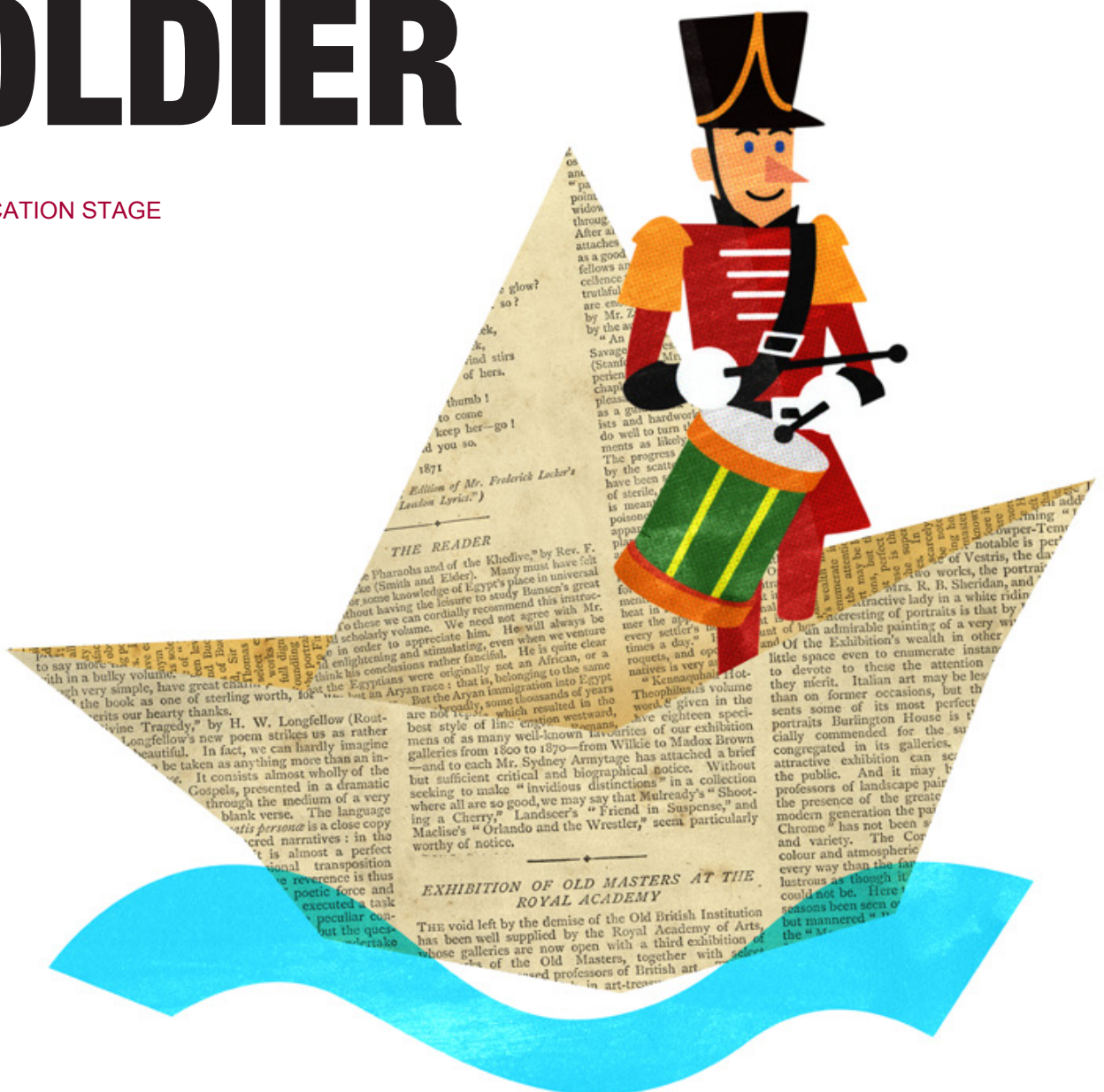


THE TIN SOLDIER

INFANT EDUCATION STAGE



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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 *The Tin Soldier* 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 *The Tin Soldier* is 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 to work with values such as equality between men and women and developing the objectives established for the English Foreign Language area. The language used is simple and include those structures, contexts and vocabulary normally used in «•”

It is quite important that you prepare your children 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 area such as animals, colours, food, greetings, etc. 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 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 MEFP and the different Autonomous Region Education Laws.

2.- THE TIN SOLDIER OBJECTIVES

GENERAL OBJECTIVE:

To contribute to the students' development of the Foreign Language communicative competence, initiating them in the experimental use of the English language.

SPECIFIC OBJECTIVES:

- To develop a positive attitude towards foreign language.
- To focus the teaching of the foreign language on 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 contextualized in 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' behavior, the 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 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



BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. THE TIN SOLDIER STORY

GET TO KNOW THE TALE OF THE TIN SOLDIER. TEACHER WILL TELL THE RECURSOS VERSION OF THE CLASSICAL FAIRY TALE TO THEIR STUDENTS.

SECOND ACTIVITY.

THE ABC

THIRD ACTIVITY.

YOU ARE A TOY

1

FOURTH ACTIVITY.

GREAT ADVENTURES

2

FIFTH ACTIVITY.

THE RATS GO MARCHING

3

SIXTH ACTIVITY.

SHOW ME YOUR POWERS

4

6

8

10

12

14

16

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



AFTER THE PLAY ACTIVITIES

SEVENTH ACTIVITY. MY FRIENDS

18

EIGHTH ACTIVITY. GIVING OPINIONS

20



First Activity. *The Tin Soldier 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 the story cards and then 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:

- ✓ The Tin Soldier Story
- ✓ The Tin Soldier Story cards
- ✓ Worksheet 1

50 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.
- The "How" the story is told is as important as "what" is said.
- Foster student interaction with the story.

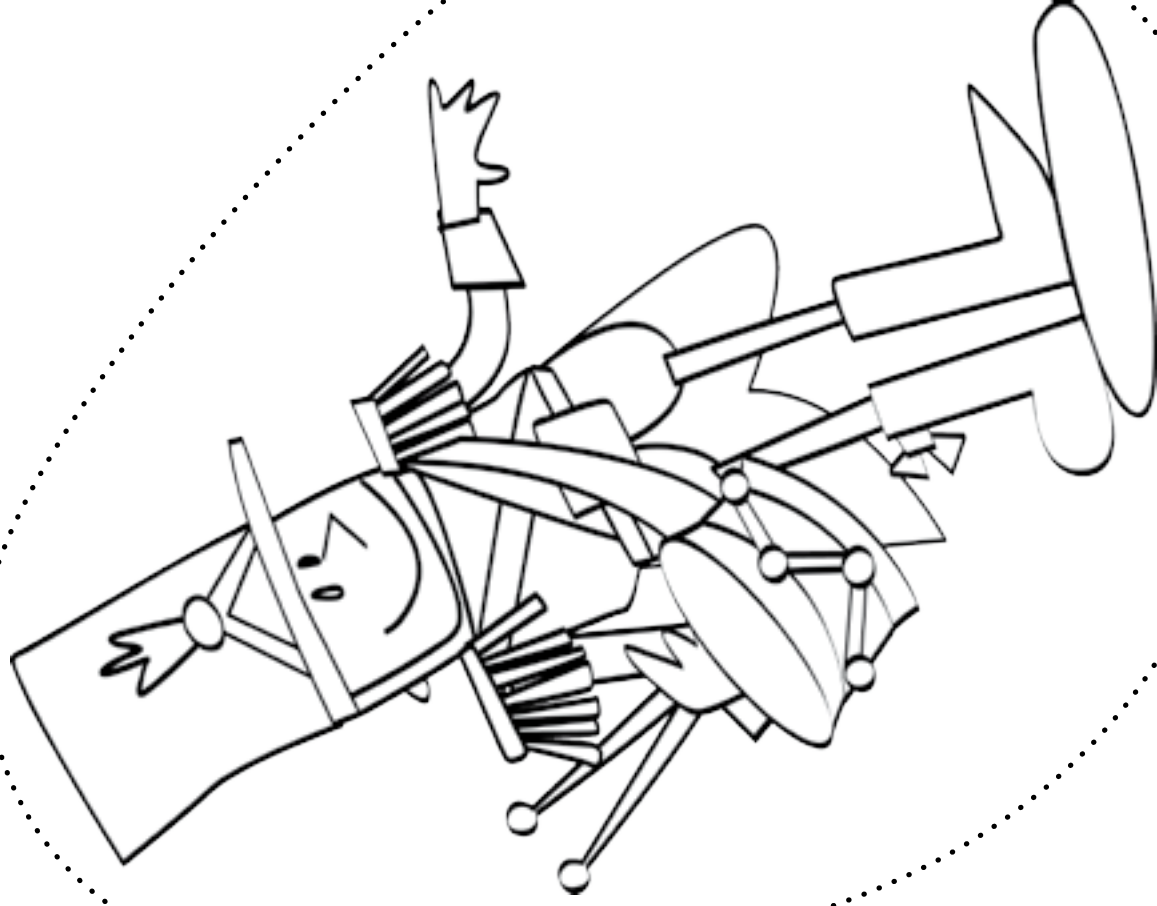


WORK SHEET 1.

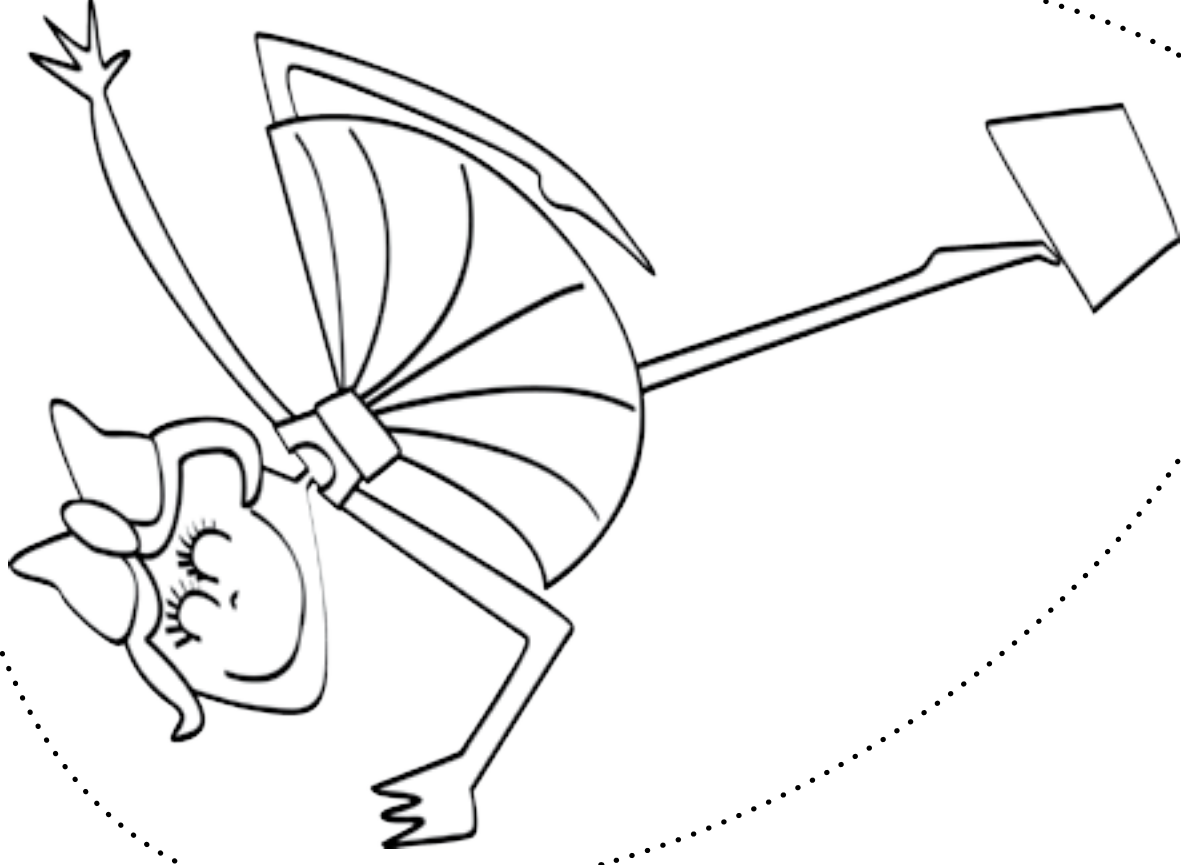
Ask the children to colour the characters in worksheet 1 and to punch or cut them out (according to their level) to make puppets holding them with a wooden stick on the back. Once the puppets are done you can make a short performance of the play using them.



Worksheet 1. Colour, punch and stick them onto a stick to make your puppets.



THE TIN SOLDIER



BALLERINA



THE TIN SOLDIER 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 they 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

Anticipate vocabulary using gestures and presenting the key words with pictures or props. Practise the song highlighting action words with physical movements and have 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:

- ✓ Show's Song
- ✓ Worksheet 2

45 minutes



THE ABC

A, B, C, D, E, F, G, H, I, J,
K, L, M, N, O, P, Q, R, S, T, U,
V, W, Y and Z

*Now I Know my ABC,
Tell me what you think of me.*

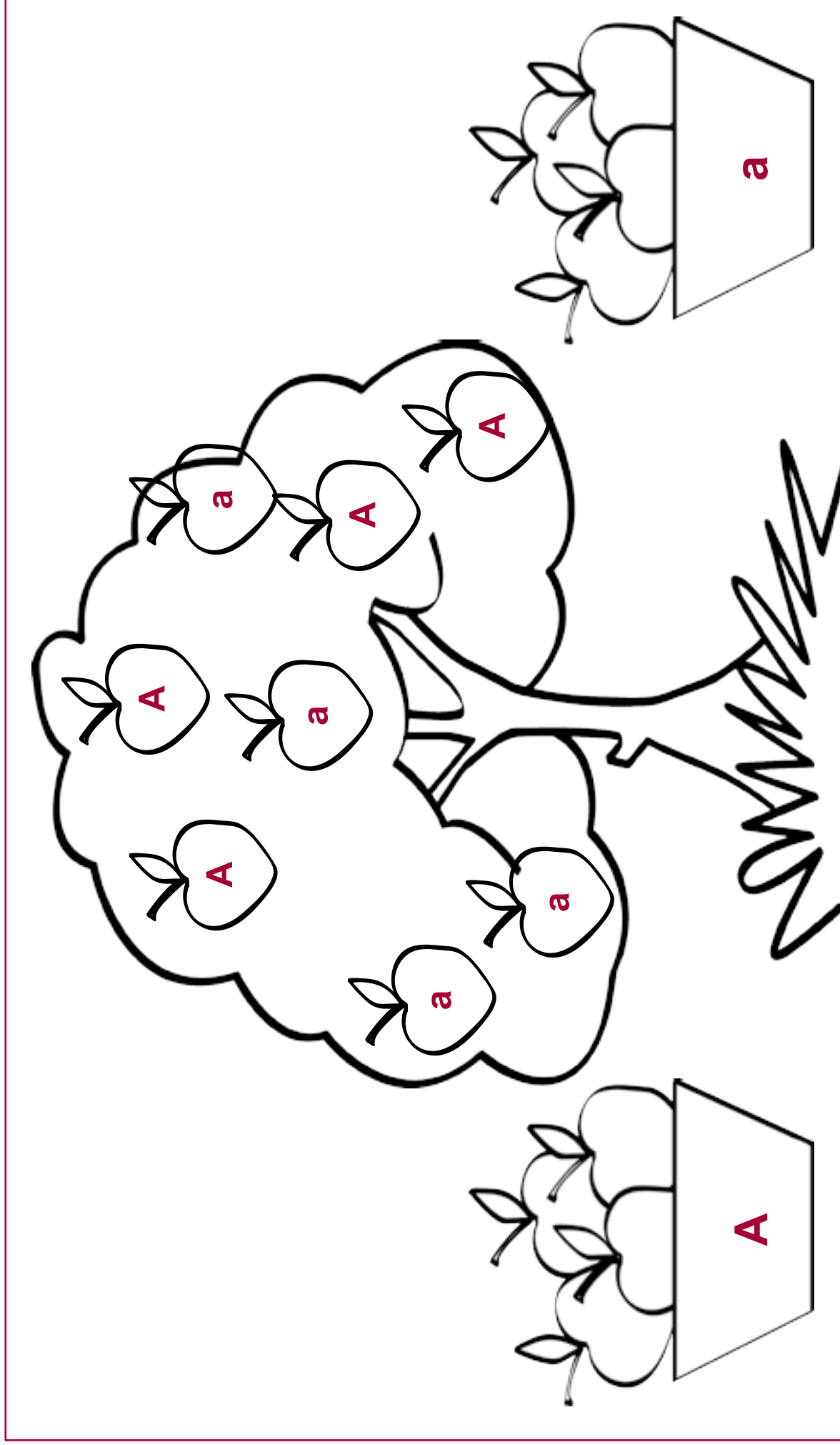


WORK SHEET 2.

Present your students the short sound /i/ with the words proposed in the worksheet. Ask them to classify the words according to the categories given.



Worksheet 2. Colour the capital-a red and the small-a yellow.



THE TIN SOLDIER



Third Activity

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.

Ask your students to name the parts of the body used to make the action represented in the song. Hand out the worksheet and talk about the action each character is doing in it making students repeat after you. Listen again to the song making children point to the character which makes the action when they listen to it.

You will need:

- ✓ Show's Song
- ✓ Worksheet 3

45 minutes



YOU ARE A TOY 1

*I put my stick in your... tiny bones,
receive your crazy moans,
I got a tin, tin, tin, tin: tiny toy!
I got a tin, tin, tin, tin: tiny toy!*

*Hey Jester, with my body I can do,
a lot of things I've always seen,
I can talk and I... I can sing,
when I open and close my lips!*

*I put my stick in your... tiny bones,
receive your crazy moans,
I got a tin, tin, tin, tin: tiny toy!*

*I can walk and I can dance,
when I do it step by step,
I can now shake my head!*

*Hey James, come here, look at this,
I can play the piano.
I can play the piano with my hands.
I can play the piano with my feet,
I can play the piano with my nose,
I can play the piano with my bottom!*

*And... you can play the drum,
let's do it!*

*But you know what,
you can play it,
because you are a musician toy,
not a human, not a robot,
not an alien,
you are a toy!*

*I put my stick in your... tiny bones,
receive your crazy moans,
I got a tin, tin, tin, tin: tiny toy!*

*Let's move and clap your hands! ...
...tin, tin, tin, tin: tiny toy!*



WORKSHEET 3

Ask your student to match the images with each other in pairs.







Fourth Activity

Anticipate vocabulary using gestures presenting the song key words and structures such as sing, laugh, talk, dance, smile, play, friend, pay attention, numbers and colours.

Listen to the song using physical movements to help understanding, focus on those actions mentioned in the worksheet proposed and anticipate the vocabulary which appeared in the sentences writing it on the blackboard.

You will need:

- ✓ Show's Song
- ✓ Worksheet 4

45 minutes



GREAT ADVENTURES 2

Roxanne, Roxanne!
Where are you? Where are you?
Where are you? Where are you?
Rigo, Rigo!
Up and Down!
Rigo, Rigo!
Left and Right! Left and Right!

Please, don't...
wear your shoes!
wear your shoes!

Yes, Yes!
I will go! I will go!
I will go! I will go!

Please, don't...
wear your shoes!
wear your shoes!

Roxanne, Roxanne!
Where are you? Where are you?
Where are you? Where are you?
Rigo, Rigo!
Up and Down!
Rigo, Rigo!
Left and Right!

Left and Right!
Please, don't...
wear your shoes!
wear your shoes!

Yes, Yes!
I will go! I will go!
I will go!
Please, don't...
wear your shoes!
wear your shoes!

I'll never surrender,
you should know, you should know!
Please... don't... go...
Please... don't... go...

I'll never surrender,
you should know, you should know!
Please, don't...
wear your shoes!
wear your shoes!
wear your shoes!
wear your shoes!
wear your shoes!
you should know!

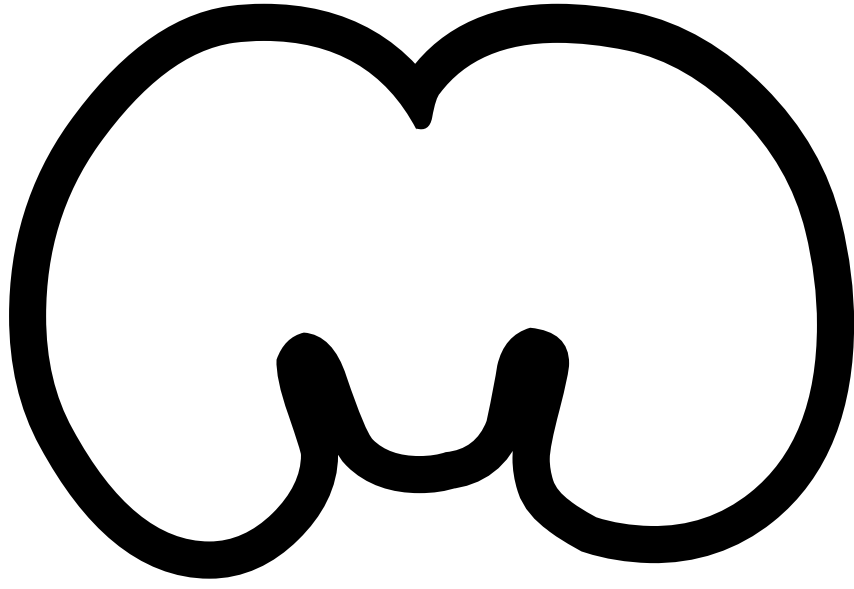


WORKSHEET 4.

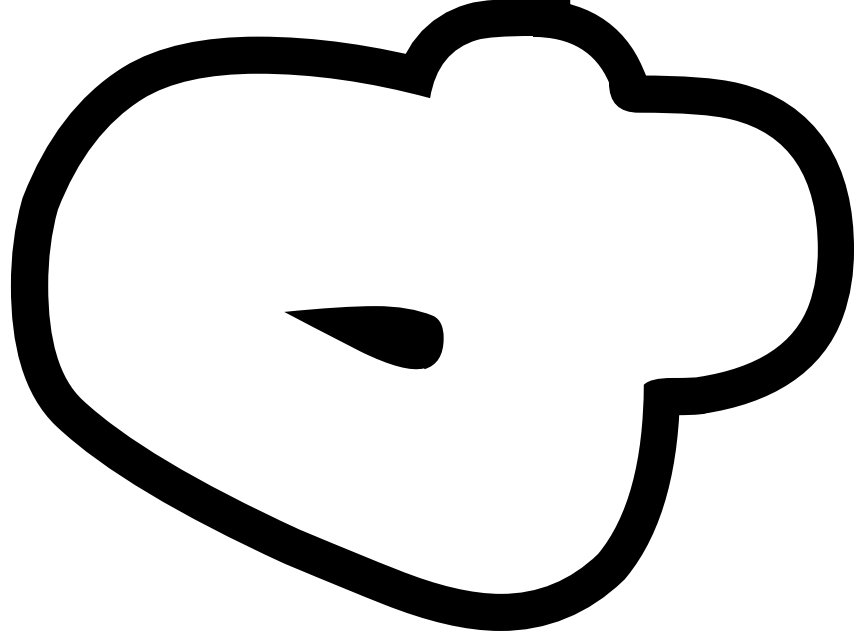
Ask your students to colour the numbers following your indications.



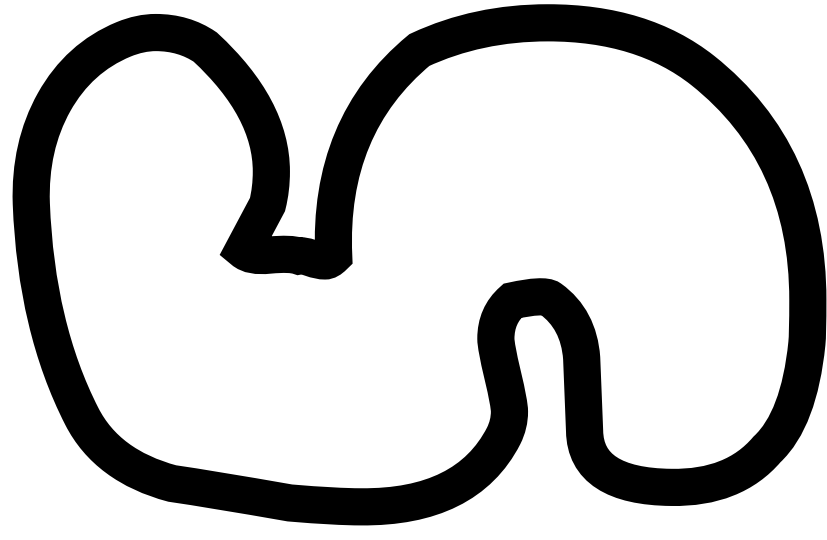
Worksheet 4. Listen to the teacher and colour the numbers.



RED



BLUE



YELLOW



Fifth Activity

Anticipate vocabulary using gestures presenting the song key words and structures such as I like... I prefer... good meal and food vocabulary.

Listen to the song using physical movements and visual aid to help understanding.

You will need:

- ✓ Show's Song
- ✓ Worksheet 5

45 minutes



THE RATS GO MARCHING



*The rats go marching one by one,
Hurrah! Hurrah!*

*The rats go marching one by one,
Hurrah! Hurrah!*

*The soldier is ready to fight! To fight!
The soldier is ready to fight! To fight!*

*If you build your best ship
and I cut the cheese!
If you build your best ship
and I cut the cheese!*

*(Poly:) Give me that newspaper!
(Roly:) Yes... today's news is...
(Poly:) No, Roly, we need to build that ship!*

*The rats go marching one by one,
Hurrah! Hurrah!*

*The rats go marching one by one,
Hurrah! Hurrah!*

*The soldier is ready to fight! To fight!
The soldier is ready to fight! To fight!*

*If you build your best ship and I cut the
cheese! The soldier is ready to fight! To fight!
The soldier is ready to fight! To fight!
If you build your best ship and I cut the
cheese!*

(Poly:) My captain!

(Roly:) My captain!

(Poly:) Yes sir, no sir, yes sir!

(Roly:) Yes sir, no sir, yes sir!

(Poly:) The ship is ready!

(Roly:) The cheese is ready!

(Poly:) Roly!!!

*The rats go marching one by one,
Hurrah! Hurrah!*

*The rats go marching one by one,
Hurrah! Hurrah!*

*(Jester:) My hand is ready to say goodbye!
My hand is ready to say goodbye!
Go to hell and I don't need your help!
Go to hell and I don't need your help!
Go to hell and I don't need your help!*

*The soldier is ready to fight! To fight! The
soldier is ready to fight! To fight!*

*If you give your best and...
I cut the cheese!
I CUT THE CHEESE!
I CUT THE CHEESE!*

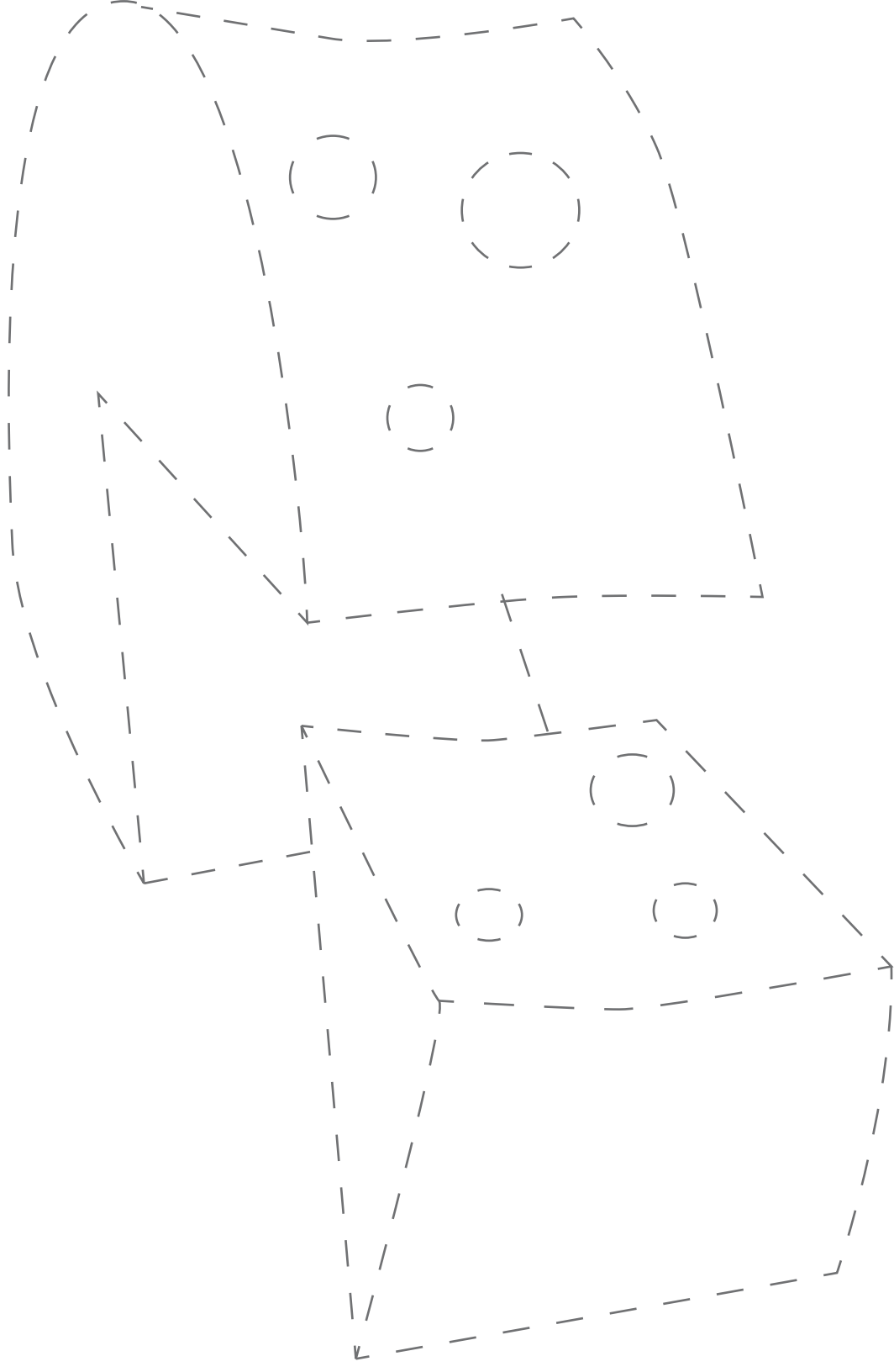


WORKSHEET 5.

Ask your students to trace and colour the cheese. Play the song while completing the do the proposed activity.



Worksheet 5. Trace and colour the cheese.





Sixth Activity

Anticipate vocabulary using gestures and presenting the song key words and structures. Listen to the song a few times before handing out the worksheet. Encourage a brainstorm about the words listened to facilitate comprehension, ask your students to say the words they have heard and write them down on the blackboard.

You will need:

- ✓ Show's Song
- ✓ Worksheet 6

45 minutes



SHOW ME YOUR POWERS



4

Cross the line!
And be beholden! And be beholden!
And be beholden!
Show me your powers!
You are my hero here!
You are my hero here!

Always fighting!
Fighting for the life here!
Cross the line!
And be beholden!
And be beholden!
And be beholden!

Show me your powers!
You are my hero here!
You are my hero here!
Show me your powers!
You are my hero here!
You are my hero here!

Always fighting!
Fighting for the life here!
Cross the line!
And be beholden!
And be beholden!
And be beholden!

Show me your powers!
You are my hero here!
You are my hero here!

Always fighting!
Fighting for the life here!
Cross the line!
And be beholden!
And be beholden!
And be beholden!

Show me your powers!
You are my hero here!
You are my hero here!

Show me your powers!
You are my hero here!
You are my hero here!

Always fighting!
Fighting for the life here!
Cross the line!

And be beholden!
And be beholden!
And be beholden!

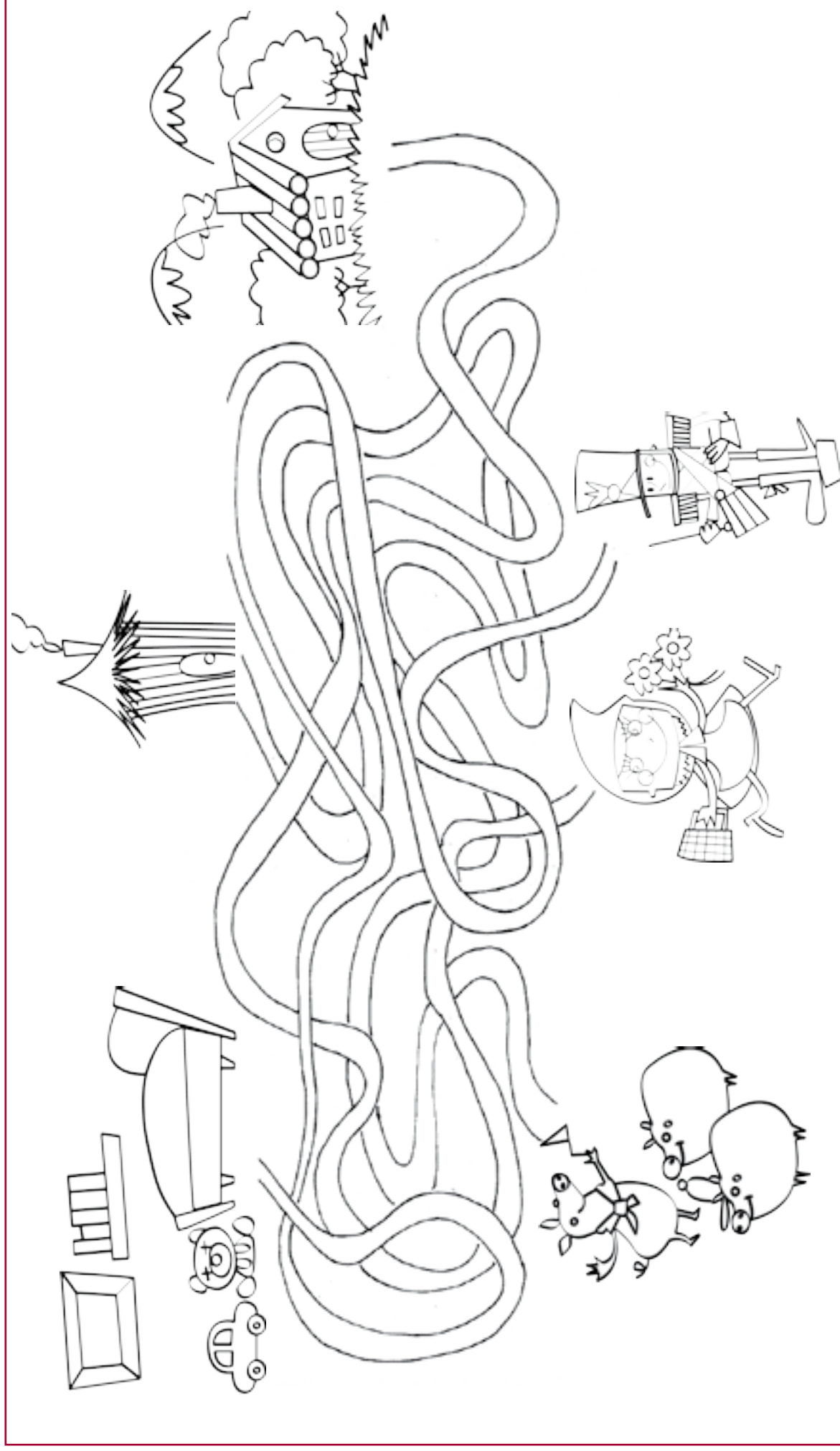


WORK SHEET 6.

Name one of the three tales we propose in the worksheet and ask your students to point to the picture which corresponds to it, after that, ask them to trace with his or her finger the path that leads the character to his or her house. Later ask your students to colour each path with a different colour as they listen to the song.



Worksheet 6. Take the character to his or her house.





Seventh Activity

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 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.

You will need:

✓ Worksheet 7

40 minutes



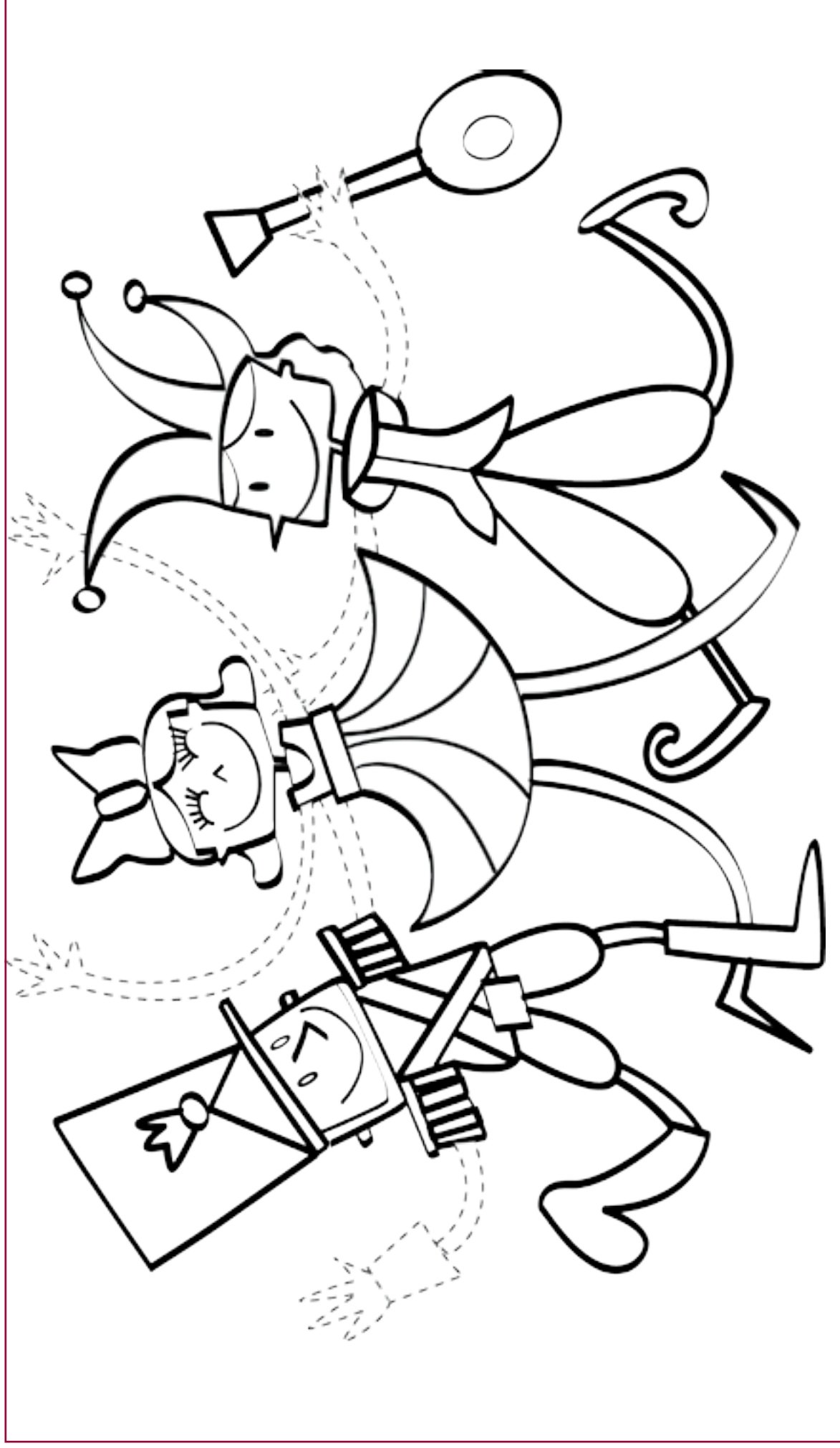
Recall the play with your students setting some oral questions about Roxanne, James and Jester relationship. Show your students the feeling of friendship by holding them while repeating the structure "big hug my friend".



WORK SHEET 7.

Ask your students to trace the arms and the hands and colour the Picture.







Eighth Activity

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

Ask your students to choose the face which is more appropriate according to the level of satisfaction about the following aspects of the play.

You will need:

✓ Survey

25 minutes

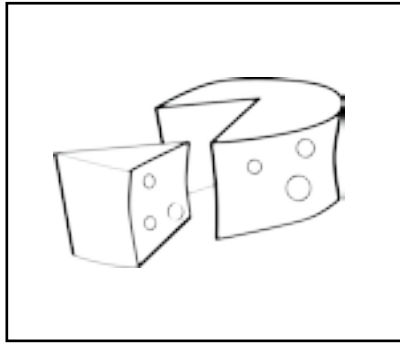


CHARACTERS	 EXCELLENT	 GOOD	 NO GOOD

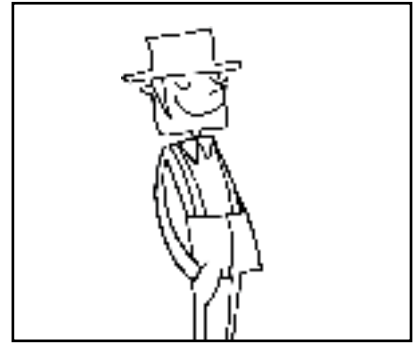
5. GRAPHIC DICTIONARY



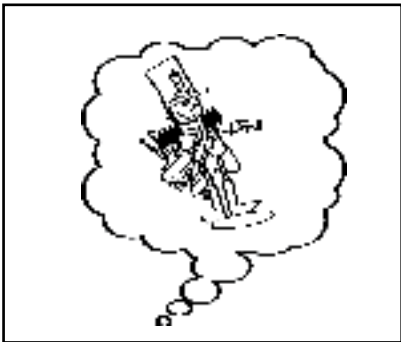
Ballerina



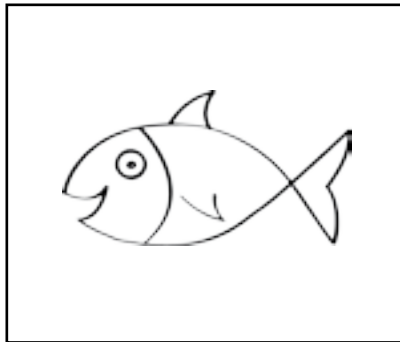
Cheese



Dad



Dream



Fish



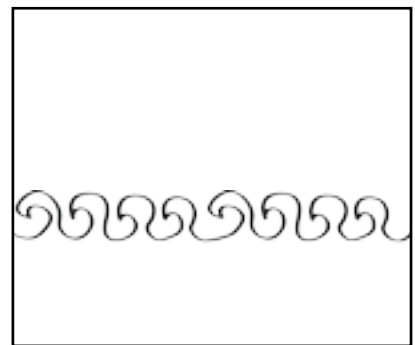
Jester



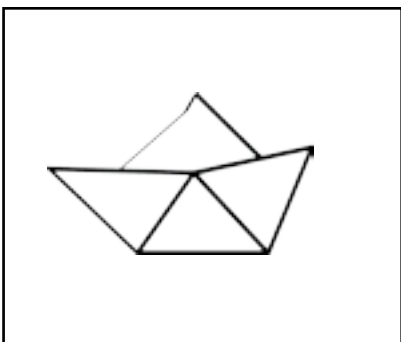
Mum



Rat



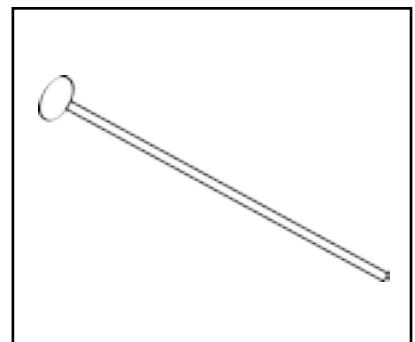
Sea



Ship



Soldier



Stick

OTHER SHOWS

Infant Education Stage

El mago de Oz

Hansel and Gretel (*In English*)

THE TIN SOLDIER

Educational Project developed
by Elena Valero Bellé



With his ironclad personality, this little tin soldier will prove that love is far stronger than tempered steel. Come enjoy this marvellous story with which Andersen has captivated hearts for many generations. A veritable parade of charming characters will show that the most exciting English lesson of the year can be found at the theatre.

