recursos

Pedagogical proposal

THIRD AND FOURTH OUR OF RI AR DU ATION

Magic Beans

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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 *Magic Beans* 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 *Magic Beans* is a 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 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 the Primary Education Stage.

It is 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 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 MECD and the different Regional Education Laws.

2. *Magic Beans* 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 on 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.

3. METHODOLOGY

We propose working on the play through activities which help students to understand the text in 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 completed before seeing the play and some others to be completed with the students afterwards. They are classified into three levels of difficulty. 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, 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 3 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.

At the end of this guide you will find a picture 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 (Track 18) it is the final song they will sing together with the actors at the end of the performance. This song is included on the **HAZ TEATRING 3 CD** provided with the other *Jungle Book* songs.

4. ACTIVITIES

B Before

BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. *MAGIC BEANS* STORY 6
Get to know the tale of ***Magic Beans*** Teachers will tell the Recursos version of the classical tale to their students.

SECOND ACTIVITY. I WANT TO BE A MAGICIAN 7
I Want To Be a Magician 13

THIRD ACTIVITY. WHAT COLOUR IS THIS? 9
What Colour Is This? 14

FOURTH ACTIVITY. SMALL OR BIG 11
Fee - Fi– Fo - Fum 15
Small or Big 16

FIFTH ACTIVITY. YOU MAKE ME HAPPY 13
You Make Me Happy 17

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

A After

AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY 15

B
Before

First Activity:
Magic Beans Story

You will need:
✔ The Play
✔ 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 ***Magic Beans*** 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 there.

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

MAGIC BEANS 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 perfor-mance singing together with the actors and the audience.
As they complete the worksheet, we suggest they listen to the songs included on the accompanying Haz Teatring 3 CD to provide 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. *I Want To Be A Magician*

You will need:
✓ Canta y Haz *Teatring 3 CD*
✓ Worksheet 1

45 minutes

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

I WANT TO BE A MAGICIAN 13

I want to be a magician

And sing the magic words.

I want to do my tricks

All over the world.

Abracadabra

Is the word for the trick.

Abracadabra

Is the magic word.

WORKSHEET 1.
The students must listen to the song and fill in the missing words.

Worksheet 1. Fill in the gaps with the words from the table below.

I WANT TO BE A MAGICIAN

I want to be a _____

And sing the magic words.

I want to do my _____

All over the _____.

Abracadabra

Is the _____ for the trick.

Abracadabra

Is the _____ word.

magician – word – magic – tricks - world

B Before

Third Activity.
What Colour Is This?

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

You will need:
✓ *Canta y Haz Teatring 3 CD*
✓ Worksheet 2

45 minutes

WHAT COLOUR IS THIS ? 14

What colour is this magic bean?
What colour is this magic bean?
What colour is this magic bean?

It is yellow like the sun.
It is yellow like the sun.
It is yellow like the sun.

It is red like an apple.
It is red like an apple.
It is red like an apple.

It is blue like the sky.
It is blue like the sky.
It is blue like the sky.

It is green like a tree.
It is green like a tree.
It is green like a tree.

It is orange like a pumpkin.
It is orange like a pumpkin.
It is orange like a pumpkin.

WORKSHEET 2.
Complete the sentences with the most appropriate noun.

Worksheet 2. Complete the following sentences.

- It is black like (a/an)_____
- It is big like (a/an)_____
- It is high like (a/an)_____
- It is small like (a/an)_____
- It is beautiful like (a/an)_____
- It is pink like (a/an)_____
- It is brown like (a/an)_____

B Before

Fourth Activity.
Small or Big

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.

You will need:
✓ *Canta y Haz Teatring 3 CD*
✔ Worksheet 3

45 minutes

FEE - FI – FO - FUM 15

Fee – Fi – Fo – Fum,
I can smell a little boy.
Is he here?
Or is he there?
I will eat him with my bread.

Is he behind the clock?
Is he under the table?
Is he under the chair?
Is he outside the door?

SMALL OR BIG 16

Small or big,
Small or big,
Things can be
Small or big.

Small or big,
Small or big,
Things can be
Small or big.

This is a small bean,
This is a big beanstalk,
Something is small,
Something is big.

This is a big table,
This is a small egg,
Something is small,
Something is big.

You are a small boy,
You are a big man,
Something is small,
Something is big.

WORKSHEET 3.
The students must find the mistakes in the song.

Worksheet 3. Listen to the song and circle the words which are incorret.

SMALL OR BIG

Small or big,
Small or big,
Things can seem
Small and big.

Small or big,
Small or big,
Things can be
Small or big.

This is a small thing,
This is a big beanstalk,
Perhaps is small,
Perhaps is big.

This is a small table,
This is a big egg,
Something is small,
Something is big.

You are a small boy,
You are a big woman,
Something seems small,
Something is big.

B Before

Fifth Activity.
You Make Me Happy

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, focus on the actions included on the worksheet.

You will need:
✓ *Canta y Haz Teatring 3 CD*
✓ Worksheet 4

45 minutes

YOU MAKE ME HAPPY 17

You make me happy.
Sing this magic song with us,
Blue, red or green,
Change the world with magic beans.
When you smile you make me happy.
When you sing you make me happy.
When you dance you make me happy.

With everything that you can do, you make me happy.
With everything that you can say, you make me happy.
You make me happy, have a beautiful day.

WORKSHEET 4.
The students must listen to the song and fill in the missing lines.

Worksheet 4. Listen to the song and fill in the missing lines.

YOU MAKE ME HAPPY

You make me happy.

Sing this magic song with us,

_____

Change the world with magic beans.

When you smile you make me happy.

_____

When you dance you make me happy.

With everything that you can do, you make me happy.

_____

You make me happy, _____

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.

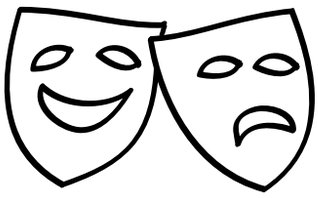
We propose two activities: the first one is to get the children to analy-se the story by sequencing it or working with values; the second is to foster their critical sense, encouraging them to give opinions about the play from their own point of view.

Recall the play with your students setting some oral questions about ***Magic Beans.***

WORKSHEET 5.
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 to colour the most appropriate face according to their level of satisfaction about the following aspects of the play.

Worksheet 5. Giving Opinions.

CHARACTERS	EXCELLENT	GOOD	NO GOOD
			

OTHER SHOWS
THIRD AND FOURTH COURSE OF PRIMARY EDUCATION

Jungle Book ***(In English)***
(In English)
La Vuelta al Mundo en Ochenta Días Las

Magic Beans

Didactic Project elaborated by
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In order to have the best English class all you need is to plant a fun story, water it with wonderful characters, fertilise it with entertaining songs, and watch the magic of the theatre grow. Don't miss this classic tale which will delight the youngest English students in the school with the rhythm of its upbeat songs.

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