recursos

Proyecto **didáctico**

THE VAIN LITTLE MOUSE

FIRST AND SECOND GRADES OF PRIMARY EDUCATION

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In this didactic guide you will ind all the guidelines and recommendations to work with the adaptation of the classical tale *The Vain Little Mouse* 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 Vain Little Mouse* is the classic tale *par excellence* 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 the structures, contexts and vocabulary normally used in the Infant 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 Autonomous Region Education Laws.

2.- DIDACTIC 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 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, 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 **levels of difficulty**. The teacher will be able to choose the level he or she considers more suitable for his or her students.

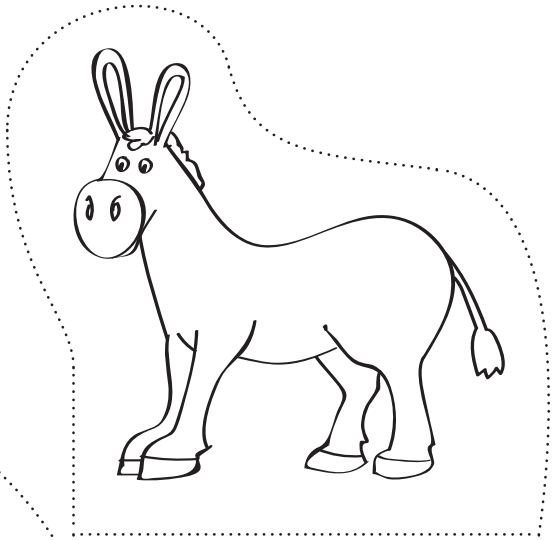
We highly recommend the students get to know the play and the songs before the performance, if they have sung the songs beforehand, on the day they attend the theatre, they will be able to participate actively. We suggest listening to the with the songs as they carry out the activities.

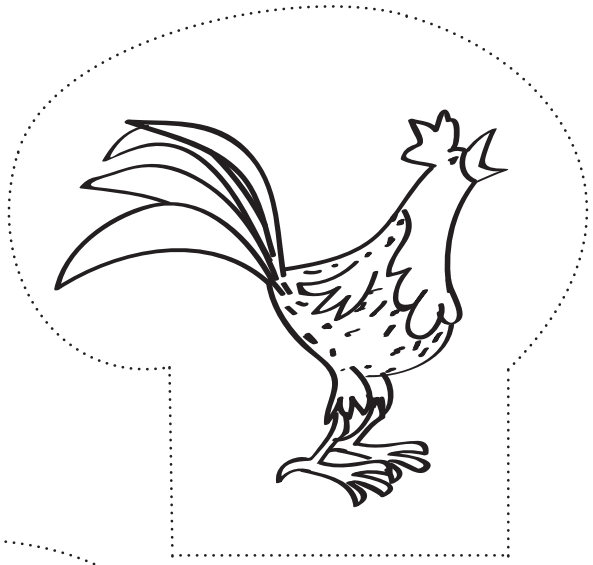
The **“before the play” activities** are intended to motivate students, to help with the understanding of the story and the acquisition of basic vocabulary. Most of them are centred on the songs that you could download them from our web page www.recursosweb.com.

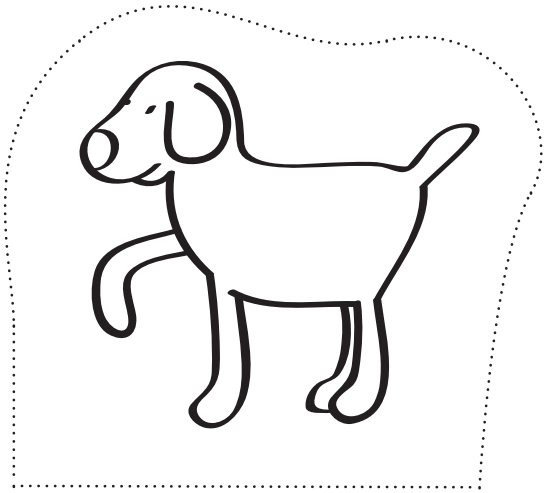
The **“after the play” activities** are intended to contribute to the development of sequential memory, association of ideas and the capacity for critical judgement in children.

Finally, we suggest you indicate the beginning and the end of the activities connected with the play, using the the songs.

WORKSHEET 1. Colour and cut out the following pictures. Attach a stick to the back of each one to make puppets you can use to act out the play.







WORKSHEET 2. Colour the following bows according to the clues below.

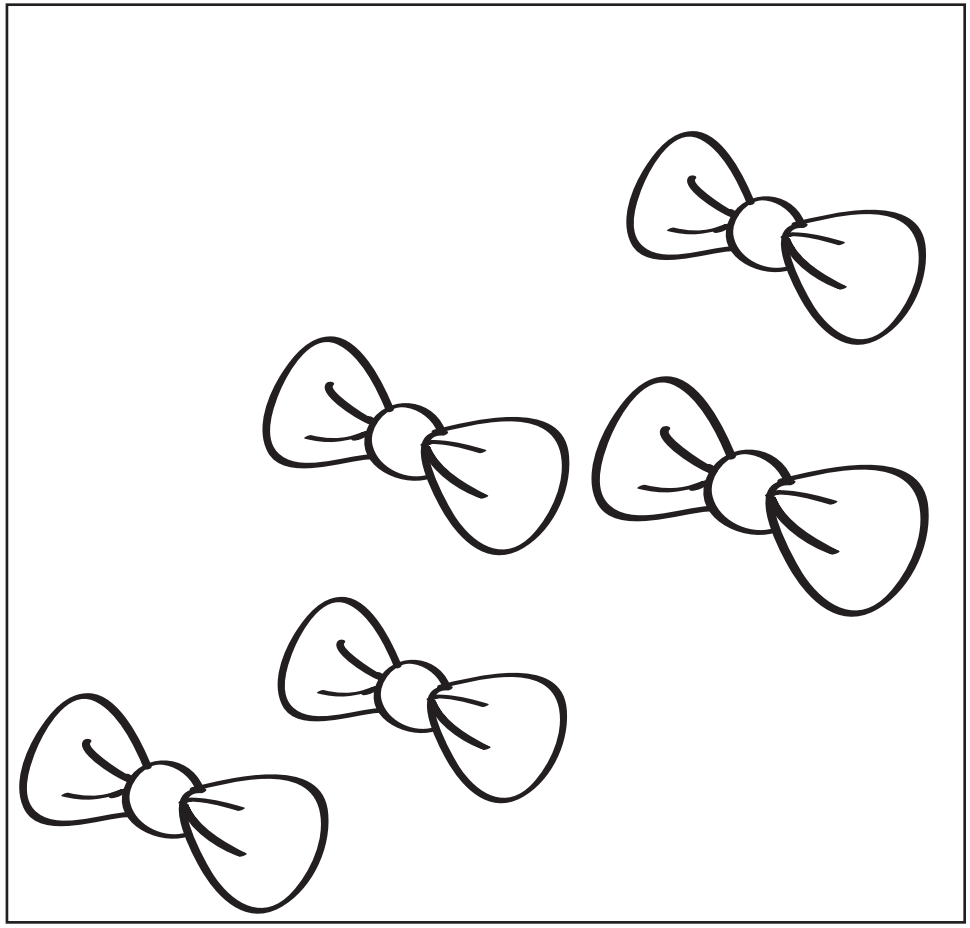
1. **The bow in the top right corner is red.**

2. **The bow below the red bow is blue.**

3. **The bow to the left of the blue bow is green.**

4. **The bow at the bottom is purple.**

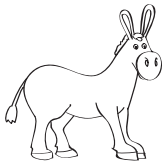
5. **The bow to the right of the purple bow is yellow.**



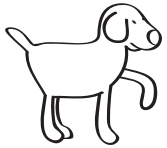
WORKSHEET 3. Complete the following sentences using the words in the box below.

1. Cats are _____ animals. They really like eating _____ and drinking milk. Cats _____ and purr.

2. Rats are _____ animals and live all over the world. They eat almost anything, although they really like cheese. Rats have very strong teeth that help them _____ very hard materials and food.



3. Donkeys are very _____ animals. They live on _____ and help people with farm work or carrying loads. They really like eating _____ and sugar cubes. The funny sound they make is called _____.



4. It is said that the _____ is man's best friend. Many people have them as pets and live with them. There are many breeds. They are affectionate and very _____. When they are happy, they wag their tails, and when they want to warn of danger, they _____ loudly.

5. The rooster is the king of the _____. Its crowing wakes up the whole farm at the start of the day. It likes being surrounded by hens and eating _____.

corn – dog – strong – wild – farms – sardines – meow – gnaw – braying – loyal – farmyard – bark – carrots – domestic

WORKSHEET 4. Find the names of five domestic animals and five wild animals in the following word search.

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

FARM ANIMALS

1. cat
2. dog
3. donkey
4. rooster
5. hen
6. rat

FOOD AND PLACES

1. corn
2. sardines
3. carrots
4. farmyard
5. farm

A
After

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.

QUESTIONS FOR A CLASS DISCUSSION AFTER WATCHING A PLAY

- **Understanding the story**
  What did you like most about the play? Why?
  Which character did you find most interesting?
  Which part of the story surprised you the most?
  What do you think the story is trying to teach us?
- **Emotions and empathy**
  How do you think the characters felt during the most difficult moments?
  Which character did you identify with the most? Why?
  What would you have done in their place?
- **Friendship, respect and values**
  Which decisions made by the characters do you think were right or wrong?
  Why is it important to listen to others?
  What can we learn from the characters' mistakes?
- **Critical thinking and creativity**
  Do you agree with how the problem was solved?
  What would you change about the story?
  Can you think of a different ending?
- **Connecting the story to everyday life**
  Have you ever experienced something similar to what happened in the play?
  What lessons from the play can we use in our everyday lives?