

# Puppets



## Teacher's Preparation

Prepare as for p.115. Print out and display the Story Green Words (see online file 'NF2.5 Puppets', starting with tab a): *fun, string, pull, jump, rod* (thin piece of wood or metal), *from, sock, scrap* (piece of something that is left over), *felt* (type of soft material), *ten, puppets, Japan* (country in Asia), *buttons, fixed, hands*. Display the Red Words: *the, these, they, are, you, of, finger*. If possible, bring in some puppets to show the class.

**DAY 1**

<b>Day 1 timetable</b> See guidance below for activities in <b>bold</b> . See pp.115–117 for other activities.	a. Daily Speed Sounds Lesson	<b>g. Book Introduction</b>
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	<b>i. Read Aloud – Teacher</b>
	d. Speedy Green Words (online file NF2.5c)	<b>j. Hold a Sentence – 1</b>
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



## Book Introduction

People have made **puppets** for thousands of years. In fact, puppets were used to act out plays long before people were actors. Nowadays, you can find puppets for all sorts of characters, including people, animals, magical creatures and even film or TV characters.

There are many different types of puppets. **String** puppets are very popular. Strings are attached to the puppet's arms, legs and body, and by **pulling** the strings, you can make the puppet do all sorts of actions such as walk, **jump**, sit, dance and wave.

**Rod** puppets are controlled using wooden rods attached to the puppets' arms and legs. The person working the puppet (we call him or her the 'puppeteer') stands behind the puppet to make it move.

Hand puppets are controlled just with your **hands** (no strings or rods). They can be very simple but great **fun**. In this book you will find out how to make your own hand puppet...

**TTYP:** What sort of puppets do you like?

## Read Aloud – Teacher

Follow as for p.117. **TTYP:** What different sorts of puppets are there?



**Hold a Sentence – 1** ( You can have lots of fun with puppets. ) See *Get Writing! Purple*, p.24.

**DAY 2**

<b>Day 2 timetable</b> See guidance below for activities in <b>bold</b> . See pp.117–118 for other activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file NF2.5c)	<b>g. Hold a Sentence – 2</b>
	c. Red Word Cards	<b>h. Build a Sentence – Orally</b>
	d. Partner Practice	i. Handwriting
	e. Jump-in	



**Hold a Sentence – 2** ( The puppet can run and jump. ) See *Get Writing! Book*, p.24.



## Build a Sentence – Orally

Tell children that tomorrow they will write some labels for a picture of a puppet. Explain that today you are going to help them to build sentences about what puppets can do.

1. Display the pictures (online file NF2.5d). **MTYT:** *I make my puppet move.*
2. **TTYP:** What sort of puppet is it? Draw out responses such as *string/rod/hand/finger*. **TOL** as you experiment with the words in the sentence, e.g. *I make my string puppet move.*
3. What do you make the puppet do? Draw out responses such as *jump/run/skip/dance/wave*. Demonstrate how to build one of the children's suggestions into a sentence, e.g. *I make my string puppet run and jump.*
4. **TTYP:** How do you make it move? Responses might include: *by pulling on the strings/jiggling the cross-pieces/moving my fingers*. Show how to build this into a full sentence, e.g. *I make my string puppet run and jump by pulling on the strings.*
5. Ask partners to decide on their own sentence and to practise saying it until they can remember it. Select a few partners to say their sentences to the group.

DAY  
3

Day 3 timetable See guidance below for activities in <b>bold</b> . See pp.118–119 for other activities.	a. Daily Speed Sounds Lesson	e. Proofread
	<b>b. Think About the Information</b> (online file NF2.5e)	<b>f. Write About the Puppet</b>
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



### Think About the Information

- p.9** **TOL** about what you can make puppets do, e.g. walk, bow, dance, wave, lie down.  
**TTYP:** What would you do with a puppet?
- p.11** **TOL** about why the strings are attached to hands and legs.
- p.12** **TOL** about how pulling strings will make limbs move up and down.
- p.13** **TOL** about how rod puppets don't need strings and the puppeteer stands behind them, in the dark.
- p.15** **TOL** about what you have to do to make the snake puppet (cut out the tongue and sew it on, along with the eyes).
- p.16** **TOL** about how you would make the finger puppets move.  
**MTYT:** *Ten puppets on ten fingers!*



### Write About the Puppet

1. **TOL** about different puppets that you used to play with when you were young. Mention some famous TV puppet characters.
2. Use online file NF2.5 (tab g onwards) for this activity. Explain to children that they are going to look carefully at a picture of a puppet and write some labels to describe it. Ask children to turn to p.25 of their *Get Writing!* Book. Display the image of a string puppet (tab g).
3. **TTYP:** How can you describe this puppet? Draw out responses such as *long legs/strings to hands/red spiky hair/round nose/blue hat/stripy socks/green shoes/happy face*. Demonstrate how to create a label by drawing a line to the thing you want to describe.
4. Navigate to the next tab and demonstrate how you write the label. Ask children to help you spell words using Fred Fingers for Green Words they can read.
5. Hide your writing. Ask partners to choose their own descriptive label and practise saying it aloud. Invite a couple of partners to share their label with the whole group. Ask children to write their first label on p.25 of their *Get Writing!* Book. Encourage them to spell new words using their phonetic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) for the other labels.