

# Linking Puppetry to Literature

Developed by Ingrid Crepeau

*From the Picture Book Page to the Puppet Stage*

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## Objective/Goal:

This is a main experience that links puppetry and props to literature.

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## Educational Impact:

- ✓ Comprehension
  - ✓ Science
  - ✓ Description
  - ✓ Sequencing
  - ✓ Following directions
  - ✓ Memory
  - ✓ Concepts of "middle", "sink/float"
  - ✓ Learning ocean life
  - ✓ Identifying colors (yellow, blue, green, and red)
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## Materials Needed:

- ✓ The book *Ducky*, written by Eve Bunting and illustrated by David Wisniewski (New York: Houghton Mifflin, 1997), is recommended for this experience
  - ✓ Parachute, preferably blue (white parachutes are made of nylon and can be dyed)
  - ✓ Toy boat with small brown box
  - ✓ Duck, beaver, frog or turtle puppets, enough for all children
  - ✓ Green snake puppet or toy
  - ✓ Shark puppet or toy
  - ✓ Pelican paper puppets, enough for all children; these can be paper cut-outs on sticks
  - ✓ Piece of bubble wrap (approximately 18" x 24")
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## Procedure and Process:

*Ducky* is particularly appealing to children because the pictures are so wonderful, and the story is humorous and exciting. Other books can be adapted using this example as a guide. Notice that the experience that follows is designed to take place over several days, due to the number of rich

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experiences that can be drawn out of the story.

Tell the story and show the pictures in the book. (For very young children, the story can be told with simple sentences and some of the details omitted.) As you tell the story, animate the book to reflect the motion you are describing. For example, rock the book to show the rocking motion of the boat on the water that increases with the approach of the storm. Or, suggest the sinking of the toy-filled crate by holding the book high over your head and bringing it down to the floor as the toys sink to the bottom of the ocean.

### **First Session**

Spread the parachute out with the children sitting all around it. Explain the parachute rules:

- Do not sit on or under the parachute
- Remain seated at the edge of the parachute at all times
- Pick up the parachute and make big waves

Put down the parachute and watch the parachute settle. Use words like:

*Parachute down.*

*Let go.*

*Hands up.*

Children hear the word "don't" so often that they tend to ignore negative phrases. If you say, "Let go; hands up," more children are likely to let go of the parachute than if you say, "Don't touch the parachute."

Practice making waves and not making waves several times.

*Take pretend water and splash your face.*

Act out water play. Now begin acting out the story.

Place the toy boat, with a box inside of it, in the middle of the parachute. Make waves with the parachute tossing the boat. Say:

*Parachute down.*

*Let go.*

*Hands up.*

Ask the children to hold up the parachute while you place the ducks, frogs, beavers, and turtles under it. Talk about how the box with the toys sank to the bottom of the ocean and broke open. Then say:

*Parachute down.*

*Let go.*

*Hands up.*

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## Wolf Trap Master Teaching Artist Workshop Experiences

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Each child holds his or her toy with one hand and the parachute with the other, and makes waves.

Pick one or two children at a time to go under the parachute and pick out a toy. The class holds up the parachute while each child picks a toy and makes it float up from the bottom. Then say:

*Parachute down.*

*Let go.*

*Hands up.*

Each child holds his or her toy with one hand and the parachute in the other and makes waves.

### **Closure:**

Ask for all of the ducks to be brought back to you, then all of the turtles, and so on. Tell the children that we must shrink the ocean in order to get it back into its bag. Together, everyone slowly pushes the parachute into the center of the room.

### **Second Session**

Review the book with the children to see how much they remember from the day before. Bring out the toy boat and box, and ask questions about what they are and what happened to them in order to prompt further description from the children.

Spread out the parachute and repeat the steps from the previous day. Pass out the toy puppets, saying:

*The toys sailed for days and days, and today a different puppet might sail to you.*

Walk on the parachute and, one at a time, slink the snake around each of the children's toys, saying:

*The snake is playing with the toys.*

Using the shark puppet, taste each toy one at a time and then spit it out with a "pitoey." Say that the shark is hungry but the toys taste bad.

Fly the pelican around the circle over the toys. The children make their toy puppets say things like:

*I wish I could fly.*

*I don't like this big ocean.*

*I wish that pelican would take me flying.*

Then the children can put their toys in the water (on the parachute) and receive a pelican puppet. The children stand up and "fly" over the toys and around the room, looking at the sights. Make up lines like "Look at the pretty toys."

Fly over another part of the room and spy the shark puppet. Swoop down and grab an imaginary fish out of the ocean for dinner. Then ask everyone to fly back around the parachute and sit down; collect the pelican puppets.

### **Third Session**

The third session begins just like the second. Remind the children that the toys went through a bad storm. Practice making big waves with children holding the parachute and their toys. Select two or three children to sit or stand in the middle of the parachute. Instruct them to bounce their toys up and down while the rest of the class holds their toys and the parachute, making waves. Stop. Rotate the children until everyone has had a turn experiencing the storm.

Ask the children how the book ended, and then talk about how they would feel if they found a toy. Act out the ending of the book. Ask the children to put their puppets behind them. Children may not know what "behind them" means, so demonstrate if need be. Tell the children to turn around, look at their puppet and say:

*Look, a toy! I found a toy.*

While the children are doing this, pick up the parachute.

Ask the children to turn around and sit down, and then interview each child.

*What kind of toy did you find?*

*What color is it?* [ask other questions that encourage description]

Ask the children more questions, for example:

*These toys did not like the ocean but they loved what?*

*Who remembers what the ducky and the boy did at the end of the story?*

Hopefully, someone will remember the bubble bath. Take the piece of bubble wrap and gently wrap it around each individual puppet. While wrapping, be outrageous and silly and say things like:

*Scruba-dub-dub!*

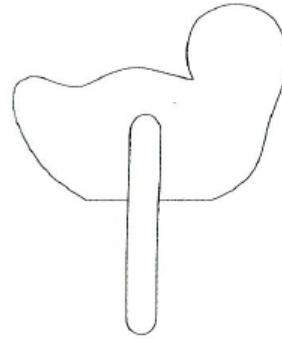
*Bubble-bubble-bubble!*

## Directions

### Duck Puppet

**Step 1**

Glue craft stick in place on duck body

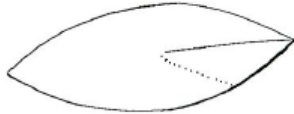


**Step 2**

Turn the puppet over and glue the other duck body on the back "sandwiching" the craft stick

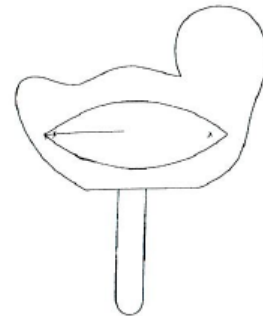
**Step 3**

Cut the wings along the solid line and overlap the flaps and glue them together on the dotted glue line (this will give the wings a 3-D effect)



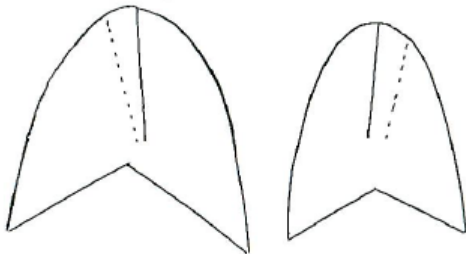
**Step 4**

Glue the wings at each "x" on both sides of the duck



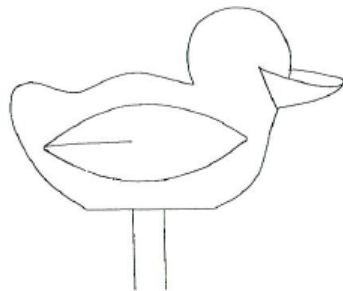
**Step 5**

Overlap each beak part and glue on the glue line (this will make the beak 3-D)



**Step 6**

Glue the lower beak to each side of the head as shown

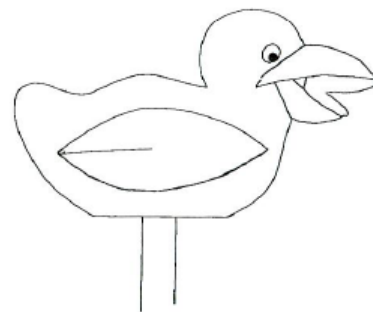


**Step 7**

Glue the upper beak to each side of the head as shown

**Step 8**

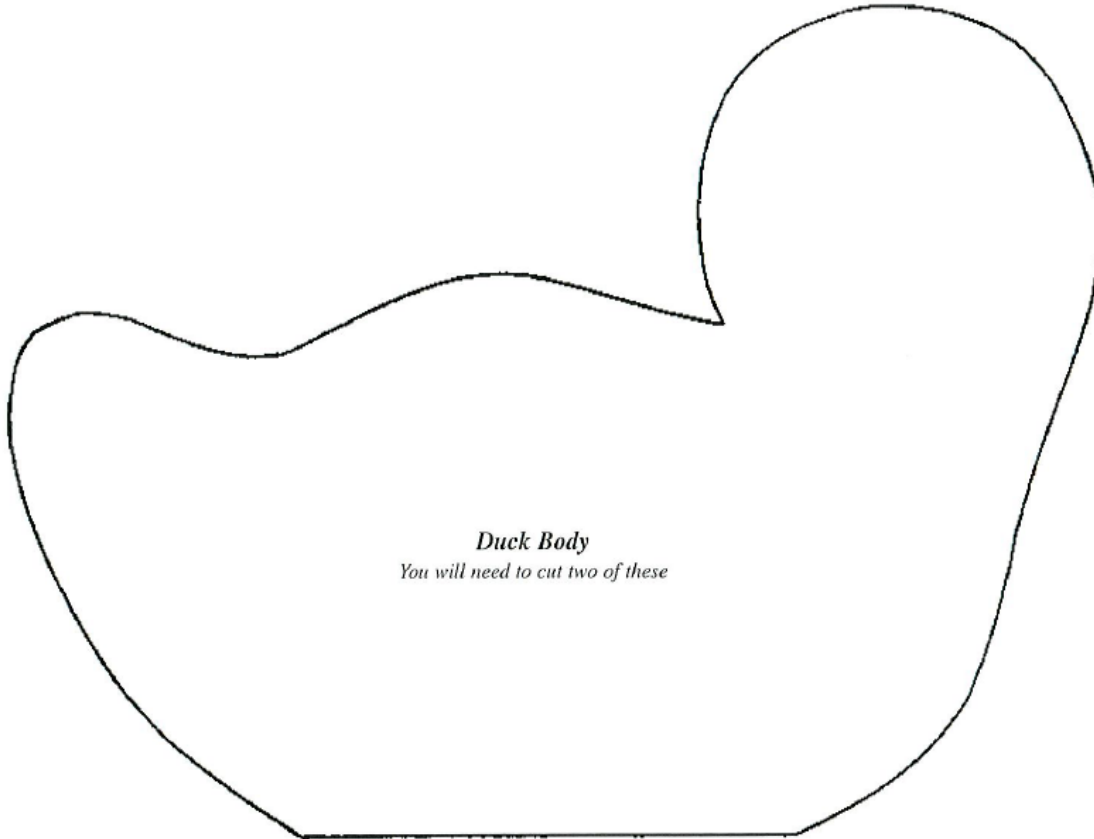
Glue an eye to each side of the head



**Patterns for "Ducky"**

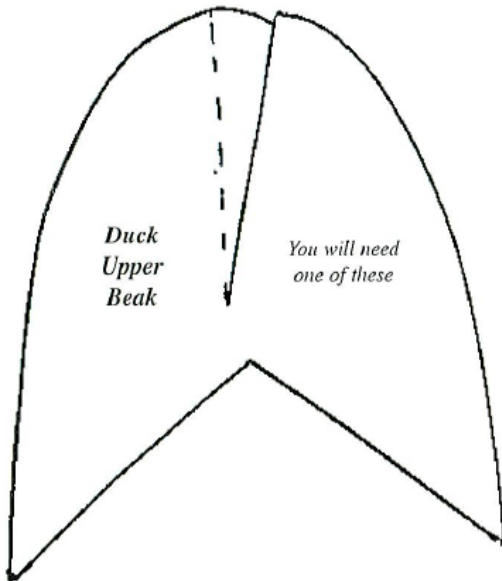
Do not cut out originals. Please make copies.

**Duck**



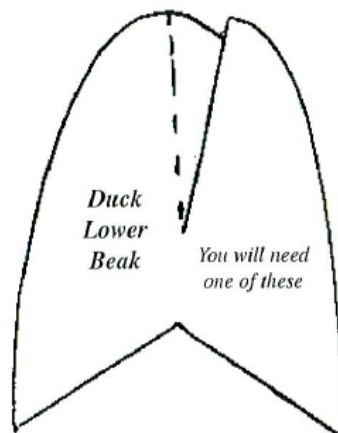
*Duck Body*

*You will need to cut two of these*



*Duck  
Upper  
Beak*

*You will need  
one of these*



*Duck  
Lower  
Beak*

*You will need  
one of these*

