Self

3. Students take more risks and adapt their story to the stage.

Storytelling and Puppetry Continued

Template by Joanna Hefferen/ArtsConnection, 2007

Learning Experiences	Theater Strands				
	<i>making</i>	<i>literacy</i>	<i>connections</i>	<i>resources</i>	<i>careers</i>
<p>Session 1 Model how to tell a partner a small moment story. Try to encourage no more than two characters. Students sit with a partner. Each partner tells a story of a small moment from their lives (e.g. On Saturday, I went to the playground with my dad and we played on the slide). Come back to the large group to explain how each person is the ACTOR and the other is the AUDIENCE and both are needed for a story to be told on stage. Define these words if needed. Go back to partner and tell the same story standing up and with more expression of voice and body. Teacher observes for possible partnerships.</p>	◆	◆			
<p>Session 2 Teacher asks for a volunteer for a short, small moment. Teacher will model how the fingers can move like a puppet to retell the story with each hand playing a character- to show action, feeling, and a voice. Students sit with a partner and tell the same small moment like last session but this time adding puppet fingers to the storytelling, one is ACTOR, the other AUDIENCE. Teacher observes for possible partnerships.</p>	◆	◆			
<p>Session 3 Partnerships are set. Warm up with mirror game. Try to keep the same partnerships throughout the unit. Tell your story to your story partner using puppet hands. Draw the beginning, middle and end moments. Students may write words if they can on their own. This is their "script". If time, practice with your script narrating the story to your story partner. Switch.</p>	◆	◆	◆		
<p>Session 4 At this point, the script should not change beyond a few details. Share the stories with the class (audience) and ask the audience to identify the beginning, middle and end. Storytellers should have the opportunity to retell their story so that these elements are clearer.</p>	◆	◆			
<p>Session 5 Designing your puppet. Students will draw what they want their puppets/characters to look like for their story. Cut out the designs and paste on a popsicle stick to create each puppet. If the students have art class, try to extend this session into art class or art centers so that the students have more time to create the puppets they need for their story.</p>			◆	◆	
<p>Session 6-7 Rehearsal with the puppets. Teacher is puppeteer as each storyteller narrates their story. All students practice being an AUDIENCE. Students who are reluctant can narrate in partnerships or as a chorus (small group of 5).</p>	◆	◆			
<p>Session 8 Sharing of puppet stories with an outside audience (another K class or parents) if so desired. Use audience eyes for feedback after sharing.</p>	◆	◆			

Storytelling and Puppetry Continued

Resources

Jim Gamble (Master Puppeteer) DVD's available at www.jimgamble.com (excellent for examples of performance)

Take a Bow: Lesson Plans for PreK-2nd Grade Drama by Nina Czitram

101 Hand Puppets: A Beginner's Guide to Puppeteering by Richard Cummings

Hand Shadows and More Hand Shadows by Henry Bursill

Finger Puppet Mania: 64 Pages Includes Patterns by Karen H. Whiting

Puppets Around the World by Meryl Doney

Puppet Playhouse by Ellen Florian

101 Drama Games for Children by Paul Rooyackers and Cecilia Bowman (Mirror Game)

Children Tell Stories: A Teaching Guide by Martha Hamilton

The Way of the Storyteller by Ruth Sawyer

Storytelling and Puppetry Continued

Materials, Lesson Extenders and Word List

Materials

Blank paper or white foam core

Markers

Popsicle sticks

Rubber cement or glue sticks

Lesson extenders

Puppetry around the world

Punch and Judy puppet shows

Create a book of small moment stories

Word list

Actor- a person who performs a role or character in a play

Audience- the people who sit together quietly and watch and listen to the performance

Puppet- a tool an actor holds in their hand and manipulates to tell a story on stage

Storytelling and Puppetry Continued

Hand-out

My audience eyes are working when...

- **I am looking at the whole stage and watching and listening and completely focused on the play**
- **I notice details of how the actors move and speak**
- **I can talk about other things besides acting: the lights, scenery, use of props, masks, puppets, music, costume, stage combat, movement, dance, instruments**
- **When I talk about what I saw I use words like I noticed, I liked, I wish...**

Storytelling and Puppetry Continued

The Mirror Game

Mirror Game

- **Two actors stand facing each other. They stand still and make eye contact.**
- **One partner goes first. They silently pantomime small actions, facial gestures while maintaining eye contact with their partner at all times. The other partner acts as their “mirror” and copies exactly what their partner is doing, as if they are looking in the mirror. There is no noise and no talking, only silent gestures.**
- **Partners switch roles and the other partner acts as the “mirror”.**

