

A Day in the Life of _____

LANGUAGE ARTS



Overview

Students imagine and portray a typical day for a chosen person, animal, or object, developing empathy and perspective-taking skills while practicing narrative writing.

Steps for Teachers

1. Brainstorm subjects together as a class (e.g., a firefighter, a butterfly, a pencil, a medieval knight)
2. Each student selects their subject and researches what a typical day might look like
3. Students create a timeline of their subject's day from morning to night
4. Students write a first-person narrative script from their subject's perspective
5. Students select characters and backgrounds in Puppet Pals that match their subject
6. Students record their 'day in the life' video with narration
7. Hold a viewing party where students share and discuss what they learned

Example

A student creates 'A Day in the Life of a Honeybee.' The bee character wakes up in the hive, does the waggle dance to communicate flower locations, flies out to collect pollen, avoids a bird, returns to make honey, and rests. The bee narrates: 'I wake up surrounded by my 50,000 sisters. Time to dance! My wiggles tell everyone where the best flowers are today...'

Grading Rubric

Criteria	Excellent	Proficient	Developing
Perspective & Voice	Consistently maintains first-person perspective; voice is authentic to the subject	Mostly maintains perspective with occasional slips	Frequently breaks from the subject's perspective
Research & Detail	Includes specific, accurate details that show deep understanding	Includes some accurate details about the subject	Lacks specific details or contains inaccuracies
Narrative Structure	Clear progression through the day with engaging moments	Follows a logical sequence with some engaging elements	Sequence is unclear or lacks interesting content
Creativity	Unique insights and imaginative scenarios that surprise viewers	Shows some creative thinking in presentation	Relies on obvious or generic content