Hansel and Gretel
This didactic guide is the document where you will have all the guides and recommendations to work the adapted version of the tale of Hansel and Gretel in English version for children from 1º Ciclo de Educación Primaria.
PROPOSAL GUIDELINES

The theatre has an enormous stimulant power on the children. The expectation that raises the show, before and after the play, makes students be more receptive for all the learning supported by the play. Through the play of Hansel and Gretel you will be able to promote and to canalize the motivation of the student with the activities that here we propose, orientated towards the comprehension and interaction of the student with the play helping to develop concrete tools of learning, simultaneously of taking part in an event that turns out to be interesting and amusing.

Next we show which are the Didactic Aims that integrate this Pedagogic Project, which they have been defined taking as a reference the recommendations of the MEC and the Autonomous Councils of Education as for curriculum policy it is refereed.

DIDACTIC AIMS IN Hansel and Gretel

**General Objective:** To initiate experimentally in the oral knowledge of a foreign language.

**Specific Objectives:**
- To develop a positive attitude towards the foreign language.
- To focus the learning of a foreign language on the comprehension and on the oral expression.
- To carry out the learning of the foreign language by means of games, songs, etc. The use of a wide variety of games, songs and sayings can guarantee the interest for this learning.
- To foment the interest to take part in oral interactions in foreign language in routines and habitual situations of communication.
- To express orally with good intonation and pronunciation.
- To acquire a basic vocabulary.
- To understand messages, questions and simple orders.
- To foment the use of socially established rules to initiate, to support and to finish a conversation: to greet, to say goodbye, thank, etc.
- To understand and to reproduce poems, songs, etc.
METHODOLOGY

The didactic guide is divided in sessions of 25 minutes, in order to be included in the routine of the class, at the beginning or at the end of the same one.

The sessions Before the Play are orientated to the motivation of the student, the comprehension of the show and the acquisition of a basic vocabulary. Most of these sessions are centred on the songs of the play. You will find these songs in the CD Recursos that we send to your center and that you also be able to unload through our Web page www.recursosweb.com.

The sessions After the Play are orientated to develop the sequential memory and the association of ideas through the story of Hansel and Gretel.

You will find one different session on every page:

• The front page corresponds to the main activity of the session. It is indispensable that you work all the principal activities of the sessions that we propose.

• The back of the sheet corresponds to a secondary activity of the session, which complements to the main activity. This secondary activity, it is presented as a worksheet and is thought in order for you to do so many copies as students you have in your class. As soon as all the students have the copies of the worksheets they will be able to complete them with the material of a class, that is to say, by coal pencil HB2, eraser, punch or scissors and material to colour (pencils of colours, crayons, water-colours, etc ...).

Considering the level of your students and the time, you can include the secondary activity as complement of the main activity.

These sessions have a sequential order, that is to say to go on to the following session you must have done the previous one.

At the end of this dossier, you will find a graphic dictionary. Do a copy for every student and give it to them before starting the first session. This vocabulary will help the student to understand the songs and to complete the worksheets. Once you have finished all the sessions, complete the questions to value the didactic project, which you will find at the end of this dossier. Finally, send it to us via fax to the number 902 879 907.

Finally, we propose to begin and to end every session with some activity that marks the beginning and the end of the same one. This will help the student to identify clearly the activities related to the theatre play and to distinguish the beginning an the end of it. We suggest that it should be the song “Canta con Recursos” because it is the song that the children will sing together with the actors in the theatre at the end of the play. You can find this song together with the ones for the play of Hansel and Gretel.
Get to know the story of *Hansel and Gretel*. The teacher will tell the adapted version of *Hansel and Gretel* to the students, emphasizing the marked words.

**Worksheet 1. Hansel and Gretel**

**Second Session – page. 7**
Sing the song “*Don’t Go into the Woods*”  
Worksheet 2. Crosswords

**Third Session – page. 9**
Sing the song “*The Little Chocolate House***”  
Worksheet 3. The 5 differences

**Fourth Session – page. 11**
Sing the song “*The Witch’s Song***”  
Worksheet 4. The witch

**Fifth Session – page. 13**
Sing the song “*My Best Friend***”  
Worksheet 5. The labyrinth

**LA REPRESENTACIÓN: HAZ TEATRING.** Disfruta al máximo del espectáculo.

**Sixth Session – page. 15**
Work the Plot of the story with the activity of the  
Worksheet 6. The couples

**Worksheet 7. The story of Hansel and Gretel**
BIBLIOGRAPHY

ORDEN ECI/1845/2007, de 19 de junio, por la que se establecen los elementos de los documentos básicos de evaluación de la educación básica regulada por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, así como los requisitos formales derivados del proceso de evaluación que son precisos para garantizar la movilidad del alumnado.

REAL DECRETO 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación primaria.

La Ley Orgánica 2/2006, de 3 de mayo, de Educación

HYPERLINK “http://www.mec.es” www.mec.es objetivos de infantil y primaria


- Cuentos infantiles Hansel y Gretel (Para leer, jugar y aprender) El País 2005
First Session
The tale of *Hansel and Gretel*

Take into account the adapted version of *Hansel and Gretel* that we offer you because there will be the one that the students see the day of the show.

### Storytelling guidelines
- Remember that the story has to be interesting and amusing for the student.
- Create a nice and relaxed atmosphere.
- Support habits of listening skills.
- Play with the tone, volume and the speed of the voice and the body language to focus the attention of the student.
- “How it is told” is as important as “what it is told”.
- Invite the students to interact with the story.

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**El cuento de *Hansel and Gretel***

Érase una vez......... Hansel y Gretel eran dos hermanos. Ellos vivían cerca de un bosque. Su padre siempre les decía que no podían ir solos al bosque porque allí había brujas, fantasmas, lobos y monstruos. Los niños no fueron obedientes y fueron solos al bosque. Allí descubrieron una casita de chocolate.

Dentro vivía una anciana que les invitó a cenar. Pero en realidad, la dulce anciana era una malvada bruja que quería comerse a Hansel.

Menos mal que Gretel, ideó un plan para salvar a Hansel y encerrar a la bruja en una jaula. Así, Hansel y Gretel escaparon y volvieron con su padre a casa.

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**The story of *Hansel and Gretel***

*Once upon a time........* there were two brothers called Hansel and Gretel. They were living near a forest. Their father was always saying to them that they could not go alone to the forest because there were witches, ghosts, wolves and monsters. The children were not obedient and went alone to the forest. There they discovered a little chocolate house.

Inside live an elderly woman who invited them to have dinner. But actually, the sweet elderly woman was a wicked witch who wanted to eat Hansel up.

Fortunately Gretel had an idea, she saved her brother and locked the witch in the cage.

This way, Hansel and Gretel could escape and go back home with their father.

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**Worksheet 1. *Hansel and Gretel***

Asks your students to join the line of dots to obtain the image of Hansel and Gretel. Later they must colour the drawing as is indicated in the worksheet and complete their names.
The following four sessions are centred on the songs of *Hansel and Gretel*. Working the songs in the class turns out to be indispensable, because it allows the students to take part on the day of the representation, singing together with the characters of the story and the rest of students who are in the theatre.

### 4 GUIDELINES TO SING

1. Write the song on the blackboard
2. Make sure that they recognize the main words of the song.
3. Start working with the chorus and go on little by little with the rest of the song, according to the level of your students.
4. Associate the listening stimulus with the gesture and the movement.

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**Second Session**

**Don’t Go into the Woods**

Don’t go into the forest  
Don’t go into the woods  
Dangerous things  
Dangerous things  
ghost and witches you will see

Let’s go into the forest  
Let’s go into the woods  
Dangerous things  
Dangerous things  
ghost and witches you will see

- What do ghosts do?  
  Ghosts do uuuuhhhh!!!

- What do witches do?  
  witches do hee, hee; hee!!!

- What do wolves do?  
  wolves do auuuuuu!!!

- What do monsters do?  
  Monsters do aaarrrggg!!!

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**Worksheet 2. Crosswords**

The students will learn the words of the song by completing the crosswords. They have to follow the clues of the pictures.

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You will need...

- CD Player
- CD Recursos
- Lyrics
- Worksheet 2
- 25 minutes
Worksheet 2. Crosswords. Complete the words following the clues of the pictures.
Third Session

The Little Chocolate House

What’s this?
What’s this?
Hidden with the trees?
What’s this?
What’s this?
A big chocolate piece

Toffees on the roof
Lollipops on the door
Candies on the windows
Sugar on the floor

Toffees, lollipops
Hummml!!!
Delicious!!!

Draw a house on the black board. Point the parts that are named in the song while all you are singing the chorus.

Worksheet 3. The 5 differences
The students have to find the 5 differences between the two pictures of the little chocolate house. Next they will have to complete the words that are missing.
Worksheet 3: The 5 differences. Find the 5 differences in The Little Chocolate House and complete the missing words.

T__FF__S__N TH__R__F
L__LL__P__PS__N TH__D__R

C__ND__S__N TH__W__ND__WS
S__G__R__N TH__FL__R
Fourth Session

The Witch’s Song

I am an old lady
With a pointed hat
I’ve got a long nose
And I am really, really bad

I fly on my broomstick
I fly up and up
I’ll go to your door
And “ra-pa-ta-pa-tap”

I am the witch
And I am really, really bad

Yellow snakes
Hair and teeth
Black spiders
And some tricks

Before starting the song, ask the students to laugh imitating the witch. Integrate to the song the different laughs that you will have.

Worksheet 4. The witch
Ask the students to join the dots from 1 to 20 to obtain the picture of the witch. Next they will have to complete the words that are Messing in the corresponding labels.
Worksheet 4. The Witch. Join the dots to obtain a picture of ... we give you a clue!

Clue:
She is really, really bad
Fifth Session

My Best Friend

Me... and my friend
We like to play
And we play together
Everyday

Me.... and my friend
We like to sing
And we sing together
Everyday

You are my friend
You are my best friend
You make me happy
Everyday

You will need...
✓ CD Player
✓ CD Recursos
✓ Lyrics
✓ Worksheet 5
25 minutes

Prepare a wide space in the class. Put on the song and ask the students to move freely in the space. When the lyrics sound they shall all group in pairs.

Worksheet 5. The labyrinth
The students will have to find the correct way that takes Hansel and Gretel come back home.
Worksheet 5. The labyrinth. Draw with a yellow pencil the way home for Hansel and Gretel.
Sixth Session
The story of Hansel and Gretel

After seeing the show, the students will have felt the magic of the theatre, they will have seen the main characters of the story and they will have sung with them. Their motivation will be great during the show. We must take advantage of this stimulation to foment certain skills.

We present three activities to develop the sequential memory and the association of ideas through the story of Hansel and Gretel.

In this session the students must already know and remember the story of Hansel and Gretel. This is the moment in which they have to interact with you while telling the story. The best way of doing this is to ask them to sit in a circle and ask them questions. We give you a small guide to help you.

- Who are Hansel and Gretel?
- Are they obedient children?
- What do they find in the forest?
- What is the little chocolate house like?
- Is the witch good or bad?
- Who does the witch want to eat up?
- How do they escape from the witch?

You can add the questions you want.

Answer by turns and make all the students to take part. Support them to give their answers together.

Worksheet 6. Match the drawings
The students have to match in pairs the words that appear on the worksheet.

Worksheet 7. The story of Hansel and Gretel
The students have to put in order the pictures as they appear in the story. Next they will complete the sentences that appear below each picture.
Worksheet 6. Match the drawings. Match the following pictures in pairs.
Worksheet 7: The story of Hansel and Gretel. Number in order the following pictures and complete the phrases.
GRAPHIC DICTIONARY

axe
broom
brother
chocolate
dad
flute
forest
friend
house
rabbits
sister
witch
### EVALUACIÓN DEL PROYECTO DIDÁCTICO

Valore de 1 al 5 su satisfacción con los siguientes aspectos del proyecto didáctico (1 el valor más negativo y 5 el más positivo). Después envíe este cuestionario al número de fax 902 879 907.

1. Formato del material

   | aspecto                              | 1 | 2 | 3 | 4 | 5 |
---|--------------------------------------|---|---|---|---|---|
   | Acceso                               |   |   |   |   |   |
   | Manejabilidad (tamaño)               |   |   |   |   |   |
   | Costo                                |   |   |   |   |   |
   | Estructura interna (compaginación)   |   |   |   |   |   |

2. Análisis de contenido

2.1 Información

   | aspecto                              | 1 | 2 | 3 | 4 | 5 |
---|--------------------------------------|---|---|---|---|---|
   | Conceptos básicos                    |   |   |   |   |   |
   | Adecuación a la demanda curricular   |   |   |   |   |   |
   | Valor en relación a los contenidos curriculares |   |   |   |   |   |
   | Adaptación a contexto sociocultural e ideológico |   |   |   |   |   |
   | Coherencia en la estructura interna (secuenciación) |   |   |   |   |   |
   | Adecuación al nivel del alumnado     |   |   |   |   |   |
   | Actualidad                           |   |   |   |   |   |
   | Densidad de la información           |   |   |   |   |   |
   | Correlación con el espectáculo       |   |   |   |   |   |

2.2 Texto

   | aspecto                              | 1 | 2 | 3 | 4 | 5 |
---|--------------------------------------|---|---|---|---|---|
   | Tipografía (tipo de letra, interlineado, tamaño, cortes de palabras, columnas) |   |   |   |   |   |
   | Lenguaje (vocabulario, expresión verbal) |   |   |   |   |   |
   | Legibilidad                          |   |   |   |   |   |
   | Composición (estilo)                 |   |   |   |   |   |

2.3 Ilustraciones

   | aspecto                              | 1 | 2 | 3 | 4 | 5 |
---|--------------------------------------|---|---|---|---|---|
   | Proporción, tamaño, distribución     |   |   |   |   |   |
   | Uso de color                          |   |   |   |   |   |
   | Calidad estética                     |   |   |   |   |   |
   | Función (información)                |   |   |   |   |   |
   | Adecuación al alumnado               |   |   |   |   |   |
   | Adecuación a contenidos y objetivos curriculares |   |   |   |   |   |
   | Adecuación al contexto               |   |   |   |   |   |

3. Aspectos generales

   | aspecto                              | 1 | 2 | 3 | 4 | 5 |
---|--------------------------------------|---|---|---|---|---|
   | Análisis ideológico/axiológico (currículo oculto) |   |   |   |   |   |
   | Carácter abierto o cerrado (flexibilidad de uso) |   |   |   |   |   |
   | Modelo de enseñanza                  |   |   |   |   |   |
   | Recursos motivadores (conectar con los intereses del alumnado o utilización de recursos específicos de motivación didáctica como sorpresas, adivinanzas, humos, comics...) |   |   |   |   |   |
   | Guía del profesor                    |   |   |   |   |   |
Las clases de inglés más dulces se dan este curso en... ¡La casita de chocolate!
¿Te atreves a acompañar a Hansel y Gretel en su fabuloso paseo por el bosque?
Y naturalmente contamos contigo y con todos los niños y niñas de tu clase para enfrentarnos y vencer juntos a la bruja más requetemalvada que hemos conocido jamás en un cuento infantil.
Ven a disfrutar de esta maravillosa versión en inglés del cuento más goloso de los hermanos Grimm.