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Proyecto **didáctico**

THE VAIN LITTLE MOUSE

THIRD AND FOURTH GRADE OF PRIMARY EDUCATION

INDEX

1. PEDAGOGICAL PROPOSAL JUSTIFICATION 3
2. DIDACTIC OBJECTIVES 3
3. METHODOLOGY 4
4. ACTIVITIES 5

B Before

BEFORE THE PLAY

First Activity 5

Second Activity 6

Third Activity 7

Fourth Activity 8

Fifth Activity 9

A After

AFTER THE PLAY

Fifth Activity: *Giving Opinions* 11

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.

THE VAIN LITTLE MOUSE

WORKSHEET 1. MEET THE CHARACTERS

Read, think and write. Get ready to meet the animals in the play!

1. MATCH THE ANIMALS AND THE CLUES

A. Cat ___ It crows in the morning.

B. Dog ___ It can carry heavy things.

C. Donkey ___ It is small and likes cheese.

D. Rooster ___ It barks when it hears a noise.

E. Mouse ___ It meows and likes to sleep.

2. MAKE A PREDICTION

Look at the title: The Vain Little Mouse.

What do you think "vain" means?

_____

_____

Which animals might visit the little mouse?

_____

_____

Draw a small symbol for your favourite animal:

THE VAIN LITTLE MOUSE

WORKSHEET 2. ANIMAL VOICES

Practise the words and sounds you may hear during the performance.

1. COMPLETE THE SENTENCES

Word bank: meows | barks | crows | brays

The cat _____.

The dog _____.

The rooster _____.

The donkey _____.

2. WHAT DO THEY SAY?

Match each sound to an animal:

1. Cock-a-doodle-doo! _____
2. Woof! Woof! _____
3. Meow! _____
4. Hee-haw! _____

3. YOUR TURN!

Choose an animal and write one sentence about what it can do.

_____

THE VAIN LITTLE MOUSE

WORKSHEET 3. THE LITTLE MOUSE AND HER CHOICES

Read a short introduction and practise describing characters.

1. READ AND ANSWER

The little mouse finds a coin and buys a beautiful bow. She feels very proud.

Soon, different animals come to visit her. Each animal has a different voice.

Who will be a good friend? The little mouse must think carefully.

What does the mouse buy? _____

Why should she think carefully? _____

2. DESCRIBE THE CHARACTERS

Choose two adjectives for a good friend:

kind | selfish | helpful | rude | honest

_____

3. COMPLETE THE IDEA

A good friend is someone who...

_____

_____

THE VAIN LITTLE MOUSE

WORKSHEET 4. GET READY FOR THE PLAY

Use your imagination, then prepare to listen and participate.

1. PUT THE ACTIONS IN ORDER

Write 1-4 to predict the order of the story.

___ Different animals visit the mouse.

___ The mouse finds a coin.

___ The mouse makes an important choice.

___ The mouse buys a bow.

2. CHOOSE THE BEST ADVICE

Tick the two ideas you agree with most.

[ ] Listen before making a decision.

[ ] Choose friends only by their looks.

[ ] Be kind and respectful to others.

[ ] Never ask anyone for help.

3. MY THEATRE CHALLENGE

During the play, listen for an animal sound and remember one new English word.

I think I will hear: _____

A word I want to learn: _____

My prediction: The little mouse will _____

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?