

About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 796

Book Summary

Puppets is a book that teaches readers about the four basic kinds of puppets and how they are operated. Readers are introduced to some famous puppets and to different kinds of puppet stages. The book also contains instructions for making several puppets.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Identify main idea and details
- Identify initial and final consonant *st*-blends
- Identify and use commas in a series
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Puppets* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, commas in a series, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **audience** (n.), **cellophane** (n.), **gesture** (n.), **papier-mâché** (n.), **puppeteers** (n.), **region's** (n.)

Before Reading

Build Background

- Ask students if they've ever been to a puppet show or operated a puppet themselves. Ask if they've heard the term *puppeteer* and, if so, to explain what it means.
- Create a KWL chart on the board, and fill in the first column (K) with things students know about puppets and puppeteers. As a group, brainstorm some things students would like to know about the topic, and write them in the second column (W).

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Ask students if they think this book is fiction or nonfiction.

- Have students turn to the table of contents. Remind students that the table of contents provides an overview of the book's contents. Read through the headings, and ask whether they provide students with a better idea of what the book is about.

Introduce the Reading Strategy: **Ask and answer questions**

- Model asking questions while looking at the table of contents.
Think-aloud: When I'd like to know more about a topic, I can use the section titles in the table of contents to think of questions I'd like to have answered. For example, the first section is titled "Hand Puppets." This makes me wonder what the difference is between hand puppets and finger puppets. (Write this question in the W column of the KWL chart.)
- Have students share any questions they have, based on the table of contents or the covers of the book, and add these to the second column (W).
- Have students preview the rest of the book. Show students the title page, photos, illustrations, photos, and captions. Draw students' attention to the illustrations on pages 6 and 13. Encourage students to use these visuals to think of questions to add to the KWL chart on the board.
- Show students the index. Review or explain that the index is an alphabetized list of topics with page numbers that tell where the reader can find information about different topics in the book. Tell students that they can use the index to find the answers to some of their questions. For example, they can look at the index to find out where in the book they should go to find out more about rod puppets. Ask students to tell which pages mention rod puppets (pages 12 through 15).
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Write the following vocabulary words on the board: *audience, gesture, puppeteers, and region's*.
- Give groups of students a large piece of blank paper. Have them divide the paper into four sections. For each word, ask students to write or draw what they know about the word. Have groups discuss and create a definition for each word using their prior knowledge.
- Review that a dictionary contains a list of words and their definitions.
- Model to students how to use a dictionary to find a word's meaning. Invite a volunteer to read the definition for *audience* in the dictionary. Ask students to compare the definition with their prior knowledge of the word. Then have students follow along on page 18 as you read the sentence in which the word *audience* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words on the board.

Set the Purpose

- Have students read the book to find answers to their questions about puppets and puppeteers.


During Reading


Student Reading



Guide the reading: Have students read to the end of page 15. Tell them to look for the main ideas about puppets and puppeteers to answer their questions on the KWL chart. Have them underline important words or phrases in the book. If they finish before everyone else, they should go back and reread.

- When they have finished reading, ask students to name the main idea(s) in each section. Circle any questions on the KWL chart that were answered, and add any new questions students raised. Model answering a question on the KWL chart.
Think-aloud: I wanted to know the difference between hand puppets and finger puppets. I found out that finger puppets are a type of soft-bodied hand puppet that uses one finger instead of all five. (Write what you learned on the KWL chart.)
- Have students share questions they found the answers to while reading. Record their responses on the KWL chart.

 Tell students to read the remainder of the book. Remind them to look for answers to the other questions written on the KWL chart, or to think of other questions to add to it. Ask them to write down any questions they have in the page margins of their book and to underline any information that answers a question on the KWL chart.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.


After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share any other questions they had while they were reading. Discuss how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they read.

Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Circle and discuss all of the questions on the KWL chart that were answered by reading the book. Add any additional questions to the KWL chart on the board. Explain that to find the answers to some questions, students may need to consult other references.
 - **Introduce and model:** Review or explain that many books are about one thing. Tell students that it is easy to tell what this book is about because the topic, or main idea, is the title of the book (*Puppets*). Direct students to the table of contents. Explain that each section in this informational book contains a main idea and details about the main idea. Have students turn to section 3 ("Stick Puppets"). Explain that this section has a main idea and details. Ask students what they think the main idea of the section is, based on the title (types of puppets on sticks).
 - Ask students to go through the section again. Then have them name the advanced type of stick puppet (rod puppets). Ask them to name other details that tell about stick puppets. Explain how identifying the main idea and supporting details in a section and developing and answering questions about what they've read can help them understand and remember what the book is about.
 - **Check for understanding:** Have students turn to section 5 ("Shadow Puppets"). Discuss the illustration on page 19, and ask students to look at the KWL chart to find questions that might be answered by the details shown in the illustration. Have students share their findings.
 - **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their answers.
-  Instruct students to use the inside front cover of their book to list one of the questions on the KWL chart that was not answered by the book. Have them tell what reference(s) they might consult to find the answer.

Build Skills


Phonics: **Initial and final consonant st-blends**

- Write the words *stick* and *stand* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which two letters together represent the /st/ sound at the beginning of the words *stick* and *stand*.
- Write the following words on the board leaving off the initial consonant *st*-blend: *stop*, *start*, *star*, *stallion*, *story*. Say each word one at a time and have volunteers come to the board and add the initial consonant *st*-blend to each word.

Lesson Plan *(continued)*


Puppets


- Write the words *first* and *best* on the board and say them aloud with students.
- Ask students where the consonant *st*-blends are located in these words (*at the end of the word*).
- Write the following words on the board leaving off the final consonant *st*-blend: *must, trust, nest, worst, thirst*. Say each word one at a time and have volunteers come to the board and add the final consonant *st*-blend to each word.

 **Check for understanding:** Direct students to page 14. Ask students to circle all of the words that have the initial consonant *st*-blend (*start, strong, stitch*). Then ask students to find any words with the final consonant *st*-blend (*best*). Have student repeat this same procedure on pages 18.

Grammar and Mechanics: **Commas in a series**

- Review or explain to students that whenever a list of three or more items is made, a comma must be placed between the items. Listed items can be nouns, verbs, adjectives, or entire phrases or clauses. Remind students that this is only one of the many uses of commas.
- Ask students to turn to page 4 and find the commas on the page. Point out the listed words on the page (plastic, wood, animal skin, metal, fiberglass, and other materials). Talk about the location of the commas within the list. Point out that the last item (*other materials*) is joined in the list by the word *and* following the comma.


 Have students turn to page 10 and look at the directions for making a stick puppet. Ask students to find the three things that you can draw on the stick puppet (*eyes, a nose, and a mouth*). Ask them to circle the commas and notice that the last item is added to the list after the word *and*.

 **Check for understanding:** Direct students to page 21 and ask them to underline the sentence containing commas in a series. (*He also created the Sesame Street characters, including, Bert and Ernie, Oscar the Grouch, Grover, Cookie Monster, and Big Bird.*)

- **Independent practice:** Introduce, explain, and have students complete the [commas-in-a-series worksheet](#). If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *puppet* and *stage* on the board. Have a volunteer explain which word appears first in alphabetical order (*puppet*) and explain why (because *p* comes before *s* in the alphabet). Write the words *shadow* and *string* on the board. Point out that the words begin with the same letter (*s*). Ask a volunteer to tell which word would appear first in alphabetical order and explain their thinking (*shadow*, because *h* comes before *t*).

 **Check for understanding:** Write the words *cardboard* and *cellophane* on the board. On the inside front cover of their book, have students write which word would appear first in alphabetical order. Check students' individual answers. (Students must look at the second letter of each word to correctly alphabetize the words). Ask a volunteer to explain his or her answer.

- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students write a play for the puppets they've made. Each character in the play should have approximately the same number of lines. Have students practice and perform their puppet show for the class or classes.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Art Connection

Provide some or all of the materials listed in the book, and have students create one of the puppets from the book. Emphasize the importance of following the directions and using the pictures and diagrams to complete the puppets.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently ask relevant questions about the topic prior to and during reading; locate answers to the questions in the text
- correctly identify the main idea and the appropriate supporting details in discussion and on a worksheet
- consistently identify initial and final consonant *st*-blends
- consistently identify and use commas in a series
- correctly place words in alphabetical order in discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)