

PINOCCHIO

THIRD AND FOURTH COURSE OF PRIMARY EDUCATION



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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 *Pinocchio* in your class.

1. PEDAGOGICAL PROPOSAL: JUSTIFICATION

Using classic stories is a useful and motivating way to get your class to learn English. Thanks to the fact that ~~Pinocchio~~ is 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 represent has been devised 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 Primary Education. It is quite important that you prepare your children 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, the 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: first and second years of Infant Education Students, the first and second and the three and four of Primary.

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 **“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.

We propose the *Think Teatring!* song as it is the last song they will sing together with the actors at the end of the performance.

4. ACTIVITIES



BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. PINOCCHIO STORY
Get to know the tale of ~~Pinocchio~~ *Pinocchio*.
Teachers will tell the RECURSOS version of the classical fairy tale to their students.

SECOND ACTIVITY. TELL THE TRUTH
Hi!

1

THIRD ACTIVITY. WHAT'S THAT?
Food!

2

FOURTH ACTIVITY. JUST CALL ME
Friends

3

6

7

9

11

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



AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY

15



First Activity: *Pinocchio* 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 *Pinocchio* 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. 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 Songs*
- ✓ Story Cards

45 minutes



STORYTELLING GUIDELINES:

- Remember that 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.



PINOCCHIO 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.
As they complete the worksheet, we suggest they listen to the songs.



GUIDELINES TO SING

- Make sure students 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 in the chorus or significant parts.
- Associate physical movements with the lyrics.



Second Activity. Tell the Truth!

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

Good morning!
I would like to meet you.
Aborning!
With this hand I feel you.

Good morning!
I would like to invite you.
Adorning!
With this foot I feel you.

Good afternoon!
I would like to tell you.
Opportune!
With this nose I smell you.

Good afternoon!
I would like to warn you.
Disharoon!
With these eyes I see you.

Good evening!
I would like to hear you.
Chevening!
With these ears I hear you.

Hi!



Good evening!
I would like to say bye.
Sleeving!
It is time for goodnight.

Good Night!

Good Night!
I would like to meet you.
Aborning!
With this hand I feel you.

Good morning!
I would like to invite you.
Adorning!
With this foot I feel you... you!

Good afternoon!

Good afternoon!
I would like to tell you.
Opportune!
With this nose I smell you.

You will need:

- ✓ Haz
- Teatring Songs
- ✓ Worksheet 1

45 minutes



WORKSHEET 1.

Listen to the song several times. Then ask your students to arrange the stanzas as appropriate.



Worksheet 1. Arrange the following stanzas as appropriate.

Good evening!
I would like to say bye. Sleeving!
It is time for goodnight
Good Night!

Good morning!
I would like to meet you. Aborning!
With this hand I feel you.

Good Night!
I would like to meet you. Aborning!
With this hand I feel you.

Good morning!
I would like to invite you. Adorning!
With this foot I feel you.

Good afternoon!
I would like to tell you. Opportune!
With this nose I smell you.

Good afternoon!
I would like to tell you. Opportune!
With this nose I smell you.

Good afternoon!
I would like to warn you. Disharoon!
With these eyes I see you.

Good evening!
I would like to hear you. Chevening!
With these ears I hear you.

Good morning!
I would like to invite you. Adorning!
With this foot I feel you... you!
Good afternoon!

Good afternoon!
I would like to warn you. Disharoon!
With these eyes I see you.
Good evening!
Good Night!



Third Activity.
What's that?

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

You will need:

- ✓ Haz Teatring CD
- ✓ Worksheet 2

45 minutes



FOOD!



Blackberry, blueberry,
This is more magical than a fairy.

One, two, three apples,
This is more real than miracles!

Food, food, food,
please don't be rude!
Food, food, food,
you are made of wood!

Melon, watermelon,
This is heavier than a telon.

One, two, three oranges,
Get ready for the challenges!

Food, food, food,
please don't be rude!
Food, food, food,
you are made of wood!

Raspberry, strawberry,
This is more magical than a fairy.

Food, food, food,
please don't be rude!
Food, food, food,
you are made of wood!
Food, food, food,
please don't be rude!
Food, food, food,
you are made of wood!



WORKSHEET 2.

Use red crayon to mark the path Pinocchio must follow to go to the school.



Worksheet 2. Listen the song and complete it.

- Draw lines to match them with their corresponding colors.

- | | |
|--------------|----------|
| • Apple | • Blue |
| • Blackberry | • Purple |
| • Blueberry | • Red |
| • Melon | • Orange |
| • Orange | • Green |
| • Raspberry | • Pink |
| • Strawberry | • Red |
| • Watermelon | • Yellow |

- Work in pairs to arrange the stanzas in the correct order.

Stanza Options:

*Blackberry, blueberry, This is more magical than a fairy.
Food, food, food, please don't be rude!
One, two, three apples, This is more real than miracles!
Melon, watermelon, This is heavier than a telon.*



Fourth Activity.
Just Call Me

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

You will need:

- ✓ Haz
- Teatring Songs
- ✓ Worksheet 3

45 minutes



FRIENDS



We have to make a circle!
With my oh, oh, oh, oh, oh!
We have the colorcolour purple!
With my oh, oh, oh, oh, oh!

We don't need the colorcolour green!
With my oh, oh, oh, oh, oh!
That's why you don't help me clean?
With my oh, oh, oh, oh, oh!

And I need a pinch of blue!
With my oh, oh, oh, oh, oh!
And what colorscolours are these two?
With my oh, oh, oh, oh, oh!

Yellow, oh, oh, oh, oh, oh!
Orange, oh, oh, oh, oh, oh!
and red, oh, oh, oh, oh, oh!

We have to make a circle!
With my oh, oh, oh, oh, oh!
We have the colorcolour purple!
With my oh, oh, oh, oh, oh!

We don't need the colorcolour green!
With my oh, oh, oh, oh, oh!
That's why you don't help me clean?
With my oh, oh, oh, oh, oh!

And I need a pinch of blue!
With my oh, oh, oh, oh, oh!
And what colorscolours are these two?
With my oh, oh, oh, oh, oh!

Yellow, oh, oh, oh, oh, oh!
Orange, oh, oh, oh, oh, oh!
and brown, oh, oh, oh, oh, oh!

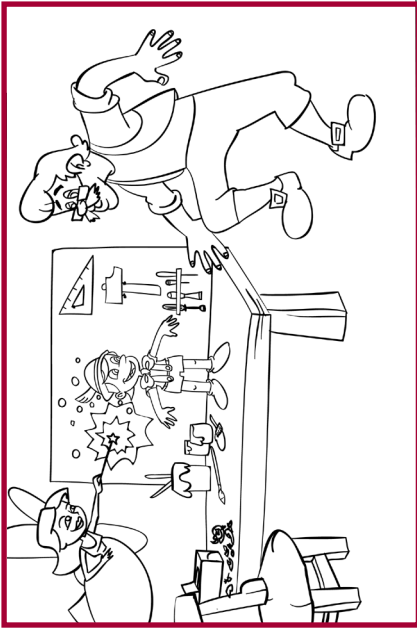
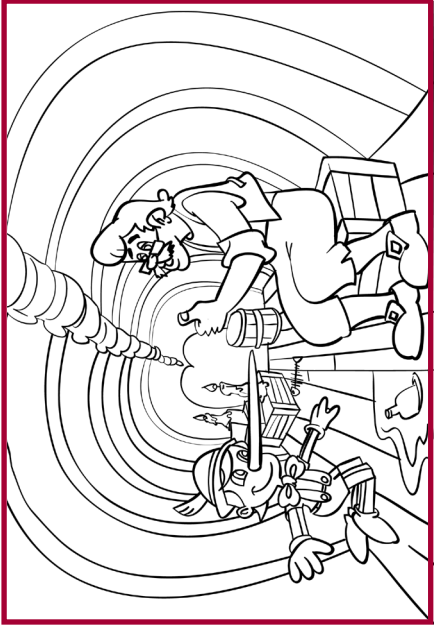
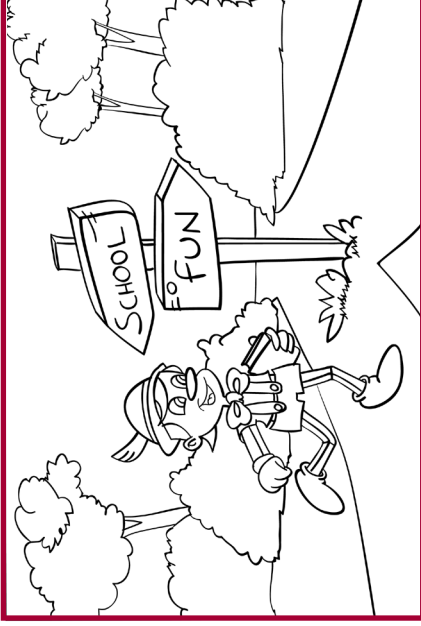
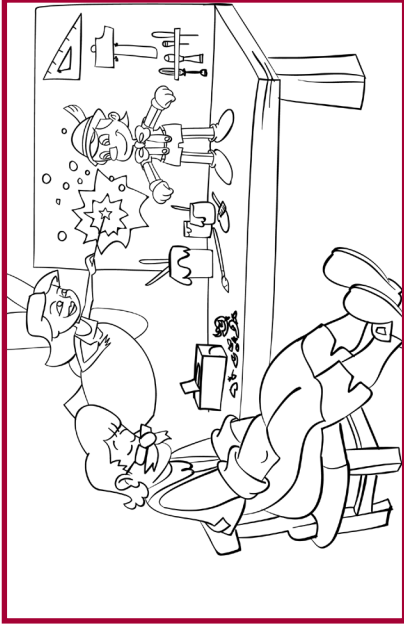


WORKSHEET 3.

Ask your students use blue crayon to mark the waves in the sea.



Worksheet 5. Pinocchio Story.



Sophie /says /The/
fairy godmother /Pinocchio:
“Come alive!”

them. /The/ has eaten /whale

want/ Pinocchio /go /
school. /doesn't to/
to

sneezes. / The / whale

worried. Geppetto /is /He/
Pinocchio. / looking for /is

a real boy. /The/ Sophie/
turns Pinocchio into/
fairy godmother



Fifth 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 Pinocchio and Geppetto such as how are they going to live together.

After watching the play, hold a discussion to help students express their thoughts. Ask questions like:

- What was the play about?
- Who were the main characters?
- What did you like or dislike about the play?
- How did the actors perform?



WORKSHEET 5.

Provide students with a template for writing their review.



OTHER SHOWS

Third and Fourth Course of Primary Education

Three Little Pigs *(In English)*

Jingle Bells *(In English)*

Lucky Day *(In English)*

PINOCCHIO

Didactic Project developed by
Elena Valero Bellé



Pinocchio is the life and soul of the party at the toymakers' workshop. Join him on his adventures and discover the world of this unique wooden boy. Emotion, tenderness and fun await to the rhythm of the music, so don't sit about, and come and learn English with the fun songs we've prepared just for you.

