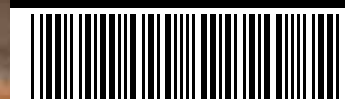


Student name:



# Puppets workbook

XR508W 2016/1



It is recommended that you spend time each day on each of the activities in the workbook.

There are other suggestions in the Supervisor guide.

Ask your Te Kura teacher to send you the Supervisor guide XR500SG.

## Acknowledgements

**Photos – iStockphoto.com**

Cover: Old marionettes, 55628580

Magnetic letters, 10840863

Two sock puppets in puppet show, 28431060

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## I am learning to change sounds in words.

### Supervisor

Say the words slowly one at a time.

Ask your student to say the word and clap the syllables

e.g. garden has two claps    gar    den.

After they have said the word in two syllables, ask them to change the order of the syllables

e.g. garden becomes    den    gar

cardboard

shadow

puppet

wooden

finger

paper

simple

bamboo

metal

plastic

### Continue the learning ...

Make a list of two syllable words from reading books or conversation. Repeat the syllable activity. Find words with more than two syllables and try to identify all the sounds in the words.

## I am learning to hear sounds in words.

### Supervisor

Say the words slowly one at a time. Ask your student to repeat the word and hold up a finger for each sound they hear.

museum

pottery

handle

strings

material

pieces

movement

story

position

character

For each word, ask them about **one** of the sounds  
e.g. in the word **museum**, what letter or letters might make the **oo sound**?

In the word **character**, what letter or letters might make the **c sound**?

Later you could make the word with magnetic letters and ask your student to say the word and run their finger under the letters to match the sounds. Ask them what they notice about the word.

Remember to talk about the meaning of these words.

## I am learning to notice changes in a word.

Sometimes one word can have many different prefixes (letters at the beginning) or suffixes (letters at the end).

### Supervisor

Help your student to read these words.

move moves moved moving mover movement unmoved moveable  
remove removes removed removing remover removal removeable

Ask your student to read and complete the sentences with the right word.

I can \_\_\_\_\_ the puppet's arms with the strings.

We are \_\_\_\_\_ to Auckland next week.

"Where is the nail polish \_\_\_\_\_?" Mum asked.

Shadow puppets can have \_\_\_\_\_ arms and legs.

Write three sentences of your own using some of the words in the list.

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### Continue the learning ...

Choose another action word (verb) and see how many different linked words you can think of. Write your own list. Check them in an online dictionary.

## I am learning to make and read words that rhyme.

### Supervisor

Use magnetic letters and make the first word on the list. Read the word with your student. Can your student think of other words that rhyme with this word?

Use magnetic letters to make these words. Then make the other words from the list. Help your student to read these words by running their finger under the letters.

light	kite	bring
fright	bite	sting
slight	white	fling
bright	write	sling
tight	invite	string
flight	unite	wring
might	excite	thing



### Continue the learning ...

Practice writing these and other letter patterns. How quickly can your student write a list of rhyming words? Prompt them with “if you can write **king** you can write sing, ding, sling, sting, ring” etc.

## I am learning to read and understand the meaning of tricky words 'where' and 'wear'.

Homophones are words that sound the same but have different meanings and they can be spelt differently.

**Where** is a word about place.

**Wear** is about the things we put on, like clothes or about how things get worn away.

### Supervisor

Help your student to read the sentences.

Ask your student to complete the sentence with the correct word.

I want to \_\_\_\_\_ my shorts today.

You will \_\_\_\_\_ a hole in your shoes if you do that.

\_\_\_\_\_ are the new earrings I want to \_\_\_\_\_?

Your socks are \_\_\_\_\_ you left your shoes.

The dripping water will \_\_\_\_\_ the rock away.

Who, what, why, \_\_\_\_\_ and when are all question words.

Make a book about  
homophones ...

tail tale

pale pail

blue blew

hair hare

there their they're

two to too

sale sail

fair fare

### Continue the learning ...

Ask your student to write a sentence for each pair of homophones in the list. You may need to talk about the different meanings of the words.

**I am learning to compare information.**

There are many different types of puppets mentioned in the reader. You can also find out about other sorts of puppets in books you read or videos you watch.

Choose two different types of puppet that you know lots about. How are they the same? How are they different?  
Complete the compare and contrast chart to show what is the same and what is different.

**Puppet 1**

**Both**

**Puppet 2**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Continue the learning ...**

Complete a compare and contrast chart for another item of interest. Use library books or information you have found on the computer to help you find as many facts as you can about what is the same and what is different.

## I am learning to use describing words.

**Adjectives** are words that describe things. **Adverbs** describe how we do things.

Adjectives and adverbs make reading and writing more interesting for the audience.

### Supervisor

Help your student read the sentences and put a circle around the adjectives in these sentences.

The plastic puppet had long dark hair and huge big eyes.

The woollen sock puppets danced around the tall green tree with the twinkly lights.

The heavy wooden handle on the string puppet needed two people to hold it.

Old wooden shadow puppets that are set on a long stick, can be moved around.

For each of the doing words (verbs) in the list write some adverbs that would describe how we do the action.

move	_____	_____	_____
hold	_____	_____	_____
dance	_____	_____	_____
cry	_____	_____	_____
whisper	_____	_____	_____
talk	_____	_____	_____
smile	_____	_____	_____

### Continue the learning ...

Look back through the reader and find all the adjectives. Choose a few more of your favourite reading books and see how many adjectives and adverbs you can find. Make a mobile with adjectives on one side and adverbs on the other.



## Supervisor

Help your student go through the process of making their own puppet. Take some photos of the stages.

Ask your student to write some instructions that match the photos for the steps in the process.

Usually instructions start with an action word e.g. get, cut, take, make, decorate.

Write your instructions in the workbook or on extra paper if necessary. Attach the photos.

What do you need:

What do you do:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Language experience activities

1. How many little words can you make from the word marionette? Challenge someone to beat your total. Repeat the activity with another phrase like shadow puppet or puppet show.
2. There are lots of different sorts of puppets mentioned in the reader. Try making several different sorts.

Take photos of your puppets and send them to your Te Kura teacher. Puppets made from papier mache will take a long time to make and you can paint a face and add hair and costumes too.

3. Write a simple play that your puppets can act out. You only need to record what the puppets are going to say and maybe some simple instructions for what the puppets are going to do.

Practice the play and then perform it. Ask someone to video your play and send the video to your Te Kura teacher. It could be a play for one or two people.



4. Make a simple stage for your puppet play. You could use a cardboard box and make some scenery and paint the backdrop.
5. Is there a TV show that you watch that uses puppets? Write about the different characters. Your description could include what they look like, the colours and facial features, what they sound like, what they wear, and what sort of character they are.

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## Keep the learning going ...

Do some reading every day. Get some books from the Te Kura library to share. Find information about how to make your own puppets and where puppets are used. Do some writing every day. Write instructions for a family member to follow. Make lists of rhyming words with magnetic letters. Practise writing lists of words quickly. Practise your spelling words. Play some listening games with words, syllables and sounds in words.

# XR508W Assessment page

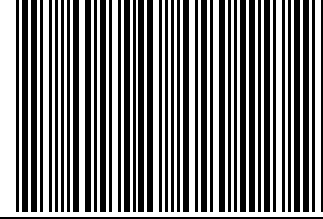
## Supervisor

Please provide detailed feedback so that your Te Kura teacher knows what your student can do.

Learning goal My student can:	Not yet	With lots of help	Sometimes	Usually	Consistently	Comments
Change the sounds in words.						
Hear the sounds in words.						
Read and write words that rhyme.						
Read and understand the meaning of the words <b>where</b> and <b>wear</b> .						
Identify adverbs and adjectives.						
Write some instructions.						

## Reading behaviours

Check their reading to ensure it looks right, sounds right and makes sense.						
Notice mistakes and re-read or read on to self-correct.						
Take notice of the punctuation and read fluently, with expression.						



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# COVER SHEET

**STUDENTS – PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.**

Full Name \_\_\_\_\_

ID No. \_\_\_\_\_

Address \_\_\_\_\_  
(If changed)

## Authentication statement

I certify that the assessment work is the original work of the student named above.

Signed \_\_\_\_\_  
(Student)

Signed \_\_\_\_\_  
(Supervisor)

**FOR SCHOOL USE ONLY**

**Assessment**