READ, WRITE, ROAR!

MOLLY of DENALI™

Literacy Activity Book
Kindergarten
GIVING CHILDREN A CHANCE TO READ GIVES CHILDREN A CHANCE TO SUCCEED.

We join PBS in the goal to increase education and literacy skills for students in our communities.
Help Your Reader Grow!

Read, Write, ROAR! helps kids in grades K-3 practice reading and writing

Read, Write, ROAR! is a new television and online show featuring fun and engaging lessons from real Michigan teachers. Watching an episode with your child reinforces the skills your child is learning in school, and each episode comes with a printable activity to extend learning.

The program is aligned to Michigan teaching standards and uses research-based teaching practices shown to help kids become better readers.

WATCH it on broadcast television from your local PBS station, or find episodes on-demand at MichiganLearning.org

The Michigan Learning Channel is funded through a grant awarded by the Michigan Department of Education and the U.S. Department of Education.
The Michigan Learning Channel is Available On:

- WCMU
  Alpena
  Channel 6.4
- Cadillac
  Channel 27.4
- Manistee
  Channel 21.4
- Mt. Pleasant
  Channel 14.4
- WDCQ
  Delta College Public Media
  Channel 19.5
- WGVU
  Grand Rapids
  Channel 35.6
- Kalamazoo
  Channel 52.6
- WKAR
  WKAR Public Media
  Channel 23.5
- WNMU
  WNMU-TV
  Channel 13.4
- WTVS
  Detroit Public TV
  Channel 56.5
- WNIT
  Michiana PBS
  Channel 34.5

MichiganLearning.org
@MichLearning

Rescan Your TV

Your remote control and TV menus may vary, but the steps are the same. Your TV will scan for all available channels. TV sets connected to cable, satellite or other pay TV providers do not need to scan.

How to Scan
1. Press menu on your remote control.
2. Select setup.
3. Choose antenna then channel scan or auto tune.

These materials were developed under a grant awarded by the Michigan Department of Education and the U.S. Department of Education.
Learn at Home with PBS KIDS

Play and learn anytime and anywhere with free apps from PBS KIDS! Use the chart below to find the app that aligns to your child’s grade, learning goal, and favorite PBS KIDS show - then download it on your or your mobile or tablet device to play online, offline, or anytime.

### Apps for Social & Emotional Learning

<table>
<thead>
<tr>
<th>App</th>
<th>Grade</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Tiger for Parents</td>
<td>PK-K</td>
<td>Social &amp; Emotional Learning</td>
</tr>
<tr>
<td>PBS KIDS Games app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
<tr>
<td>PBS KIDS Video app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
</tbody>
</table>

### Apps for Literacy Learning

<table>
<thead>
<tr>
<th>App</th>
<th>Grade</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinosaur Train A to Z</td>
<td>PK-K</td>
<td>Literacy, Science</td>
</tr>
<tr>
<td>Molly of Denali</td>
<td>K-2</td>
<td>Literacy</td>
</tr>
<tr>
<td>PBS KIDS Games app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
<tr>
<td>PBS KIDS Video app</td>
<td>K-2</td>
<td>Multiple Learning Goals</td>
</tr>
</tbody>
</table>

### Apps for STEM Learning (Science, Technology, Engineering & Math)

<table>
<thead>
<tr>
<th>App</th>
<th>Grade</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBS Parents Play &amp; Learn</td>
<td>PK-K</td>
<td>Literacy, Math</td>
</tr>
<tr>
<td>Play &amp; Learn Engineering</td>
<td>PK-K</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Play &amp; Learn Science</td>
<td>PK-K</td>
<td>Science</td>
</tr>
<tr>
<td>Splish and Bubbles for Parents</td>
<td>PK-K</td>
<td>Science</td>
</tr>
<tr>
<td>Splish and Bubbles Ocean Adventure</td>
<td>PK-K</td>
<td>Science</td>
</tr>
<tr>
<td>The Cat in the Hat Builds That!</td>
<td>PK-K</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>The Cat in the Hat Invents</td>
<td>PK-K</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Jet’s Bot Builder: Robot Games</td>
<td>K-2</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Photo Stuff with Ruff</td>
<td>K-2</td>
<td>Science</td>
</tr>
<tr>
<td>Ready Jet Go! Space Explorer</td>
<td>K-2</td>
<td>Science</td>
</tr>
<tr>
<td>Ready Jet Go! Space Scouts</td>
<td>K-2</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Nature Cat’s Great Outdoors</td>
<td>K-3</td>
<td>Science</td>
</tr>
<tr>
<td>PBS KIDS ScratchJr</td>
<td>K-2</td>
<td>Coding</td>
</tr>
<tr>
<td>Outdoor Family Fun with Plum</td>
<td>K-3</td>
<td>Science and Engineering</td>
</tr>
<tr>
<td>Cyberchase Shape Quest</td>
<td>K-5</td>
<td>Math, Science</td>
</tr>
<tr>
<td>PBS KIDS Games app</td>
<td>K-2</td>
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</tr>
</tbody>
</table>

Visit pbskids.org/apps for more apps.
Read It

Read the nursery rhyme out loud.

**Pat-A-Cake**

Pat-a-cake, pat-a-cake
baker's man.
Bake me a cake
as fast as you can.
Pat it and prick it and
mark it with "B."
Put it in the oven
for baby and me.

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

```text
it in
```

Write It

- Rhyming words have ending sounds that are the same like man and can. These words are in the -an family.
- Underline the rhyming words man and can in the nursery rhyme.
- Can you think of some more words that rhyme with man and can?

Connections

A bakery is a place where bread, cakes, cookies, and other baked foods are made and sold. A baker is the person who makes and sells bread, cakes, and cookies.

Scan this QR Code for a virtual field trip to a bakery.
**ACTIVITY GUIDE**

**Episode 316:** You can Make a Difference  
**Book:** The Smallest Girl in the Smallest Grade by Justin Roberts

---

**Read It**

Words are made up of syllables. A syllable is a part of a word with a vowel sound.

Clap out the number of syllables in our Words To Know. Then read the word in a sentence.

- **cower** - to move back or look down because you are afraid.
- **abandoned** - to leave something or someone alone.
- **discarded** - to throw something away because it is unwanted.

---

**Words to Know**

- *cower* - to move back or look down because you are afraid.
- *abandoned* - to leave something or someone alone.
- *discarded* - to throw something away because it is unwanted.

---

**Write It**

- When we write a sentence we need to plan out our writing.
- We think about what we want to write and then say it out loud.
- On a scrap piece of paper, write “I can be kind.”

---

**Try It**

Draw a picture of how you can show kindness.

---

**Words to Know**

- *cower* - to move back or look down because you are afraid.
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---

**Try It**

Draw a picture of how you can show kindness.
Wonder Red's Fun - un

Pick the letter or letters that will make each word match the picture in its box.
Write the letter or letters in the blanks to complete the word.
Cross out each letter in the box once you have used it.
Wonder Red’s Follow the -un

nail spell call map run
run mail rake sun mail
cow clip fun train rain
junk sky sun wall string
chick pop bit run saw heat
cake can fun pink dog
bank bun tall cab bake
set run best flew dip
sun take ball hat sit

Then connect all of the un words so Wonder Red can follow the un sounds to Sophie!

Circle the un word in each line.
ACTIVITY GUIDE
Episode 317: Jack and Jill
Book: Jack and Jill Nursery Rhyme

Read It

Jack and Jill
Jack and Jill Went up the hill To fetch a pail of water.
Jack fell down, And broke his crown, And Jill came tumbling after.

High Frequency Words
Circle the high-frequency words in the nursery rhyme.
and up

Write It

• Rhyming words have ending sounds that are the same, like Jill and hill. These words are in the -ill family.
• Underline the rhyming words Jill and hill in the nursery rhyme.
• Can you think of some more words that rhyme with Jill and hill?

Words to Know
Underline the words to know in the nursery rhyme.
fetch - get a pail of water crown - his head

Connections
Ask an adult to scan the QR code to learn how to make your own water well.
ACTIVITY GUIDE

Episode 318: A Story About Perseverance
Book: I am Darn Tough by Licia Morelli

Read It

Words are made up of syllables. A syllable is a part of a word with a vowel sound.

Clap out the number of syllables in our Words To Know. Then read the word in a sentence.

Mirroring

When I looked down into the pond, the water was mirroring the image of my face.

Babble

The babble of the stream was so relaxing.

Defeated

I felt really defeated when I couldn’t ride my bike without the training wheels.

Words to Know

mirroring - to show the image of something
babble - a quiet sound made by flowing water
defeated - feeling unsuccessful at something you are trying to do

Key Words

• When we write a sentence, we need to plan out our writing.
• We think about what we want to write and then say it out loud.
• Today we are going to write “I can do hard things.”

________  _______  _______

________  _______  _______

• Draw a picture of something that you did that was hard.

Try It

Scan the QR code learn more about the benefits of reading out loud.
Wonder Red’s
Circle the -ake Family Word

Instructions: Circle the words in the -ake family, then draw a picture of each -ake word in the boxes on the right.

mat  sing  bed  cake
ring  snake  lake  sun
rake  stick  bat
bun  cat  run
flake  bake

_bake_  ___ake
___ake  ___ake
___ake  ___ake

Find more games and activities at pbskidsforparents.org
**Read It**

**Humpty Dumpty**

Humpty Dumpty
Sat on a wall.
Humpty Dumpty
Had a great fall.

All the king’s horses
And all the king’s men,
Couldn’t put Humpty
Together again.

**Words to Know**

Underline the words to know in the nursery rhyme.

**Character** - who the story is about

**Problem** - part that goes wrong

**Write It**

Rhyming words have ending sounds that are the same, like wall and fall. These words are in the -all family.

Underline the rhyming words **wall** and **fall** in the nursery rhyme.

Can you think of some more words that rhyme with **wall** and **fall**?

---

**Draw It**

On the back of this sheet or on a scrap piece of paper, draw a picture of the problem in the nursery rhyme.

---

**Michigan Learning Channel**

**ACTIVITY GUIDE**

**Episode 401: Humpty Dumpty**

**Book: Humpty Dumpty Nursery Rhyme**

Scan below to watch lesson
**Read It**

Read the sentences out loud. Underline the **Words to Know** from the word box in each sentence.

My grandma’s head was nodding when she was sleeping in her rocking chair.

I saw a snake slither through the grass.

Plants can tumble on a breeze.

**Phonics Skill**

**verb** - action words that tell something is happening.

Some verbs end in **-ing** like in the words **swaying**, **drifting**, and **floating**.

**Words to Know**

**slither** - to move by sliding your entire body back and forth like a snake

**nodding** - to bend downward or forward like when you nod your head

**tumble** - to fall forward while turning over

**Draw It**

On the back of this sheet or on a scrap piece of paper, draw a picture to match the sentence:

Plants need sun, water, and room to grow
Nature Treasure Hunt

Find 2 different kinds of plants. Draw a picture of each one below. Pay attention to the shapes of leaves and colors of any flowers. How are they alike? How are they different?

**Plants I Found**

Find 2 different kinds of animals. Draw a picture of each one below. Show as many details as you can. How are they alike? How are they different?

**Animals I Found**

Tell someone else about something NEW you learned about a plant or an animal you observed.

Find more games and activities at pbskidsforparents.org
Read It

Mary Had A Little Lamb

Mary had a little lamb, whose fleece was white as snow. And everywhere that Mary went, the lamb was sure to go.

It followed her to school one day which was against the rules. It made the children laugh and play to see a lamb at school.

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

Was Her

Words to Know

Underline the words to know in the nursery rhyme.

fleece - the hair or wool covering a sheep or lamb

Write It

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren’t spelled the same.

Underline the rhyming words snow and go in the nursery rhyme.

Can you think of some more words that rhyme with snow and go?
Words are made up of syllables. A syllable is a part of a word with a vowel sound.

Clap out the number of syllables in our Words To Know. Then read the word in a sentence.

**damp**

This sponge is damp.

**rotting**

This banana is not fresh, it is rotting.

**burrow**

The baby rabbits live in an underground burrow.

When we write a sentence we need to plan out our writing.

We think about what we want to write and then say it out loud.

On a scrap piece of paper, write “Worms can help plants grow.”
Did you know that you can move your body to form the shape of alphabet letters? Sometimes you will need to tag in a friend or family member to join the fun because you might need help to create the lines or curves of the letter. After you recreate the letter, cross it off on your chart.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
<tr>
<td>J</td>
<td>K</td>
<td>L</td>
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<td>M</td>
<td>N</td>
<td>O</td>
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<td>P</td>
<td>Q</td>
<td>R</td>
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<td>S</td>
<td>T</td>
<td>U</td>
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<tr>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

Find more games and activities at pbskidsforparents.org
**ACTIVITY GUIDE**

*Episode 405: This Little Piggy*

*Book: This Little Piggy Nursery Rhyme*

---

**Read It**

**This Little Piggy**

This little piggy went to market.
This little piggy stayed home.
This little piggy had roast beef.
This little piggy had none.
And this little piggy cried Wee wee wee.
All the way home.

---

**High Frequency Words**

Circle the high-frequency words in the nursery rhyme.

**this**  **had**

---

**Write It**

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same.

Write a rhyming word that follows the pattern.

<table>
<thead>
<tr>
<th>None</th>
<th>Fun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Phonics Skills**

**diagraph** - 2 letters that are put together to make a new sound

- **soft th** sound - like thin
- **hard th** sound - like this

---

**Draw It**

On the back of this sheet or on a scrap piece of paper, draw a picture to go with the sentence: The pig was sad

<table>
<thead>
<tr>
<th>Bread</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What animals live in your community?

A squirrel lives in a tree in the forest.

A cactus is a plant that grows in the desert.

What things do they need?
Which fact matches each animal? Draw a line.

**Animals in Alaska**

- **Puffin**
  - My fur is usually red but my tail always has a white tip.

- **Moose**
  - I am part of a team of dogs that pulls a sled.

- **Red Fox**
  - I’m a bird that can swim underwater.

- **Husky**
  - In winter, my fur becomes thick and white.

- **Bald Eagle**
  - My tall legs and wide hooves help me walk in deep snow.

- **Arctic Fox**
  - My wings can be 8 feet across when I spread them out.

Find more games and activities at pbskidsforparents.org
ACTIVITY GUIDE

**Episode 407: The Bear Went Over the Mountain**

**Book:** The Bear Went Over the Mountain Nursery Rhyme

---

**Read It**

**The Bear Went Over the Mountain**

The bear went over the mountain,
To see what she could see.
And all that she could see,
Was the other side of the mountain.
The other side of the mountain,
Was all that she could see.

---

**High Frequency Words**

Circle the high-frequency words in the nursery rhyme.

**over**  **see**

---

**Write It**

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren’t spelled the same.

Write a rhyming word that follows the pattern.

<table>
<thead>
<tr>
<th>See</th>
<th>Sea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Phonics Skills**

**diagraph** - 2 letters that are put together to make a new sound
The **wh** sound in when, whale, whiz, whine, whip

---

**Draw It**

On the back of this sheet or on a scrap piece of paper, draw a picture to go with the sentence: What did the bear see?
**Read It**

Clap out the number of syllables in our **Words To Know**. Then read the word in a sentence.

**hoof**

The horse has mud on his hoof.

**meadow**

The baby fox lives in a den in the meadow.

**Wading**

I love to wear my rain boots and go wading in the puddles.

**Words to Know**

- **hoof**: hard covering over an animal’s toes
- **meadow**: a flat grassy area
- **wading**: to walk through water
- **habitat**: a place in nature where an animal lives

**Write It**

On the back of this page or on a scrap piece of paper, draw a picture for each sentence.

A squirrel lives in a tree in the forest.

A cactus is a plant that grows in the desert.

**Draw It**

Draw a line from the animal to its habitat

---

**Activity Guide**

*Scan below to watch lesson*

**Episode 408: Animal Habitats - Part 2**

**Book**: Where Do Animals Live? by Bobbie Kalman

---

**Michigan Learning Channel**

**Read, Write, ROAR!™ Kindergarten Episode 408**
Wonder Red...to the rescue! Draw a line between the -ALL family word and the picture that matches the word.

MALL

WALL

HALL

FALL

BALL

TALL

SMALL

CALL
Little Boy Blue

Little boy blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn.
But where is the boy
Who looks after the sheep?
He's under a haystack,
Fast asleep

Rhyming words have ending sounds that are the same. Some words can sound the same at the end but they aren't spelled the same. Underline the rhyming words in the nursery rhyme.

High Frequency Words

Circle the high-frequency words in the nursery rhyme.

come    who

Answer the following questions about the nursery rhyme.

Who is the main character?

Where are the sheep?

What is the boy doing?
**Sort It**

Draw a line from the animal to where it lives at a pond.

- **over**
  - tadpole
  - blackbird

- **under**
  - goldfinch
  - bullfrog

**Phonics Skills**

**Compound words** are two small words put together to form a new word. The new word has its own meaning.

<table>
<thead>
<tr>
<th>first word</th>
<th>second word</th>
<th>compound word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bull</td>
<td>frog</td>
<td>bullfrog</td>
</tr>
<tr>
<td>black</td>
<td>bird</td>
<td>blackbird</td>
</tr>
<tr>
<td>gold</td>
<td>finch</td>
<td>goldfinch</td>
</tr>
<tr>
<td>tad</td>
<td>pole</td>
<td>tadpole</td>
</tr>
</tbody>
</table>
Wonder Reds Make a - cake

Cross out each letter in the box once you have used it.
Write the letter of letters that make each word match the picture in its box.
**Read It**

*Once I Saw a Little Bird*

Once I saw a little bird
Come hop, hop, hop;
So I cried, “Little bird,
Will you stop, stop, stop?”
And was going to the window
To say, “How do you do?”
But he shook his little tail,
And far away he flew.

**High Frequency Words**

Circle the high-frequency words in the nursery rhyme (The word go is part of a new word).

you go

**Phonics Skills**

**Rhyming words** have ending sounds that are the same. Some words can sound the same at the end but they aren’t spelled the same. Underline the rhyming words in the nursery rhyme.

**Write It**

The words hop and stop are part of the -op word family. What other words rhyme with hop and stop?

__________________________

__________________________

__________________________

**Draw It**

Draw a picture to go with the sentence.

The bird is looking for worms.
A **living thing** needs air, food, and water to grow. **Non-living things** do not need air, food, and water.

Sort the words into living and non-living things. Write the words under the correct heading.

<table>
<thead>
<tr>
<th>bird</th>
<th>car</th>
<th>rock</th>
<th>frog</th>
<th>tree</th>
<th>house</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>living things</th>
<th>non-living things</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Needs air, food, and water to grow)</td>
<td></td>
</tr>
</tbody>
</table>

**Draw It**

Read the sentence. Fill in the blank with something that you see in your backyard. Draw a picture to match the sentence.

I see a _________________ in my backyard.
WORD SCRAMBLE!

Find new words that are presented on WordGirl by unscrambling the letters below. For a list of the words, see the bottom of the page.

1. rczya (hint: Rhymes with “lazy”) _____________
2. midit (hint: Describes Eugene on “WordGirl”) _____________
3. zzpziaz (hint: Sounds almost like “pizza”) _____________
4. vsoicui (hint: Really, really mean) _____________
5. dnye (hint: “I didn’t do it!”) _____________
6. arsbdu (hint: Silly or ridiculous) _____________
7. rorahb (hint: Where you park a boat) _____________
8. adzlingz (hint: Shiny, sparkling) _____________
9. dowrca (hint: The Lion in “The Wizard of Oz”) _____________
10. meldohsi (hint: The opposite of “build”) _____________
11. smceeh (hint: An evil plan) _____________
12. eeilbfx (hint: You need to be this to touch your toes) _____________
13. eeexrtm (hint: Rhymes with “ice cream”) _____________
14. mnocomoti (hint: To make a lot of noise) _____________
15. iuibosvol (hint: The opposite of “aware”) _____________

dazzling, harbor, extreme, demolish, crazy, pizzazz,

commotion, scheme, absurd, timid, vicious, oblivious, coward, deny
Storytime Stick Puppets

Puppets are a fun way to tell stories. Make puppets of Molly and her family and friends, and use them to retell a story you watched. Or you can take Molly on a new adventure by making up your own story!

Materials
- Printouts of characters and props
- Scissors
- Craft sticks or pencils
- Tape

Make Your Puppets and Props
1. Print the following pages on card stock or glue them to heavy paper. Use scissors to cut out the characters and props.
2. Place the puppet cutouts face down on a table.
3. Tape a craft stick (or pencil) to the back of each one. Position it so that half of the stick is below the bottom edge of the paper.
4. Now your puppets are ready.

Put Your Puppets into Action
There are lots of ways to play with your puppets! You can make your puppets act out a story or sing and dance. You can also learn a new fact about something you are interested in and have one puppet explain it to another.

Think about what you want your puppets to do. Pick the characters and props that will help you tell your story. Then, put on a puppet show! It can be a show you make by yourself or a show you create with someone else. You can put on the show for your family or friends. Or you can record it and watch it yourself.

Make More Props
You can design your own props, too! Draw pictures of other objects that you want to have in the stories you tell with your puppets. Cut the objects out, tape them onto craft sticks, and add them to your prop collection.

You can also make a simple puppet theater out of an empty cereal box. Find directions here: https://www.pbs.org/parents/crafts-and-experiments/mini-pencil-puppet-theater
Stick Puppets

Molly

Tooey
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Stick Puppets

Grandpa Nat

Suki
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