

#### Why a Puppet?

A puppet is an inanimate figure that is made to move by human effort before an audience. It is the sum of these qualities that uniquely defines the puppet. Nothing else quite satisfies the definition. A puppet is not the bowing saint in the cathedral clock or the mechanized display figure in the store window. These are machines. It is definitely not a doll. When somebody plays with a doll, it involves an intimate action which never extends past the two of them. In no sense is that show business.

The urge to make puppets is nothing new. People have been creating them for thousands of years. And why? What is the fascination of puppetry? It is a part of our ancient urge to recreate life that results in this many-layered art. More diverse than painting, sculpture, dance, song, or story, puppetry has something of all of them. It is also a means of communication, an extension of human expression.

In each generation, we look on our world with different eyes than those of our grandparents. The values change. But as long as we can look at ourselves in the funny glass or the sad one, and laugh, we will go on making puppets.



### Sailing Through the Storm

Possibly the proudest achievement of my life, my moment of highest living, occurred when I was seventeen. I was in a three-masted schooner off the coast of Japan. We were in a typhoon. I was called from my bunk at seven in the morning to take the wheel. The air was so thick with driving spray that it was impossible to see more than two waves at a time. The sailing-master watched me for a space. He was afraid of my youth, feared that I lacked the strength and the nerve. But when he saw me successfully wrestle the schooner through several bouts, he went below to breakfast. For forty minutes I stood there alone at the wheel, in my grasp the wildly careening schooner and the lives of twenty-two men. At the end of the hour, sweating and played out, I was relieved. But I had done it! With my own hands I had done my trick at the wheel and guided a hundred tons of wood and iron through a few million tons of wind and waves.

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## Oral Reading Fluency

Level 6 Teacher's Copy

# Sailing Through the Storm

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### Student Record Form: Oral Reading Fluency

### DAR Levels 0-9/10 Strategy: Modeling

| Student:   |          | Grade:                             | Date: |
|--|----------|------------------------------------|-------|
| Passage Title:                                     |          |                                    |       |
| Did the student seem to recognize what me Explain: |          |                                    | 8     |
| Use the Fluency Checklists to record obse          | ervation | s about the student's oral reading |       |
| Observed difficulties:                             | Obse     | rved strengths:                    |       |
| reads aloud haltingly                              |          | reads smoothly                     |       |
| <ul><li>repeats words and phrases often</li></ul>  |          | reads at an appropriate rate       |       |
| makes frequent self-corrections                    |          | reads with good phrasing           |       |
| sounds out many words                              |          | uses context                       |       |
| adds extra words often                             |          |                                    |       |
| □ waits and/or asks for help                       |          |                                    |       |
| Additional observations:                           |          |                                    |       |
|  |          |                                    |       |
| During this activity, the student seemed:          |          | Additional Comments:               |       |
| ☐ Actively engaged                                 |          |                                    |       |
| ☐ Somewhat engaged                                 |          |                                    |       |
| <ul><li>Passively cooperative</li></ul>            |          |                                    |       |

□ Not interested

□ Other: \_



### Student Record Form: Oral Reading Fluency

### DAR Levels 0-9/10 Strategy: Repeated Reading

| Stud                 | ent:   |          |   | Grade:       | Date:           |
|----------------------|--|----------|---|--------------|-----------------|
| Passage Title:       |  |          |   |              |                 |
| I Jee 1              | the Fluency Checklists to record ol  | hserve   | ations about student's oral rea   | dina         |                 |
|                      | Attempt  | USCI V   | itions about student s orar rea   | anig.        |                 |
|                      | erved difficulties:  | Ohs      | erved strengths:  | Additional   | observations:   |
|                      | reads aloud haltingly  |          | reads smoothly  | 114411101141 | obser vacions.  |
|                      | repeats words and phrases often  |          | reads at an appropriate rate  |              |                 |
|                      | makes frequent self-corrections  |          | reads with good phrasing  |              |                 |
|                      | sounds out many words  |          | uses context  |              |                 |
|                      | adds extra words often   |          |   |              |                 |
|                      | waits and/or asks for help   |          |   |              |                 |
| Expi                 | ain:   |          |   |              |                 |
| -                    | ain:  nd Attempt   |          |   |              |                 |
| Seco                 |  | Obs      | served strengths:   | Additional   | l observations: |
| Seco                 | nd Attempt   |          | served strengths: reads smoothly  | Additional   | l observations: |
| Seco<br>Obs          | nd Attempt<br>erved difficulties:  |          | reads smoothly  | Additional   | l observations: |
| Seco<br>Obs          | nd Attempt erved difficulties: reads aloud haltingly   |          | reads smoothly reads at an appropriate rate   | Additional   | l observations: |
| Seco<br>Obs          | nd Attempt erved difficulties: reads aloud haltingly repeats words and phrases often   | <u> </u> | reads smoothly reads at an appropriate rate   | Additiona    | l observations: |
| Seco<br>Obs          | nd Attempt  erved difficulties:  reads aloud haltingly  repeats words and phrases often  makes frequent self-corrections   | 0        | reads smoothly reads at an appropriate rate reads with good phrasing  | Additional   | l observations: |
| Seco<br>Obs          | nd Attempt  erved difficulties:  reads aloud haltingly  repeats words and phrases often  makes frequent self-corrections  sounds out many words  | 0        | reads smoothly reads at an appropriate rate reads with good phrasing  | Additional   | l observations: |
| Seco                 | nd Attempt  erved difficulties:  reads aloud haltingly repeats words and phrases often makes frequent self-corrections sounds out many words adds extra words often  | 0        | reads smoothly reads at an appropriate rate reads with good phrasing uses context                             | Additional   | l observations: |
| Seco                 | reads aloud haltingly repeats words and phrases often makes frequent self-corrections sounds out many words adds extra words often waits and/or asks for help  | llowir   | reads smoothly reads at an appropriate rate reads with good phrasing uses context  ag question:               | Additional   | l observations: |
| Seco                 | nd Attempt  erved difficulties:  reads aloud haltingly  repeats words and phrases often  makes frequent self-corrections  sounds out many words  adds extra words often  waits and/or asks for help  ord the student's response to the following served and self-corrections  ord the student's response to the following served and self-corrections  ord the student's response to the following served and self-corrections  ord the student's response to the following served and self-corrections  ord the student's response to the following self-corrections  ord the student's response to the self-corrections  ord the student's | llowir   | reads smoothly reads at an appropriate rate reads with good phrasing uses context  ag question:               | Additiona    | l observations: |
| Seco Obs  Reco Did i | reads aloud haltingly repeats words and phrases often makes frequent self-corrections sounds out many words adds extra words often waits and/or asks for help ord the student's response to the foliate help you to read the passage a   | llowir   | reads smoothly reads at an appropriate rate reads with good phrasing uses context  ag question: ad time? How? |              | l observations: |
| Seco Obs  Reco Did i | reads aloud haltingly repeats words and phrases often makes frequent self-corrections sounds out many words adds extra words often waits and/or asks for help ord the student's response to the foliate help you to read the passage a   | llowir   | reads smoothly reads at an appropriate rate reads with good phrasing uses context  ag question:               |              | l observations: |
| Seco Obs  Reco Did i | reads aloud haltingly repeats words and phrases often makes frequent self-corrections sounds out many words adds extra words often waits and/or asks for help ord the student's response to the foliate help you to read the passage a   | llowir   | reads smoothly reads at an appropriate rate reads with good phrasing uses context  ag question: ad time? How? |              | l observations: |

□ Not interested

□ Other: \_