

# Pedagogical proposal

THIRD AND FOURTH COURSE OF PRIMARY EDUCATION

# Pinocchio





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#### **AFTER THE PLAY**

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In this didactic guide you will find all the guidelines and recommendations to work with the adaptation of the classical tale *Pinocchio* in your class.



#### 1. PEDAGOGICAL PROPOSAL: JUSTIFICATION

Using classic stories is a useful and motivating way to get your class to learn English. Thanks to the fact that 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 represent has been devised 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 include those structures, contexts and vocabulary normally used in Primary Education. It is quite important that you prepare your children 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. Pjbc WW jc 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, the 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: first and second years of Infant Education Students, the first and second and the 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 "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.

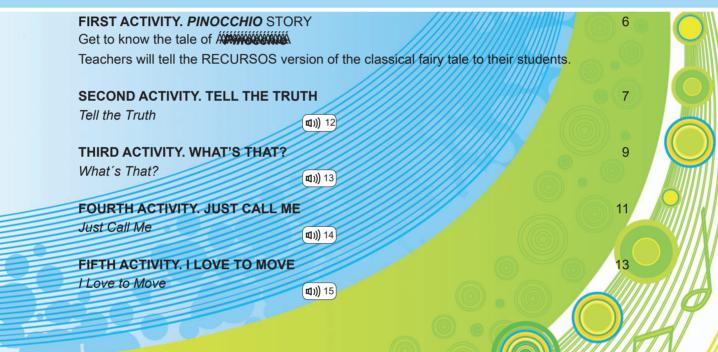
You will find at the end of this guide a graphic dictionary; this basic vocabulary can help your students to understand the songs and do the worksheets.

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 40) 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 *Pinocchio* songs.



## 4. ACTIVITIES





THE PERFORMANCE: THINK THEATRING. Enjoy the play!



**AFTER THE PLAY ACTIVITIES** 

SIXTH ACTIVITY. TELLING THE STORY

15





# First Activity: Pinocchio Story

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 *Pinocchio* 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.

#### You will need:

✓ Haz

Teatring 2 CD

✓ Story Cards

45 minutes





#### STORYTELLING GUIDELINES:

- Remember that 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.





### **PINOCCHIO SONGS**

The following activities are focused on the songs included in the play. Working the songs in class is of great importance as it will allow children to participate 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 in the APOZÁ VҌ/ÜΦÕÁ2 CD so they get better preparation.



#### **GUIDELINES TO SING**

- · 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. Tell the Truth

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

#### **TELL THE TRUTH**

**u**))) 12

Let's see the things you can do with your mouth

You can eat I can eat You can scream I can scream You can sing I can sing You can speak But always tell the truth It's the best thing for you

You can smile I can smile You can laugh I can laugh You can cry I can cry

#### You will need:

√ Haz

Teatring 2 CD

✓ Worksheet 1

45 minutes



If you always tell the truth You will grow so soon But if you lie your nose will grow Grow, grow, grow, grow

You can talk

But always tell the truth It's the best thing for you

You can smile You can laugh You can cry You can talk But always tell the truth It's the better for you

If you always tell the truth You will grow so soon But if you lie your nose will grow Grow, grow, grow, grow



#### **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 again the song allowing time for corrections.



Worksheet 1. Listen the song and circle the wrong words.

## **TELL THE TRUTH**

Let's see the things you can do with your mouth

You can eat
I can sing
You can jump
I can scream
You can sing
I can talk
You can speak
But always tell the truth
It's the best thing for me

You can smile
I can smile
You can laugh
I could laugh
You can cry
I can eat
You can talk
But never tell the truth
It's the best thing for him

If you always tell the truth
You will grow so soon
But if you sing your nose will grow
Grow, grow, grow, grow





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# **Third Activity.** What's that?

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



#### WHAT'S THAT?



What's that? It's a window What's that? It's a door What's that? It's a cupboard

What's that? It's the floor What's that?

It's a glass

What's that? It's a knife What's that?

It's a table What is that?

What's that? It's a spoon What's that? It's a book What's that? It's a chair What's that? It's a lamp What's that?

It's the ceiling What's that? It's a flower

What's that? It's a moustache What is that?

If you want to learn a word If you want to know the world If want to learn a word Do it with a song

> What is that? It's the sky What is that? It's a street What is that? It's a cloud What is that? Is a house What is that? Is a man What is that? Is the sun What is that? It's the people

If you want to learn a word If you want to know the world If want to learn a word Do it with a song

What is that?



#### **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 listen in the song. Play the song again allowing time for corrections.



## Worksheet 2. Listen the song and complete it.

# WHAT'S THAT? What's that? It's a It's a door It's a \_\_\_\_ It's the floor It's a \_\_\_\_ It's a knife It's a \_\_\_\_\_ What's that? It's a spoon It's a It's a chair It's a It's the ceiling It's a \_\_\_\_ It's a moustache If you want to learn a world If you want If want to learn a word Do it with a What is that? It's the sky It's a \_\_\_\_ It's a cloud Is a Is a man Is the

If you want to learn a word
If you want to know the world
If want to learn a word
Do it with a

It's the people

Pinocchio recursos 11



# Fourth Activity. *Just Call Me*

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 3

45 minutes



#### **JUST CALL ME**

**(1))** 14

If you need a friend
If you feel sad or in need
If you feel alone
If things go wrong

Just call me like a friend You only have to clap your hands I clap my hands Just call me like a friend Just call me like a friend

If you want to talk
If you are lost in this world
If you feel alone
If the things goes wrong

You only have to clap your hands I clap my hands Just call me like a friend Just call me like a friend



#### **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 cut the verses and glue them in the order such as they listen the song. Play the song again allowing time for corrections.



## Worksheet 3. Listen the song and order the verses.

#### JUST CALL ME

You only have to clap your hands
I clap my hands
Just call me like a friend
Just call me like a friend

\_\_\_\_\_

If you want to talk

If you are lost in this world

If you feel alone

If the things goes wrong

-----

If you need a friend
If you feel sad or in need
If you feel alone
If things go wrong

-----

Just call me like a friend
You only have to clap your hands
I clap my hands
Just call me like a friend
Just call me like a friend

\_\_\_\_\_

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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. 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



#### I LOVE TO MOVE (q))) 15

I love to move
I love to move
I love to move
Even if I am made of wood
I love to move

You have to move
You have to move
You have to move
Even if you are made of wood
You have to move

If your heart is strong enough You can be what you want If you run, run and run You can go to till the stars Even you are made of wood We have to move

I love to move
I love to move
I love to move
Even if I am made of wood
I love to move

If your heart is strong enough
You can be what you want
If you run, run and run
You can go to till the stars
Even you are made of wood
We have to move

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#### **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 order the words into the brackets to complete the lines such as they listen in the song. Play the song again allowing time for corrections.



# Worksheet 4. Listen the song and order the words.

	I love to move
	(move/to/I/love)
	I love to move
_	(am/l/made/wood/of/even/if)
	I love to move
	(move/to/love/I)
	You have to move
	You have to move
	(if/are/of/made/wood/even/you)
	You have to move
	If your heart is strong enough
-	(can/be/what/want/you/you)
	If you run, run and run
	You can go to till the stars
	Even you are made of wood (have/to/move/we)
	(nave/to/move/we)
	I love to move
	I love to move
	I love to move
	Even if I am made of wood
	I love to move
	If your heart is strong enough
	You can be what you want
	If you run, run and run
	(star/till /the/go/to/can/you)
_	Even you are made of wood
	We have to move





# 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 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 Pinocchio and Geppetto such as how are they going to live together.



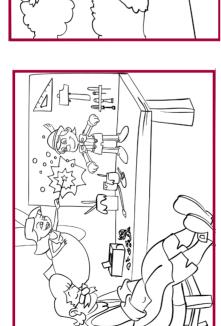
#### **WORKSHEET 5.**

Ask your students 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.



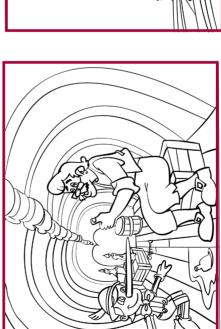
# Worksheet 5. Pinocchio Story.

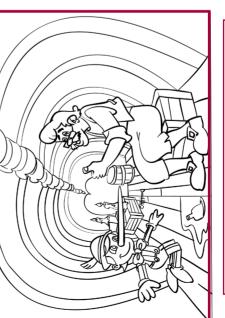




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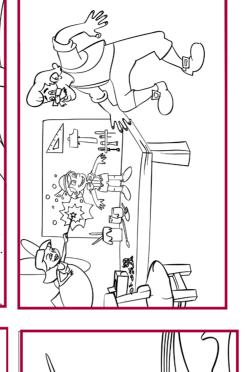




fairy godmother /Pinocchio: Sophie /says /The/ "Come alive!"

sneezes. / The / whale

Pinocchio. / looking for /is worried. Geppetto /is /He/



want/ Pinocchio /go school. /doesn't to/

them. /The/ has eaten /whale

ţ

a real boy. /The/ Sophie/ turns Pinocchio into/

fairy godmother

#### **OTHER SHOWS**

#### **Third and Fouth Course of Primary Education**

Three Little Pigs (In English)

Jingle Bells (In English)

Nobody's Perfect (In English)

**Oliver Twist** 

# Pinocchio

Didactic Project developed by Elena Valero Bellé





Pinocchio is the life and soul of the party at the toymakers' workshop. Join him on his adventures and discover the world of this unique wooden boy. Emotion, tenderness and fun await to the rhythm of the music, so don't sit about, and come and learn English with the fun songs we've prepared just for you.

