



## Puppet Play Lesson Plan | PINKALICIOUS & PETERRIFIC®

In this lesson, children exercise their creativity while expressing themselves through art and dramatic play. After watching a video excerpt from the PBS KIDS series PINKALICIOUS & PETERRIFIC®, children use common craft and recycled materials, as well as found objects, to create puppets based on characters from a picture book. They explore how to develop a puppet's personality and then practice and perform a puppet show.

### Lesson Summary

In this lesson, students are introduced to puppets and the art of puppet making through the video excerpt [Mr. Socko | PINKALICIOUS & PETERRIFIC®](#). After watching the video, students discuss how puppeteers create personalities for their puppets, just as Pinkalicious does for Mr. Socko. They make connections between puppets in a show and characters in a book before reading a picture book and discussing the elements of the story: characters, setting, and plot. Using everyday craft and recycled materials, students create puppets that represent the characters in the book. Then they adapt the book into a puppet show (using a reader's theater format), make additional props and scenery, and practice their lines. Finally, they perform their show in front of a live audience!

See [Get Smart with the Arts!](#) for more information about how the arts can enhance children's cognitive, physical, social, emotional, and academic skills.

### Time Allotment

Two class periods

### Learning Objectives

Students will:

- Find out about different types of puppets
- Explore connections between facial expressions and emotions
- Create their own puppet
- Adapt a story as a puppet show
- Participate in a puppet show

## Prep for Teachers

1. Read the lesson plan, watch the *Mr. Socko* video excerpt, and gather the necessary supplies and materials.
2. If possible, collect a variety of puppets to share with students (finger, hand, rod, sock, or marionette). Alternatively, share images or photos of different types of puppets.
3. Choose a favorite picture book that has many characters and will be easy to perform as a puppet show. In a reader's theater format, the teacher reads the story aloud, stopping to let the children say their lines. Consider the roles your students could take and how the book could be adapted into a reader's theater script. (See Supplies for several picture book recommendations.) Use the text to create the play's narration and script.
4. Decide whether additional props are needed for the puppet show. You may want to make them ahead of time or set aside class time for students to make them. (See Activity #2.)
5. Using the same materials that you will provide for students, create one or more sample puppets. Add enough detail to your puppet to inspire students.

## Supplies

- Homemade or purchased puppet theater (Note: If you don't have a puppet theater, make your own. Drape a blanket over three sides of a rectangular table to make a stage. Have students sit along the open side of the table and act out their show on the tabletop. Or, remove one side of a large cardboard box, cut a window in the opposite side, and place it on a tabletop. Students can paint it or create scenes to place inside. Check online for more ideas.)
- A picture book with many characters and simple dialog, such as:
  - *Hattie and the Fox*, by Mem Fox and Patricia Mullins
  - *Little Blue Truck*, by Alice Schertle
  - *The Very Busy Spider*, by Eric Carle

## Materials

Use materials that you already have in your classroom, recyclables, or found objects to create the puppets. Choose a set of materials from the following options:

- Lunch-size paper bags (preferably in a variety of colors), socks, or gloves (cut the fingers off to make finger puppets)
- Scissors, decorative-edge scissors
- Glue
- Tape
- Construction, patterned, or scrap paper
- Paper punches in different shapes
- Cardstock
- Yarn, string, thread
- Pipe cleaners

- Straws
- Feathers
- Googly eyes (different sizes)
- Buttons
- Crayons, pens, markers
- Pom-poms
- Fabric scraps
- Craft foam sheets
- Recyclables (cardboard tubes, bottle caps, egg cartons, cereal boxes, plastic lids, etc.)

## Handouts

For Teachers

- [Get Smart with the Arts!](#)
- [Picture Book Biographies of Visual Artists](#)
- [Recommended Reading List](#)

For Students

- [Create Your Own Sock Puppet!](#)

## Multimedia Resources

[Mr. Socko | PINKALICIOUS & PETERRIFIC®](#)

## Introductory Activity

- Show children a selection of puppets and ask them to share their experiences with puppets and puppet shows. Ask them about the kinds of puppets they've seen or used as well as the stage, settings, or costumes at a puppet play.
- Expand on the idea that there are many different types of puppets. Display the puppets you've brought and explain how they work. Introduce the word *puppeteer*. Explain that a puppeteer is the person who makes the puppet move and talk. Sometimes puppeteers also make the puppet, using various materials. If you have several examples of puppets, share the simplest puppet first, such as a finger puppet. Then share more complex puppets—hand, rod, or marionette. Show children how to manipulate the puppets to make them talk or move. Discuss how the puppets are similar and different

## Learning Activities

### 1. Before watching the video

- Tell children that they're going to watch a video excerpt from a PINKALICIOUS & PETERRIFIC® episode called *Mr. Socko*.
- Ask children if they've read any books about Pinkalicious or watched the TV show. If needed, explain that Pinkalicious is a girl who loves to use her imagination to sing, dance, act, and make art. She has a brother, Peter, who always likes to join in and bring

his own ideas.

## 2. **Watch the video**

- As children watch, have them think about how Mr. Socko helps Peter and Pinkalicious look for the missing sock.

## 3. **After watching the video**

- To check for understanding, ask students, What happened in the video? Clarify any misunderstandings.
- Ask students to describe how Mr. Socko talks and acts. (If students are unsure how to describe Mr. Socko, explain that he is helpful, smart, and has good ideas about how to find the missing sock. He asks Peter questions to help him think about everything he did the day he lost his sock.)
- Remind students of their previous experiences with puppets. Ask them about the characteristics of the puppets they know or have seen. What did the puppets look like? What did they say? What kind of voice did they have? Were they silly, serious, sad, helpful, or mischievous? How did the puppet's appearance or actions help tell you about its personality?
- You may want to play another video clip that shows puppeteers using a variety of materials to make and create personalities for their puppets, such as [Clubhouse Theme: What Are Puppets | KIDS Clubhouse Adventures](#).

## 4. **Activity #1: Make a Puppet**

- Tell students that puppets are similar to characters in a book. They help tell a story by the way they talk and act, how they move, and how they are dressed. These things help make up the puppet's personality. Ask students how puppeteers might show that a puppet is happy, mad, or sad.
- Tell students that they will get to make their own puppets—based on a book! Gather children into a circle and show the book cover. Ask, What do you think this book is about?
- Read the book aloud. Afterward, point out the setting of the story and discuss the various characters. Explore how the different characters felt in different parts of the book. What did they do and say? How did they look? What personalities did they have?
- Explain that now children are going to use what they know about the characters and make their own puppets.
- Share your premade puppet as an example and talk about the materials you used to make it. What did you use for ears, eyes, and nose? Does the puppet have hair? What is it made of?
- Show how to move your hand inside the puppet to make it look like it's talking. Point out the flap on the paper bag or the part of the sock that will be the puppet's mouth. Explain that they will need to keep this in mind when creating their puppet.
- Ask children, Which character from the book would you like to make? Depending on the size of your class, there may be several puppets of the same animal. You can also add in other farm animals for more variety.
- Distribute the materials and give children time to make their puppets. Assist children as needed.

## 5. **Activity #2: Create a Puppet Show**

- Gather children in a circle and talk about how to adapt the book into a puppet show. Discuss the following ideas and write notes on a chalkboard, poster paper, or whiteboard.
  - What happens in the story?
  - When does each character speak? What does each one say?
  - Where does the story take place?
  - What other supplies (such as props) or backgrounds (for the setting) will we need to make? How should we make them?
  - How can we make a puppet theater or stage?
  - What else do we need for our puppet show?
- Reread the story aloud to find answers to the questions above. Help children focus on the plot by writing the sequence of events (and pictures if needed) on a chalkboard, poster paper, or whiteboard. If necessary, adapt the show to include more animals or multiple animals of the same type.
- List the order in which the animals talk. Simplify each animal's dialogue as needed. If you have nonreaders, find clip art of farm animals and attach them to the poster paper in the correct sequence. This will help children know when to say their lines during the performance.
- If making additional props or scenery, give children time to create them by drawing, painting, or pasting cutouts to the theater. Encourage children to creatively use recycled materials. (If time is limited, consider making the props beforehand.)
- Set up the puppet theater and practice the performance. As you read the narration aloud, stop to let each character or group of animals say their lines. Rehearse until children are ready to perform.

## **Culminating Activity**

Perform the show for an audience! Invite another class, administrators, or parents to watch. If possible, provide snacks (theme based, if possible!) and display copies of the book that the show is based on. After the performance, have children talk about their puppets and how they made them. (If you serve food, be aware of food allergies.)

## **Extensions**

- **Create a new puppet show**

Have students work in small groups to create their own puppet shows. They can use their puppets to act out a story from a different book or make up their own plots. Encourage them to practice and then perform their show for the class.

- **If time allows, watch additional videos about puppets and puppet making, such as:**
  - [How to Make Shadow Puppets | Full-Time Kid](#)
  - [ArtQuest: Making a Marionette with Brian Hull](#)
- **Make different puppets**

Try making a different type of puppet with your class, such as:

- Rod Puppets

Have children draw and color people, animals, or objects on card stock. Cut them out and use tape to attach them to wooden sticks or dowels.

- Marionettes

Provide several soft dolls or stuffed animals (the floppier the better). Have children tie string to the head, arms, and legs. Attach the strings to a stick, ruler, or cardboard paper towel tube. Show children how to pull the strings to make the marionette move.

### **Home and School Connection**

- Make copies of [Create Your Own Sock Puppet!](#) and send it home for children to do with their families.
- Have children write or illustrate their own story, create puppets to represent the characters, and put on a show!
- Send home the essay [Get Smart with the Arts!](#) and the booklist [Picture Book Biographies of Visual Artists](#) so that families can support what children are learning. If you have a class website or newsletter, you may want to share with families what you've been doing and talking about in class. Encourage them to continue the conversation at home.
- Do some research about local puppetry classes, workshops, museums, collections, performances, or theaters. Put together a list of events and encourage families to attend.

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<https://www.pbslearningmedia.org/resource/pinka20-arts-puppetplay-lp/puppet-play-lesson-plan-pinkalicious-peterrific/>

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