

On the Farm...Math & Puppets

First Grade Math + Drama Lesson Plan

Adapted by Heather Holifield

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Drama
Puppetry

MSCCR STANDARDS

1.MD.4

MSCCR CREATIVE ARTS STANDARDS

TH: Pr4.1.1 Select, analyze, and interpret artistic work for presentation.

- Describe a story's character actions and dialogue in a guided drama experience
- Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience

DURATION

2-3 days; 30-45 mins each day

OBJECTIVES

TSW represent and interpret data using a bar graph to identify how many more or less are in each category. TSW ask and answer questions using the data collected from the graph

MATERIALS NEEDED

For creating the puppets: Brown paper bags Crayons or markers Assorted feathers (Oriental Trading or Dollar Tree) Assorted colors of construction paper Scissors Glue

For the graph: Butcher paper or bulletin board paper (to create a big class bar graph) Permanent marker to label each part of the graph (puppet/animal names and numbers) Different color permanent markers to shade the bar graph to model how many of each puppet/animal chosen by students Possible questions about the graph written on chart paper : Which puppet or animal was chosen the most? Which was chosen the least? How many more ___ than ___? How many students chose/created pigs as their favorite puppet/animal?"

Teacher choice book(s) about farm animals (examples: Eric Carle "Around the Farm"; Teresa Bateman "Farm Flu" all from Amazon.com

VOCABULARY

Puppet (puppetry), Character, Gesture, Dialogue, Improv, Bar graph, Math terms: "how many more, fewer, less, in all"

RECOMMENDED RESOURCES

Teacher choice book(s) about farm animals non-fiction pictures/videos of farm animals (youtube.com)

LESSON SEQUENCE

Today we are going to read a book about farm animals. We are going to look at the animals in the book and recognize different characteristics of each and the sounds they make. I want you to think about which animal may be your favorite to create after we read the story.

After listening to the story read aloud (on the carpet as a group), students will view various non-fiction pictures or videos of farm animals from youtube.com. Students will be advised to use the characteristics from the story and the pictures when creating his/her puppet. Students will then be asked to move to tables or small groups to create his/her puppet.

Students will listen to the story read aloud about farm animals. Students and teacher will discuss animals and

characteristics from the story and students will view non-fiction pictures of farm animals and identify characteristics. Students will use various art materials and a brown or white paper bag to create a farm animal puppet. Teacher will have students bring his/her completed puppet back to the carpet and create a bar graph together “If you chose a pig.. please stand up”.. and the class will count together as the teacher or a student helper colors in the bar graph for each animal. Teacher and students will view the graph and the teacher will ask various questions about the graph in which the students will have to use the information collected from the graph to answer the questions. Students will use puppets to create a puppet show/drama; students will use sounds and gestures as observed from the story.

EXTENDED LEARNING ACTIVITIES

Students could break into small groups and create graphs on his/her own paper instead of with the whole class/ large graph; students could then present data from the graph to the class. Students could complete a writing activity “My favorite animal from the story was... because” OR a writing explaining the graph “5 students chose pigs. Only 1 student chose a cow. There were more pigs than cows. Etc...” and add numbers (5 pigs plus 1 cow equals 6 animals) $5+1=6$ or subtract (There were 5 pigs and 1 cow so $5-1=4$).

SOURCES

Heather Holifield- Poplar Springs Elementary School teacher

TIPS + FREQUENTLY ASKED QUESTIONS

* I taught this arts integrated lesson with a “story of the week” from a Reading Street reader; I tied it in with farm animals because our story of the week was about farm animals; we also read other various stories like “Farm Flu” and compared the animals, gestures, etc, from the stories. *Teacher may want to put all art materials on paper plates or in baskets on the tables while students create his/her puppet; scissors, glue, etc. I like to put all of the art materials out there and available as the students are creating at his/her own pace *Teacher may want to divide students into small groups when performing the drama with the puppets OR have a small group perform and the rest of the class be the audience

*This lesson was taught over a few days. I listed times for each “part” of the lesson.. but you may want to break it into separate days 30-45 minutes to create puppets using art materials 30-45 minutes to create and analyze a graph of how many of each puppet 20-30 minutes to participate in guided drama using puppets (few students at a time or break students into small groups)

Other standards used.. Visual Arts (creating puppets): VA: Cr2.1.1 Organize and develop artistic ideas and work. a. Explore uses of materials and tools to create works of art or design. VA: Cr2.2.1 Organize and develop artistic ideas and work. a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.