

## 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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Excerpt from *The Cruise of the Snark* by Jack London. Published by The Macmillan Company in 1911.

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# Student Record Form: Oral Reading Fluency

**DAR Levels 0–9/10**

**Strategy: Modeling**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Level: \_\_\_\_\_

Did the student seem to recognize what made your reading fluent? **Y** or **N**

Explain:

Use the Fluency Checklists to record observations about the student’s oral reading.

**Observed 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

**Observed strengths:**

- reads smoothly
- reads at an appropriate rate
- reads with good phrasing
- uses context

**Additional observations:**

<p><b>During this activity, the student seemed:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engaged</li> <li><input type="checkbox"/> Somewhat engaged</li> <li><input type="checkbox"/> Passively cooperative</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p><b>Additional Comments:</b></p>
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# Student Record Form: Oral Reading Fluency

## DAR Levels 0-9/10

### Strategy: Repeated Reading

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Level: \_\_\_\_\_

Use the Fluency Checklists to record observations about student's oral reading.

#### First Attempt

**Observed 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

**Observed strengths:**

- reads smoothly
- reads at an appropriate rate
- reads with good phrasing
- uses context

**Additional observations:**

Did the student seem to recognize what made his or her reading fluent? **Y** or **N**  
Explain:

#### Second Attempt

**Observed 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

**Observed strengths:**

- reads smoothly
- reads at an appropriate rate
- reads with good phrasing
- uses context

**Additional observations:**

Record the student's response to the following question:

**Did it help you to read the passage a second time? How?**

<b>During this activity, the student seemed:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engaged</li> <li><input type="checkbox"/> Somewhat engaged</li> <li><input type="checkbox"/> Passively cooperative</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<b>Additional Comments:</b>
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