

FIRST AND SECOND COURSE OF PRIMARY EDUCATION

Three Little Pigs





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In this didactic guide you will find all the guidelines and recommendations necessary for working with the adaptation of the classical tale *Three Little Pigs* in your class.



1. PEDAGOGICAL PROPOSAL: JUSTIFICATION

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 area. You can easily fit them in 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 the closure, and the songs will be 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. T\ fYY @HiYD][g OBJECTIVES

GENERAL OBJECTIVE:

To contribute to the students' development of the Foreign Language communicative competence, 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 the 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 contextualized in 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

Our proposal is to work on the play through activities which help teachers in the preparation 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 done before the play and some others to be worked on with the students afterwards. They are classified into three levels of difficulty: Infant Education Students, the first and second years of Primary, and the third level is intended to students in years three and four of Primary.

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, 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 Haz Teatring 2! CD that we send to your school or if you prefer you could download them from our web page _____ \textbf{E}ecursosweb.com.

The "after the play" activities are intended to contribute to the development of sequential memory, associa-tion of ideas and the capacity for critical judgement in children.

You will find at the end of this guide a graphic dictionary; this basic vocabulary can help your students to understand the songs and do the worksheets.

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 (1)) 23 as it is the last 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 *Three Little Pig* songs.



4. ACTIVITIES



FIRST ACTIVITY. THREE LITTLE IF Get to know the tale of Three Little IF Teachers will tell the RECURSOS students.	Pigs.	classical tale to	o their	6
SECOND ACTIVITY.	THE HAR	DEST BF	RICKS	7
The Hardest Bricks	4)) 8			
THIRD ACTIVITY. THE BIG BAD V	VOLF			9
The Big Bad Wolf	4)) 9			
FOURTH ACTIVITY. LET'S MAKE	A HOUSE			11
Let's Make a House	4))) 10			
FIFTH ACTIVITY. A PAIR OF SHOI	ES			13
A Pair of Shoes	(1))) 11			
				V/////

THE PERFORMANCE: *THINK THEATRING*. Enjoy the play!



AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY

15





First Activity: Three Little Pigs Story

We suggest you read the students the play transcript attached, using the power point presentation or the story cards you can obtain by just printing the power point presentation slides.

We suggest you first tell the story, check compre-hension and continue with an activity making puppets. Once the chil-dren 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:

- ✓ Haz
 - Teatring 2 CD
- ✓ Story Cards

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.





THREE LITTLE PIGS 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 HAZ TEATRING 2! CD so they get better preparation.



GUIDELINES TO SING

- · Make sure they know and understand all the key words in the song.
- Start working with short clips then gradually work up to using the whole song.
- If you find the lyrics too difficult for your students, focus only on the chorus or significant parts.
- · Associate physical movements with the lyrics.



Second Activity. The Hardest Bricks

Once they have learnt some parts of the song, hand out the relevant worksheet and ask your students to complete it as they listen again to the song.

THE HARDEST BRICKS (11)) 8



You will need:

✓ Haz

Teatring 2 CD

✓ Worksheet 1

45 minutes



I want to make a very strong house A very, very strong house Brick by brick I want to build A very, very strong house

I make a house of golden straw So I don't need to work

I use some little sticks Working is not for me

Golden straw Some little sticks The hardest bricks

The hardest bricks I'll make a beautiful house

I like to sleep I like to dance But I don't like to work Yes, it's a boring thing I'll make my house out of bricks

Golden straw Some little sticks The hardest bricks I'll make a beautiful house

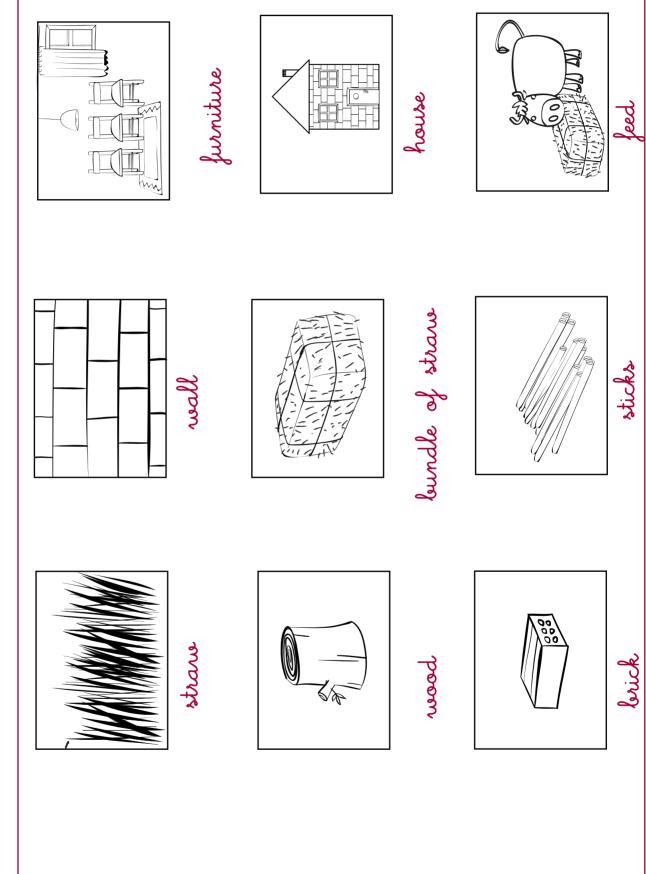


WORKSHEET 1.

They have to relate with arrows the squares and colour them.



Worksheet 1. What's it?







Once they have learnt some parts of the song, hand out the relevant the worksheet asking your students to complete it as they listen again to the song.

You will need:

✓ Haz

Teatring 2 CD

✓ Worksheet 2

45 minutes



THE BIG BAD WOLF (4)) 09

I am an incredible wolf" A different wolf" I am the king of the streets"

> Doing my tricksž I am the big bad wolf"

I am a magical wolf" I am a dancer wolf" I can hypnotize" Just moving my handsž I am the king of the streets"

Doing my tricksž I am the big bad wolf"

Doing my tricksž All over the streets" Incredible wolf" A marvellous wolf" I can hypnotize" A different wolf" A dancer wolf"

Doing my tricksž I am the big bad wolf"

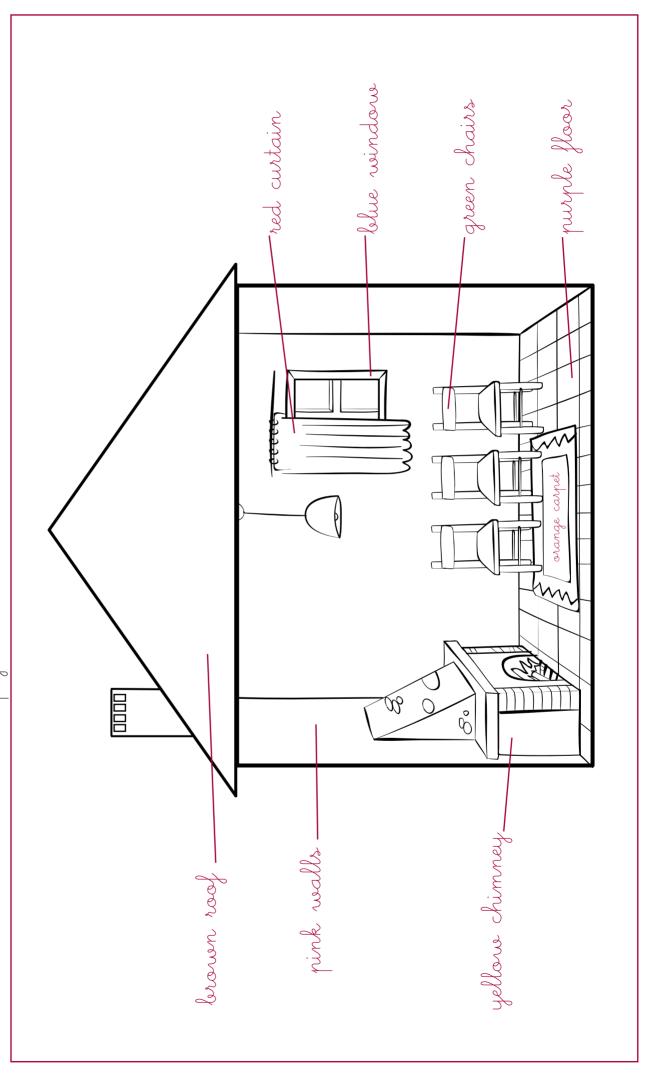


WORKSHEET 2.

The students have to colour the house pointing to the different parts.



Worksheet 2. The three little pigs house.







Fourth Activity. Let's Make a House

Once they have learnt some parts of the song, hand out the relevant workshop asking your students to complete it as they listen again to the song.

You will need:

√ Haz

Teatring 2 CD

✓ Worksheet 3

45 minutes



LET'S MAKE A HOUSE (4)) 10

Let's make a houseÊ A very strong houseÈ Brick to brickÊ Let's build a houseÈ Against the windÊ Against the rainÊ Let's make a houseÊ A very strong houseÈ

Let's make a houseÊ A very strong houseÈ Step by stepÊ Let's build a houseÈ Against the stormÊ Even when it's warmÊ Let's make a houseÊ A very strong houseÈ

The floor, the windowÊ The ceiling, the wallsÊ The chimney, the floorÊ And a big doorÈ

The lamps, the bedÊ The curtains, stairsÊ A red Persian carpetÊ Three or four chairsÈ

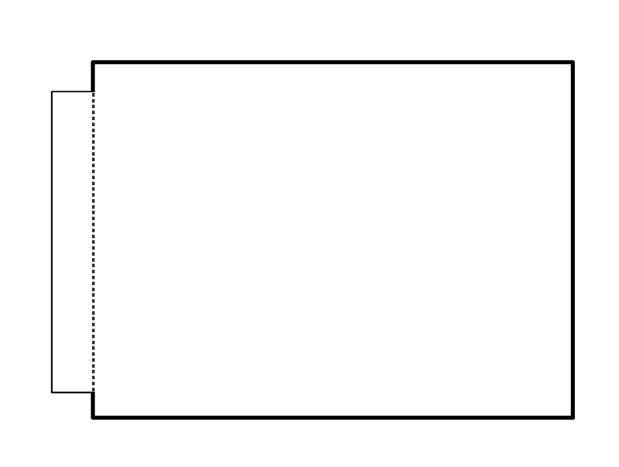


WORKSHEET 3.

The students have to draw, colour and cut the front of the house. They have to glue it to the worksheet 2.



Worksheet 3. Let's make a house.



It is a beautiful house.

The front is ______(colour)_

The house has a yellow door and ______(number) windows

It's builded with strong bricks.





Fifth Activity. A Pair of Shoes

Once they have learnt some parts of the song, hand the worksheet related to it out asking your students to complete it as they listen again to the song. Listen to the song using physical movements to help understanding, focus on those actions worked in the worksheet proposed.

You will need:

√ Haz

Teatring 2 CD

✓ Worksheet 4

45 minutes



A PAIR OF SHOES (1)) 11

If you have a pair of shoes, You can't lose, Can't lose the blues. If you have a pair of shoes, You can't lose the blues.

If you want to be A country star like me, If you have a pair of shoes, You can't lose the blues.

If you clap your pair of hands, You cannot lose, You cannot lose, If you clap your pair of hands, You cannot lose the dance.

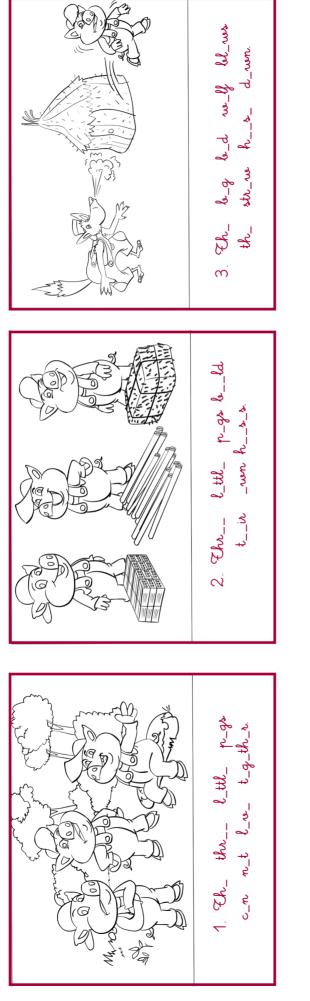


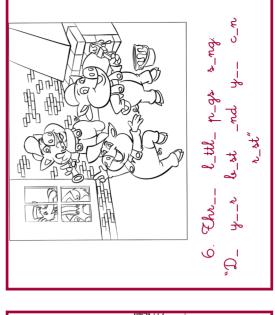
WORKSHEET 4.

Your students have to complete with vocal letters, cut the picture out and make a cover to create a mini-book of the story.



Worksheet 4. Three Little Pigs Story.







5. Th_ the_ l_ttl_





Sixth 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 irst one is to make children analyse the story sequencing it or using something on it to work with values; and the second one 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 Three Little Pigs and the Big Bad Wolf such as how are they going to distribute the chores in the house.

You will need:
✓ Worksheet 5

40 minutes





WORKSHEET 5.

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

Ask your students to colour the face which is most appropriate according to the level of satisfaction about the following aspects of the play.

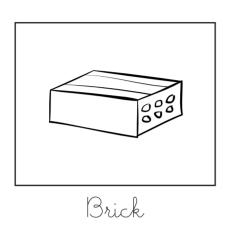


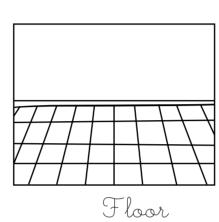
Worksheet 5. Giving opinions.

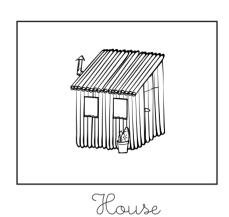
CHARACTERS	EXCELLENT	GOOD	NO GOOD
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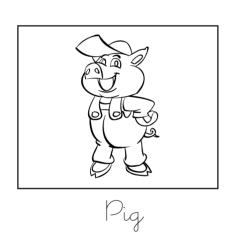


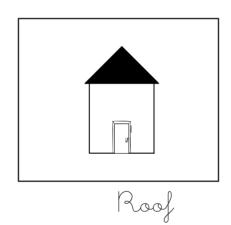
GRAPHIC DICTIONARY

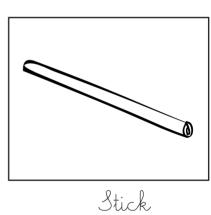


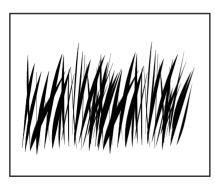


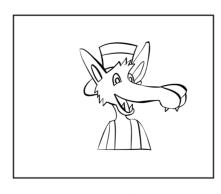


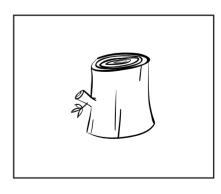












Straw

Wolf

Wood

OTHER SHOWS First and Second Course of Primary Education

Pinocchio *(In English)*Jingle Bells *(In English)*El Ratoncito Pérez
La Bella y la Bestia

Three Little Pigs

Didactic Project elaborated by Elena Valero Bellé





Mr. Big Bad Wolf will blow and blow... and you will all roll around laughing with the perfect show for your English classes. Don't miss the chance to see how the grooviest little pigs face up to the terrible wolf in an absurd fight which will thrill you. A classic story, with surprising effects, catchy songs, and full y adapted to their level, which will be unique experience for you all. Come to the theatre for guaranteed fun.

