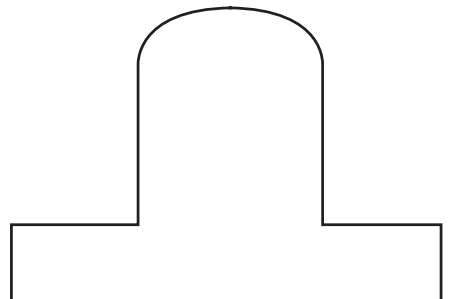
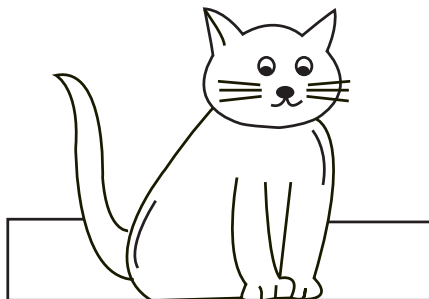
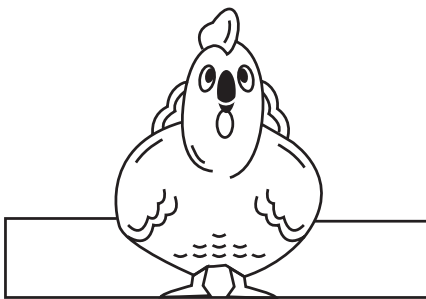
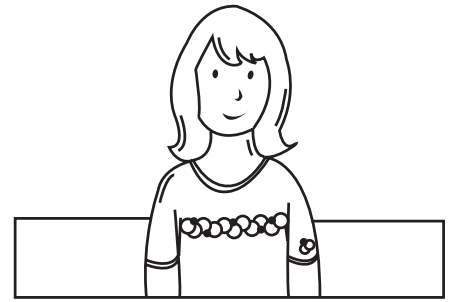
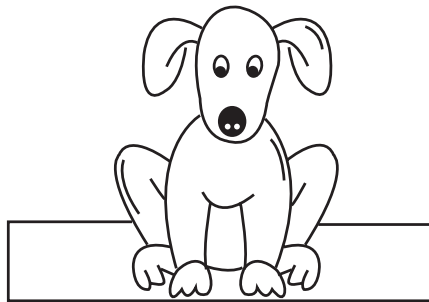
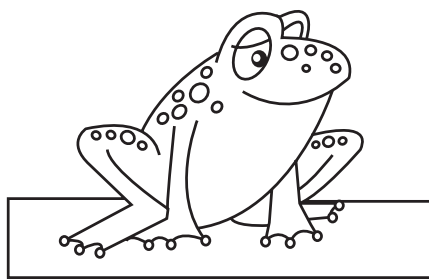
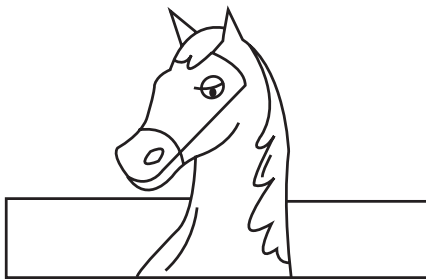
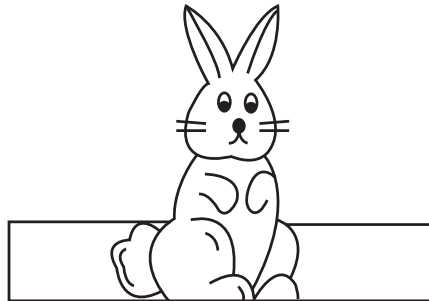
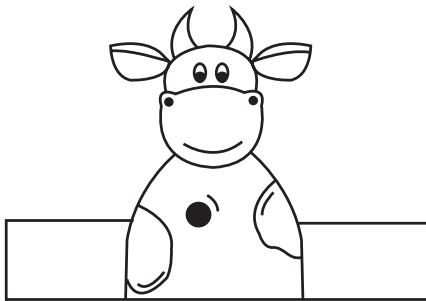


Fun with Finger Puppets



Fun with Finger Puppets

Puppet Preparation

Duplicate the number of puppets needed for your students and invite the children to color them. Cut out or have students cut out the puppets. Show how to secure ends of the finger puppets with tape or glue and slip them over your fingers. (You may want to use a photocopier to enlarge a set of puppets for use as a model.)

Learning Objectives

Finger puppets are ideal ways to encourage oral communication in English. They can be used with virtually any dialogue from units in your textbook, or with original dialogues and stories created by you or your students. They engage children's interest and appeal equally to visual, auditory, tactile, and kinesthetic learners. In addition, children tend to be less nervous and self-conscious when they speak English through their puppets. Finger puppets can be used for controlled practice, for open-ended conversations, for clarification and correction of target vocabulary and grammar, and for review before oral interviews or tests.

Suggestions for Use

1. Family. In pairs, students can introduce themselves as part of a puppet family: *This is my (father). His name is (Tony). He's a (teacher). We like to (play soccer) on weekends.*
2. Physical description. Students place several puppets (animal or human) on their fingers. In pairs, they take turns giving clues and guessing which puppet is being described: (a) *It's (soft). It has (long ears). It can (hop) and (run).* (b) *Is it a (rabbit)?*
3. Cross-curricular content. In small groups, students show an animal puppet and describe its habitat, abilities, life cycle, and so on: *This is Clara the cow. She lives in a barn. Outside the barn, she eats a lot of green grass. We get milk from Clara. With her milk we can make butter and cheese.*
4. Reader's theater. Students use finger puppets to take the parts of characters in a story the class has read. Students choose one to three of the most important scenes of the story to act out. The puppets can also be used with popular fables and folk tales.
5. Shopping. Students use finger puppets for shopping role-plays of different types. The puppets become shopkeepers and customers, and the customer puppets may shop for clothes, shoes, toys, furniture, and food.
6. Where is it? Students take turns asking and answering where the finger puppets are located, as other students hide them *behind, under, next to, in, on, and between* objects: (a) *Where's the frog?* (b) *It's behind the red book.*
7. Lost. Students use the finger puppets to role-play asking for help from people on the street, in order to find a particular street or building: (a) *Excuse me. Where is Pine Street, please?* (b) *It's two blocks to your left. There's a big bank on the corner.* (a) *Thanks.*
8. Match-ups. Students circulate around the room to find the person/puppet who has a word with an opposite meaning, a word with a similar meaning, the other half of a sentence, or the other half of a dialogue: (a) *Hi, rabbit. My word is big.* (b) *Hi, frog. My word is loud. Sorry.* (a) *Hi, horse. My word is big.* (c) *Hi, frog. My word is small. Hooray! It's a match!*
9. Songs and chants. Students use the finger puppets as props to accompany different songs and chants they learn throughout the school year.
10. Puppet problem-solvers. To review vocabulary items, grammar points, spelling, and pronunciation, allow students to ask you questions using finger puppets. Use a finger puppet yourself to answer their questions: (a) *How do you say (_____) in English?* (b) *We say (_____).* Or (a) *How do you spell (firefighter)?* (b) *F-i-r-e-f-i-g-h-t-e-r, firefighter.*

