

Kindergarteners use puppetry to identify characters in *A House for Hermit Crab* by Eric Carle


A House for Hermit Crab

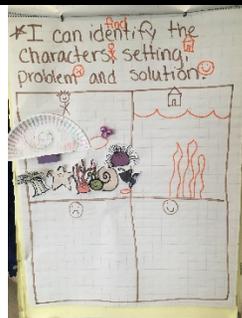
Puppetry is a form of theatre that involves the manipulation of puppets – inanimate objects, often resembling some type of human or animal figure, that are animated or manipulated by a puppeteer.

In the classroom puppetry is tool that invites attention to storytelling through an imaginative practice that can aide in retelling stories, learning vocabulary, and development of conversational skills as seen here in our Kindergarten lesson of “A House for Hermit Crab.” Students learn to see through the eyes of the puppet to operate it most effectively, so this art form directly practices empathy. It also allows students to gain a deeper understanding of how the character is acting or feeling, as well as incorporate their own background knowledge into the retell.

Event 1



Event 2



Event 3



Event 4



Event 1: The teacher introduces the target and reads the story, *A House for Hermit Crab*. Students are working on the target of: I can identify the characters, setting, problem and solution. The teacher uses a puppet during the read aloud to voice the hermit crab in the story and cut outs for the rest of the characters. The teacher stops throughout the story to review the characters, setting, problem and solution, as well as to act out the scenes in the story using the puppets and discuss with students the characters’ movements and feelings.

Event 2: The students and teacher work together to identify the characters and setting for the class anchor chart.

Event 3: Students create their puppets. The hermit crab is made of half a paper plate, a strip of paper (for the arm band) and “finger eyes.” The remaining characters are cutouts that the students will move on and off of the hermit crabs shell.

Event 4: Students work in partners to act out the story with their puppets, concentrating on the order in which the characters appeared, as well as the feeling of the characters. Students use the finger eyes “see through the eyes” of the puppet.

Literacy Objectives / Learning Targets	Teacher Reflections (teachers and teaching artist)
<p>(Based on the CCSS) Students can identify characters, setting, problem and solution in <i>A House for Hermit Crab</i>.</p> <p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Classroom Teacher: The students were so excited to see the hermit crab puppet! Their heads perked up when I put it on my hand and they were immediately more focused and engaged. I also found they retold the story with more detail when using their puppets, including character voices and feelings. - Megan Laurito</p>
<p>Arts Objectives / Learning Targets</p>	
<p>(Based on the National Core Arts Standards: Theatre) Students can create a Hermit Crab puppet and retell the sequence of characters Hermit Crab meets in <i>A House for Hermit Crab</i>.</p> <p>TH.Cr1.1.K.b. With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>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).</p>	<p>Teaching Artist: The teacher's method of introducing the story with a puppet invited a hum of curiosity, interest and pleasant surprise from the students as they watched the teacher's hand transform into the character. Throughout the storybook reading the students as a group response/repeat were invited to vocalize the characters' lines using different voices for each after the teacher prompted them to practice these expressions through words. They also acted out different emotions heard in the story collectively, so they were fully engaged in the learning process. After the read aloud their memories were impressive when asked to identify the characters and the setting. Ms. Laurito put the characters in a chart. The group participation worked very well along with the initial spark created with the introduction of the puppet. The students then got to retell the story using puppets.</p>