



# *Puppet Games Guide*

*for children*



ESCUELA DE EDUCACIÓN SUPERIOR PEDAGÓGICA PÚBLICA  
"LA INMACULADA" – CAMANÁ



# *Puppet Games*

# *Guide*

**FOR CHILDREN**

**PROGRAMA DE ESTUDIOS  
IDIOMAS INGLÉS**

**CAMANÁ - 2023**

**Título:** Puppet Games Guide for children

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1a. edición – abril 2023

**Depósito Legal N° 2023-02992**

## PROYECTO INTEGRADOR

*La Dramatización:  
Puppets, como  
estrategia para el  
fortalecimiento de las  
habilidades  
comunicativas en los  
estudiantes de  
Idiomas: Inglés.*



*La Dirección General del EESP “La Inmaculada” de Camaná y toda la comunidad educativa presentan actividades para trabajar con niños en el área de Inglés utilizando títeres, aporte educativo que impulsa la investigación e Innovación Educativa.*



## **MINISTERIO DE EDUCACIÓN**

La Puppet Games Guide for Children es una obra diseñada y creada por estudiantes y docentes de la Escuela de Educación Superior Pedagógica Pública “La Inmaculada”.

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# PRESENTATION

Those who have had the opportunity to work with children will surely be able to attest that the puppet theater is one of the activities of better arrival. It is clear that puppets easily achieve deep connection levels with smaller ones, something that is not always achieved through other resources.

This guide has as main objective to extend an invitation for all those interested in approaching this type of work seriously, and at the same time, offer some basic tools that will be useful for those who want to carry out the work with puppets. At the time of writing this manual, it has been thought that a good part of its readers are likely to be people with little or no experience in the field of dolls, so it should not be cause for alarm for anyone to start the Exploration of this terrain from scratch; This is why the focus of the manual focuses on basic and rudimentary aspects.

The role of puppeteer is not something learned only by studying concepts or reviewing literature: practice with dolls is essential. For this, several practical exercises have been included, but even these may be insufficient.

In this sense, the manual is an invitation to take a first step in this path of learning, as it provides some basic tools that, hopefully, will allow each one to advance in the exploration of a world always surprising.

## THE PUPPETS

A puppet is a toy, often resembling some type of human, animal or mythical figure, that is animated or manipulated by a human called a puppeteer.

The puppeteer uses movements of her hands, arms, or control devices such as rods or strings to move the body, head, limbs, and in some cases the mouth and eyes of the puppet.



From our point of view, we believe that if you play a certain character well, you feel the character as yourself and the stage becomes magical. That's why it's very important for children to learn a second language through these strategies like puppets and feel the character.

## DEFINITION ACCORDING TO THE REAL ACADEMIA ESPAÑOLA

Puppets are figurines made with pasta or other material with are dressed and adorned and move through ropes or other process by a person known as a puppeteer, who is in charge of representing a play commonly addressed to the child population.

## ORIGIN OF THE PUPPET THEATRE

The origin of the theatre of puppet data for more than 3000 years, where traces have been found in Egyptian tombs from more than 2000 BC of wooden figures moved with threads. The main intension of these presentations was to communicate ideas and encourage human societies. From the beginning these theatres is made accompanied by dances.

The puppeteer uses movements of her hands, arms, or control devices such as rods or strings to move the body, head, limbs, and in some cases the mouth and eyes of the puppet.

The history of the puppet and how it came to be an icon of our culture is an interesting one. It is believed the first puppets were developed in India possibly as long ago as 1000 B.C. The first puppets were probably nothing more than simple stick figures made using various materials found on the ground or other places. While the first puppets were no doubt simplistic in design and appearance, the acting out of the puppet shows was loud and full of fanfare. Many cultures later developed their own versions of puppet shows, and these often reflected the culture of their upbringing. Like stories and fables, puppet shows became known as a way to pass the time in an entertaining fashion with friends and family, which got passed down to many generations.

One type of puppet, commonly referred to as "dummy" is utilized in ventriloquism acts. Typically, the "dummy" delivers one-liners or responds to the ventriloquist role as straight-man. One Internationally recognized ventriloquist, Jim Barber, is appearing in Branson at the Hamners Unbelievable Variety Show.

The Japanese often used puppets to replace human actors, as a means of illustrating and symbolizing things a human actor could not. Actors are also typically harder to work with, more demanding, and often unruly. This took the human element out so the script could be focused on more fully.

At times, puppets would be operated by 3 people at a time, controlling them from various locations as they moved across the stage.

In Europe, like Shakespearean theatre, morality plays were the rule of the day. Themes dealt with the morality of human decisions, even though the actors on the stage were far

from human. In general, when puppets are used, the play becomes more focused on the theme and the plot, rather than the glamor of actors. In this way, the real literature comes out, without focusing on the acting craft with real people. Focus has shifted from the dialogue only to the pomp and circumstance of modern-day puppetry. Puppets shows are put on every day worldwide to entertain children, as well as adults in different settings. The art of puppetry is not completely known, but it is believed it must have had its origins in either China or India. Ancient puppets were very simplistic and focused on the play rather than the actors. Puppetry is still a fascinating art form enjoyed by millions today.

The puppeteer often speaks in the voice of the character of the puppet, and then synchronizes the movements of the puppet's mouth with this spoken part. The actions, gestures and spoken parts acted out by the puppeteer with the puppet are typically used in storytelling.



Puppetry is a very ancient form of theatre which dates back to the 5th century BC in Ancient Greece. There are many different varieties of puppets, and they are made of a wide range of materials, depending on their form and intended use. They range from very simple in their construction and operation to very complex.

## ELEMENTS OF THE PUPPET THEATRE

- **Puppet Theater:** a small theatre specially prepared to move the dolls through ropes, this is displayed as a box with fabric or curtains.
- The repertoire.
- The dolls or figurines.
- The scenery.
- The puppeteers.
- The actuators.

## BENEFITS IN CHILDREN



- ❖ Develop your creativity or imagination.
- ❖ Express your personality.
- ❖ Communicate feelings.
- ❖ Establish a dialogue from you to you.
- ❖ Download tensions, or emotions.

## WHAT IS DIDACTIC PUPPET?

It's the interaction of new World between the students and their around, The Puppets change the entire classroom by creating more possibilities for creativity, collaboration, critical thinking, and curiosity. They give students a (sometimes silly) voice and put them in the role of creator. They can also be a co-teacher, a physical avatar, a learning partner, and even facilitate learning by subverting the ego.

Children need to be gradually prepared to use puppets in class

in much the same way as they need to be warmed up for writing or roleplay. We have learned through experience that it is not enough to simply give each child a puppet and say "have a conversation." Here is a gradual process through which the child- puppet relationship can be established and strengthened over several weeks, to encourage the child to view the puppet as a special friend who he can talk to in English.

We all know that a teacher should never ask students to do what she will not do herself. Therefore, have your own puppet as a special friend. To help the child give the puppet a unique identity. Have your puppet tell you about himself in front of the class.



The didactic puppet as it has been appreciated has several advantages in English language teaching. It also creates a relationship of friendship between the child (manipulator) and the puppet. Therefore, it is essential to apply it in the teaching-learning process.

## WHAT IS THE DRAMATIZATION?

It is the adapting of a literary source (e.g. a novel, short story, poem) to drama or theater.



## WHAT IS THE DRAMATIZATION METHOD OF TEACHING?

The dramatization teaching method refers to a collection of teaching tools that include traditional drama techniques, such as improvisation, storytelling, role playing and games. A lot of emphasis is placed on engaging students through interactive activities. Dramatic teaching is integrated into many different types of curriculum.



## KINDS OF PUPPETS

### FINGER PUPPET

The finger puppet is a simple puppet variant which fits onto a single finger. Finger puppets normally have no moving parts, and consist primarily of a hollow cylinder shape to cover the finger. Finger puppets are often decorated with eyes and mouths made out of fabric or other materials. This form of puppet has limited application, and is used mainly in pre-schools or kindergartens for storytelling with young children.



## MARIONETTE

It is commonly known as string-operated puppet which is like the most difficult to control. Other than puppets above, they can move around a certain stage. It looks like a doll but there are strings attached to some parts of their body which are controlled by two hands.



## ROD PUPPET

A rod puppet is a puppet constructed around a central rod secured to the head. A large glove covers the rod and is attached to the neck of the puppet. A rod puppet is controlled by the puppeteer moving the metal rods attached to the hands of the puppet (or any other limbs) and by turning the central rod secured to the head.



## SHADOW PUPPET



A shadow puppet is a cut-out figure held between a source of light and a translucent screen. Shadow puppets can form solid silhouettes or be decorated with various amounts of cut-out details. Color can be introduced into the cut-out shapes to provide a different dimension and different effects can be achieved by moving the puppet (or light source) out of focus. Javanese shadow puppets known as Wayang Kulit are the classic example of this. In China, it became popular from Song Dynasty.



# HAND / GLOVE PUPPETS

A hand puppet is a type of puppet that is controlled by the hand or hands that occupies the interior of the puppet. Glove puppets are a variation of hand puppets. People call it with different names such as first puppet, glove puppet and guignol. Like a glove, it is worn over the hand. Commonly, the index finger serves as the neck while the thumb and the middle finger perform the arms of the puppet.





# IMPORTANCE OF THE PUPPETS

## PUPPETS IN EDUCATION

Puppets are an aspect of our history and everyday life. From marionettes to the Muppets we see them on television, on videos or in live performances. In their different forms they appeal to both old and young alike, represent different customs and traditions and are valuable educational tools. Children learn much better using different kinds of didactic materials in class, maybe in group or individual. The puppets are a good material for teach because the teacher will can motivate and keep the attention of the students.



So, Puppets are both entertaining and captivating. Children can believe and relate to them; they can enter and explore the fascinating inventive world that puppets create.

Learning through play is fundamental to our children's education, helping them to develop the necessary skills in life. Puppets can stimulate children's imagination, encourage creative play and discovery and are a wonderful interactive way to introduce narrative to even the most reluctant reader. It so necessary that our children create different situations using the imagination and puppets. They will develop the communicative and cognitive part. Let your class correct the deliberate mistakes made by you with your puppet. Let them correct the puppet when it gets a sum or spelling wrong. It's in these situations where a puppet can open up a pressure free space where children begin to learn. Children that are upset or shy will chat to a puppet that has shown 'interest' in them and tell it things that they may not wish to discuss with an adult.

It can provide a focus for role play, encouraging the child's imagination and involvement in activities and can play a fundamental part in the recitation of stories and verse. In addition, hand puppets with workable mouths and tongues are an excellent motivational resource to inspire the teaching of phonics within literacy.

Any puppet can encourage the quietest of children to start talking. Puppets can break down barriers and provide an effective means to initiate communication.

The child trusts the puppet and doesn't feel threatened by it, making it a perfect neutral medium through which they can discuss sensitive issues. The child can express thoughts, fears

and feelings through the puppet that they might otherwise find difficult to voice to an adult.

Puppets can assist children with special educational needs. They can motivate and support children with difficulties in communication and interaction.

They can help to develop their social and motor skills, and can meet the visual, tactile and emotional needs of the individual child. Large human puppets with glove hands and fingers can be used in conjunction with the different varieties of signing, adding a further dimension in helping children with both hearing difficulties and learning disabilities.

When the students use all kind of puppets, they will learn to interpretate themselves some cases using the imagination.

All puppets come to life as characters. They can portray different personalities and various traits and they cross all cultures. Puppets can share joy or sadness; they can be naughty or good, cheeky or shy; and when a child is engaged by a puppet they can learn lessons without even realizing.



Puppets provide an essential link between learning and play which makes them wonderful teaching tools for at home, the classroom and in the wider community.

Puppets in Education's approach to education is unique, working with puppets as a teaching material generates unique relationships between students, this will make them develop their skills and creativity.

The puppets in education is very important because nowadays the child has to be a leader, builder of his own learning, develop the 4 fundamental skills in the English language. Puppets improve several positive aspects in children.

## WHY USE PUPPETS IN EDUCATION?

- ❖ Stimulate the attention span and concentration of the child.
- ❖ Increase the child's passive vocabulary.
- ❖ It is a means of auditory and visual stimulation.
- ❖ It creates in the student's unique relationships between them.
- ❖ Develops cognitive learning.
- ❖ Can be used to teach prevention and care of the body.
- ❖ Develops understanding of the child to interact with the puppet.
- ❖ Are easy to create or acquire.
- ❖ It generates a big change in the child's motivation.
- ❖ Allows children to better understand the preschool issues.
- ❖ Invites you to "travel" with imagination.
- ❖ Can also be taught, values, principles to build capacity also empathetic and tolerance.



"The use of puppetry is very popular and attractive for the majority of children, for them the puppet is a magic that leads it to imagination and creativity."

In addition to their benefits entertainment, are a rich source of game symbolic and a useful auxiliary therapeutic.

# PSYCHOLOGIST

According to Jean Piaget theory, puppet has an important role in the learning process and helps young children develop creative and cognitive skills by forcing them to use their imaginations.

They make up the roles, the rules, It is through imaginative play that children come to understand the differences between fantasy and reality. The real world becomes more real to children who have opportunities to pretend.



Any puppet can encourage the quietest of children to start talking.

Puppets can break down barriers and provide an effective means to initiate communication. The young child trusts the puppet and doesn't feel threatened by it, making it perfect neutral medium through which they can discuss sensitive issues. The child can express fears and feelings through the puppets.

Puppet that they might otherwise find difficult to voice to an adult. Puppets can assist young children with special educational needs. They can motivate and support children with difficulties in communication and interaction.

They can help to develop their social and motor skills, and can meet the visual, tactile and emotional needs of the individual child. Large human puppets with glove hands and fingers can be used in conjunction with the different varieties of signing, adding a further dimension in helping children with both hearing difficulties and learning problems.

In the school environment, the educator must structure the environment to offer a rich source of stimulation to the student that allows him to develop in his own rhythm, guided by his own interests and in a sufficiently freeway, the educator must strengthen With new strategies of the motivation that will be reflected of his person, since the student must develop his cognitive part, in this case the teacher will work with puppets as part of the motivation so that the students can develop their knowledge and Creativity.

## WHAT SHOULD LEARN THE CHILDREN ACCORDING TO CEFR?

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. It is formed by several evaluative levels to measure our learning in a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

It is very important that the level of comprehension of English language be measured on a scale as this will make us know the level we have of a language.

Level A1 (Breakthrough) – is considered the lowest level of generative language use – the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organized repertoire of situation-specific phrases.



Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.

A1 can understand and use familiar everyday expression and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. ( )

# HOW CAN WE MAKE A BUTTERFLY SOCK PUPPET?

BY: PAMELA MILAGROS TEJADA VALENCIA

## MATERIALS:

- ✓ One pink sock
- ✓ Design paper
- ✓ 2 meters of purple ribbon
- ✓ 2 wiggle eyes
- ✓ One carton
- ✓ Two blue and pink Pipe cleaners
- ✓ Glue
- ✓ Scissors
- ✓ Pencil
- ✓ Red and beige Cloth

## PROCEDURE

1. Cut in the first part like at smile, then cut in form oval the beige cloth and a little tongue red, open the mouth and glue the parts. Below of the sock in the inferior part put an oval of carton.



2. In the top part of sock put two eyes, then cut four lines of the purple ribbon and under the head in the sock. Glue the four lines of purple ribbon.





3\_ Make a butterfly's wings form in a carton then glue a design paper and cut.



4\_ Glue the butterfly's wings on top of sock.



5\_ Finally make four small circles with the pink pipe cleaner and glue in the butterfly's wings, after make two antennas and a small nose with the blue pipe cleaner and glue .It's a beautiful butterfly !!!!



# HOW CAN WE MAKE A SHEEP SOCK PUPPET?

BY: Rosmery Coaquira Huanca

## MATERIALS:

- ✓ One grey sock
- ✓ Two eyes
- ✓ One nose
- ✓ Red wool
- ✓ Thread
- ✓ Fabric
- ✓ Carton
- ✓ Glue
- ✓ Needle
- ✓ Scissors

## PROCEDURE

- ❖ Draw the shape of a mouth shaped oval carton and also in a red fabric.



- ❖ Then we proceed to cut the two parts. Also draw the ears of our animal of the color that we like.



- ❖ Then with a thread and needle sew the mouth red with the sock (which must be in



the side front).



- ❖ Then proceed to paste the mouth you fabric with carton.



- ❖ Then cut wool for the whiskers of the cat.



- ❖ Finally you paste them eyes, the whiskers, the nose and the ears giving him form.



# HOW CAN WE MAKE A RABBIT SOCK PUPPET?

**BY: Luz Vaneza Núñez Huamaní**

## MATERIALS:

- ✓ One white sock
- ✓ 2 wiggle eyes
- ✓ One carton
- ✓ Needle
- ✓ Scissors
- ✓ White Linen
- ✓ Black nose
- ✓ Red, White, Pink Cloth

## PROCEDURE

- ❖ Cut in the first part like at smile, then cut in form oval the red cloth and a little red tongue, open the mouth and to sew the parts. Below of the sock in the inferior part put an oval of carton.



- ❖ In the inferior part of sock put two eyes and nose.



- ❖ Make a long ear with white and pink cloths and to sew in the below of heat.



- ❖ Make two tooth's and glue in the inferior part of mouth, finally make a whiskers and glue in both of the face. It's cute the rabbit!!!



## **HOW CAN WE MAKE FINGER PUPPETS? I LOVE MY FAMILY**

**BY: Rosmery Coaquira Huanca**

### **MATERIALS:**

- ✓ Gloves.
- ✓ Paper.
- ✓ Blondac.
- ✓ Roses.
- ✓ Cotton.
- ✓ Pictures.
- ✓ Stick.



### **PROCEDURE**

- ❖ First buy gloves to assemble my finger puppets
- ❖ Then I had to buy cotton to fill gloves.
- ❖ Then buy the necessary materials to build it as: eyes, mouth, hair, wool, lace, etc.
- ❖ Then I had to shape and glue lace to build his body and clothing.
- ❖ Finally let it dry and use them in the show of puppets.

# HOW CAN WE MAKE FINGER PUPPETS? “BILL’S FAMILY”

BY: Pamela Milagro Tejada Valencia

## MATERIALS:

- ✓ Gloves.
- ✓ Picture.
- ✓ Glue.
- ✓ Scissors.
- ✓ Carton.

## PROCEDURE

- ❖ First cut each finger gloves.
- ❖ Print the pictures about “The family”
- ❖ Glue the pictures in the carton paper.
- ❖ Cut the pictures and glue in each finger gloves.
- ❖ Finally use in the show of finger puppets.



# HOW CAN WE MAKE FINGER PUPPETS? “MY FAMILY”

BY: Luz Vaneza Núñez Huamaní

## MATERIALS

- ✓ Scissors.
- ✓ lue.
- ✓ Carton.
- ✓ Pictures.
- ✓ Glove.

## PROCEDURE

- ❖ First cut two pictures “sister and brother”.
- ❖ Cut the gloves and glue the pictures.



- ❖ Decorate the finger puppets.
- ❖ Finally take eyes and use in the show of puppets.



## HOW CAN WE MAKE STICK PUPPETS?

BY: Pamela, Luz and Rosmery.

### MATERIALS

- ✓ Pictures.
- ✓ Cardboard.
- ✓ Scissors.
- ✓ Colors.
- ✓ Tape
- ✓ Glue.

### PROCEDURE

- ❖ First draw and decorate the pictures with different colours.
- ❖ Then glue cardboard in all pictures.
- ❖ Then cut all pictures.
- ❖ Then fasten pieces together.
- ❖ Then fasten chopsticks.
- ❖ Then attach sticks.
- ❖ Finally use them in the show of puppets.



# HOW CAN WE MAKE A PUPPETRY?

**BY: Pamela, Luz and Rosmery.**

## MATERIALS:

- ✓ One big carton box
- ✓ Four Big design paper
- ✓ 2 meters of design cloth (curtain)
- ✓ 2 meters of rope
- ✓ 2 ribbon
- ✓ Drawing pin
- ✓ Glue
- ✓ Ruler
- ✓ Scissors
- ✓ Pencil
- ✓ Big picture
- ✓ Pipe plumbing
- ✓ Scotch tape
- ✓ Bottle top

## PROCEDURE

- ❖ Cut with the scissor both parts of the big carton box, then stick with the scotch tape or glue the two side parts.



- ❖ Draw with the pencil a square in the middle of the carton box, like at a window and cut carefully that part. Then in the inferior part draw like at cloud maybe a heart form and finally cut .



- ❖ Make a small circle like at size of bottle top in the two side part upwards. Then put 2 bottle top into of the small circle.



- ❖ Cut the four big design paper and glue for complete in all carton box.



- ❖ Cut the cloth in two parts in form rectangle, then form two curtain and glue in each one the ribbon. Then in the part higher up of cloth glue the rope .finally in the lower part put two drawing pin and put the curtain.





- ❖ Finally print a big picture of the theatre scene and glue in the Pipe plumbing then put in the inferior part in the small circle. To finish a beautiful puppetry!!!!!!.





## ACTIVITY 1:

### TV REPORT "WHAT IS YOUR PHOBIA OR FEAR?"

# GRUPAL SHOW WITH PUPPETS

**(DIALOGUE)**

**BY: Pamela, Luz and Rosmery.**

**AGE:** 12 years old +

**TIME:** 40 minutes

**PLACE:** Classroom

**LEVEL:** A1

**MATERIALS:**

- ✓ Six sock Puppets
- ✓ Puppetry
- ✓ Computer
- ✓ Audios, Effects and sounds.
- ✓ Speaker.

**ORGANIZATION:** Six students

**AIM:** To recognize "present perfect" and new vocabulary.

**DESCRIPTION:**

The acting consists in asking and answer about phobias and fears, using since and for, six students acting in the puppetry using their sock puppets. If the pronunciation is correct, they will have extra points.

**PREPARATION:**

The dialogue has to be ready previously. The six sock puppets and the other materials and resources have to be organized before.

## **PROCEDURE:**

- ✓ Make groups of 6 students.
- ✓ Give the instructions.
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their sock puppets character.
- ✓ Have the effects and sounds ready.
- ✓ Start with the (panorama channel) dialogue.
- ✓ At the end of the acting give extra point to the students for the participation.

**NOTES:** In case there is no electric fluid, you can use the voice like as effect.

## **TV REPORT "WHAT IS YOUR PHOBIA OR FEAR?"**

**REPORTER 1:** Good morning dear TV audience, Hello "Maria". Let's start with the questions.

**REPORTER 1:** Do you have any phobia?

**INTERVIEWRS 1:** Yes

**REPORTER 1:** What is your phobia?

**INTERVIEWRS 1:** Wild animals.

**REPORTER 1:** When did it start?

**INTERVIEWRS 1:** Since 2001 when I was 8 years old. A Lion escaped from the zoo.

**REPORTER 1:** How long have you had this phobia?

**INTERVIEWRS 1:** For 15 years.

**Conclusion Explainer (1):** (Sing)

If you have phobia (2)

Ask for help (2)

To a specialist (2)

Or treatment (2)



**REPORTER 2:** The next special guest is Nicol.

**REPORTER 2:** Hello Nicol. How are you today?

**INTERVIEWER 2:** Hello. I'm very well, thanks.

**REPORTER 2:** Do you have any phobia or fear?

**INTERVIEWER 2:** Yes, insects in special the wasp. Zzz zz

## INDIVIDUAL SHOWS WITH

### ACTIVITY 1: THE FRIENDS: DOG AND COW

**BY: Rosmery Coaquira Huanca.**

**AGE:** 9-10

**TIME:** 25-30 minutes

**PLACE:** Classroom

**LEVEL:** A1

**MATERIALS:**

- ✓ Computer or Laptop
- ✓ Speakers
- ✓ Paper
- ✓ Dictionary
- ✓ Pen or pencil
- ✓ Puppetry
- ✓ Stick puppets
- ✓ Pictures

**ORGANIZATION:** In pairs

**AIM:** To identify vocabulary about jobs.

**DESCRIPTION:** The role play consists and interchange ideas about jobs. The acting consists in say new vocabulary. If the pronunciation is correct, they will have extra points.

**PREPARATION:** The conversation has to be ready previously. The lines and other materials have to be organized before.

## **PROCEDURE:**

- ✓ Divide the students in pairs.
- ✓ Give the instructions.
- ✓ Write the lines of dialogue.
- ✓ Have the puppetry ready.
- ✓ Have the big or small picture scene.
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their fingers puppets character.
- ✓ Have the effects and sounds ready and the speakers too.
- ✓ Start with the role play.
- ✓ At the end of the acting teacher make a feedback about this activity.

**NOTES:** The students can create another dialogue, the teacher provides only one example, but all have to cover the same topic.

**COW:** I don't like my job.

DOG: What do you do?

**COW:** I'm a babysitter.

DOG: Is that a lot of work?

**COW:** Babies cry all the time.

DOG: You have to change their diapers.

**COW:** I have to feed them.

DOG: Are you looking for another job?

**COW:** No, I'm looking for another family.

DOG: Another family?

**COW:** A family with only one baby.

DOG: That's a good idea.

# ACTIVITY 2: A PINK ORANGE

**BY: Rosmery Coaquira Huanca**

**AGE:** 9-10

**TIME:** 25-30 minutes

**PLACE:** Classroom

**LEVEL:**

A1

## **MATERIALS:**

- ✓ Computer or Laptop
- ✓ Speakers
- ✓ Paper
- ✓ pen or pencil
- ✓ Puppetry
- ✓ Finger puppets
- ✓ Pictures and dictionary

**ORGANIZATION:** In pairs.

**AIM:** To identify vocabulary about fruits

**DESCRIPTION:** The role play consists and interchange ideas about fruits

**PREPARATION:** The conversation has to be ready previously. The lines and other materials have to be organized before.

## **PROCEDURE:**

- ✓ Divide the students in pairs.
- ✓ Give the instructions.
- ✓ Write the lines of dialogue.
- ✓ Have the puppetry ready.
- ✓ Have the big or small picture scene.
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their fingers puppets character.
- ✓ Start with the role play.
- ✓ At the end of the acting teacher make a feedback about this activity.

**NOTES:** The students can create another dialogue. the teacher provides only one example, but all have to cover the same topic.

**Tom:** There's something wrong with my orange.

**Mimi:** What's wrong?

**Tom:** It's not orange!

**Mimi:** Your orange isn't orange?

**Tom:** No, it's dark pink!

**Mimi:** Are you sure? I never heard of such a thing.

**Tom:** I just peeled it, and I'm looking at it right now.

**Mimi:** Let me see. Yes, you're right. Your orange is pink.

**Tom:** Who ever heard of such a thing?

**Mimi:** Oh, look. Here's the little sticker that was on it. It's called a Pink Navel.

**Tom:** What is this world coming to?

**Mimi:** Who knows? Maybe soon we'll have pink bananas.

## **ACTIVITY 3: A STOMACHACHE**

**BY: Rosmery Coaquira Huanca**

**AGE:** 9-10

**TIME:** 25-30 minutes

**PLACE:** Classroom

**LEVEL:** A1

### **MATERIALS:**

- ✓ Computer or Laptop
- ✓ Speakers
- ✓ Paper
- ✓ Pen or pencil
- ✓ Puppetry
- ✓ Finger puppets
- ✓ Pictures
- ✓ Dictionary

**ORGANIZATION:** In pairs.

**AIM:** To identify vocabulary about illness.

**DESCRIPTION:** The role play consists and interchange ideas about jobs

**PREPARATION:**

The conversation has to be ready previously. The lines and other materials have to be organized before.

**PROCEDURE:**

- ✓ Divide the students in pairs.
- ✓ Give the instructions.
- ✓ Write the lines of dialogue.
- ✓ Have the puppetry ready.
- ✓ Have the big or small picture scene.
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their fingers puppets character.
- ✓ Start with the role play.
- ✓ At the end of the acting teacher make a feedback about this activity.

**NOTES:** The students can create another dialogue, the teacher provides only one example, but all have to cover the same topic.

**Pablo:** I have a stomachache.

**Lucero:** Is it something you ate?

**Pablo:** Maybe. I'm not sure.

**Lucero:** What did you have for breakfast?

**Pablo:** The usual, cereal with milk and a banana.

**Lucero:** Maybe the milk was bad.

**Pablo:** It didn't smell bad.

**Lucero:** Maybe the banana was bad.

**Pablo:** No, the banana was delicious.

**Lucero:** Maybe you just need to go to the bathroom.

**Pablo:** No, that's not the problem.

**Lucero:** Maybe it will go away in a little while.



## ACTIVITY 4: HAVE YOU EVER DIALOGUE

BY: Luz Vaneza Núñez Huamaní

**AGE:** 12 years.

**TIME:** 20 minutes

**PLACE:** Classroom

**LEVEL:** A1

### **MATERIALS:**

- ✓ Finger puppets.
- ✓ Puppetry.

**ORGANIZATION:** In pairs

**AIM:** Review the present perfect and vocabulary.

### **DESCRIPTION:**

This is a simple but fun way for children in the classroom with the puppets.

### **PREPARATION:**

Make finger puppets with a character of a different action on each one.

### **PROCEDURE:**

First divide the students in two group.

Give the instructions.

Give the materials to the students.

Finally start with the dialogue

**NOTES:** The students can create a dialogue.

Have you ever dialogue

Hello my friends, today we are going to present a dialogue.

**HAYDEE:** My name is Haydee and i am Bill.

**BILL:** Have you ever gone to sleep in class? What class?

**HAYDEE:** I have gone to sleep in math.

**BILL:** Have you ever been near dangerous animals? Which?

**HAYDEE:** I have been near a dangerous snake

**HAYDEE:** Have you ever eaten an insect?

**BILL:** Yes. I have eaten a Suri. Humm.

**BILL:** Have you ever traveled around Peru?

**HAYDEE:** I have travel to Cuzco, Puno and lake "Titicaca".



# ACTIVITY 5: A FRIENDSHIP

**BY: Luz Vaneza Núñez Huamaní**

**AGE:** 7-12

**TIME:** 22 minutes

**PLACE:** Classroom

**LEVEL:** A1

**MATERIALS:** Stick puppets, audios, and puppetry.

**ORGANIZATION:** Two students.

**AIM:** To express the vocabulary about the present simple and improve the communicative skills.

**DESCRIPTION:** The conversation is about way for children in the classroom with the puppets.

**PREPARATION:** That create the scripts for the interview, then make the stick puppets with a character of a different action on each one. Action

## **PROCEDURE:**

- ✓ First make groups of two students.
- ✓ Give the instructions.
- ✓ Start with the dialogue.
- ✓ Finally give the materials to the students.

**NOTES:** The students can create a dialogue.

## **A FRIENDSHIP**

**ELEPHANT:** Hello.

**OWL:** Hello, how are you?

**ELEPHANT:** I am fine, and you?

**OWL:** I am very well.

**ELEPHANT:** That´s right!!

**OWL:** What do you do?

**ELEPHANT:** Does your mother work?

**OWL:** Yes.

**ELEPHANT:** Where do you work?

**OWL:** She works in “Camotitos” restaurant.

**ELEPHANT:** Oh!!! My parents work in “Camotitos” restaurant too.

**OWL:** Oh yeah!!! That´s right!!!

## ACTIVITY 6: MY FAMILY

BY: Luz Vanesa Núñez Huamaní

**AGE:** 7-12

**TIMES:** 20 minutes

**PLACE:** Classroom

**LEVEL:**

A1

**MATERIALS:** Puppets, audios, and puppetry.

**ORGANIZATION:** Two students.

**AIM:** To express and recognize the vocabulary about the present simple.

**DESCRIPTION:** The conversation the present simple.

**PREPARATION:** Then make the finger puppets with a present simple.

### **PROCEDURE:**

- ✓ Make groups of two students.
- ✓ Give the instructions.
- ✓ Start with the dialogue.
- ✓ Give the materials to the students.

**NOTES:** The students can create a dialogue.

### **MARTHA AND SALLY**

**MARTHA:** Do you want to see pictures of my family?

**SALLY:** Oh. Hi, Martha. Yes of course! Oh. Who is the baby?

**MARTHA:** That's my daughter. Her name is Ericka.

**SALLY:** Oh. She is cute. Who are the other people in the picture?

**MARTHA:** Of course, it's me in the green dress. The other people are my parents. My mother's name is Wilma and my father's name is Edgar.

**SALLY:** And that boy I recognize but who is the man.

**MARTHA:** That's my husband, Carl. He is a great cook.

**SALLY:** My husband is a terrible cook.

**SALLY:** Who's the girl and the boy?

**MARTHA:** That's my sister Wendy and my nephew Tommy.

**SALLY:** What a beautiful family.

**MARTHA:** Of course!

# ACTIVITY 7: MY NEW FRIEND (DIALOGUE)

**BY: Pamela Milagro, Tejada Valencia**

**AGE:** 10 years old +

**TIME:** 25 minutes

**PLACE:** Classroom

**LEVEL:** A1

## **MATERIALS:**

- ✓ Sock Puppets
- ✓ Puppetry
- ✓ Computer
- ✓ Audios, effects, animal sounds and others
- ✓ Speaker.

**ORGANIZATION:** two students

**AIM:** Recognize personal information and practice the pronunciation of new vocabulary.

## **DESCRIPTION:**

The acting consists in asking and answer personal information, two students acting in the puppetry using their sock puppets. If the pronunciation is correct, they will have extra points.

## **PREPARATION:**

The dialogue has to be ready previously. The sock puppets and the other materials and resources have to be organized before.

## **PROCEDURE:**

- ✓ Make groups of 2 people.
- ✓ Give the instructions.
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ Have the effects and sounds ready.
- ✓ Start with the dialogue.
- ✓ At the end of the acting give extra point to the students for the participation.

**NOTES:** In case there is no electric fluid, you can use the voice like as effect.

## MY NEW FRIEND

**PITY (PIG):** Hello. Good morning

**JERRY (DOG):** Good morning

**PITY (PIG):** what is your name?

**JERRY (DOG):** My name is Jerry. And you?

**PITY (PIG):** My name is pity

**JERRY(DOG):** You are new here.

**PITY (PIG):** Yes. I am new here in this house.

**JERRY(DOG):** Where are you from?

**PITY (PIG):** I am from Arequipa and you?

**JERRY(DOG):** I am from Tacna.

**PITY (PIG):** Ohh. You are happy here?

**JERRY(DOG):** Yes. Sure.

**PITY (PIG):** Ok. How old are you?

**JERRY(DOG):** I am 8 years. And you?

**PITY (PIG):** I am 7 years.

**JERRY(DOG):** You want my friend?

**PITY (PIG):** Yes! Today is a nice day.

**JERRY(DOG):** Yes. Now I have a new friend. I am very happy!!!!!!!

**PITY (PIG):** You and me are cute pets!!!.

**JERRY(DOG):** Now I take a shower. see you later!!!!

**PITY (PIG):** Ok. I go to the garden Byeeeeeee.



## **ACTIVITY 8: WHO HELP ME? (DIALOGUE)**

**BY: Pamela Milagro, Tejada Valencia**

**AGE:** 11 years old +

**TIME:** 35

**PLACE:** Classroom

**LEVEL:** A1

### **MATERIALS:**

- ✓ Six sock puppets
- ✓ Puppetry
- ✓ Computer
- ✓ Audios, effects, sounds and others
- ✓ Speaker.

**ORGANIZATION:** Three students

**AIM:** To recognize “present perfect” and new vocabulary.

### **DESCRIPTION:**

The acting consists in asking and answer, using “present perfect”- using have you ever?

Three students acting in the puppetry using their sock puppets. If the pronunciation is correct, they will have extra points.

### **PREPARATION:**

The dialogue has to be ready previously. The three sock puppets and the other materials and resources have to be organized before.

### **PROCEDURE:**

- ✓ Make groups of 3 students.
- ✓ Give the instructions.
- ✓ Have the puppetry ready.
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their sock puppets character.
- ✓ Have the effects and sounds ready.
- ✓ Start with the dialogue.
- ✓ At the end of the acting give extra point to the students for the participation.

**NOTES:** In case there is no electric fluid, you can use the voice like as effect.

**WHO HELP ME???**

**REPORTER:** Hello my dear friends, they are two super stars. Claps for them. (Claps).

**CAROLINE:** Hello my name is Caroline; I am 8 years old. Nice to meet you. Thank you!!!

**ROSE:** Hello my name is Rouse; I am 9 years old. Thank you!!!

**CAROLINE:** I have a homework of communication. I will call her. (Ring, ring ...) Hello Rose:  
Can you help me?

**ROSE:** Yes. come to my house.

**CAROLINE:** Ok. Is here (tok tok tok). Hi Rose How are you today?

**ROSE:** I am fine thanks.

**CAROLINE:** Have you ever been in a very expensive car?

**ROSE:** Yes, I have.

**CAROLINE:** Have you ever gone to sleep in class? What class?

**CAMILA:** Yes. I have gone to sleep in my Mathematics class.

**CAROLINE:** Have you ever sung in public?

**CAMILA:** Yes, I have sung in "Caramelos" school. For example: (SING)

Rojo red, Rojo red,  
Azúl blue, Azúl blue  
Amarillo yellow, Amarillo yellow  
Verde green, Verde green.

**ROSE AND CAROLINE:** Thank you for your Attention.



# ACTIVITY 9: DANNY'S FAMILY (DIALOGUE)

BY: Pamela Milagro, Tejada Valencia

**AGE:** 8 years old

**TIME:** 40 minutes

**PLACE:** Classroom

**LEVEL:** A1

## **MATERIALS:**

- ✓ Finger puppets
- ✓ Puppetry
- ✓ Computer
- ✓ Audios, effects, sounds
- ✓ Speaker.



**ORGANIZATION:** Five students

**AIM:** To practice family members and new vocabulary.

## **DESCRIPTION:**

The acting consists in say new vocabulary (verbs), four students acting in the puppetry using their sock puppets. If the pronunciation is correct, they will have extra points.

## **PREPARATION:**

The dialogue has to be ready previously. The sock puppets and the other materials and resources have to be organized before.

## **PROCEDURE:**

- ✓ Make groups of 4 students.
- ✓ Give the instructions.
- ✓ Have the puppetry ready.
- ✓ Have the big picture scene. (for little puppetry)
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their fingers puppets character.
- ✓ Have the effects and sounds ready.
- ✓ Start with the dialogue.
- ✓ At the end of the acting give extra point to the students for the participation

Notes: In case there is no electric fluid, you can use the voice like as effect.

## **A CHRISTMAS FAMILY**

**ISABEL (MOM):** Today is Merry Christmas!!!!!!

**JHON (FATHER):** Yes. I am thinking in more ideas for today

**BILL (SON):** Daddy and Mommy I have good marks in my school

**CAROL (DAUGHTER):** Me too!!!! I am very Happy

**ISABEL (MOM):** Jhon our children are good students.

**JHON (FATHER):** Yes, come on for many surprise!!!!

**JORGE (BROTHER):** I can help you with the shopping

**JHON (FATHER):** Yes, It's a good idea. Let's Go!!!!

**BILL (SON):** I and Carol will give a surprise to my family. we sing a song at the night

**CAROL (DAUGHTER):** Bill we have prepare now ok.

**BILL (SON):** Ok Carol. You are the best sister!!!

**ISABEL (MOM):** I buy a bike for my son and for my sister a Barbie house. They are the best children always help as in all moment.

**JHON (FATHER):** Yes, they are our Little children and Jorge is our older son. He and the children are our inspiration.

**JORGE (BROTHER):** I love you Parents!!!!My brother and sister are good children.

**CAROL (DAUGHTER):** Bill. Look I have all prepare.

**BILL (SON):** Good. I have my Fancy dress

**JORGE (BROTHER):** Parents come on!!! Today is a wonderful day for as!!!!

**ISABEL (MOM):** Yes. I drive at home

**JHON (FATHER):** Ok. carefully!!!

**BILL (SON):** Carol look that our parents have a many present

**CAROL (DAUGHTER):** Yes. I am happy!!!

**BILL (SON):** Me too!!!But we will a beautiful song for them

**JHON, ISABEL AND JORGE:** Merry Christmas children!!!!!!

**CAROL (DAUGHTER) AND BILL (SON):** Thank you Mommy and Daddy

**ISABEL (MOM):** I love you!!!

**JHON (FATHER):** Your mother, brother and me. We have many present for you!!!!



**CAROL (DAUGHTER):** Bill and me have a song for you. We hope you like. This is a present for you because we love you!!!!!!

**CAROL (DAUGHTER) AND BILL (SON):** Sing a Song

**WE WISH YOU A MERRY CHRISTMAS.**



♪ We wish you

A Merry Christmas.

We wish you a Merry Christmas.

We wish you a Merry Christmas  
and a Happy New Year.

Happy holidays to you,

your family,

your friends.

Happy holidays, Merry Christmas.



# ACTIVITY 10: MY FIRST DAY OF SCHOOL (DIALOGUE)

**BY: Pamela Milagro, Tejada Valencia**

**AGE:** 8 years old      **TIME:** 25 minutes      **PLACE:** Classroom

**LEVEL:** A1

## **MATERIALS:**

- ✓ Sock puppets
- ✓ Puppetry
- ✓ Computer
- ✓ Audios, effects, sounds and Speaker.

**ORGANIZATION:** Three students.

**AIM:** To practice personal information and new vocabulary.

## **DESCRIPTION:**

The acting consists in asking and answer personal information and say new vocabulary, three students acting in the puppetry using their sock puppets. If the pronunciation is correct, they will have extra points.

## **PREPARATION:**

The dialogue has to be ready previously. the sock puppets and the other materials and resources have to be organized before.

## **PROCEDURE:**

- ✓ Make groups of 3 students.
- ✓ Give the instructions.
- ✓ Have the puppetry ready.
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their sock puppets character.
- ✓ Have the effects and sounds ready.
- ✓ Start with the dialogue.
- ✓ At the end of the acting give extra point to the students for the participation

**NOTES:** In case there is no electric fluid, you can use the voice like as effect.

## MY FIRST DAY OF SCHOOL

**JESSICA (MOM):** My dear son stands up please! today you go to the school

**DANNY (SON):** Yes, mom, today I go to my first day of class

**JESSICA (MOM):** Take a breakfast come please!!!!

**DANNY (SON):** Ok. mom see you later

**JESSICA (MOM):** Byeeeee son

**DANNY (SON):** woww. My school is beautiful, I go to my class

**MELANY (PARTNER):** Hello, what is your name?

**DANNY (SON):** My name is Danny.

**MELANY (PARTNER):** Nice to meet you i!!my name is Melany

**DANNY (SON):** It´s a beautiful name

**MELANY (PARTNER):** I how old are you?

**DANNY (SON):** I am 9 years old. and you?

**MELANY (PARTNER):** I am 8 years old. do you want know our teacher?

**DANNY (SON):** Yes

**MELANY (PARTNER):** Come please. he i our teacher his name is Jorge

**DANNY (SON):** Wowww. He is very tall

**MELANY (PARTNER):** Yes. HAHAHA. come to the class.

**DANNY (SON):** Look i!! our Teacher. He is a good person

**MELANY (PARTNER):** Wow. he is fantastic!!!!

**DANNY (SON):** I am very happy .my teacher is good. I say to my mother about his.



# ACTIVITY 11: A FAIRY STORE (DIALOGUE)

BY: Pamela Milagro, Tejada Valencia

**AGE:** 9 to 10 years old

**TIME:** 40 minutes

**PLACE:** Classroom

**LEVEL:** A1

## **MATERIALS:**

- ✓ Sock puppets, Puppetry
- ✓ Computer, audios, effects, sounds
- ✓ Speaker.



**ORGANIZATION:** Four students

**AIM:** To practice verb to be and new vocabulary.

## **DESCRIPTION:**

The acting consists in say new vocabulary (verbs), four students acting in the puppetry using their sock puppets. if the pronunciation is correct, they will have extra points.

## **PREPARATION:**

The dialogue has to be ready previously. the sock puppets and the other materials and resources have to be organized before.

## **PROCEDURE:**

- ✓ Make groups of 4 students.
- ✓ Give the instructions.
- ✓ Have the puppetry ready.
- ✓ Have the big picture scene. (for puppetry)
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their sock puppets character.
- ✓ Have the effects and sounds ready.
- ✓ Start with the dialogue.
- ✓ At the end of the acting give extra point to the students for the participation

**NOTES:** In case there is no electric fluid, you can use the voice like as effect.

## A FAIRY STORY

**BETZY (\$PRING FAIRY):** Today is a fantastic day. stand up Dinna hurry up!!

**DINNA (\$PRING FAIRY):** Ok Betzy. today is a great day for us, but I feel scare

**BETZY (\$PRING FAIRY):** Dinna all will be well. don't worry

**DINNA (\$PRING FAIRY):** Ok. come on!!! I want know this mystery place.

**BETZY (\$PRING FAIRY):** Me too. let's go!!!!

**DINNA (\$PRING FAIRY):** You look that woww. we cross the river flying ok.

**BETZY (\$PRING FAIRY):** Ok. woww look that .this place is very beautiful.

**DINNA (\$PRING FAIRY):** Yes.this place is white and be snow.

**BETZY (\$PRING FAIRY):** All here is wonderful

**DINNA (\$PRING FAIRY):** I feel cold...

**BETZY (\$PRING FAIRY):** Look that. what is it?

**DINNA (\$PRING FAIRY):** I don't know.

**DANNIEL (\$NOW FAIRY):** Hi girls!!!! where are you from?

**BETZY (\$PRING FAIRY):** Dinna, who is he? you are a white fairy wooww

**DANNIEL (\$NOW FAIRY):** Girls . my name is Dannie

**BETZY (\$PRING FAIRY):** My name is Betzy and she is Dinna is my best friend

**DANNIEL (\$NOW FAIRY):** Nice to meet you!!!!

**BETZY (\$PRING FAIRY):** Do you live here?

**DANNIEL (\$NOW FAIRY):** Yes ,with my sister in a big tree. a moment please.  
Tiffany..Tiffany come here !!!

**TIFANNY (DANNIEL'S SISTER):** What happen Dannie?

**DANNIEL (\$NOW FAIRY):** Look. we have new friends. Her names are Betzy and Dinna.

**TIFANNY (DANNIEL'S SISTER):** Woww.they are a spring fairy, how do you feel?

**DINNA (\$PRING FAIRY):** Good but we have cold.

**TIFANNY (DANNIEL'S SISTER):** Do you want go to our home?

**DINNA AND BETZY (\$PRING FAIRIES):** Yes. thanks you very much.

**DANNIEL (\$NOW FAIRY):** Welcome to our house.

**BETZY (\$PRING FAIRY):** It's very beautiful and all is white .

**TIFANNY (DANNIEL'S SISTER):** Yes. it's because here always snow. This part of the

border is magic.

**DANNIEL (\$NOW FAIRY):** Yes. you are our new guest; you want know more places in this border?

**BETZY AND DINNA (\$PRING FAIRIES):** Yes. thanks you.

**BETZY (\$PRING FAIRY):** I tell you Dinna today will be a great day!!!!!!

**DINNA (\$PRING FAIRY):** You had reason, today is a beautiful day. thank you Betzy.

**BETZY (\$PRING FAIRY):** If the people believe in their dreams. they will be very happy in their life.

**BETZY, DINNA, TIFANNY AND DANNIEL** (Sing a song):



Fly to you heart  
watch all the flowers  
dance with the wind  
listen to snowflakes  
whisper your name  
feel all the wonder  
lifting your dreams  
you can fly .....(fly)

fly to who you are  
climb upon your star  
you believe you'll find your wings  
fly.....(fly)

everywhere you go .....  
your soul will find a home ....  
you'll be free to spread your wings  
fly .....(fly)  
you can fly .....(fly)  
to your heart (slow)



# ACTIVITY 12: ROUS AND REGINA

BY: Luz Vaneza Núñez Huamaní

**AGE:** 10-11

**TIME:** 20 minutes

**PLACE:** Classroom

**LEVEL:**

A1

**MATERIALS:** Stick, audio, puppetry.

**ORGANIZATION:**

**AIM:** To enrich the vocabulary about the present simple.

**DESCRIPTION:** The conversation is a simple in class.

**PREPARATION:** Those create the make my finger puppets

**PROCEDURE:**

- ✓ Make groups of 4 students.
- ✓ Give the instructions.
- ✓ Have the puppetry ready.
- ✓ Finally use in the show of puppets.

**NOTES:** The students can create a dialogue.

## ROUS AND REGINA

**ROUS:** Hi, glad to see you!

**REGINA:** Hi, so am I

**ROUS:** Today's your birthday, isn't it?

**REGINA:** That's right. It's kind of you to remember.

**ROUS:** Well, many happy returns of the day. Here's a present for you.

**REGINA:** Oh, thank you! What beautiful flowers!



# ACTIVITY 13: PAOLA AND JUAN ONLY FRIENDS.

BY: Luz Vaneza Núñez Huamaní

**AGE:** 11-12

**TIME:** 25 minutes

**PLACE:** Classroom

**LEVEL:** A1

**MATERIALS:**

Sock puppets, audio, puppetry.

**ORGANIZATION:**

**AIM:** To enrich the vocabulary about the present.

**DESCRIPTION:** The conversation is a friend.

**PREPARATION:** That create an interview, then make my sock puppets

**PROCEDURE:**

- ✓ Make groups of 4 students.
- ✓ Give the instructions.
- ✓ Have the puppetry ready.
- ✓ Finally use them in the show of puppets.

**NOTES:** The students can create a dialogue.

## PAOLA AND JUAN ONLY FRIENDS

**PAOLA:** Hello

**JUAN:** Hi

**PAOLA:** What's your name?

**JUAN:** My name's Juan

**PAOLA:** Pleased to meet you

**JUAN:** Me too

**PAOLA:** How are you?

**JUAN:** Very well, thank-you

**PAOLA:** How old are you?

**JUAN:** I'm 25

**PAOLA:** Where are you from?



**JUAN:** I'm from Peru

**PAOLA:** Where do you live?

**JUAN:** I live in Lima.

**PAOLA:** What's your favorite food?

**JUAN:** My favorite food is lentil

**PAOLA:** What's your favorite film?

**JUAN:** My favorite film is Titanic

**PAOLA:** What do you do?

**JUAN:** I'm a doctor

**PAOLA:** Okay, I have to go now

**JUAN:** See you soon

**PAOLA:** Bye-bye

**JUAN:** Have a nice day !!!!!

# ACTIVITY 14: ROASTED OR BOILED

**BY: Rosmery Coaquira Huanca**

**AGE:** 9-10

**MINUTES:** 25-30 minutes

**PLACE:** Classroom

**LEVEL:** A1

## **MATERIALS:**

- ✓ Computer or Laptop
- ✓ Speakers
- ✓ Paper
- ✓ Pen or pencil
- ✓ Puppetry
- ✓ Finger puppets
- ✓ Pictures
- ✓ Dictionary

**ORGANIZATION:** In pairs.

**AIM:** To identify vocabulary about fruits

**DESCRIPTION:** The role play consists and interchange experiences about meals.

## **PREPARATION:**

The conversation has to be ready previously. The lines and other materials have to be organized before.

## **PROCEDURE:**

- ✓ Divide the students in pairs.
- ✓ Give the instructions.
- ✓ Write the lines of dialogue.
- ✓ Have the puppetry ready.
- ✓ Have the big or small picture scene.
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their fingers puppets character.
- ✓ Have the effects and sounds ready and the speakers too.
- ✓ Start with the role play.
- ✓ At the end of the acting teacher make a feedback about this activity.

**NOTES:** The students can create another dialogue, the teacher provides only one example, but all have to cover the same topic.

**MARTA:** I love peanuts.

**JULIO:** Me, too. I love them roasted and salted.

**MARTA:** I love boiled peanuts.

**JULIO:** Boiled? I never heard of that.

**MARTA:** Just boil raw peanuts in salt water until the shells are soft.

**JULIO:** I'll have to try them sometime.

**MARTA:** They're best when they're hot.

**JULIO:** My brother is allergic to peanuts.

**MARTA:** That's not good.

**JULIO:** No, it isn't. He almost died when he was little.

**MARTA:** I guess he has to be very careful about what he eats.

**JULIO:** He has a very strict diet.



# ACTIVITY 15: A PAPER CUT

**BY: Rosmery Coaquira Huanca**

**AGE:** 9-10

**TIME:** 25-30 minutes

**PLACE:** Classroom

**LEVEL:** A1

## **MATERIALS:**

- ✓ Computer or Laptop
- ✓ Speakers
- ✓ Paper
- ✓ Pen or pencil
- ✓ Puppetry
- ✓ Finger puppets

**ORGANIZATION:** In pairs.

**AIM:** To identify vocabulary about fruits

## **DESCRIPTION:**

The role play consists and interchange ideas about different situations and also to know the parts of the body.

## **PREPARATION:**

The conversation has to be ready previously. The lines and other materials have to be organized before.

## **PROCEDURE:**

- ✓ Divide the students in pairs.
- ✓ Give the instructions.
- ✓ Write the lines of dialogue.
- ✓ Have the puppetry ready.
- ✓ Have the big or small picture scene.
- ✓ Stand in a correct position in the puppetry.
- ✓ Give the materials to the students.
- ✓ The students put their fingers puppets character.
- ✓ Have the effects and sounds ready and the speakers too.
- ✓ Start with the role play.
- ✓ At the end of the acting teacher make a feedback about this activity.

**NOTES:** The students can create another dialogue, the teacher provides only one example, but all have to cover the same topic.

**XIMENA:** I cut my finger.

**ALONSO:** How did you do that?

**XIMENA:** It's a paper cut.

**ALONSO:** Paper can be dangerous.

**XIMENA:** It hurts, too.

**ALONSO:** Paper cuts can hurt a lot.

**XIMENA:** Where are the band-aids?

**ALONSO:** I think they're in the medicine cabinet.

**XIMENA:** It's on the tip of my finger.

**ALONSO:** A band-aid might not work.

**XIMENA:** I must not use this finger until the cut heals.

**ALONSO:** It might take a day or two to heal



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