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Pedagogical proposal

THIRD AND FOURTH 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

Using classic stories is a useful and motivating way to get your children to learn English. Thanks to the fact that ***Three Little Pigs***is the classic tale and a well-known story for them, they will easily understand the storyline, establishing that complicity needed between actors and children to make them feel involved. The version we are presenting is intended to be entertaining, but also a learning tool for developing the ob-jectives established for the English Foreign Language area and the stage. The language used is simple and include those structures, contexts and vocabulary normally used in the Second Stage of 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 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. *Three Little Pigs* 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 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.

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 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 Pigs*** songs.

4. ACTIVITIES

B Before

BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. *THREE LITTLE PIGS* STORY 6
Get to know the tale of ***Three Little Pigs***. Teachers will tell the RECURSOS version of the classical fairy to their students.

SECOND ACTIVITY. THE HARDEST BRICKS 7
The Hardest Bricks 8

THIRD ACTIVITY. THE BIG BAD WOLF 9
The Big Bad Wolf 9

FOURTH ACTIVITY. LET'S MAKE A HOUSE 11
Let's Make a House 10

FIFTH ACTIVITY. A PAIR OF SHOES 13
A Pair of Shoes 11

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

A After

AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY 15

B
Before

First Activity:
Three Little Pigs Story

You will need:
✔ *Haz Teatring 2 CD*
✔ Story Cards

45 minutes

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 offer you a version of the classical ***Three Little Pigs*** 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 read the students the play transcript we 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.

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.

B Before

THREE LITTLE PIGS SONGS

The following activities are focused on the songs included in the play. Working twith he 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.

B Before

Second Activity. *The Hardest Bricks*

You will need:
✓ *Haz Teatring 2 CD*
✓ Worksheet 1

45 minutes

THE HARDEST BRICKS 8

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.
Give your students the worksheet and ask them to listen again to the song reading the lyrics. Play the song again, this time your students will have to circle the wrong words. Play the song again giving them time to make corrections.

Worksheet 1. Listen to the song. Where are mistakes?

THE HARDEST BRICKS 8

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

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

I use some little sticks
Dreaming is not for me

Golden straw
Some little sticks
The most beautiful bricks

The hardest bricks
I'll make a beautiful house

I like to sleep I like to sing
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 palace.

B Before

Third Activity.
The Big Bad Wolf

Once they have learnt some parts of the song, hand out the relevant 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 9

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

Doing my tricks
I am the big bad wolf

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

Doing my tricks
I am the big bad wolf

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

Doing my tricks
I am the big bad wolf

WORKSHEET 2.
Give your students the worksheet and ask them to listen again to the song reading the lyrics. Play the song again, this time your students will have to complete the words they hear in the song. Play again the song giving time to make corrections.

Worksheet 2. Listen to the song and fill inn the gaps.

THE BIG BAD WOLF 9

I am an incredible _____
A _____ wolf
I _____ the king __ ___ _____

Doing my _____
I am the big ____ wolf

I am a _____ wolf
I am a _____ wolf
I _____ hypnotize
_____ moving my hands
I am the king ___ ___ _____

Doing my tricks
I am the ____ ____ ____

B Before

Fourth Activity.
Let's Make a House

FIRST AND SECOND COURSE OF PRIMARY EDUCATION

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 10

Let's make a house
A very strong house
Brick to brick
Let's build a house
Against the wind
Against the rain
Let's make a house
A very strong house

Let's make a house
A very strong house
Step by step
Let's build a house
Against the storm
Even when it's warm
Let's make a house
A very strong house

The floor, the window
The ceiling, the walls
The chimney, the floor
And a big door

The lamps, the bed
The curtains, stairs
A red Persian carpet
Three or four chairs

WORKSHEET 3.

Give your students the worksheet and ask them to listen again to the song reading the lyrics. Play the song again, this time your students will have to order the words into the brackets to complete the lines they hear in the song. Play again the song giving time to make corrections.

Worksheet 3. Listen to the song and order the words.

LET'S MAKE A HOUSE

Let's make a house
_____ (very/a/house/strong)
Brick to brick
Let's build a house
Against the wind
Against the rain
_____ (make/a/house/let's)
A very strong house

Let's make a house
A very strong house
Step by step
Let's build a house
Against the storm
_____ (even/it/warm /is/when)
Let's make a house
A very strong house

_____ (window/the/the/floor)
The ceiling, the walls
_____ (floor/the/the/chimney)
_____ (door/big/a/and)
The lamps, the bed
The curtains, stairs
_____ (persian/red/a/carpet)
_____ (chair/four/or/three)

B Before

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 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.

Give your students the worksheet and ask them to listen again to the song reading the lyrics. Play the song again, this time your students will have to circle the word they hear in the song from the three given between brackets. Play again the song allowing time to make corrections.

Worksheet 4. Listen to the song and choose the right word.

A PAIR OF SHOES

If you have a pair of _____ (glasses/shoes/scissors)
You can't lose
Can't lose the_____ (jazz/blues/rock)
If you have a pair of shoes
You can't lose the blues

If you want to be
A_____ (country/pop/rock) star like me
If you have a pair of shoes
You can't lose the blues

If you clap your pair of _____ (hands/eyes/ears)
You cannot lose
You cannot _____ (see/lose/hear)
If you clap your pair of hands
You cannot lose the dance.

A
After

Sixth Activity:
Telling the story

You will need:
✓ Worksheet 5

40 minutes

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 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.

WORKSHEET 5.
Ask your student to cut them out and stick where relevant (they can also copy the texts).
Explain your students that they are going to create a mini book, for this, they have to number the pictures, cut them out, make a cover and staple them.

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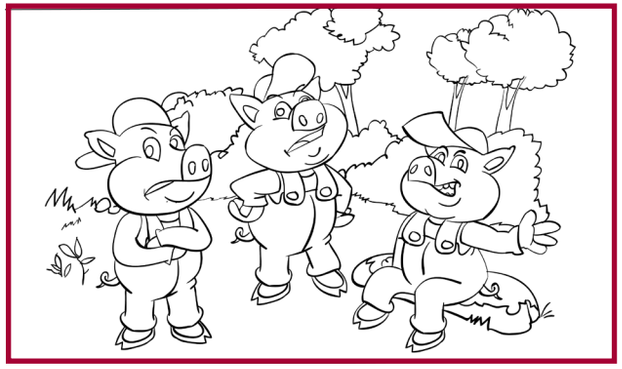
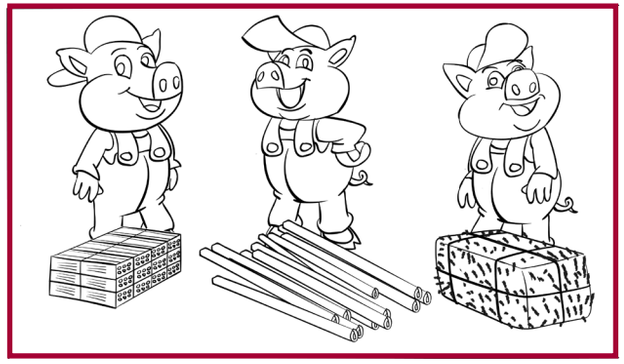
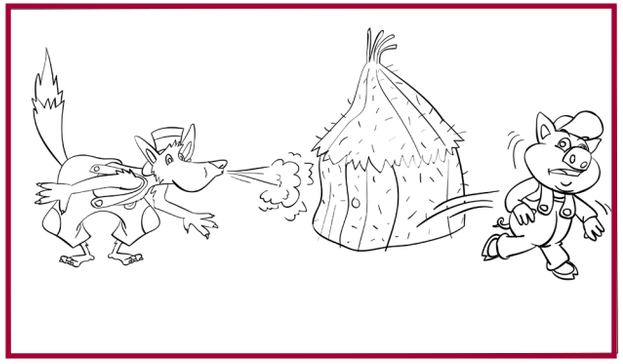
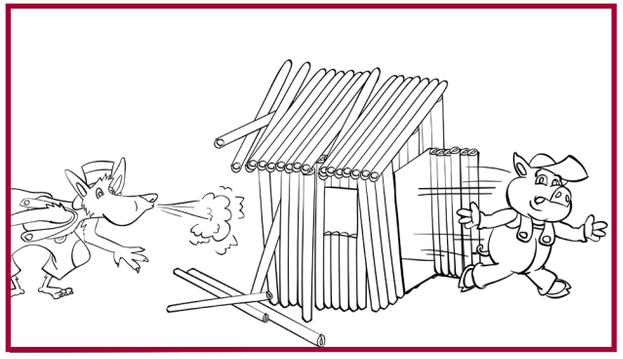
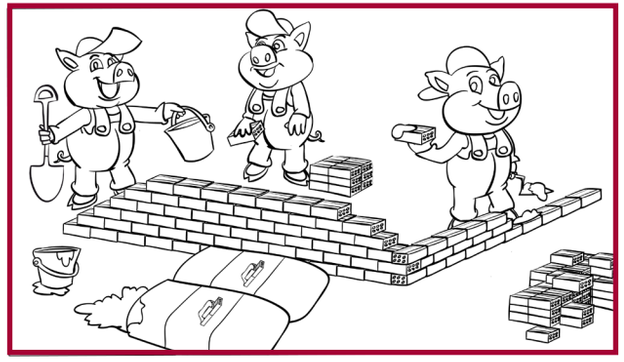
Worksheet 5. Three Little Pigs Story.











Three little pigs sing:
“Do your best and you can rest”

The Three Little Pigs
cannot live together.

The three little pigs build
a very strong house
made of bricks.

The big bad wolf blows
the wood house down.

Three little pigs build
their own houses.

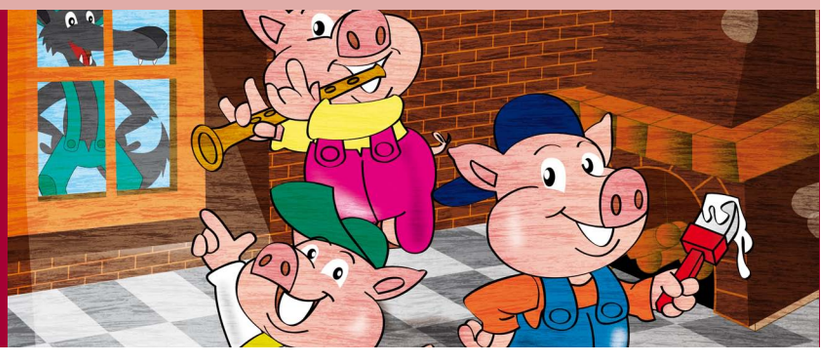
The big bad wolf blows
the straw house down.

OTHER SHOWS
Third and Fourth of Primary Education

Pinocchio ***(In English)***
Jingle Bells ***(In English)***
Nobody's Perfect ***(In English)***
Oliver Twist

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.

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