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# Muzzy's Puppet Show Adventure

## Materials Needed:

- Tablet or computer with internet access
- Subscription/access to Muzzy and the Droplets app
- Construction paper or cardstock
- Crayons, markers, or colored pencils
- Scissors (with supervision)
- Tape or glue
- Popsicle sticks, straws, or pencils (for puppet handles)
- Optional: A large cardboard box to use as a puppet theater
- A specific language to focus on (e.g., Spanish, French, etc. - this lesson will use Spanish as an example)

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## Lesson Plan Details

**Subject:** Foreign Language (Spanish)

**Student:** Student (Age 7)

**Time Allotment:** 45-60 minutes

**Focus:** Moving beyond word recognition to creative application through storytelling and play.

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### 1. Learning Objectives (5 minutes)

By the end of this lesson, Student will be able to:

- Identify 3-5 new Spanish vocabulary words related to food or greetings from a Muzzy episode.
- Correctly pronounce the new vocabulary words with guidance.
- Create a short, simple dialogue using at least two of the new words in a puppet show.

### 2. Warm-Up: "Simón Dice" (Simon Says) (5 minutes)

Start with a quick, active game using familiar Spanish words to get Student moving and thinking in the language.

- **Instructions:** Play "Simon Says," but use the Spanish version: "Simón dice."
- Use commands with words Student already knows. For example:
  - "Simón dice... salta." (jump)
  - "Simón dice... siéntate." (sit down)
  - "Simón dice... toca el color **rojo**." (touch the color red)
- **Goal:** This is a low-pressure way to review and build confidence before introducing new material.

### 3. Watch & Hunt: Muzzy in Gondoland (10 minutes)

Instead of just watching, turn this into an active "word hunt." Today, we're hunting for food words!

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- **Activity:** Watch a short segment of a Muzzy episode where characters are eating or talking about food (e.g., Part 1 where Sylvia orders food).
- **Instructions:** "Student, we are going on a word hunt! Your mission is to listen and watch for any words about food. When you hear one, raise your hand!"
- Pause the video when Student identifies a word. Discuss it. For example:
  - **Word:** *una hamburguesa* (a hamburger)
  - **You:** "Great job! That's *una hamburguesa*. Can you say that? What does Bob want?"
- Write down 3-5 target words on a piece of paper (e.g., *hamburguesa, helado, fruta, grande*).

#### 4. Digital Practice: Droplets Word Reinforcement (5-10 minutes)

Immediately reinforce the new words using a fun, game-based app.

- **Activity:** Open the Droplets app.
- **Instructions:** Navigate to the "Food" category or a relevant section. Spend 5-10 minutes playing the games that specifically feature the new words from Muzzy.
- **Goal:** This provides quick, repetitive practice in a gamified format, connecting the video content to interactive learning and helping with pronunciation.

#### 5. Create: Make Your Muzzy Puppets! (10 minutes)

This is where creativity takes center stage. Student will create the tools for their performance.

- **Activity:** Make simple stick puppets of Muzzy, Bob, and Sylvia.
- **Instructions:**
  1. Draw and color simple versions of the characters on construction paper or cardstock.
  2. Carefully cut them out.
  3. Tape a popsicle stick or straw to the back of each character.
- **Teacher's Role:** Participate alongside Student! Make a puppet too. While creating, casually practice the new vocabulary. "Should we make Muzzy a *grande* mouth? Does Bob want *helado*?"

#### 6. Application & Performance: The Puppet Show (5-10 minutes)

This is the core assessment, where Student applies their new knowledge creatively.

- **Setup:** Use a desk, table, or a cardboard box as a stage.
- **The Challenge:** "Okay, Student, it's showtime! Your Muzzy and Bob puppets are very hungry. Can you make them have a conversation where they talk about what they want to eat? Try to use our new Spanish words!"
- **Example Dialogue Script (to model if needed):**
  - **Bob:** "Hola, Muzzy!"
  - **Muzzy:** "Hola, Bob!"
  - **Bob:** "Quiero *una hamburguesa*." (I want a hamburger.)
  - **Muzzy:** "Quiero *fruta*!" (I want fruit!)
- **Assessment:** Watch the show. Don't correct in the middle of the performance. Note if Student successfully uses at least two new words and if their pronunciation is understandable. The main goal is confident and creative use, not perfection. Celebrate their performance with lots of applause!

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#### Differentiation & Inclusivity

- **For Extra Support:** Focus on just two words. You can hold up a picture of the food item when saying the word to provide a visual cue. You can also perform the puppet show together, with

you taking one character and Student taking the other.

- **For an Extra Challenge:** Encourage Student to write down their script before performing. Challenge them to create a longer story, perhaps adding another character or using phrases like "*por favor*" and "*gracias*." They could even create puppets for the food items themselves.

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