Lesson: Fine Motor Skills (Puppets)  

Length: 30 minutes per day for 4 days

Age or Grade Intended 5th grade

Academic Standard(s): Art 5.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Performance Objectives:  
The students will complete a written assignment asking questions about the proper use of specific art materials with 90% accuracy.

The students will complete a written assignment asking questions about the proper storage of specific art materials with 90% accuracy.

The students will demonstrate proper use of scissors while using small muscle groups, 100% of the time.

Advanced Preparation by Teacher: The teacher will need to choose items that the children will use, to properly demonstrate the use, safety, and storage of each specific item. After selecting the items the teacher will need to decide how s/he will demonstrate the proper use to the class. The teacher will then need to gather materials for puppets and create a sample puppet. The teacher should also create an instruction sheet for each student, so all steps can be visualized by the students. The teacher will also have to sew felt shirts for each individual child. The child may pick the color that best resembles the color of their mammal’s fur or skin.

Procedure:  

Introduction/Motivation: Let’s get our creative juices flowing by creating our own puppets! Did you know that when you paint, cut with scissors, and draw that you are using small muscle groups? (Bloom’s Taxonomy- Knowledge) Well as you create your own mammal puppet you will be using many of the small muscle groups in your hands.

Step-by-Step Plan:  
1. The teacher will demonstrate how to correctly use and store scissors, paint, and glue.
2. The teacher will then pass out the instructions on how to create a puppet.
3. After the instructions have been passed out the teacher will explain and model the process. (A finished product will also be shown, so the students can see the final outcome.)
4. The teacher will then allow students to gather the necessary materials in small groups.
5. After the students return to their seats, they will begin creating their puppet by blowing up a small, helium quality balloon.
6. After the balloon has been inflated and tied off, the students will create the three dimensional features for their selected mammal. (Eyes, Ears, Mouth,
The best material to use to create the three dimensional features is egg cartons because they have shape and resist moisture. All features will be attached by using masking tape.

7. Once the features have been attached, the students need to make a ring neck by using parts of toilet paper rolls or paper towel rolls. They will attach the neck to the balloon by using masking tape.

8. The students will then cut strips of newspaper and paste a single layer on the balloon with art paste. As they do this they will have to be careful not to knock off any of the features. A single layer will also be placed over the features. (The students will paste the paper in a designated area with plastic to protect the floor. The students will also be required to wear smocks or old shirts to protect their school clothes.)

9. After the first layer has been completed the students will need to place them in a pre-designated place to dry.

10. After the first layer is completely dry, the students can add the next layer.

11. Repeat step 9 and 10 until there are 3 layers.

12. After the third layer is dry the students may poke a hole in the balloon if it is not already deflated.

13. The students will then paint their puppet to look like their mammal.

14. The teacher will have created felt shirts for the student’s puppets and the shirt will be added as soon as the paint is completely dry.

15. Throughout the entire project, animal calls and sounds will be playing in the background to continue the creative juices.

The entire lesson includes Gardener’s Multiple Intelligences of Visual/Spatial and Musical.

**Closure:** Now that the puppets are finished, we are going to perform the information that you have found during your research/exploration by using your puppets in an impromptu play.

**Adaptations/Enrichment:** The student’s with severe mental disability will be able to participate in this project with the help of a parent volunteer or teacher’s aide. Students with learning disabilities in written expression will be able to dictate their responses on the written assignment instead of writing their answers.

**Self-Reflection:** The teacher may reflect on the creating of the puppets to see if the children enjoyed the project. The teacher may also want to reflect to see if the students retained the proper use, storage, and care of specific art materials. After the project is completed the teacher will assess the student’s use of small muscle groups.

This is one of our non-text references as the idea came from Mr. Kehmeyer at Little Turtle Elementary School.

This lesson also uses puppetry!