



# PUPPETRY IN PRACTICE



# APARTMENT for RENT

Puppet Making and Storytelling for Pre-K/Early Childhood

For the 2014-2016 school years, Puppetry in Practice is honored to be the recipient of special funding through multiple school partnerships made available through two new initiatives developed by the New York City Department of Education, through the office of Schools Chancellor Carmen Fariña.

The Department of Education's Arts for English Language Learners and Students with Disabilities is a program that funds arts partnerships that serve a diverse group of student participants, including ELL and Special Education students. The DOE's Arts Continuum is a new arts partnership initiative designed to bridge arts learning between the elementary and middle schools.

Under the umbrella of the Arts for ELLs and Students with Disabilities, school recipients working with Puppetry in Practice include PS 217, PS 159 and PS 228 in Brooklyn, and Junior High School 185 in Queens and the Joan Snow Pre-K Centers in Brooklyn. For the Arts Continuum programs, Puppetry in Practice is working with PS 193 and IS 240 Hudde Middle School.

Through these new initiatives Puppetry in Practice is enlarging its reach to language learning student populations, incorporating a variety of art forms through dynamic, interactive programming.

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# PUPPETRY IN PRACTICE



## APARTMENT for RENT

*Puppet Making and Storytelling for Pre-K/Early Childhood*

The residency outlined on the following pages details a puppetry, music and storytelling program designed by Puppetry in Practice, Inc. for Pre Kindergarten and Early Childhood learners. Utilizing a variety of puppet, costume and instrument-making techniques with a wide array of materials, textures and processes, young children from diverse populations and at various language levels gain a deeper insight, appreciation and understanding of the story, its characters, themselves and each other.

The 10-week residency is inspired by the book *Apartment for Rent* by Leah Goldberg. Adapted as an interactive puppet presentation, this story focuses on what it means to be a good citizen, living in harmony with different-minded neighbors and adapting to new situations.

In each session, the children explore the animal characters and setting of the story. The children deepen their understanding of these elements physically and vocally, through music, movement and interactive storytelling. They create puppets, costumes and a puppet stage and learn the art of animating their puppets to share their own stories.



## Apartment for Rent

A 10-Week Puppet-Making and Storytelling Residency for Pre-K / Early Childhood  
Artists-in-Residence: Luciano Cohen and Nadine Grisar

# RESIDENCY TIMELINE

### Week 1 - Introduction to Apartment for Rent

- Interactive puppet show of *Apartment for Rent*
  - Percussion and singing

### Week 2 – Building the Rainbow Tree

- Expand the show through story and song
- Build a puppet stage (rainbow tree trunk)

### Week 3 – Creating Branches and Leaves

- Use paper and cardboard to add leaves and branches to the puppet stage
- Explore the apple tree seed cycle through music, story and movement

### Week 4 – Making Rabbit Talker Puppets

- Use finger play to tell a story
- Build rabbit talker puppets with paper
- Create voices and dialogue for rabbit puppets

### Week 5 – Making Monkey Talker Puppets

- Dramatize a story
- Build monkey puppets with paper

### Week 6 – Making Dog Sock Puppets

- Begin making dog sock puppets, using socks, cardboard and pompoms

### Week 7 - Finishing Dog Sock Puppets

- Finish dog puppets, using paper, pompoms, googly eyes
  - Learn basic puppet-handling skills
  - Create a “dog symphony” using dog sounds
- Demonstrate dog tricks and commands using dog puppets

### Week 8 – Creating Puppet Drama

- Explore puppet voices, movement and dialogue through singing, speaking and acting
  - Puppet characters interact on puppet stage

### Week 9 – Making Drums

- Dramatize a story
- Make drums using recycled cardboard cones, markers and cut tissue paper overlay
  - Explore rhythms using drums

### Week 10 – Making Wings/ Culminating Celebration

- Hear a folktale and learn a song about flying
- Build wings, using oak tag and cut paper
  - Create a flying procession
- Dance with puppet characters and drums



# LESSON 1 – Introduction to APARTMENT FOR RENT

## OBJECTIVE

To familiarize the students with the *Apartment for Rent* story, using puppetry, music and interactive storytelling.

### The focus of the lesson is for the children to:

- Follow audience protocol
- Use active listening skills to understand a story
- Learn and sing a song
- Play simple percussion instruments to accompany a song
- Interact with the puppeteer/storyteller
- Identify the characters in the story
- Learn specialized vocabulary

## MATERIALS

Stage set, props, costumes, puppets, shakers, recorded music

## KEY TERMS/CONCEPTS

A **puppet** is manipulated by a **puppeteer**

The **cast** are the **actors** and puppets in a show

The **audience** are the people watching the show

We can express our feelings when singing

**Neighbor, friendly, landlord, for rent**

## PROCEDURE

1. Welcome – greetings and introductions
  - “Today we are going to see a puppet show! Has anyone ever seen a puppet show?”
  - “A puppet show has puppets, puppeteers and an audience! What does a puppet do? What does a puppeteer do? What does the audience do?”
  - “Would you like to meet my puppet?”
2. Puppeteer introduces Miguel (monkey puppet), who explains what a puppet does
  - “A puppet can talk and move, sing and dance, what else can Miguel do?”
3. The animal characters who live in the tree are introduced
  - “Miguel is a puppet who is a monkey! Would you like to meet some other puppets?”
  - “What animals are these puppets?”
  - “What makes these puppets different? What makes them similar?”
4. Children learn and sing a song
  - “We just worked together to sing a song!”
  - “Do you think these puppets will be able work together and get along?”
  - “Let’s watch a puppet show and see!”
5. Interactive puppet show is performed
6. Introduce the main idea of the story
  - “Even though we all like different things, we can all live together by being friendly neighbors.”
  - “Were the puppets friendly to each other in the puppet show?”
  - “What are some ways we can be friendly to our neighbors?”
7. Students play shakers and applaud for all the puppets
  - “We just celebrated together and cheered for each other. That was a good example of being good to each other!”

## SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Review the story with the children. Read stories that highlight the theme of being good neighbors, Frog and Toad Are Friends by Arnold Lobel. Bear Snores on and Bear Feels Sick by Karma Wilson and Jane Chapman. Goodnight Owl by Pat Hutchins.



**THEATER ARTS BLUEPRINT BENCHMARKS ADDRESSED:**

Students activate and use their imaginations. Participate in group activities, including storytelling. Expand and invigorate their theater experience through a partnership with teaching artists.



## LESSON 2 –APARTMENT FOR RENT: Building the Rainbow Tree Trunk

### OBJECTIVE

To learn and sing a song about the apple tree in different seasons. To create collaged bark for a rainbow tree puppet stage. To work in groups to create a tree mural. To tell and share tree stories.

### The focus of the lesson is for the children to:

- Learn and sing a song
- Move their bodies expressively to create tree movements
- Learn about different types of trees
- Identify parts of a tree
- Explore the attributes of collage (selection, arranging, overlapping, gluing)
- Work cooperatively on a mural
- Communicate their stories and ideas to each other

### MATERIALS

Puppet, illustrations of an apple tree in each season, photos of rainbow trees, large cardboard puppet stage tree, 2-inch colored construction paper strips, 8 x 1-inch construction paper, glue sticks, mural paper, markers

### KEY TERMS/CONCEPTS

A **puppet** (Miguel) is manipulated by a **puppeteer** (Luciano)

A **puppet stage** is where the puppets perform

Trees change with each **season** - **spring, winter, summer and autumn**

**Roots, bark, trunk, blossom, branches, leaves, collage**

### PROCEDURE

1. Miguel sings his welcome song  
*“Miguel loves to sing! He wants you to sing with him! Let’s learn a song and sing with Miguel!”*
2. Children learn and sing a song, “Friends,” in English, American Sign Language and Spanish  
*“We just sang a song about friends! What are some other things we can sing songs about?”*  
*“Sometimes when we sing, we can also dance. Miguel loves to dance! Who else likes to dance?”*
3. Show pictures of an apple tree in each season. The children learn, sing and create movement for the apple tree song  
*“This is an apple tree. Let’s sing a song about an apple tree!”*  
*“Let’s create a dance to go with our song. What are some different ways we can move our bodies like apple trees?”*  
*“In winter it is cold. How would the apple tree move in the Winter? Spring? Summer? Fall? How does it change?”*
4. Slideshow on the SmartBoard of pictures of rainbow trees  
*“This is a rainbow tree! What do you see? What’s different/similar between the apple tree and the rainbow tree?”*  
*“We made a song and a dance about trees. Now we are going to use paper to make a sculpture of a tree!”*  
*“We have many different colored strips of paper and big cardboard tree! How can we use the paper to make our own rainbow tree?”*
5. Demonstrate collage technique, gluing rainbow-colored strips of construction paper on larger paper
6. Distribute materials and children collage their rainbow bark for the puppet stage using collage techniques
7. Children collage their bark onto the large puppet stage tree  
*“We used colored paper to collage the bark on the tree! How will we use markers and work together to draw the bark on the tree?”*
8. Children draw tree details on mural paper
9. Children tell their tree stories. The classroom teacher records their stories
10. The teacher reads the tree stories to the group  
*“We all worked together to create our own rainbow tree puppet stage! We helped each other make something!”*

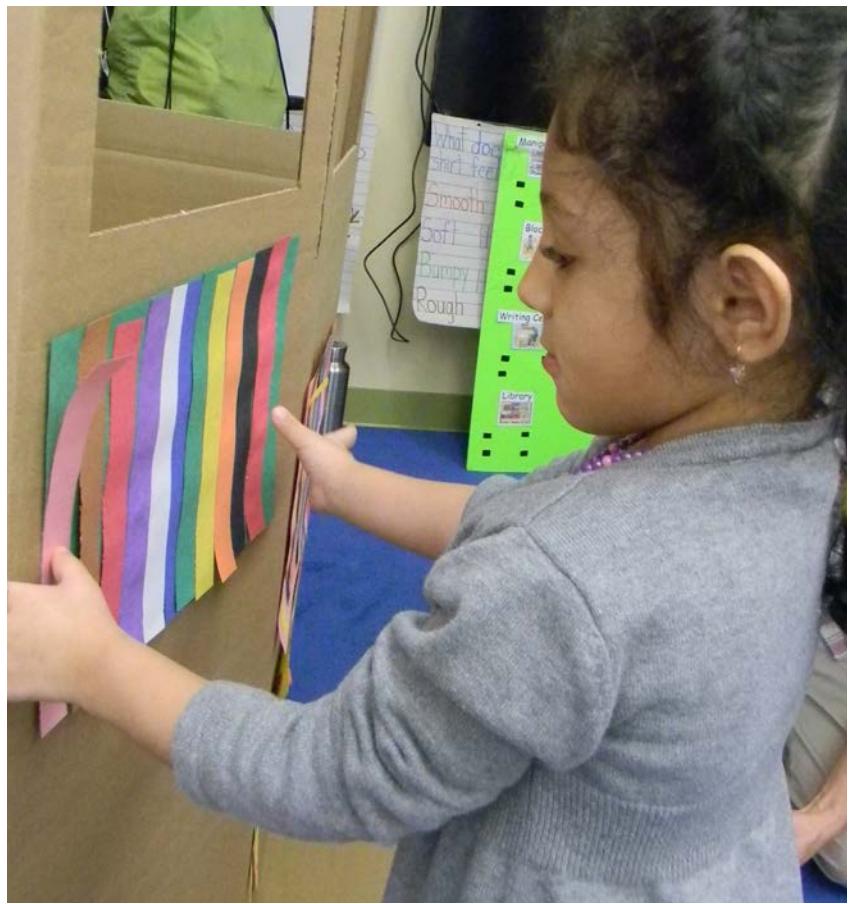
### SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Encourage children to draw pictures and speak about their pictures in school and at home. Record, (write), and share their written stories. Read books about trees, The Seasons of Arnold’s Apple Tree by Gail Gibbons. Have You Seen Trees? by Joanne Oppenheim



#### **THEATER ARTS/VISUAL ARTS BLUEPRINT BENCHMARKS ADDRESSED:**

Students participate in group activities, including dramatic play and pantomime. Through explorations of art materials and techniques, students exercise imagination, construct meaning and depict their experiences.



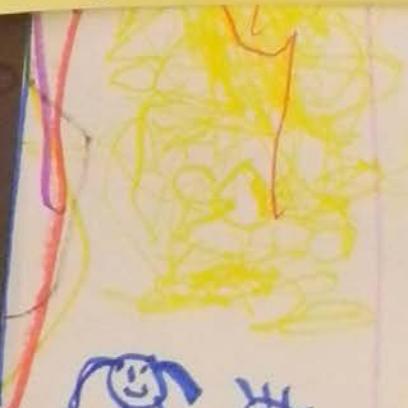
Eshaat - A rainbow tree.



Ashley - brown and red



Safa - My mom, dad, and baby





## LESSON 3 –APARTMENT FOR RENT: Creating Branches and Leaves

### OBJECTIVE

To create the branches and leaves for the rainbow tree puppet stage. To dramatize the apple tree seed cycle and explore seasonal changes.

### The focus of the lesson is for the children to:

- Re-tell the procedure for making the rainbow tree bark
- Use active listening skills to understand an orally told tale
- Move their bodies expressively to re-create the apple tree seed cycle
- Pantomime seasonal activities, ie. playing in the snow (winter), picking, eating and cooking apples (autumn), climbing, swinging in the trees (summer), picking apple blossoms (spring)
- Learn yoga tree pose. To gain control of their bodies while balancing in a pose
- Use fine motor skills to build 3-dimemsional branches with leaves

### MATERIALS

Rainbow tree puppet stage, illustrations of apple tree in each season, pipe cleaners, hole-punched, pre-cut leaves in 2 shades of green, rectangular cardboard, 2 x 10 inches, apple, knife, cutting board, recorded music for tree dance

### KEY TERMS/CONCEPTS

Our tree has a trunk, but it is missing **branches** and **leaves**

Trees are always **changing** and **growing** just like children

Apples have a star within

Each person is special and all have their own “**stars**” that **sparkle** and **shine**

**Yoga, tree pose, forest**

### PROCEDURE

1. Sing the **Welcome Song**
2. Miguel talks about the rainbow tree and ask children how it was built
  - “*This is a colorful rainbow tree! How did you make it? What did you use to make it?*”
  - “*Is there anything missing from our tree?*”
  - “*How will we make branches and leaves?*”
  - “*What colors will we use if it’s a rainbow tree in Winter?*”
3. Review seasons of the apple tree
  - “*The apple tree changes and grows in every season. So do children! What are some ways we can change and grow?*”
4. Sing **Apple Tree Song** and explore the yoga tree pose
  - “*We sang our song and moved our bodies like apple trees in all the seasons. We changed the shape of our bodies to be like trees. Trees and children have a lot things that are the same. Let’s tell a story about trees and children!*”
5. Tell **The Little Apple Tree Story**
  - “*In this story the apple tree discovers she has her own stars inside her. Stars sparkle and shine and are special.*”
  - “*Do you have stars inside you? What makes you special? What makes us special?*”
  - “*Now, let’s make our rainbow tree special.*”
6. Children create branches with leaves with provided materials and attach their leaves to the rainbow tree trunk
  - “*We worked together and finished our rainbow tree! Now let’s all pretend our bodies are trees and make a forest.*”
  - “*How will you pose your body into the shape of a tree? Look around, we are all doing something different!*”
  - “*In the story, the apple tree started as a seed. How can we turn our bodies into seeds?*”
  - “*How will we change the shape of our bodies to grow from a seed to a tree?*”
  - “*How will we pose our bodies to be a tree in all of the four seasons?*”
7. Children create an apple tree seed cycle dance. Children pantomime seasonal activities

### SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Encourage children to use the puppet stage. Read books about yoga, **The ABCs of Yoga for Kids** by Teresa Anne Power and **My Daddy Is a Pretzel** by Baron Baptise. Have children practice the tree pose and try new poses.



#### **THEATER ARTS/DANCE BLUEPRINT BENCHMARKS ADDRESSED:**

Students participate in group activities, including dramatic play and pantomime. Students demonstrate a variety of extensions, flexions, limb rotations, bends and twists. Students exhibit control in balance.



# THE LITTLE APPLE TREE

Adapted by Nadine Grisar

There once was a forest of tall oak trees. In the center of the forest was a clearing where no trees stood. The children loved to play in this clearing. They would pack up toys and bring along picnic baskets. They would travel through the woods to the clearing, set down their picnic baskets and play all morning. Then they would spread blankets on the ground and eat their lunch – sandwiches, drinks and for dessert juicy apples.

One day a seed from an apple fell onto the ground. With the help of the soil, the sun and the rain, it grew into a little apple tree.

The children loved the apple tree because it was always changing and growing, just like them. In the springtime, they watched as her flowers blossomed, pink and white. In the summer, the children enjoyed the apple tree's bright green shady leaves. They climbed on her branches and played hide and seek around her trunk. In the autumn, they watched as apples became ripe and round. They picked them off her branches and delighted in their sweet, crunchy taste. Then they watched as her leaves turned bright orange and brown and the cold winds swept them away. In the winter, they watched the lacy snowflakes balance on her branches. The children loved the little apple tree and the apple tree loved the children.

One stormy night, the wind blew so hard that it blew all the leaves off the tall oak trees that surrounded the little apple tree. The apple tree looked up into the sky. It was a clear night and she saw thousands of sparkling stars. I seemed as if the stars were on the branches of the tall trees. "How I wish I had stars on my branches," she thought.

Time passed. The children grew up and became busy with their lives and didn't have time to visit the apple tree. She was sad and lonely. Each night she wished that she had stars on her branches, like the tall trees. Maybe then she would be special and the children would return. But each morning she woke up with no stars.

One day there was a hurricane. The wind blew with such force, it tossed some of the tree's apples onto the ground. One fell onto a rock and split right in half\*\*. The tree looked down and saw her apple. It had a star inside.

"Stars!" said the little tree. Then, the little apple tree realized that she had stars on her branches all along. She only had to look deep inside to find the star within.

Just like the little apple tree, we all carry stars within. We all have qualities that make us unique and special. Our stars sparkle and shine in each and every one of us.

*\*\*Cut the apple horizontally between the stem and the bottom*





## LESSON 4 -APARTMENT FOR RENT: Making Rabbit Talker Puppets

### OBJECTIVE

To learn puppet handling techniques through an interactive story. To make rabbit talker puppets. To use puppets to generate speaking and conversation between students.

### The focus of the lesson is for the children to:

- Use active listening and finger play to understand and tell a story
- Learn and follow sequential steps to build a talker puppet
- Use fine motor skills while building puppets
- Make personal design and color choices for individual puppets

### MATERIALS

Puppets for storytelling, pre-cut paper shapes of different colors and patterns for rabbit puppet's body parts, folded paper talkers, pompoms (small and large), googly eyes, glue sticks

### KEY TERMS/CONCEPTS

We can use our fingers and hands to create **characters** in a story

We can use our fingers and hands to manipulate our **puppets**

The **talker** helps our puppets talk

We can use our **voices** to speak as our puppet characters

**friend, kindness, paper folding**

### PROCEDURE

#### 1. Sing the Welcome Song and the Apple Tree Song

*"Last week we finished our rainbow tree. We can use our rainbow tree as a puppet stage! Do we have any puppets?"*

*"The apple tree was a character in the story. Last week we used our bodies to pose, move and act like trees. Our bodies became characters. Let's try using our hands to make characters."*

#### 2. Introduce the characters in the story Bunny Foo Foo. Teach children how to create the bunny, good fairy and mouse by using their fingers and hands.

*"We used our hands to create characters. Now lets tell a story with our new characters. Will you help me tell the story?"*

#### 3. Tell Bunny Foo Foo story and invite students to sing along and use their hands to help tell the story

*"We used our hands to create characters and tell a story. Now lets use our hands and paper to make characters. These characters will be puppets!"*

#### 4. Tell a paper-folding story to demonstrate how to make the talker for the puppet

*"We used our hands and folded the paper to make a talker. What happens when we use our fingers to make the talker open and close?"*

*"A few weeks ago we used paper and glue to make our tree. We collaged and made the bark on the tree. Let's use paper and glue to make a bunny rabbit puppet!"*

*"We have lots of pieces of paper. There are many shapes and patterns here. What pieces will we use to make our Bunny rabbit puppet? What would be a good shape for the head? The ears? The body, etc.?"*

#### 5. When puppets are finished have children manipulate their puppets. Have them say their puppet names and talk about their puppet's favorite activity.

*"We created many different bunny rabbit puppets. Let's use our voices to make our bunny rabbits talk!"*

*"What will your bunny rabbit puppets name be? What will it sound like? How will you use your hands to make the bunny rabbit talk? Will your bunny rabbit talk to another bunny rabbit?"*

### SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Encourage the students to bring their puppets to the rainbow tree puppet stage and put on their own puppet shows.

Encourage students to retell the Bunny Foo Foo story using their puppets and/or their hands and fingers. Read the book Little Rabbit Foo Foo by Michael Rosen.



**THEATER ARTS/VISUAL ARTS BLUEPRINT BENCHMARKS ADDRESSED:**

Students participate in group activities, including finger play. Through exploration of art materials and techniques, students exercise imagination, construct meaning and depict their experiences.



## LESSON 5 –APARTMENT FOR RENT: Making Monkey Talker Puppets

### OBJECTIVE

To participate in an interactive orally told story. To dramatize a story. To make monkey talker puppets.

### The focus of the lesson is for the children to:

- Dramatize a story.
- Use their bodies and voices expressively to create monkey characters
- To follow physical cues given by a storyteller/leader
- Use and refine motor skills while building puppets
- Make personal design and color choices for individual puppets

### MATERIALS

Pre-cut paper shapes of different colors and patterns for monkey puppet's body parts, folded paper talkers, glue sticks, googly eyes

### KEY TERMS/CONCEPTS

The monkeys **copy** everything the **peddler** does

A **peddler** is someone who sells something

A **cap** is a hat

Monkeys are **curious**

**Dramatize** – to pretend we are characters in a story

### PROCEDURE

#### 1. Sing the Welcome Song and the Apple Tree Song

*Last week we used our hands to make characters from the story Bunny Foo Foo. Today we will tell a new story with new characters and pretend to be them with our whole bodies!*

#### 2. Explain that during the story **Caps for Sale**, the children will be pretending they are monkeys who copy everything the peddler does

*We have already met one Monkey (Miguel). Who can tell me something about monkeys? What do they look like? What do they sound like?*

*How will you move your body and your voice to pretend to be a monkey?*

*I'll be the peddler, you be the monkey. How will you move like a monkey AND copy the peddler?*

*Will you help me tell a story about monkeys!*

#### 3. Tell the story **Caps for Sale**. During the telling invite children to sing along and pantomime the Peddler's song and movements. Ask children to pretend they are monkeys and have them copy everything the peddler is doing

#### 4. Children return to the meeting area for

*Last week we used our hands, paper and glue to make Bunny Rabbit talker puppets. Today we will use the same materials and make monkey puppets!*

*We have lots of pieces of paper. There are many shapes and patterns here. What pieces will we use to make our monkey puppet? What would be a good shape for the head? The ears? The body, etc.?*

#### 5. Children use the talker piece and collage colored paper shapes to create their Monkey talker puppets

#### 6. When puppets are finished, have children manipulate their puppets to sing and dramatize "Five Little Monkeys Jumping on the Bed"

*We created many different monkey puppets. Let's use our voices to make our monkeys talk and sing!*

*What will your monkey puppets name be? What will it sound like? How will you use your hands to make the monkey talk? Will your monkey talk to another monkey? Will any monkeys meet any bunny rabbits?*

### SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Encourage the students to bring their puppets to the puppet stage and put on their own puppet shows. Sing "Five Little Monkeys Jumping on The Bed." Read the book **Caps for Sale** by Esphyr Slobodkina. Read an African variation of the story **The Hatseller and the Monkeys: A West African Folktale** by Baba Wague Diakite. Encourage the students to dramatize the stories.



#### **THEATER ARTS/VISUAL ARTS BLUEPRINT BENCHMARKS ADDRESSED:**

Students participate in group activities, including storytelling. Students activate and use their imaginations. Students explore the physical, vocal, characterization and staging components of acting by developing the actor's instrument: the body, voice and mind. Through exploration of art materials and techniques, students exercise imagination, construct meaning and depict their experiences.



## LESSON 6 -APARTMENT FOR RENT: Making Dog Sock Puppets

### OBJECTIVE

To become familiar with sock puppet manipulation. To begin making dog sock puppets.

### The focus of the lesson is for the children to:

- Learn simple sock puppet manipulation techniques
- Use and refine motor skills while building and manipulating puppets
- To follow sequential directions
- To make personal design and color choices for individual puppets
- To work cooperatively while sharing art materials

### MATERIALS

Socks, pre-cut cardboard for mouths, tacky glue, pom-poms, sample sock puppets

### KEY TERMS/CONCEPTS

We open and close the puppets mouth by using our hands

We can make different animal character puppets with the socks

We turn the socks **inside-out** to glue in the puppet's mouth

We can create a special voice and way of moving for our puppet

### PROCEDURE

#### 1. Sing the Welcome Song

*“Who remembers what we did last week?”*

*“Last week we made puppets using our hands, glue and paper! What other kinds of materials could we use to make puppets?”*

*“Today we are going to make puppets with socks! They are called sock puppets. How do you think we will do that?”*

#### 2. Show the children different sock puppets, ie. rooster, hen, worm, dragon fly and dog.

*“These are many different kinds of sock puppets. How can we use our hands to make these sock puppets talk?”*

*“What will these puppets sound like?”*

*“Let’s make our own sock puppet and make it talk! Which sock will you choose?”*

#### 3. Students choose a sock for their puppet

*“Before we made bunny rabbit and monkey talker puppets. Can you use your hands to make your sock talk?”*

*“What kind of voice will your puppet have? Will it be a high voice? A low voice? A soft voice or a loud voice?”*

#### 4. Children put their hands in the socks and practice moving the mouth and speaking in a “puppet voice”

*“When we made paper puppets we folded paper to make the talking mouth. When we make sock puppets we use folded cardboard to make the talking mouth. Where will we glue it?”*

#### 5. Students turn puppet inside out and work with the teachers to glue on the cardboard mouth.

*“Your puppet now has a talking mouth!”*

*“What else do you need to add to your puppet?”*

*“We have pom-poms, fabric, paper and glue. What could we use these for?”*

*“Where will we put the eyes, nose, etc.?”*

*“What colors will your choose and where will you put them?”*

#### 6. Children create their sock puppet character using the provided materials

*“We created many different sock puppets. Let’s use our voices to make our puppets talk!”*

*“What will it sound like?”*

*“How will your sock puppet be friendly to the other sock puppets?”*

### SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Encourage students to experiment with using their puppets and the rainbow tree puppet stage. Ask the students to create a special way of talking for their puppet. Model this by animating other classroom puppets.



#### **THEATER ARTS/MUSIC BLUEPRINT BENCHMARKS ADDRESSED:**

Students participate in group activities. Students activate their imaginations. Through explorations of art materials and techniques, students exercise imagination.



## LESSON 7 –APARTMENT FOR RENT: Finishing Dog Sock Puppets

### OBJECTIVE

To finish the dog sock puppets. To manipulate and animate sock puppets.

### The focus of the lesson is for the children to:

- Finish building sock puppets
- Use and refine motor skills while building puppets
- Make personal design and color choices for individual puppets
- Create names for their puppets
- Learn and execute puppet-handling techniques
- Use and vary their voices to create dog sounds and a choral dog song
- Make a list of dog commands/tricks
- Animate puppets in response to commands

### MATERIALS

Socks, pom-poms, googly eyes, pre-cut paper dog ears, pre-cut felt tongues, glue sticks and tacky glue.

### KEY TERMS/CONCEPTS

Dogs have their own special names

We can use our hands to make our puppets come alive

Dogs follow **commands** and do **tricks**

Dog sounds include: **woof, ruff, bark, howl**

Dogs make a **panting** sound. It helps them cool their bodies

When we all sing together we create a **symphony**

### PROCEDURE

1. Distribute unfinished puppets
  - “Who remembers what we did last week?”
  - “Last week we started making dog puppets using socks, cardboard, pom-poms, cardboard and glue!”
  - “Is our puppet missing anything? How will we add those pieces? What materials can we use?”
  - “Let’s finish our dog puppet! Will you add ears first or the nose first?”
2. Children use the provided materials to add ears, eyes, tongues and noses and complete their puppets
  - “We’ve finished our sock puppets. Let’s look and see how everyone’s puppet is different!”
  - “What will your sock puppet’s name be?”
3. Children choose names for their dog puppet
  - “Now that your puppet has a name, it is time to be a puppeteer again! What are some different ways we can make our puppet move?”
  - “What are some different ways we can move our hands and arms to make our puppet come alive?”
4. While children are holding their puppets, demonstrate puppet-handling techniques, (ie. open and close puppet mouth, shake hand up and down to say “yes,” twist lower arm to say “no”). Children follow. Invite students to add other movement ideas for their puppets.
  - “Now that you are a puppeteer and can make your puppet move, what kinds of sounds can your puppet make?”
5. Ask children what sounds dogs make. Try out each sound five times. Vary pitch (high/low) and tempo (fast/slow). Assign each group a dog sound and lead them in a dog “symphony” to the tune of “Twinkle Little Star.”
  - “Now that your puppet has a name, it is time to be a puppeteer again! What are some different ways we can make our puppet move?”
  - “Can you move your puppet and make sounds at the same time? What else can your puppet do?”

### SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Encourage students to experiment with using their puppets and the rainbow tree puppet stage. Read books about dogs, Go, Dog, Go! by Dr. Seuss, A Dog Needs a Bone by Audrey Wood and Wiggle by Doreen Cronin.



**THEATER ARTS/VISUAL ARTS BLUEPRINT BENCHMARKS ADDRESSED:**

Students participate in group activities. Students activate their imaginations. Students explore the physical, vocal and characterization components of acting by developing the actor's instrument: the body, voice and mind.



## LESSON 8 – APARTMENT FOR RENT: Creating Puppet Drama

### OBJECTIVE

To explore the art of puppetry through use of voice, body and imagination

### The focus of the lesson is for the children to:

- Animate and manipulate their puppets to express emotions and to sing and dance
- Use their voices to show puppet characters
- Interact with other children and their puppet characters
- Create spontaneous puppet dialogue and stories
- Used a shared space, (puppet stage) and work cooperatively

### MATERIALS

Rainbow tree puppet stage, students' previously made puppets (sock and paper), recorded music

### KEY TERMS/CONCEPTS

Our puppets speak to each other to tell a story. We can create special voices for our puppets. Our puppets share the puppet stage and take turns speaking. The **audience** watches each puppet show and **applauds** when the show is over.

### PROCEDURE

#### 1. Greetings and review

*“Last week we finished our dog puppets. What kinds of things did we do with them?”*

*“Let’s practice moving and talking with our puppets again. What kinds of friendly things will your puppet say?”*

#### 2. Distribute sock puppets

#### 3. Children animate their puppets and warm up their puppet voices by saying alphabet letters slowly and singing the alphabet song

*“We now have puppets, a puppet stage and puppeteers. We are ready to start practicing for a puppet show!”*

*“Where does the puppeteer go? Where will the puppets be? Where will the audience be?”*

#### 4. Demonstrate how to use the puppet stage, ie. where to stand and place your puppet so the audience can see and hear you

*“Our puppet stage has a place for two puppeteers. Can two puppets be in the show at the same time?”*

*“These two puppets are neighbors, like in the puppet show we saw before! What kinds of things can these neighbors say to each other?”*

*“Will they be friendly? Will they be mean? What kinds of questions can the puppets ask each other?”*

#### 5. Choose two children to bring their puppets to the stage. Improvize dialogue by asking them questions, ie.

*“What’s your name?” “What kind of food do you like?” Encourage children to interact with each other. Keep choosing two children until everyone has had a turn*

*“We have practiced being a puppeteer. We have practiced making a puppet show and we have practiced being an audience. What were some things the puppets did in the show? What did you see that made you laugh?”*

*“Let’s ask our puppets to come out from behind the stage and have a dance party! What kind of music will we play?”*

*“How will we move our bodies and our puppets?”*

*“Will our puppets sing?”*

#### 6. Play recorded music and lead children in dancing and singing with their puppets. Suggested songs are *Let It Go* from the movie *Frozen* - as a warm up, *Goldfish* by Laurie Beckner - for moving around the room, *Going on a Bear Hunt* by Greg and Steve - for following directions and dramatizing, and *Do You Want to Build a Snowman?* from the movie *Frozen* - for cooling down

### SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Encourage children to continue using their puppets and puppet stage to create stories together. Play some of the music suggested above and lead children in movement and song with their puppets.



**THEATER ARTS BLUEPRINT BENCHMARKS ADDRESSED:**

Students participate in group activities. Students explore the physical, vocal and characterization components of acting by developing the actor's instrument: the body, voice and mind.



## LESSON 9 –APARTMENT FOR RENT: Making Drums

### OBJECTIVE

To participate in an interactive orally told story. To dramatize a story. To make drums.

### The focus of the lesson is for the children to:

- Dramatize a story
- Use their bodies expressively to create animal characters
- Use and refine motor skills while making drums
- Make personal design and color choices for drums
- Experiment with creating percussion sounds and rhythms with their drums

### MATERIALS

Drum (djembe), cardboard tubes, pre-cut tissue paper of varying colors, latex balloons, scissors, stick glue

### KEY TERMS/CONCEPTS

Drums can be made of different materials. Drums can be played by using hands or sticks. A **djembe** is an African drum.

The story **Leopard’s Drum** comes from Africa and explains how turtle got its hard shell

Different animals move in different ways, ie. fast, slow, heavy, light. We can use our bodies to pretend we are different animals

We can make different sounds when we play our drums

The cardboard tubes we are using to make the drums are from **recycled** materials

**Reduce, Reuse, Recycle** - means to use again

### PROCEDURE

#### 1. Sing the Welcome Song

*“Last week we started making a puppet show with our puppets and our puppet stage. We also used music at the end of our show and made our puppets dance and sing. What do we need to make our own music?”*

*“Music can be made by using different instruments. What are some different kinds of instruments we know about?”*

*“What kinds of materials can we use to make instruments?”*

#### 2. Show children the djembe drum. Children notice and discuss the materials the drum maker used, (wood, goat skin, rope)

*“How can we use our hands to make different sounds on this drum?”*

*“How many different sounds can we make?”*

*“Some sounds are loud and some sounds are soft. What kind of sound would we use for an elephant? Why?”*

*“When I make the loud elephant sounds with the drum, can you move your body like an elephant?”*

#### 3. Have children practice moving like monkeys, elephants, snakes and turtles

*“We have moved our bodies like animals to the music. Let’s meet a puppet of one of the animals we pretended to be!”*

#### 4. Turtle puppet talks about his shell and how it protects him

#### 5. Tell the story, **Leopard’s Drum**. Invite children to move like each animal in the story while playing a drum motif for their movements

*“We have a lot of different materials here. How can we use these materials to make our own drums so we can have music in our puppet show?”*

*“Let’s look at the djembe drum. Do we have any materials that look like the drum? The goat skin, etc.?”*

#### 6. Children use the provided materials to create drums

*“Now that we have our own drums, what kinds of sounds can we make by ourselves? What kind of sounds can we make all together?”*

#### 7. Children experiment with drum sounds. Children play their drums together while singing

### SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Lead drum activities. Play a rhythm on your drum and have children copy it. Choose children to be drum leaders. Read the folktale **The Leopard’s Drum** by Jessica Souhanmi or **How the Turtle Got Its Shell: An African Tale** by Sandra Robbins. Read other folktales that explain how animal traits came to be.



#### **THEATER ARTS/MUSIC BLUEPRINT BENCHMARKS ADDRESSED:**

Students participate in group activities, including storytelling. Students activate and use their imaginations. Students explore the physical, vocal, characterization and staging components of acting by developing the actor's instrument: the body, voice and mind. Through exploration and discovery, students will be able to express themselves as thinking, feeling musicians and develop their musical imaginations through playing (drums).

## LESSON 10 –APARTMENT FOR RENT: Making Wings/Culminating Celebration

### OBJECTIVE

To review the characters and story line of **Apartment for Rent**. To build wings. To create a culminating celebration using the wings, sets, puppets, props and instruments created in the residency. To share the celebration with families and the school community. To say goodbye to the puppets and teaching artists.

### The focus of the lesson is for the children to:

- Recall and review the activities and experiences they have had throughout the residency
- Hear an orally told folktale
- Learn and sing a song
- Design and build wings
- Make personal design and color choices for their wings
- Create a “flying procession,” while wearing the wings
- Dance with the puppets
- Play their drums in response to music
- Say goodbye to the puppets and teaching artists

### MATERIALS

Guitar, original puppets from the **Apartment for Rent** play, rainbow tree set, recorded music, pre-cut wings, multi-colored paper feathers, glue sticks, children’s previously created drums and puppets, cut tissue paper confetti

### KEY TERMS/CONCEPTS

We have learned and created many new things together. **Canary** had wings and flew away to a farm to have her baby birds. If we make **wings** we can pretend to fly. It’s time to say goodbye to our teaching artists and puppets. It’s time to share our work with our family and friends.

### PROCEDURE

#### 1. Sing the **Welcome Song**

*“Today is our last day together. We have learned and created many new things! Who can remember some of the things we made?”*

*“When we learn new things, we are growing! We can pretend we are growing up and up and up into the sky!”*

*“What kind of animal flies up in the sky? What do they have that makes them fly?”*

*“Let’s tell a story and sing a song about what it would be like to have wings and fly!”*

#### 2. Tell the story **The Magic Wings**

#### 3. Teach the song **“If I Had Wings”**

*“We have told a story and sang a song about flying! If you had wings, where would you fly to?”*

*“How would your body move if you were flying?”*

*“Now that you are flying, what do you see?”*

#### 4. Review the names of the puppet characters in **Apartment for Rent**. Ask the children, “Which character had wings?” (Canary)

#### 5. Canary puppet explains why she flew away and offers the children wings so they can fly too

*“I have wings and I would like for you to have wings too so you can fly with me! Let’s decorate your own wings with different materials so you can fly with me!”*

*“How will you put your wings on and where will we fly?”*

#### 6. Children create a flying procession wearing wings and carrying their drums

#### 7. Children celebrate by dancing and drumming and playing with puppets

*“We celebrated with our puppets and our drums. We danced and flew with our wings. We had a great time learning and creating. Now it’s time to say goodbye to everyone.”*

#### 8. Miguel says goodbye to each child

## SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Let children take home their puppets, but keep one puppet for each child in the classroom. Continue encouraging children to use their puppets and puppet stage for dramatic play.

Read the book The Magic Wings by Diane Wolkstein. Read other books (fiction and non-fiction) about birds, ie. Are You My Mother? by Dr. Seuss, Owl Babies by Martin Waddell, First the Egg by Laura Vaccaro Seeger

Have children discuss what they would do if they had wings and could fly. Have children draw pictures of themselves flying with wings. Write down their stories. Share each illustration and story with the class.

Ask children to imagine what canary's new home looks like. Have children describe canary's new home and neighbors.

### **THEATER ARTS/VISUAL ART/MUSIC BLUEPRINT BENCHMARKS ADDRESSED:**

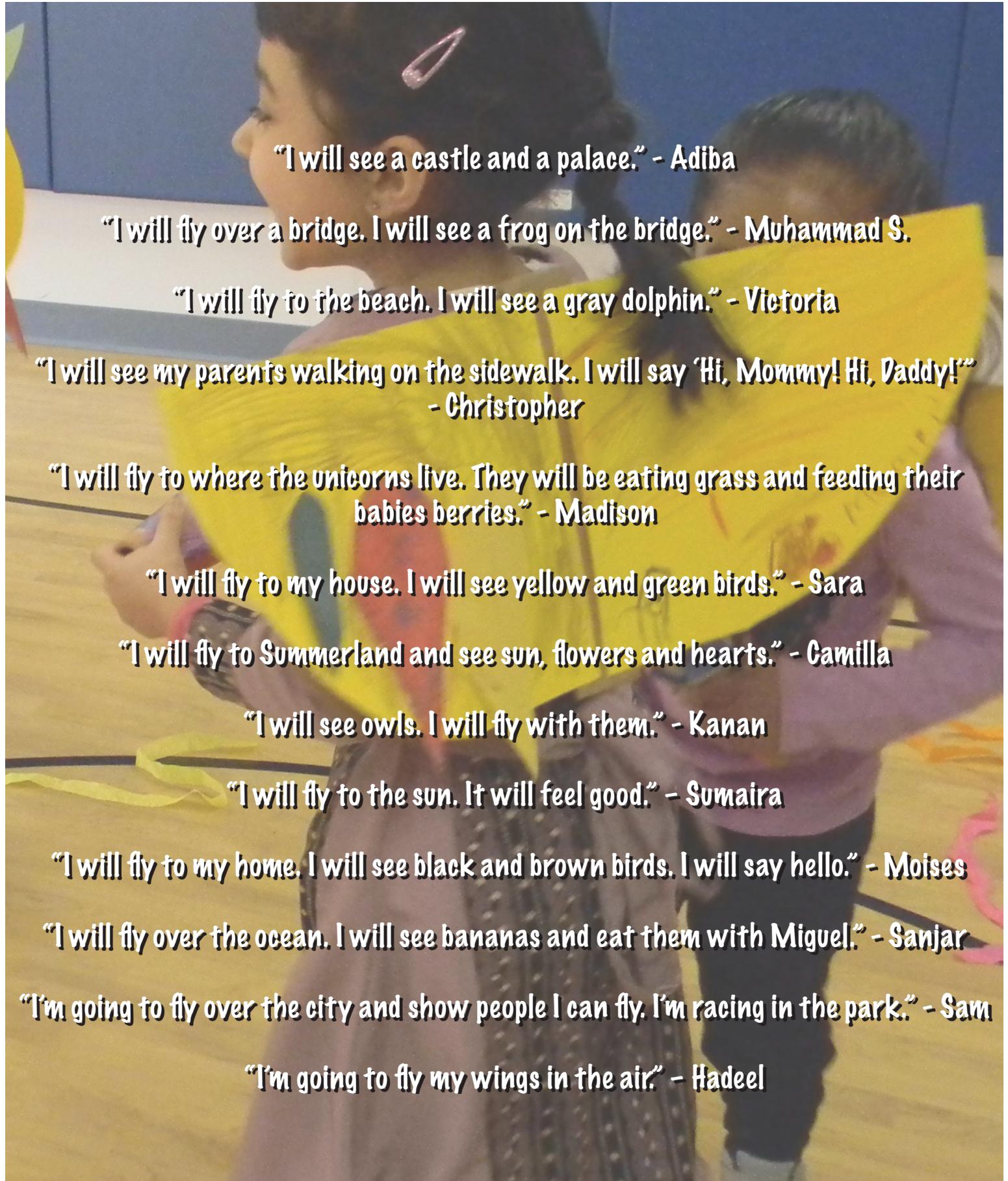
Students participate in group activities, including storytelling and pantomime. Students activate and use their imaginations. Students explore the physical, vocal, characterization and staging components of acting by developing the actor's instrument: the body, voice and mind. Through explorations of art materials and techniques, students exercise imagination, construct meaning and depict their experiences. Through exploration and discovery, students will be able to express themselves as thinking, feeling musicians and develop their musical imaginations through playing (drums).







IF YOU HAD WINGS AND COULD FLY,  
WHERE WOULD YOU GO? WHAT WOULD YOU SEE?



"I will see a castle and a palace." - Adiba

"I will fly over a bridge. I will see a frog on the bridge." - Muhammad S.

"I will fly to the beach. I will see a gray dolphin." - Victoria

"I will see my parents walking on the sidewalk. I will say 'Hi, Mommy! Hi, Daddy!'"  
- Christopher

"I will fly to where the unicorns live. They will be eating grass and feeding their babies berries." - Madison

"I will fly to my house. I will see yellow and green birds." - Sara

"I will fly to Summerland and see sun, flowers and hearts." - Camilla

"I will see owls. I will fly with them." - Kanan

"I will fly to the sun. It will feel good." - Sumaira

"I will fly to my home. I will see black and brown birds. I will say hello." - Moises

"I will fly over the ocean. I will see bananas and eat them with Miguel." - Sanjar

"I'm going to fly over the city and show people I can fly. I'm racing in the park." - Sam

"I'm going to fly my wings in the air." - Hadeel

# SONGS CONNECTED TO THE RESIDENCY

## WELCOME SONG/FRIENDS SONG

*Friends, friends*

123

*All my friends are here with me*

*Amigos, amigos*

*Uno, dos, tres*

*Todos mis amigos estan aqui conmigo*

(accompany the song with American Sign Language)

## IF I HAD WINGS\*

*Words and Music by Shirley Keller*

*If I had wings I would fly!  
If I had wings I would fly in the sky.  
If I had wings I would fly, fly, fly  
Greeting the flowers of spring  
“Hello, hello,” I would sing.*

(\*recording available at [amidonmusic.com](http://amidonmusic.com))

## TREE SONG

by Lorraine Hammond

*This is my trunk I’m a tall tall tree  
In the springtime the blossoms grow on me.  
They open, they open.*

*This is my trunk I’m a tall tall tree  
In the summer the breezes blow through me,  
I bend, I bend.*

*This is my trunk I’m a tall tall tree  
In the autumn the apples grow on me,  
They drop, they drop.*

*This is my trunk I’m a tall tall tree  
In the winter the snowflakes fall on me,  
Brrrrr, Brrrrr*

*This is my trunk I’m a tall tall tree  
In the springtime the blossoms grow on me.  
They open, they open.*

## TURTLE’S CELEBRATION SONG

*(sung to the time of the African call and response song Fang Alafia)*

*Turtle you did it!  
We have a drum  
Turtle you did it!  
We have a drum*

*Great Osebo ran away  
Now we have a drum to play  
Turtle you did it!  
We have a drum*

# TEACHER REFLECTIONS



## PUPPETRY IN PRACTICE

RESOURCE CENTER at Brooklyn College | 2900 Bedford Ave | James Hall, Room 0712 | Brooklyn NY 11210 | (718) 951-4240  
www.puppetryinpractice.org

### TEACHER EVALUATION

PROGRAM :

NAME: Rosalia Baldalament SCHOOL: Juansnow Pre-<sup>center</sup> CLASS: A02

TEACHING ARTIST: Mr. Luciano and Ms. Nadine.

It's hard to believe we are at the end of the 10-week residency! What an honor it was to work with you and get to know your students! Puppetry in Practice is truly a literacy-based, process-driven program. We ask that you take a few moments to reflect on the process of the past months. Consider the use of hands-on art processes; working in groups; connections to the curriculum; use of technology; presentation of materials; creative and constructive input by students.

1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

The program was beautifully structured. Students got a nice hands on approach on how to make puppets and interact with others in groups .

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

I noticed significant growth in my students. Students who never would speak up came alive in performances. When this happened I was eager to catch it on video to show the parents what progress my students have made.

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

I observed lots of unique techniques in creating artwork (puppets which I can use in all my units going forward).

4. What else would you like us to know?

Excellent  
Job!  
Bravo!

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.

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## TEACHER EVALUATION

PROGRAM: Puppetry in Practice

NAME: Nicole Bell SCHOOL: Jean Snow P-8 CLASS: AD4

TEACHING ARTIST: Mr. Lou & Ms. Nadine

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1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

The strengths of this program that were related to my students were the:

- entertainment/ing
- fun + engaging
- Miguel the monkey!

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

The growth that my students showed through this process was their ability to use puppetry as an ~~outlet~~ expressive outlet and their growth in expressing themselves when using dramatizations through puppetry.

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

I observed how to use puppetry as a teaching tool.  
Ex: when Mr. Lou explains ~~vocab~~ vocab. terms to Miguel

1. What else would you like us to know?

Mr. Lou was amazing! He never lost patience w/the children and would joke w/them if they called out or went off topic! Kudos to Mr. Lou!

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.



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## TEACHER EVALUATION

PROGRAM : \_\_\_\_\_

NAME: Audrey Batz SCHOOL: Coney Island Avenue Joan Snaw Pre-K CLASS: A-03

TEACHING ARTIST: Luciano, Nadine

It's hard to believe we are at the end of the 10-week residency! What an honor it was to work with you and get to know your students! Puppetry in Practice is truly a literacy-based, process-driven program. We ask that you take a few moments to reflect on the process of the past months. Consider the use of hands-on art processes; working in groups; connections to the curriculum; use of technology; presentation of materials; creative and constructive input by students.

1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

My students were encouraged to use creativity and to work together in groups, learning how to express themselves and their individuality in group situations.

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

I noticed several of my more timid students began to be more verbal and expressive.

For example, one of my girls began to raise her hand and answer questions with confidence and excitement.

I also have one student who said her first English word when asking for "green" paper. Her vocabulary continues to grow daily since that day.

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

Great idea to have students use the puppets to retell or reenact stories - or extend stories - or create their own.

4. What else would you like us to know?

Wonderful experience for all! Thank you!

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.



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## TEACHER EVALUATION

PROGRAM: Puppetry in Practice

NAME: Mrs. Coca SCHOOL: Joan Snow CLASS: Pre-K Center A-01

TEACHING ARTIST: Mr. Lou & Ms. Nadine

It's hard to believe we are at the end of the 10-week residency! What an honor it was to work with you and get to know your students! Puppetry in Practice is truly a literacy-based, process-driven program. We ask that you take a few moments to reflect on the process of the past months. Consider the use of hands-on art processes; working in groups; connections to the curriculum; use of technology; presentation of materials; creative and constructive input by students.

1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)  
Mr. Lou was very engaging with the students & extremely flexible. The students really enjoyed Miguel & the other characters. I was surprised to receive our own puppet theatre, which the students used daily with their own puppets in house area.

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

Through ~~Puppetry~~ Practice student learned how to properly use a puppet. They learned how to create stories & conversations using puppets.

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

Using song & puppetry to engage students in various topics / Read-Alouds.

4. What else would you like us to know?

The students enjoyed puppetry a lot!  
Mr. Lou was fantastic & we hope to see him again next year!!

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.



# PUPPETRY IN PRACTICE

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