



Genius PreK presents “The Genius Plan”



Before Seeing the Show: Puppet Theater

Duration: 30-40 minutes

Learning Goals	Students will learn about theaters and puppets so they know what to expect when they go see the show.
Objectives	Students will get an immersive experience into what it's like being a puppeteer, as well as learn new vocabulary and review color identification.
Target Skills	Fine motor skills (cutting, coloring, etc.), vocabulary
Vocabulary	Theater, puppets, actors, stage, audience
Key Questions	What is a theater? What is a puppet? What is an audience?
Materials	Scissors, glue or tape, crayons, puppet printouts, pictures of the theater the show will be held at, Mad-Libs script.

Introduction: 10 minutes

The teacher should have printouts or pictures on the interactive board of the theater that the students will be going to see the show in. Also, have two paper puppets made ahead of time to show the students.

Ask the students if they know what a theater is. Explain that a theater is a building where people go see a play or a movie. There are people called actors. They are pretending to be someone else while they are on stage. A stage is a space where the actors stand. People that sit in the seats and watch the show are called an audience. When we sit in the audience, we are quiet so we can hear what is happening on the stage. Sometimes the actors will talk to us and they want us to sing, dance, or clap along, but most of the time we sit quietly.

“Who knows what a puppet is?” A puppet is like a toy that is moved around by a person to look real. Sometimes we see the person that is moving the puppet and sometimes we don't.

“Today, you are going to be actors and you are going to make your puppets! You are also going to do your own show for the class!” Students will be working together to teach the class about a color in their show.

Transition to Small Groups: 10-15 minutes

Have students color the puppets before cutting them out. Before gluing or taping, wrap the bottom strip around the student's finger to see where it needs to be glued. Make sure it's snug but not too tight around the student's finger.

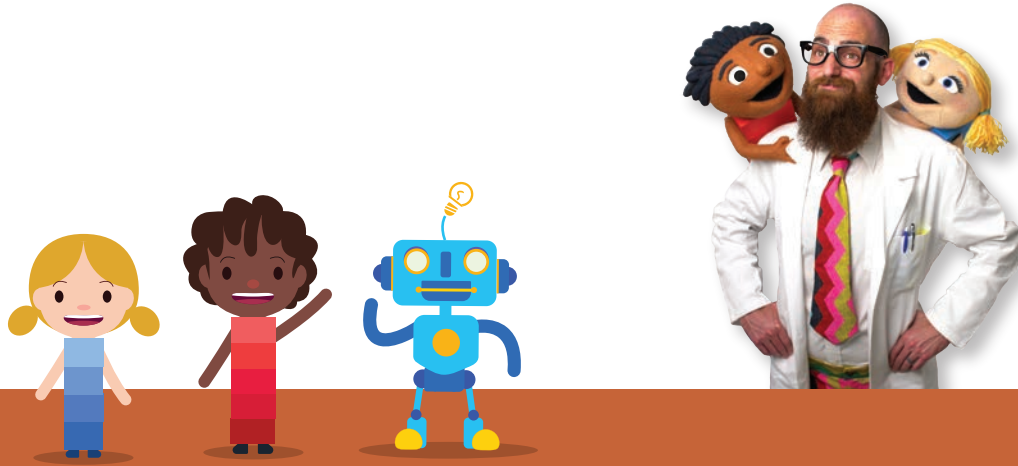
Next, each group will be assigned a color to do a show about. For example, a small group might be assigned the color “blue.” They have to think of objects or things that are blue. The teacher will write in the students' suggestions and then rehearse with the students. There can be more than one Four or Five in each script. Fours would say the Four line altogether and the same for the Fives with Five's line.

To rehearse, read the line to the student and have them repeat it while you say it. Then tell them to try it on their own. So say “Listen first! Oceans are blue. Now say it with me “Oceans are blue.” Now say it by yourself. Ready?” Then wait for the student to repeat it.

Differentiated learning: For shy students that don't want to perform, have them help you as a “director.” They can sit with you and tell the actors “Action!” when it's time for their group to perform.

Closing/Performance: 5-10 minutes

Students will perform their short scripts in front of the class. You can set up a staging area or you can have the students perform sitting under their tables with the puppets above the table. The class moves from table to table so they see each group perform. Remind the students how to be good audience members or invite a volunteer to remind the class what makes a good audience member. Teachers can help prompt students with their lines during the performance if the students forget. Remind students to clap at the end of each show “like a good audience member.”



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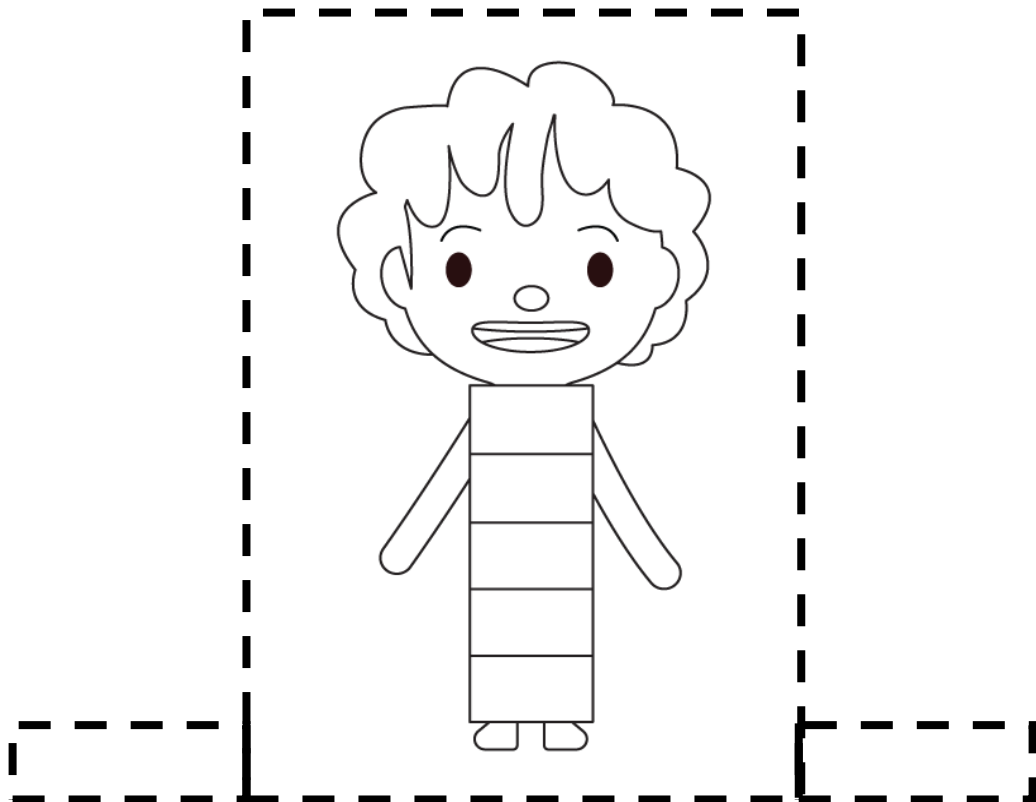
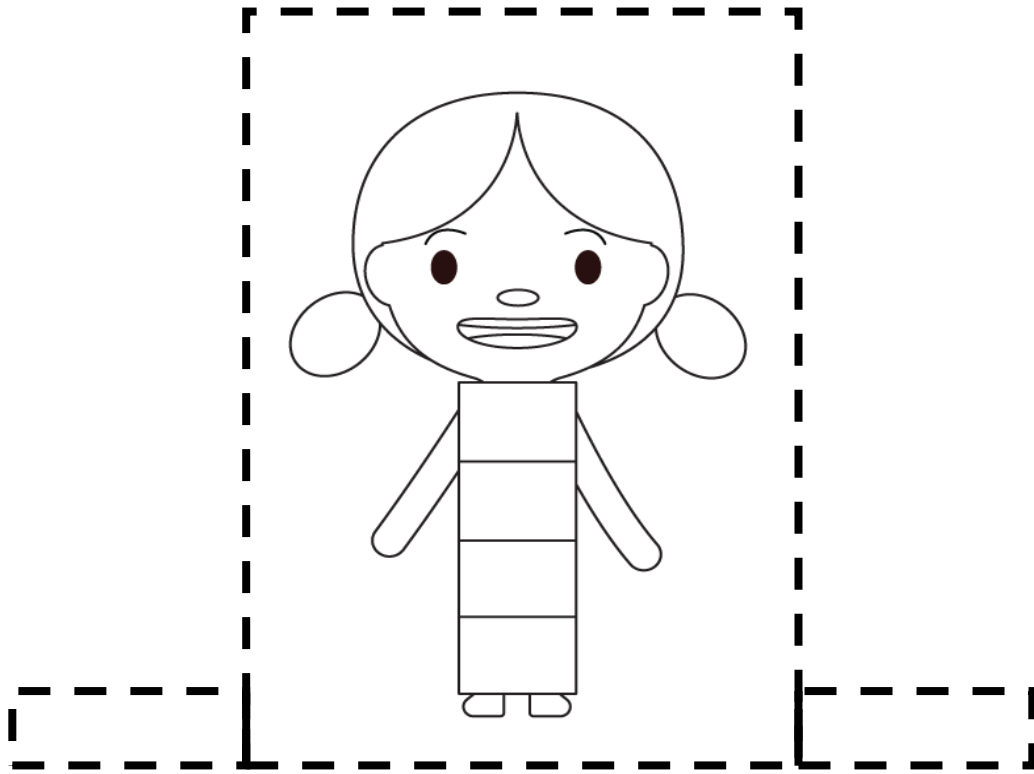
For more information about Genius PreK

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www.geniusplaza.com/en/prek



Teacher Directions: Print out the number of puppets you need for your class size. Cut on the black line. Have your students color in the pictures before cutting out the puppet. Students will cut on the dotted lines. Then, they will glue the tabs together, so it can be wrapped around their hand without being too tight.



Genius Plan Mad-Libs Quick Scripts

FOUR: _____ is/are blue.

FIVE: _____ is/are blue, too!

FOUR: _____ is/are blue.

FIVE: _____ is/are blue.

FOUR and FIVE: These are all blue!

FIVE: _____ is/are red.

FOUR: _____ is/are red, too!

FIVE: _____ is/are red.

FOUR: _____ is/are red.

FOUR and FIVE: These are all red!

FIVE: _____ is/are yellow.

FOUR: _____ is/are yellow, too!

FIVE: _____ is/are yellow.

FOUR: _____ is/are yellow.

FOUR and FIVE: These are all yellow!

FIVE: _____ is/are green.

FOUR: _____ is/are green, too!

FIVE: _____ is/are green.

FOUR: _____ is/are green.

FOUR and FIVE: These are all green!

Genius Plan Mad-Libs Quick Scripts

FIVE: _____ is/are orange.

FOUR: _____ is/are orange, too!

FIVE: _____ is/are orange.

FOUR: _____ is/are orange.

FOUR and FIVE: These are all orange!

FIVE: _____ is/are purple.

FOUR: _____ is/are purple, too!

FIVE: _____ is/are purple.

FOUR: _____ is/are purple.

FOUR and FIVE: These are all purple!

FIVE: _____ is/are white.

FOUR: _____ is/are white, too!

FIVE: _____ is/are white.

FOUR: _____ is/are white.

FOUR and FIVE: These are all white!

FIVE: _____ is/are black.

FOUR: _____ is/are black, too!

FIVE: _____ is/are black.

FOUR: _____ is/are black.

FOUR and FIVE: These are all black!



Genius PreK presents “The Genius Plan”



Before the Show: Genius Light Bulb Caps and Friendship!

Duration: 30-40 minutes

Learning Goals	Students will learn about working together and friendship, as well as work on fine motor skills with a craft activity for the upcoming show.
Objectives	Students will build the light bulb caps to wear for the show. Students will also learn/review good choices and being kind to friends.
Target Skills	Fine motor skills (cutting, coloring, etc.), socio-emotional skills, empathy
Vocabulary	friendship, genius
Key Questions	What makes a good friend? What are some things we can do to help our friends?
Materials	Pointer, Genius Light Bulb hats, access to the Genius 123 - Friendship video, Four and Five finger puppets from the previous lesson,

Introduction: 5 minutes

Prior to the lesson, have the **Genius 123 - Friendship** video ready on an interactive board or projected for students to see. Here is the link for the video: <https://www.geniusplaza.com/en/resources?-type=video&id=50343> also, be sure to have the Gene the Genius hat made ahead of time to show the students, as well two of the Four and Five finger puppets from the previous lesson.

“Today I have a very special visitor and he is going to sing a song with us”. Show a picture of Gene the Genius (Genius Plaza’s robot character). “This is Gene the Genius.” Explain that “genius” means someone who is really smart! Ask the students what they notice about Gene. “What is Gene? Is he a person? What is on top of his head?” Gene is a robot and is one of the characters in the show *Genius Plaza Presents: The Genius Plan*. “Today, we are going to make hats that look like Gene!”

Even though Gene looks different we should still be kind to him. Prompt the students to think of ways that they can be nice to Gene and nice to other friends in the classroom. “What makes a good friend?” “What are some ways that friends can be not nice to each other?”

Large Group Activity: 5 minutes

Play the **Genius 123 - Friendship** video for the class. After the video is done playing, ask the students what were some of the ways that the puppets were nice to each other in the video. Have the students practice using kind words with each other using the Four and Five finger puppets from the previous lesson. Call up two volunteers and have them be Four and Five. You can have them take turns with a toy, asking for help with reaching for something, saying “sorry” or “excuse me” if they bump into someone, etc. Do this a few times with different scenarios before transitioning to small groups.

Transition to Small Groups: 15 minutes

Transition to small groups. Groups will work together to put together their Genius Light Bulb Caps. Students will need teacher assistance with some of the steps.

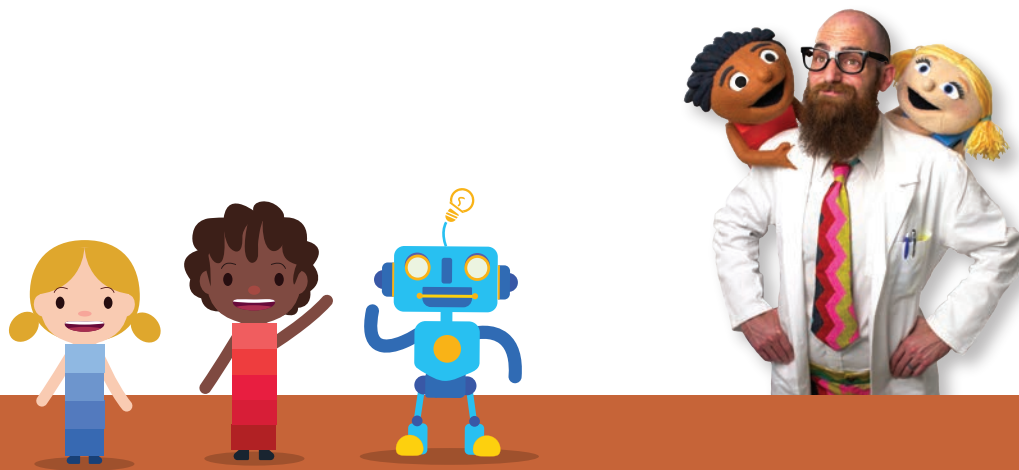
Students will cut along the edge of each piece. Teachers will help measure how long the strips should be for the students so they can fit around their heads. Cut off the excess for the student, leaving about an inch for overlap. Then have the students match the “glue” tabs with the tabs on the robot face and add glue. Then assist the students with securing the strips around their head.



Note: Teachers will hang onto the hats until the students go to see the performance. When it's performance day, students will wear the hats to the venue.

Closure: 5-10 minutes

Have the students wear their hats back and go back to large group. Play the video again and have them sing along while clapping.



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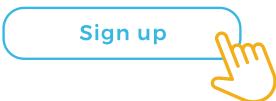
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