

More/Less Puppets

Kindergarten

Adapted by Heather Holifield

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Drama: Puppetry

MSCCR STANDARDS

K.MD.2 Measurement and Data Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has “more of/ less of” the attribute, and describe the difference.

K.MD.3 Measurement and Data Classify objects and count the number of objects in each category; classify objects into given categories; count the numbers of objects in each category and sort the categories by count

MSCCR CREATIVE ARTS STANDARDS

TH: Pr.6.1.K Convey meaning through presentation of artistic work. a. With prompting and support, use voice and sound in dramatic play or guided drama experience

TH: Re9.1.K Apply criteria to evaluate artistic work. a. With prompting and support, actively engage with others in dramatic play or a guided drama experience

DURATION

30-45 minutes to create puppets using art materials

30-45 minutes to create and analyze a graph

20-30 minutes to participate in guided drama using puppets (few students at a time or break students into small groups)

RECOMMENDED RESOURCES

Choice of books about farm animals

Nonfiction pictures of farm animals (youtube.com)

LESSON SEQUENCE

“This week we are studying the letter Pp. The letter Pp has the same beginning sound as the word “puppet”. 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

VOCABULARY

Puppet (puppetry) Character Gesture Bar graph Classify Category Math term(s) “more of/less of”

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

Graphing:

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)

Tape to stick each puppet on the graph

Possible questions about the graph written on chart paper : “Which animal has the most puppets? How many students chose/created pigs as their favorite puppet/animal?” etc...

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

OBJECTIVES

The students will be able to

-compare objects using a graph (more of/less of)

-sort and count the number of objects in each category

favorite. After we read the story, you are going to create a puppet of your favorite animal.”

After listening to the story read aloud (on the carpet as a group), students will view various nonfiction 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 identify the letter Pp and the initial sound like in the word "puppet"; students will discuss what a puppet is and may look like Students will listen to the story read aloud about farm animals

Students will use various art materials and a brown or white paper bag to create a farm animal puppet

Students will use puppets to create a puppet show/ drama;

students will use sounds and gestures as observed from the story

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 place it in the row above the word pig*”and so on for each animal.

The class will count together as the teacher sticks each puppet on the graph

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

EXTENDED LEARNING ACTIVITIES

Students could sort the animals into different groups or categories (use hula hoops and have students place each animal in the correct category or hoop; one hoop or circle for pigs.. one for cows.. etc.)

Students could base this information on the chosen class puppets OR the animals from a specific story

Students could create addition and subtraction problems about how many of each animal

SOURCES

Heather Holifield- Poplar Springs Elementary

Amazon.com (purchase books)

Youtube.com (show various nonfiction pictures of animals)

MS Arts Learning Standards

TIPS + FREQUENTLY ASKED QUESTIONS

* I taught this arts integrated lesson with the letter of the week Pp "Pp is for puppet"; I tied it in with farm animals because Kindergarten students can easily relate to farm animals; we read 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 OR this may work better in small groups (3-4 students in a center at a time) *AFTER modeling drama with a few of the puppets for the group, teacher could divide students up and have a small group perform and the rest of the class be the audience; just important to model/guide/give support as needed before allowing students to work in a small group *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 and or small/large group (teacher preference)

