

Huff, Puff and all that Stuff!

English, Level 1

The Learning Context:

In this unit students will create and present a simple play using the story of 'The Three Little Pigs'.

During the first stage of the unit students will read and retell the story of 'The Three Little Pigs' recognizing the difference between narrative and dialogue within the text. The students will then work with the teacher to transform the story into a play script. This script will consist of a storytelling component with dialogue included where appropriate.

The class will go on to explore dramatic techniques as they rehearse the play. A video camera may be used to allow students to review and enhance their practice performances.

The play can be presented several times to a range of audiences (parents, Principal, visiting pre-school, etc) giving each student the opportunity to perform a role.

Teachers may choose to use a different well-known children's story for this unit.
Approximately 12 lessons

Achievement Objectives:

ENGLISH CURRICULUM: Level 1:

Processes and Strategies: *Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.*

Purposes and audiences: *Recognise that texts are shaped for different purposes and audiences.*

Language Features: *Recognise and begin to understand how language features are used for effect within and across texts.*

Enterprising Attributes:

- Generating, identifying, and assessing opportunities
- Generating and using creative ideas and processes
- Identifying, solving, and preventing problems
- Monitoring and evaluating
- Working with others and in teams
- Collecting, organising and analysing information
- Communicating and receiving ideas and information

Teachers to observe and collect evidence of these enterprising attributes in action.

English Learning Outcomes:

Students will be able to:

1. Retell the story of 'The Three Little Pigs' by identifying and ordering the key events and dialogue.
2. Identify and describe the purpose of speech-marks in a written text.
3. Use an expressive voice and effective body language to portray a character from 'The Three Little Pigs'.
4. Participate in play presentations and evaluate their performance against shared success criteria.

Resource Requirements:

- The story of 'The Three Little Pigs' preferably in big book format
- Coloured card
- Decision Making Grid
- Materials for props
- Video camera and television
- Digital camera

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus Issues of citizenship and enterprise can be explored during this unit. In being enterprising by producing then performing this play, students are contributing to the well being of people in their community. Performing Arts is an important service that people provide in their community, sometimes for profit, other times supported by taxes through Government. Social entrepreneurs create benefits for people on a not for profit basis.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

<p>Getting started:</p> <p>The teacher reads the story of 'The Three Little Pigs' to the class and describes the unit and focus for learning to the students. Explain that the class will be presenting the story as a play to a range of audiences. Teacher gauges students' prior knowledge by asking:</p> <ul style="list-style-type: none"> • Have students heard the story of 'The Three Little Pigs' before? • Do students know what a play is? • Do students know how to act in front of an audience (dramatic techniques)? <p>NB: The students may need to watch a play performed by older students at this stage of the unit to understand what a play actually is.</p>	<p>LINKS TO BES Best Evidence Synthesis</p> <p><i>5. Quality teachers address individual learning needs appropriately and effectively.</i></p>
<p>Teaching and Learning Sequence:</p> <ol style="list-style-type: none"> 1. Re-read the story of 'The Three Little Pigs' and get the students to identify the key events of the story. What are the key events and why are they important to the story? As a class, re-write the story in students' words. Present in a big book. (Learning Outcome 1) Collecting, organising and analysing information, Communicating and receiving ideas and information 2. Students identify all the characters that feature in the story. Draw and label them. (LO 1) Collecting, organising and analysing information, Communicating and receiving ideas and information 3. Students locate all the places in the story where somebody is talking. How do we know that a character is speaking? Explain the use of speech-marks in written texts. Using the text students identify all dialogue in the story. Copy out the speaking parts onto coloured card. The card could be cut into speech bubble shapes to show students a further way of representing speech. Use different coloured card for each character. (Learning Outcomes 1 and 2) Communicating and receiving ideas and information 4. Make a 3 columned chart for each character (Wolf, First Little Pig, Second Little Pig, Third Little Pig and Mother Pig) with the following headings: Speaks Like, Looks Like, and Moves Like. Teacher and students fill in each chart using the story and illustrations for support. (Learning Outcome 3) Collecting, organising and analysing information, Communicating and receiving ideas and information 	<p><i>8. Quality teachers ensure tasks and classroom interactions provide support and guidance to facilitate student learning.</i></p>

<ol style="list-style-type: none"> 5. Choose a speaking part from the story and get students to practice speaking, looking and moving like the character using the chart that was produced in Step 2 as a guide. Repeat for all characters. (LO 3) Generating and using creative ideas and processes 6. Stick the coloured cards with the speaking parts from the story around the room in order of occurrence. Leave gaps between the speaking parts. Students and teacher identify simple sentences that need to go between the dialogues to communicate the story. Teacher records these sentences onto card (using another colour) and sticks them between the dialogues. This becomes the story teller's script which could be read by several students during each performance. (LO 1) 7. Students take turns to practice the play exploring simple dramatic techniques. Use Freeze-frame to identify what each scene will look like. Scene 1 = Mother Pig and 3 Little Pigs, Scene 2 = 3 Little Pigs building houses, Scene 3 = Wolf blowing down houses, Scene 4 = 3rd Little Pig's house. During this process the teacher can get students to devise success criteria for the play performance, eg: use a loud, clear voice so the audience can hear you, face the audience as you perform, know your lines well, etc. Use the video camera to record the practice performances and encourage students to critically evaluate their achievements against the success criteria. Self or peer review could be used. (Learning Outcomes 3 and 4) Working with others and in teams, Using creative ideas and processes, Monitoring and evaluating Excellence 8. Explain to the students what the term 'props' means. Brainstorm a list of different props that could be made for the performance. Use a Decision Making Grid to narrow and determine choices. Generating, identifying and assessing opportunities 9. Make props. Older students or parents could be called in to help during this process. Working with others and in teams, Generating and using creative ideas and processes 10. Re-rehearse the play using the props. Use the video camera again to record practice performances and review achievements. Discuss with students the goal of aiming high, and persevering to do one's best. (LOs 3 and 4) Monitoring and evaluating, Identifying, solving and preventing problems Personal excellence 11. Explain to students that they are going to present the play several times to a range of audiences to allow each student to perform in a role. Brainstorm a list of people who they could invite to watch their play: potential audiences could include ... parents, the Principal, other classes, the local pre-school, grandparents, etc. Students could make invitations at this stage of the unit to notify their audiences or the teacher could take charge of this task. Teacher affirms how through their hard work and participation, students bring benefits to their community. Communicating and receiving ideas and information Community and participation 12. Perform play to a range of audiences and use the video camera to record each performance. (LO 3) 13. Students view the video footage of each play and use the "success criteria" that they drew up at step 7 to evaluate their performances. Students identify the strengths of their performances and areas for improvement. (LO 4) Monitoring and evaluating 	<p>10. Quality teachers involve students in the process of setting specific learning goals.</p> <p>7. Quality teachers encourage critical thinking.</p> <p>3. Quality teachers support parents and caregivers to understand the learning and skill development in school.</p>
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<p>Reflective Questions:</p> <p>Exploring new knowledge and skills</p> <ul style="list-style-type: none"> • How is a play different from a story? • What do actors need to do when performing in a play to make the play really good? • How well did I perform in the play? • Do I need to do anything differently next time I perform in a play? • How did I feel performing in front of an audience? • What other stories could be turned into a play? <p>Exploring what it is to be innovative and enterprising</p> <ul style="list-style-type: none"> • What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers. • How could you improve on using the Enterprising Attribute/s for next time? • Can you transfer this learning to your other topics? • How were the 3rd Little Pig and the Big Bad Wolf enterprising? <p>Exploring further future focus issues</p> <ul style="list-style-type: none"> • You are citizens of your community, and so are your guests. How did you bring pleasure to these people in your community? What were these benefits? • What role did your 'enterprise' play in making this performance a success? • What values did you apply in this learning. Did that help to make it a success? 	
<p>Possible Assessment Activities (Teacher):</p> <p>Learning Outcome 1: Students sequence the main events in 'The Three Little Pigs' using illustrated cards. They write captions to describe the story or take part in a conference with the teacher where they explain the story.</p> <p>Learning Outcome 2: Students read a text and identify the position and purpose of speech-marks.</p> <p>Learning Outcome 3: Teacher could evaluate students' play performances against shared success criteria devised during the unit.</p>	

Handy Hints:

- Encourage students to explore different variations of “The Three Little Pigs” and different representations of wolf characters through alternative picture books. Some titles and authors are listed below:

Book List –

- Beware of Storybook Wolves, By Lauren Child
- Fairytale News, By Cloin Hawkins and Jacqui Hawkings
- The Three Little Pigs, By Jean Claverie and Elizabeth Crawford
- The Three Little Pigs, By Graham Percy
- The Three Little Pigs, By Gavin Bishop
- The Three Little Pigs, By Michael Rosen
- The Three Pigs, By Ross Tony
- The Three Little Wolves and the Big Bad Pigs, By Eugene Trivizas
- The True Story of the 3 Little Pigs, By Jon Scieszka and Lane Smith
- Wolf Academy, By Jonathan Allen
- Use more dramatic techniques, eg: freeze frames, mime, role play. Hot seat the characters to find out more about them.
- My students were over-excited watching themselves on video. Let them watch it once or twice to have a good laugh then focus them in on reflective tasks. “Wear the child’s hat to watch the play, it is OK to have a giggle” ... “Now let’s wear the film director’s hat, I want you to look for ...”
- It would be helpful to use an ICT expert (child from class or older student) to operate the video camera.

Decision Grid

<div>Choices</div> <div>Criteria</div>						
Total						