Make a Marionette

Skills & Strategies

Anchor Comprehension Strategy
- Identify Sequence of Events

Phonemic Awareness
- Initial sound substitution

Phonics
- s-family blends
- Final cluster ck

High-Frequency Words
- above, know, should

Content Vocabulary
- Words about puppets

Grammar Word Study
- Verbs in procedural text

How-To Big Idea
- We can make a marionette by following step-by-step instructions.

- Small Group Reading Lesson
- Skills Bank
- Reproducible Activity
Small Group Reading Lesson

Prediction Chart

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>My predictions about what is needed to make a marionette</td>
<td>What the text tells me is needed to make a marionette</td>
</tr>
<tr>
<td>a sock</td>
<td>1 sock</td>
</tr>
<tr>
<td>some cloth</td>
<td>1 glove</td>
</tr>
<tr>
<td>some string</td>
<td>cotton</td>
</tr>
<tr>
<td>pieces of wood</td>
<td>2 rubber bands</td>
</tr>
<tr>
<td>pillow stuffing</td>
<td>markers</td>
</tr>
<tr>
<td>markers</td>
<td>yarn</td>
</tr>
<tr>
<td></td>
<td>scissors</td>
</tr>
<tr>
<td></td>
<td>4 safety pins</td>
</tr>
<tr>
<td></td>
<td>2 ice cream sticks</td>
</tr>
<tr>
<td></td>
<td>cloth or paper</td>
</tr>
</tbody>
</table>

Before Reading

Activate Prior Knowledge

Involve students in a discussion about puppets. Create an overhead transparency of the prediction chart graphic organizer (left) or copy the organizer on chart paper, leaving the columns blank. Ask students to predict what things they need to make a puppet. Write their predictions in the “Before Reading” column. Tell students they will return to the prediction chart after they read the book.

Preview the Book

Read the title and name of the author to students. Ask:

• What is the boy on the cover holding?
• How does he make the puppet move?

Preview the graphic features in the book with students, reinforcing the language used in the text. For example, ask: What do these marionettes seem to be made of? How are they moved? Why do you think the marionettes are on a stage? How do you think these things will be used to make the marionette? What part is made from the fingers of the gloves? How are the arms and legs put on the puppet?

Set a Purpose for Reading

Have students turn to page 2 and read the book silently. Say: I want you to see what you need to make a marionette. Monitor students’ reading and provide support when necessary.

Review Reading Strategies

Use the cues provided to remind students that they can apply different strategies to identify unfamiliar words.
**During Reading**

**Observe and Prompt Reading Strategies**
Observe students as they read the book. Take note of how they are problem-solving on text. Guide, or prompt, individual students who cannot problem-solve independently.

**After Reading**

**Reflect on Reading Strategies**
After students have completed their reading, encourage them to share the reading strategies they used. Reinforce the good reading behaviors you noticed by saying:

- I noticed, [student’s name], that when you came to a word you didn’t know, you went back and reread the sentence. Did this help you figure out the word?
- [Student’s name], I saw you working out the word puppeteer. You chunked it into parts to help you sound it out. That’s what good readers do.

**Build Comprehension**

**ASK AND ANSWER QUESTIONS**
Help students review the text content and relate it to what they already know by asking some or all of the following questions.

- Let’s look at our chart. Which things on the list did the book say are needed to make a marionette? Let’s write the things you need in the “After Reading” column. (Answers will vary.) (Locate facts/Use text features)
- What makes a marionette different from other puppets? How do you know this? (It is moved from above by strings, wires, or rods. Other puppets are hand puppets. I found information in the book and my own knowledge. p. 2) (Locate facts/Compare and contrast)
- How is the glove used in making the marionette? Show me where the text tells us this. (You cut off the fingers to use as arms and legs. pp. 11–12) (Locate facts/Use graphic features)
- Suppose you used your marionette on the stage. What would your show be about? (Answers will vary.) (Use creative thinking)

**Teacher Tip**

**Using the Skills Bank**
Based on your observations of students’ reading behaviors, you may wish to select activities from the Skills Bank (pp. 6–7) that will develop students’ reading strategies.

**Question Types**
Students need to understand that they can use information from various places in the book, as well as background knowledge, to answer different types of questions. These lessons provide four types of questions, designed to give students practice in understanding the relationship between a question and the source of its answer.

- Questions that require students to go to a specific place in the book.
- Questions that require students to integrate information from several sentences, paragraphs, or chapters within the book.
- Questions that require students to combine background knowledge with information from the book.
- Questions that relate to the book topic but require students to use only background knowledge and experience, not information from the book.

**Make a Marionette**
Make a Marionette

Build Comprehension
IDENTIFY SEQUENCE OF EVENTS

Model Distribute copies of the graphic organizer “Sequence Information” to students and provide them with an extra piece of paper and tape. Have them sit close to you on the floor. Demonstrate how to cut apart the strips. Then model how to put the strips in the correct order. Use the following think-aloud.

A procedural text tells us how to do something. This book tells us how to make a marionette. All the steps to make a marionette are written on these strips, but I need to put them in the right order. It is very important that the steps in a procedure are in the correct order. I read on page 8 that the first step is to put cotton in the toe of the sock, so I’ll find the strip that says that. Can you find the strip, too? I’ll lay it at the top of my paper. I won’t tape the strips until I’ve finished and have checked my work. I can always look in the book if I can’t remember the correct order of the steps.

Practice and Apply Work with students to complete the sequence. Gradually decrease support as they put the strips in order. Remind them to think about what makes sense. When they have finished, have them return to the text to check their work.

Teacher Tip
Monitoring Comprehension
• Are students able to revisit the text to locate specific answers to text-dependent questions? If they are having difficulty, show them how to match the wording of the question to the wording in the text.
• Are students able to find answers to questions that require a search of the text? If they are having difficulty, model how you would search for the answer.
• Can students combine their background knowledge with information from the text to draw conclusions? If they are having difficulty, provide more modeling and guided practice in this skill.

Sequence Information
First put cotton in the toe of the sock and put a rubber band around it.
Next put cotton in the rest of the sock.
Third, tie a rubber band around the body.
Then add eyes, nose, mouth, and hair.
Now cut off the fingers from a glove and stuff them with cotton to make the arms and legs.
Next pin the arms and legs on the body of the marionette.
Then, make clothes for the marionette out of paper or cloth.
Last, add strings and sticks to make your marionette move.
Small Group Writing

Have students turn to page 6. Help them identify the parts of the procedure: the title and what you need on page 6 and the sequence of steps beginning on page 8. Explain that students will use the text as a model to write their own directions for how to make a paper plate mask. On the board draw boxes labeled “Title,” “List of Materials,” and “Steps.” Use the following writing steps.

• Ask students to suggest a title and the materials needed to make the mask. Write these on the board.
• Have students describe what to do to make the mask. Discuss the appropriate order of steps. Record students’ suggested sentences on the board.
• Read through the sentences, encouraging students to suggest ways to make the writing clearer or more detailed. For example, students might add words and phrases describing how actions are to be done or what kind of materials are needed. Ask students what visual features might be added to make some steps clear.

Write Independently

Tell students that they will now use the model from the board to organize information for their own procedure. Use the following writing steps.

• Have students make a “Title” line, a “Materials” box, and a “Steps” list on their own papers.
• Help students decide on a procedure to explain, such as how to make a mini-pizza or how to work a jigsaw puzzle.
• Have them write their title, list the materials needed, and write the steps in order on their papers.
• Tell students that they can work with a partner to edit their completed procedures.
• Encourage students to add a visual feature to their completed procedures.

Reread for Fluency

You may wish to read sections of the book aloud to students to model fluent reading of the text. Model using appropriate phrasing, intonation, expression, volume, and rate as you read. Some students may benefit from listening to you read a portion of the text and then reading it back to you.

Have students reread Make a Marionette with a partner, alternating two-page spreads throughout the book.

Connect to Home

Have students read the take-home version of Make a Marionette to family members. Encourage students to share their written procedures.
Phonemic Awareness: Initial sound substitution

Say the word band. Ask students what sound they hear at the beginning of the word. (/b/) Then ask what word you would make if you replaced the /b/ in band with /l/. (land) Ask volunteers to replace the /l/ in land with another sound to make a new word. (hand and sand). Repeat with these word sets: make, cake, bake, lake, rake; leg, peg, beg; rest, best, west, test; pin, win, fin, tin; wire, tire, fire.

Phonics: s-family blends

Ask students to find two words on page 2 that begin with the letter s blended with another consonant or consonants. (story, strings) Write the words on the board and have a volunteer underline the letters in each s blend (st, str). Read the words aloud together, emphasizing the beginning letters. Make the following headings on the board: “st,” “str,” “sm,” “sp,” “sk.” Explain that each of these groups of letters makes a blended sound in words. Distribute blank word cards to pairs of students. Have them search through the book for words that contain one of these s blends. Remind students that s blends are not only found at the beginning of words. Have students write each word on a card. When students have finished their searches, have them tape cards under the appropriate heading on the board.

Phonics: Final cluster ck

Write the book words sock, stick, and neck on the board and ask students to tell how they are alike (all end with ck). Challenge students to brainstorm other words that end with the ck cluster and rhyme with each of the book words. If they have difficulty, provide such clues as the following:

- This word names a square toy and rhymes with sock.
- This word means “stone” and rhymes with sock.
- This word means “fast” and rhymes with stick.
- This word means “slippery” and rhymes with stick.
- This word is what a chicken does with its beak. It rhymes with neck.
- This word means “to test to be sure something is right or complete.” It rhymes with neck.
High-Frequency Word Vocabulary

Write the words *know*, *above*, and *should* on the board and read the words aloud with students. Then have students spell each word aloud as you touch the letters. Cover one of the words and write the letters of that word in scrambled order: for example, *wonk* for *know*. Have students tell you the correct order of the letters. Write the word and uncover the original writing to check the spelling. Repeat the process for the other two words.

Write the following incomplete sentences on the board. Have students read them aloud with you, filling in the blank with the appropriate high-frequency word:

- Your nose is ___ your mouth.
- Do you ___ where to go?
- We ___ be kind to others.

Content Vocabulary: Words about puppets

Ask students to brainstorm words associated with puppets. Have pairs of students search through the text and then write their suggestions on the board. Possible words include *story*, *stage*, *puppeteer*, *strings*, *wires*, *rods*, *marionette*, *head*, *body*, *arms*, *legs*, and *face*. Display several kinds of puppets. Open a discussion about the puppets. Ask students to use the words on the board to tell how they think the puppets were made and to compare them with the marionette in the book.

Grammar/Word Study: Verbs in procedural text

Have students turn to page 8 and read silently as you read Step 1 aloud. Ask them to identify an action verb that tells them what to do in this step. *(put)* Write the verb on a word card in bold letters and display it on the board ledge. Continue reading steps and having students identify one or more command verbs in each. When new verbs are identified, make cards for them. Place a sock, a rubber band, some cotton, scissors, and some art supplies on a table. Tape the word cards in a column on the board. Have each student come forward and choose a card, use it in a command, and demonstrate the action using materials on the table.
Sequence Information

Third, tie a rubber band around the body.

Next put cotton in the rest of the sock.
Then add eyes, nose, mouth, and hair.
Then, make clothes for the marionette out of paper or cloth.
Now cut off the fingers from a glove and stuff them with cotton to make the arms and legs.
First put cotton in the toe of the sock and put a rubber band around it.
Last, add strings and sticks to make your marionette move.
Next pin the arms and legs on the body of the marionette.