

EDUCACIÓN INFANTIL

PUSS IN BOOTS



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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 ***Puss in Boots*** 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 ***Puss in Boots*** is the classic fairy tale par excellence 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 the First Infant Education Stage.

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 MEFP and the different Autonomous Region Education Laws.

2. DIDACTIC OBJETIVES IN THE ***PUSS IN BOOTS***

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 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, 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 two 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. You could download them from our web page 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.

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.

We propose the **Think Teatring! Song** (It is available for download from www.recursosweb.com). It is the last song they will sing together with the actors at the end of the performance.

4. ACTIVITIES



BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. THE WORK SONG

1

SECOND ACTIVITY. I LIKE

2

THIRD ACTIVITY. A PAIR OF BOOTS

3

FOURTH ACTIVITY. LAND OF TALES

4

6

8

10

12

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



AFTER THE PLAY ACTIVITIES

FIFTH ACTIVITY. GIVING OPINIONS

14



PUSS IN BOOTS 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 they listen to the songs 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.



First Activity. The Work Song

Anticipate vocabulary using gestures and presenting the key words with pictures or realia. Practise the song highlighting the action words with physical movements and try your students learn those parts in the song you consider suitable for their level. Once they have learnt some parts of the song, hand out the worksheet related to it and ask your students to complete it as they listen again to the song.

You will need:

- ✓ **Songs**
- ✓ **Worksheet 1**

45 minutes



THE WORK SONG  1

<i>I can iron</i>	<i>You can try</i>
<i>I can sweep</i>	<i>You can try</i>
<i>All the windows, I clean</i>	<i>In the hall</i>
<i>I can wash</i>	<i>In the room</i>
<i>And also cook</i>	<i>In the bathroom too</i>
<i>I can't ever sleep</i>	<i>I can do</i>
<i>But I have a dream</i>	<i>All the jobs</i>
<i>To fly away</i>	<i>While I sing this song</i>
<i>You can try with me</i>	<i>But I have a dream</i>
<i>You can try</i>	<i>To fly away</i>
<i>You can try</i>	<i>You can try with me</i>
<i>Repeat with me</i>	<i>You can try</i>
	<i>You can try</i>

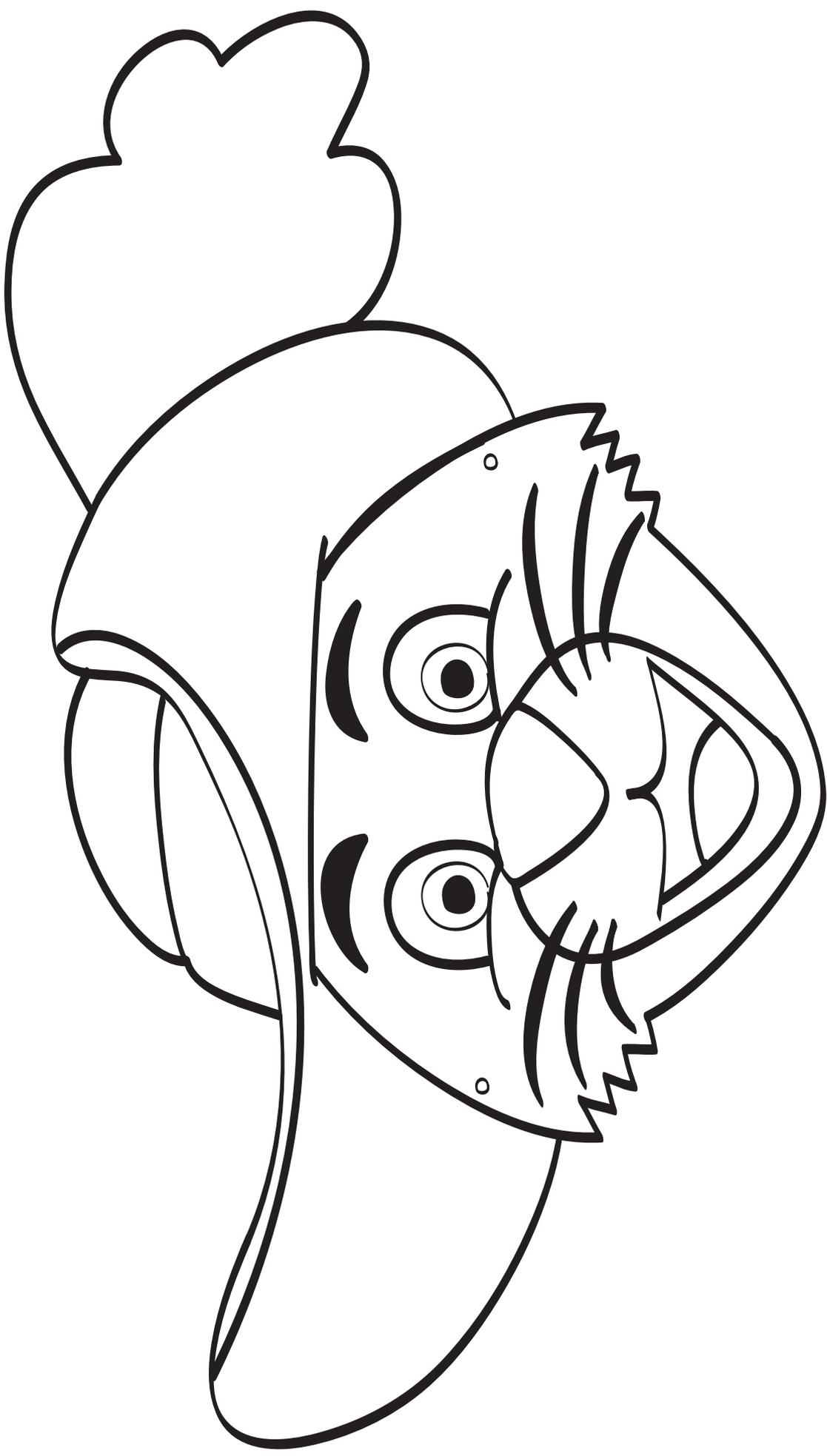


WORKSHEET 2.

Draw and cut out the following image to make a mask of the protagonist.



Worksheet 1. Puss in Boots.





Second Activity. **THE MILL**

You will need:

- ✓ Songs
- ✓ Worksheet 2

30 minutes



I LIKE



*I like to see my friends,
and dance with them on a sunny day.*

*I like to see my friends,
and play with them along the way.*

*I like to see my friends,
I like to see my friends.*

*I like to ride a horse,
and walk around under the trees.*

*I like to ride a horse,
and run and run at high speed.*

*I like to ride a horse,
I like to ride a horse.*

*I like to walk with you,
and see the flowers in the wood.*

*I like to walk with you,
and cross the river holding your hand.*

*I like to walk with you,
I like to walk with you.*

*I like to see the lake,
and throw stones into the middle.*

*I like to be by the lake,
and see the circles getting bigger.*

*I like to walk with you,
I like to walk with you.*

I like to walk with you,

I like to walk with you.

I like, I like, I like, I like, I like, I like.

I like you.

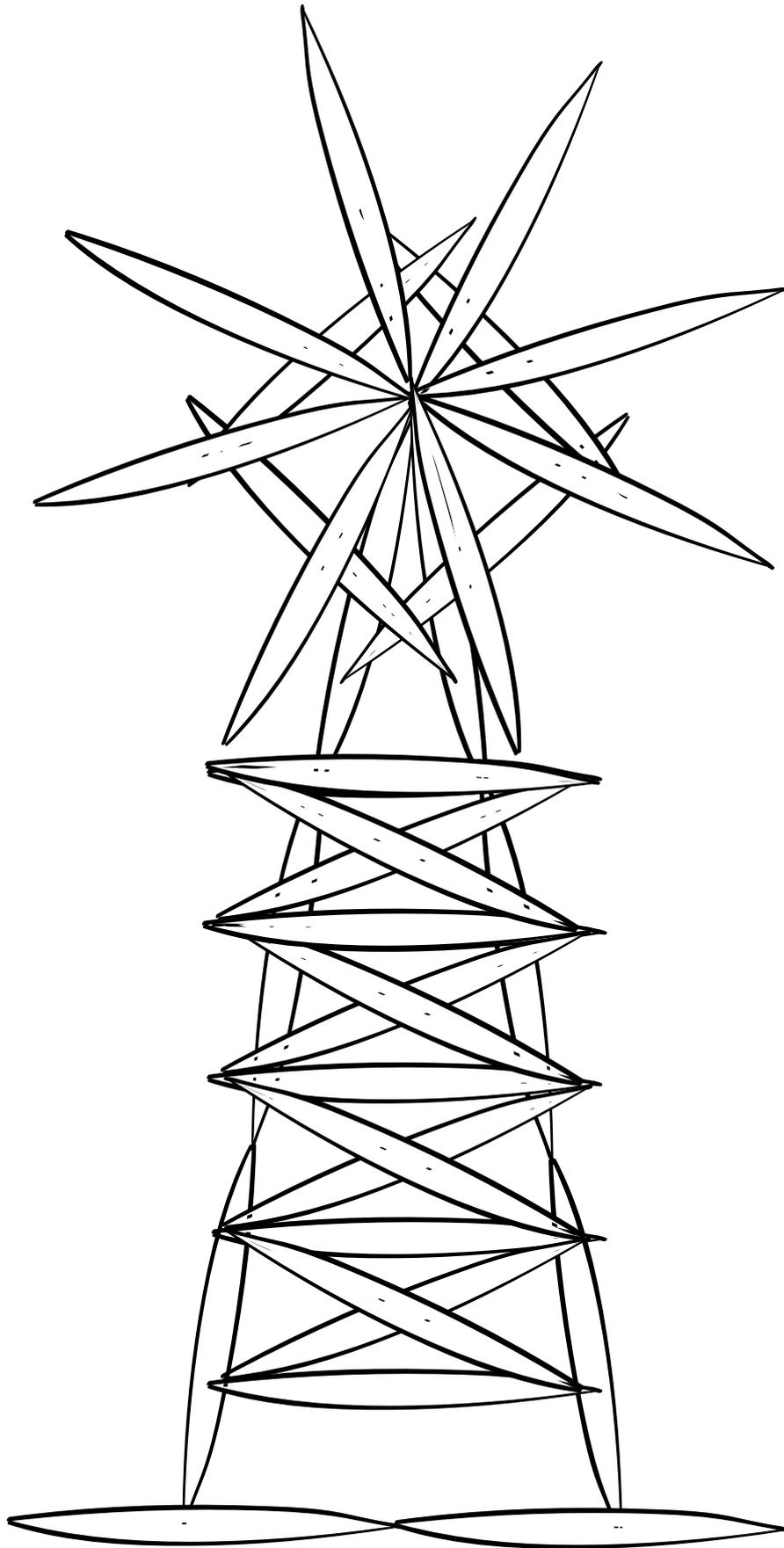


WORKSHEET 2.

Color toothpicks and stick them on the drawing.



Worksheet 2. The Mill.





Third Activity. **MAKING BREAD**

You will need...

- ✓ Songs
- ✓ Worksheet 3

30 minutes



A PAIR OF BOOTS



*If you have a pair of boots,
You cannot lose,
You cannot lose.*

*If you have a pair of boots,
You cannot lose the blues.*

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

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

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

*If you want to be,
A country star like me
If you clap your hands
You cannot lose the dance.*

*Ok... you have a pair of boots
...one! Two! One, two, three*

*If you have a pair of boots,
You cannot lose,
You cannot lose,*

*If you have a pair of boots,
You cannot lose the blues.*

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



WORKSHEET 3.

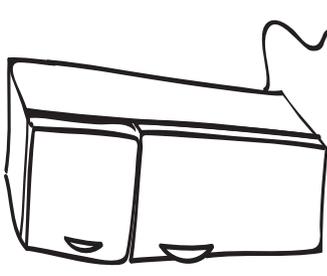
Circle the elements needed to make the bread.



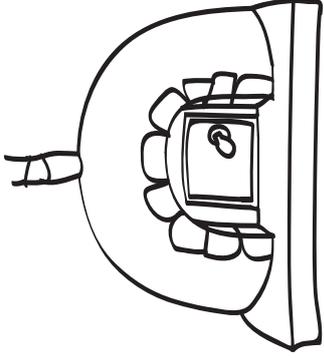
Worksheet 3. To make bread.



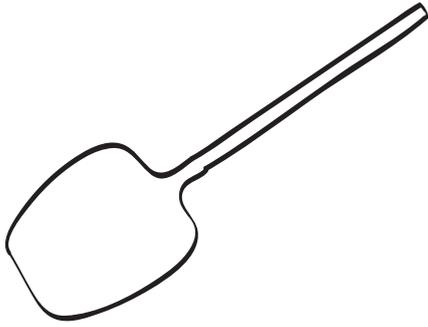
coins



fridge



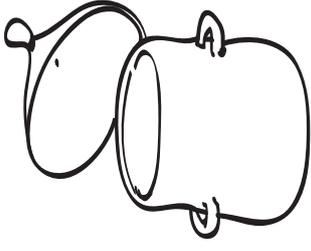
oven



pallet



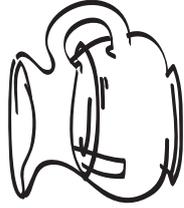
cereal



pan



knife



water



Fourth Activity. The Labyrinth

You will need...

- ✓ Songs
- ✓ Worksheet 4

30 minutes



LAND OF TALES



*We live in a distant time.
We live in world of tales.
We live in a faraway land
In an endless day.*

*We live in a dream.
We live in a dream.
We live in a tale.
We live in tale.
We live in a faraway land
In an endless day.*

*We live in a faraway land,
In a faraway world of tales.
We live in a distant time
In an endless day.*

*We are adventurers,
Raise your hands and sing.
We are adventurers,
Come to the land of dreams.*

*A lot of adventures, a lot of emotions.
A lot of things to share.
We live in a world of tales.*

*We live in a dream.
We live in a dream.
We live in a tale.
We live in tale.
We live in a faraway land
In an endless day.*

*We are adventurers.
Raise your hands and sing!
We are adventurers,
Come to the land of tales!*

*We are adventurers,
Raise your hands and sing!
We are adventurers,
Come to the land of tales!*

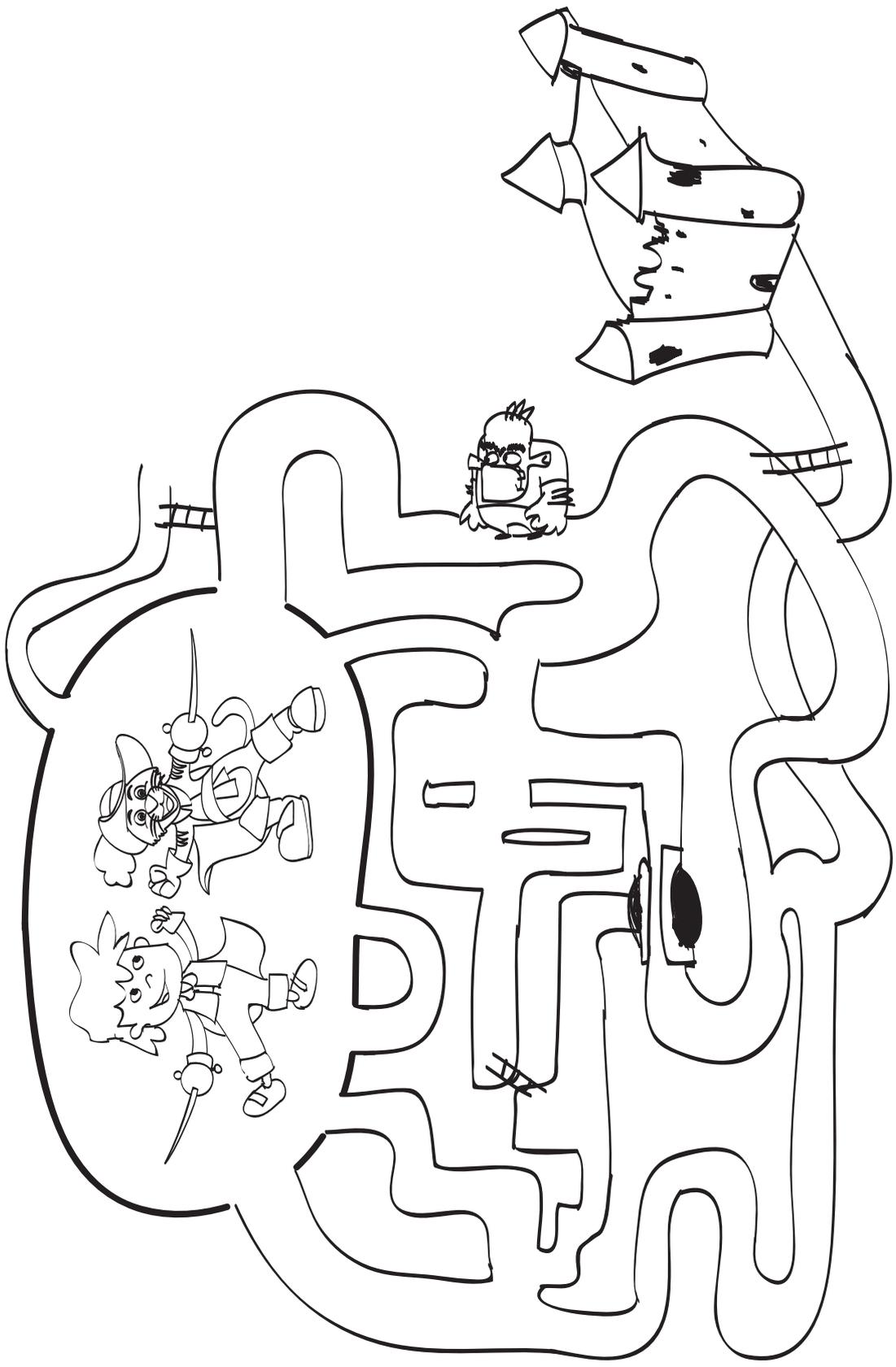
WORKSHEET 4.



Help the Puss in Boots and the miller's youngest son to reach the castle.



Worksheet 4. The Labyrinth.





Fifth 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 Puss in Boots such as the consequences of his actions.

You will need:

✓ Worksheet 5

40 minutes



WORKSHEET 5.

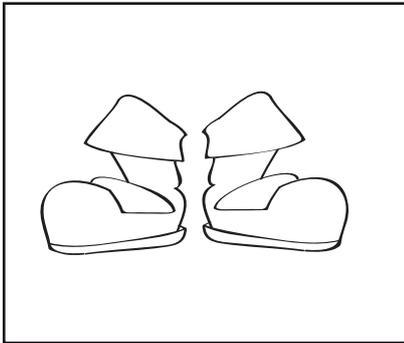
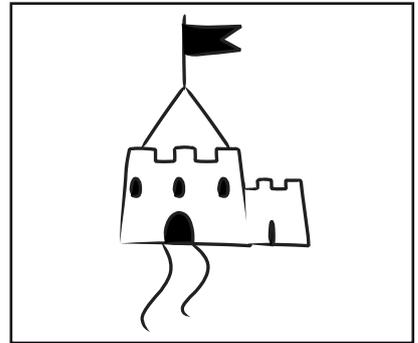
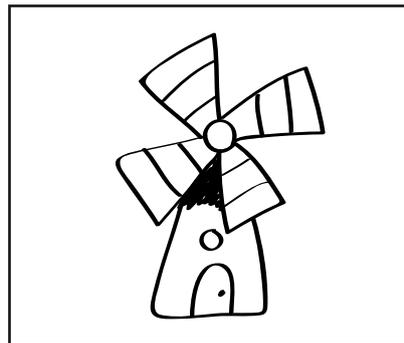
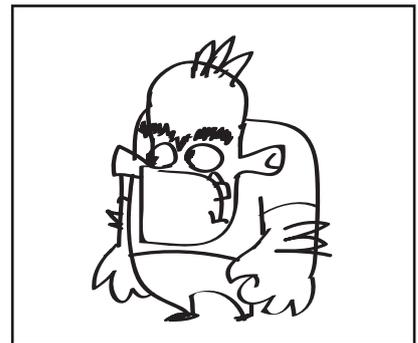
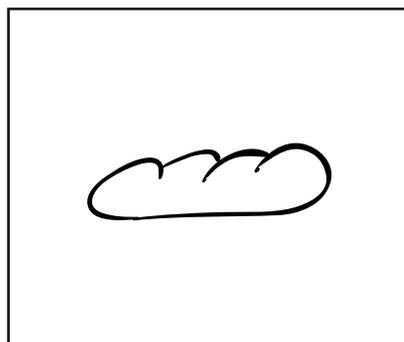
Give your opinions about the show.



Worksheet 5. Giving Opinions

<i>Characters</i>	 <i>I like it a lot</i>	 <i>It is nice</i>	 <i>I don't like it</i>
			
			
			
			
			

5. PICTURE DICTIONARY

*boots**farmer**castle**Puss in boots**mill**ogre**bread**princess**king*

HAZ TEATRING 2019-2020

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