



EM4



10-15 minutes

SMALL BIRD, BIG COCKEREL



To compare contrasting animals (small bird/big cockerel)
To develop techniques for representing contrasting animals through an expressive use of movement and personal space
To develop clear vocal representations of animal noises



❖ A cockerel image to make a puppet



❖ A bird image to make a puppet



❖ 2 popsicle sticks for the puppets

❖ A puppet theatre or simple screen set up ready (see advice in EM3).



Tell your child you they are going to meet some animals, and that they need to sit in front of the theatre/screen.

Have the Cockerel introduce himself. Hold up the puppet and say: *I am Cockerel! Look at the size of my wings! They are big wings!* Then have the Bird introduce itself. Hold up the puppet and say: *I am Bird! Look at the size of my wings. They are small wings!*

Come out from behind the screen and imitate the action of the Cockerel's big wings (swing your arms, with them spread apart). As you perform this action, say: *Look at Cockerel's wings! Cockerel has big wings that flap slowly.* Ask your child if they can be a cockerel too. Encourage them to stand up and copy your actions.

Next imitate the action of the bird's small wings (bend your arms slightly with your hands upwards, and flap your hands). As you perform this action, say: *Look at Bird's wings. Bird has small wings that flap quickly!* Ask your child if they can be a small bird too. Encourage them to stand up and copy your actions.

Sit down again behind the screen and bring out Cockerel. Say: *I walk on my long legs.* Then bring out Bird and say: *I fly with my small wings.* Come out again from behind the screen and imitate the Cockerel's walk, as you describe the actions: *the Cockerel folds its big wings (put your arms on your waist) and it strides on its long legs, walking with long steps and lifting its knees.* Encourage your child to join in with Cockerel's actions.

Next imitate the Bird's flight as you describe the actions: *And the Bird flies, flapping its small wings (run around on tiptoes, arms spread apart, slightly bent at the elbow, hands flapping).* Encourage your child to join in with Bird's actions and then ask them to sit down again.

Tell your child that the friends, the Cockerel and the Bird, prepared some special songs for each other. Tell them that the Bird sang its song in a high-pitched voice. Imitate the Bird singing its song (stand up, arms spread apart like wings, flap your hands slightly and chirrup in a high-pitched voice). Encourage your child to join in with the actions, and with the birdsong. Ask your child how a cockerel sings its song. Say: *The Cockerel sings 'Cock-a-doodle- doo!'* Imitate the Cockerel singing its song (flap your arms like the cockerel's wings and call out "Cock-a-doodle-doo!" In a suitable tone). Encourage your child to join in.

Have the Cockerel and the Bird ask your child if they want the two friends to visit again soon. Whisper to your child that they should say: *Yes, please come and visit us again soon. I will be waiting for you!* Have the puppets take a bow and then leave. Encourage your child to say goodbye to the puppets, and to wave goodbye as they do this.



Your child can act out the Cockerel's big wings flapping slowly and the Bird's small wings flapping quickly.
Your child can walk like the Cockerel and 'fly' like the Bird.
Your child can imitate birdsong and a cockerel crowing, with appropriate expressive actions.



Cut out each picture and stick each one onto a popsicle stick to make two simple puppets.

