

SONG ACTIVITY – How far I'll go

from the movie Moana

Richmond

Name: _____

Group: _____

Date: / /

1. Find these given words on the ISLAND below.

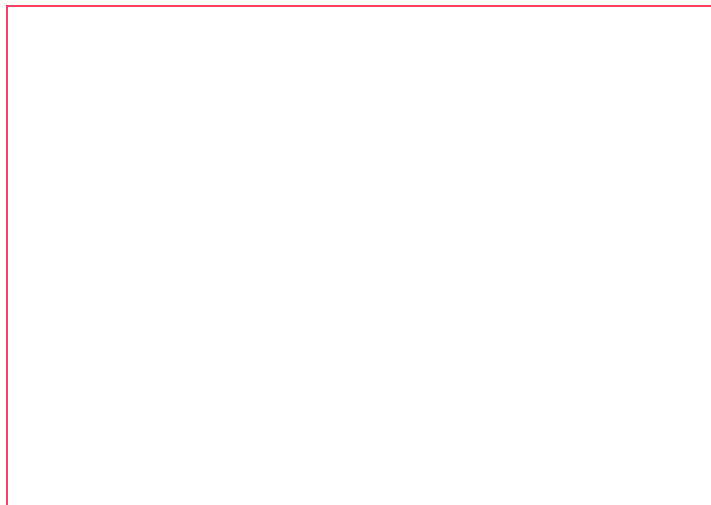


2. In pairs, look at the island one more time and answer.

- a. Is there sun light? ☀ How can you tell?
- b. Is there wind? 🌬 How can you tell?
- c. Are there birds 🐦 🐦 in the sky? How can you tell?

3. Imagine and draw a girl who...


- lives in an island called Motunui.
- lives with her mom, dad and grandma and loves them.
- loves the sea.
- has two pets: a pig named Pua and a rooster named Heihei.
- wants to sail a boat by herself.
- is chosen by the ocean to save her people.



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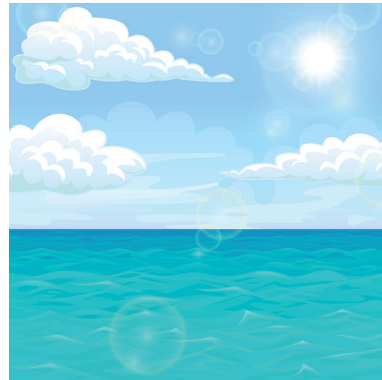
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4.  Listen to the song "How far I'll go" and choose the right word in each case.



a. But I come back to the WATER/SEA,
no matter how hard I try



b. See the line where the BEACH/SKY
meets the sea? It calls me



c. If the BIRDS/WIND in my sail on the sea
stays behind me



d. I know everybody on this island
seems so HAPPY/PERFECT on this island



e. I can lead with pride,
I can make us FREE/STRONG



f. See the LIGHT/SUN
as it shines on the sea? It's blinding

5. In groups of 3, think about these questions.

- What do you do not to disappoint your parents?
- Have you ever done anything that you didn't have permission to do? Why?
- Have you ever doubted if something was right or wrong? Have you asked for help? Why?
- Have you ever been afraid of doing something? Why?

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from the movie *Moana*

TEACHER'S NOTES


Target audience (age): *Ensino Fundamental 1* (séries finais) e 2 (séries iniciais).

Aims: associate vocabulary and images; understand descriptions; listen to a song and distinguish words by their sounds; reflect on feelings and attitudes.

Duration: 50 min.





Organization: individual / pair work / group work.

Material: worksheet.




Preparation: Make copies of the  **worksheet(s)** (1 per student). Check the website with the song <http://youtu.be/cPAbx5kgCJo>.

Procedure:


Pre-listening (Activities 1, 2 and 3)

- Write on the blackboard **ISLAND** and ask students to say what they know about **islands** [it might be useful to draw student's attention to the pronunciation of the /AILEND/ (silent S)]. Listen to students' ideas and previous knowledge.
- Hand out the  **worksheet (page 1)**.
- Have students work individually with **Activity 1**. Allow them some time to complete the task. Walk around the classroom, helping them if necessary, and encourage students to look up in dictionaries the words they don't know or have doubts about.  **Answer(s):** [1] coconut tree; [2] waterfall; [3] water; [4] sea; [5] beach; [6] dolphin.
- In **Activity 2**, students, in pairs, look for evidence to justify their answers.  **Answer(s):** **a.** there's a shadow on the right side of the image; **b.** maybe there's wind because of the birds and the waves near the rocks and the beach; **c.** maybe there are birds because we can see some black points at the top of the island – they look like birds flying.
- Have students work individually again with **Activity 3**. Read the description with them and be sure they understand it. Ask them if this girl they will draw could be the theme of a song, movie, tv series or story they have heard before; if necessary, ask what they know about the Disney movie **Moana**.  **Answer(s):** **personal answers.**

Listening (Activity 4)

- Hand out the  **worksheet (page 2)**.
- In **Activity 4**, write on the blackboard **HOW FAR I'LL GO?**. Clarify the meaning with examples of opposition far x near, asking students: *Is Japan far from here? Do you live far from school? Do your grandparents live near or far from you?* and tell students this is the title of the song they are going to listen to. Have students read the task and the items beforehand and clarify meaning if necessary. Then,  **play the song** <http://youtu.be/cPAbx5kgCJo> (twice if necessary). Allow students to check their answers among themselves before you do it with the whole class.  **Answer(s):** **a. water/sea; b. beach/sky; c. birds/wind; d. happy/perfect; e. free/strong; f. light/sun.**

After listening (Activity 5)

- In **Activity 5**, have students read the task and the items beforehand and clarify vocabulary if necessary. Previously define if they are going to do this activity in Portuguese. Allow students some time to discuss while you walk around the classroom, observing them. At the end of the activity, ask each group to summarize their ideas to the whole group.  **Answer(s):** **personal answers.**

Extra

Students can color their favorite character.

Google images: "Moana coloring" <http://bit.ly/2xndLQO> / "Maui coloring" / "Tamatoa coloring" / "Pua coloring" / "Hei hei coloring"; "Te fiti coloring" and print it.