

ALICE

1ST & 2ND GRADE - PRIMARY EDUCATION



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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 *Alice*.

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 *Alice* 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 Primary 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. ALICE 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 that students get to know the play and 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, they will be able to participate actively. 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.

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. ALICE STORY

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

SECOND ACTIVITY

Who are you?

1

SECOND ACTIVITY

If you want the key

2

FOURTH ACTIVITY

Bad Queen!

3

Take my hand!

4

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



AFTER THE PLAY ACTIVITIES

FIFTH ACTIVITY. TELLING THE STORY



First Activity: ALICE 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: Who are you?

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.

WHO ARE YOU?



*You wake up in the morning,
and your mom tells you a warning,
about your crazy, hazy, lazy day at school!*

*I wake up in the morning,
and my mom tell me a warning,
about my crazy, hazy, lazy day at school!*

*And who are you?
Yes, who are you?
I... (Yes!) I don't know who I am!
You wake up in the morning,
and your dad tells you a warning,
about your crazy, hazy, lazy day with friends!*

*I wake up in the morning,
and my dad tell me a warning,
about my crazy, hazy, lazy day with friends!*

*And who are you?
Yes, who are you?
I... I don't know who I am!
Alice, If you study every day...
Who are you?
I... I...
You're clever!
Alice, If you help a friend...
Who are you?
I... I...
You're a good person!
Alice, If you fall to the ground but get up again...
Who are you?
I... I...
You're strong!
You wake up in the morning,
and your sister tells you a warning,
about your crazy, hazy, lazy daily struggle!
I wake up in the morning,
and my sister tell me a warning,
about my crazy, hazy, lazy daily struggle!
And who are you?
Yes, who are you?
I... I am very strong!
We wake up in the morning,
and the people tell me a warning,
about our crazy, hazy, lazy daily struggle!
And what can we say?
We are very strong!*

You will need:

- ✓ Haz Teatring's Songs
- ✓ Worksheet 1

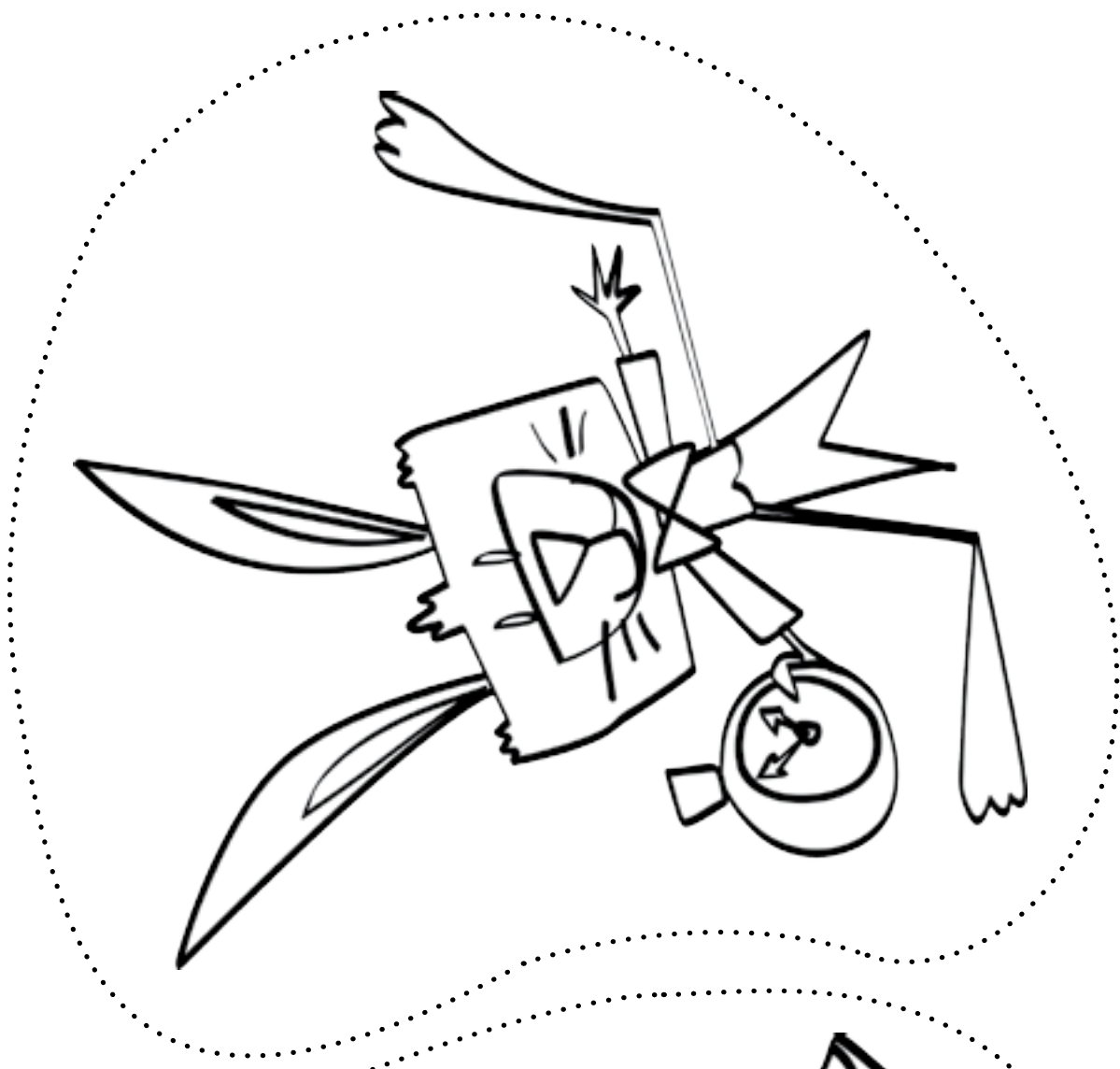
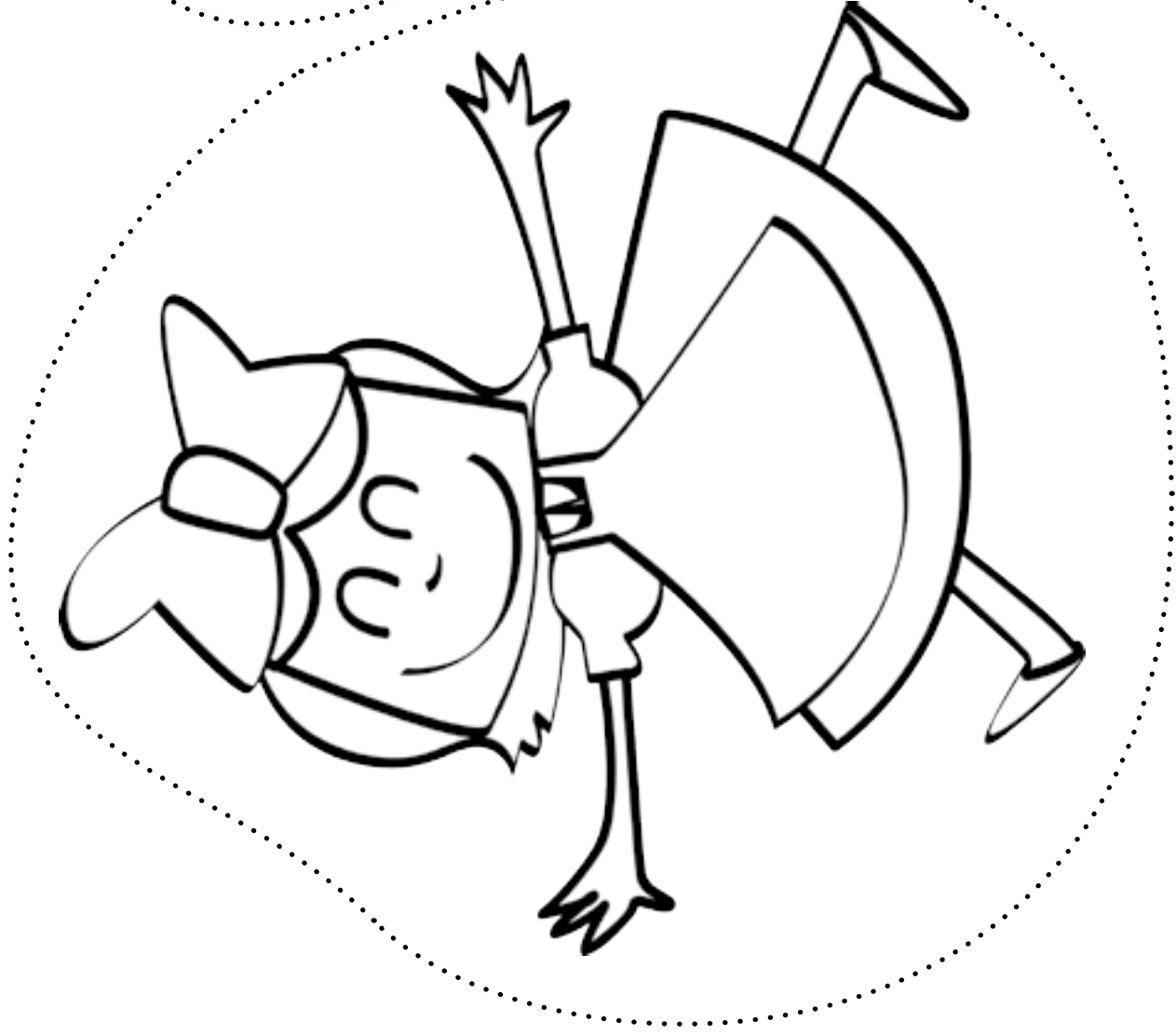
45 minutes



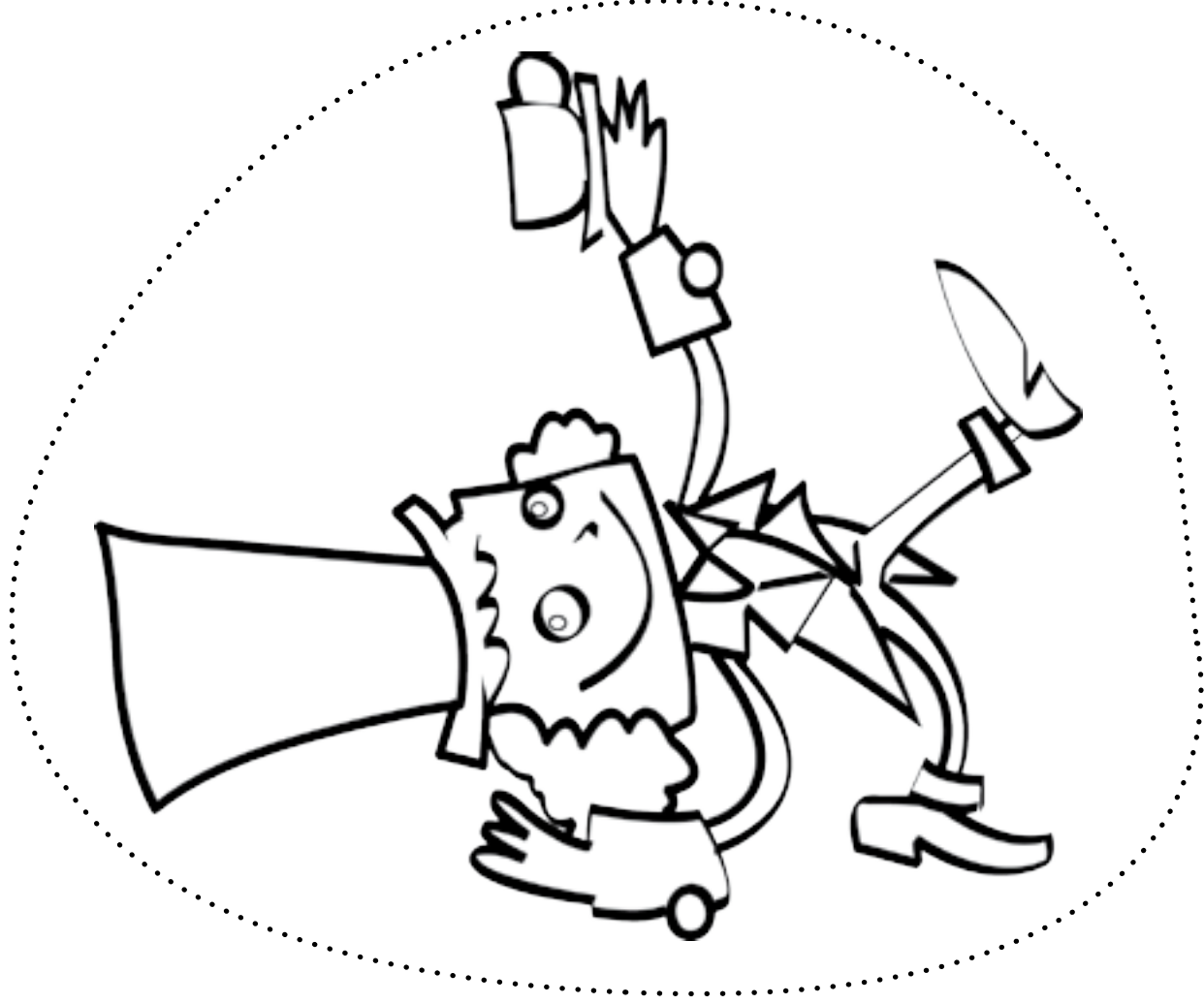
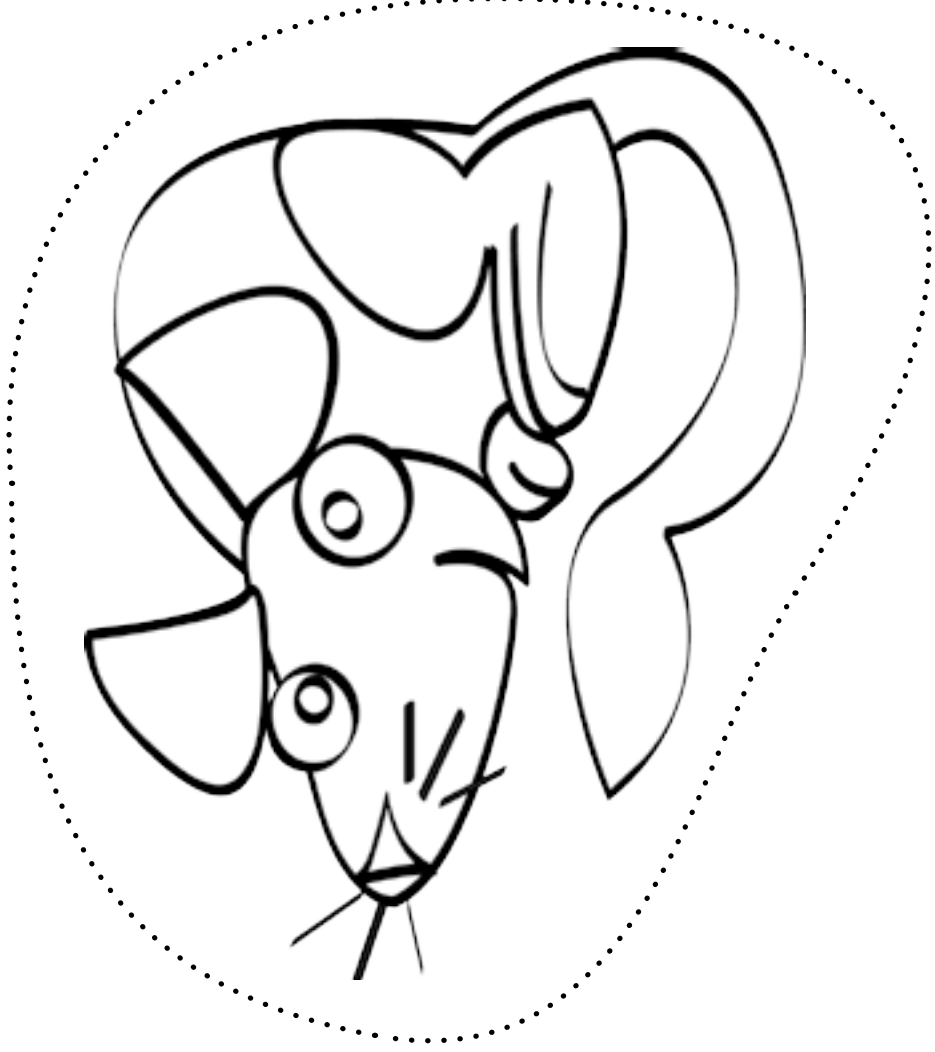
WORKSHEET 1.

Make puppets and try to reproduce some scenes from the play.

Worksheet 1. Puppets (I)



Worksheet 1. Puppets (II)





Third Activity: If you want the key

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:

- ✓ Haz Teatring's Songs
- ✓ Worksheet 2

45 minutes



IF YOU WANT THE KEY!



*Come on, put your hands on your head,
and start to think, let's try again.*

*From the "one", to the "ten"
tell me the numbers you know, oh yeah
Come on, put your hands on your head,
and start to think, let's try again.*

*From the "one", to the "ten"
tell me the numbers you know, oh yeah*

*One two- three four- five six-
seven eight- nine ten- oh yeah*

*And you, and you must learn
And you, and you must learn
Come on, we like to learn
Come on, we like to learn*

*One two- three four- five six-
seven eight- nine ten- ou yeah*

*(and) If you want me to grant your wish
you have to tell me the ABC
From "A" to "Z"
tell me the letters you know, let's see!*

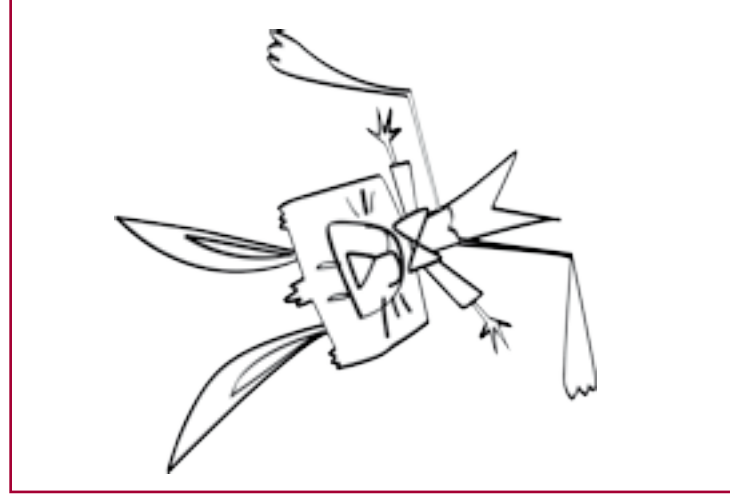


WORKSHEET 2.

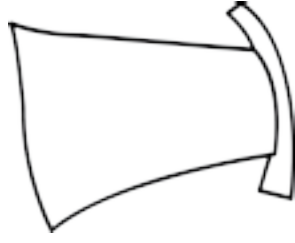
Relate each character to its missing object.



Worksheet 2.. The lost . object



Worksheet, The lost object (II)





Fourth Activity: Take my hand

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 3

45 minutes



BAD QUEEN!

3

*Green, Blue, Yellow, Red,
I'll slice the kingdom's head.
Green, Blue, Yellow, red,
I'll slice the kingdom's head.
If you paint rose to red,
you must pay the price of fraud right now!*

*Where are your friends now?
What's wrong? Alice!
I am the Queen.*

*No one can scape from my kingdom!
This is my home, my rules!
Don't move!*

*I'll cut your head off! You stupid card!
Green, Blue, Yellow, red,
I'll slice the kingdom's head.*

*Listen to me, Alice,
no one lies to me...
this is my prisoner!
Don't move!*

I'll cut your head off! You stupid card!

*My prisoner!
My prisoner!
I only like red roses!
My prisoner!
My prisoner!
Cut off his head!*

TAKE MY HAND!

4

Are you ok? Take my hand!

*If one day you feel lonely!
Take my hand!*

*If one day you need my help!
Take my hand!*

*If one day you fall to the ground!
Take my hand!*

*If one day you feel lonely!
Take my hand!*

*If one day you need my help!
Take my hand!*

*If one day you fall to the ground!
Take my hand and smile!
And go on with your life!*

*If one day you feel lonely!
Take my hand!*

*If one day you need my help!
Take my hand!*

*If one day you fall to the ground!
Take my hand!*

*If one day you feel lonely!
Take my hand!*

*If one day you need my help!
Take my hand!*

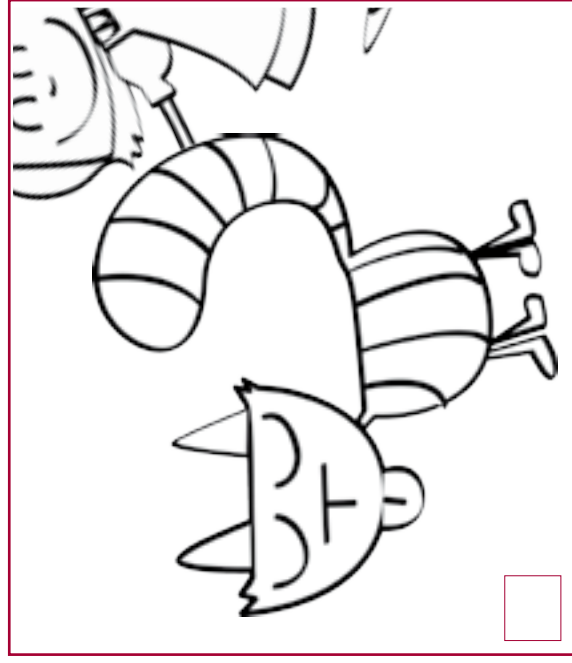
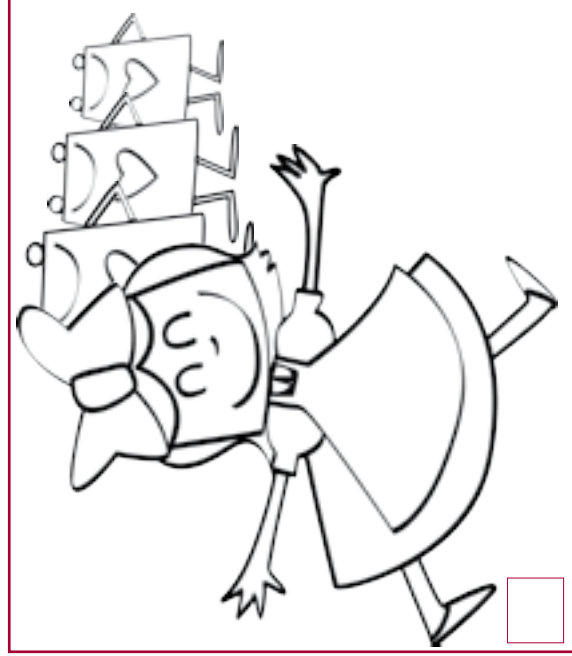
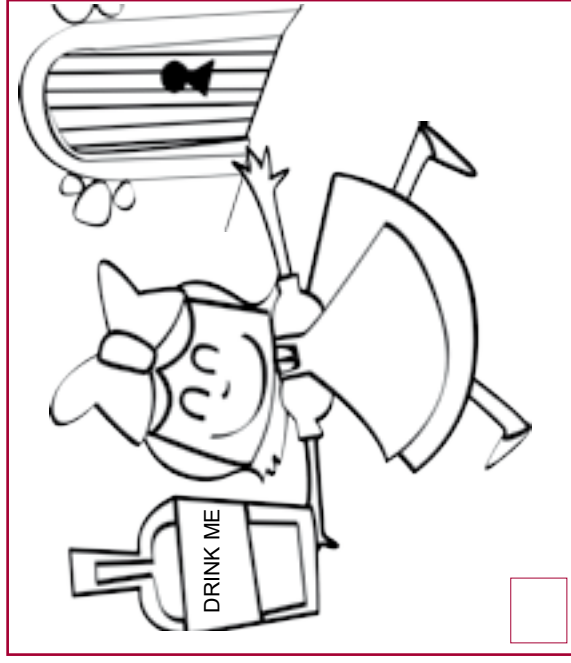
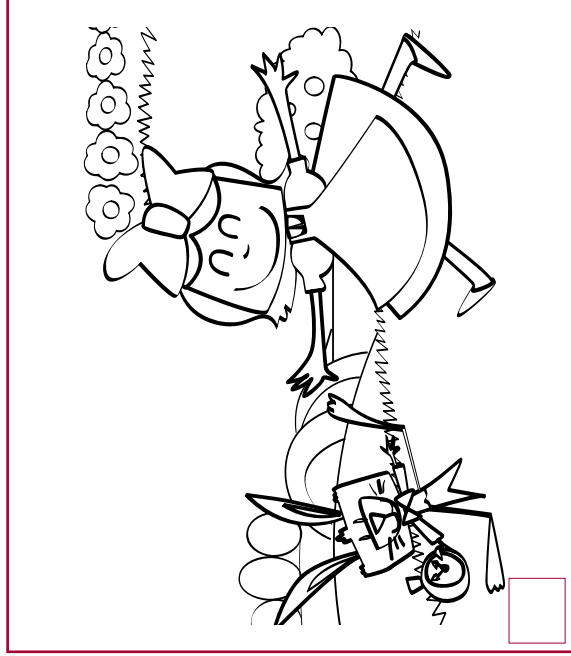
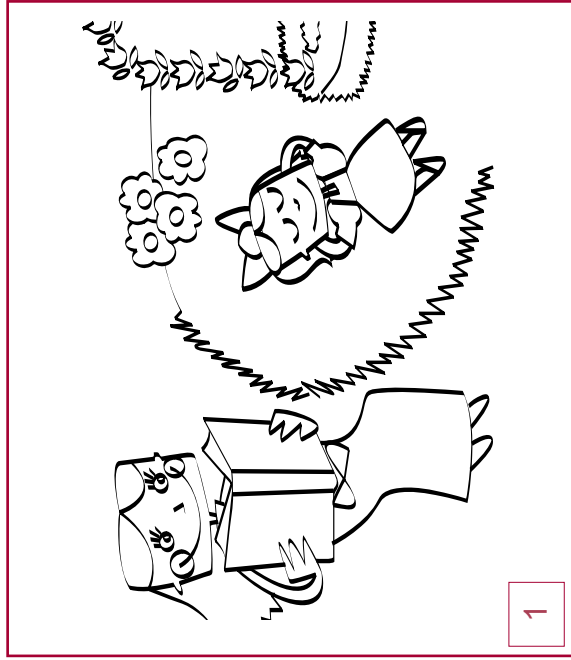
*If one day you fall to the ground!
Take my hand and smile!
And go on with your life!*



WORKSHEET 3.

Number and arrange the bullets in order to make your own book.

Worksheet 3. The Alice's Tale





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 *Alice*.

Propose a debate on the following topics:

- **The importance of sharing**
- **The importance of rules**
- **The importance of respecting others**
- **The importance of teamwork**

You will need:

✓ **Worksheet 5**

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 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, lighting...

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



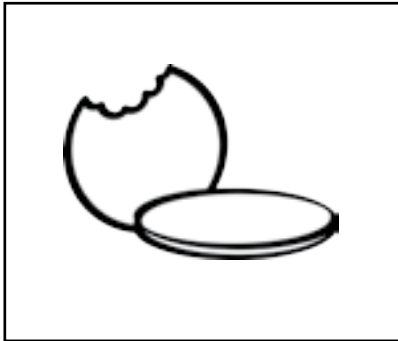
Worksheet 5. Giving opinions.

PERSONAJES	 ME GUSTA MUCHO	 ME GUSTA REGULAR	 ME GUSTA POCO
			
			
			
			
			
			
			
			
			

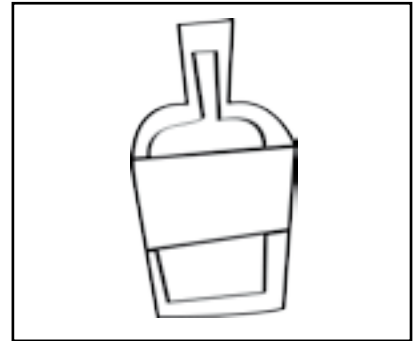
5. PICTURE DICTIONARY



Alice



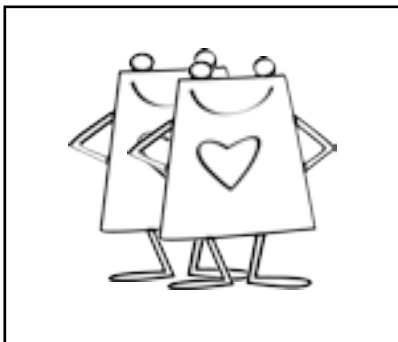
biscuits



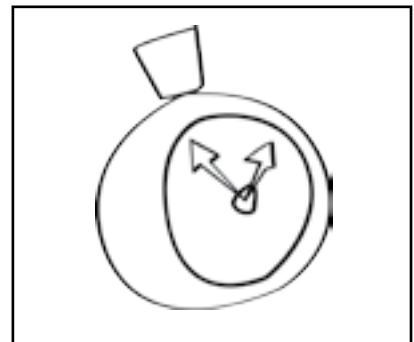
bottle



cat



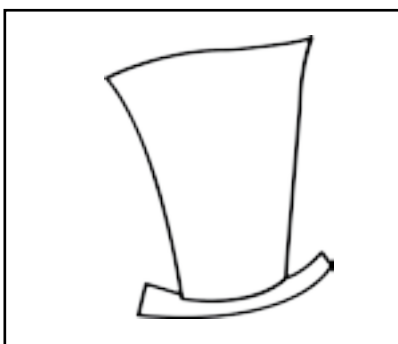
cards



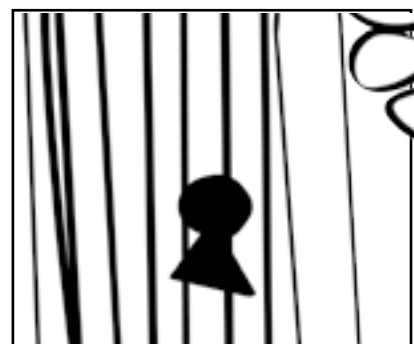
clock



dormouse



hat



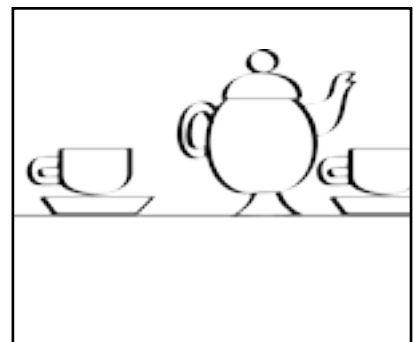
lock



Queen



rabbit



tea

OTHER SHOWS

1st & 2nd grade - Primary Education

FESTIVAL DE BREMEN

WONDER LITTLE RED *(In English)*

Alice

Didactic project elaborated by
Elena Valero Bellé



Keep calm and follow the White Rabbit. Forget about counting the minutes and hours because a captivating Alice will transport you to the most enjoyable, incredible and marvellous story of this season. A journey that will include fantastic moments to the tune of fun melodies which will make you dance alongside the most extraordinary characters. Enjoy our version of Wonderland, where your English lessons will grow and grow and grow.

