

GOLDILOCKS & THE THREE BEARS

FIRST AND SECOND COURSE OF PRIMARY EDUCATION



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5. PICTURE DICTIONARY

In this didactic guide you will find all the guidelines and recommendations necessary for working with the adaptation of the classical tale *Goldilocks and the Three Bears* 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 *Goldilocks and the Three Bears* 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 includes those structures, contexts and vocabulary normally used in the Primary Education Stage. 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 students 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 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. GOLDILOCKS AND THE THREE BEARS 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 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. 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 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 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 the songs.

GOLDILOCKS AND THE THREE BEARS

4.- ACTIVITIES



BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. GOLDILOCKS AND THE THREE BEARS STORY

Get to know the tale of *Goldilocks and the Three Bears*. Teachers will tell the RECURSOS version of the classical tale to their students.

SECOND ACTIVITY. I WANT TO BE AN EXPLORER

Clap Your Hands



THIRD ACTIVITY. THE CAMP SONG

Five Monkeys Jumping on the Bed



FOURTH ACTIVITY. HEAD, SHOULDER, KNEES AND TOES

Head, Shoulder, Knees and Toes



FIFTH ACTIVITY. I WANT TO SHARE

Happy Birthday



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



AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY

15



First Activity: *Goldilocks and the Three Bears 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 *Goldilocks and The Three Bears* 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 the students the reduced play transcript we attached.

You will need:

✓ The play

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 “what” is said.
- Foster student interaction with the story.

GOLDILOCKS AND THE THREE BEARS



GOLDILOCKS AND THE THREE BEARS 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 Haz Teatring's songs so they get better preparation.



GUIDELINES FOR SINGING

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

Second Activity: *Clap Your Hands*

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.

CLAP YOUR HANDS 1

*If you're happy and you know it,
clap your hands,
If you're happy and you know it,
clap your hands,
If you're happy and you know it,
then your face will surely show it,
If you're happy and you know it,
clap your hands.*

*If you're happy and you know it, stomp
your feet,
If you're happy and you know it, stomp
your feet,
If you're happy and you know it, then
your face will surely show it,
If you're happy and you know it, stomp
your feet.*

*If you're happy and you know it,
shout "Hurray!" (Hurray!),
If you're happy and you know it,
shout "Hurray!" (Hurray!),
If you're happy and you know it,
then your face will surely show it,
If you're happy and you know it,
shout "Hurray!" (Hurray!)*

*If you're happy and you know it,
do all three (Hurray!),
If you're happy and you know it,
do all three (Hurray!),
If you're happy and you know it,
then your face will surely show it,
If you're happy and you know it,
do all three (Hurray!)*

You will need:

- ✓ Haz Teatring's Songs
- ✓ Worksheet 2

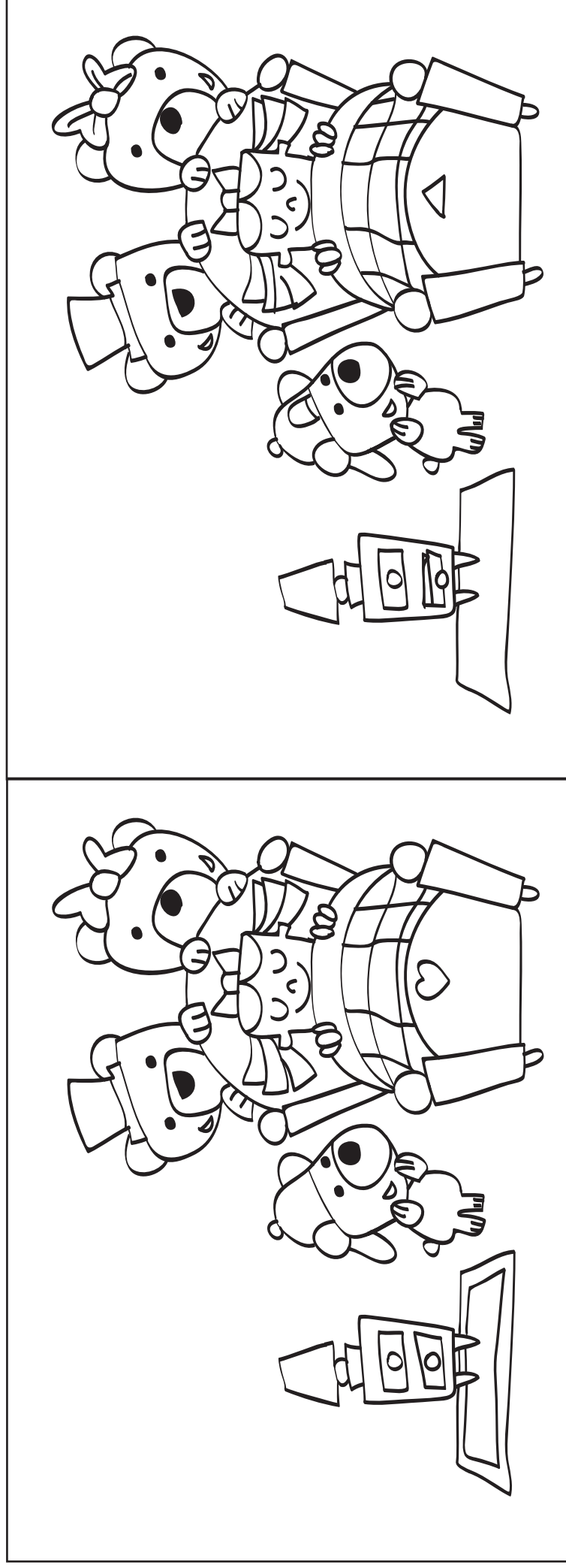
45 minutes



WORKSHEET 1.

Familiarising students with the characters in the play.

Worksheet 1. Find seven differences between these two pictures.



GOLDILOCKS AND THE THREE BEARS

**Third Activity: Recycling**

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

You will need:

- ✓ Haz Teatring's Songs
- ✓ Worksheet 2

45 minutes

**FOUR LITTLE MONKEYS JUMPING ON THE BED**

2

*Four little monkeys jumping on
the bed, One fell off and
bumped his head,
Mama called the doctor and the
doctor said: "No more
monkeys jumping on the bed!"*

*Three little monkeys jumping
on the bed, One fell off and
bumped his head,
Mama called the doctor and the
doctor said: "No more
monkeys jumping on the bed!"*

*Two little monkeys jumping on
the bed, One fell off and
bumped his head,
Mama called the doctor and the
doctor said: "No more monkeys
jumping on the bed!"*

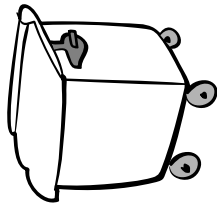
*One little monkey jumping on
the bed,
He fell off and bumped his
head,
Mama called the doctor and the
doctor said: "Put those
monkeys right to bed!"*

**WORKSHEET 2.**

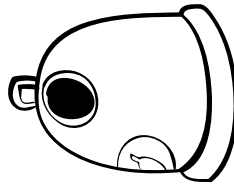
Link each of the items of waste in the picture to the correct container.



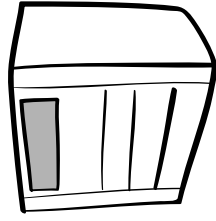
Worksheet 2. Complete the following sentences with the right word.



red container



green container



blue container

1. Food waste must go in the _____ container.
2. _____ must go in the green container.
3. Empty cans must go in the _____ container.
4. _____ must go in the yellow container.
5. Paper must go in the _____ container.
6. _____ must go in the blue container.



Fourth Activity: Head, Shoulders, Knees and Toes

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:

- ✓ Haz Teatring's Songs
- ✓ Worksheet 3

45 minutes



HEAD, SHOULDERS, KNEES AND TOES



*Head, shoulders, knees and toes, knees
and toes.*

*Head, shoulders, knees and toes, knees
and toes.*

*And eyes, and ears, and mouth,
and nose.*

*Head, shoulders, knees and toes, knees
and toes.*

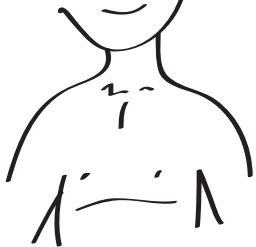
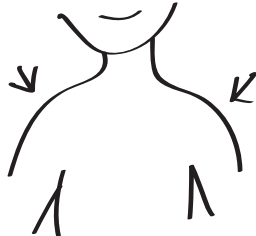
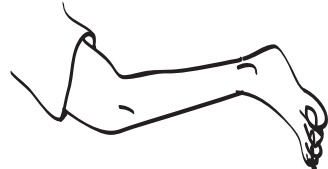
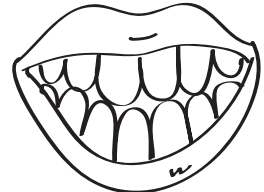
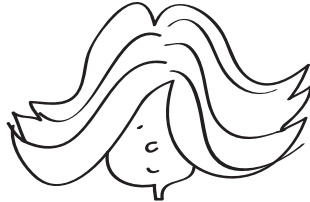
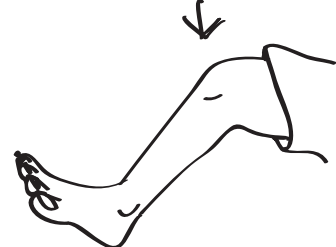


WORKSHEET 3.

Learning basic vocabulary about the body.



Worksheet 3. Fill in the gaps with words from the box at the bottom.

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

eye – mouth – hair – shoulder – finger – foot – ankle –
leg – hand – chest – knee – elbow – ear – nose – arm – toe

GOLDILOCKS AND THE THREE BEARS

**Fifth Activity: Scout Promise**

Learn and recite the following "scout promise". Ask your students to repeat it using physical movements to help understanding, focusing on the actions included on the worksheet.

You will need:

✓ **Worksheet 4**

45 minutes

**SCOUT PROMISE**

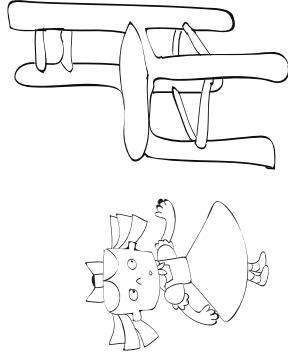
*I promise to do my best,
to be honest, to be fair,
to be friendly and to share.
I promise to do my best,
to share my happiness,
to share it with my friends.*



WORKSHEET 4. Complete the sentences.



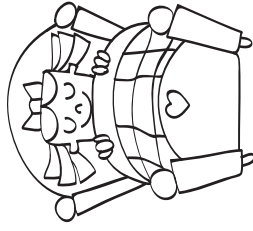
Worksheet 4. Complete the following sentences as shown in the pictures.



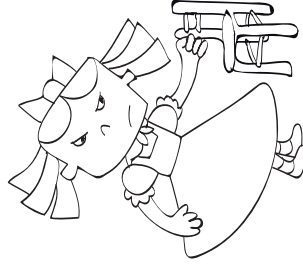
Goldilocks can't sit down because the _____ is too _____.



Goldilocks doesn't want _____ the milk because it is too _____.



Goldilocks is asleep in the little _____ because it is the right size for her.



Goldilocks can't sit in the chair because it is too _____.



Goldilocks doesn't want to drink the _____ because it is too cold



Sixth Activity: Talking about 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 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 *Goldilocks and the Three Bears*.

Propose a debate on the following topics:

- **The importance of sharing**
- **The importance of recycling**
- **The importance of teamwork**

You will need:

✓ **Worksheet 5**

40 minutes



WORKSHEET 5.

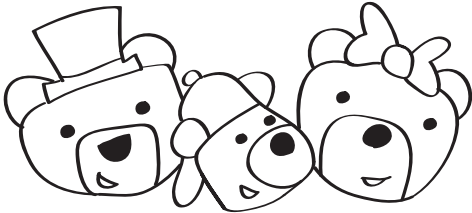
The aim of this activity is to make children think (within their possibilities) about the play, not only from a performance point of view, but also about the characters, music, lights...

Ask your students to colour the most appropriate face according to their level of satisfaction about the following aspects of the play.

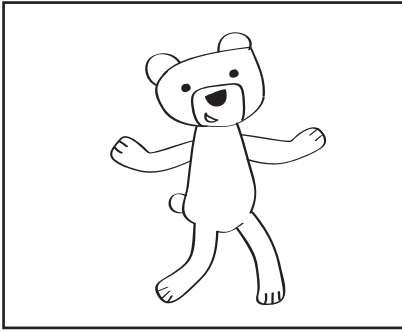


GOLDILOCKS AND THE THREE BEARS

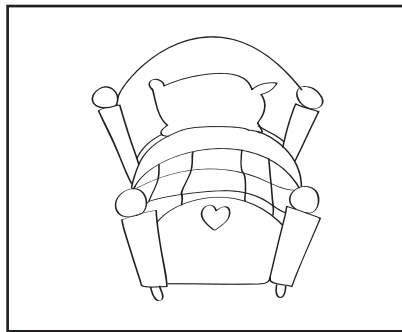
Worksheet 5. Giving opinions.

CHARACTERS	 EXCELLENT	 GOOD	 NO GOOD
			
			
			
			
			

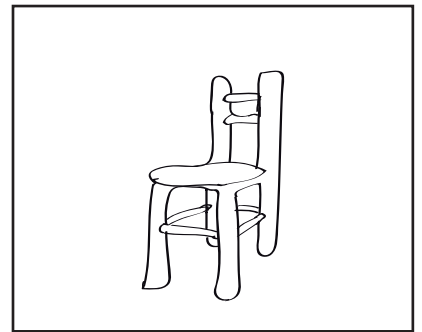
5. PICTURE DICTIONARY



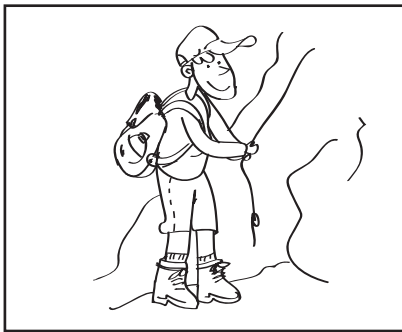
bear



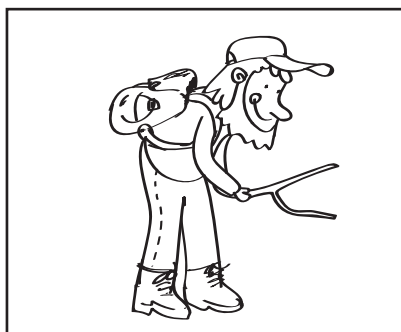
bed



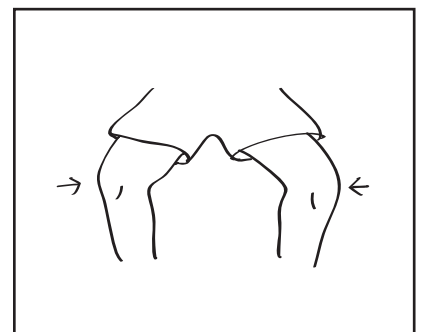
chair



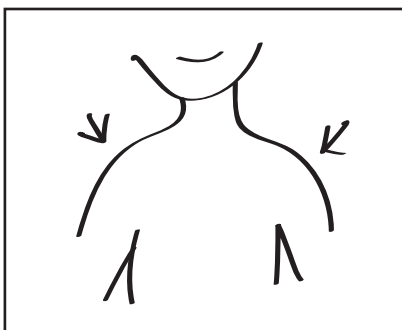
explorer



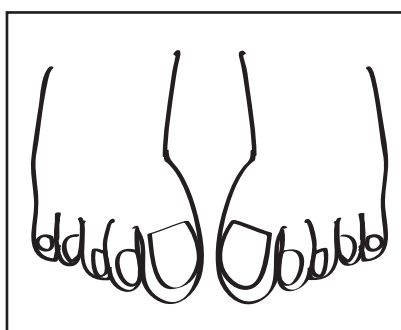
instructor



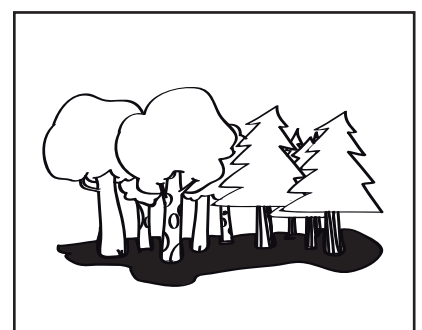
knees



shoulder



toes



wood

OTROS ESPECTÁCULOS

Primer y Segundo de Primaria

Trolly y el jardín de las emociones

Peter Pan *(In English)*

GOLDILOCKS AND THE THREE BEARS

Project didactic elaborated by
Elena Valero Bellé



What could be lovelier than the image of a girl with golden curls, and three little bears sharing everything they have in a lesson about generosity?

With meticulous staging and super catchy tunes, this is what you'll find in the most charming classical tale of all time.



recursos