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TEACHING ACTIVITIES AND WORKSHEETS TO ACCOMPANY PUPPET PLAYS

ACTIVITIES FOR K-1

The Octopus:

Teaching Activity 1 - Creative story writing/telling.

Teaching Activity 2 - Craft activity as stimulus for oral/written expression.

The Sea Monster:

Teaching Activity 1 - Looking at sequence. Understanding that stories have a beginning, middle and end.

Teaching Activity 2 - Use of puppet play as stimulus for creativity and visualization.

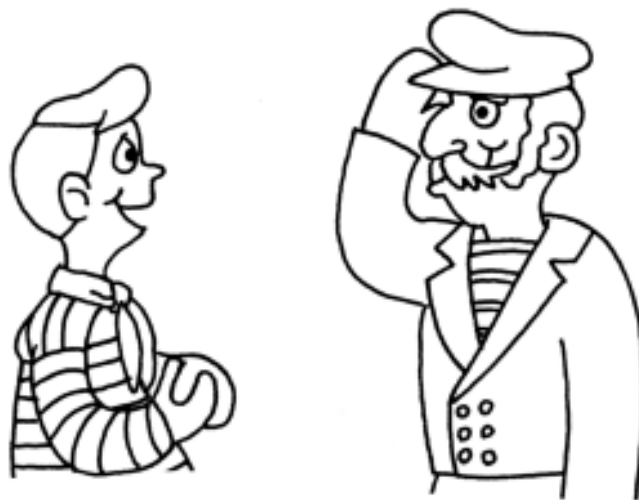
The Pirates' Treasure:

Teaching Activity 1 - Discussion friendship .

Teaching Activity 2 - Looking at characters.

Comparing own experiences to fictional character's experiences.

Using senses to help visualization



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TEACHER ACTIVITIES : The Octopus

Before viewing *The Octopus* check that children understand what an octopus is and what an island is.

Outcomes:

- Applying details learned through puppet play to a new situation.
- Creative story writing or telling.

Activity 1

1. Show *The Octopus* and allow time for free discussion.
2. Directed discussion:
 - What problem did the Octopus have?
 - How did Little Joe and the Captain help the Octopus?
3. Explain that the play demonstrates how “One good turn deserves another”.
4. Have the class discuss the concept. Allow the class to discuss examples that they might know.
5. Have the class “flesh” out a new story that follows the pattern of “One good turn...” from the following outline.
 - Poor family living in the country.
 - They cannot afford to go to the circus and young boy is upset.
 - He wanders off to his favourite place in the bush.
 - A circus animal escapes and becomes lost.
 - Boy meets animal in the bush.
 - He returns animal and family is rewarded by circus owner.
6. Have individual children re-tell parts of the story.
7. Children record their stories. Depending on the ability of the class the children can:
 - Write their individual stories.
 - Dictate it to an older “buddy” to scribe.

or

 - Teacher can record a class story on the chalk board, overhead or big book as the class suggest the events and detail.

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TEACHER ACTIVITIES :

The Octopus

Activity 2

- Replay the puppet play *The Octopus*

Outcomes:

- Class will create their own octopus.
- Children will re-tell the story adding additional detail not given in the play.

Part A

Directed Discussion:

1. Why is the Octopus important in the play?
2. In the play the Octopus is shown as purple. If you were creating an octopus what colour would you make it? Why?



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TEACHER ACTIVITIES :

The Octopus

Activity 2

Part B

Materials needed:

- Clear bottom from a 2 litre coke bottle or similar for each child.
- White paper for eyes.
- Frieze paper or similar for legs of octopus.

Method:

- a) Have children use a sponge to paint the inside of the plastic. This will form body of the octopus.
- b) Cut two elongated semi circles for the eyes.
- c) Colour the iris of each eye.
- d) Stick the eyes to the outside of the plastic base.
- e) Cut 8 pieces of frieze paper each 30cm long for legs.
- f) Attach the legs evenly around the base of the plastic.

Children are to consider that their octopus is the one that helped the Captain and Little Joe.

Directed discussion:

1. How did it get hurt?
2. Where was it going?
3. What did it think when it saw the *Jolly Barnacle*?
4. What did it do after the *Jolly Barnacle* left?

Have children in groups of 3 or 4. They are to tell the story of their octopus to others in their group.





TEACHER ACTIVITIES : The Sea Monster

Activity 1

- Outcomes:**
- Understanding sequence in a narrative.
 - Looking at marine pollution.

Part A

After showing *The Sea Monster*, conduct the following directed discussion.

- 1.** What part of the play did you think was best?
- 2.** Is there a character in the play that you would like to meet? Why?
- 3.** All stories have a beginning, a middle and an end. What is the beginning of *The Sea Monster* story? Who did we meet at the beginning?
- 4.** What is the middle of the story? What happens in the middle?
- 5.** What is the end of the story? Do you think it is a good ending?

[If children have a problem with concept of beginning/middle/ending use a well known folk story such as *Goldilocks and the Three Bears* to illustrate.]

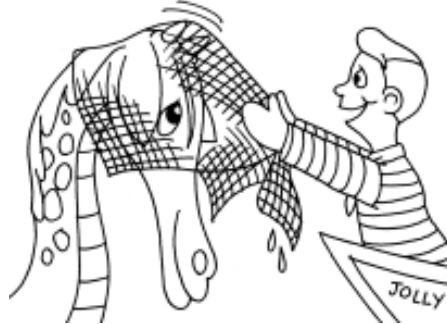
Part B

- 1.** Distribute BLM 1.1 and have class cut out the six pictures showing Little Joe, the Captain and the Sea Monster.
- 2.** Ask children to arrange these on their desk so that they tell the story.
- 3.** When they believe they have the sequence right, have them paste the pictures on another sheet in correct sequence.
- 4.** Children can complete activity by colouring the illustrations or by adding text to their work.

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TEACHER ACTIVITIES : The Sea Monster

Activity 1



Part C

Follow up activity: Examining Marine pollution and the danger to animals.
(Children can ask parents or other adults about dangers to marine life from discarded fishing nets, fishing lines, plastic bags and oil spills.)

Directed discussion

1. Think about how little Joe helped the Sea Monster when it was caught in the net.
2. Where do you think the net came from?
3. What other things are left in the sea that can harm sea creatures? Depending on the maturity of the class, the teacher can record items suggested by children or draw and label the items.
4. With a partner make up a new adventure for Little Joe, the Captain and a different sea creature that is in danger.
5. Give the story a name. Draw a picture of your story.
6. Use your picture to tell your story to the class. Depending on the maturity of the class the teacher can record items suggested by children or draw and label the items.

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TEACHER ACTIVITIES : The Sea Monster

Activity 2

Outcomes: • Creativity through visualization and illustration.

Before showing the puppet play for a second time have the class examine story books and non-fiction books that show undersea creatures and marine growth. This should be done in pairs to encourage discussion.

Show the puppet play, *The Sea Monster* and then use the following method to have the class visualize the underwater scene.

1. Have the class close their eyes and think of the sea monster returning home after saving the Captain.
2. Ask children to imagine the sea monster's home.
 - Is it deep in the sea?
 - Is it among the rocks?
 - Is it a cave?
 - Is it something quite different?
3. Allow individual children to tell how they imagine the monster's home.



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4. Instruct children to close their eyes again and in their imagination to move closer to the Sea Monster's home.
 - What other sea creatures are nearby?
 - What do these creatures look like?
 - Are there any sea shells nearby? What shape and colours are they?
 - What sort of plants are growing by the Sea Monster's home?
5. Ask the class to open their eyes and tell a partner what the Sea Monster's home is like.
6. Have individual children describe their idea of the Sea Monster's home.
7. Complete the activity by having the class illustrate the scene with crayon and wash.

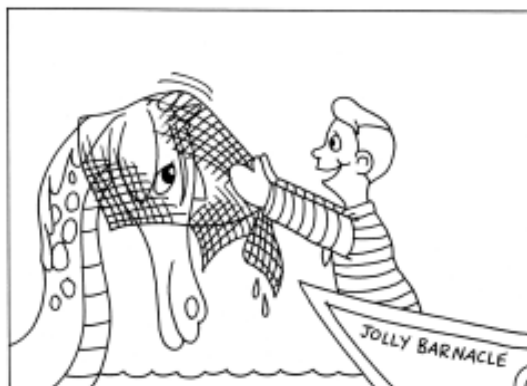
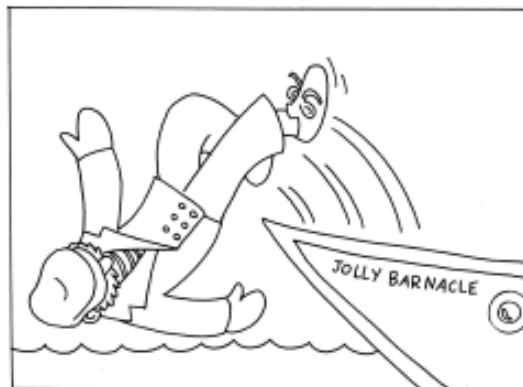


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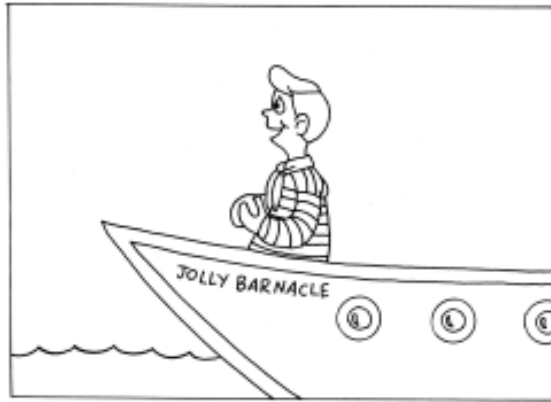
The Sea Monster Beginning, Middle and End



- Think about the play *The Sea Monster*. Look at the pictures here of Little Joe, Captain Rocky C. Rockbuster and the Sea Serpent.
- They are not in the correct order. Cut out the pictures and put them in the proper order to tell the story.
- Remember your story will have a **Beginning**, a **Middle** and an **End**.



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TEACHER ACTIVITIES: The Pirates' Treasure

Outcomes:

- Looking at character.
- Comparing own experiences with a character depicted in the puppet play.
- Use of senses to help develop visualization.

Activity 1

Show the puppet play *The Pirates' Treasure*.

Directed discussion.

1. Which character in the play did you like best? Why?
2. Were the pirates scary? Why/why not?
3. The Captain says he is really brave. Do you think he is? Why do you think this?
4. Who do you think was brave? Why do you think so?
5. In stories, pirates are meant to be cruel and nasty. Are Bess and her crew like that?
6. What sort of boat do you think the pirates had?
7. Pirates fly a special flag on their boats. Do you know what it looks like?

Have class illustrate Bess and her crew with their pirate ship.

Part A

Directed discussion:

1. Little Joe said that the best treasure was having friends. Do you think having friends is important?
2. How do you feel when you have friends to play with?
3. How would you feel if you had no friends?
4. The Captain and Little Joe welcomed their new friends and shared their picnic with them. What do you think Joe had packed in the chest for the picnic?

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TEACHER ACTIVITIES: The Pirates Treasure Activity 2

Re-show the puppet play *The Pirates' Treasure*.

Part B

Use of senses to help in visualization:

- Have class close their eyes and 'see' the place that the picnic was held.
- Are they on the beach? Are they near the beautiful jungle? Can they see the old chest and the food?
- Have children open their eyes and tell what they saw.
- With eyes closed, have the children listen to the pirates, little Joe and the Captain enjoying their picnic.
- Ask: What can you hear? Laughing, talking? What else? Birds? The sea rolling onto the beach?
- Children open their eyes and tell what they could hear.
- With eyes closed, have the children reach out and touch something near Little Joe. What can they feel? Tell class what they were able to feel.
- Explain to class that they are to remember the things they saw, heard and felt to draw their picture of the picnic.

