

## Activity 53

### Multiple intelligences:

verbal-linguistic, interpersonal, kinesthetic, spatial, musical

### Language skills:

speaking, listening, reading

**Make sure** you give sincere, positive praise and reinforcement to the students often. Always be specific about the achievement or behaviour that you are praising. Brain-based learning supports this to help students maximize achievements.



**Note:** You may watch the video and learn the steps prior to teaching the dance. You may also use the following written outline of the dance steps as a reference when teaching the students.

## Song - Sing and learn dance with CD

Gesture and the whole class says together:

- *Aujourd'hui, on chante une fois la même chanson que la classe a fait, l'autre jour, qui s'appelle: 'Qui a peur du méchant loup?' Il y a une danse aussi. Alors, on se lève.*

Sing the words with the CD as you move, doing the actions for the dance with the students.

Sing the song and show the dance movements to the class with the CD, as you refer to the words on poster paper, as needed. Expect that the students will try to follow. Of course, they will not be able to do all the dance movements perfectly. However, with each rehearsal, more and more will be able to follow better. The rhythm of the dance movements often assists some students in providing additional recall assistance for words to the song.

Gesture and the whole class says together:

- *Est-ce que tout le monde est prêt/ready/prêt? Tout le monde dit: "Oui, je suis prêt(e)." Tout le monde chante et danse avec moi.*

Set up:

Students stand in a line facing the audience.

Begin bent over with straight arms touching the floor. As the music begins, raise arms over your head.

Refrain

- *Qui a peur du méchant loup?*

Step to the right four paces, with clawed hands in front, turn.

- *Qui a peur du méchant loup?*

Step to the left four paces, with clawed hands in front, face the front.

- *Il est grand et il est fou,*

Make an X with arms, then make *fou* gesture with clawed hands in front.

- *Le méchant, méchant loup.*

Step forward four paces.

- *"Petit cochon, je veux entrer."*

Move forward eight short paces, make gesture like knocking on a door twice each time with the same hand as the foot is forward.

- *"Tu n'entres pas, Monsieur le loup. Je ne suis pas fou, fou, fou!"*

Step back eight short paces, shaking the head and making a quick *pas* gesture twice on the side that the foot is forward.

Refrain

- *Alors, je souffle, je souffle tellement fort*

Lean to the right, bent over doing the *souffle* gesture, lean to the left, bent over doing the *souffle* gesture and repeat both actions.

- *Que ta maison va tomber, que ta maison va tomber!*

On *que*, put the hands on the hips, make the gesture for *maison* then fall over the right leg.

Repeat, then fall over the left leg.

Refrain

- *Trois fois il souffle. Il souffle tellement fort*

Lean to the right, bent over doing the *souffle* gesture, lean to the left, bent over doing the *souffle* gesture and repeat both actions.

- *Que les maisons tombent, que les maisons tombent.*

On *que*, put the hands on the hips, make the gesture for *maison*, then fall over the right leg.

Repeat, then fall over the left leg.

- *“Petit cochon, je veux entrer.”*

Move forward eight short paces, make gesture like knocking on a door twice each time with the same hand as the foot is forward.

- *“Tu n’entres pas, Monsieur le loup. Je ne suis pas fou, fou, fou!”*

Step back eight short paces, shaking the head and making a quick *pas* gesture twice on the side that the foot is forward.

- *“Alors, je souffle, je souffle tellement fort.”*

Lean to the right, bent over doing the *souffle* gesture, lean to the left, bent over doing the *souffle* gesture and repeat both actions.

- *Mais la maison ne tombe pas. Mais la maison ne tombe pas!*

Turn completely around fairly quickly, while snapping fingers to the rhythm of the music, then *on pas*, step right foot forward with a large *pas* gesture and hold. Repeat this.

- *“Attention, Monsieur le loup, il y a une soupe sur le feu, sur le feu.”*

Step to the right four paces, snapping fingers from side to side, turn on *il y a* and step four paces to the left, snapping fingers from side to side. Face the audience. On *sur le feu*, make the *feu* gesture beginning below the knees and moving upwards until your hands are above your head. Repeat this for the second *sur le feu*.

- *Attention, Monsieur le loup, il y a une soupe sur le feu, sur le feu.”*

**Whenever you notice** that a previously introduced word and/or its gesture is not well known by the students, make a mental note of this word, and then make sure that in the next few classes that follow, you look for opportunities to incorporate the word into your spontaneous TLSE, if possible, or continue to look for ways to contextualize (association review. etc.) and practise it in this manner until you are certain that it is learned!

### **Expectations**

Students will:

- listen and respond to a short, simple oral text (the song) by singing and dancing;
- demonstrate understanding by using visual and verbal cues to understand what they hear.

### **Have you said, “Pardon?”**

when not everyone in the class is participating, and continued to do so until everyone is participating with lots of enthusiasm?



## REMINDER

Make sure to add more rehearsals if you think it is necessary!

Step to the right four paces, snapping fingers from side to side, turn on *il y a*, and step four paces to the left, snapping fingers from side to side. Face the audience. On *sur le feu*, make the *feu* gesture beginning below the knees and moving upwards until your hands are above your head. Repeat this for the second *sur le feu*.

- *“Au revoir, Monsieur le loup. Au revoir, Monsieur le loup.”*

Step right four paces, moving waving hand in an arc from left to right, from the waist level, over the head to the waist level on the other side. Turn at the end of the first loup and repeat, stepping left four paces moving waving hand in an arc from right to left, from the waist level, over the head to the waist level on the other side.

- *“Il est grand et il est fou, le méchant, méchant loup.”*

Make an X with arms, then make *fou* gesture. Step forward four paces with clawed hands in front.

## Activity 54

## Handing out puppets for play rehearsal

### Multiple intelligences:

verbal-linguistic, interpersonal, kinesthetic, spatial, musical

### Language skills:

speaking, listening, reading

This is the first time that you will choose students to come to the front and move the puppets as the whole class practises saying the play together.

Gesture and the whole class says together the following words in italics, (with the exception of *être* and *marionnette*, which you gesture and say):

- *Aujourd’hui tout le monde répète l’histoire des trois petits cochons parce que tout le monde dans la classe présente la pièce à d’autres classes dans l’école (name of school) et aussi pour toute la famille:*

Point to the illustration of the family and the individual family members as you name them.

- *Maman ou papa, grand-maman ou grand-papa, un frère ou une soeur, une gardienne et les ami(e)s /friends/ami(e)s aussi!*

Gesture and the whole class says together as you hold up the first pig puppet.

- *Ça, c’est une marionnette. Tout le monde dit: “Ça, c’est une marionnette.”*

Hold up another puppet – the second pig puppet.

- *Tout le monde dit: “Ça, c’est une autre marionnette.”*

Hold up another puppet – the third pig puppet.

- *Tout le monde dit: “Ça, c’est une autre marionnette.”*

Hold up another puppet – the wolf.



*(la/une) marionnette*  
*être*



## REMINDER

Make sure to add more rehearsals if you think it is necessary!

Step to the right four paces, snapping fingers from side to side, turn on *il y a*, and step four paces to the left, snapping fingers from side to side. Face the audience. On *sur le feu*, make the *feu* gesture beginning below the knees and moving upwards until your hands are above your head. Repeat this for the second *sur le feu*.

- *“Au revoir, Monsieur le loup. Au revoir, Monsieur le loup.”*

Step right four paces, moving waving hand in an arc from left to right, from the waist level, over the head to the waist level on the other side. Turn at the end of the first loup and repeat, stepping left four paces moving waving hand in an arc from right to left, from the waist level, over the head to the waist level on the other side.

- *“Il est grand et il est fou, le méchant, méchant loup.”*

Make an X with arms, then make *fou* gesture. Step forward four paces with clawed hands in front.

Scroll down for suggested answers



## **Activity Exploration: Learning Dances, Songs and Raps**

### **Suggested answers**

1. I would watch the DVD. I read over this activity several times and I'm still not sure what to do! I guess I must be a visual learner, just like many of my students!

2. For me, my students sometimes go crazy when I allow them to move about. Fortunately, it doesn't look like the students will have to hold hands so I will just spread the students out all over the room. I may even get onto a chair so they can see me.

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