



Puppets and More, Oh My!

This project is supported by funding from the Child Care Development Block Grant awarded to the Office of Early Childhood and Out-of-School Learning, a division of the Indiana Family and Social Services Administration.

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Mission:

Indiana AEYC promotes high-quality learning for each and every child, birth through age eight, by connecting practice, policy, and research.

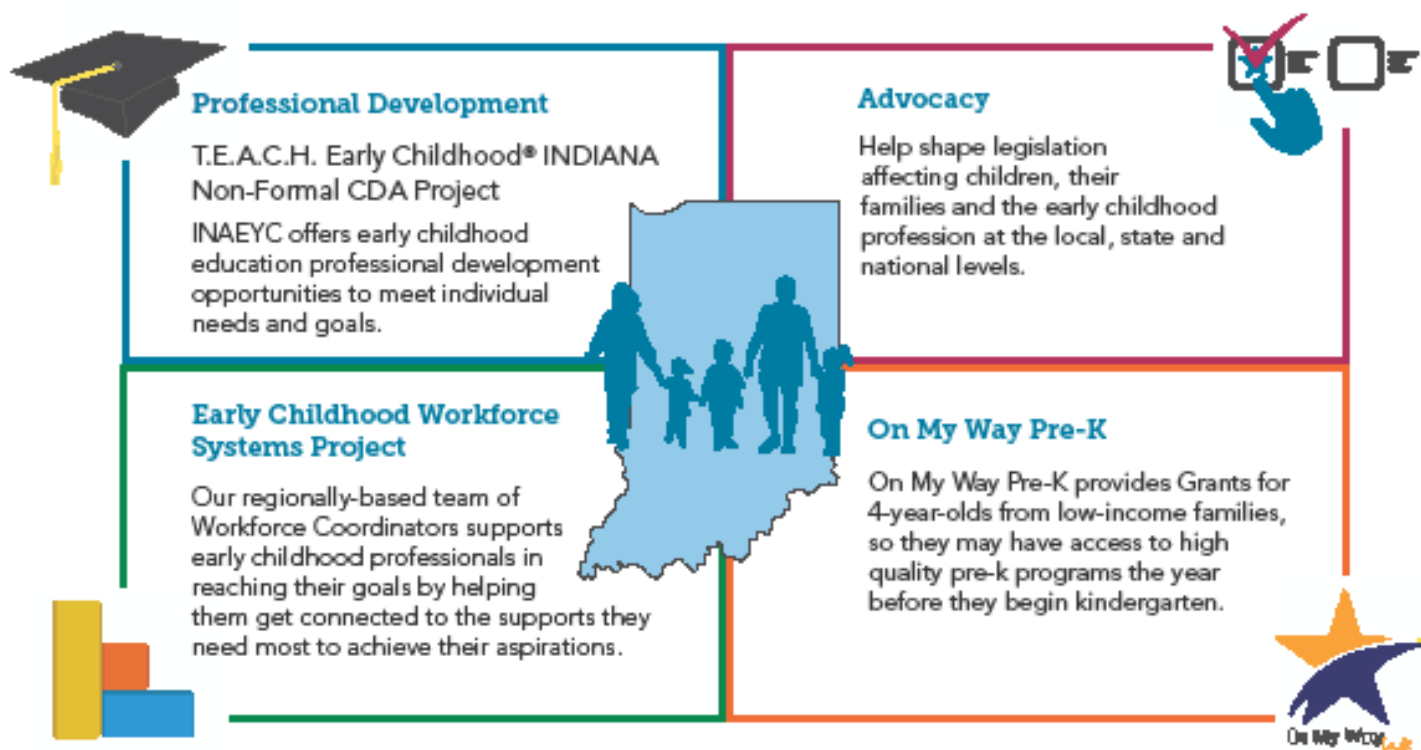
We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

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What We Do

Indiana AEYC helps young children and families in promoting practices and work to influence various policies that aim to improve the quality and accessibility of early care and education.



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What We Do

MEMBERSHIP

By joining NAEYC, you will also receive an affiliate membership in Indiana AEYC. This membership provides you with the latest research, informative resources, networking, and educational opportunities to help you lay the foundation for your student's school readiness, academic success, and adult achievement.

ADVOCACY

INAEYC and NAEYC offer opportunities to become involved in advocacy and help shape public policy affecting young children, their families and the early childhood profession at the local, state and national levels. Become involved in Power to the Profession, the INAEYC Public Policy Academy and other days of action.

PROFESSIONAL DEVELOPMENT

T.E.A.C.H. Early Childhood® INDIANA

T.E.A.C.H. Early Childhood® INDIANA, is a unique scholarship program that links education, compensation, and commitment to improve the quality of early care and educational experiences for young children and their families. The first T.E.A.C.H. Program was launched in North Carolina in 1990 and has since spread to more than twenty states. In 1996, Indiana awarded our first program scholarship.

INDIANA Non Formal CDA Project

The Indiana Non Formal CDA Project is a scholarship program that helps early childhood educators complete the professional early childhood education and assessment necessary to apply for and earn the national Child Development Associate® (CDA) Credential™ administered by the Council for Professional Recognition.

EARLY CHILDHOOD WORKFORCE SYSTEMS PROJECT

The Early Childhood Workforce Systems Project at INAEYC supports the ECE workforce in Indiana through research-based initiatives designed to bring greater consistency and opportunity for education, career navigation, and professional recognition.

ON MY WAY PRE-K

On My Way Pre-K provides grants for 4-year-olds from low-income families, so they may have access to high-quality pre-k programs the year before they begin kindergarten. The grants are available in all 92 counties. The program is flexible and is built around the needs of families, offering options for full-day or partial-day programs.

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Learning Objectives

Participants will learn about different types of puppets that can be used and made with children.

Participants will make a simple puppet, while learning how to construct puppets with a variety of items as well as commercially made puppet types.

Participants will see how to use a flannel board with stories and fingerplays and how to make them in a variety of ways.

Participants will be given finger plays and learn how to present them with props.

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Core Knowledge and Competencies Indiana Foundations

1.2 How to use intentional interactions to support infant/child/youth development.

4.7 How to embed a variety of teaching strategies and learning approaches in everyday activities and routines to cover all major subject areas (language and literacy, mathematics, science, technology, arts, engineering, and social studies.

4.9 how to use a variety of equipment, activities, props, and materials to create opportunities to promote physical, social, and emotional development.

Indiana Foundations

ELA 2.2 Demonstrate phonological awareness

M1.1 Demonstrate strong sense of counting

SE 1.2 Demonstrates identification and expression of emotions

APL 3.0 Demonstrate development of sustained attention and persistence

CA 4.1 Demonstrates Creative Expression through dramatic play.

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What is a Puppet?

- A puppet is an object, often resembling a human, animal or mythical figure, that is animated or manipulated by a person. The movements of their hands, arms, or control devices such as rods or strings to move the body, head, limbs and in many cases the mouth and eyes of the puppet.
- Puppetry is a very ancient form of theatre which dates to the 5th century BC in Ancient Greece. Aristotle(384-322 BC) discusses puppets in his work **ON THE MOTION OF ANIMALS**.

- Puppets capture our imagination and make stories seem to come alive whether you are 1 or 100 years old.
- There are many different varieties of puppets, and they are made from a wide range of materials. They range from very simple in construction and operation to very complex.



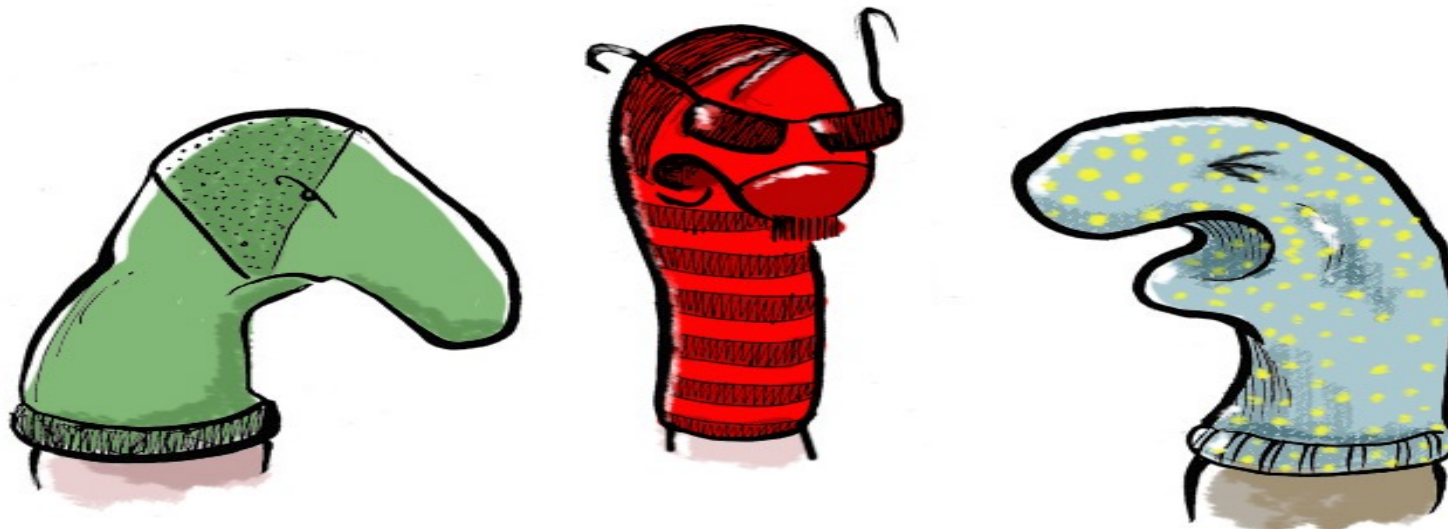
Two of the simplest types of puppets are the sock puppet and the finger puppet. The sock puppet is simple to make and sounds like a real animal. It is a puppet that fits on your finger and you can manipulate it.

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Sock Puppets

The Sock Puppet is a type of hand puppet (glove puppet) which means that it is controlled by using one hand that occupies the interior of the puppet and moves the puppet around. The sock puppet is a puppet formed and operated by inserting a hand inside a sock. The hand is opened and closed to simulate the movement of the puppet's mouth and gives the impression of speaking. This puppet can also be made by the children to retell stories or invent their own.



I spotted a Sock Puppet!

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Live, Glove or Other Hand Puppets



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Other types of Puppets



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Benefits of Using Puppets

- Puppets can engage and help children develop emotionally and grow their communication skills. The puppet can project the child's feelings for them. Children see the puppet as a peer so they can match their feeling.
- They can create joy and focus for young children and older children.
- Puppets are great in the classroom as they become a visual focus point and get the children's attention.
- The more you are involved with the puppet and having fun the more the children will be attentive and participate.
- Puppets allow children to engage in imaginative play that differs from dolls and other figures as children can bring them to life in unique ways.

Benefits of Using Puppets

- Puppets help develop language skills and many other skills. Children can practice their oral speaking skills by telling a story or explaining words or expressions.
- The puppet can be “confused” and not understanding something, and the child can explain and show the puppet what he has learned, or the puppet can tell the teacher/parent that they don’t understand and have them explain it again.

2015 Investigation with Kindergarten Children

- Showed the impact of puppets helped to motivate students and involve them in the learning process.
- Created an emotional relationship with students and added a playful mood to the learning environment.
- The puppet enabled the teacher to elaborate more on the topic they were covering, having a more direct conversation with students and maintain positive behavior in the classroom (Ronit, 2015).

WHY Puppets?

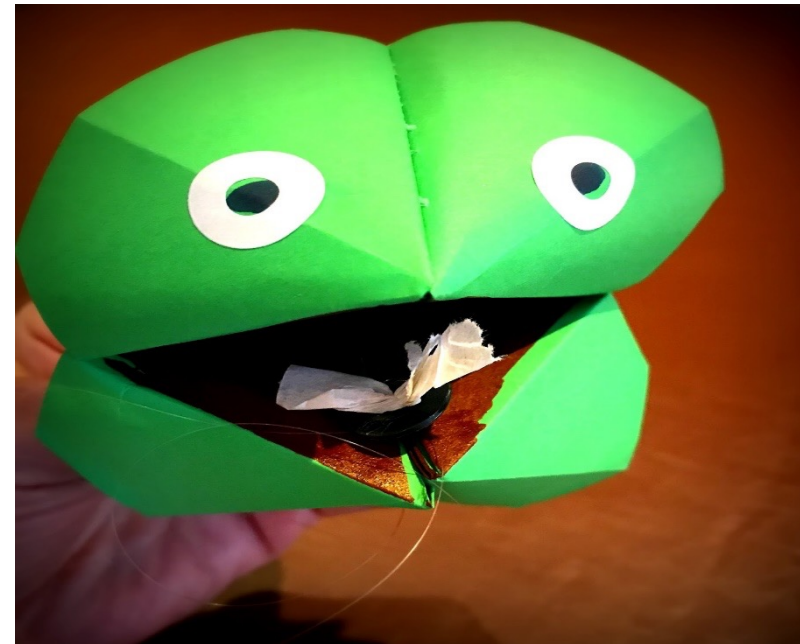
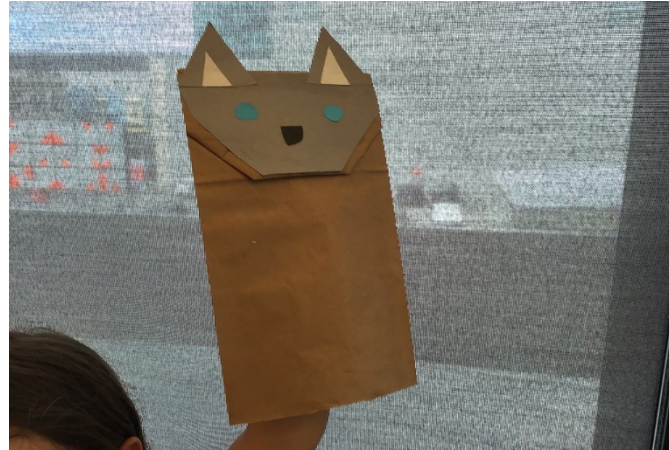
- Puppets are currently underutilized by all age groups. Puppets are not used many times due to the adult not being familiar with the ways to use them or are unaware of the benefits of puppetry.
- Children are usually far more excited by puppets than they are by humans
- Puppets can help in establishing a comfortable learning atmosphere.
- School age children see puppets as peers and not having any authority as the teacher
- Puppets are a positive means fo inclusive educational experience for students.
- Puppets function as peers and can demonstrate how to overcome the same obstacles the child might face.
- Puppetry can serve as a way to grow empathy, understanding, interest in different walks of life.

Puppet Fun!!!

- Behavior Puppet
- Talking through Routines
- Sharing Puppet
- Oral Blending, Segmenting words,
- Sound Effects
- Dress up Puppet
- Story puppets
- Help the puppet Read
- Counting Puppet, Missing Number,
- Puppet Goes on a Trip
- Puppet Theatre
- Bounce the Puppet Parachute Game

Making a Simple Puppet

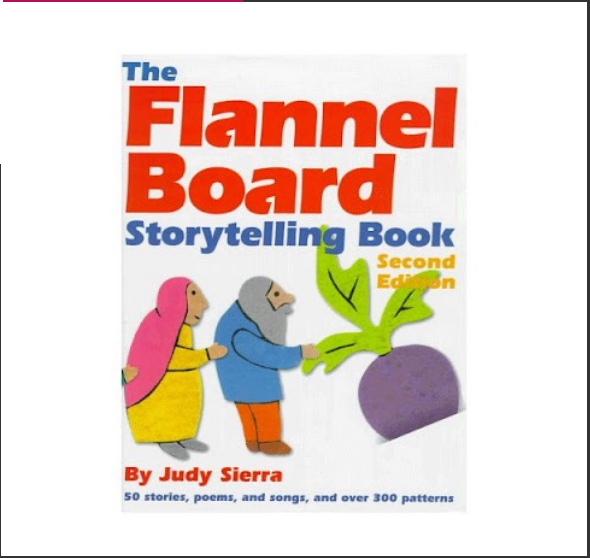
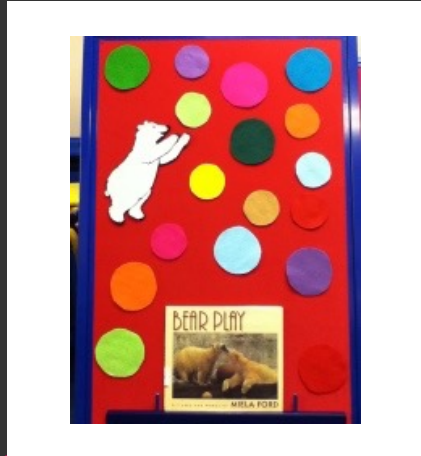
- Sack puppet
- Paper puppet
- Envelope puppet



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Flannel Board Fun!!!

Why Finger Plays?

- Attract child's attention
- Helps develop their memory
- Develops auditory skills (Listening) and builds language skills
- Develops fine motor coordination and following directions
- Keeps them entertained
- Builds vocabulary
- Cognitive development
- Works hand-eye coordination
- Can help with self regulation
- Helps children learn to sequence events and retell stories in correct order.
- They can be used at any time as they are quick, free, zero set up activity.

My Rabbit

My Rabbit

My rabbit has two big ears.
And a funny little nose
He likes to nibble carrots
And he hops wherever he goes



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Here is a Bunny

Here is a bunny.

With ears so funny

And here is his hole

In the ground.

At the slightest noise he hears

He picks up his ears!

He hops into his hole in the ground.



Five (5) Little Speckled Frogs

Five little speckled frogs
Sitting on a log
Eating the most delicious bugs
Yum Yum!

One jumped into the pool.
Where it was nice and cool
Then there were four speckled frogs
Glub Glub!

Monster, Monster!

Monster, Monster
You can't scare me.
I'll lock you up and throw away the key!
Monster, Monster
Ugly and green
Don't bother me cause I'm strong!
Monster, Monster
With 10 big toes
Don't look at me or I'll scare you!
Monster, Monster
Under my bed
You better watch out as I'll jump up and down on you
Monster, Monster
Go AWAY,
I'll open my eyes so you can't stay.



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RESOURCES

- Pussycat, Pussycat by Annalisa McMorrow 1997
- Cut and Color Flannel Board Stories- Karen G. Noel 1985
- Animal Piggyback Songs – Jean Warren 1990
- Critters and Company by Pam Schiller 2006
- Beyond the Flannel Board – Story Retelling strategies across the Curriculum by Susan McWilliams
- 10 Minute Puppets by Noel MacNeal 2010
- The Ultimate Sock Puppet Book – Tiger Karndel and Heather Schloss
- Puppet Play – A magical Connection to Language and Literacy by Mary Jo Huff 2017
- The Muppets Make Puppets – Cheryl Henson and the Muppet Workshop 1994
- Puppet Mania – John Kennedy 2004
- Storytelling with Puppets, Props and Playful Tales – Mary Jo Huff 2016
- Puppet Play – Diana Schoenburn 2011
- Storytelling with Puppets – Connie Champlin 1998
- Puppets talk, children listen – c. Belfiore 2016
- I teach better with the puppet – use of puppet as a mediating tool in kindergarten education – an evaluation.-R. Ronit and D. Tzuriel 2015
- Puppet Teaching – 22 Ways to use them in the classroom by Joe 2020

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RESOURCES

Story Play – Building Language and Literacy One Story at a Time
– 2010 – Mary Jo Huff

Sing Alongs and Fingerplays – Susan Finkel and Karen Sebreg
1996.

Printable flannel board pieces

- www.storytimeshenanigans.com
- www.dltk-kids.com
- www.owlcation.com
- www.makinglearningfun.com

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