



THE GIANTS ARE DANCING

Teacher's Guide: Infantil



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Teacher's Guide: Old Lady Lent

Introduction:

The goal of LaLaFolk is to teach children to talk in English about their own culture and traditions. The method we use is based on two main principles.

First, **Catalan traditions**. In primary education, curiosity and motivation are the drivers of learning. Children in pre-school and primary school are constantly exposed to the Catalan traditions that take place throughout the year, such as La Castanyada, Caga Tio and Sant Joan. These traditions motivate and stimulate the children, representing a driver of their learning and a key part of their identity.

At LaLaFOLK, we believe that these traditions represent rich and everyday opportunities to work on children's English. We take advantage of the children's emotional connection with their own cultural traditions and add English. This enables us to create a spark in the children's minds associated with the English they use to talk about these traditions.

Second, **music**. Music is a powerful tool, and catchy songs get inside children's heads. In our experience, music enables children to learn English almost automatically. That's why we use a song about a Catalan tradition as the main teaching tool. Other educational resources are then used as a support for the song, which include: images, videos, worksheets, games and activities. At LaLaFOLK we also give students the opportunity to listen to the songs at home or in the car with their families, so that parents can listen to the songs their children are working on and get involved with their children's learning.

Our formula: Catalan Traditions + Music = Successful English Learning

Method:

To do this song, we recommend using approximately twenty minutes of your English class, for five sessions. We've also suggested some optional activities for each session if you want to spend more time doing it.

Remind the students at the beginning of each session that they can listen to the song at home or on a mobile phone. Their parents have been sent an email with instructions about how to access the songs and videos via the LaLaFOLK website.

Web Map:



The Giants Are Dancing Lyrics:

The giants are dancing

One, two, three

The giants are dancing

Dance with me

The giants are dancing

One, two, three

The giants are dancing

Dance with me

Twirl and whirl around - whoosh

Twirl and whirl around - whoosh

Twirl and whirl around - whoosh

Twirl and whirl around - whoosh

Lyrics in Catalan

The giants are dancing

Els gegants estan ballant

One, two, three

Un, dos, tres

The giants are dancing

Els gegants estan ballant

Dance with me

Balla amb mi

The giants are dancing

Els gegants estan ballant

One, two, three

Un, dos, tres

The giants are dancing

Els gegants estan ballant

Dance with me

Balla amb mi

Twirl and whirl around – whoosh

Gireu i gireu donant voltes - whoosh

Twirl and whirl around – whoosh

Gireu i gireu donant voltes - whoosh

Twirl and whirl around – whoosh

Gireu i gireu donant voltes - whoosh

Twirl and whirl around – whoosh

Gireu i gireu donant voltes - whoosh

Session 1

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary	Photos	Oral communication	3
Main activity 1	Listen to song	Song	Oral communication	2
Main activity 2	Listen to song, raise hand or photo if they hear a word, ask what word they heard	Song	Oral communication	5
Main activity 3	Listen to song, stop song after each word, say words as a class	Song	Oral communication	5

Tell the students that they are going to learn how to talk about *gegants* in English through listening to a song, and doing some activities and games. Show the children some pictures of the vocabulary in the song (giants, dancing, one, two, three, dance, me, twirl, whirl, around, whoosh). Please note that “twirl” and “whirl” are interchangeable. Elicit the vocabulary. “Does anybody know what this is?” If a child knows a word, tell them to say it out loud and share it with their classmates. Ask everyone to repeat the word. If there is any vocabulary you can’t elicit, tell them the words. Make everyone repeat the words. Tell the students that you’re going to listen to a song about giants (*gegants*). Then play the song.

Tell the children you’re going to listen to the song again. If they hear any of the words you elicited in the first activity, the children should raise their hand. “If someone hears the word ‘giants,’ raise your hand. If someone hears the word ‘dancing,’ raise your hand.” Go around the class and ask them at the end of the song to say what word they have heard. “Tell me what word you heard.” Play the song again and make sure they can identify the words.

Session 2

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary	Photos	Oral communication	10
Main activity 1	Listen to song	Song	Oral communication	3
Main activity 2	Teach the children to mime the hand movements		Oral communication	10
Main activity 3	Listen to the song, mime the hand movements, encourage the children to sing along	Song	Oral communication	3
Optional Activities	Optional Activity: Flashcards with pictures, the children hold up a flashcard when they hear a particular word in the song	Flashcards	Oral communication	10

Before you start, ask the students if they remember the song: "Do you remember the song we sang last time?" Ask them if they remember any of the vocabulary. Use the flashcards and elicit the vocabulary. You can prompt them using clues, "Do you remember this word? It starts with 'G'?" (giants), "Do you remember this word? It starts with 't'?" (two). Then listen to the song again. Teach the students the hand movements for the song.

Play the song again and encourage them to do the hand movements with you. Encourage them to sing the song while they do the hand movements. If you have time, do the optional activity.

Optional Activity

Flashcards with Pictures

Hold up the flashcards, one by one, and practise saying the words with the children (giants, dancing, one, two, three, dance, me, twirl, whirl, around, whoosh). Hand out individual flashcards to students. Tell them that they have to hold up their flashcard when they hear their word in the song. You can do this as a whole class activity and print out enough flashcards so that everyone in the class is holding one card, or you can ask some students to stand in a line at the front of the classroom and hold up their flashcards.

Session 3

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos	Oral communication	5
Main activity	A student mimes one of the movements from the song, children say what movement it is	Song	Oral communication	10
Main activity	Listen to song, mime the hand movements, sing along	Song	Oral communication	5
Optional Activity	Optional Activity: Vocabulary and Number Practice with Flashcards – the teacher asks a student to find 2 x around, 3 x giants, etc.	Flashcards	Oral communication	15

Elicit the vocabulary and structures from the song. Ask a student to come to the front of the room and mime one of the movements from the song. Ask the rest of the children to say what movement they are miming. Repeat the structure, out loud, as a whole class. Play the song and encourage the children to sing along while miming the hand movements. If you have time, do the optional activity.

Optional Activity

Vocabulary and Number Practice with Flashcards

Before the class, print out 5 copies of the following flashcards: giants, one, two, three, dance, me, twirl, whirl, around). Randomly place the flashcards on the floor in the middle of the room. Choose one student and say, "Go and find 1 twirl." The student finds the correct flashcard, gives it to the teacher and repeats back to the teacher what flashcard they have picked

up. "1 twirl." The teacher then makes the instructions progressively harder. "Go and find 2 around and 3 dance." When the students are able to do the activity more easily, increase the number of flashcards for each word.

Session 4

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos	Oral communication	5
Main activity 1	A student mimes one of the movements from the song, children say what movement it is	Song	Oral communication	10
Main activity 2	Listen to the song, mime movements, sing along	Song	Oral communication	5
Optional Activity	Optional Activity: Colouring - the teacher tells the students to colour the objects in the picture. For example, colour the "giants" orange, "around" red, etc.	Worksheet	Oral communication	15

Elicit the vocabulary and structures from the song. Ask a student to come to the front of the room and mime one of the movements from the song. Ask the rest of the children to say what movement they are miming. Repeat the structure, out loud, as a whole class. Play the song and encourage the children to sing along while miming the hand movements. If you have time, do the optional activity.

Optional Activity

Colouring The Giants Are Dancing

Hand out worksheet 1. Tell the students to colour the "giants" orange. Tell them to colour swirl green. Tell them to colour "me" pink (choose the colours you want to use). When you've finished, ask them, "What colour are the "giants"?" Encourage them to say, "Orange. The giants are orange." Do it as a whole class/group, and then ask students individually.

Session 5

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos	Oral communication	5
Main activity 1	A student mimes one of the movements from the song, children say what movement it is	Song	Oral communication	10
Main activity 2	Listen to the song, mime movements, sing along	Song	Oral communication	5
Optional Activity	Optional Activity: Cut & stick. The teacher tells students to cut out the items and stick them on the correct numbers	Worksheet 2	Oral communication	20

Elicit the vocabulary and structures from the song. Ask a student to come to the front of the room and mime one of the movements from the song. Ask the rest of the children to say what movement they are miming. Repeat the structure, out loud, as a whole class. Play the song and encourage the children to sing along while miming the hand movements. If you have time, do the optional activity.

Optional Activity

Cut and Stick: The Giants Are Dancing

The children can work in pairs or small groups. Print out Worksheet number 2. Tell the children to cut the shapes out by cutting along the dotted lines. When all the items have been cut out, tell the students to stick the “giants” on number 1 and number 3. Then tell the students to stick “around” on number 2. Tell the students to stick “twirl” on number 2. Tell the students to stick “dancing” on number 1. And finally tell them to stick “me” on number 3.