

The Puppet Show

PM Level 26

Emerald

Text Type Information Report / Procedure / Recount

Running Words 1338



Preparing for Guided Reading

Orientation to the Text

- Ken and Kath head off to the annual fair. When handed a flyer about making puppets they are so interested that they investigate all the aspects of puppets, from the actual making to the history and the performances. Ken and Kath put on their own puppet show.

Prior Knowledge

- Develop an understanding of text vocabulary. Do the students have any prior knowledge about puppets? What type of text do you think this will be? What type of information do you expect to find in the text? Who has been to a puppet show or put on their own puppet show? How did you set up your puppet show and who were your audience?

Building the Balanced Reader

Grammatical Conventions

- Revise the use of temporal adverbs to order events in the text, e.g. *first, next, then, to finish*.
- Ask students to identify proper nouns in the text, e.g. *Italy, China, Europe, Sesame Street*.
- Note the use of italics for special names, e.g. *Fantastic Faces, Little Red Riding Hood*.

Vocabulary

Key vocabulary

complicated, entertainment, gestures, inserted, marionettes, originated, performance, polystyrene, props, puppeteers, scene, script, translucent, woodcutter

Spelling

- Distinguish between the noun *practice* and the verb *practise*.
- Use knowledge of compound words to spell longer words correctly, e.g. *woodcutter, cardboard, birthplace*.
- Identify words with silent letters, e.g. *palm, folk, whistle*.

Visual Literacy

- Interpreting diagrams assists with the understanding of written information.
- Point form is for following directions.

- Factual chapters with added recount means you can skim and scan for information (however, the storyline has an order).
- Bold and italic writing highlights information to allow for quick scanning.

Focusing on the Story – Guided Reading

- Ask students to explain what a puppet is. Talk about workshops people can attend to learn new skills. Ask students to talk about workshops they know about or have attended.
- Discuss how puppets function. Ask the students to explain why Kath and Rob needed instructions to make their puppets.
- Discuss the purpose and importance of a script. What do the characters do with a script?
- Describe a puppet that you could make out of a polystyrene ball.
- Discuss the hints for a successful puppet show. Do you think they would be helpful?
- Talk about the way a stage could be made using small boxes. Why is a stage necessary?
- Ask students to describe a classic Chinese puppet.
- In what century did puppeteers start performing in Europe?
- Name two television shows that have well known puppets in them.
- What do you believe the main purpose of a puppet is?

Comprehension

- How much did it cost to go to Ken's Puppet Workshop? (*Literal*)
- How can you use recycled material to make a puppet? (*Inferential*)
- Imagine you are organising your first puppet show. What type of puppets would you make and what story would you use? (*Applied Knowledge*)

Follow-up Activities

- Write a short script for your own puppet show. You will need to include: the puppets being used in the play; the props that will be required; the basic outline for each scene.
- Draw a diagram of a puppet and label its parts.
- Promote your own puppet show by designing a flyer to share the information with the public. Don't forget to include the time, date, venue and cost. Remember, the information has to be clear and easy to read.

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Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up