

Lesson Plan Title

Acting Out Life Cycles

Grade Level

Kindergarten

Subject Area

Science

MSCCRS

L.K.2 Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.

L.K.2.1 Use informational text or other media to make observations about plants as they change during the life cycle (e.g., germination, growth, reproduction, and death) and use models (e.g., drawing, writing, dramatization, or technology) to communicate findings.

L.K.2.2 Construct explanations using observations to describe and model the life cycle (birth, growth, adulthood, death) of a familiar mammal (e.g., dog, squirrel, rabbit, deer).

L.K.2.3 With teacher guidance, conduct a structured investigation to observe and measure (comparison of lengths) the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawing or writing.

L.K.2.4 Use observations to explain that young plants and animals are like but not exactly like their parents (i.e., puppies look similar, but not exactly like their parents).

Art Form

Drama

MSCCR Creative Arts Standards

TH: Cr1.1.K Generate and conceptualize artistic ideas and work. ENVISION / CONCEPTUALIZE. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Pr6.1.K Convey meaning through the presentation of artistic work. SHARE / PRESENT With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Duration

1.5 Hour: 30 minutes each for 3 days

Materials

4 craft sticks per student
Markers
Cotton balls
Google eyes (optional)
Pipe cleaners
Scissors
Tissue paper, different colors, cut in 6x6 squares
Construction paper, different colors
glue

Objectives

Students will understand that living things change form as they grow.
Students will understand that young plants and animals are not exactly like their parents.
Students will use material to construct a stick puppet, which will be used for storytelling.
Students will understand that there are different types of puppets.
Students will understand what is involved with storytelling.
Students will understand that there are different ways to use their voices.

Vocabulary

Life cycle
Puppet
Puppeteer
Ventriloquist
Symmetrical
Voice
Storytelling
Dialogue
Narrator
Narrative

Lesson Description

Day 1

View the following slides on life cycles.

<https://docs.google.com/presentation/d/1OqZS5p4S8tJEpgkH4zk7dydOW4qjhA5GJQ0gaQYlv0M/edit?usp=sharing>

Allow for discussion.

Explain that a **life cycle** is defined as the developmental stages that occur during an organism's lifetime. ...

Do puppies look exactly like their parents? How are they alike? How are they different? *Allow for discussion.*

Do you look exactly like your parents? How are you alike? How are you different? *Allow for discussion.*

Say: Living things change as they go through life. The frog, the butterfly, the pumpkin, the puppy, and the child all look different at different stages of life.

View the following video on the life cycle of a butterfly.

<https://www.youtube.com/watch?v=3kZD6riSLUw>

Let's review the 4 stages of the butterfly: egg, pupa, chrysalis, adult.

We are going to make puppets so that we can tell others about the lifecycle of a butterfly.

What are puppets? *Allow for discussion.*

A **puppet** is a movable model of a person or animal that is used in education and entertainment and is typically moved either by strings controlled from above or by a hand inside it.

View the following slides about the different types of puppets.

<https://docs.google.com/presentation/d/1t6oQJkZJxznEu5NNEapnLbeKxEI-1UwOJs2ga0wRpcQ/edit?usp=sharing>

Day 2

Yesterday we learned that there are many different types of puppets, but today we are going to make stick puppets which you will use to narrate the life cycle of a butterfly. (show the craft sticks)

Pass out 4 sticks to each student and have them write their names on the stick with a marker.

We are going to make the butterflies together because they need to be **symmetrical**. And symmetrical means that each side is the same. All butterflies are symmetrical. (Teach the students that 'symm' in symmetry sounds like 'same' which will help them remember the meaning of symmetry.)

Everyone gets 2 different colors of tissue paper and a pipe cleaner. Lay one piece on top of the other, scrunch them in the middle and wrap a pipe cleaner around it. Fluff out the tissue paper to resemble wings.

Glue the butterfly on a stick. (opposite side of their name)

Use the other material to create a stick puppet of an egg, a caterpillar and a chrysalis.

Day 3

We are going to use stick puppets for **storytelling**. Storytelling involves the following:

- **Action.** What are your characters doing?
- **Dialogue.** What are they saying? (Dialogue is talking.)
- **Description.** What are they see-ing, hear-ing, touch-ing, tast-ing, and smell-ing?
- **Inner Monologue.** What are they thinking? (Inner monologue is thinking.)
- **Narrative.** What other infor-ma-tion does the **nar-ra-tor** (you) want us to know? (Narrative is the story.)

Think about how you want your **voice** to sound. Give your students examples of each; be silly and have fun!

- **Volume** - how loud or soft your words are spoken. Can your audience hear you?
- **Pace** - the rate at which words are spoken. Are you talking too fast?
- **Pause** - where sound stops, how often and for how long. Does a pause make others listen to hear what will happen next?
- **Pitch** - the highness or lowness of a sound. Can you change the pitch of your voice?
- **Tone** - the feeling/emotion in the voice. Does your audience understand how you are feeling?

Group the students in groups of 4. Explain that each group is going to **narrate** (which means to give a spoken or written account of) the story of the life cycle of the butterfly. They will need to decide which character they will be. Then they will need to decide what they will say as they act out their character.

Practice, practice, practice!

Allow each group to perform for the others.

Guide the others to give feedback on what the group did well, using vocabulary words such as "Good Volume!".

Extended Learning Activities

Writing activities:

- Have students write an opinion piece.
My favorite puppet is the _____ because _____.
- Have students write an informative text about one puppet.
My puppet is a _____. It _____.
- Have students write about a narrative text about their puppets.
First....next....then....last.

Watch this slideshow on Jim Henson and the Muppets. You can make puppets like these!

<https://docs.google.com/presentation/d/1103VTAatLGCmToOY1Dvzuq4UOycST4fNbJId0LQ0OsTo/edit?usp=sharing>

Sources

<https://en.wikipedia.org/wiki/Puppet>

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Tips

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