

Bugs' Stories

A decorative border of stylized vines, leaves, and flowers surrounds the title. The vines are thin and curvy, with small leaves and tiny dots representing berries or seeds. There are three larger, solid black flowers with many petals at the bottom center of the border.

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INTRODUCTION



The primary purpose of the teacher's pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of "BUGS' STORIES".

The pack has been designed as a tool to help students understand the play, learn the new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will better understand both how the story develops and the lines the actors deliver and so they will get more enjoyment out of the performance. We introduce some material where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed along the play.

Besides, you'll find some suggested activities we recommend, which have been designed to check if students understood the play correctly and that they have assimilated the vocabulary, expressions and grammatical structures they worked on. The activities include instructions for the teacher and the corresponding student worksheets, as long as the activity requires them. Some of the activities have an extension part (Extension activity) which makes possible to study in depth the contents, depending on the group level.

Both the introductory material and the suggested activities may require the corresponding audio material to make a better use of them. In that case, we provide you with the corresponding track number.

In order to help the teacher find and select the audio activities, we list below the track numbers with its corresponding contents from the play "BUGS' STORIES".

AUDIO TRACK -BUGS' STORIES- (tracks 1 to 10):

- **Track 1-** - Listening. Welcome to the Forest.
- **Track 2-** - Meet the Characters.
- **Track 3-** - The very hungry Caterpillar.
- **Track 4-** - Song 1. The Forest.
- **Track 5-** - Song 2. Wally, the Worm.
- **Track 6-** - Song 3. A butterfly is born.
- **Track 7-** - Song 4. I love my job.
- **Track 8-** - Song 5. The Snail.
- **Track 9-** - Song 6. I love all the bugs.
- **Track 10-** - Activity 1. True or False.

A new feature includes the possibility for teachers to see the choreography of a song on our website and there for offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack.

We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.

DEAR TEACHER,

IN THE TEACHER'S PACK THAT YOU HAVE NOW IN YOUR HANDS, THERE ARE ACTIVITIES FOR DIFFERENT LEVELS SO YOU CAN PREPARE ALL THE STUDENTS WHO WILL ATTEND THE PERFORMANCE. YOU ARE THE BEST ONE TO DECIDE WHICH ACTIVITIES YOU THINK ARE MOST ADAPTED TO THE LEVEL OF YOUR STUDENTS. IN ANY CASE, WE RECOMMEND THAT YOU ALWAYS LISTEN TO THE SONGS AND THE LISTENINGS, AND THAT YOU WORK ON THE VOCABULARY IN CLASS, AS WELL AS THE STORY SO THAT THE STUDENTS UNDERSTANDING WILL BE COMPLETE.

THANK YOU FOR TRUST IN US ONCE AGAIN.

SINCERELY,

FORUM THEATRE AND EDUCATION

OVERALL AND SPECIFIC OBJECTIVES

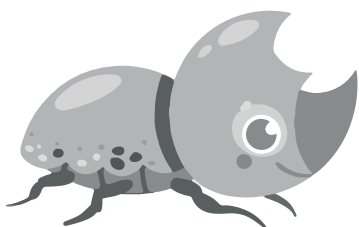


-OVERALL OBJECTIVES -

- The general objective is to stimulate the desire to learn through magic, songs and friends, with the fantastic character the Story Teller.
- Stimulate the desire to learn and play using English and theatre as a vehicle for communication.
- Recognize and use in communicative situations the main vocabulary from the play.
- Learn to say hello and goodbye in daily situations, as well as other linguistic and non-linguistic conventions in everyday situations.
- Listen to and memorize some simple songs in English.
- To promote and develop creativity, imagination and fantasy as a tool for learning and personal growth.
- Learn to distinguish hand use letters, numbers and colours whilst using the correct pronunciation.

-SPECIFIC OBJECTIVES -

- Saying hello and goodbye: hello, good morning / afternoon, goodbye /bye, bye, candy kisses.
- Introduce yourself: I am / My name is ...
- Identify different bugs: worm, bee, butterfly, snail..
- Understand and follow simple commands: sit down / stand up, please / thank you, silence, please.
- To express the time: It is nine o'clock, etc., numbers 1 to 10.
- To recognize some items of clothing: this is a jacket, hat...
- Knowing how to classify the bugs according to size big, medium or small.
- Parts of the body: Arm, leg, head,...
- Learn words about moods (sad, happy, angry, cheerful...)
- To enhance the value of friendship and the need to help others to solve our problems: Can you help me?



SYNOPSIS



Going out into the countryside on a sunny day can become something more than just a walk if you look at the different bugs that live everywhere. That is why we would like to share some stories with you, the stories of Sebastian the Snail, Willy the Worm, and Lilian the Ladybug,... A whole host of little critters that hide among the flowers and whose experiences allow us to get closer to their tiny world, as well as value our own environment. We learn to take care of the world around us and share songs, games and choreographies with each of them. It is sure to brighten up our day and allow you to learn English in a participatory and playful way.

CASTELLANO

Salir al campo un día de sol puede convertirse en algo más que un simple paseo si uno se fija en los diferentes bichos que habitan por doquier. Por eso te proponemos que vivas con nosotros las historias de Sebastián el Caracol, Willy el Gusano, Lilian la Mariquita,... Todo un sinfín de pequeños bichos que se esconden entre las flores y cuyas vivencias nos permiten acercarnos más a su diminuto mundo, así como valorar nuestro entorno, aprender a cuidar el mundo que nos rodea y compartir con cada uno de ellos canciones, juegos y coreografías que nos alegrarán el día y nos permitirán aprender inglés de una forma participativa y lúdica.



CATALÁN

Anar al camp un dia de sol pot convertir-se en una cosa més que un simple passeig si ens fixem en les diferents bestioles que hi ha per tot arreu. Per això et proposem que visques amb nosaltres les històries de Sebastián el Caragol, Willy el Cuc, Lilian la Marieta... i una infinitat de bestioles minúscules que s'amaguen entre les flors, les vivències de les quals ens permeten acostar-nos més al seu món diminut, així com valorar el nostre entorn i aprendre a tenir cura del que ens envolta. Compartir amb les bestioles cançons, jocs i coreografies ens alegrarà el dia i ens permetrà aprendre anglès d'una forma participativa i lúdica.

EUSKERA

Eguzkia egiten duenean larrera ateratzea beste gauza batean bihurtzen da badiren animali guztiak begiratzuz gero. Horregatik gure proposamena bizitzera gonbi datzen dizugu, Sebastián barraskiloa, Willy harra, Lilian marigorringoa... Mila animalitxoen bizitzak ezagutzeko aukera izango duzu, loreen artean izkutatzen direnen bizitzei buruz sakonago ikasteko aukera. Horrela gure inguruari buruz gehiago ikasiko dugu eta gure larre eta mendien garrantziaz konturatu. Hau dena joku, dantza eta kanta desberdinekin egingo dugu eta horrela inge lesa ikasteko bide dibertigarri bat lortzen dugu.



LISTENING

WELCOME TO THE FOREST

–TRACK 1–



NARRATOR.

Hello, boys and girls, and teachers, of course! Welcome to the forest. Yes, I see the forest. The forest is fascinating place and we can find lots of bugs. Yeah, the forest is full of bugs. There are so many everywhere: spiders, bees, worms, snails, butterflies... It's nice to go the forest boys and girls; it is good to get fresh air. And you get to understand nature better. Because, you have to respect everything around you... who knows, there could be a bug close to you.

Bugs live on plants, flowers, and trees. Sometimes they are also in the fruit that we eat. The bugs are small, medium or big. And they have many colours: green, brown, orange... Some walk on the ground, jump from leaf to leaf and they can fly. And now, we are going to tell you the story of Wally the worm, Sam the snail and Billy the bee. So come on, let's get to it. See you in the theatre!

.REPEAT THE WORDS.

FOREST – PLACE – BUGS – SPIDERS – BUTTERFLIES – NATURE – RESPECT – PLANTS
-FLOWERS – TREES – FRUIT – SMALL – MEDIUM – BIG – COLOURS – GREEN – BROWN-
ORANGE – WALK – JUMP – FLY – STORY – WORM – SNAIL – BEE – THEATRE.

MEET THE CHARACTERS

-TRACK 2-



WALLY, THE WORM.



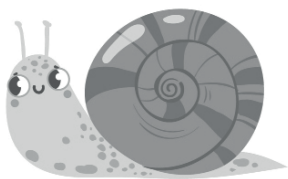
Being a worm is not easy, quite the opposite. Poor Wally is a very good worm, but Wally has not friends, because everyone is disgusted by her. She is a worm, and lives and behaves like a worm does. She is always sad.

BUFFY THE BUTTERFLY.



Actually Wally turns out to be more than just a regular worm, and thanks to Mother Nature, she turns into a beautiful butterfly. What Wally does not know is that she is not really a worm at all, but actually a caterpillar, and after a long process she has the power to turn into a butterfly. Buffy has huge wings and lots of colours.

SAM, THE SNAIL.



Lazy, lazy, lazy and always sleeping... That's Sam, the snail. He is a snail that does not want to work and spends all day resting on the leaves.

BILLY, THE BEE.



She is a worker, very active and nervous and always wanting to do things. Billy is a bee who collects pollen from flowers and makes the most delicious honey. She does not understand that some bugs do not want to work, because for her, work is the most important thing in the world.

ACTIVITY.

Match each of the following pictures with the corresponding word.

WORDS:

WORM – FRIENDS – SAD.
BUTTERFLY – CATERPILLAR – WINGS.
SLEEPING – WORK – LEAVES.



THE VERY HUNGRY CATERPILLAR

BY ERIC CARLE

–TRACK 3–



This story - by Eric Carle- allows us to learn the days of the week, food vocabulary, numbers, the concepts of big and small, as well as healthy eating habits. We also added audio –track 3– so that the students can listen to it and become familiar with it and then the teacher can decide the content that he or she wants to work with. It is important to note that in the show "Bugs' Stories" it will be the same as it is recorded below.

In the light of the moon, a little egg lay on a leaf.

One Sunday morning, the warm sun came up and pop! – Out of the egg came a tiny and very hungry caterpillar.

He started to look for some food.

On Monday he ate through one apple. But he was still hungry.

On Tuesday, he ate through two pears, but he was still hungry.

On Wednesday, he ate through three plums, but he was still hungry.

On Thursday, he ate through four strawberries, but he was still hungry.

On Friday, he ate through five oranges, but he was still hungry.

On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cup-cake, and one slice of watermelon. That night he had a stomachache!

The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better.

Now he wasn't hungry anymore, and he wasn't a little caterpillar anymore. He was a big, fat caterpillar.

He built a small house around himself, called a Cocoon, and he stayed inside for more than two weeks.

Then he nibbled a hole in the cocoon, pushed his way out, and... He was a beautiful butterfly.



SONG 1.

THE FOREST

-TRACK 4-

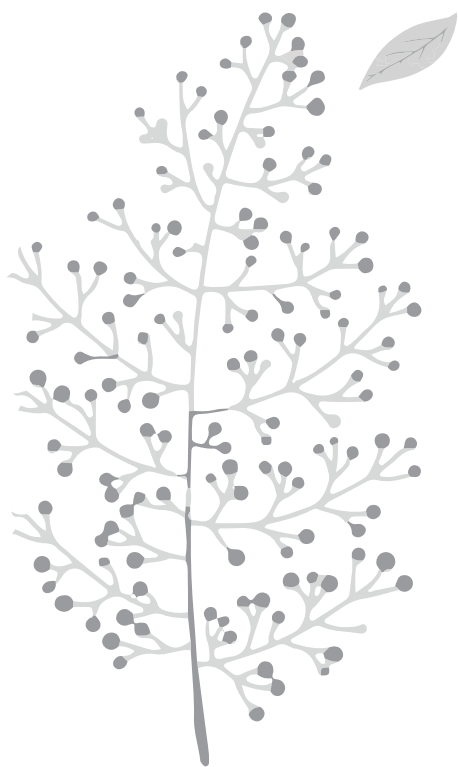


We are going
Up to the forest
We are very happy
It is the best

We are going
To see bugs there
Today we are going
To have a good time

We are going
Up to the forest
We are very happy
It is the best

We are going
To see bugs there
Today we are happy
I'm happy I came here today



SONG 2.

WALLY THE WORM

—TRACK 5—



Wally:

Hello there
My name is Wally
And I am a worm

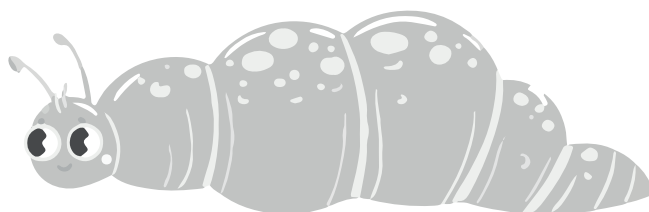
I am blue
And move real slowly
I am always sleepy

I live up there
In the tree
I eat lots of leaves

All the people
That I meet
They are very mean to me

(Spoken)

I wish that I could be something instead of a worm
And I wish I could fly, that would be lovely.
Oh how sad it is that I have to be a worm!



SONG 3.

A BUTTERFLY IS BORN.

—TRACK 6—



Everyday is a happy day here in the forest.

But today is a special day, a butterfly is born

Curiously the butterfly is different from the rest.

She has blue, green and red on his very big wings.

And we want this new butterfly.

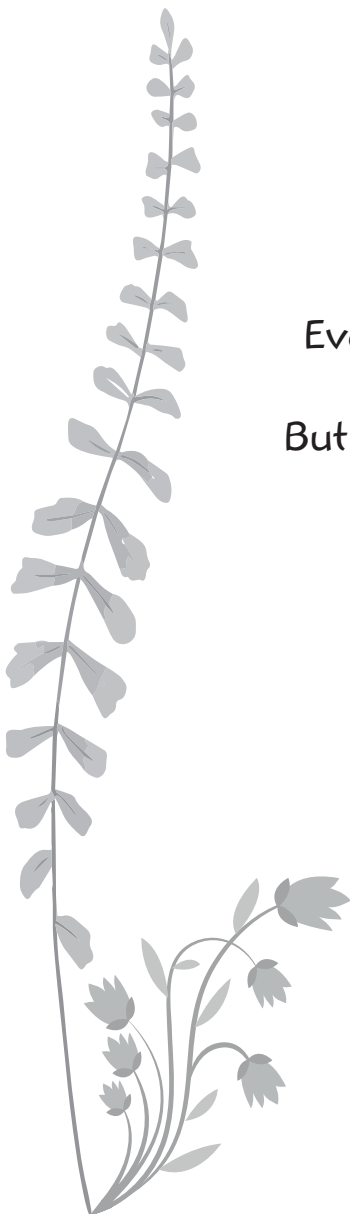
And we like this new butterfly.

And we see this new butterfly.

And we love this new butterfly.

Everyday is a happy day here in the forest.

But today is a special day, a butterfly is born



SONG 4.

I LOVE MY JOB

-TRACK 7-



Billy:

I am a bee
And I'm pretty
Yellow and black
Fancy that
like the sunbathe
while I work
Collectin pollen
to make Honey
Buzz Buzz Buzz Buzz Buzz Buzz Buzz

I am a bee just watch me go buzz buzz
I fly so fast from flower to flower
I am friends with the queen bee buzz buzz
all the honey make her happy
Buzz



I am a bee
And I'm pretty
Yellow and black
Fancy that
like the sunbathe
while I work
Collectin pollen
to make Honey

I am a bee
And I'm pretty
Yellow and black
Fancy that
like the sunbathe
while I work
Collectin pollen
to make Honey
Buzz Buzz Buzz Buzz Buzz Buzz Buzz
Ahhh X3

I am a bee!!!

SONG 5.

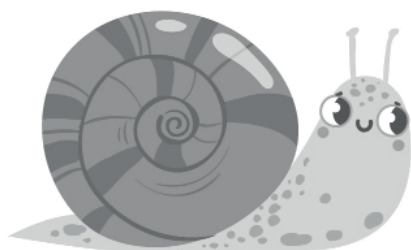
THE SNAIL

—TRACK 8—



Snail:

I am a snail
Oh yes that's me
I have two eyes
They help me see
I am a snail
And now you know
And everything
I do is slow
I eat slowly
Slowly I go
No matter whether there is
Hail or rain or snow
I am a snail
It's what I do
Slowly I move
And I leave lots of goo
I am a snail
And now you know
And everything
I do is slow
So here I go
Slowly though
No matter what I have to do
I do it slow
I'm not fast
No I am slow
I'm very small
I can get really low
So there you go
I am a snail
Now you know
I'm a snail and I am slow



SONG 6.

I LOVE ALL THE BUGS

-TRACK 9-



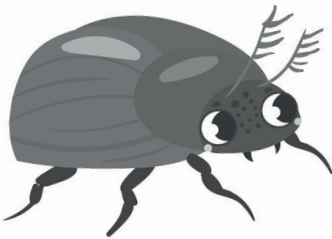
I love all of the bugs
like beetles and butterflies
going to the forest iis great yeah it's great
From bugs we learn lots and lots,
bug's stories are the best
... going to the forest is great, yeah it's great.



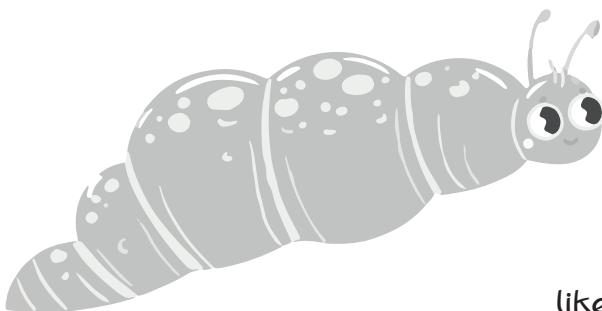
Flies
Ants
Spiders
Bees
Worms
Snails
Butterflies
Beetles



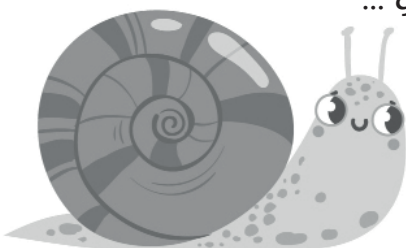
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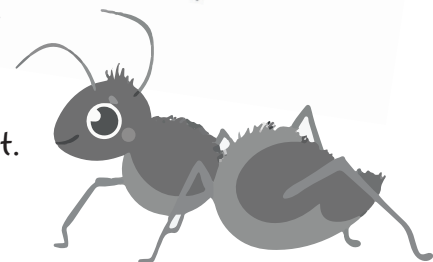
Flies
Ants
Spiders
Bees
Worms
Snails
Butterflies
Beetles



I love all of the bugs
like beetles and butterflies
going to the forest iis great yeah it's great
From bugs we learn lots and lots,
bug's stories are the best
... going to the forest is great, yeah it's great.



The forest is great
The forest is... great



Goodbye boys and girls!!

ACTIVITY 1.

TRUE OR FALSE

-TRACK 10-



Students must listen to track 10 and say if the following statements are true or false; It is an activity that can be done before seeing the show -as a PRE-PLAY ACTIVITY- and also after seeing it - as a POST-PLAY ACTIVITY- and thus see if the students have been able to understand fully all the concepts that are worked on.

SENTENCES:

1. In the forest there are trees, plants, flowers, bugs and elephants. F
2. The snail is the slowest bug of all. T
3. The bee is the hardest working bug of all. T
4. The worm is the cutest bug of all. F
5. The snail has two antennae where its eyes are. T
6. The bee is green and red. F
7. The worm eats and eats, and turns into a butterfly. T
8. The snail is brown. T
9. The worm is not disgusting. F
10. The bee collects pollen from flowers and makes honey. T

ACTIVITY 1.

TRUE OR FALSE

-TRACK 10-



Students must listen to track 10 and say if the following statements are true or false; It is an activity that can be done before seeing the show -as a PRE-PLAY ACTIVITY- and also after seeing it - as a POST-PLAY ACTIVITY- and thus see if the students have been able to understand fully all the concepts that are worked on.

SENTENCES:

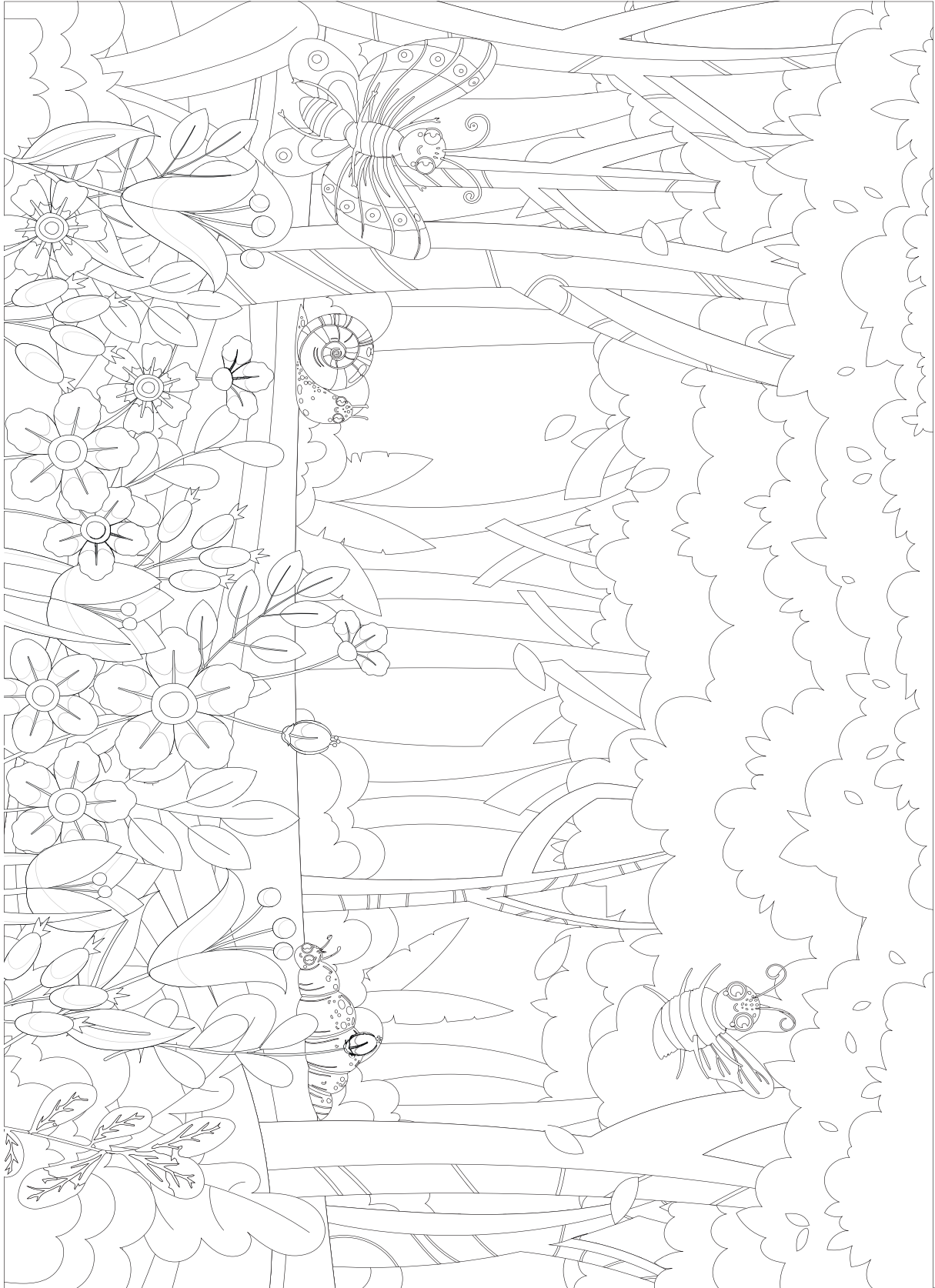
1. In the forest there are trees, plants, flowers, bugs and elephants..... ☐
2. The snail is the slowest bug of all..... ☐
3. The bee is the hardest working bug of all..... ☐
4. The worm is the cutest bug of all..... ☐
5. The snail has two antennae where its eyes are..... ☐
6. The bee is green and red..... ☐
7. The worm eats and eats, and turns into a butterfly..... ☐
8. The snail is brown..... ☐
9. The worm is not disgusting..... ☐
10. The bee collects pollen from flowers and makes honey..... ☐

ACTIVITY 2.

FIND ALL THE BUGS



Students must find the four characters in the story: the Bee, the Snail, the Worm and the Butterfly. Then color the drawing as you like.



ACTIVITY 2.

FIND ALL THE BUGS



Students must find the four characters in the story: the Bee, the Snail, the Worm and the Butterfly. Then color the drawing as you like.



-STUDENTS-

ACTIVITY 3.

MORE ABOUT THE CHARACTER



Give out the photocopies of the Worksheet for Activity 3 -students-, and explain that it shows the main characters from the story. Point the names of the characters and ask the students to identify each of them "Who is this?" Now go through the characters and ask students questions about each one:

Wally: Who is this? Is he a worm or a snail?

(Answer: He is a worm)

Buffy: Who is this? Is she a bee or a butterfly?

(Answer: He is a butterfly)

Sam: Who is this? Is he a snail or an ant?

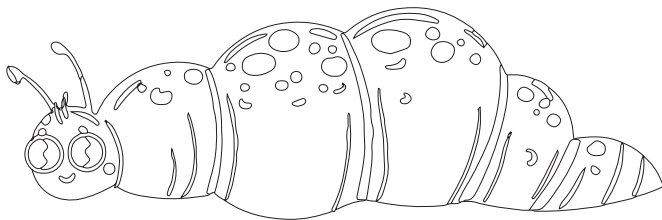
(Answer: He is a ant)

Billy: Who is this? Is she a worm or a bee?

(Answer: He is a bee)

(Note: The above questions and answers are only examples. The teacher should feel at liberty to vary the questions according to the ability o the class)

1.



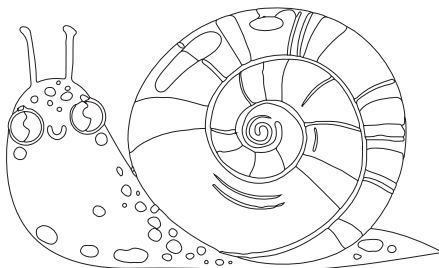
WALLY
WORM

2.



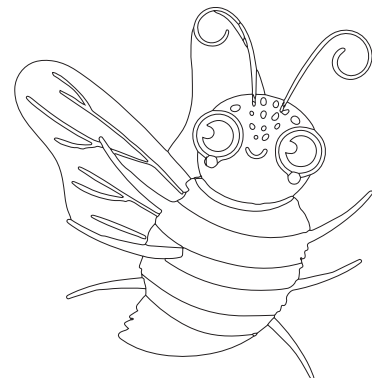
BUFFY
BUTTERFLY

3.



SAM
SNAIL

4.



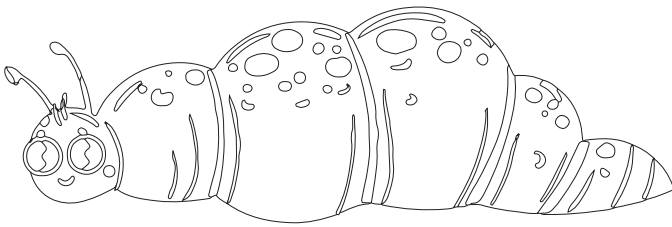
BILLY
BEE

ACTIVITY 3.

MORE ABOUT THE CHARACTER



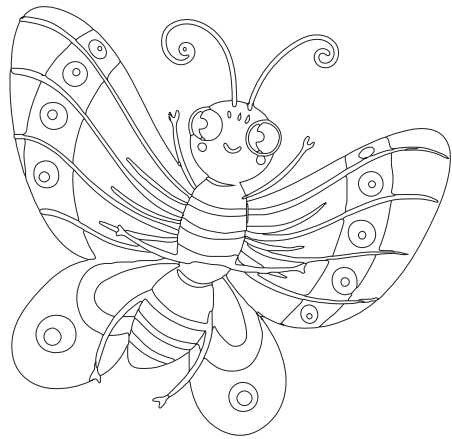
1.



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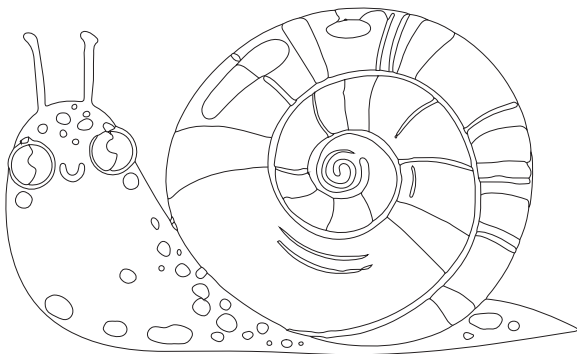
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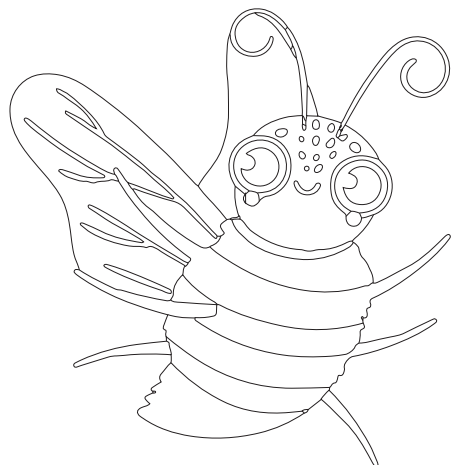
3.



.....

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4.



.....

.....

ACTIVITY 4.

“LET’S GO ON AN EXCURSION”



Here we propose an activity in which the students must choose which are the objects that they need to go on an excursion to the montain.

To do this we establish a list in which first, they must use arrows to choose the name of each of the objects. Then they must write them in one column or the other according to whether it is an object that should be taken on the trip to the mountain or not.

With this activity we help the students learn useful vocabulary, so they can also acquire more knowledge about an outdoor activity, such as hiking to the mountain.

· Objects that must be taken on an excursion to the mountain:

Hat

Sun Cream

Water

Food

Backpack

Sun glasses

· Objects that do not have to be taken on an excursion to the mountain:

Computer

Suitcase

Table lamp

Home Telephone

Dress shoes

Skates

EXTENSION ACTIVITY

The teacher will ask the students to make a sentences according to what they should take on an excursion to the mountain, and what not to, according to the example that appears below.

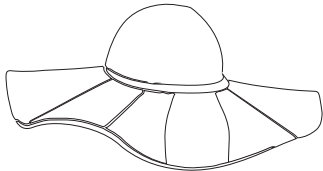
Example: To go to the mountain I need a hat but i do not need a computer.

ACTIVITY 4.

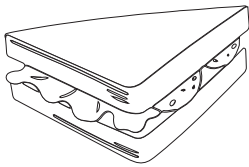
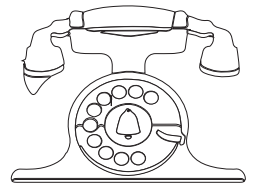
“LET’S GO ON AN EXCURSION”



Here there are a series of objects. Match the drawing of each with the corresponding name using arrows.

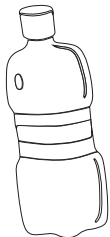


Food



Skates

Sun glasses



Computer

Suitcase

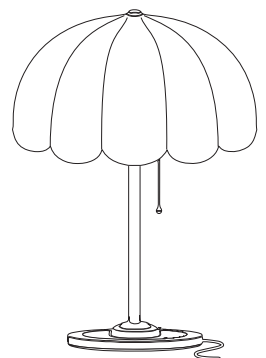


Hat

Table lamp



Water



Dress Shoes

Sun cream

Home telephone



Backpack



-STUDENTS-

ACTIVITY 5.

“COLORS AND NUMBERS”



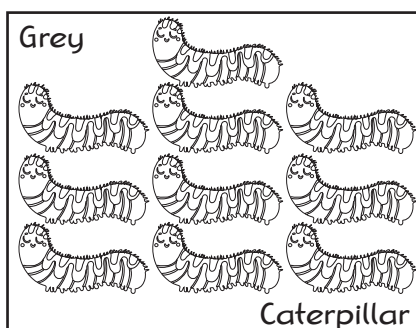
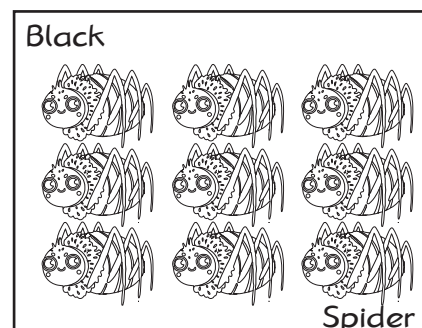
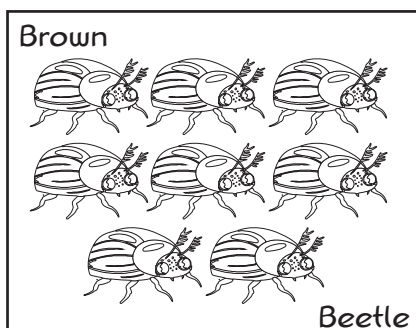
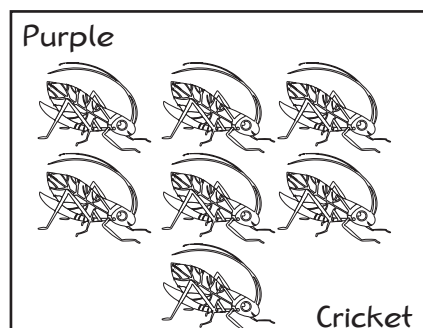
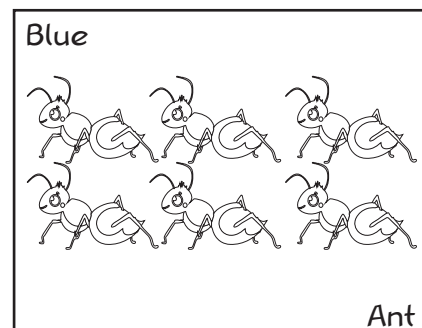
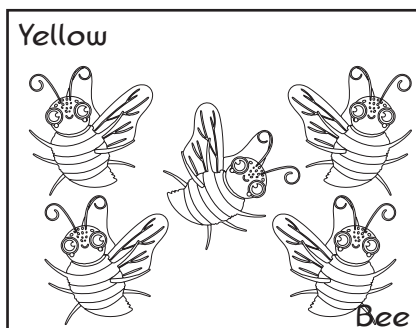
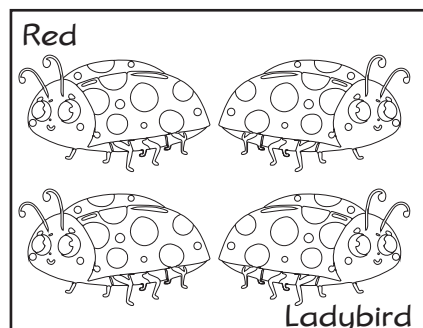
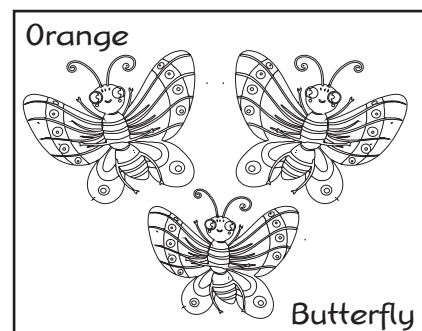
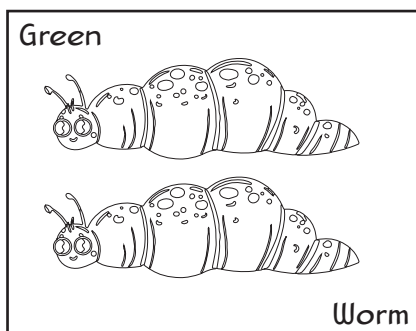
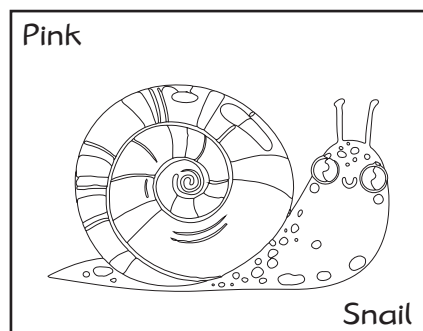
In this activity students will learn the colours and the numbers -from 1 to 10- . There are ten boxes and in each box there are some bugs and a colour. Students have to colour the bugs and write number under the box.

Colours: pink, green, orange, red, yellow, blue, purple, brown, black and grey.

Numbers: one, two, three, four, five, six, seven, eight, nine and ten.

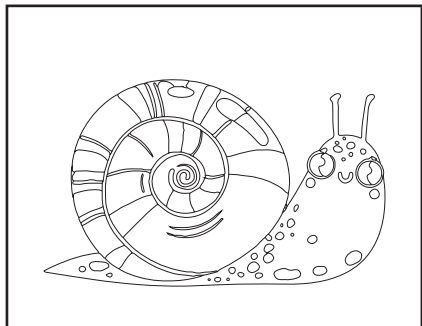
Now students have to complete the sentences for each box, using either a number or a colour, or both.

The teacher can now ask the questions like: "How many yellow bees are there?"



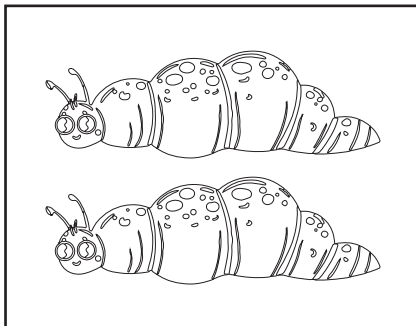
ACTIVITY 5.

“COLORS AND NUMBERS”



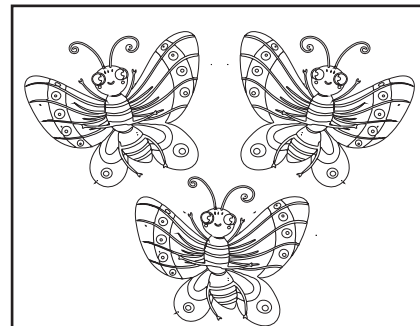
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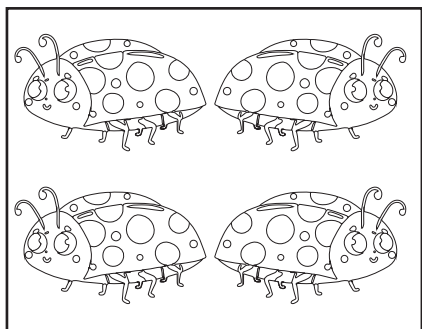
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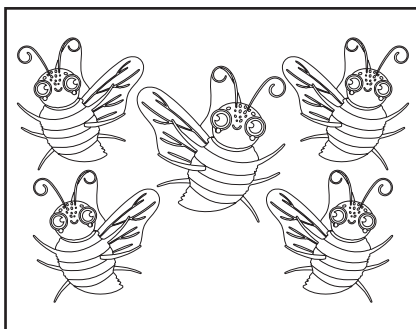
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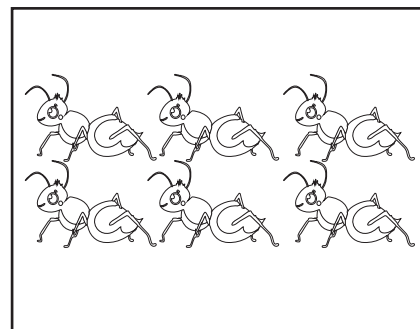
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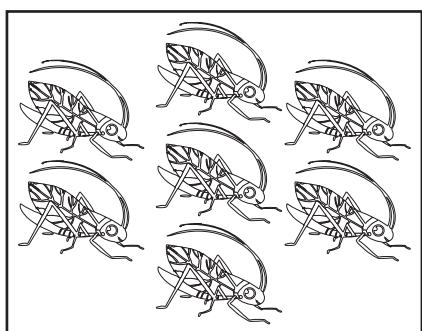
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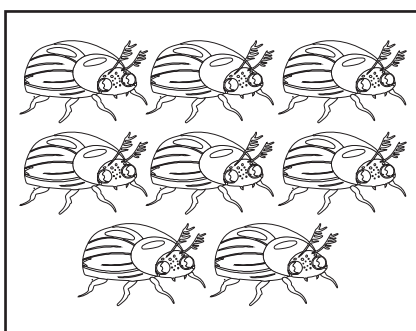
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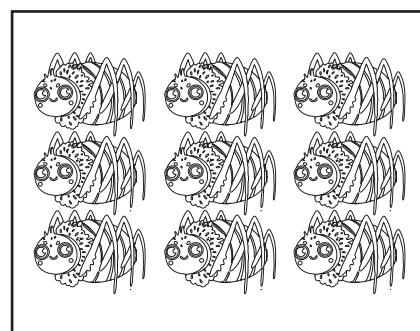
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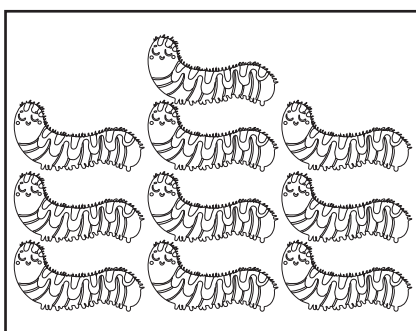
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-STUDENTS-

EXTRA ACTIVITY

CREATE YOUR BUG



Here we go, an original BUG made from cardboard egg cups.

You need the following materiales:

- Cardboard egg cups
- Scissors
- Paint Brushes
- Pipe cleaners
- Plastic craft eyes
- Paper Puncher

Step by Step

1. The first thing we have to do is separate the egg cups and leave only three segments to make the body of the bug.
2. Then we paint the body a single colour, or combining several colours
3. With the help of a paper puncher and a pad the holes are made to then pass the pipe cleaners clean through from side to side. In this way we will make the legs of the ant.
4. We will do the same to create the antennas.

And that's how you can make your own bug!
Let's do it!



MORE INFORMATION



Books:

Carle, Eric.

The very hungry Caterpillar.

(Published by Philomel books, 1969 and 1987)

Dalh, Roald (author); Blake, Quentin (Illustrator)

James and the Giant Peach.

(Puffin Books, 1988)

Carle, Eric.

The very Lonely Firefly.

(Philomel Books, 1995)

Lawton, Caroline.

Bugs A to Z.

(Scholastic, 2005)

Mc Donald, Jill

Hello, World! Backyard Bugs.

(Amazon Editor, 2007)

Zoomer, Yuval & Taylor, Barbara

The Big Book of Bugs.

(Amazon Editor, 2017)



VOCABULARY



a.

ADVENTURE
AFRAID
ANT
ANTENNAE

b.

BEAUTY
BEE
BEETLE
BUTTERFLY

c.

CATERPILLAR
COLOURS
COLLECT (TO)

d.

DISSGUSTING

e.

EYES
EAT (TO)

f.

FLOWER
FOOD
FOREST
FRIEND
FAST

g.

GOOD
GROW UP (TO)

h.

HANDSOME
HAPPY
HONEY
HUNGRY

i.

IDEA

j.

JOURNEY

k.

KISS
KNOW (TO)

l.

LAZY
LEAVES

m.

MOUNTAIN
MIDDLE

n.

NATURE
NICE

o.

OPPORTUNITY
OK

p.

PLANTS
PLAY (TO)

q.

QUICK

r.

READY
RESPECT (TO)

s.

SAD
SNAIL
SMALL
STORY
SPIDER
SLOW
STRONG

t.

TOGETHER
TODAY

u.

UGLY

v.

VOLUNTEER

w.

WELCOME
WORLD

x.

...

y.

YELLOW
YES

z.

...

