

Pedagogical proposal

THREE LITTLE PIGS

THIRD AND FOURTH COURSE OF 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 *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



BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. THREE LITTLE		6
the RECURSOS version of the class		
		7 0
SECOND ACTIVITY. THE HARDE Tom, Tam, Tim		
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Straw, Sticks and Bricks	الله الله الله الله الله الله الله الل	
FIFTH ACTIVITY. A PAIR OF SHO	DES	13
If You're Happy		
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THE PERFORMANCE: THINK THEATRING! Enjoy the play!



AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY

15



You will need:

Teatring's Songs

✓ Haz

45 minutes

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.



- 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.



Before

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!

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. **(ע))** 1

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

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.

Ask your students to detect the incorrect lines.

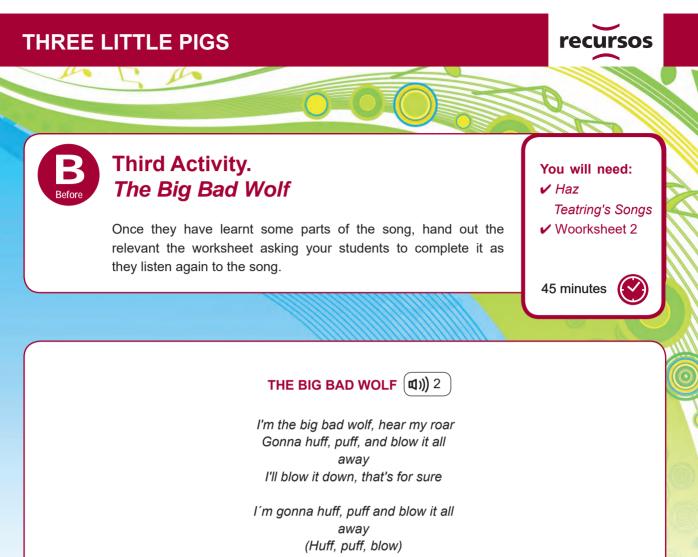
You will need: ✓ Haz Teatring's Songs ✓ Worksheet 1



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Worksheet 1. Listen to the song. Where are mistakes?

TOM, TAM, TIM (4)) 1	
Tom, Tam, Tim	
Tom, Tam, Tim	
Three little pigs,	
We are a team!	
Tom, Tam and Tim, a team so grand,	
Brothers strong, always take a stand.	
Happy together, full of joy,	
In this family, we all deploy.	
Tom, Tam, Tim	
Tom, Tam, Tim	
Three little pigs	
We are a team!	
Tom is brave, lighting the way,	
Tam is kind, chasing clouds away.	
Tim is clever, full of new ideas,	
Together we conquer without any fears.	
Tom, Tam, Tim	
Tom, Tam, Tim	
Three little pigs,	
We are a team!	
So here's to Tom, Tam and Tim,	
The best trio, let's sing with a grin.	
Brothers forever, a bond so tight,	
In this family, we stand in the light.	
Tom, Tam, Tim	
Tom, Tam, Tim	
Three little pigs	
We are a team!	



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.

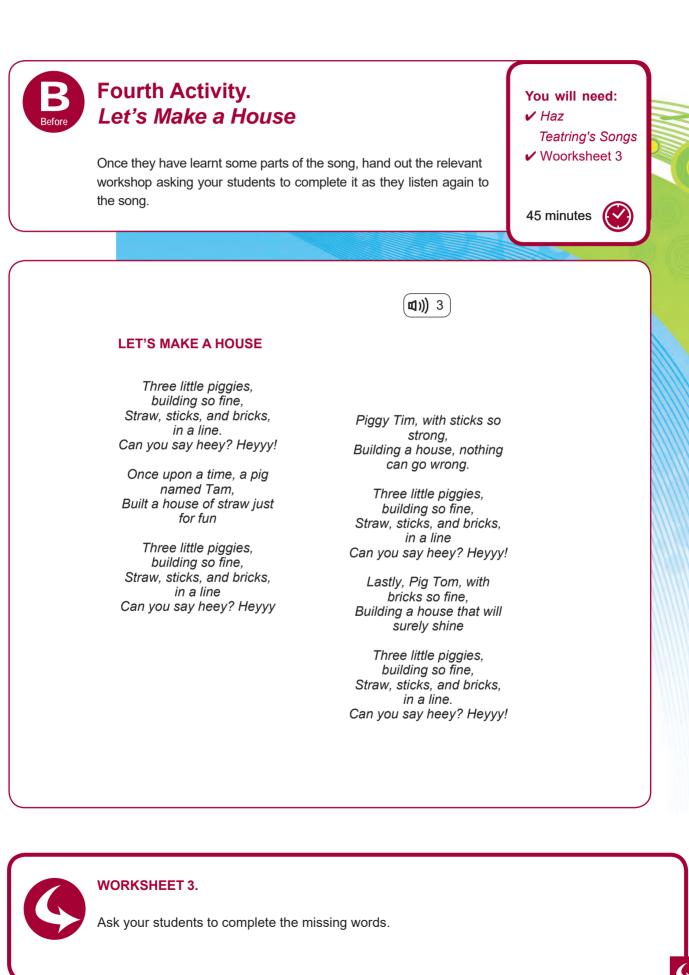
Ask your students to complete the missing words.

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Three Little Pigs

Worksheet 2. Listen to the song and fill inn the gaps.

THE BIG	BAD WOLF (II)) 2
I'm the	, hear my roar
Gonna huff, pu	Iff, and blow it all away
l'll blow it d	own, that's for sure
l´m gonna hu	ff, puff and blow it all
- (Huf	f, puff, blow)
I'm gonna huff,	puff and blow it all away
(Huf	f, puff, blow)
Huff and puff,	gonna blow it all away
No house can	stand, no can
	stay
I'm the big b	ad wolf, here to play
Hear my ro	ar, I'm here to stay
l´m gonna huff,	puff and blow it all away
(Huf	f, puff blow)
I'm gonna huff,	puff and blow it all away
	f, puff, blow)



Worksheet 3. Listen to the song and order the words.

STRAW, STICKS AND BRICKS

Three little piggies, building so fine, sticks / bricks / in / a / Straw / line / and.

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, sticks / bricks / in / a / Straw / line / and.

Can you say heey? Heyyy Piggy Tim, with sticks so strong, Building a house, nothing can go wrong.

Three little piggies, building so fine, sticks / bricks / in / a / Straw / line / and.

Can you say heey? Heyyy!

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

Three little piggies, building so fine, sticks / bricks / in / a / Straw / line / and.

Can you say heey? Heyyy!

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THREE LITTLE PIGS

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. ✓ Haz Teatring's Songs

You will need:

✓ Woorksheet 4

45 minutes

IF YOU'RE HAPPY

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

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, say, "Oh, no!" (Oh, no!)

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

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If you're sleepy, sleepy,

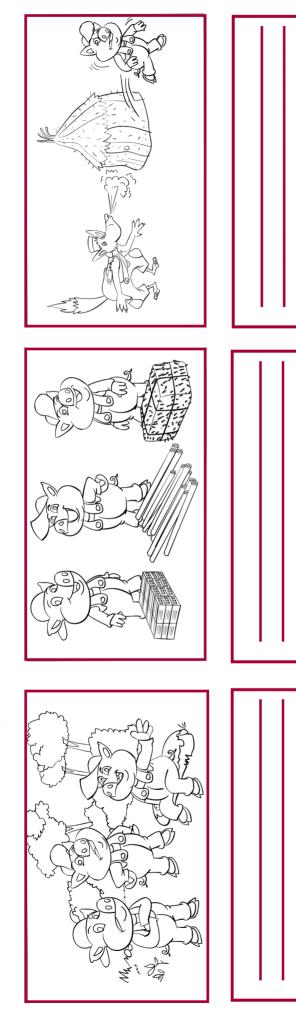
WORKSHEET 4.

Ask your students to arrange the following panels and describe them.



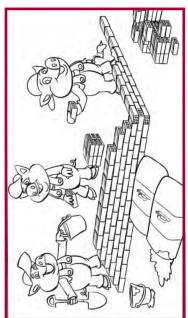


Worksheet 5. Three Little Pigs Story.

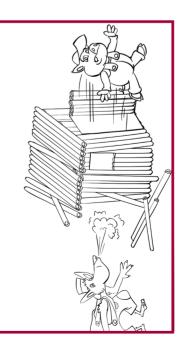
















After S

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.



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...

OTHER SHOWS Third and Fourth Course of Primary Education

Pinocchio *(In English)* Jingle Bells *(In English)* Lucky Day *(In English)* La Bella y la Bestia La isla del tesoro

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-allterrible 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.



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