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The Amazing Puppet Adventure: A Storytelling Quest

Materials Needed

- 1 paper lunch bag for the teacher, 1 for the student
- Construction paper (various colors)
- Child-safe scissors
- Glue stick or craft glue
- Markers, crayons, or colored pencils
- Googly eyes (optional)
- Yarn for hair (optional)
- Other fun craft supplies: buttons, sequins, fabric scraps (optional)

Learning Objectives

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

- Follow 2-3 step oral instructions to create a paper bag puppet.
- Use complete sentences to describe a character they have created.
- Orally construct a simple narrative with a clear beginning, middle, and end.
- Ask or answer at least two relevant questions about a story.

Lesson Activities (Approx. 45-60 minutes)

1. Warm-up: Silly Sentence Starters (5 minutes)

Goal: To warm up creative thinking and practice sentence structure in a fun, low-pressure way.

Instructions:

1. Sit with your student and say, "Let's play a silly sentence game! I'll start a sentence, and you finish it. Then it's your turn to start one for me."
2. Use fun, imaginative prompts. For example:
 - "One day, a purple squirrel decided to..."
 - "If my shoes could talk, they would say..."
 - "The silliest thing in the kitchen is..."
3. Encourage full, descriptive sentences but celebrate any creative answer. This is about fun and fluency.

2. Guided Storytelling: Meet the Teacher's Puppet (10 minutes)

Goal: To model storytelling, active listening, and asking questions.

Instructions:

1. Before the lesson, quickly make your own simple paper bag puppet. Let's call him "Gus."

2. Introduce your puppet. "I want you to meet my friend, Gus. Gus has a story to tell. Let's be great listeners and see if we can understand his adventure."
3. Tell a very simple story using the puppet. The story should have a clear beginning, middle, and end.
 - **Beginning:** "Once upon a time, Gus the puppet was feeling very hungry. He decided to go on an adventure to find the perfect snack." (Establish character and goal).
 - **Middle:** "First, he tiptoed past a sleeping cat. Then, he climbed a huge mountain of pillows. At the top, he found a giant, yummy-looking cracker!" (Describe the actions/challenge).
 - **End:** "Gus carefully carried the cracker back to his home and enjoyed his perfect snack. He was very happy and full." (Resolve the story).
4. After the story, model asking and answering questions. "I have a question for Gus. Gus, *what* was the hardest part of your adventure?" (As Gus, answer: "Climbing the pillow mountain!"). Then, invite the student: "Do you have any questions for Gus? You could ask *who* he saw or *where* he went."

3. Main Activity: Create Your Puppet Pal! (15-20 minutes)

Goal: To listen for understanding by following multi-step directions while engaging in a creative, hands-on task.

Instructions:

1. Lay out all the craft supplies. Say, "Now it's your turn to make your very own puppet pal! Your puppet will be the star of its own story."
2. Give clear, two-step instructions. For example: "First, choose a color for your puppet's body and glue it onto the bag. Then, give your puppet some eyes."
3. As the student works, engage them in conversation to build their character's identity. Use open-ended questions:
 - "What is your puppet's name?"
 - "Tell me about your puppet. Is it happy, grumpy, or shy?"
 - "What is something your puppet loves to do?"
4. Encourage the use of complete sentences. If the child says "Blue," you can gently model, "Oh, so *your puppet's name is Blue*. I love that!"

4. Application: Puppet Show Premiere! (10 minutes)

Goal: To apply oral narrative skills by creating and telling an original story.

Instructions:

1. Say, "Your puppet is ready for its big debut! Every great star has a story. Let's think of an adventure for your puppet."
2. Use a simple story-planning structure. "Let's plan it out. How does the story **start**? What is your puppet doing?" ... "What happens in the **middle**? Does it meet someone or find something?" ... "And how does the story **end**?"
3. Give the student the "stage" (a cleared space on the floor or behind a chair). You be the audience.
4. Ask the student to tell their story using their puppet. Applaud enthusiastically at the end! Don't worry about perfection; focus on the creative effort and the story structure.

5. Closure: A Puppet Interview (5 minutes)

Goal: To practice social interaction and conversation skills.

Instructions:

1. Bring your puppet, Gus, back out.
2. Have Gus "interview" the student's new puppet. "Hello there! My name is Gus. It's so nice to meet you. What was your favorite part of your adventure today?"
3. This reinforces turn-taking in conversation and allows the student to reflect on their own story in a fun, imaginative way.

Assessment (Informal Observation)

Throughout the lesson, observe and make a mental note of the student's progress:

- **Listening for Understanding:** Was the student able to follow your multi-step directions for making the puppet with minimal reminders?
- **Grammar and Sentences:** Did the student use mostly complete sentences when describing their character and telling their story?
- **Oral Narrative:** Did the student's story include a recognizable beginning, middle, and end?
- **Social Interaction:** Did the student confidently ask or answer questions about the stories?

Differentiation and Extension

- **For Extra Support:** Use a simple visual chart with three boxes labeled "Beginning," "Middle," and "End." Have the student draw a quick picture in each box to plan their story before telling it. Provide sentence starters like "First, my puppet..." and "Then, he/she..."
- **For an Extra Challenge:** Encourage the student to add a "problem" and a "solution" to their story. For example, the puppet wants a cookie (beginning), but it's on a high shelf (problem). The puppet gets a chair to climb on (solution) and enjoys the cookie (end). You could also encourage the use of more descriptive words (adjectives) to describe the characters and settings.

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