



PBS LearningMedia™

**USING PBS LEARNING MEDIA TO
ENHANCE YOUR CLASSROOM**

DR. KATE BERARDI MKB5001@PSU.EDU



Bring the World to Your Classroom

WPSU and PBS have curated FREE, standards-aligned videos, interactives, lesson plans, and more for teachers like you.



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|---|---|--|---|--|---|--|---|
| Social Studies > Media Gallery 40:44 President Theodore Roosevelt: Foreign Policy Statesman or... The Roosevelts Grades 7-12 | The Arts > Media Gallery 17:38 Embracing Culture and Tradition through Empathy... Grades 7-12 | Preschool > Video 1:18 Art Adventure PINKALICIOUS & PETERIFIC Pinkalicious and Peterrific Grades PreK-1 | Science > Interactive Saving Crystal River Grades 6-8 | English Language Arts > Video 25:25 Party Moose MOLLY OF DENALI™ Molly of Denali Grades K-2 | Mathematics > Video 2:10 Peg and Cat Estimate Peg + Cat Peg + Cat Grades K-1 | Professional Development > Video 9:12 Documenting Communities Media Arts Toolkit KET Grades K-13+ | Engineering & Technology > Video Microscopes 1 Masses Grades 6-12 |
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Browse by Subject

- Science
- Social Studies
- Mathematics
- English Language Arts
- Engineering & Technology
- Health & Physical Education
- Preschool
- Professional Development
- The Arts
- World Languages

Browse by Grade

- PreK
- Early Elementary
- Upper Elementary
- Middle School
- High School

- FREE
- Lesson plans, videos, interactives
- State and National Standards Aligned
- Find entire lessons or supplement existing classroom work

www.pbslearningmedia.org

TYPES OF RESOURCES ON PBS LEARNING MEDIA

- Videos
- Interactive Lessons
- Interactives (Games)
- Lesson Plans
- Galleries

VIDEOS

- Good supplement to lessons
- Some come as part of larger lesson plan
- <https://wpsu.pbslearningmedia.org/resource/social-distancing-video/meet-the-helpers/>

USUAL RESOURCE COMPONENTS

Social Distancing | Meet the Helpers

Video

Grades: PreK-3

Collection: Meet the Helpers



Share to Google Classroom



Assign or Share



Favorite



About Standards

Download

Be a germ buster and learn how to we can help each other stay healthy when feeling sick.

WUCF

Support Materials for Use with Students

DISCUSSION QUESTIONS

Social Distancing | Meet the Helpers - Discussion Questions

You May Also Like



Wash Your Hands | Meet the Helpers

Video



What is Coronavirus? | Meet the Helpers

Video

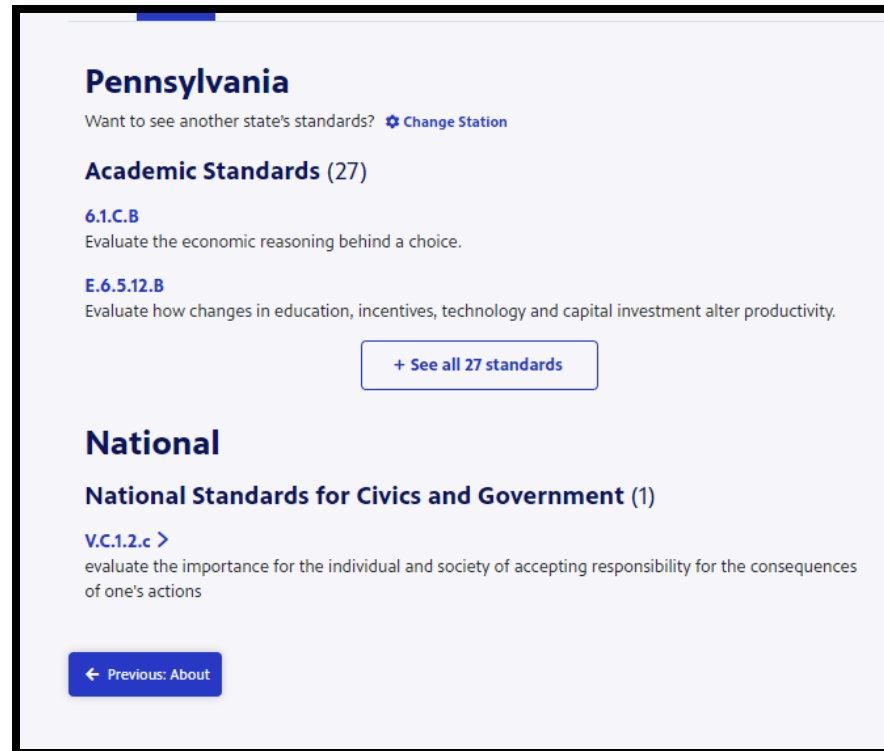


Coronavirus Do's & Don'ts for Parents | Meet the Helpers

Video

STANDARDS

- Every resource is linked to state and national standards, assigned by PBS Learning Media Educators



Pennsylvania
Want to see another state's standards? [Change Station](#)

Academic Standards (27)

6.1.C.B
Evaluate the economic reasoning behind a choice.

E.6.5.12.B
Evaluate how changes in education, incentives, technology and capital investment alter productivity.

[+ See all 27 standards](#)

National

National Standards for Civics and Government (1)

V.C.1.2.c >
evaluate the importance for the individual and society of accepting responsibility for the consequences of one's actions

[← Previous: About](#)

INTERACTIVE LESSONS

Recipe for Writing!

📖 Interactive Lesson Grade: PreK Collection: reach



Launch 

INTERACTIVES
(GAMES)

The Burger Game

PLAY



LESSON PLANS

Puppet Play Lesson Plan | PINKALICIOUS

Lesson Plan Grades: PreK-1 Collection: PINKALICIOUS & PETERRIFIC®

Overview Procedure Standards

In this lesson, children exercise their creativity while expressing themselves through art and dramatic play. After watching a video excerpt from the PBS KIDS series PINKALICIOUS & PETERRIFIC®, children use common craft and recycled materials, as well as found objects, to create puppets based on characters from a picture book. They explore how to develop a puppet's personality and then practice and perform a puppet show.

Lesson summary

In this lesson, students are introduced to puppets and the art of puppet making through the video excerpt [Mr. Socko | PINKALICIOUS & PETERRIFIC®](#). After the video, students discuss how puppeteers create personalities for their puppets as Pinkalicious does for Mr. Socko. They make connections between puppet show and characters in a book before reading a picture book and discussing elements of the story: characters, setting, and plot. Using everyday craft and recycled materials, students create puppets that represent the characters in the book. They then adapt the book into a puppet show (using a reader's theater format), create additional props and scenery, and practice their lines. Finally, they perform their puppet show in front of a live audience!

See [Get Smart with the Arts!](#) for more information about how the arts can support children's cognitive, physical, social, emotional, and academic skills.

Time allotment

Two class periods

Learning objectives

Students will:

- Find out about different types of puppets
- Explore connections between facial expressions and emotions
- Create their own puppet
- Adapt a story as a puppet show
- Participate in a puppet show

Prep for teachers

1. Read the lesson plan, watch the *Mr. Socko* video excerpt, and gather the necessary supplies and materials.
2. If possible, collect a variety of puppets to share with students (finger, hand, rod, sock, or marionette). Alternatively, share images or photos of different types of puppets.
3. Choose a favorite picture book that has many characters and will be easy to perform as a puppet show. In a reader's theater format, the teacher reads the story aloud, stopping to let the children say their lines. Consider the roles your students could take and how the book could be adapted into a reader's theater script. (See [Supplies](#) for several picture book recommendations.) Use the text to create the play's narration and script.
4. Decide whether additional props are needed for the puppet show. You may want to make them ahead of time or set aside class time for students to make them. (See [Activity #2](#).)
5. Using the same materials that you will provide for students, create one or more sample puppets. Add enough detail to your puppet to inspire students.

Supplies

- Homemade or purchased puppet theater (Note: If you don't have a puppet theater, make your own. Drape a blanket over three sides of a rectangular table to make a stage. Have students sit along the open side of the table and act out their show on the tabletop. Or, remove one side of a large cardboard box, cut a window in the opposite side, and place it on a tabletop. Students can paint it or create scenes to place inside. Check online for more ideas.)
- A picture book with many characters and simple dialog, such as:
 - *Hattie and the Fox*, by Mem Fox and Patricia Mullins
 - *Little Blue Truck*, by Alice Schertle
 - *The Very Busy Spider*, by Eric Carle

Materials

Use materials that you already have in your classroom, recyclables, or found objects to create the puppets. Choose a set of materials from the following options:

- Lunch-size paper bags (preferably in a variety of colors), socks, or gloves (cut the fingers off to make finger puppets)
- Scissors, decorative-edge scissors
- Glue
- Tape
- Construction, patterned, or scrap paper
- Paper punches in different shapes
- Cardstock
- Yarn, string, thread
- Pipe cleaners
- Straws
- Feathers
- Googly eyes (different sizes)
- Buttons
- Crayons, pens, markers
- Pom-poms
- Fabric scraps
- Craft foam sheets
- Recyclables (cardboard tubes, bottle caps, egg cartons, cereal boxes, plastic lids, etc.)

Handouts

For Teachers

- [Get Smart with the Arts!](#)
- [Picture Book Biographies of Visual Artists](#)
- [Recommended Reading List](#)

For Students

- [Create Your Own Sock Puppet!](#)

Multimedia Resources

[Mr. Socko | PINKALICIOUS & PETERIFIC®](#)

Procedure

Introductory activity

- Show children a selection of puppets and ask them to share their experiences with puppets and puppet shows. Ask them about the kinds of puppets they've seen or used as well as the stage, settings, or costumes at a puppet play.
- Expand on the idea that there are many different types of puppets. Display the puppets you've brought and explain how they work. Introduce the word *puppeteer*. Explain that a puppeteer is the person who makes the puppet move and talk. Sometimes puppeteers also make the puppet, using various materials. If you have several examples of puppets, share the simplest puppet first, such as a finger puppet. Then share more complex puppets—hand, rod, or marionette. Show children how to manipulate the puppets to make them talk or move. Discuss how the puppets are similar and different

Learning activities

1. Before watching the video

- Tell children that they're going to watch a video excerpt from a PINKALICIOUS & PETERIFIC® episode called *Mr. Socko*.
- Ask children if they've read any books about Pinkalicious or watched the TV show. If needed, explain that Pinkalicious is a girl who loves to use her imagination to sing, dance, act, and make art. She has a brother, Peter, who always likes to join in and bring his own ideas.

2. Watch the video

- As children watch, have them think about how Mr. Socko helps Peter and Pinkalicious look for the missing sock.

3. After watching the video

- To check for understanding, ask students, What happened in the video? Clarify any misunderstandings.
- Ask students to describe how Mr. Socko talks and acts. (If students are unsure how to describe Mr. Socko, explain that he is helpful, smart, and has good ideas about how to find the missing sock. He asks Peter questions to help him think about everything he did the day he lost his sock.)
- Remind students of their previous experiences with puppets. Ask them about the characteristics of the puppets they know or have seen. What did the puppets look like? What did they say? What kind of voice did they have? Were they silly, serious, sad, helpful, or mischievous? How did the puppet's

4. Activity #1: Make a Puppet

- Tell students that puppets are similar to characters in a book. They help tell a story by the way they talk and act, how they move, and how they are dressed. These things help make up the puppet's personality. Ask students how puppeteers might show that a puppet is happy, mad, or sad.
- Tell students that they will get to make their own puppets—based on a book! Gather children into a circle and show the book cover. Ask, What do you think this book is about?
- Read the book aloud. Afterward, point out the setting of the story and discuss the various characters. Explore how the different characters felt in different parts of the book. What did they do and say? How did they look? What personalities did they have?
- Explain that now children are going to use what they know about the characters and make their own puppets.
- Share your premade puppet as an example and talk about the materials you used to make it. What did you use for ears, eyes, and nose? Does the puppet have hair? What is it made of?
- Show how to move your hand inside the puppet to make it look like it's talking. Point out the flap on the paper bag or the part of the sock that will be the puppet's mouth. Explain that they will need to keep this in mind when creating their puppet.
- Ask children, Which character from the book would you like to make? Depending on the size of your class, there may be several puppets of the same animal. You can also add in other farm animals for more variety.
- Distribute the materials and give children time to make their puppets. Assist children as needed.

5. Activity #2: Create a Puppet Show

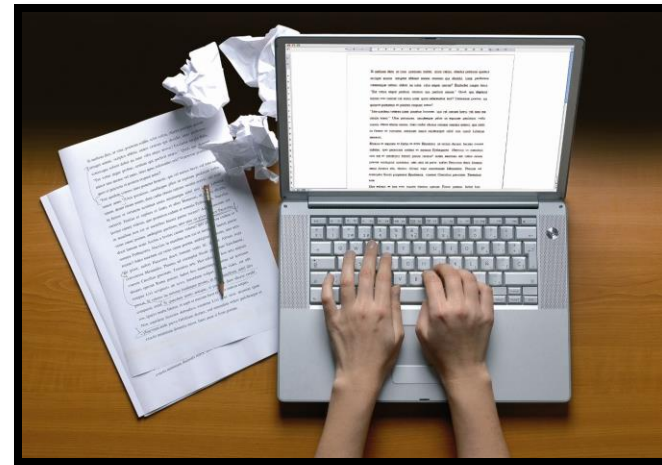
- Gather children in a circle and talk about how to adapt the book into a puppet show. Discuss the following ideas and write notes on a chalkboard, poster paper, or whiteboard.
 - What happens in the story?
 - When does each character speak? What does each one say?
 - Where does the story take place?
 - What other supplies (such as props) or backgrounds (for the setting) will we need to make? How should we make them?
 - How can we make a puppet theater or stage?
 - What else do we need for our puppet show?

GALLERIES

Teacher Planning Kits for New School Routines

ACTIVITY: HOW WILL YOU USE PBS LEARNING MEDIA?

Using one of the topics from today's webinar, explain in 500 words how you will use PBS Learning Media in your classroom.



Please Note: If you are applying for ACT48 credits (by February 20, 2021) this will be one of the questions to answer on your survey.

ADDITIONAL TRAINING ON PBS LEARNING MEDIA

<https://wpsu.pbslearningmedia.org/help>