

Focus Tour Guide

Puppets, Plays & Performances

{Grades 4-5}

Click on the following links for tour details:

- General Tour Description
- Standards and Benchmarks
- Art Lesson

School Focus Tours (K-12)

A terrific choice for a directed, educational experience in a specific area of the Phelps Youth Pavilion, including an applied art activity! A docent will guide your adventure through a specific area of the Pavilion, followed by a hands-on art activity where your students will become the artists.

Puppets, Performances & Plays | Lesson Plan

Grades 4-5*

Everyone wants to be a star! The Puppet Playhouse and FunStage are perfect venues for your students to work cooperatively to experience two theatrical forms of performance art: stage performance and puppetry. Students will work in small groups to read global folktale scripts, write a unique ending conveying an aspect of Character Counts, and practice their performance skills using puppets, costumes and props before doing a finale performance. Through this interactive experience, students will:

- Build performance skills such as voice projection and inflection, stage movement, and technique
- Expand comprehension through small group discussion
- Learn social and decision-making skills by working cooperatively
- Compare and contrast familiar folktales
- Exercise oral communication skills by presenting their play

Art activity:

- Children will perfect their performance by taking it to the next level...each group will continue working cooperatively on the same play, plus create their own stick puppets for their characters and design props for their play. Students will practice lines, presentation, and self-critique by applying what they have learned. Before the fun is over, the students will perform their play for their classmates.

* Please note: This focus tour is adaptable to lower grades.

Standards & Benchmarks Index

- **Overview**
- **Objectives**
- **Main Ideas**
- **Procedures**
- **Vocabulary**
- **Task-Oriented Learning**

Overview:

In Reader's Theater, the actors do not memorize their lines, but go through the blocking and read their lines, telling the story through vocal expression rather than through visual expression involving costumes and sets. Many drama instructors believe that plays have built-in strategies to help students improve their reading skills. They have discovered that acting out of dialogue causes readers to work more closely to interpret and express meaning into the reading experience, thus gaining in vocabulary, reading comprehension, and retention. Linda Cornwell explains, "RT is a hands-on approach that honors different modalities...honors those kids who need a different way of expressing themselves."

Objectives:

- Students will read and become familiar with a global folktale in script form.
- Students will present their folktales in a traditional and then Reader's Theater
- Students will learn to project their voices, and learn to use various voices and gestures to communicate the essence of their character.
- Students will then present their plays in Reader's Theater form.
- Students will be able to critically analyze their small group's performance.
- Students will write an alternate ending to their play.
- Students will comprehend the material that they read, be able to discuss it, and write what they have learned in an exit slip form.

Curricular Connections:

Waterloo Community Schools:

Compatible with Iowa Core Curriculum: S=Standards; B=Benchmarks

	Fourth Grade	Fifth Grade
Reading/ Language Arts	S.1.B.1; S.1.B.2; S.1.B.3; S.1.B.4; S.2.B.1; S.2.B.2; S.2.B.3; S.2.B.4; S.3.B.1 S.3.B.2; S.4.B.3; S.4.B.1; S.4.B.2; S.4.B.2; S.5.B.1; S.5.B.2	S.1.B.1; S.1.B.2; S.1.B.3; S.1.B.4; S.2.B.1; S.2.B.2; S.2.B.3; S.2.B.4; S.3.B.1 S.3.B.2; S.4.B.3; S.4.B.1; S.4.B.2; S.4.B.2; S.5.B.1; S.5.B.2
Math		
Science		
Social Studies	S.1.B.1	

Main Ideas:

1. Students will work first in a traditional acting and puppetry style, and will then participate in the Reader's Theater method, which improves language arts skills.
2. Students will practice language arts skills by writing an alternate ending to the global folktale they are given, conveying one of the Pillars of Character.
3. Questions for Critical thinking skills, based on Bloom's Taxonomy are employed to discern the degree of student learning.

Procedures: All Ages

1. Tour Guide will first ask questions to see if anyone has prior knowledge of Reader's Theater and if they have experienced it in school.
2. Students will be divided into small groups and each group will present a global folktale either using puppets in our Puppet Playhouse, or using costumes on our FunStage.
3. Students will work in pairs and practice voice projection, inflection, developing a distinctive voice for the character, and gestures.
4. Students will present the same play in Reader's Theater style, without the use of costumes, sets, or elaborate blocking. (See overview above)
5. Students will work together in small groups to write a different ending to their play conveying an emphasis on one of the Pillars of Characters.
6. While practicing their play, part of each small group will watch the other students in their group perform, taking the role as "critics" to increase their abilities to analyze and give feedback in a positive manner.
7. Student groups will perform for the entire class.
8. Children will discuss what they have learned.

Basic Exhibit Areas:

Students will explore the following exhibit areas in the Phelps Youth Pavilion in small groups:

- FunStage and Costume Area
- Puppet Playhouse

Vocabulary:

Folk tale

Hand puppets

Vocal Projection

Gestures

Character

Blocking

Scriptwriter

Pillars of character

Example of Task-Oriented Learning, Grade 4 and 5

1. Children will be placed in small groups under the leadership of an adult. Each small group will be given a different global folktale to read. Children will be asked if they know the difference between a fairy tale and a folk tale. Are they familiar with other folk tales or the countries of origin?
Students will find the country of origin of their folk tale on the globe.
Adult will ask students to choose nametags of characters (turned upside down) so the parts are cast by chance. The play is read, with each character reading their part.
2. Each child is asked to imagine what his/her character looks like. Students will be asked to stand up and show how that character might move, and devise some gestures unique to the character. Each child then invents a voice for her/his character.
3. Students are paired and are holding scripts. They are asked to project their voices to their partner, and then to the "audience" behind their partner, and then to their own toes. They will practice different inflections, or emphasize different words in the same sentence. The adult will ask, "Which inflection best reflects the meaning of the script?" Guide will ask for "Thumbs up, Thumbs down" opinions.
4. Groups perform using puppets or in a traditional stage setting with costumes, holding their scripts and employing their voices and gestures.
5. Students then perform in their small groups using the Reader's Theater method. (When reading the play, music stands may hold the scripts so the actors may still use gestures.)

- 6.** Students are asked what positive and constructive advice might mean.
After this is discussed, Students take turns watching other children in their small groups perform their parts, and make positive and constructive comments, such as, "I like the way you did _____ because _____. Constructive comments should be positively framed, such as, "The next time, you might want to try_____." The adult will read the parts for the children acting as "Critics."
- 7.** Students will then perform in small groups.
- 8.** Students will work together to write an alternate ending conveying their choice of one of the Pillars of Character.
- 9.** Each small group will perform for the whole class.
- 10.** Discussion and writing an exit slip will follow.

Art Lesson Index

- **National Education Standards, Grades K-4**
- **National Arts Education Standards, Grades 5-8**
- **Main Ideas**
- **Procedures**
- **Vocabulary**

National Arts Education Standards, Grades K-4

- 1. Understanding and applying media, techniques, and processes**
 - Students know the differences between materials, techniques, and processes
 - Students use different media, techniques, and processes to communicate ideas, experiences, and stories
 - Students use art materials and tools in a safe and responsible manner
- 2. Understanding the visual arts in relation to history and cultures**
 - Students know that the visual arts have both a history and specific relationships to various cultures
- 3. Reflecting upon and assessing the characteristics and merits of their work and the work of others**
 - Students understand there are various purposes for creating works of visual art
- 4. Making connections between visual arts and other disciplines**
 - Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
 - Students identify connections between the visual arts and other disciplines in the curriculum

National Arts Education Standards, Grades 5-8

- 1. Understanding and applying media, techniques, and processes**
 - Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
 - Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas
- 2. Using knowledge of structures and functions**
 - Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
 - Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- 3. Choosing and evaluating a range of subject matter, symbols, and ideas**
 - Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- 4. Understanding the visual arts in relation to history and cultures**
 - Students know and compare the characteristics of artworks in various eras and cultures
- 5. Understanding the visual arts in relation to history and cultures**
 - Students know and compare the characteristics of artworks in various eras and cultures
 - Students describe and place a variety of art objects in historical and cultural contexts
- 6. Making connections between visual arts and other disciplines**
 - Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Main Ideas:

1. Puppets have been used since ancient times as a means of telling stories. There are many types of puppets including finger puppets, stick puppets, hand puppets, hand and rod puppets, marionettes, Bun Raku puppets, water puppets, shadow puppets, huge parade puppets, and more. Puppets are used in nearly every country and culture.
2. Puppets, when used effectively, can literally transport an audience and be captivatingly human in appearance and action.
3. Puppets and marionettes can be made from a vast variety of materials and methods.

4. Using puppets can be an excellent means of communication for a child.
5. Puppets can be a valuable part of Reader's Theater Lessons.
Readers Theater can influence a child's ability to read more fluently, Comprehend more about that they read, and add to their ability to retain the information.
Reader's Theater is also a successful learning modality for children who may not feel confident in other areas.

Procedures: Art Activity for "I'm a Character" Recycled Stick Puppets

1. Children will be asked to relate their previous experiences with puppets.
What have they seen on TV? Have they seen a professional live puppet performance? Have they made puppets in school? What kind did they make?
What materials did they use?
2. Students will be told they will be puppet designers and puppet makers today. They will use a global folk tale for inspiration, and will be placed in small groups with each child working on the same folk tale. Curricular Connections: Language, Social Studies. Curricular Connections: Language, Social Studies
3. Some examples will be shown, such as character cut out, with body parts jointed with brass fasteners, and with chenille stems, pieces of yarn, or accordion folded paper as arms and legs. A variety of recycled materials will be available for them to use, including sticks, heavy tag board, paper, buttons, sequins, beads, material, cups, plastic pieces, wooden pieces, coated wire, pom-poms, and more. An adult will have a glue gun for serious "welding" projects.
4. Children will choose the character they will make. They will be told to consider the types of materials used and by the type of character they play; the children will have to analyze what materials might befit a certain personality type.
5. The instructor will ask, "What will you do if your character changes drastically during the play? For example, if your character was once very poor and wore ragged clothing and later became very wealthy?" The children will mull the options, including having more than one puppet, or trying in some way to "change his/her clothes"
6. The children will then make their puppets, and if there is time, do some acting with the other students in their small group.

Vocabulary

Puppet
Marionette
Stage
Script
Folk tale
Character
Prop
Backdrop
Voice projection