

## ARTS IMPACT PROJECT BASED LEARNING UNIT PLAN

### Theater and STEM Infused PBL Unit

#### *Building a Puppet Theater*

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#### Project Idea:

Using puppets to retell stories requires a puppet theater.

#### Driving Question:

How can we share an enduring classic with our school community?

#### Unit Summary (Completed at end of project. Use for sharing out public product.)

*The students were read a collection of stories and one was chosen to retell using puppets. First the class constructed puppets of the characters from the selected story using paper lunch bags and assorted art materials. The students were shown pictures of puppet theaters and were guided in drawing their own unique designs for a puppet theater of their own. Using PVC pipes and connectors the teachers led the students in measuring, cutting and constructing a puppet theater that they could use. The unit culminated in each student getting a chance to display their puppets in the new theater by acting out a section of the story.*

### Learning Targets and Assessment Criteria

**Target:** Understands that a voice needs to heard by everyone.

**Criteria:** Uses projection while speaking as a character.

**Target:** Understands that a story has a beginning, middle, and an end.

**Criteria:** Retells a story in sequential order using a puppet with teacher guidance.

**Target:** Observes and gathers information on different types of puppet theater and creates a plan for one.

**Criteria:** Draws a design for a puppet theater.

**Target:** Uses a diagram to determine where different lengths of pvc pipe will fit into the overall design.

**Criteria:** Measures and compares different lengths of pvc pipe with teacher guidance.

#### Vocabulary

##### Arts:

Character  
Projection  
Puppet

##### Arts Infused:

Sequence: beginning, middle, end  
Stories

##### STEM:

Assemble/Build  
Design  
Measure

##### English Language Arts:

Retell

##### 21<sup>st</sup> Century Skills:

Collaboration  
Creative Thinking  
Perseverance

#### Materials

##### **Resources (Websites, experts, texts)**

<http://www.cogic.org/childrensministry/files/2014/08/puppet-stage.pdf>  
Miscellaneous grade level stories (ie, *The Mitten*, *The Little Gingerbread Boy*, *Pete the Cat*)

##### **Museum Artworks or Performance**

*The Lamp is the Moon*, May 8, 2018, Seattle Children's Theatre.

##### **Materials**

Materials for puppets and puppet theaters (e.g. PVC pipe, fabric, Velcro, shower curtain rings, yarn, glue, cotton batting, felt, paint, hacksaw, duct tape)  
Paper and pencils  
Favorite books for the puppet shows  
Class assessment worksheet

## Standards to Drive the Inquiry

### Arts

#### WA Arts Learning Standards

For the full description of each anchor standard and the grade level performance standards, see:

<http://www.k12.wa.us/Arts/Standards>

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Performance Standard (TH:Pr4.1.K): a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Performance Standard (TH:Pr5.1.K): a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences.

### English Language Arts

#### Common Core State Standards in ELA

For a full description of CCSS Standards by grade level see: <http://www.k12.wa.us/CoreStandards/ELAstandards/>

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

SL.1.6. Produce complete sentences when appropriate to task and situation.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges.

### Math

#### Common Core State Standards (CCSS) in Math

<http://www.k12.wa.us/CoreStandards/Mathematics/default.aspx>

K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

1.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

#### CCSS Mathematical Practices

MP.1. Make sense of problems and persevere in solving them.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

### Science, Technology, Engineering

#### Next Generation Science Standards

<http://www.nextgenscience.org/search-standards>

K-2-ETS1-1 Engineering Design: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Engineering Design: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### Scientific and Engineering Practices

Asking Questions and Defining Problems

Developing and Using Models

### 21st Century Skills

(Select the one or two that are most important in this lesson and delete the others.)

<http://www.p21.org/our-work/resources/for-educators>

- Creative Thinking: *Gathers ideas; considers and tries multiple solutions; makes artistic choices*
- Collaboration: *Communicates ideas to others; makes compromises; and incorporates input/feedback*
- Perseverance: *Persists in adapting ideas to work through challenges*

## Teacher Project Planning

(Questions for teachers.)

1. *What will the entry event be to launch this unit?*

Teacher will do puppet show based on a traditional classic book without a puppet theater.

2. *What resources might we need?*

*(Experts, fieldtrips, texts, websites, data, equipment, materials)*

Puppets, books, research types of puppet theaters, materials to construct a puppet theater (PVC pipe, fabric, Velcro, shower curtain rings, yarn, glue, cotton batting, felt, paint, hacksaw, duct tape)

3. *What is the duration of this unit?*

4 sessions of 1 hour, January 18<sup>th</sup>- February 8<sup>th</sup>.

4. *What will be group work?*

Building a puppet theater.

*What will each individual student do?*

They will participate in a puppet show, retell a story in sequential order, design a puppet theater.

5. *What will the formative assessments/moments for reflection be?*

*(Journal entries, plans, outlines, rough drafts, sketches, turn and talk, physical brainstorm, idea mapping, diagramming)*

Students' initial puppet show, creation of puppets, sketches of puppet theater design, participating in construction of puppet theater.

6. *What will the summative assessment/ public product be?*

*(Performance, exhibition, publication, public presentation, website, installation)*

Video of final puppet show performance for assessment purposes.

## Facilitating Student Understanding of the Problem

(Questions to guide student inquiry.)

1. *What do we know about this problem before we begin?*
2. *What do we need to learn in order to solve it?*
3. *Where will we look for resources?*
4. *Who is our audience? Who will be helped by our solution?*
5. *How will we share our solution?*
6. *How will we assess our own learning?*

## PBL Unit Outline of Inquiry

(Begin each step with a question. Follow that with a brief description of what students do to address the question.)

### Day One (kickoff event)

#### 1. How can I build a puppet to tell a story?

(Teacher will guide students in creating puppets for a puppet show retelling of a favorite story.)

- The students will work in teams to create puppets from the favorite story. The teacher will provide materials (paper bags, glue, tape, paper, glitter, pompoms, markers, craft sticks, envelopes, fabric and yarn, etc.).
- The students will perform the puppet show using their handmade puppets.

Student reflection and assessment: Uses projection while speaking as a character. Retells a story in sequential order using a puppet.

#### 2. What would a wonderful puppet theater look like?

- Teacher leads a discussion about what performers need to put on a show and research different types of puppet theaters on the overhead.
- Teacher will ask students, "If you were to design and make your own puppet theater, what would it look like?"
- Teacher provides a large piece of butcher paper to draw on. Students generate ideas and draw designs for puppet theaters.

Student reflection and assessment: Draws a design for a puppet theater.

### Day Two

#### 3. How can I plan and begin to construct a puppet theater?

- The students with guidance and supervision will be designing and putting together a puppet theater.  
(Resource:<http://www.cogic.org/childrensministry/files/2014/08/puppet-stage.pdf>)
- The students will consult plans, measure, mark, and begin to assemble the puppet theater.

Student reflection and assessment: Measures and compares different lengths of pvc pipe.

### Day Three

#### 4. How can I refine and complete a puppet theater?

- The students will work in groups to decorate the fabric and backdrops for the puppet theater. (Materials: art supplies, glue, fabric crayons, sharpies, glue gun, etc.)
- The students complete construction of a puppet theater.

Student reflection and assessment: Completes a puppet theater.

### Day Four

#### 5. How can I tell a favorite story with puppets in my new puppet theater?

(Students will brainstorm a new favorite book to retell in the form of a puppet show using their brand new puppet theater.)

- The students will generate a list of favorite books to use for their puppet shows.
- Depending on the story, the students will work with a partner or in teams to create puppets and rehearse retelling their chosen book.
- Students will develop an understanding of projection of their voices in order for the audience to hear.
- Students will perform their stories with their puppets in their puppet theaters.
- To reflect, students will discuss how they had to use creative thinking, collaboration, and perseverance to tell their stories.

☑ Student reflection and assessment: Uses projection while speaking as a character. Retells a story in sequential order using a puppet. Reflects on use of creative thinking, collaboration, and perseverance.

### **Public Product/Sharing**

Who is our audience?

Our peers, the school community.

Begin with a question, followed by the description of the culminating event that shares the learning from the PBL unit.

*How can we use our puppets and puppet theaters to share our favorite stories?*

For the culminating event, the students will perform their puppet stories for an audience.

**ARTS IMPACT LESSON PLAN Theater and STEM Infused PBL Unit**

Kindergarten: *Building a Puppet Theater*

**CLASS ASSESSMENT WORKSHEET**

The following assessment checklist can be used along with other assessment tools developed by teachers and students.

Disciplines	<b>THEATER</b>	<b>THEATER and ELA</b>	<b>THEATER and ENGINEERING</b>	<b>MATH and ENGINEERING</b>	Total 4
Concept	<b>Voice</b>	<b>Story Sequence</b>	<b>Design</b>	<b>Construction</b>	
Criteria	Uses projection while speaking as a character.	Retells a story in sequential order using a puppet with teacher guidance.	Draws a design for a puppet theater.	Measures and compares different lengths of pvc pipe with teacher guidance.	
Student Name					
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27.					
28.					
29.					
30.					
Total					
Percentage					

*What was effective in the unit? Why?*

*What do I want to consider for the next time I teach this unit?*

*What were the strongest connections between arts discipline and STEM?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**ARTS AND STEM INFUSED PBL UNIT: *Building a Puppet Theater***

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Dear Family:

We are engaged in a theater-infused project based learning unit in which we are trying to solve this challenge:

**Driving Question:**

How can we share an enduring classic with our school community?

- We asked how we can use puppets to tell stories.
- We discovered that having a puppet theater can make our puppet stories communicate better.
- We created our own puppets and puppet theaters and used them to tell stories.

At home, you could extend the learning by making puppets out of objects around the house and using them to tell each other stories.