

# WONDER LITTLE RED

INFANT EDUCATION STAGE



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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 *Wonder Little Red*.

## 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 *Wonder Little Red* is based on 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 subject of English Foreign Language. The language used is simple and includes structures, contexts and vocabulary used regularly in the Infant Education. 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 play itself, which will close the unit, and the songs will be a fun way 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. WONDER LITTLE RED 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, and 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 they consider more suitable for their students.

We highly recommend the students get to know the play and the songs before the performance. If they have sung the songs beforehand, they will be able to participate actively on the day they attend the theatre. We suggest listening to 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 can be downloaded from our web page [www.recursosweb.com](http://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 worksheets.

Finally, we suggest you indicate the beginning and the end of the activities connected with the play, using the songs.

## 4. ACTIVITIES



### BEFORE THE PLAY ACTIVITIES

#### FIRST ACTIVITY. WONDER LITTLE RED

Get to know the tale of *Wonder Little Red*. Teachers will tell the RECURSOS version of the classical tale to their students.

#### SECOND ACTIVITY. GRANDMA'S HOUSE

*Old MacDonald Had a Farm*



#### THIRD ACTIVITY. FRUITS

*The Bus*



#### FOURTH ACTIVITY. THE FOREST

*Five Little Ducks*



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



### AFTER THE PLAY ACTIVITIES

#### FIFTH ACTIVITY. TELLING THE STORY

14



## First Activity: *WONDER LITTLE RED STORY*

The following activities are focused on the songs included in the play. Working on the songs in class is of great importance as it will allow children to participate on the day of the performance, singing along with the actors.

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



## Second Activity: *Wonder Little Red*

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.

### You will need:

- ✓ Haz Teatring's Songs
- ✓ Worksheet 1

45 minutes



### OLD MacDonald HAD A FARM

Old MacDonald had a farm  
Ee i ee i o  
And on his farm he had some cows  
Ee i ee i oh  
With a moo-moo here  
And a moo-moo there  
Here a moo, there a moo  
Everywhere a moo-moo  
Old MacDonald had a farm  
Ee i ee i o  
Old MacDonald had a farm  
Ee i ee i o

And on his farm he had some chicks  
Ee i ee i o  
With a cluck-cluck here  
And a cluck-cluck there  
Here a cluck, there a cluck  
Everywhere a cluck-cluck  
Old MacDonald had a farm  
Ee i ee i o  
Old MacDonald had a farm  
Ee i ee i o  
And on his farm he had some pigs  
Ee i ee i o  
With an oink-oink here  
And an oink-oink there  
Here an oink, there an oink

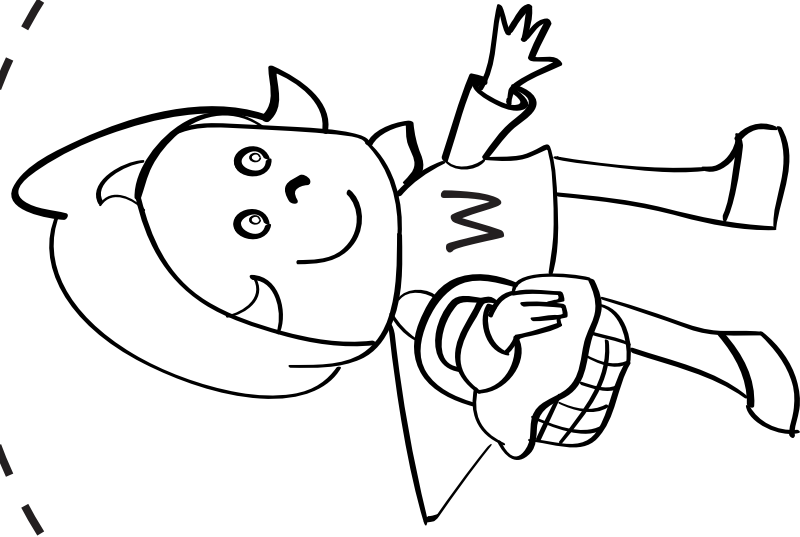


### WORKSHEET 1.

Colour and cut out the image in order to make a sticker.



Worksheet 1. Wonder Little Red



*Wonder Little Red*



### Third Activity: Grandma's House

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.

#### You will need:

- ✓ Haz Teatring's Songs
- ✓ Worksheet 2

45 minutes



#### THE BUS



*The wheels on the bus go round and round*

*Round and round, round and round*

*The wheels on the bus go round and round*

*All through the town*

*The wipers on the bus go "Swish, swish, swish,*

*Swish, swish, swish, swish, swish, swish"*

*The wipers on the bus go "Swish, swish, swish"*

*All through the town.*

*The people on the bus go, "chat, chat, chat,*

*cha,chat chat,chat chat ,chat*

*The people on the bus go, ", chat,chat,chat*

*All through the town.*

*The horn on the bus goes "Beep, beep, beep"*

*Beep, beep, beep, beep, beep, beep"*

*The horn on the bus goes "Beep, beep, beep"*

*All through the town.*

*The baby on the bus goes, "wah, wah, wah!"*

*wah, wah, wah, wah, wah, wah!"*

*The baby on the bus goes, "wah, wah, wah!"*

*All through the town.*

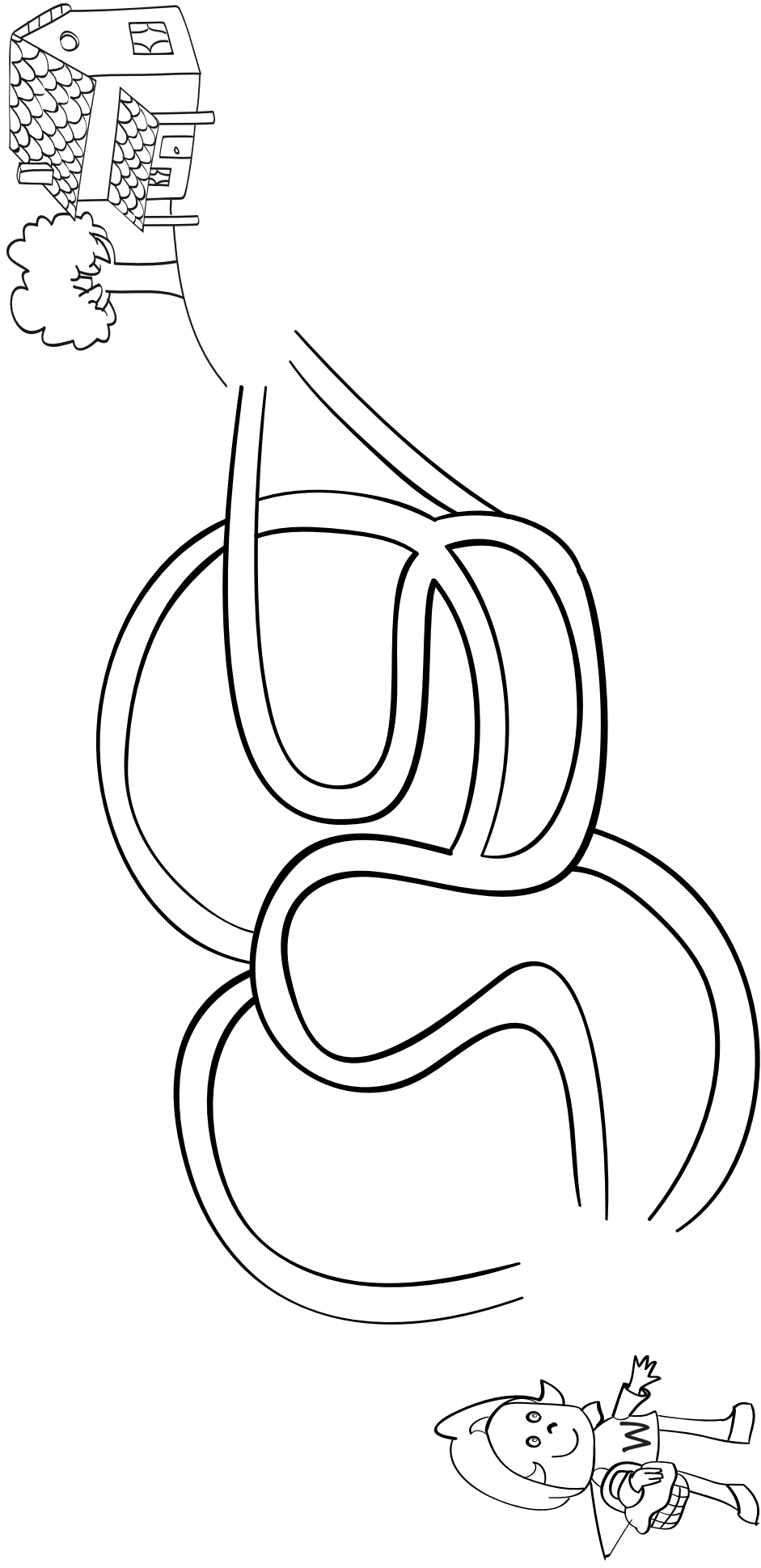


#### WORKSHEET 2.

Little Red Riding Hood has to find the right forest path to get to her granny's house.



Worksheet 2. Grandma's house





### Fourth Activity: *Fruits*

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



#### FIVE LITTLE DUCKS



*Five little ducks went swimming one day  
Over the hill and far away  
Mother Duck said, "Quack, Quack, Quack"  
But only four little ducks came back One,  
two, three*

*Four little ducks went swimming one day  
Over the hill and far away  
Mother Duck said, "Quack, Quack, Quack"  
But only three little ducks came back One,  
two*

*Three little ducks went swimming one day  
Over the hill and far away  
Mother Duck said, "Quack, Quack, Quack"  
But only two little ducks came back  
One*

*Two little ducks went swimming one day  
Over the hill and far away  
Mother Duck said, "Quack, Quack, Quack"  
But only one little duck came back  
One little duck went swimming one day*

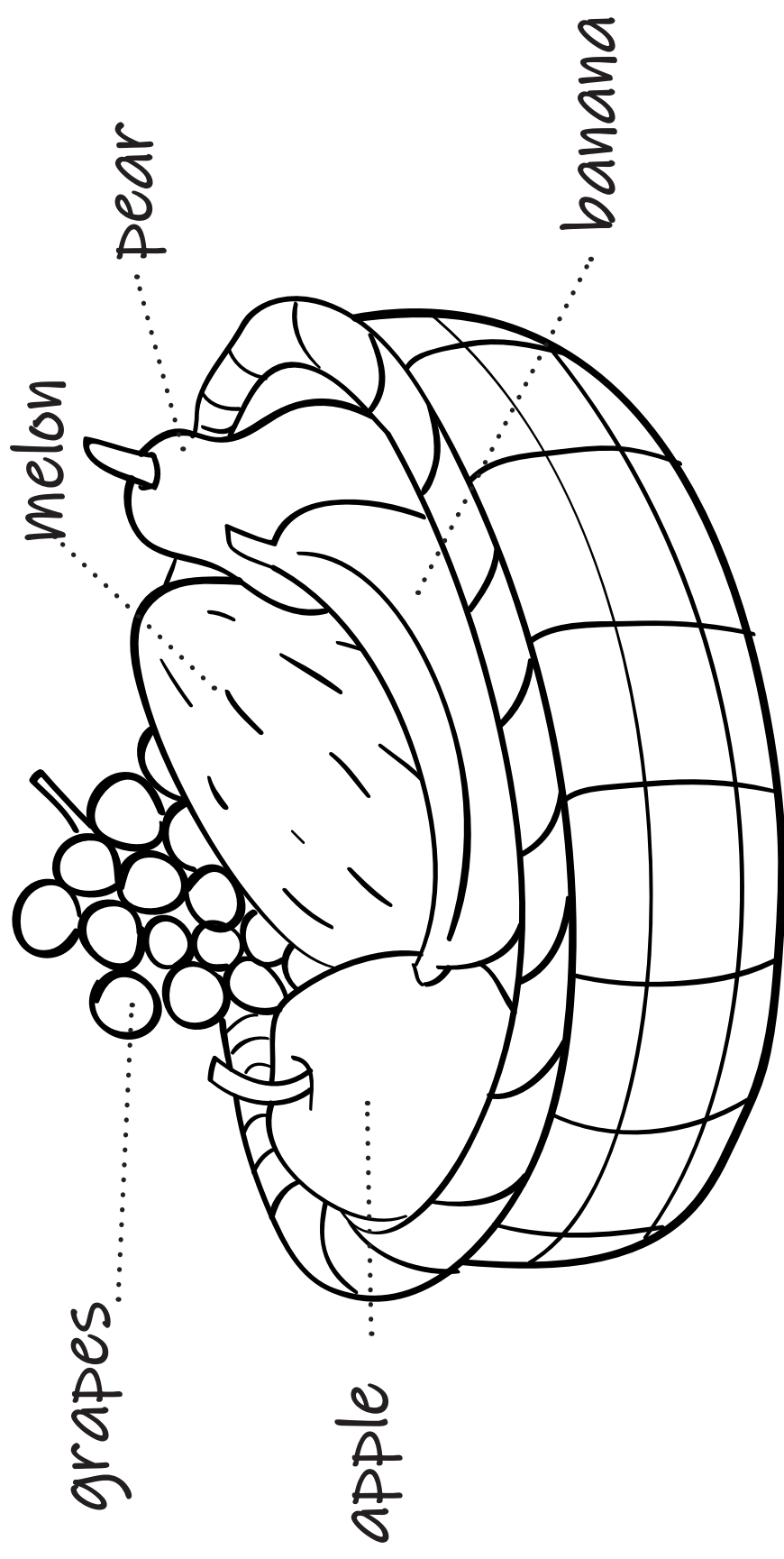
*Over the hill and far away  
Mother Duck said, "Quack, Quack, Quack"  
But no little ducks came swimming back  
Sad mother duck went out one day*



#### WORKSHEET 3.

Fill the fruits with small balls of tissue paper in the colour that corresponds to each fruit.

Worksheet 3. Fruits





### ***Fifth Activity: Telling the story***

After watching the play, the children will have experienced the magic of 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 *WONDER LITTLE RED*.

Propose a debate on the following topics:

- **The importance of trust**
- **The importance of caution**
- **The importance of respecting others**
- **The importance of teamwork**

**You will need:**

✓ **Worksheet 4**

40 minutes



Take advantage of the time of the assembly, after having seen the play. Encourage everyone to participate by taking turns to ask questions.


























#### **WORKSHEET 4.**

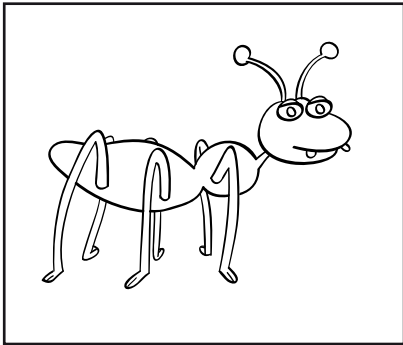
The aim of this activity is to make children think (within their possibilities) about the play, not only from a performance point of view, but also about the characters, music, lighting... Ask your students to colour the most appropriate face according to their level of satisfaction about the following aspects of the play.



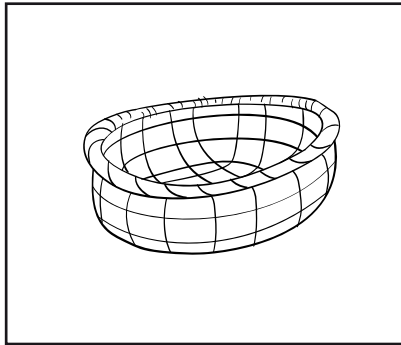
Worksheet 4. Giving opinions

CHARACTERS	 EXCELLENT	 GOOD	 NO GOOD
			
			
			
			
			

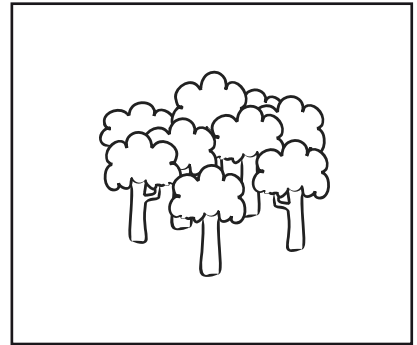
## 5. PICTURE DICTIONARY



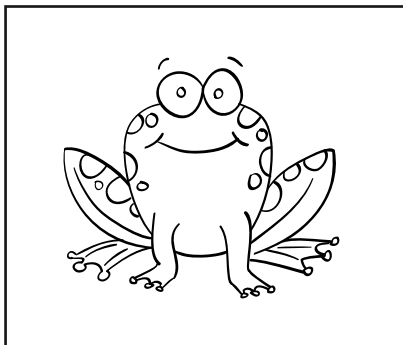
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basket



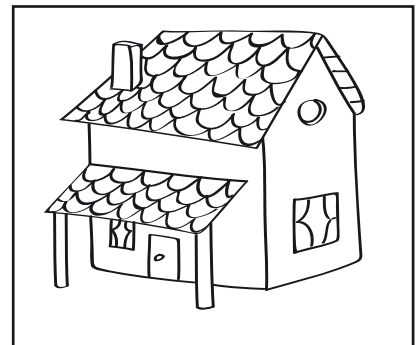
forest



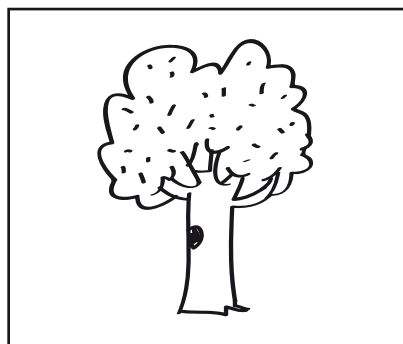
frog



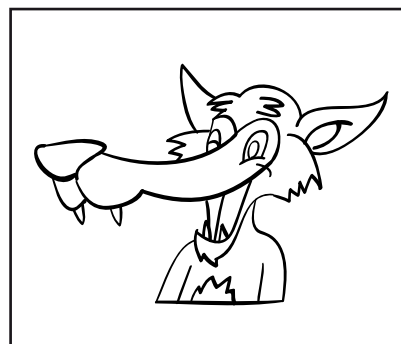
grandma



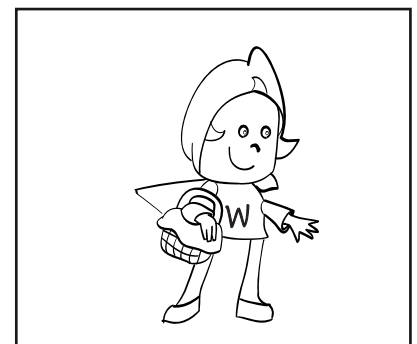
house



tree



wolf

Wonder  
Little  
Red

OTHER SHOWS  
INFANT EDUCATION STAGE

*ALICE (In English)*  
FESTIVAL DE BREMEN

## Wonder Little Red

Didactic project elaborated by  
Elena Valero Bellé



**Because real heroines don't put up with injustice.** The most charming fairy tale of the season is also exciting and full of fun adventures. We will follow the Little Red Riding Hood, as this angel-faced child overcomes challenges with her iron will.

