

THIRD AND FOURTH COURSE OF PRIMARY EDUCATION

Jingle Bells



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In this didactic guide you will find all the guidelines and recommendations necessary for working with the adaptation of *Jingle Bells* in your class.

1. PEDAGOGICAL PROPOSAL - JUSTIFICATION

Using classic stories is a useful and motivating way to get your children to learn English. The version we are presenting is intended to be entertaining, but also a learning tool for developing the objectives established for the English Foreign Language area and the stage. The language used is simple and includes those structures, contexts and vocabulary normally used in Primary Education.

It is quite important that you prepare your class carefully for understanding the play. We suggest that you work with them on the proposed activities, as they will help your children achieve some of the specific objectives established for the English subject area. You can easily fit them into your planning, or if you prefer, you can use the whole proposal as an independent didactic unit. The performance of the play, which will constitute closure of the unit, and the songs, are a fun excuse for your students to learn.

You will find below the didactic objectives included in this project. These objectives have been defined taking into account the ME and the different Regional Education Laws.

2. JINGLE BELLS OBJECTIVES

GENERAL OBJECTIVE:

- To contribute to the students' development of the Foreign Language communicative skill, initiating them in the experimental use of the language.

SPECIFIC OBJECTIVES:

- To develop a positive attitude towards the foreign language.
- To focus the teaching of the foreign language in the oral expression and comprehension.
- To carry out the teaching process of the foreign language through motivating activities such as games and songs.
- To foster an interest in participating in oral interactions using the foreign language in common and well known communicative situations.
- To express oneself with a good intonation and pronunciation.
- To acquire basic vocabulary contextualised in a well-known situation for the children.
- To understand simple messages, questions and commands.
- To foster the use of social rules to initiate, carry out and end a conversation.
- To understand and reproduce songs.
- To foster, through the different characters' behaviour, equality between men and women.

3. METHODOLOGY

We propose working on the play through activities which help students to understand the text, motivating and giving them the chance to feel involved on the day of the performance.


The didactic material has been prepared taking into account the linguistic level of the students, their interests and needs, but also teachers' needs, to facilitate their job.

We propose some activities to be completed before seeing the play and some others to be completed with the students afterwards. The teacher will be able to choose the level he or she considers more suitable for his or her students.

We highly recommend the students get to know the play and the songs before the performance, if they have sung the songs beforehand, on the day they attend the theatre, and they will be able to participate actively. We suggest listening to the CD of the play with the songs as they carry out the activities.

The **“before the play”** activities are intended to motivate students, to help with the understanding of the story and the acquisition of basic vocabulary. Most of them are centred on the songs that you will find in the Resources CD that we send to your school or if you prefer you could download them from our web page www.recursosweb.com.

The **“after the play”** activities are intended to contribute to the development of sequential memory, association of ideas and the capacity for critical judgement in children.

Finally, we suggest you indicate the beginning and the end of the activities connected with the play, using the CD with the songs. We propose the Think Teatring! Song  23 as it is the final song they will sing together with the actors at the end of the performance. This song is included on the CD provided with the other *Jingle Bells* songs.

4. ACTIVITIES



BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. JINGLE BELLS STORY

Getting to know the tale of *Jingle Bells*.

SECOND ACTIVITY. DECK THE HALLS

Deck the Halls

16

THIRD ACTIVITY. SANTA CLAUS IS COMING TO TOWN

Santa Claus Is Coming to Town

17

FOURTH ACTIVITY. WE WISH YOU A MERRY CHRISTMAS

We Wish You a Merry Christmas

18

FIFTH ACTIVITY. TWINKLE, TWINKLE LITTLE STAR

Twinkle, Twinkle Little Star

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SIXTH ACTIVITY. SILENT NIGHT

Silent Night

20

SEVENTH ACTIVITY. THE SNOW IS FALLING DOWN

The Snow Is Falling Down

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EIGHTH ACTIVITY. JINGLE BELLS

Jingle Bells

22

THE PERFORMANCE: THINK THEATRING. Enjoy the play!



AFTER THE PLAY ACTIVITIES

NINTH ACTIVITY. TELLING THE STORY

22



First Activity: *Jingle Bells*

Considering the importance of the previous knowledge the students have about the play they are going to see on the day of the performance, we provide a version of the *Jingle Bells* story adaptation they will see at the theatre. It is important you work with this version as it is the one we are going to perform at the theatre.

You can download it from our web page www.recursosweb.com.

We suggest you first tell the story, check comprehension, and continue with an activity making puppets. Once the children have made their puppets, tell the story again asking them to lift up the character who speaks and repeat the sentences you consider suitable according to their level.

You will need:

✓ The play

45 minutes



STORYTELLING GUIDELINES:

- Remember the story must be interesting and amusing for the children.
- Create a relaxing and confident atmosphere.
- Foster listening habits.
- Vary your intonation, volume, voice, speed and body gesture to catch children attention.
- “How” the story is told is as important as the “what” is said.
- Foster student interaction with the story.

The play

Snowy, a snowman, and his best friend Ginger, a gingerbread man, have forgotten that Christmas is coming. They have to prepare many things before and they ask to help the children. They have to write a Christmas carol, wrap the presents, decorate a Christmas tree and put the twinkle on top, have a positive attitude toward the people, prepare the traditional Christmas dinner and go to bed as soon as possible. They have time to complete all preparations and they can enjoy of a nice and special day.



JINGLE BELLS SONGS

The following activities are focused on the songs included in the play. Working with the songs in class is of great importance as it will allow children to participate on the day of the performance singing together with the actors and the audience.

As they complete the worksheet, we suggest they listen to the songs included on the accompanying CD to provide better preparation.



GUIDELINES FOR SINGING

- Make sure students know all the key words in the song.
- Start working with short parts to go farther step by step along with the whole song.
- If you find the lyrics too difficult for your students, focus only in the chorus or significant parts.
- Associate physical movements with the lyrics.



Second Activity. *Deck the Halls*

Once they have learnt some parts of the song, hand out the relevant worksheet and ask your students to complete it as they listen to the song again. Listen to the song using physical movements to help understanding, focusing on the actions included on the worksheet.

You will need:

- ✓ *Haz*
- ✓ *Teatring 2 CD*
- ✓ *Worksheet 1*

45 minutes



DECK THE HALLS 16

Deck the halls with boughs of holly,

Fa la la la la, la la la la!

Tis the season to be jolly,

Fa la la la la, la la la la!

Troll the ancient yuletide carol

Fa la la, la la la, la la la!

Don we now our gay apparel,

Fa la la la la, la la la la!

See the blazing Yule before us,

Fa la la la la, la la la la!

Strike the harp and join the chorus.

Fa la la la la, la la la la!

Follow me in merry measure,

Fa la la la la, la la la la!

While I tell of yuletide treasure,

Fa la la la la, la la la la!

Fast away the old year passes,

Fa la la la la, la la la la!

Hail the new, ye lads and lasses,

Fa la la la la, la la la la!

Sing we joyous, all together,

Fa la la la la, la la la la!

Heedless of the wind and weather,

Fa la la la la, la la la la!



Worksheet 1. Fill in the blanks using one of the words in brackets.

DECK THE HALLS

*Deck the halls with boughs of (holly, jolly, hobby) _____,
Fa la la la la, la la la la!*

*Tis the (season, day, age) _____ to be jolly,
Fa la la la la, la la la la!*

*Troll the (ancient, young, precious) _____ yuletide carol
Fa la la, la la la, la la la!*

*Don we (now, before, after) _____ our gay apparel,
Fa la la la la, la la la la!*

*See the blazing Yule before (me, us, your) _____
Fa la la la la, la la la la!*

*Strike the harp and join the (children, chorus, an-
gels) _____
Fa la la la la, la la la la!*

*Follow me in merry measure,
Fa la la la la, la la la la!*

*While (I, he, it) _____ tell of yuletide treasure,
Fa la la la la, la la la la!*

*Fast away the old year passes,
Fa la la la la, la la la la!*

*Hail the new, ye lads and lasses,
Fa la la la la, la la la la!*

*Sing we joyous, all together,
Fa la la la la, la la la la!*

*Heedless of the (sun, wind, cloud) _____ and weather,
Fa la la la la, la la la la!*



Third Activity. *Santa Claus is Coming to Town*

Once they have learnt some parts of the song, hand out the relevant the worksheet asking your students to complete it as they listen to the song again. Listen to the song using physical movements to help understanding, focusing on the actions included on the worksheet.

You will need:

- ✓ *Haz*
- Teatring 2 CD
- ✓ Worksheet 2

45 minutes



SANTA CLAUS IS COMING TO TOWN



You better watch out

You better not cry

You better not pout

I'm telling you why

Santa Claus is coming to town

Santa Claus is coming to town

Santa Claus is coming to town

He's making a list

He's checking it twice

Gonna find out who's naughty and nice

Santa Claus is coming to town

Santa Claus is coming to town

Santa Claus is coming to town

He sees when you are sleeping

He knows when you're awake

He knows if you been good or bad

So be good for goodness sake!

He's making a list

He's checking it twice

Gonna find out who's naughty and nice

Santa Claus is coming to town

Santa Claus is coming to town

Santa Claus is coming to town

Santa Claus is coming to town

Santa Claus is coming to town

Santa Claus is coming to town

Santa Claus is coming to town



[illegible]



Fourth Activity. *We Wish You a Merry Christmas*

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen to the song again. Listen to the song using physical movements to help understanding, focusing on the actions included on the worksheet.

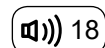
You will need:

- ✓ *Haz*
- Teatring 2 CD*
- ✓ *Worksheet 3*

45 minutes



WE WISH YOU A MERRY CHRISTMAS



18

*We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas,
and a Happy New Year!*

*Good tidings we bring,
to you and your kin,
Good tidings for Christmas,
And a Happy New Year!*

*We all know that Santa's coming;
We all know that Santa's coming;
We all know that Santa's coming,
and soon will be here.*

*Good tidings we bring,
to you and your kin,
Good tidings for Christmas,
and a Happy New Year.*

*We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas,
and a Happy New Year.*



Worksheet 3. Imagine new words for this carol. Remember the rhymes.

WE WISH YOU A MERRY CHRISTMAS

*We wish you a Merry Christmas,
We wish you a _____,
We wish you a _____,
and a Happy New Year!*

*Good tidings we bring,
to you and your kin,
Good tidings for Christmas,
And a Happy New Year!*

*We all know that Santa's coming;
We all know that _____,
We all know that _____,
and soon will be here.*

*Good tidings we bring,
to you and your kin,
Good tidings for Christmas,
and a Happy New Year.*

*We wish you a Merry Christmas,
We wish you a _____,
We wish you a _____,
and a Happy New Year!*



Fifth Activity. *Twinkle, Twinkle Little Star*

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen to the song again. Listen to the song using physical movements to help understanding, focusing on the actions included on the worksheet.

You will need:

- ✓ *Haz*
- ✓ *Teatring 2 CD*
- ✓ *Worksheet 4*

45 minutes



TWINKLE, TWINKLE LITTLE STAR



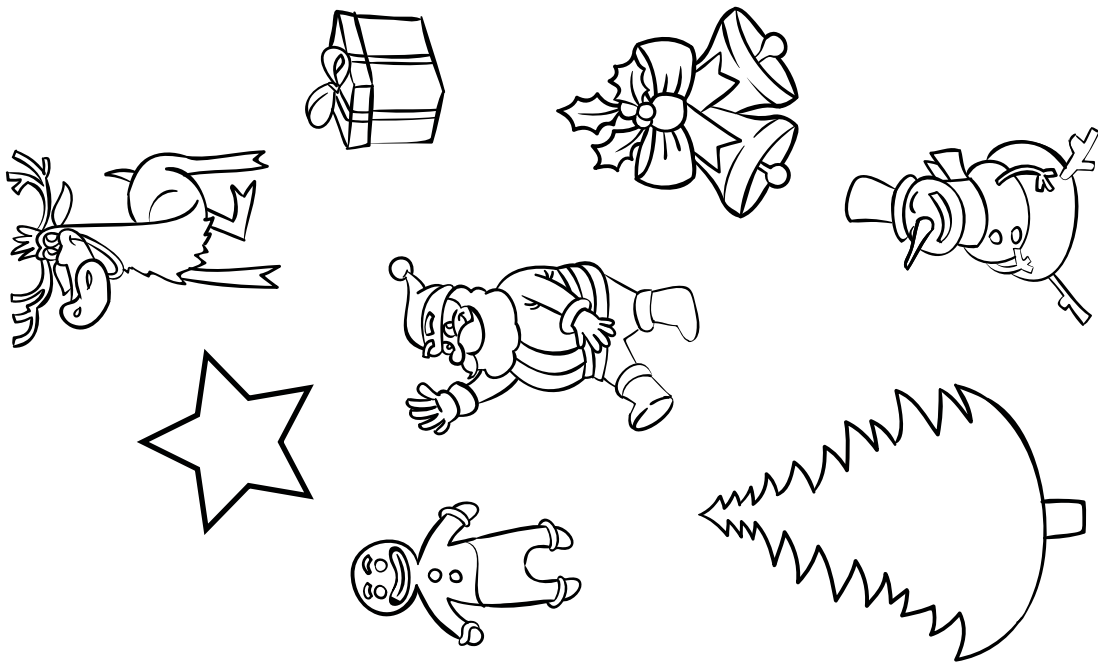
19

*Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!*



Worksheet 4. Christmas alphabet soup.

A	C	H	T	M	G	E	O	G	I	Z	K	T	I	S
A	Y	M	U	I	P	E	T	I	A	H	U	R	O	E
R	E	I	G	I	F	T	E	N	J	E	H	E	A	H
E	T	S	U	M	O	M	I	G	O	A	N	E	T	R
I	M	S	F	O	L	A	N	E	J	I	M	T	E	S
N	P	U	A	N	E	I	T	R	F	F	N	T	T	I
D	I	A	I	S	T	A	R	B	E	N	T	M	G	S
E	J	L	O	F	E	J	I	R	T	E	A	B	I	U
E	O	C	N	U	A	N	M	E	L	O	V	J	N	E
R	N	A	B	E	L	N	N	A	M	W	O	N	S	V
B	A	T	U	S	I	P	U	D	M	N	L	O	T	U
M	U	N	F	B	N	L	S	M	S	A	J	L	F	E
L	E	A	T	U	E	J	O	A	M	E	Y	I	O	S
O	A	S	N	L	J	E	S	N	I	O	B	E	L	L
U	E	N	L	O	T	A	B	I	M	O	B	J	A	F





Sixth Activity. *Silent Night*

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen to the song again. Listen to the song using physical movements to help understanding, focusing on the actions included on the worksheet.

You will need:

- ✓ *Haz*
- Teatring 2 CD
- ✓ Worksheet 5

45 minutes



SILENT NIGHT



Silent night, Holy night
All is calm, all is bright
Round yon virgin , Mother and child
Holy infant, so tender and mild
Sleep in heavenly peace,
Sleep in heavenly peace.
Silent night, Holy night
Shepherds quake, at the sight
Glories stream from heaven above
Heavenly hosts sing "Hallelujah".
Christ our Saviour is born,
Christ our Saviour is born.
Silent night, Holy night
Son of God, love's pure light
Radiant beams from thy holy face
With the dawn of redeeming grace,
Jesus, Lord at thy birth
Jesus, Lord at thy birth.



Worksheet 5. Listen to the song and put the words in the correct order.

SILENT NIGHT

Silent night, Holy night

(all / bright / is / all / calm / is) _____

Round yon virgin , Mother and child

(and / so / holy / tender / mild / infant) _____,

Sleep in heavenly peace,

Sleep in heavenly peace.

Silent night, Holy night

(shepherds / quake / at / the / sight) _____

Glories stream from heaven above

Heavenly hosts sing "Hallelujah".

Christ our Saviour is born,

Christ our Saviour is born.

Silent night, Holy night

(God / is / pure / light / of / Son) _____

Radiant beams from thy holy face

(the / dawn / redeeming / with / grace / of) _____,

Jesus, Lord at thy birth

Jesus, Lord at thy birth.



Seventh Activity. *The Snow is Falling Down*

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen to the song again. Listen to the song using physical movements to help understanding, focusing on the actions included on the worksheet.

You will need:

- ✓ *Haz*
- Teatring 2 CD
- ✓ Worksheet 6

45 minutes



THE SNOW IS FALLING DOWN



One, two, three
What colour is this tree?
Is it coloured white?
Can you tell me why?

The snow is falling down
The snow is falling down
The snow is falling down

Two, three, four
What colour is the floor
Is it coloured white?
Can you tell me why?

The snow is falling down
The snow is falling down
The snow is falling down

Three, four, five
What colour is this night
Is it coloured white?
Can you tell me why?

The snow is falling down
The snow is falling down
The snow is falling down

Four, five, six
What colour are this pics
Are they coloured white?
Can you tell me why?

The snow is falling down
The snow is falling down
The snow is falling down

Five, six, seven
What colour must be heaven
Must be coloured white!
Can you tell me why?

The snow is falling down
The snow is falling down
The snow is falling down

One, two, three,
four, five, six, seven
Seven stars are in the sky
'Cos the snow is falling down



Worksheet 6. Listen to the song *The Snow Is Falling Down* and put the lines in the correct order.

- 1** *One, two, three*
- 2** *What colour is this tree?*
- 3** *Is it coloured white?*
- 4** *Can you tell me why?*
- 5** *The snow is falling down*
- 6** *Two, three, four*
- 7** *What colour is the floor*
- 8** *Three, four, five*
- 9** *What colour is this night*
- 10** *Four, five, six*
- 11** *What colour are this pics*
- 12** *Are they coloured white?*
- 13** *Five, six, seven*
- 14** *What colour must be heaven*
- 15** *Must be coloured white!*
- 16** *Four, five, six, seven*
- 17** *Seven stars are in the sky*
- 18** *'Cos the snow is falling down*

THE SNOW IS FALLING DOWN

2 *What colour is this tree?*

5 *The snow is falling down*

7 *What colour is the floor*

5 *The snow is falling down*

9 *What colour is this night*

5 *The snow is falling down*

11 *What colour are this pics*

5 *The snow is falling down*

15 *Must be coloured white!*

5 *The snow is falling down*

18 *'Cos the snow is falling down*



Eighth Activity. *Jingle Bells*

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen to the song again. Listen to the song using physical movements to help understanding, focusing on the actions included on the worksheet.

You will need:

- ✓ *Haz*
- ✓ *Teatring 2CD*
- ✓ *Worksheet 7*

45 minutes



JINGLE BELLS



*Dashing through the snow
In a one horse open sleigh
O'er the fields we go
Laughing all the way
Bells on bobtails ring
Making spirits bright
What fun it is to laugh and sing
A sleighing song tonight*

*Oh, jingle bells, jingle bells
Jingle all the way!
Oh, what fun it is to ride
In a one horse open sleigh
Jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh*

*A day or two ago
I thought I'd take a ride
And soon Miss Fanny Bright*

*Was seated by my side
The horse was lean and lank
Misfortune seemed his lot
We got into a drifted bank
And then we got upset*

*Oh, jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh
Jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh yeah*

*Jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh
Jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh*



Worksheet 7. Tell us your favourite Christmas food.

MY FAVOURITE CHRISTMAS FOOD IS _____

RECIPE:

Ingredients:

_____	_____
_____	_____
_____	_____

Launch cooking mode:



Picture:





Ninth Activity: *Telling the story*

After seeing the play, the children will have experienced the magic of the theatre. They will have seen the characters and will have sung with them. Their motivation will be at maximum level; we must take advantage of this moment to develop certain activities.

We propose two activities: the first one is to get the children to analyse the story by sequencing it or working with values; the second is to foster their critical sense, encouraging them to give opinions about the play from their own point of view.

Recall the play with your students setting some oral questions about *Jingle Bells*.

Propose a debate on the following topics:

- The importance of ... sharing
- The importance of ... being honest
- The importance of ... the friendship



WORKSHEET 8.

The aim of this activity is to make children think (within their possibilities) about the play, not only from a performance point of view, but also about the characters, music, lights...

Ask your students their opinion about the play. They have to talk about the following concepts: the plot, the characters, the set, the music, and lights.



Worksheet 8. Write your own review!

Imagine you are a journalist for your local newspaper. You need to write a review of the play giving your opinion about the following ...

- The plot
- The actors
- The script
- The costumes
- The scenery
- The music

Below is the opening paragraph of the review. Continue with your own thoughts and ideas.

Yesterday I was lucky enough to watch the fantastic new play JINGLE BELLS. The auditorium was crowded with excited children waiting for a fun-filled theatre experience... _____

OTHER SHOWS

Third and Fourth Course of Primary Education

Three Little Pigs *(In English)*

Pinocchio *(In English)*

Nobody's Perfect *(In English)*

Oliver Twist

Jingle Bells

Didactic Project developed by
Elena Valero Bellé



Snowy, the most enchanting snowman, and his friend the gingerbread man, Ginger, star in this, the grooviest Christmas show of the season. Come and discover the true meaning of the festive season, singing carols old and new with Santa Claus and his friends. Totally adapted to your students' level, this is the perfect show for a Christmas you will never forget.

