

PRIMER Y SEGUNDO CURSO DE PRIMARIA

PUSS IN BOOTS



ÍNDICE

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

**BEFORE THE PLAY**

First Activity	Worksheet 1. Puss in Boots Story	6
Second Activity:	Worksheet 2. The Mill	8
Third Activity:	Worksheet 3. Making Bread	10
Fourth Activity:	Worksheet 4. My best friend is...	12

**AFTER THE PLAY:**

Fifth Activity:	Giving opinions	14
------------------------	-----------------	----

5. PICTURE DICTIONARY	16
-----------------------	----

In this didactic guide you will find all the guidelines and recommendations to work with the adaptation of the classical tale ***Puss in Boots*** 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 ***Puss in Boots*** is the classic fairy 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 those structures, contexts and vocabulary normally used in the first and second course of Primary Education Stage.

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 MEFP and the different Autonomous Region Education Laws.

2. DIDACTIC OBJECTIVES IN THE PUSS IN BOOTS

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 two 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. You could download them from our web page www.recursosweb.com.

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.

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*** (it is available for download from www.recursosweb.com). 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. THE WORK SONG

1

SECOND ACTIVITY. I LIKE

2

THIRD ACTIVITY. A PAIR OF BOOTS

3

FOURTH ACTIVITY. LAND OF TALES

4

6

8

10

12

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



AFTER THE PLAY ACTIVITIES

FIFTH ACTIVITY. GIVING OPINIONS

14



PUSS IN BOOTS SONGS

The next 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 so they get better preparation.



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.



First Activity. *The Work Song*

Anticipate vocabulary using gestures and presenting the key words with pictures or realia. Practise the song highlighting the action words with physical movements and try your students learn those parts in the song you consider suitable for their level.

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

You will need:

- ✓ **Songs**
- ✓ **Worksheet 1**

45 minutes



THE WORK SONG 1

*I can iron
I can sweep
All the windows, I clean
I can wash
And also cook
I can't ever sleep
But I have a dream
To fly away
You can try with me
You can try
You can try
Repeat with me*

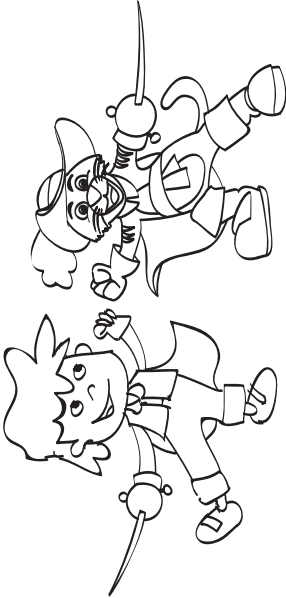
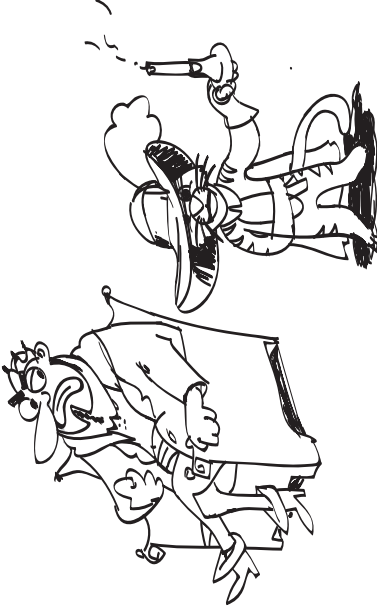

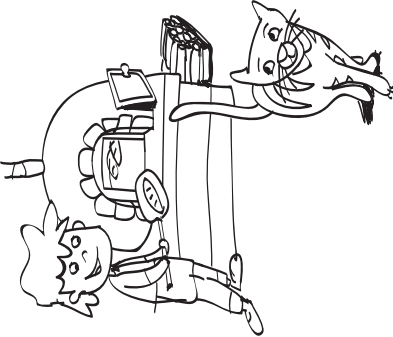

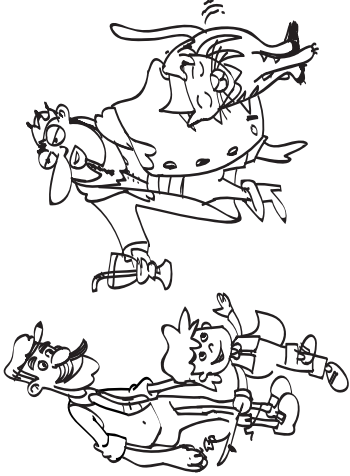
*You can try
You can try
In the hall
In the room
In the bathroom too
I can do
All the jobs
While I sing this song
But I have a dream
To fly away
You can try with me
You can try
You can try*



WORKSHEET 2.

Sort and trim the following bullets in order to create the Puss in Boots Story.

Worksheet 1. The Puss in Boot Story

		
<input type="radio"/> Puss in boots tells wonderful stories about his master...	<input type="radio"/> The king finds out Puss's lies.	<input type="radio"/> The miller retires and gives his son a cat.
		
<input type="radio"/> ... while the miller's son goes on working without knowing anything.	<input type="radio"/> Puss asks for the miller's son's boots.	<input type="radio"/> Puss in boots learns that lying is not needed to make people love you.



Second Activity.

THE MILL

You will need:

- ✓ Songs
- ✓ Worksheet 2

30 minutes



I LIKE



*I like to see my friends,
and dance with them on a sunny day.*

*I like to see my friends,
and play with them along the way.*

*I like to see my friends,
I like to see my friends.*

*I like to ride a horse,
and walk around under the trees.*

*I like to ride a horse,
and run and run at high speed.*

*I like to ride a horse,
I like to ride a horse.*

*I like to walk with you,
and see the flowers in the wood.*

*I like to walk with you,
and cross the river holding your hand.*

*I like to walk with you,
I like to walk with you.*

*I like to see the lake,
and throw stones into the middle.*

*I like to be by the lake,
and see the circles getting bigger.*

*I like to walk with you,
I like to walk with you.*

*I like to walk with you,
I like to walk with you.*

I like, I like, I like, I like, I like, I like.

I like you.

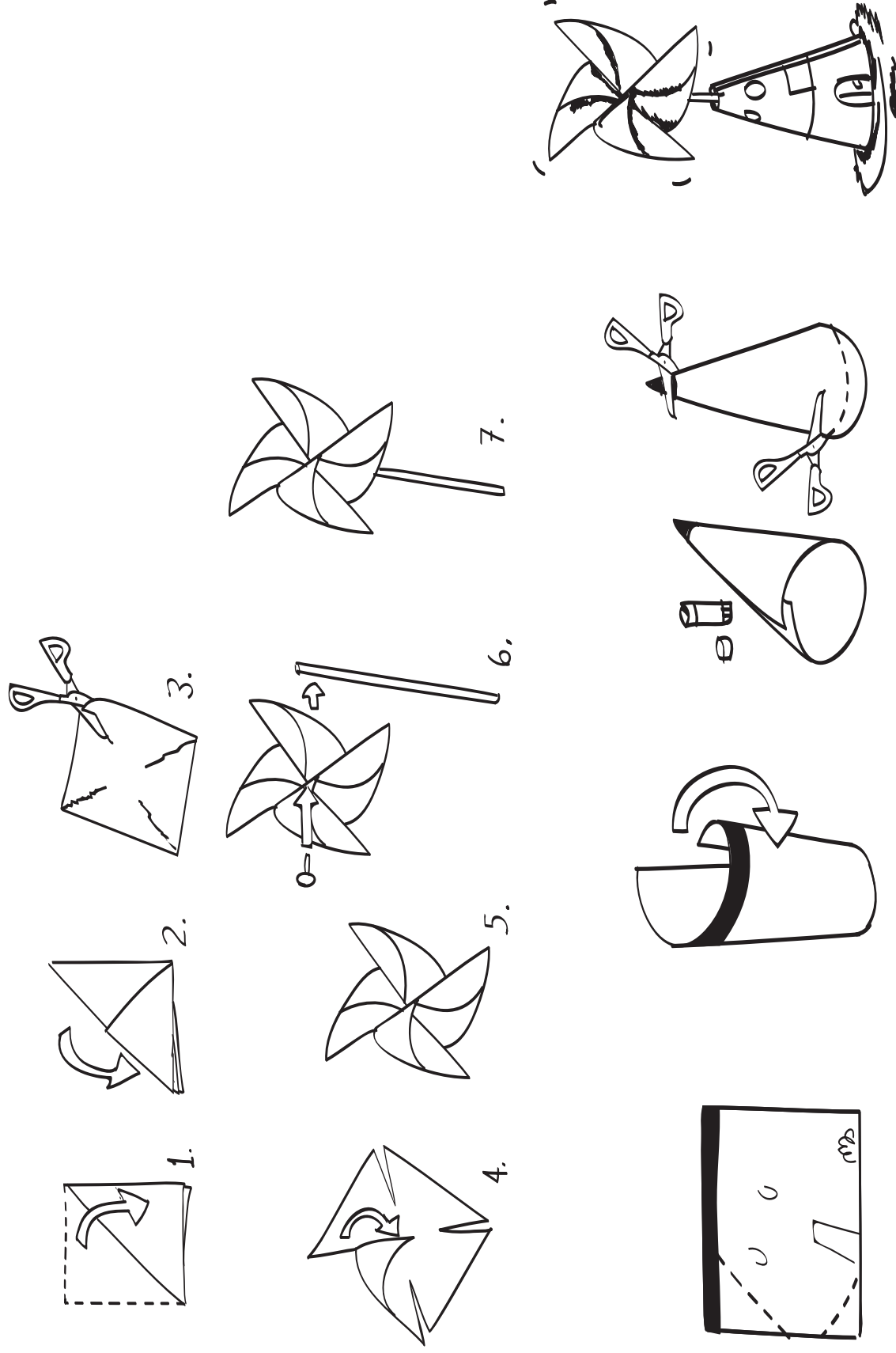


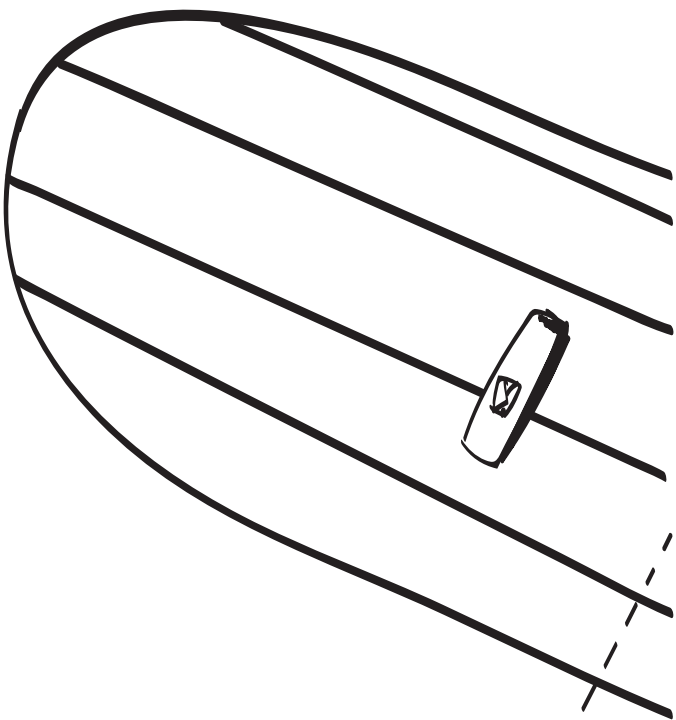
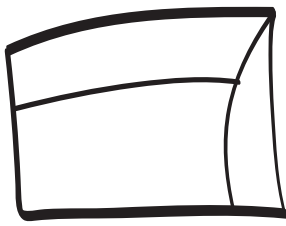
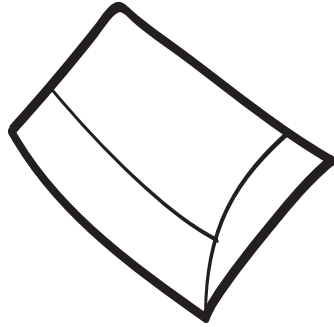
WORKSHEET 2.

Follow the instructions to make a small windmill.



Worksheet 2. The Mill







Third Activity. **MAKING BREAD**

You will need...

- ✓ Songs
- ✓ Worksheet 3

30 minutes



A PAIR OF BOOTS



*If you have a pair of boots,
You cannot lose,
You cannot lose.
If you have a pair of boots,
You cannot lose the blues.
If you want to be
A country star like me,
If you have a pair of boots
You can't lose the blues.
If you clap your pair of hands,
You cannot lose,
You cannot lose.
If you clap your hands,
You cannot lose the dance.*

*If you want to be,
A country star like me
If you clap your hands
You cannot lose the dance.
Ok... you have a pair of boots
...one! Two! One, two, three
If you have a pair of boots,
You cannot lose,
You cannot lose,
If you have a pair of boots,
You cannot lose the blues.
If you want to be
A country star like me,
If you have a pair of boots,
You can't lose the blues.*



WORKSHEET 3.

Make an instruction booklet for baking bread.



Worksheet 3. Making bread.

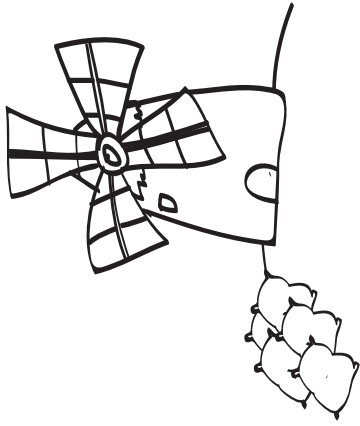
*How do you
make bread?*



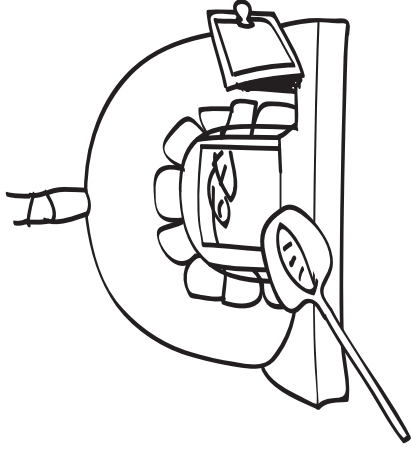
3 Mix the ingredients until you
obtain a smooth mix.



1 Harvest the wheat.



2 Grind the wheat grains.



4 Put in the oven.



5 Enjoy eating the bread.



Fourth Activity. *My best friend is...*

You will need...

- ✓ Songs
- ✓ Worksheet 4

30 minutes



LAND OF TALES



*We live in a distant time.
We live in world of tales.
We live in a faraway land
In an endless day.*

*We live in a dream.
We live in a dream.
We live in a tale.
We live in tale.
We live in a faraway land
In an endless day.*

*We live in a faraway land,
In a faraway world of tales.
We live in a distant time
In an endless day.*

*We are adventurers,
Raise your hands and sing.
We are adventurers,
Come to the land of dreams.*

*A lot of adventures, a lot of emotions.
A lot of things to share.
We live in a world of tales.*

*We live in a dream.
We live in a dream.
We live in a tale.
We live in tale.
We live in a faraway land
In an endless day.*

*We are adventurers.
Raise your hands and sing!
We are adventurers,
Come to the land of tales!*

*We are adventurers,
Raise your hands and sing!
We are adventurers,
Come to the land of tales!*



WORKSHEET 4.

Encourage the children to draw a person important to them. Then discuss his/her key features.



Worksheet 4. My best friend is...

The image shows a large rectangular frame with a double border, intended for a drawing. At the bottom center, there is a small rectangular box with four dots at its corners, likely for a signature or name.



Fifth Activity: *Giving opinions*

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 Puss in Boots such as the consequences of his actions.

You will need:

✓ Worksheet 5

40 minutes
















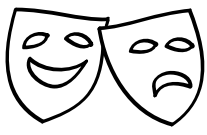









WORKSHEET 5.

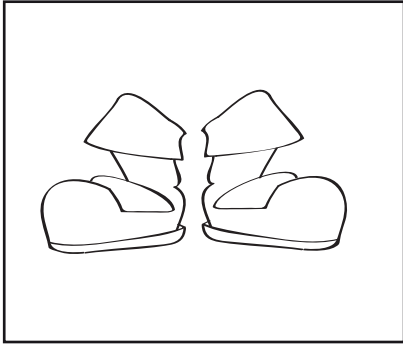
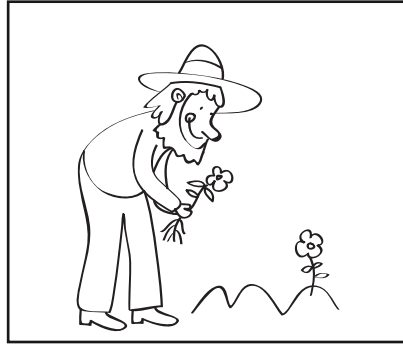
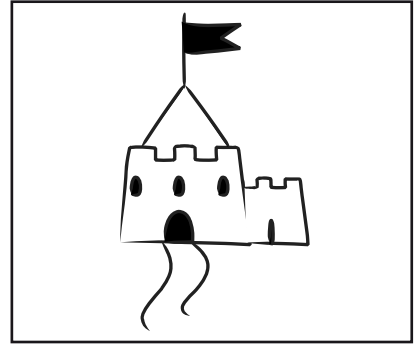
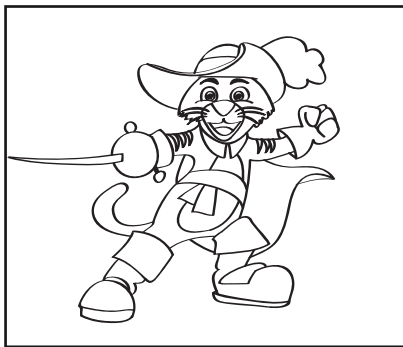
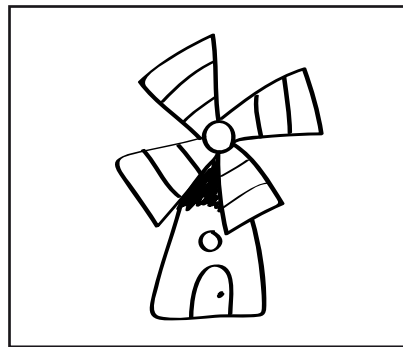
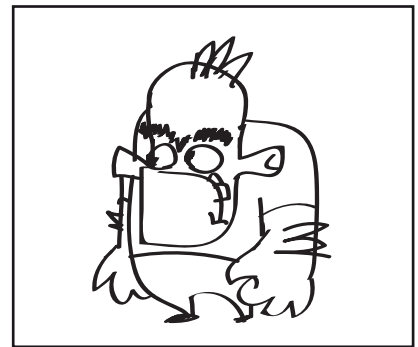
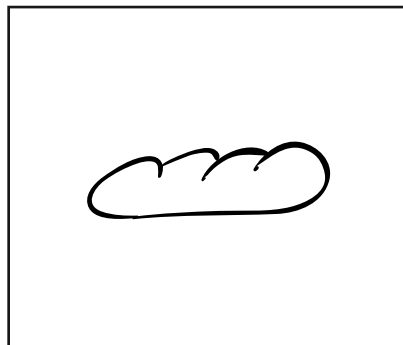
Give your opinion about the show.



Worksheet 5. Giving Opinions

<i>Characters</i>	 <i>I like it a lot</i>	 <i>It is nice</i>	 <i>I don't like it</i>
			
			
			
			
			

5. PICTURE DICTIONARY

*boots**farmer**castle**Puss in boots**mill**ogre**bread**princess**king*

FES TEATRING 2019-2020

CENICIENTA SOLO QUIERE BAILAR

Educació Infantil, Cicle Inicial de Primària

PUSS IN BOOTS *(In English)*

Educació Infantil, Cicle Inicial de Primària

L'ÚLTIM BAOBAB

Cicle Mitjà i Superior de Primària, Primer i Segon Curs d'E.S.O.

EL DIARI D'ANNA FRANK

Cicle Superior de Primària i E.S.O

TREASURE ISLAND *(In English)*

Cicle Mitjà i Superior de Primària, Primer i Segon Curs d'E.S.O.

ESCAPE ROOM *(In English)*

Cicle Mitjà i Superior de Primària, Primer i Segon Curs d'E.S.O.

SHAKESPEARE RETURNS *(In English)*

E.S.O., Batxillerat i Cicles Formatius de Grau Mitjà

DON JUAN TENORIO

E.S.O., Batxillerat i Cicles Formatius de Grau Mitjà

LA CASA DE BERNARDA ALBA

E.S.O., Batxillerat i Cicles Formatius de Grau Mitjà

LE COEUR DE L'AVIATEUR *(En Français)*

Tercer i Quart Curs d'E.S.O. i Batxillerat i Cicles Formatius de Grau Mitjà

LE PETIT PRINCE *(En Français)*

Tercer a Sisè de Primària i Primer i Segon Curs d'E.S.O.



recursos

25
ANIVERSARI