

HANSEL & GRETEL

1ST & 2ND PRIMARY EDUCATION



INDEX

1. PEDAGOGICAL PROPOSAL JUSTIFICATION	3
2. DIDACTIC OBJECTIVES	3
3. METHODOLOGY	4
4. ACTIVITIES	5

**BEFORE THE PLAY**

First Activity	6
Second Activity	7
Third Activity	9
Fourth Activity	11
Fifth Activity	13

**AFTER THE PLAY**

Sixth Activity	Telling the Story	15
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5. PICTURE DICTIONARY	17
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In this didactic guide you will find all the guidelines and recommendations necessary to work with the adaptation of the classical tale *Hansel & Gretel* 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 Hansel & Gretel 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 to develop the objectives established for the English Foreign Language area. The language used is simple and includes those structures, contexts and vocabulary normally used in the Infant Education Stage.

It is quite important that you prepare your class carefully to understand 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 way for your students to learn.

You will find below the Education's objectives included in this project. These objectives have been defined taking into account the Ministry of Education and Regional Education Laws.

2. HANSEL & GRETEL 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

Our proposal is to work on the play through activities which help teachers prepare 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 done before the play and some others to be worked on with the students afterwards. They are classified into levels of difficulty according to the student's educational level. 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 recommend listening to the songs from the show. These songs are available on the website www.recursosweb.com.

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 on the website 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 complete the do the worksheets.

Finally , we also suggest listening to the song "Think Teatring!", which is also available on our website and always plays at the end of our shows.

4. ACTIVITIES

B

Before

BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. HANSEL & GRETEL STORY

6

SECOND ACTIVITY.
A-HUNTING WE WILL GO



7

THIRD ACTIVITY.
SHALLAKABULAKABU



9

FOURTH ACTIVITY.
JINGLE JINGLE LITTLE BELL



11

FIFTH ACTIVITY.
IF YOU HAPPY AND YOU KNOW IT



13

THE PERFORMANCE: THINK THEATRING. Enjoy the play!

A

After

AFTER THE PLAY ACTIVITIES

SIXTHACTMITY. MY FRIENDS

15



First Activity. Hansel & Gretel 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 short version of the classical The Tin Soldier 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.

We suggest you read to the students the reduced play transcript we attached using the story cards you can obtain by just printing downloading and printing them from our web page www.recursosweb.com.

We suggest you first tell the story, check comprehension and continue with the activity we propose, 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:

- ✓ Story cards
- ✓ The script

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

Once upon a time... There were a brother and sister called Hansel and Gretel. They lived near a forest. Their father was always saying to them that they could not go into the alone forest because there were witches, ghosts, wolves and monsters. The children were not obedient and went alone to the forest. There they discovered a little chocolate house.

Inside lived an elderly woman who invited them to have dinner. But actually, the sweet elderly woman was a wicked witch who wanted to eat Hansel. Fortunately Gretel had an idea; she saved her brother. In this way, Hansel and Gretel were able to return home to their parents.



HANSEL & GRETEL SONGS

The next 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 listening to the show's songs available on our website www.recursosweb.com.



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 on the chorus or significant parts.
- Associate physical movements with the lyrics.



Second Activity

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.

A-HUNTING WE WILL GO



Oh, a-hunting we will go, a-hunting we will go

We'll catch a fish and put him in a dish

And then we'll let him go

Oh, a-hunting we will go, a-hunting we will go

We'll catch a cat and put her in a hat

And then we'll let her go

Oh, a-hunting we will go, a-hunting we will go

We'll catch a goat and put him in a boat

And then we'll let him go

Oh, a-hunting we will go, a-hunting we will go

We'll catch a bear and put him in a chair

And then we'll let him go

Oh, a-hunting we will go, a-hunting we will go

*We'll catch a sheep and put her in a jeep And
then we'll let her go*

Oh, a-hunting we will go, a-hunting we will go

We'll catch a snake and put him on a cake

And then we'll let him go

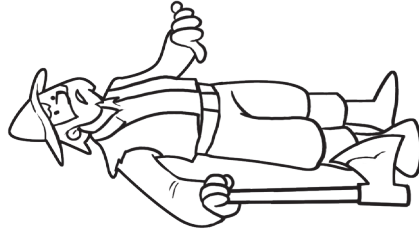
You will need:

- ✓ Show's Song
- ✓ Worksheet 1

45 minutes



Worksheet 1. Link the pictures with the descriptions.



Hello guys! I'm woodcutter and live near to the big forest. People say the forest is enchanted. I have two children, and I am always telling them that the forest is dangerous.

Hello my friends! Ha, ha, ha! I am an older woman who lives in the middle of the forest. I can fly and my pet is a black crow. I like children... Ha, ha, ha!!

Hello, we are brother and sister. We like playing with dolls and playing the flute. We fight sometimes, but we love each other.



Third Activity

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

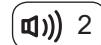
You will need:

- ✓ Show's Song
- ✓ Worksheet 2

45 minutes



SHALLAKABULAKABU



Shallakabulakabu

What?

Shallakabulakabu

*I am a very bad witch, and this is my spell,
I am going to be rich, everything's going well*

Shallakabulakabu

What?

Shallakabulakabu

*I need the birds to eat every crumb,
So, the kids they will get lost cause they are dumb*

Shallakabulakabu.

What?

Shallakabulakabu

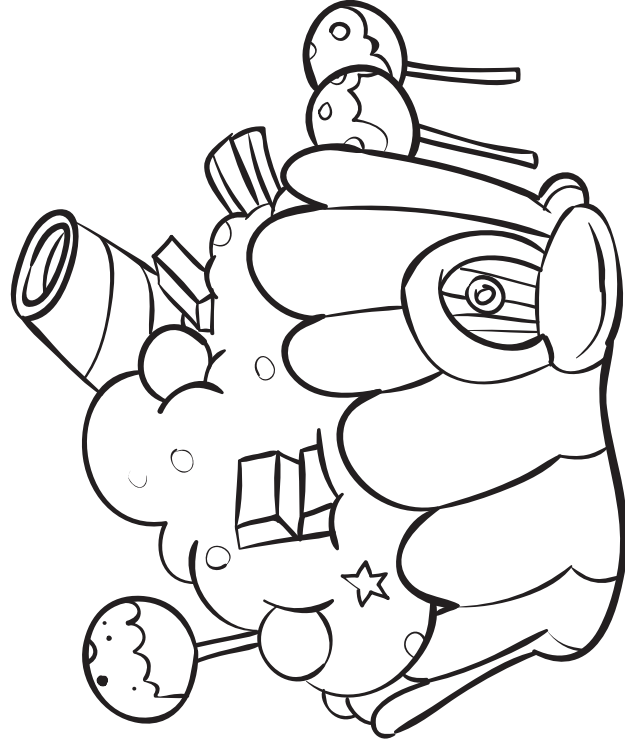
*I'll take the kids to my house, they'll stay with me
like a little mouse Shallakabulakabu*

What?

Shallakabulakabu

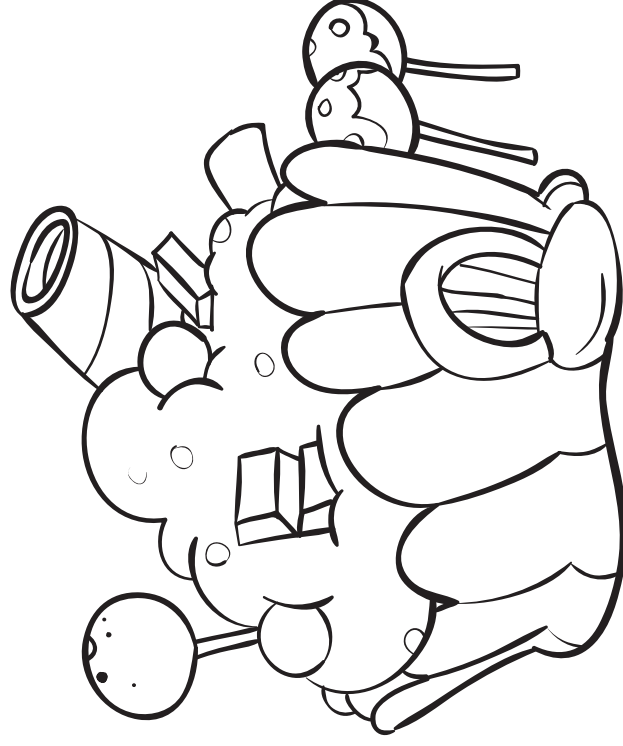


Worksheet 2. Find the 5 differences in The Little Chocolate House and complete the missing words.



T__FF__S__NTH__R__F

L__LL__P__PS__NTH__D__R



C__ND__S__NTH__W__ND__WS

S__G__R__NTH__FL__R



Fourth Activity

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.

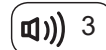
You will need:

- ✓ Show's Song
- ✓ Worksheet 3

45 minutes



JINGLE JINGLE LITTLE BELL



Jingle jingle little bell.

I can ring my little bell.

Ring it fast.

Ring it slow.

Ring it high.

Ring it low.

Jingle jingle little bell.

I can ring my little bell.

Ring it fast.

Ring it slow.

Ring it high.

Ring it low.





Fifth Activity

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:

- ✓ Show's Song
- ✓ Worksheet 4

45 minutes



IF YOU HAPPY AND YOU KNOW IT



If you're happy, happy, happy, clap your hands
If you're happy, happy, happy, clap your hands
If you're happy, happy, happy
Clap your hands, clap your hands
If you're happy, happy, happy, clap your hands

If you're angry, angry, angry, stomp your feet *If*
you're angry, angry, angry, stomp your feet *If*
you're angry, angry, angry
Stomp your feet, stomp your feet
If you're angry, angry, angry, stomp your feet

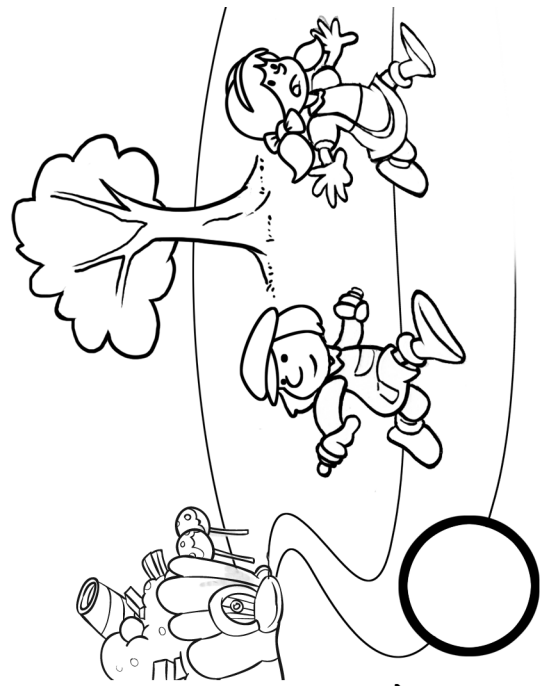
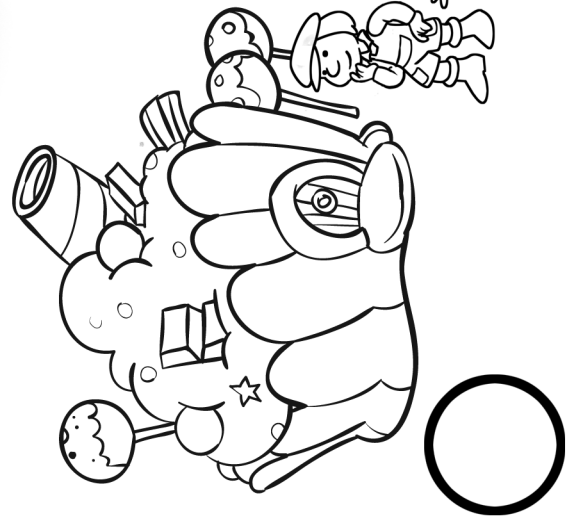
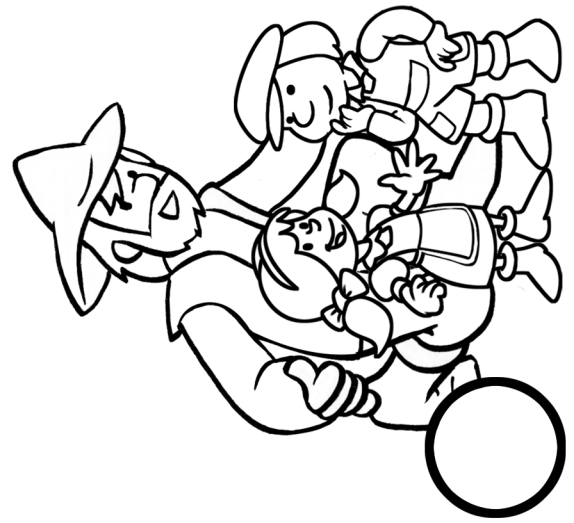
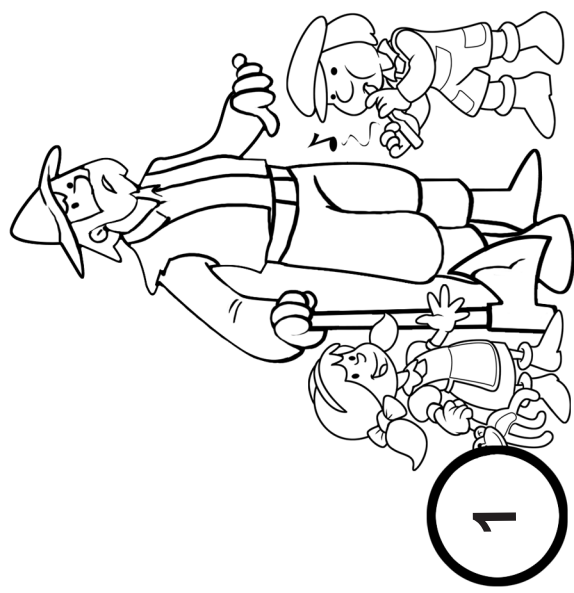
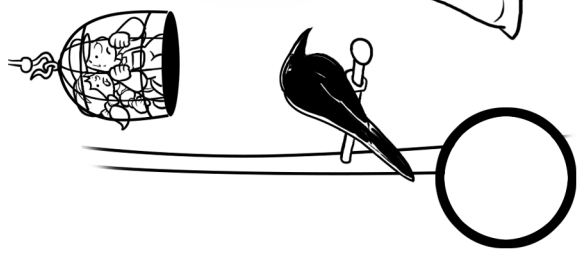
If you're scared, scared, scared say, Oh no! *If*
you're scared, scared, scared say, Oh no! *If*
you're scared, scared, scared
Say, "Oh no!" Say, "Oh no!"
If you're scared, scared, scared say, Oh no!

If you're sleepy, sleepy, sleepy, take a nap
If you're sleepy, sleepy, sleepy, take a nap
If you're sleepy, sleepy, sleepy
Take a nap, take a nap
If you're sleepy, sleepy, sleepy, take a nap

If you're happy, happy, happy, clap your hands
If you're happy, happy, happy, clap your hands
If you're happy, happy, happy
Clap your hands, clap your hands
If you're happy, happy, happy, clap your hands



Worksheet 4. Number the following pictures in order.





Sixth Activity: *Telling the Story*

After watching 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 *Hansel & Gretel*.

Propose a debate on the following topics:

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


























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...

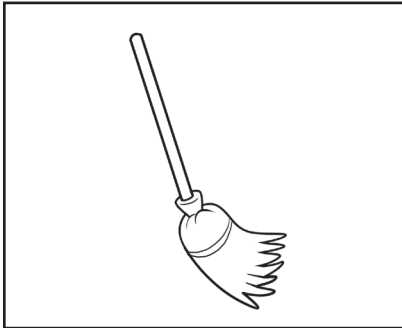
Ask your students their opinion about the play. They have to talk about the following concepts: the plot, the characters, the set, the music, and lights.



WORKSHEET 5. GIVING OPINIONS

CHARACTERS	 EXCELLENT	 GOOD	 NO GOOD
			
			
			
			
			

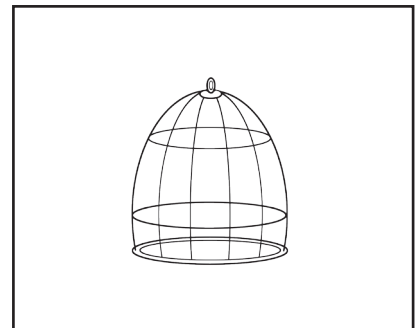
5. PICTURE DICTIONARY



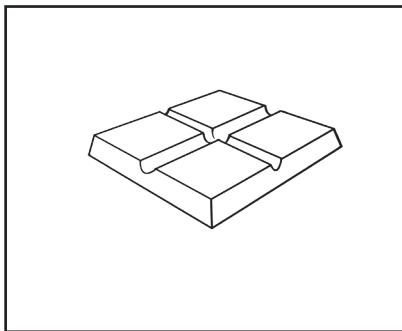
broom



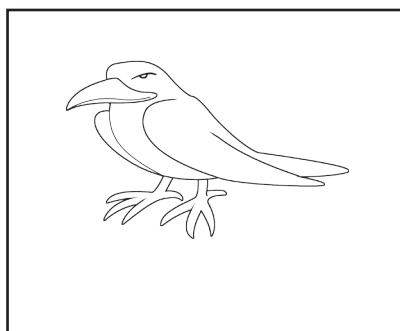
brother



cage



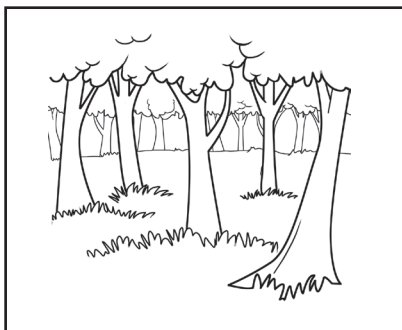
chocolate



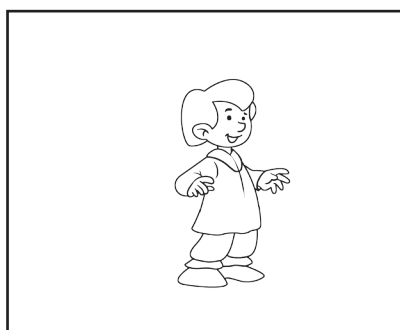
crow



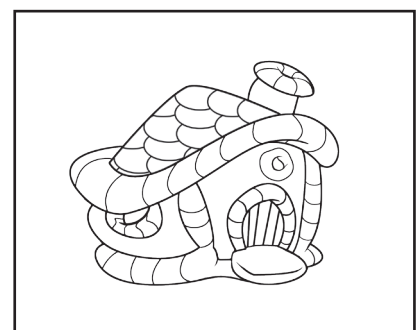
daddy



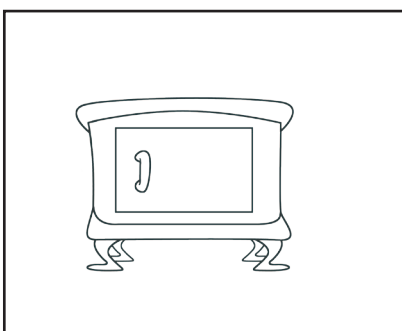
forest



friend



house



oven



sister



witch

OTHER SHOWS

1ST & 2ND PRIMARY EDUCATION

El Mago de Oz

The Tin Soldier *(In English)*

EL MAGO DE OZ

Didactic Project developed by
Elena Valero Bellé



So sweet you won't be able to stop yourself! Cunning, perseverance and plenty of humour in an unforgettable experience with the most famous siblings of the Grimm universe. Two clever children who must learn to collaborate in order to make it through the most exciting adventure of this season. This will be the most interesting English lesson of the year and will leave an indelible memory. Sing and dance all of its fun songs and keep an eye out for the many surprises that await in a day out at the theatre that you will remember for a very long time.

