



Durham Arts Council CAPS Teaching Artist
Roster Lesson Plan Template

Program Title: Puppetry 101: Fables & Fairy Tales		Teaching Artist Name: Kathie Guild, Executive Director Puppet Show Incorporated	
Grade Level: 3-5	Maximum Student Participants: 25 per classroom	Length of Program: <i>Total Days: 5</i> <i>Length of session(s):</i> 5 days	
Arts Focus: Theatre Arts (Puppetry)		Curriculum Focus: English Language Arts; Healthful Living and Guidance Standards	
Primary Learning Goal(s): <i>(What should students learn during this residency, workshop, or performance?)</i> (ELA CCR Anchor Standard W.3) <ol style="list-style-type: none"> 1. Organize information and ideas around a topic to plan and prepare to write 2. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally 3. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations 			
Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i> <u>Theatre Art Essential Standards:</u> C.1 Use movement, voice and writing to communicate ideas and feelings. <u>Clarifying Learning Objectives:</u> C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality. C.1.2 Apply appropriate volume and variation in pitch, rate and tone to express character. C.1.3 Understand how to transform stories into written dialogue <u>Theatre Art Essential Standards:</u> 3.C.2 Use performance to		Connecting Common Core State Standard(s) <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i> <u>English Language Arts Reading Literature K-5</u> <u>CCR Anchor Standards RL.2</u> Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. <u>Primary Learning Objectives:</u> RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through the key details in the text.	

communicate ideas and feelings

Clarifying Learning Objectives:

3.C.2.1 Use improvisation to present a variety of simple stories or situations.

3.C.2.2 Interpret stories from given texts by acting them out.

Theatre Arts Essential Standards:

4.C.1 Use movement, voice and writing to communicate ideas and feelings.

Clarifying Learning Objectives:

C.1.1 Use a variety of postures, gaits and mannerisms to express character in the presentation of stories.

C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to various types of literature and story telling.

C.1.3 Understand how to adapt sources such as literature texts, poetry, and speeches, into scripts.

Theatre Arts Essential Standards:

4.C.2 Use performance to communicate ideas and feelings

Clarifying Learning Objectives:

4.C.2.1 Use improvisation to tell stories and express ideas

4.C.2.2 Interpret multiple characters from stories through the use of the body and voice.

Theatre Arts Essential Standards:

5.C.1 Use movement, voice and writing to communicate ideas and feelings

Clarifying Learning Objectives:

5.C.1.1 Use a variety of postures, gaits and manners to express a variety of characters in the presentation of stories

5.C.1.2 Apply appropriate vocal Elements of volume, pitch, rate,

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCR Anchor Standard W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Primary Learning Objectives:

W.3.3; W.4.3; W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- a. Organize information and ideas around a topic to plan and prepare to write
- b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

tone, articulation, and vocal expression in various types of formal and informal presentations.

5.C.1.3 Construct original scripts using dialogue that communicates ideas and feelings.

Theatre Arts Essential Standards:

5.C.2 Use performance to communicate ideas and feelings

Clarifying Learning Objectives:

- 5.C.2.1 Use improvisation to create characters and solve problems.
- 5.C.2.2 Interpret various characters from different genres of given texts through the use of the body and voice.

Connecting NC Essential Standard(s)

Identify at least one NC Essential science, social studies, information & technology, healthful living, or world languages standards being addressed by the residency and primary learning goal.

N.C. Healthful Living Standards

NCES.3.ICR: Understand healthy and effective interpersonal communication and relationships.

Clarifying Learning Objectives:

NCES.3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.

N.C. Healthful Living Standards

NCES.4.ICR: Understand healthy and effective interpersonal communication and relationships.

Clarifying Learning Objectives:

- NCES.4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.
- NCES.4.ICR.1.3 Interpret facial expressions and posture to express emotions and empathy

NC Essential Standards Guidance

RED.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

Clarifying Objectives:

RED.SE.3.1 Use oral and written communication skills to share information with others.

NC Essential Standards Guidance

RED.CR.4 Understand the connection among attendance, collaboration, grades and life goals

Clarifying Objectives:

RED.CR.4.1 Recognize how to interact and work cooperatively in teams and groups

Program Overview *(Describe the activities you will present each day of the residency, or for the timeframe of the workshop/performance in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity).*

Day One:

- Overview and history of puppetry around the world. The different types of puppetry is explained and demonstrated. (20 minutes)
- Stretch Break/Movement (3 minutes)
- Puppet Show Performance by Kathie Guild (15 minutes)
- Q & A (2 minutes)
- Student make a simple paper puppet to take home (10 minutes)

Day Two:

- Teach students the fundamentals of puppetry voice, movement and character (15 minutes)
- Stretch Break/Movement (2 minutes)
- Puppet Show Performance by Kathie Guild (12 minutes)
- Students select puppets, practice voice, movement & characterizations.(10 minutes)
- Students showcase what they learned using a puppet (voice, movement, character) (18 minutes)
- Homework assignment: Practice voice, movement & character at home using paper puppet made Day 1 and Day 2 (puppet making 3 minutes).

Day Three:

- Introduce key plot elements of fairy tales/fables . Review parts of a plot diagram (6 minutes)
- Teach basic script writing using a storyboard and a template.(20 minutes)
- Stretch/Movement Break (2 minutes)
- Fairy Tales/Fables assigned to groups of students (2 minutes)
- Students break into small groups and read Fairy Tales and or Fables. Complete storyboards. Begin scripts using a template and the plot diagram. Decide on props. (30 minutes)

Day Four:

- Script Writing and prop building continue. Students work in small groups (30 minutes)
- Groups practice puppet show performances (30 minutes)

Day Five (if applicable):

- Student groups take turns performing their puppet show in front of class. (50 minutes)
 - Student share what they learned and their experiences during the residency (10 minutes)
- *It might be helpful if the student Puppet Show performances are recorded for students to watch and critique themselves*

Materials: *List materials that will be required to conduct this program.*
Access to printer/copier.

Teacher Involvement	Program Evaluation
<p>Teacher(s) role: <i>Describe the role of the classroom teacher before, during, and/or after the sessions and activities.</i></p> <p>Classroom Teachers and/or Teacher Assistants are asked to remain in the classroom during the lessons.</p>	<p>Evaluation Tool(s): <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.</i></p> <p>Pre and post- tests will be given to students. Checking for understanding is done at the beginning, middle and end of the lesson. Teacher surveys at end of the residence.</p>
<p>Teacher-Artist Orientation: <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i></p> <p>A joint meeting between teachers or grade levels is requested before the residency. The detailed lessons plan with all student handouts and materials during the residency will be given to the teachers at the meeting. If there is a particular need or concern that the teachers would like addressed during the residency, I will work collaboratively with the teachers to develop a plan to meet this need(s).</p> <p>I request that teachers share in advance of the residency their classroom rules, quiet/attention signals and all Positive Behavior Intervention and Sup-</p>	<p>Extension Activities: <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i></p> <p>An optional resource list can be provided to the teachers with additional activities, discussions and children's books that continue to reinforce the learning objectives after the residency concludes.</p>

<p>port (PBIS) techniques used. A list of student names and information on students requiring classroom modifications and accommodations in order to fully access the curriculum.</p> <p>It is helpful if the students have had an educational unit on fairy tales and fables (defining, reading, discussing, comparing, contrasting) before the puppetry residency.</p>	
<p>Resources: <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i></p> <p>Curriculum Froggy and Friends by Kathie Guild; Froggy and Friends II by Kathie Guild; More Froggy and Friends by Kathie Guild. Examples of Fairy Tales that might be used depending on grade level and size of class: Goldilocks and the Three Bears; The Three Little Pigs; Little Red Riding Hood (James Marshall versions); The Three Billy Goats Gruff; The Gingerbread Boy; The Frog Prince; La Princesca and the Pea; The White Elephant; Mufaro's Beautiful Daughters; The Lion's Whiskers; Burros Tortillas, Once Upon a World Rapunzel; The Empty Pot. Aesop Fables: The Tortoise and the Hare, The Lion and the Mouse, The Ant and the Grasshopper, The Bear and the Two Friends (Travelers); The Lion and the Elephant; The Plane Tree.</p>	
<p>Space Requirements:</p> <p>An area to set up a puppet theater (table top) that is 6 feet long and 4 feet wide and a sturdy oblong rectangle table to set a portable puppet theater on. Table Dimensions for the portable puppet theater a minimum of 36 inches wide by 48 inches long</p>	<p>Technical Needs:</p> <p>Access to interactive board like a smart-board. If no interactive board, access to projector and screen or blank wall. Access to internet. If students are to be filmed during their puppet performances, a video camera. Or recording device</p>
<p>Program Variations Available: <i>Describe any flexibility in the program or other variations of the program offered, etc.</i></p> <p>I can come once a week for 5 weeks or split the 5 days up over two weeks</p>	
<p>Additional Comments:</p>	