# HMWB Lesson Plan 2: Creating a Sock Puppet

**Subject:** Social Emotional Learning and Language Arts  
**Grade(s):** Grade 2/3

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>HMWB Qualities</th>
<th>Core Competency</th>
<th>Curricular Competencies</th>
</tr>
</thead>
</table>
| (What students are expected to understand) | Manage own energy states, emotions, and behaviors and exercise self-control.  
Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | I can sometimes recognize emotions.  
Be present and attentive. | Create stories and other age appropriate texts to deepen awareness of self, family, and community. |

## Tasks:

<table>
<thead>
<tr>
<th>ALL can do:</th>
<th>SOME can do:</th>
<th>FEW can do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a sock puppet, add body parts (hair, eyes, arms) and a give a simple explanation why they chose them.</td>
<td>Make a sock puppet, add body parts and some accessories with simple explanations why they chose them.</td>
<td>Make a sock puppet, add body parts add accessories and explain in more complex manner why they chose them.</td>
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</tbody>
</table>
| **Example Statements**  
It needs eyes to see. | **Example Statements**  
I like dresses, so it is wearing a dress. | **Example Statements**  
Pig it a yellow t-shirt because wearing yellow makes me feel happy. |

## Activate Learning:

- Introduce the idea of creating a sock puppet and show an example.
- Encourage children as they are making their puppets to consider their puppet's personality, likes, dislikes, interests etc., and whether they would like to make any changes.
- Distribute materials for sock puppets.
### Activities:
Create a fictional sock puppet character
- Students read over their Puppet Personality Profile booklets.
- Gather materials and begin making sock puppets.
- When ready to assemble sock puppet ask for adult assistance to use a glue gun.

### Materials:
- socks
- poster paper
- felt fabric
- hot glue guns
- scissors
- variety of items for sock puppets (e.g. buttons, pom poms, googly eyes)

### Closure:
- Ask students to work in pairs. It would be helpful to pair students across ability levels.
- Have example statements of each level (all, some, few) on the board.
- Have a generic sock puppet if students have trouble coming up with idea.

- Ask students to walk around the room and observe the work of their classmates.
- Gather the students together and ask them to share ideas as a whole class discussion- Share what they noticed and learned.
- Begin to think about what they may want to change or add to their sock puppet in the future.