

# Puppet Play

## Background Information for Teachers

“With Hope and Will, we can help kids who are having an especially hard time coping, work through their feelings and emotions. Sometimes a child will be lost in conversation with Hope and then stop short and say, ‘She’s just a puppet, right?’ I’ll say, ‘yes,’ and the child will go right back to her play.”

Will and Hope are puppets at St. Jude Children's Research Hospital.

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For some children who are uncomfortable sharing sad feelings, a stuffed animal or puppet may help. Some children are more likely to open up to a stuffed animal because they know they will be listened to and not judged harshly.

[http://www.childreauthorsnetwork.com/author/dl/JSP\\_Kids%20Have%20Feelings%20Too.pdf](http://www.childreauthorsnetwork.com/author/dl/JSP_Kids%20Have%20Feelings%20Too.pdf)

The visually simple sets and puppets, matching the capabilities of young children, allow children to use their own imaginations, and encourages children to create their own playthings and to engage in imaginative play.

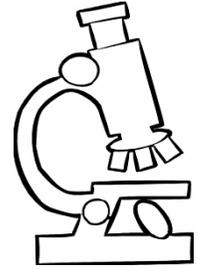
<http://pbskids.org/rogers/parentsteachers/series/philosophy.html>

Image Credit <http://www.stevespanglerscience.com/product/1643>

## **Time to Experiment: PUPPET PLAY -**

**Materials:** (you must provide materials unless otherwise noted)

Tree puppet base and finger puppets from Folkmanis and the Sierra Club (provided)  
Alligator, Bat, Butterfly, Turtle, Duckling, Raccoon, Opossum, and Squirrel puppets from Folkmanis (provided)



### **Procedure:**

1. Have your students set up the baldcypress tree home with all the puppets that belong in a wetland.
2. They may need to use the Puppet Activity sheet to help them understand what animals go where.
3. Have your students gently interact with the puppets to explore concepts of wetland habitats, the animals that live there, and how they interact.
4. Perform the sample (partial) skit for your students, using the puppets provided, and then have them complete the skit on their own using their own imaginations.

### **Extensions:**

1. Have your students create puppets, a puppet theater, and a skit.
  - \*Cut out shapes from construction paper or magazine pictures or draw pictures. Attach a craft stick with a staple to the bottom to create a puppet.
  - \* Make a background with a box. Line it in pictures of a habitat.
  - \* Create and perform a skit for the stick puppets in the theater that your students have created.

### **Conclusions:**

Your students should be able to understand some of the animals that live in the wetlands after they completed the following experiments.



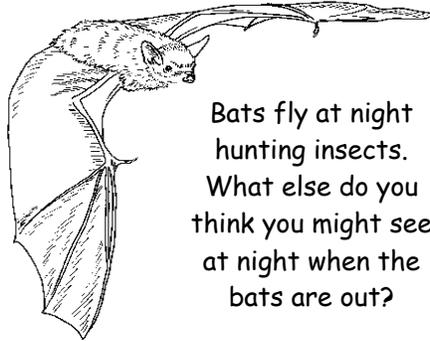
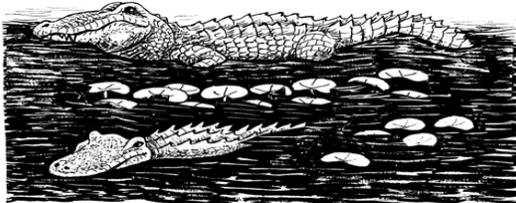
## Jean Lafitte National Historical Park and Preserve

Name: \_\_\_\_\_

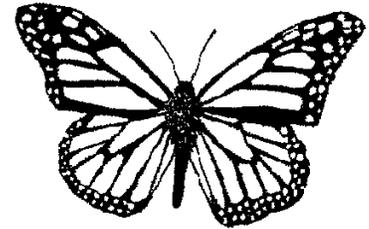
Date: \_\_\_\_\_

These puppets are all animals of the wetlands - use them to make up your own wetland stories.

Alligators are the "king of the swamp." What do you think it would be like to be "king of the swamp?"



Bats fly at night hunting insects. What else do you think you might see at night when the bats are out?



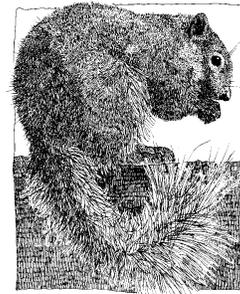
Butterflies are colorful insects with large wings. Where would you fly with a butterfly?



An opossum is the only marsupial (like a kangaroo) in the United States. Mom will take care of her young in the pouch for up to 3 months. What do think it would be like to live in a pouch?



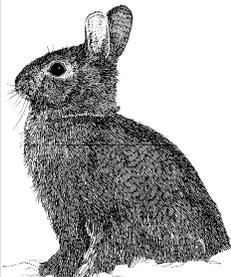
Ducklings are baby birds that really love the water. What games do you think they would play in the water?



Squirrels can break nuts with their strong teeth. What would you eat if you had really strong teeth - rocks, bricks?



Raccoons have many names - some of their names mean: "they pick things up," "they rub and scratch," "painted face," "doglike leaper on crawfish," "fisher," and many more. What would your name be?

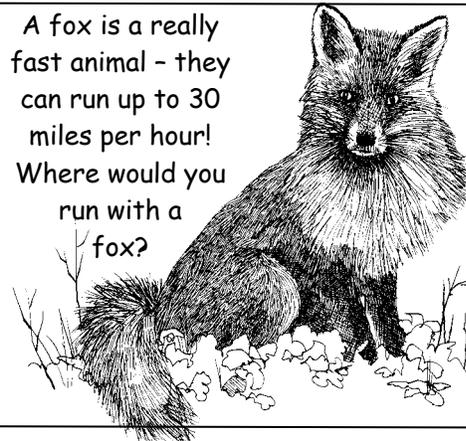


When scared, the marsh rabbit takes to water, where it may float with only its eyes and nose seen. The marsh rabbit sometimes walks on its hind-legs. Have you ever walked on all 4 of your "legs?"

Turtles have a hard shell to protect them. What would you do if you had a hard protective shell - slide down mountains, launch into outer space?

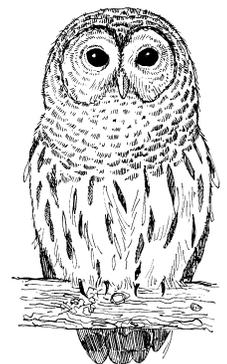


Louisiana black bears can have fur in many colors besides black. They can be reddish brown, brown, even blonde. What color fur (hair) do you have?



A fox is a really fast animal - they can run up to 30 miles per hour! Where would you run with a fox?

Barred owls make a call that sounds like "who cooks for you." They eat many different things like crawfish, rabbits, bats, beetles, and frogs. What's your favorite thing to eat?



## Sample (partial) Skit for the Puppets:

**Billy the Baby Raccoon: (Billy speaks very quickly... chattering like) :**

“Hello, boys and girls, I am Billy the Raccoon, and I’m from Jean Lafitte National Historical Park and Preserve. I live along the Bayou de Familles in the Barataria Preserve, and I live in this wonderful tree.”

**(Bring out the Baldcypress Tree Puppet)**

“This is my tree – the Monarch! I’ve lived here my whole life and I get everything I need here, a home, and food like berries, and grapes, crawfish, eggs, frogs, and even insects..”

**(Billy the Baby Raccoon sits up and sniffs the air) :**

“Uh oh. Someone’s coming. I’m gonna hide in my old tree. Boys and girls, don’t tell them where I am okay? PROMISE?”

**(Billy the Baby Raccoon scurries behind your back)**

**Allison Alligator** appears drifting through the area looking for a raccoon lunch.

**(Allison Alligator)**

“I’m soooooo hungry!”

She moves on and shuffling fades as alligator moves away back into the Traveling Trunk.

**Billy emerges slowly, whispering... “Are they gone?”**

**(Children cooperate with quiet “yes”)**

“I gotta be careful here in the bayou cause some animals like to eat raccoons... ( **gulping throat as Billy says**) ...like owls, and hawks and coyotes and (**gulp**) alligators...Good thing I’ve got great hearing and I can see well, so I can run away. Some of my friends are lucky too because they have cool shells to hide in...”

**(Billy looks in the Traveling Trunk, you grab the turtle puppet)**

“Here comes one of my friends now, Tom Turtle.”

**Turtle** arrives showing shell and nodding yes to questions.

**Billy:**

“Hey, Tom, are you feeling good today?”

**(turtle nods)**

“I was just telling these boys and girls that you and I are some of the lucky critters in Barataria, because I am fast and have great ears, and you have an awesome hard shell to protect you. Isn’t it nice having a hard shell to protect you?”

**(turtle nods)**

“You spend time along the bayou too, don’t you, Tom?”  
**(turtle nods)**

“You eat grasses? and fishes? and bugs too?”  
**(turtle nods with each suggestion)**

“Oh, I see a school of fish swimming by now. Are you gonna try and go eat some of them?”

**(turtle nods and starts to move off)**

“Well, bye-bye, Tom, good luck fishing....Boys and girls, let’s wish Tom good luck fishing.”

**(Children say “Good luck, Tom”)**

**Billy:**

“It sure is nice having friends here at Barataria. I see another one of my friends coming right now, do you all want to meet her?”

**(Children nod or shout yes)**

**(Rabbit appears)**

**Billy:**

“Hello, Marsh Rabbit! Are you having a good day today?”

**(Wanda Lee Rabbit nods)**

“Yes, Billy, how about you?”

**Billy:**

“Yes, indeed, Wanda Lee, I’m showing my new friends around. We were wondering what you like to eat?”

**(Wanda Lee Rabbit nods)**

“I love to eat marsh grasses here at Barataria.”

**Billy:**

“Oh, me too, Wanda Lee, I love to eat marsh grasses! I also like bugs, and fish, and eggs, and little birds, and berries, and crawfish, and lots and lots of things.”

**(Wanda Lee Rabbit nods)**

“I guess, Billy, but I only eat plants, I don’t like those other things. Well, I must be hopping along, I’ll see you soon Billy – BYE!”

**Billy:**

“Be careful, Wanda Lee, I saw Allison Alligator earlier, and she looked hungry. You should stay out of the water – right, boys and girls?”

**(children shout “RIGHT!”)**

“Be careful, Wanda Lee Swamp Rabbit!! Thanks for coming to see us! Bye-bye!! Would you like to meet more of my friends? Well, let’s bring them out!”

**(Bring out other puppets and introduce them and allow your students to make up their own skits.)**

# Benchmarks and Grade Level Expectations

## Benchmarks K-4

### Science as Inquiry

#### A. Abilities Necessary to do Scientific Inquiry

- SI-E-A1 asking appropriate questions about organisms and events in the environment.
- SI-E-A2 planning and/or designing and conducting a scientific investigation.
- SI-E-A3 communicating that observations are made with one's senses.
- SI-E-A6 communicating observations and experiments in oral and written formats.
- SI-E-A7 utilizing safety procedures during experiments.

#### B. Understanding Scientific Inquiry

- SI-E-B5 presenting the results of experiments.
- SI-E-B6 reviewing and asking questions about the results of investigations.

### Life Science

#### A. Characteristics of Organisms

- LS-E-A3 locating and comparing major plant and animal structures and their functions (1, 3);
- LS-E-A4 recognizing that there is great diversity among organisms (1);

#### B. Life cycles of organisms, which include:

- LS-E-B1 observing and describing the life cycles of some plants and animals (1, 3);
- LS-E-B2 observing, comparing, and grouping plants and animals according to likenesses and/or differences (1, 2, 4);
- LS-E-B3 observing and recording how the offspring of plants and animals are similar to their parents (1, 2, 3, 4);

### Organisms and Their Environments

- LS-E-C1 Explain how some organisms in a given habitat compete for the same resources (LS-E-C1)  
Describe how organisms can modify their environment to meet their needs (e.g., beavers making dams)
- LS-E-C2 Describe how some plants and animals have adapted to their habitats  
Identify the habitat in which selected organisms would most likely live and explain how specific structures help organisms to survive

### Language Arts: Reading

- ELA-1-E1 Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning
- ELA-1-E2 Using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching, sentence framing)
- ELA-1-E3 Adjusting speed of reading (e.g., appropriate pacing, intonation, expression) to suit the difficulty of materials and the purpose for reading (e.g., enjoying, learning, problem solving)
- ELA-1-E5 Reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., range for fiction passages-450-1,000 words; range for nonfiction-450-850 words)
- ELA-1-E6 Interpreting (e.g., retelling, summarizing) texts to generate connections to real-life situations

### Language Arts: Writing

- ELA-2-E3 Creating written texts using the writing process
- ELA-2-E4 Using narration, description, exposition, and persuasion to develop compositions (e.g., stories, letters, poems, logs)
- ELA-2-E5 Recognizing and applying literary devices (e.g., figurative language)
- ELA-2-E6 Writing as a response to texts and life experiences (e.g., journals, letters, lists)
- ELA-3-E1 Writing legibly, allowing margins and correct spacing between letters in a word and words in a sentence
- ELA-3-E2 Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments
- ELA-3-E3 Demonstrating standard English structure and usage by writing clear, coherent sentences
- ELA-3-E4 Using knowledge of the parts of speech to make choices for writing
- ELA-3-E5 Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary

### Language Arts: Critical Thinking

- ELA-7-E1 Using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts
- ELA-7-E2 Using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts
- ELA-7-E3 Recognizing an author's purpose (reason for writing), and viewpoint (perspective)
- ELA-7-E4 Using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations



## Grade Level Expectations K-4

### Science as Inquiry

#### Abilities Necessary to do Scientific Inquiry

K 1 2 3 4

1 1 1 1 1

2 2 2 2 2

4 5 6 6 7

6 7 8 8 9

7 8 9 9 10

8 9 10 11 12

9 10 11 12 13

Ask questions about objects and events in the environment

Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations

Use the five senses to describe observations

Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data

Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate

Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios)

Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties)

#### Understanding Scientific Inquiry

K 1 2 3 4

13 14

14 15

20

Identify questions that need to be explained through further inquiry

Distinguish between what is known and what is unknown in scientific investigations

Determine whether further investigations are needed to draw valid conclusions

### Life Science

#### Characteristics of Organisms

K 1 2 3 4

22 28

Classify objects in a variety of settings as *living (biotic)* or *nonliving (abiotic)*

### Physical Science

#### Properties of Objects and Materials

K 1 2 3 4

16

17

22

Observe and describe common properties of solids, liquids, and gases

Sort and classify objects by their state of matter

Investigate and explain conditions under which matter changes physical states: heating, freezing, evaporating, condensing, boiling

### Earth and Space Science

#### Properties of Earth Materials

K 1 2 3 4

37

35

39

36

45

46

55

Illustrate how water changes from one form to another (e.g., freezing, melting, evaporating)

Examine soils to determine that they are often found in layers

Identify the characteristics of soil, according to color, texture, and components, including *living (biotic)* and *nonliving (abiotic)* substances

Observe and record the properties of rocks, minerals, and soils gathered from their surroundings (e.g., color, texture, odor)

Recognize and describe that rock is composed of different combinations of minerals

Describe earth processes that have affected selected physical features in students' neighborhoods (e.g., rusting, weathering, erosion)

Recognize that sedimentary rocks are composed of particles that result from weathering and erosion (e.g., sandstones, conglomerates)

### Language Arts

#### Standard 1 – READING

K 1 2 3 4

1,5 1-5 1,2,4,5 1-6 1-3

6,7 9

9,10 15 10 10 5,7

11 16 11 11 6

ELA-1-E1

ELA-1-E2

ELA-1-E5

ELA-1-E6

#### Standard 2 – WRITING

K 1 2 3 4

19,20 26

21 27 23 22

23 28

25 29 25

27 31 27 26

ELA-2-E1

ELA-2-E2

ELA-2-E3

ELA-2-E4

ELA-2-E5

ELA-2-E6

#### Standard 3 – GRAMMER

K 1 2 3 4

28-30 32 27 28 27

31 33,34 28,29 29,30 28

35-38 30 31 30,31

39 31,32 32

32 40-43 33-35,37 33,34,36 32

ELA-3-E1

ELA-3-E2

ELA-3-E3

ELA-3-E4

ELA-3-E5

#### Standard 7 – CRITICAL THINKING

K 1 2 3 4

22 17 14

22 18 15

24 19,20 16

25 24 21 19

ELA-7-E1

ELA-7-E2

ELA-7-E3

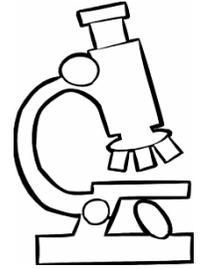
ELA-7-E4



## **Time to Experiment: PUPPET SONGS -**

**Materials:** (you must provide materials unless otherwise noted)

Tree puppet base and finger puppets from Folkmanis and the Sierra Club (provided)  
Alligator, Bat, Butterfly, Turtle, Duckling, Raccoon, Opossum, and Squirrel puppets from Folkmanis (provided)



### **Procedure:**

1. Have your students set up the baldcypress tree home with all the puppets that belong in a wetland.
2. Have your students gently interact with the puppets to explore concepts of wetland habitats, the animals that live there, and how they interact.
3. Perform the songs with your students, using the puppets provided, and then have them make up their own songs using their own imaginations.

### **Conclusions:**

Your students should be able to understand some of the animals that live in the wetlands after they completed the following experiments.

## Songs for the Puppets

Sung to the tune of "Old McDonald Had a Farm"

There was a wetland called Barataria  
Ai-eee, Ai-eee, Ai-oooo

And in this wetland was an Alligator  
Ai-eee, Ai-eee, Ai-oooo  
With a Roar, Roar here, and Roar,  
Roar there  
Here a Roar, there a Roar -  
Everywhere a Roar, Roar

There was a wetland called Barataria  
Ai-eee, Ai-eee, Ai-oooo

And in this wetland was a Bat  
Ai-eee, Ai-eee, Ai-oooo  
With a Swoosh, Swoosh here, and  
Swoosh, Swoosh there  
Here a Swoosh, there a Swoosh -  
Everywhere a Swoosh, Swoosh

There was a wetland called Barataria  
Ai-eee, Ai-eee, Ai-oooo

And in this wetland was a Crow  
Ai-eee, Ai-eee, Ai-oooo  
With a Caw, Caw here, and Caw, Caw  
there  
Here a Caw, there a Caw -  
Everywhere a Caw, Caw

There was a wetland called Barataria  
Ai-eee, Ai-eee, Ai-oooo

And in this wetland was a Duck  
Ai-eee, Ai-eee, Ai-oooo  
With a Quack, Quack here, and  
Quack, Quack there  
Here a Quack, there a Quack -  
Everywhere a Quack, Quack

There was a wetland called Barataria  
Ai-eee, Ai-eee, Ai-oooo

And in this wetland was a Squirrel  
Ai-eee, Ai-eee, Ai-oooo  
With Chatter, Chatter here, and  
Chatter, Chatter there  
Here a Chatter there a Chatter -  
Everywhere Chatter, Chatter

There was a wetland called Barataria  
Ai-eee, Ai-eee, Ai-oooo

And in this wetland was an Owl  
Ai-eee, Ai-eee, Ai-oooo  
With Who, Who here, and Who,  
Who there  
Here Who, there a Who -  
Everywhere Who, Who

There was a wetland called Barataria  
Ai-eee, Ai-eee, Ai-oooo

## Songs for the Puppets

Sung to the tune of "Mary Had A Little Lamb"

1. Mammals are warm-blooded, have hair and teeth, hair and teeth.  
Mammals are warm-blooded, and give birth to live young.
2. Reptiles are cold-blooded, have scales and claws, scales and claws.  
Reptiles are cold-blooded, and lay eggs that hatch later.
3. Birds are warm-blooded, have feathers and fly, feathers and fly.  
Birds are warm-blooded, and lay eggs in nests they build.
4. Amphibians start life in the water, then move to land, move to land.  
Amphibians start life in the water, laid as eggs then they change.
5. Fish are cold-blooded, have gills and scales, gills and scales.  
Fish are cold-blooded, and live their whole life in the water.
6. Insects have 3 body parts, head, thorax, and abdomen.  
Insects have a pair of antennae, and go through metamorphosis!
7. Spiders are not insects, they have 8 legs instead of 6.  
Spiders are not insects, they spin webs and catch their prey.

## Benchmarks and Grade Level Expectations

### MUSIC

#### C. Creative Expression

- |          |   |
|----------|---|
| CE-1M-E1 | Recognize and imitate simple melodies and rhythmic patterns using voice, musical instruments, or other sound sources. |
| CE-1M-E3 | Perform, improvise, and compose simple musical ideas.   |
| CE-1M-E5 | Participate in organized activities including singing, playing, and movement.   |
| CE-1M-E1 | Recognize and imitate simple melodies and rhythmic patterns using voice, musical instruments, or other sound sources. |

#### D. Critical Analysis

- |          |  |
|----------|--|
| CA-4M-E4 | Identify relationships among music, other art forms, and disciplines outside the arts. |
| CA-4M-E5 | Identify elements of music through listening activities.                               |