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# Halloween Lesson: Create a Friendly Monster Puppet

## Materials Needed

- Brown or white paper lunch bags (1 per child)
- Child-safe glue or glue sticks
- Construction paper in various colors (black, orange, purple, green, etc.), some cut into simple shapes like triangles, circles, and strips.
- Googly eyes of different sizes
- Markers or crayons
- Yarn or string for hair
- Pom-poms, pipe cleaners, foam shapes, and any other fun craft supplies
- A tablecloth or newspaper to protect your work surface

## Learning Objectives

- **Fine Motor Skills:** Viviana, Reggie, Allegra, and Florence will practice grasping, pinching, gluing, and placing small objects, which strengthens hand-eye coordination.
- **Creativity & Self-Expression:** Each child will design a unique monster, making their own choices about colors, shapes, and features.
- **Language Development:** The children will be encouraged to talk about their monster, give it a name, and describe what it looks like, building their vocabulary.
- **Cognitive Skills:** Children will practice decision-making ("How many eyes should my monster have?") and identifying basic shapes and colors.

## Lesson Procedure

### 1. Part 1: The Monster Introduction (5 minutes)

Gather the children and sit together. Start by reading a short, friendly monster story or singing a silly monster song (like "If You're a Monster and You Know It").

**Teacher talk:** *"Today we are going to become monster makers! But our monsters won't be scary; they are going to be super friendly and silly. Viviana, what color do you think a friendly monster would be? Reggie, do you think a monster could have three eyes?"*

### 2. Part 2: The Creation Station (20-25 minutes)

Lay out all the craft supplies in the middle of the protected table so everyone can reach them. Give each child a paper bag.

**Step 1:** Show them how the paper bag works as a puppet. Place your hand inside with your fingers in the folded bottom flap. This flap will be the monster's mouth.

**Step 2:** Encourage them to start creating! There are no rules for how a monster should look.

**Guidance and Questions:**

- *"Allegra, I see you chose some big googly eyes! Where will you glue them?"*
- *"Florence, would you like to use this bumpy pipe cleaner for an antenna or a silly tail?"*
- Help them apply glue if needed, but let them choose where to put the items. You can make dots of glue for them to place items on.
- Encourage them to use markers to draw a mouth, spots, or stripes inside the flap and on the body.

### 3. **Part 3: The Monster Puppet Parade (10 minutes)**

Once the puppets are mostly dry, it's time for them to come to life!

**Teacher talk:** *"Everyone, let's meet these amazing monsters! Viviana, what is your monster's name? Does it have a special voice?"*

Let each child introduce their puppet. Encourage them to make their puppet talk, dance, or give a friendly "ROAR!" You can put on some fun music for a monster dance party. This turns their craft into a fun toy and encourages imaginative play.

### 4. **Part 4: Clean-Up Time (5 minutes)**

Make cleaning up a game. *"Okay, little monsters, can you help me put all the leftover pom-poms back in their bowl? Let's see who can find all the red paper scraps!"*

## Differentiation and Support

- **For children who need more support:** Offer larger, easier-to-grip items like big pom-poms and pre-cut foam shapes. Use a glue stick instead of liquid glue for less mess. You can also offer to make glue dots on the bag and let the child place the items on top.
- **For children who need a challenge:** Provide child-safe scissors and show them how to snip a fringe on a piece of paper for hair or a skirt. Encourage them to tell a short story about their monster: where it lives, what it likes to eat, and who its friends are.

## Assessment (Informal Observation)

- **Observe Fine Motor Skills:** Was the child able to pick up and place items? Did they attempt to use glue or markers?
- **Check for Engagement:** Did the child seem interested and involved in the creative process? Did they make choices independently?
- **Listen for Language:** Did the child use words to describe their puppet (e.g., "blue monster," "happy," "three eyes")? Did they participate in the puppet show?
- **Review the Final Product:** The finished puppet itself showcases their effort, choices, and creative expression. The goal is participation and fun, not a perfect product.

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