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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 *Three Little Pigs* 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 *Three Little Pigs* the 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 include 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 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 ME and the different Regional Education Laws.

2. OBJECTIVES

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 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' 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.

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.

The "before the play" activities are intended to motivate students, to help with the understanding of the story and the acquisition of basic vocabulary.

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.

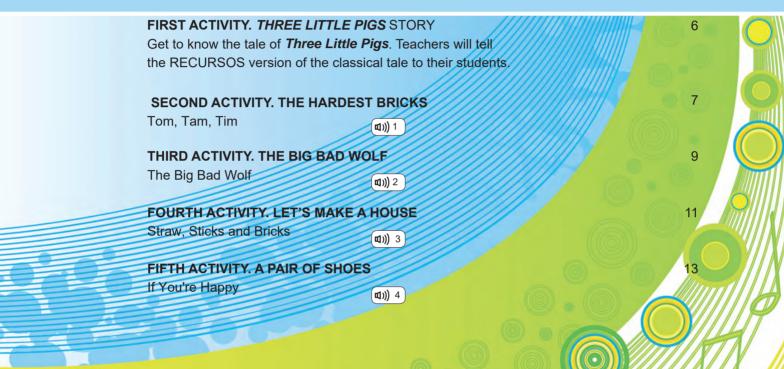
You will find at the end of this guide a graphic dictionary; this basic vocabulary can help your students to understand the songs and do the worksheets.

At the end of the show, the actors and actresses will sing the song "Think Teatring!" along with the children. This song is available on our website.



4. ACTIVITIES





THE PERFORMANCE: THINK THEATRING! Enjoy the play!



AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY

15





First Activity: Three Little Pigs 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 version of the classical 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. You can download it from our web page www.recursosweb.com.

We suggest you read the students the play transcript we attached using the power point presentation or the story cards you can obtain by just printing the power point presentation slides.

We suggest you first tell the story, check comprehension and continue with an activity 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:

✓ Haz

Teatring's Songs







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 the "what" is said.
- Foster student interaction with the story.





THREE LITTLE PIGS SONGS

The following 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.



GUIDELINES TO SING

- · 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. The Hardest Bricks

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

TOM, TAM, TIM



Tom, Tam, Tim

Tom, Tam, Tim Three little pigs, We are a team!

Tom, Tam, Tim Tom, Tam, Tim Three little pigs, We are a team!

Brothers strong, never late. Happy together, full of glee, In this family, we are three.

Tom, Tam, Tim Tom, Tam, Tim Three little pigs We are a team!

Tom is brave, leading the way, Tam is kind, brightening our day. Tim is funny, making us smile, Together we go the extra mile. You will need:

✓ Haz

Teatring's Songs

✓ Worksheet 1

45 minutes



So here's to Tom, Tam and Tim, The best team, let's give a cheer and a hymn.

Brothers forever, a special bond, In this family, we respond.

Tom, Tam, Tim Tom, Tam, Tim Three little pigs We are a team!

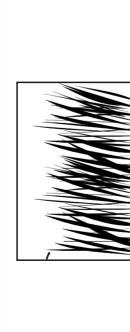


WORKSHEET 1.

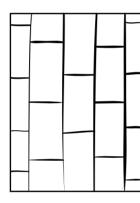
Your students have to identify the groups of three elements and colour them.



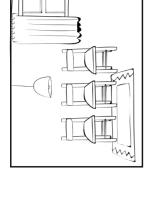
Worksheet 1. What's it?



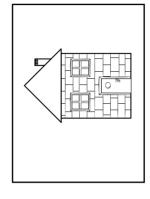
strans



wall



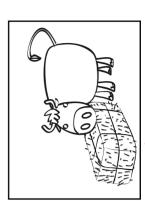
furmiture



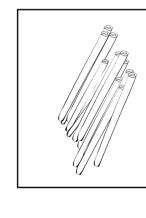
house

bundle of straws

poon



eed





sticks

brick





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

You will need:

✓ Haz

Teatring's Songs

✓ Woorksheet 2

45 minutes



THE BIG BAD WOLF (4)) 2

I'm the big bad wolf, hear my roar Gonna huff, puff, and blow it all away

I'll blow it down, that's for sure

I'm gonna huff, puff and blow it all away (Huff, puff, blow) I'm gonna huff, puff and blow it all away (Huff, puff, blow)

Huff and puff, gonna blow it all away
No house can stand, no house can stay
I'm the big bad wolf, here to play
Hear my roar, I'm here to stay

I'm gonna huff, puff and blow it all away (Huff, puff blow) I'm gonna huff, puff and blow it all away (Huff, puff, blow)

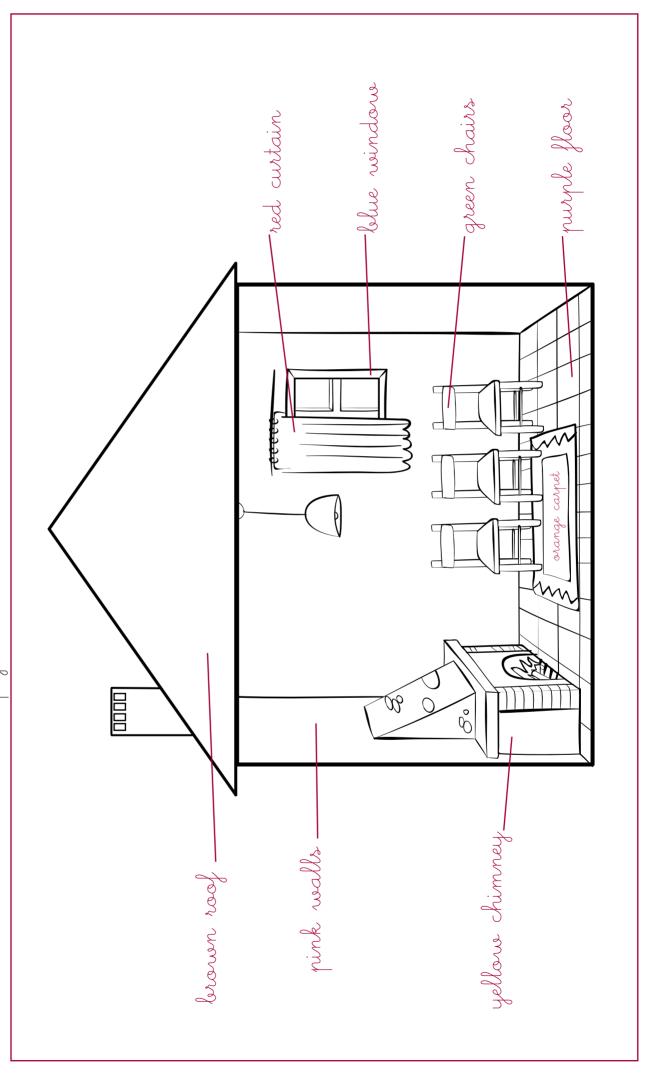


WORKSHEET 2.

Ask them to color according to the instructions.



Worksheet 2. The three little pigs house.







Fourth Activity. Let's Make a House

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

You will need:

✓ Haz

Teatring's Songs

✓ Woorksheet 3

45 minutes



STRAW, STICKS AND BRICKS

Three little piggies, building so fine, Straw, sticks, and bricks, in a line. Can you say heey? Heyyy!

Once upon a time, a pig named Tam, Built a house of straw just for fun

Three little piggies, building so fine, Straw, sticks, and bricks, in a line Can you say heey? Heyyy

Piggy Tim, with sticks so strong, Building a house, nothing can go wrong. **(u)))** 3

Three little piggies, building so fine, Straw, sticks, and bricks, in a line Can you say heey? Heyyy!

Lastly, Pig Tom, with bricks so fine, Building a house that will surely shine

Three little piggies, building so fine, Straw, sticks, and bricks, in a line. Can you say heey? Heyyy!

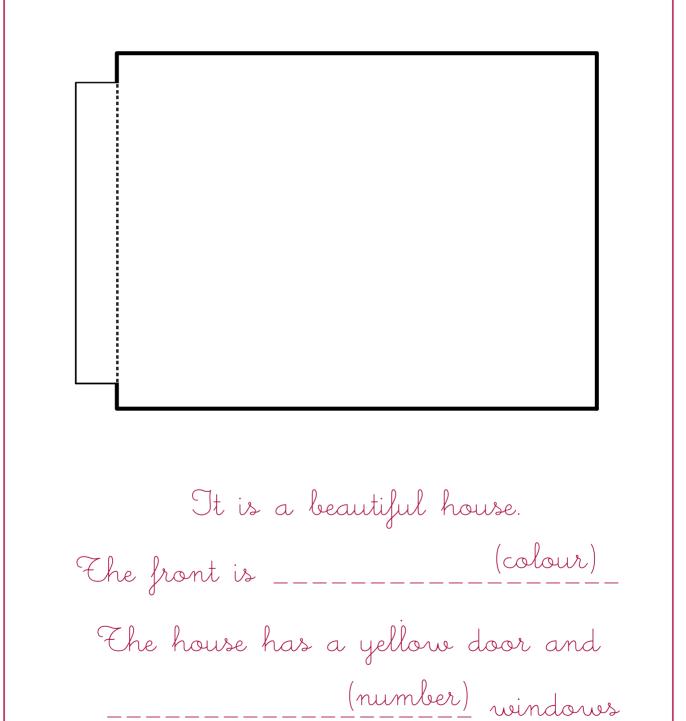


WORKSHEET 3.

The students have to colour the house pointing the different parts.



Worksheet 3. Let's make a house.



It's builded with strong bricks.





Fifth Activity. A Pair of Shoes

Once they have learnt some parts of the song, hand the worksheet related to it out asking your students to complete it as they listen again to the song. Listen to the song using physical movements to help understanding, focus on those actions worked in the worksheet proposed.

You will need:

✓ Haz

Teatring's Songs

✓ Woorksheet 4

45 minutes



(1)) 4

IF YOU'RE HAPPY

If you're happy, happy, happy,
clap your hands
If you're happy, happy,
clap your hands
If you're happy, happy, happy,
clap your hands, clap your hands
If you're happy, happy, happy,
clap your hands

If you're scared, scared, scared, say, "Oh, no!" (Oh, no!)

If you're scared, scared, scared, say, "Oh, no!" (Oh, no!)

If you're scared, scared, scared, say, "Oh, no!" (Oh, no!)

If you're scared, scared, scared, say, "Oh, no!" (Oh, no!)

If you're sleepy, sleepy, sleepy, take a nap If you're sleepy, sleepy, sleepy, take a nap If you're sleepy, sleepy, sleepy, take a nap, take a nap If you're sleepy, sleepy, sleepy, take a nap If you're happy, happy, happy, clap your hands If you're happy, happy, happy, clap your hands If you're happy, happy, happy, clap your hands, clap your hands If you're happy, happy, happy, clap your hands

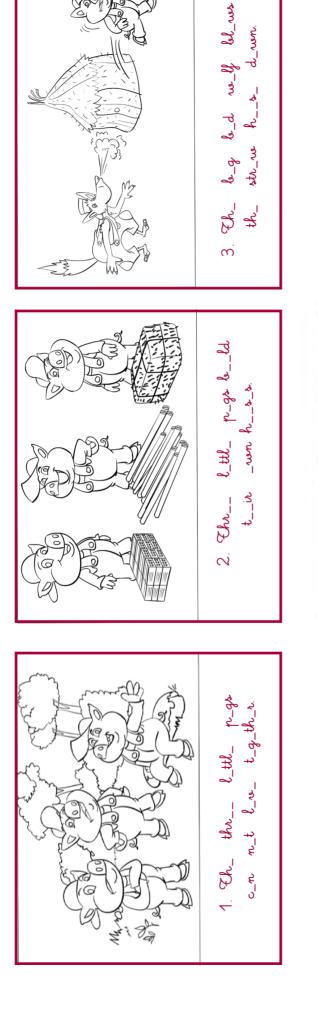


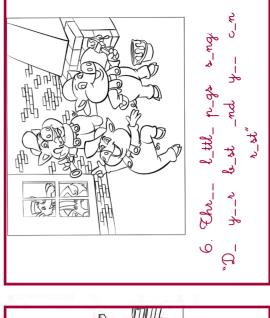
WORKSHEET 4.

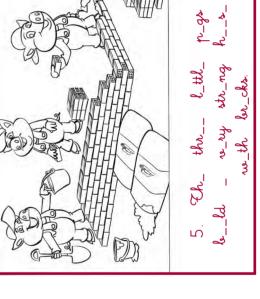
Your students have to cut the picture out and make a cover to create a mini book of the Story.



Worksheet 4. Three Little Pigs Story.













Sixth 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 Three Little Pigs and the Big Bad Wolf such as how are they going to distribute the chores in the house.

You will need:
✓ Worksheet 5

40 minutes





WORKSHEET 5.

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 colour the face which is more appropriate according to the level of satisfaction about the following aspects of the play.



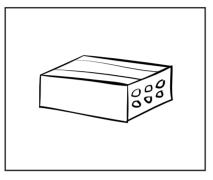
Worksheet 5. Giving opinions

| CHARACTERS | EXCELLENT | GOOD | NO GOOD |
|--|-----------|----------|---------|
| | © | | |
| and a second sec | © | | |
| J. | | © | |
| 0000 | © | | |

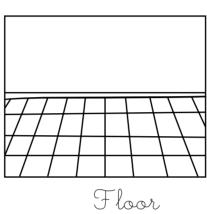
Three Little Pigs

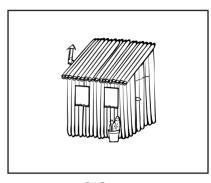


GRAPHIC DICTIONARY

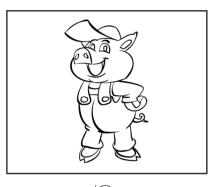


Brick

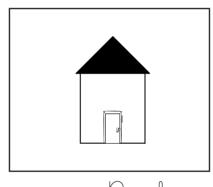




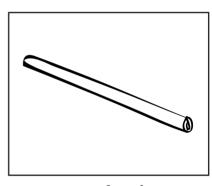
House



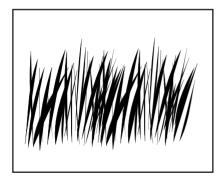
Pig

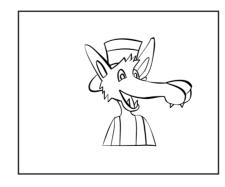


Roof

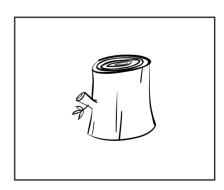


Stick





Wolf



Wood

OTHER SHOWS First and Second Course of Primary Education

Pinocchio *(In English)*Jingle Bells *(In English)*La Bella y la Bestia

THREE LITTLE PIGS

Didactic Project elaborated by Elena Valero Bellé



Introducing the inimitable Mr. Big Bad Wolf. The most ravishing rock star of any fairy tale, who will huff and puff... and make everyone burst with laughter in a show that is perfectly adapted for English lessons. Don't miss out as the group of smart and cheeky piggies face this not-at-all-terrible wolf in a musical duel that will make everyone shake to the rhythm. A famous classic with surprising effects, catchy songs and totally adapted to the children's level to provide a unique experience. Come to the theatre for some guaranteed fun.

