

## Finger puppets

by Jackie Holderness & Annie Hughes

**Level 2** • Beginner–Elementary

**Age:** Primary (6–11)

**Language aims:** To follow instructions; to talk about facial features

**Time:** 20–25 minutes

**Student grouping:** Individuals, whole class

**Materials:** One copy of the worksheet for every two students, plus three extra puppets for you (make two puppets, one with paper 'clothes' and one just coloured, making sure you glue the tabs as described in step 4; cut out the third puppet so it's ready to glue); multiple pairs of scissors; sticky tape or glue; different types of paper, e.g. coloured, white; pictures of faces showing facial features e.g. *hair, eyes, beard, moustache, glasses*

**Language focus:** *Nose, eyes, mouth, beard, moustache, long/short hair; Has she/he got a ...? Yes, she/he has. No, she/he hasn't*

### Procedure

#### Step 1

Show the children the ready-made puppets and how to make the puppet 'walk' by putting your two fingers through the loop made by the tabs.

#### Step 2

Using the puppet's clothes, ask the children 'What's he/she wearing?' and elicit clothes vocabulary. Use the children's own clothes to practise, for example 'Look at Eva. What's she wearing?' (*a T-shirt and trousers*)

#### Step 3

Hand out a worksheet to each child and ask them to cut out a puppet. Tell them **not** to cut off the tabs on the legs!

#### Step 4

With your cut-out puppet, show the children how to stick the tabs round so that they are the correct size for their fingers.

#### Step 5

Now discuss facial features, for example *beard, moustache, glasses, long/short hair*, with the class, using the pictures of faces you've prepared. To check this, you could draw some faces on the board with certain facial features and ask individuals, or the whole class, to tell you what they are. Use these faces and carry out the following dialogue:

T: Has she got a beard?

Class: No, she hasn't.

T: Has he got glasses?

Class: Yes, he has.

#### Step 6

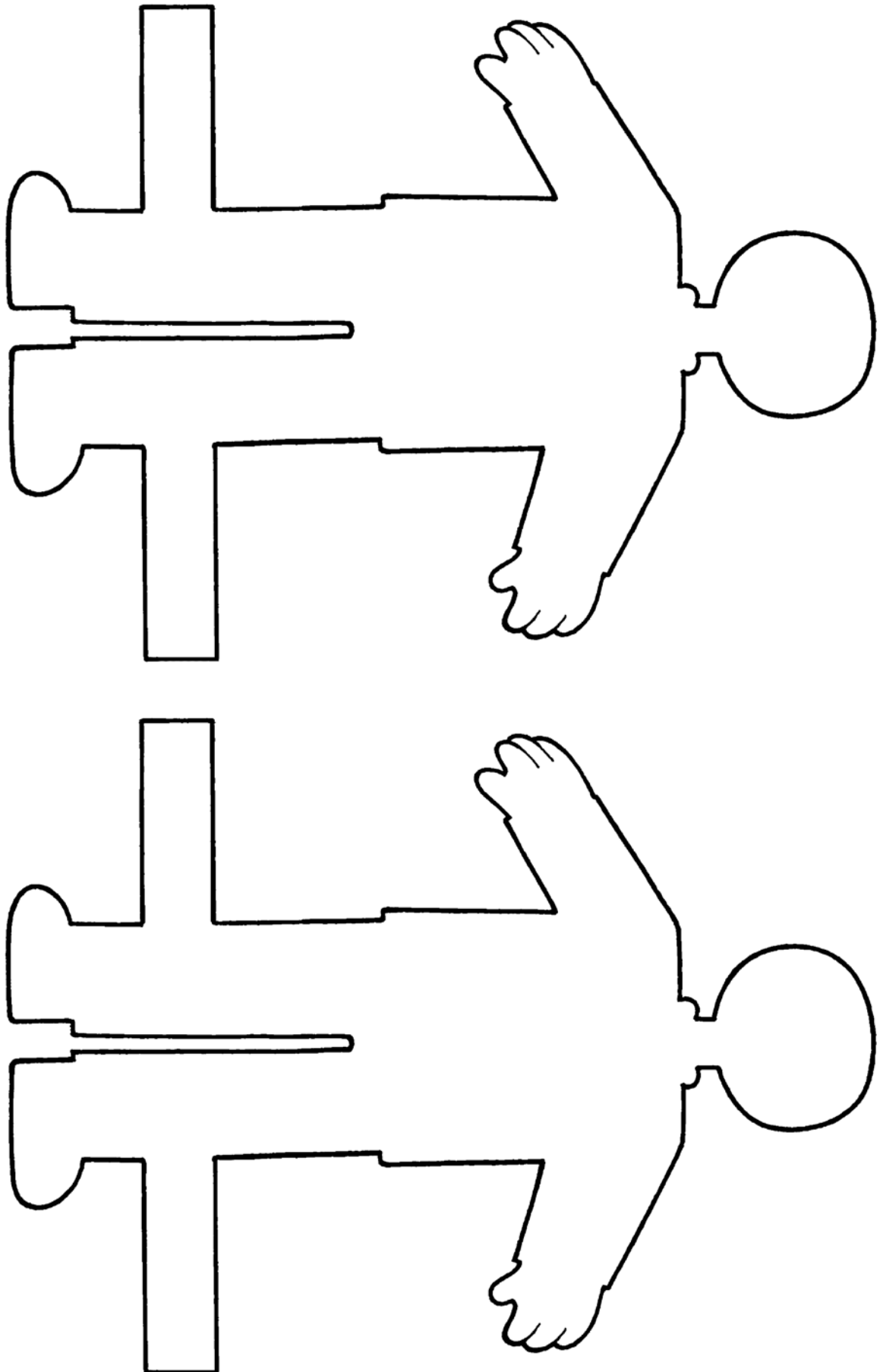
Children decide if their puppets are men, women, boys or girls and put some more facial features on them.

### Follow-up activity

Children go round the class finding a partner who has a puppet exactly the same as theirs, the same long hair, big nose, glasses and so on. They should ask 'Has your puppet got ...?', etc. See how many twins or triplets they can make.

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WORKSHEET