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**STORYTELLING AND RHYMES: DESIGN  
AND IMPLEMENTATION OF A UNIT PLAN IN  
A 4TH GRADE OF PRIMARY EDUCATION  
EFL CLASS**

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## **ABSTRACT**

Storytelling is a methodological tool commonly used in EFL lessons that engage students with the narration of stories and motivate them to improve their English. Several skills can be developed with storytelling like grammar, vocabulary, reading or listening but, in the following research, storytelling has been used to improve pronunciation skills. The results of a need analysis made in a 4<sup>th</sup> Primary Education class conclude that they needed to improve pronunciation, therefore storytelling and rhymes were decided to be the tools to make that improvement. Then, an innovative proposal is presented in the research in which the main point is focused on pronunciation improvement and the tools used are storytelling, rhymes and TBL to integrate everything in a communicative context. In the development of the research some methodological tools have been put into practice as a checklist to determine which stories will suit better in the innovativeness proposal. Apart from the design of the lesson plan, it was also implemented in the same classes in which the need analysis was done and another tool was used to determine the success of the implementation. In this case it was a rubric to assess relevant aspects such levels of participation, motivation and success on the objectives that were intended for the lesson plan. Most of the aspects reflected on the assessment rubric were achieved as well as the objectives proposed for the research and the lesson plan, but, the evolution of my own implementation reflected that there is still room for improvement concerning aspects such as class distribution for tasks or participation of students.

## **RESUMEN**

El storytelling es una herramienta metodológica utilizada comúnmente en las clases de inglés para enganchar a los alumnos a la clase gracias a las historias contadas y motivarlos en el aprendizaje del inglés. Varias habilidades pueden ser mejoradas con los storytelling como la gramática, el vocabulario, las lecturas o la escucha pero, en la siguiente investigación, ha sido usada para mejorar las habilidades en pronunciación. Los resultados de un análisis de necesidades hechos a una clase de 4º de Primaria, concluyeron que el aspecto que necesitaban mejorar era la pronunciación, por lo que los storytelling y las rimas incluidas en ellos se decidieron como herramienta para llevar a cabo esta mejora. Así, en el trabajo se presenta una propuesta innovadora centrada en la pronunciación y utilizando como herramientas el storytelling, las rimas y el TBL para integrarlo en un contexto comunicativo. En el desarrollo de la investigación se han

puesto en práctica algunas herramientas como una checklist para determinar los storytelling que iban a ser utilizados. Además del diseño de la unidad didáctica, también se puso en práctica en las mismas clases en las que se hizo el análisis de necesidades y se utilizó otra herramienta para determinar el éxito de la implementación. En este caso fue una rúbrica con algunos aspectos de motivación, participación y consecución de los planteamientos iniciales fue utilizada para determinar su consecución. La mayoría de dichos objetivos fueron cumplidos, tanto en la investigación como de la unidad didáctica aunque, hay algunos detalles que mejorar y cambiar.

## **1. INTRODUCTION**

The following research tries to illustrate the use of storytelling in the Primary Education class, with the aim of improving the communicative competence and in particular the pronunciation skills of students. The main reason for choosing this topic is due to a need analysis made in the school, during the Practice period in the Doctor Azúa School. The need analysis was done to the 4<sup>th</sup> Grade of Primary Education classes of the school and the implementation of the proposal was also done in those classes. The observations made in the school determined that the students had problems regarding pronunciation in English. That is why the research is centred in the improvement of the pronunciation, using storytelling as a methodological tool and exploring the rhymes that appear in the texts to work on the different phonemes.

In order to make that possible, an innovative proposal has been designed to be implemented in the English as a Foreign Language (EFL) class of 4<sup>th</sup> of Primary Education in which the activities are focused on the development of the students in oral productive skills, and more precisely in their pronunciation skills. In the lesson plan developed, the Task Based Learning (TBL) methodology has been applied. Different tasks have been designed to motivate students and make them use the English language in a communicative way.

Apart from the innovative proposal, this research aims to attain other objectives. The first objective is to establish certain criteria to select the different stories that will be used in the design and implementation of a lesson plan. In that process, different characteristics of the stories that may be useful to develop productive skills have been taken into consideration, for example the inclusion of rhymes and songs. These criteria have been used in order to create the materials needed to put into practice the innovation proposal and implement it in the classes where the observations were done. Finally, the most important objective of the research is to design and make use of a self-assessment rubric to evaluate the implementation process in terms of the usefulness of the innovation proposal. The different items included in the self-assessment rubric have been evaluated in several sessions in the 4th Grade of Primary Education classes from the Doctor Azúa school, in order to reach certain conclusions on whether the innovation proposal has been successful or not.

Finally, some conclusions will be provided regarding the implementation of the lesson plan as well as on the usefulness of the tools created. This last section will focus on:

- Improving communication competence and specially the pronunciation skills in students.
- Evaluation of the innovation proposal done and set some changes that may be done to improve it.
- Usefulness and flexibility of the innovation proposal to be used in other contexts to develop communication skills and pronunciation in Primary students.

## **2. THEORETICAL FRAMEWORK**

In the development of the following research there are some theoretical aspects that have to be taken into account. These aspects include the concept of storytelling and its use in the Primary Education and EFL classes. Also, the combination of storytelling as a methodological tool with rhymes and its use to improve pronunciation skills is reflected in the framework. Finally, different connections and implications of CLT and TBL with storytelling are established as the principal approaches of EFL lessons.

### **2.1 What is storytelling?**

The use of storytelling in education has been present since the beginning of communication ways in human history. The act of narrating a story to share the different experiences, traditions, knowledge and customs is the first way of education. Since then, orally and in a written way, storytelling has been present in the transmission of knowledge and nowadays it is a tool used by teachers in EFL lessons.

There are a lot of authors that have established different definitions for storytelling. Some of them define storytelling as the act of narrating some experiences or stories. For example, according to Ellis & Brewster (2014); “storytelling is telling a story to people who are willing to listen” (Ellis, 2014:25). They focus the importance of the storytelling in the listener’s attention more than in the communication process that may be taking place when narrating a story.

In the same way, Anne Pellowsky tried to explain what storytelling is in her book *“Storytelling in the classroom: enhancing traditional oral skills for teachers and pupils”* and she defined storytelling as following:

“storytelling is the art or craft of narration of stories in verse and/or prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and/or other accompaniment and may be learned from oral, printed, or mechanically recorded sources; one of its purpose may be that of entertainment.” (Pellowsky, 1990:65)

On the other hand, there are some authors that tried to give an explanation on what storytelling is from an educative perspective. In this way, there are different points of view because some authors like Chambers (1970) considered storytelling as a technique. He saw storytelling as the teaching technique that has survived among time. Other

authors such as Cooper & Collins (in Sealey, 2014) agreed that the use of storytelling is more a method than a technique. Cooper himself agreed that storytelling is the “ideal method of influencing a child to associate listening with pleasure, of increasing a child’s attention span and retention capacity, or broadening vocabulary, and of introducing a child to the symbolic use of language” (Sealey, 2014:14)

Also Pedersen (1995) provides a more pragmatic approach to storytelling in line with the methodological one from Cooper but he focused on the ESL acquisition as the way in which the use of storytelling will report most benefits. Pedersen also refers to storytelling as a method in which the students could interact in a more communicative way and practice in authentic contexts. That way, the language used in the EFL classes will be real and communicative, training the students to face up the communicative situations they may afford in their professional and personal future.

In the same way, Bordine & Hughes (1998) give in an article called “*Storytelling in ESL/EFL classrooms*” some other benefits of using storytelling in the EFL classroom apart from the real world language use, as exposed before. The implication of using a story when teaching new information, ideas or concepts, will make the student get those new concepts in a better way. The stories set a familiar context to students in which they can feel comfortable and relate the new structures and information to the previous one. As they can have access to the previous knowledge with the use of the stories, the new information can be easily included and adapted to their mental schemes.

## **2.2 Storytelling in the classroom.**

As mentioned before, researchers have largely contributed to shedding light on the benefits of using storytelling in the classroom and especially in the EFL lessons. As highlighted by Bordine & Hughes (1998), one of the most important advantages of storytelling in teaching-learning contexts is affective benefits and the motivation. Storytelling in the class makes students be more engaged and motivated and “lowers affective filters” (Bordine, 1998:24), what makes the teaching and learning process become more natural. A better predisposition is set by the students when using these tools in the EFL class and learning takes place in a more communicative and meaningful way for students. Bordine & Hughes also agreed that with storytelling, the authentic use of language is also introduced in the EFL class, promoting the use of natural language and communicative contexts.



The benefits of using storytelling in the EFL class are not only limited to improve the communicative contexts or engage students. Recent studies have determined that storytelling is a good tool to learn the principal skills of a language: speaking, listening, reading and writing; as well as grammar, vocabulary and pronunciation subskills. For example, Ellis & Brewster (2014) established some reasons why choosing storytelling as a way of teaching and, apart from the increase of motivation and participation in students and the familiar context that storytelling provide, they also foster the improvement on the different language skills. They agree that different listening strategies are developed when using storytelling in the class like predicting, making hypothesis, getting the general information of the story or guessing the meaning of some words. In terms of vocabulary and grammar, the introduction of new structures and words in the familiar context provided by the stories allow the students to be exposed to those new structures and include them gradually in their own speech. Another important benefit set by Ellis & Brewster (2014) is the awareness of the pronunciation, rhythm and intonation that students develop when listening to the stories. Most of the stories also allow listeners to participate due to repetition patterns, so students can put in practice pronunciation skills. This repetition is also used as reinforcement in other linguistic aspects because as Ellis & Brewster (2014) said “this frequent repetition allows certain language items to be acquired while others are being overtly reinforced. Many stories contain natural repetition of key vocabulary and structures.” (Ellis & Brewster, 2014:7)

The use of storytelling in the EFL class has also a narrow relationship with the use of reading aloud techniques. Storytelling books are usually read aloud in the class either by the teacher or by the students and then commented in the class. As there can be seen in the article “impact of read-aloud in the classroom: a case study” (Oueini, Bahous, & Nabhani, 2008), there are a lot of authors that agreed in the benefits of reading aloud to develop the reading, speaking and comprehension skills.

The benefits of reading aloud strategies are really similar to the storytelling ones, as reading aloud is considered one important part of the storytelling use. For instance, Terblanche (2002) emphasised that reading aloud expands the vocabulary register as students could focus on some words meaning that otherwise they will not notice and get their meaning through the context of the story. Reading aloud strategies are also combined by teachers with discussions while reading the story. This combination of

strategies will encourage and motivate the children because they are focusing on the story while reading it and, at the same time, they will be developing their comprehension strategies. In addition, Terblanche (2002) also includes that post-reading activities and discussions will make students to connect the different stories with some situations of their life. Terblanche also adds that using reading aloud techniques should be done regularly and with several clear routines established. If not, students will not report all the benefits that could be achieved with the use of those strategies.

Following the thoughts explained before, there are some authors that shed light on the implementation of reading aloud techniques and storytelling in the EFL classes. For example, Rog (2001) appreciate the fact that reading aloud books or tell stories to the students will not develop their reading skills if the methods are not adequate. There are several points that are important to select and think about when using storytelling in class. For example, the selection of books and the criteria used to carry out that selection will in fact determine the different contents that will be develop with the storybook. In this sense, Ellis & Brewster (2014) proposed some guidelines and criteria for the selection of books based on the topic they are based or the genre of the book. The topic in which the story is based must be attractive to the students and in consonance with the topics learned previously in class. Besides, the story must be adapted to the language level of the students but certain extent, so students can find some challenges when working with it. Finally, the different grammar and vocabulary features that appear in the story may be in consonance with the contents developed in the activities, being another important factor in the selection of the stories (Ellis & Brewster, 2014).

### **2.3 Rhymes and storytelling.**

A lot of authors have shed light on the acquisition of a language through the use of rhymes as they can be used as a methodological tool to develop some skills of second language. In storytelling, the rhymes are included to make the text more attractive to readers or to engage children with the repetition of the sounds but, those linguistic resources can also be used for teachers to improve pronunciation awareness or work on different sound and phonemes in the EFL classroom.

The importance of using rhymes in the process of acquiring a second language is most often connected to its beneficial impact in the teaching and learning of

pronunciation since storytelling provides a good model for students to reproduce phonemes. As reflected in the studies from Ellis & Brewster (2014), the use of rhymes and songs in the acquisition of second languages is very important to develop bonds between the language and the student. They agree that learning to speak a language is a repetition process as students hear and recognise the different sounds and they tried to repeat them to communicate in that language. The use of rhymes in the EFL classroom sets the ideal context in which students can practice pronunciation and through repetition develop their own way of pronouncing the different phonemes of the English language. Working with rhymes in class also encourages students to raise awareness of the importance of pronunciation.

Similarly, Geyer (2001) founded that “practising intonation through reciting rhymes and poems is mostly funny and very effective” (Geyer, 2001:95). In this case he refers to the effectiveness of using rhymes and the feelings of the students, as they will have fun while using them. That way, the students’ willingness to learn phonics will be better if there is a playful or ludic element as the rhymes or the songs, so they will be motivated to learn English and develop their pronunciation skills.

Following the Geyer’s insights (2001), García & Juan (2015) agreed that “rhymes and songs support vocabulary and structure learning” (García & Juan, 2015:87). With the use of rhymes in the stories, a lot of vocabulary is used, so students improve their word register. Using songs in EFL classes will result in the incorporation of some grammar structures and specific vocabulary in the student's everyday use of English. Following these arguments, García & Juan (2015) state that better results will be obtained when using rhymes and songs in second language lessons. The reason for this statement is that it is common to start learning the mother tongue through rhymes and songs, so if those resources are used in the acquisition of a second language, it will make students feel comfortable and motivated in the learning process. They will also be participative in the activities even if they do not know the meaning of some words or phrases, just as when learning the mother tongue.

As has already been discussed, working on rhymes in the EFL classes report some benefits. The inclusion of rhymes in storytelling will improve the acquisition of English language as well as participation and motivation improves thanks to those tools. The combination of these two tools and its correct implementation by the teachers through a

method that supports real-purpose communication represents a good way to improve English and specially the pronunciation skills.

#### **2.4 Communicative Approach and Task-based learning.**

The use of storytelling in the EFL classroom and reading aloud is very much related to the idea of dealing with the use of a language in a communicative context. In order to implement the aforementioned tools adequately and consequently, the best approach through which these tools can be used is the Communicative Approach. In fact, there are some authors like Brown (2001), Larsen-Freeman (2000) and Willis & Willis (2007) that state that Communicative Approach is generally accepted as the better one to teach second languages.

According to Brown (2001), the CLT approach is characterised by giving a meaningful purpose to the use of language, the use of language in unrehearsed contexts in and out of the class, accuracy and fluency as equivalent principles inside the communicative context and the teacher as a facilitator of the acquisition process. The student is seen as the one who manages its own learning, supported by the teacher, who gives the different tools to evolve in the acquisition process.

This vision is also supported by Larsen-Freeman (2000), who supported the authentic use of language and to give the students the opportunity to use the language in real contexts. He also added that the students have to develop the role of active speakers and they must be involved in the communicative process promoting strategies to negotiate meaning and solve problems.

Connected to the Communicative Language Teaching Approach, the Task-Based Learning Approach can be found as a way of teaching languages in a real context. The study by Willis & Willis (2007), examined that the use of a task-based model in which several contents can be developed, will encourage students to use language in a real-world context in order to solve the tasks or achieve the activities' objectives. Some of these tasks can be: "listing, ordering, matching, comparing, sharing personal experience, project and creative tasks and problem solving" (Willis & Willis, 2007:108). The TBL approach and all the tasks mentioned can be included when working through storytelling due to the different characteristics they have in common regarding the language connection to the real world and the communicative situations created. According to this vision, Rodríguez (2019) sets that the combination of the

TBL approach and the use of storytelling as a methodological tool, “place EFL young learners in a communicative experience of the real world through the completion of significant task” (Rodríguez, 2019: 22). The tasks planned and solved in the context of a story give the students a more reliable connection with the real use of language.

To conclude, the CLT approach is seen to be the correct way of teaching and acquiring a second language due to its implications regarding the language with its real-world purposes. The task-based approach can also encourage the students to participate in solving each task by using the language in a meaningful and contextualized way. The implementation of those approaches through storytelling tools seems to be better in the sense that students are motivated with the stories while they are acquiring a language in a communicative and useful way thanks to the tasks designed.

### **3. METHODOLOGY.**

In the study there have been used some methodological tools based in a qualitative methodology. The different tools are used to determine first the needs of different groups of students on some aspects of language, to select the adequate storytelling books with the ones to develop the lesson plan and to evaluate the implementation and the adaptation of the lesson plan in the classrooms. All the tools used have been completed using the observation as the principal instrument.

#### **3.1 Observation.**

The first methodological tool used in the study is an observation made in the three classes to determine which aspect or skill from the English language could be worked on and improved in the lesson plan. In order to make the observation, an activity from the Practicum was used to determine those aspects that could be improved. The aim of the activity was to evaluate the utterances of the students and the moments in which they were used. Thanks to this activity, several items were evaluated and the attention was focused on grammar, vocabulary, reading comprehension, listening comprehension, reading and writing skills and pronunciation. This last one was considered to be the one in which more difficulties were seen because almost all the students pronounced the words in English with the phonemes used in Spanish language, as they are written. The students had a higher level of proficiency regarding the rest of the skills as they had a good level of English, according to their ages and the curriculum from 4<sup>th</sup> grade of Primary Education. The level of the students from the Doctor Azúa School of 4<sup>th</sup> grade of Primary Education was unequal between the three different classes observed. The class A was much more participative than the other classes and the English proficiency of the students was from a high level. In class B the participation was very poor because the students were insecure with using English but, when proving their proficiency, the level was similar to class A. Class C was really dissimilar because there were some students whose level and participation were excellent and other students whose participation was poor and its English level was lower than their classmates. Finally, the observation and the implementation of the innovation proposal was implemented in all three classes.

### 3.2 Checklist.

Another methodological tool that was used to develop the study was a checklist, designed to select the storybooks. In this checklist seven characteristics of the storybooks were considered as can be observed in Table 1:

Item	Check
The topic is related to science fiction characters and events.	
The story is in the past and includes verbs in past tense.	
The tale includes rhymes which are easily perceptible by the students.	
The vocabulary and grammar structures are appropriate and challenging for 4th year Primary students, as contemplated in the Aragonese curriculum.	
There are several characters in the story with different characteristics.	
The book has pictures that can help the students to understand what is going on in the story.	
The story is original and innovative.	

Table 1. Storytelling books Checklist.

First of all, the topic in which the lesson plan is focused is science fiction because the students liked and had experience with this genre. Therefore, the first criterion to select the stories was the topic of the book should be related with science fiction including characters like witches, spoken animals, dragons, giants, unicorns or monsters.

One of the grammar contents that is worked in the lesson plan are the past tenses, so the second criterion followed to select the stories was the fact that they had the story to be written in past tense and include some of the irregular verbs they have seen in class. That way, students have to recognise them while working with them in a communicative way, so they can be included in their own speech.

Then, the story had to include rhymes, because that is the element through which the pronunciation is being worked in the teaching-learning proposal. The recognition and

work through rhymes is one of the key points in the lesson plan, so the stories have to include some examples of rhymes, known as two or more words that have the same phonemes at the end.

To engage and motivate the students during the lesson, the structures and the vocabulary had to be challenging for them. Then, they are forced to pay attention and make an effort when understanding the stories and developing the activities. Yet, they should not be too complicated because if not, students will get bored.

As the fifth criterion to select the stories, they must be original stories and innovative, looking for books that tell stories that students do not know because that way their attention will be focused on the story as they want to know what will happen next

In the story there have to be several characters with different characteristics or problems. Also the structure of the books has to be similar between them so students can get those structures and replicate them when developing their story. The principal character must be a dragon, witch, unicorn, giant or other science fiction character with the one the students can empathize and the structure of the book must include several characters that the protagonist will meet. Those characters will help the protagonist to solve some problems they may have.

Finally, the books must include pictures that can be descriptive of what happened in the story and help the students to get the meaning of it and motivate them including those visual aids. Pictures are also important so students can develop awareness and likes towards the pictorial art and its relationship with other arts like literature.

When checking the different stories, there were some aspects that seemed positive, such as if they include a song, because as seen in the Theoretical Framework, some researches include that songs are also a good resource to improve pronunciation. Twenty storybooks were analysed with this checklist and five of them accomplished the 80% of the items in the checklist. Finally, only three of them were selected due to the similarities between them and because they seemed to be more adequate to the activities that were taught and the level of the students. These three storybooks selected were: *The Smartest Giant in Town* (Donaldson, J. 2002), *Room on a Broom* (Donaldson, J. 2001) and *Zog, the Dragon* (Donaldson, J. 2010).



### 3.3 Implementation rubric.

Another methodological tool used was a rubric to evaluate the implementation and the performance of the teacher and students in the different sessions and tasks. In the rubric there were some elements to check the comprehension of prompts, the involvement of the students in the tasks. The results obtained by means of using the teacher's self-assessment rubric facilitated the implementation of changes in the following sessions if necessary.

Item	Yes.	No.	Partially	Comments and implications.
Did I use authentic materials?				
Was collaborative learning or group work successfully implemented?				
Were activities divided in pre, post and tasks? Were them develop correctly?				
Were the activities motivating and engaging for students? Did they show interest in the tasks?				
Have all students interacted and participated during the session?				
Were the activity prompts effective? Were the thinking routines implemented effectively?				
Were the learning objectives				

achieved?				
Did students participate in the activities?				
Other observations:				
Changes to improve:				

Table 2. Rubric of evaluation of the implementation

The first point to be evaluated was the use of authentic materials. This way, all the materials used in the lessons are original and authentic. Storybooks, templates and examples for the students must therefore be taken from some reliable source or developed by the teacher himself.

Next, collaborative learning was established as one of the most relevant criterion to evaluate the correct implementation of the group work dynamics and the collaboration between the students. The different distributions used in the class and the importance of creating a communicative context where everybody can be involved are taken into account in this point.

The Task-based learning approach is used in the design of every lesson, so this item is established to check the correct implementation of this methodology. If the pre-, while- and post- stages are developed in the implementation as they were planned in the unit plan design.

The next item is to check that students are motivated and engaged with the different activities proposed and that they are challenging for them. Analysed the reasons why an activity had failed in this item is an important point on the lesson plan implementation.

The student's interaction and use of English in the lessons is the next point to check. It can be used to focus on the whole class activities or when making decisions in their groups, but it is important to use English and promote its use by the teacher.

The first step to develop a task is the understanding of the prompts so this item of the rubric aims to prove the understanding and the changes the teacher may provide to the students to ensure that they get the instructions clearly. In this point there are also included the implementation and success of the thinking routines used to create a communicative and participative environment in the class.

The next item in the rubric is to check that the objectives of every lesson have been achieved. If they have not been reached, the rubric was designed to light on the reasons why the implementation failed on this achievement.

Finally, the participation of students is reflected in the last item. It is also important to reflect why they have or not participated in the activities. In the majority of the cases, this point is much related with the motivation and the interaction ones.

In the rubric there is also room to reflect about one of the most important factors. i.e. the changes that will be proposed to improve each lesson. The changes proposed for every lesson were implemented in the classes in which the implementation was done after so some of the problems seen in the ongoing of the session could be solved.

## **4. INNOVATION PROPOSAL.**

### **4.1 Contextualisation.**

The innovation proposal of this investigation research is based on a unit plan about storytelling and rhymes. The unit plan is attached in Annex I. The lesson plan is centred on improving the communicative competence of the students, and more precisely their pronunciation through the study of some storytelling books and their rhymes.

The lesson plan has been implemented in the same school in which the necessities were observed, in the Doctor Azúa School, a public school from the Romareda neighbourhood in Zaragoza. The lesson plan has been done specifically for this school and for the three classes of 4<sup>th</sup> Grade of Primary Education, because is where the needs analysis was done and therefore, the lesson plan was designed according to those necessities. The implementation was done in the same period of time in the three classes in the EFL subject and the period covered was two weeks. It is important to mention that the groups are bilingual because they have science and arts in English and that some contents of the EFL subject are attached to those other subjects.

The different activities were done in the three classes of 4<sup>th</sup> Grade of Primary Education. Each class has 25 students and there are some differences among groups. Class A is very participative and the students have a high English level, in class B the level is very similar but they are less participative and in class C the English level of the students was lower than in the other classes and the participation was very poor.

The majority of the students are able to do the different activities but there are two students in each class that require to be more focused on because they will probably need some extra help in their work.

### **4.2 Contribution to Key Competences.**

The lesson plan based on storytelling has several contributions to the key competences established in the Aragonese curriculum. At first, there is a huge contribution to the *communicative and linguistic competence* because the principal aim of the lesson plan is to promote the development of the different written and mostly oral skills of English.

There is also a contribution in the *learning to learn competence* because the students will have to organize between them and structure to get more information and

knowledge about rhymes and storytelling in English. They will develop their autonomy to learn and to face the different problems they will encounter when solving the tasks. This way, students will be aware of their own learning and they will be able to manage and persist on their own.

Another key competence to improve with the lesson plan is *the social and civic competence* and also the enterprising sense because they will have to get in common with other colleges in their groups and also they will be responsible for some tasks inside the groups. Therefore, the achievement of the tasks will be subject to a good collaboration and understanding between the members of the group.

#### **4.3 Objectives and Contents.**

There are several learning objectives in the lesson plan:

- To create their own storybook based on three storybooks they have previously read and understood.
- To develop awareness about the different rhymes presented in three storybooks and the correct pronunciation of their phonemes.
- To work on past tenses through the different storybooks worked and on their own tale.
- To put in practice different comprehension strategies to understand the different written and oral texts that will be presented to them, so they are able to carry out the different tasks proposed.

Complying with the Aragonese Curriculum, these are the contents covered in the lesson plan:

Oral text comprehension:

- Comprehension strategies: to understand the storybooks that has been narrated.
- Rhythmic and intonation patterns: identification of rhymes.

Oral text production:

- Planning and execution of the students' stories narration.
- Communicative functions and interaction to put ideas in common inside each group.

Written text comprehension:

- Put into practice the different comprehension strategies to get the general idea and some details of the different text read by the students (skimming, scanning, inferring...).

Written text production:

- Production of a story with its different parts (presentation, knot and solution).
- Use of different structures and expressions to complete the different written tasks and to write their story. (Introduction and description of characters, narration of the events that happen to the character...)

Grammar and vocabulary:

- Past tenses: regular verbs and some irregular ones (fly, blow, swim, eat, tell, speak...)
- Vocabulary related with science fiction books and characters and animals that appear in the stories (witch, dragon, giant, cat, frog, dog, goat...)

#### **4.4 Sequence of activities.**

The unit of work is divided in five different lessons. In each lesson there is a main task and some other activities used as pre-tasks, post-tasks and follow-up activities, following the principles of the task-based approach. The different tasks proposed are:

- First lesson: the principal task is to describe one of the characters of the story that students have just listened: Room on a Broom. They will be given a WAGOLL and they will have time to write the description individually at first and then read their descriptions to the rest of the class. In the pre-task the teacher will read and represent the story and in the post-task, the students will share with the rest of the class the rhymes they have recognised in the text.
- Second lesson: as a pre-task students will review the rhymes with a game. Then the principal task will be reading one part of the storytelling The Smartest Giant in Town each group and then talk between the groups to decide which the order of the story is. Finally the post-task will be a game in which the teacher says one word and the students have to find one rhyming word in the text.

- Third lesson: the pre-task will be some brainstorming about the topic of the book: dragons. Then the principal task, once the book have been read, will be ask questions between all the students of one thing the dragon does in the story and the other students will have to guess in which year occurred. Finally, a post-task in which the students will complete one worksheet with some words and they have to realize that the words they have to use rhyme with the words in the worksheet and for the fast finishers, they will identify the past tenses of the story.
- Fourth lesson: in the pre-task the students will have to put in common in their groups the different aspects of their stories according to the instructions given by the teacher. In the task they will write the story and in the post-task the students will draw some images to complete the tale. For the story, students will be given a strip to write and draw on it and a checklist so they make sure they include all the aspects that the teacher asked for.
- Fifth lesson: as the pre-task, the students will complete the tales and finish all the pictures if there was not time the day before. If they have all completed, they can practice to pronounce everything correctly. The task will be reading aloud the texts for all the class and the post-task will be giving the opinion of each tale with the routine two stars and a wish.

As it can be seen in the different lessons, there is a main task that is related to one skill each time (listening in the first, reading in the second, writing in the fourth and speaking in the third and fifth). But all the macroskills are integrated in all the lessons due to the different pre and post activities.

#### **4.5 Materials.**

First of all, the basic materials used in the lesson plan are the three books used in the different activities: Room on a Broom, The Smartest Giant in Town and Zog the Dragon. Those three books were selected thanks to the checklist developed because they are based on science fiction, they include rhymes and past tenses, vocabulary and grammar is in consonance with the curriculum and they have pictures. In addition, The Smartest Giant in Town story includes a song that was seen as a beneficial aspect when choosing the stories. Also some copies of the books for the students to find the rhymes in the first lesson, read and order the story in the second one, and read the story in the

third lesson. Some videos in which the stories are read can also be found in YouTube to have a WAGOLL of the pronunciation for students.

Then, the exit tickets and the template for the worksheet in lesson three can be observed in the Annex II of the research as well as the blueprint for the stories developed by the students.

#### **4.6 Evaluation.**

For the evaluation of the lesson plan there are several instruments that are proposed to use in order to check if the aims of the lesson plan have been achieved by the students.

First of all, observation is the principal instrument because in all the sessions there is an observation by the teacher to evaluate the work of the students and the participation in the class and in the different activities and group decisions.

Secondly, there are some sessions in which at the end the students will have to do an exit ticket. This exit ticket is also an evaluation instrument with the one the teacher can prove the proficiency of each student in an individual way and in every session. Also as a written proof or instrument to evaluate, the different drafts worksheets and the final version of the students' storybooks can also be an evaluation tool and a way of proving the evolution of student's learning.

One of the most important parts of the lesson is the pronunciation and the speaking proficiency of the students. This will be evaluated in the presentation and the narration of their storybook and in order to evaluate that, there will be an evaluation checklist that students will complete as a peer-assessment activity. The proficiency of the students in the activity will be evaluated in consonance with the objectives proposed. Inside those objectives the most important one is the pronunciation in the reading.



## **5. RESULTS.**

After the implementation of the innovation proposal in the school there are some aspects about the lesson plan that must be commented on as well as the changes there have been between the different implementations in the different groups. All the comments and observations made about the implementation followed the structure and items established in the rubric presented in the methodology. The completed rubrics of each lesson can be found in Annex III.

First of all it has to be mentioned that the implementation of the lesson plan was very successful because all the objectives were achieved by the majority of the students. Some of them did not get to understand some parts of the books read and did not get to do the activities correctly but, on the other hand, all the students got the main objective which was becoming aware of the different pronunciation patterns between the students L1 (Spanish) and English mostly in terms of vowel phonemes.

### **5.1 Authentic materials.**

The first item of the evaluation rubric is the use of authentic materials. Among the five sessions and in every group, original or authentic materials created by the teacher have been used. The three storybooks used in the lesson plan are authentic materials: *Room on a Broom*, *The Smartest Giant in Town* and *Zog, the Dragon*. Also, the different exit tickets and worksheets that the students had to complete in the sessions were designed originally by the teacher and based on different communicative dynamics and curricular contents, such as Round Robin routines, remembering rhymes from the lesson or designing the story.

### **5.2 Collaborative learning.**

The second element that had to be evaluated from the implementation was collaborative learning and group work. In the first lesson, there were some problems in class A because there was a lack of communication inside the different groups. There were not roles in the group so everybody wanted to lead and give ideas so it was a chaos until the teacher took part in those groups and established the tasks that each one had to do. This problem was especially noticeable in the rhymes task (Session 1) because that was the only one developed in groups. In the other classes, B and C, there were no problems because the distribution of the desks in these classes was in groups of four so they are

used to work in groups and with the same classmates. They worked perfectly in groups and they showed collaboration between them in searching the rhymes.

In the second session, there was also a problem with the groups and the collaboration tasks in group A. In the rhymes game of the post-task during Session 2, the teacher set a point system so the game was more motivating and engaging for the students but, between the groups there were some conflicts. Seeing that the students were so competitive, the teacher decided to change this game and set no points for the rest of the groups. As a result of this change, the interaction between the groups was much better in the rest of the classes. Apart from this, there is another problem that emerged in class C, because the students had problems at the beginning of the lesson. They had to read their part of the text in their groups and some groups did not get what they had to do or did not know how to organize. The teacher took part in these groups and explained the task again, so in this second explanation they all got what to do.

In the third session, there were no problems with the groups A and B and the collaboration among students was achieved successfully with some communicative tasks such as the mix-pair-share routine. In group C, the activities were much more guided by the teacher than in the other groups because they were considered very difficult for them. That way, the teacher managed to help the students achieve the tasks and also the students were proposed to solve the worksheet or to think of grammar follow-up activities in pairs or groups so they can help each other. This little change was successful and students also got to work in groups and develop their collaboration.

In tasks four and five, in which students had to develop and tell their story, the collaboration between the students was a key factor of the activity because they had to write the storybook in groups and represent it. The students worked in groups without problems but the collaboration between the members of the group was not as successful as expected. In classes B and C there were some students that assumed the role of leader and they ordered the rest of the classmates what they had to do to complete the storybooks. For next activities or projects like this, some cards were handed out to the students with different roles for each member of the group so they can collaborate, everybody can participate and give their personal ideas to the project and make learning collaborative.

### **5.3 Task-based learning.**

The next aspect of the lesson plan that was evaluated is the division of the sessions in pre-task, task and post-task. In the implementation of the lesson plan the structure of the sessions must be also divided in this pre-, while- and post-task division and reflected in the distribution of the class and the interventions of the teacher. Moreover, if there is some kind of follow-up activity. What has been seen in the implementation and compiled in the rubrics is that all the sessions have been divided into this structure. In session 3 there was a follow-up activity for the fast finishers of the classes. This structure reflected in the unit plan was also respected in the implementation of the different lessons. There were some problems regarding the pre-task of the first lesson in the groups B and C because the students did not know storybooks to make a brainstorming, so the teacher decided to ask for any books to the students so they can talk about them and warm up for the rest of the lesson. There was also a problem with the post-task of some of the sessions because there was not enough time to finish it. The lessons were planned for an hour each one but in the school they have two classes in the afternoon that are 45 minutes long so sometimes the time of some lessons was reduced or there was not time to finished the post-task. In this last case, the post-task was homework or it was developed the next day as part of the pre-task and to review the things done the day before. In all the sessions, the use of these task-based structures made students be more focused on the different tasks. It also made scaffolding learning easier as students were prepared for the main task thanks to the pre-task and then they developed stronger connections of their learning with the post-task and follow-up activities.

### **5.4 Motivation.**

The following aspect observed during the implementation is the motivation and the interest that students showed towards the different tasks. In this aspect, the teacher bears most of the responsibility as he had to make activities attractive for students but other factors seemed to have an impact as well, such as the time when the class took place, the amount of lessons they had had before (if they had an exam, if they did a lot of activities that day or other personal issues that may interfere in the learning process). In the lesson plan implementation, in general, students were motivated with the tasks because they were seen as something new and completely different from what they

usually do but there were some sessions in which the interest and the motivation was very poor and it had to be analysed.

In the first session, in group C almost all the class was not motivated with the task proposed. This may be due to the fact that it was the Friday's last class but also the implementation was not done correctly. In that session, the teacher explained everything very fast because there was not enough time to complete all the activities and that could cause the lack of interest from the students. They did not get the prompts correctly and the story that was read by the teacher did not work enough so the motivation fell down.

In the second session, in group A there was no attention when the groups were reading their parts of the story. When a group reads their part they disconnect from the rest of the class. In the next group this did not happen because there were some changes in the implementation and the teacher formulated some questions so they had to be focused on the reading. Also in this task in group C, some of the students did not understand the story so during the questions and the tasks they were not engaged.

The biggest problem regarding motivation was in the third session of group A, because they already knew the storytelling Zog, the Dragon. The tasks were boring for them and they showed no interest in the tasks. This did not happen in the other classes because they did not know the story and the lesson were implemented successfully. In class C, there was a lack of interest by some students because they found the activities very difficult to solve and although they understood the task and the story, they did not want to make an effort and do the task.

There also has to be highlighted the great motivation and performance that the students presented in the fourth and fifth lessons. They were delighted with the idea of developing and reading their own storytelling, so the motivation, interest and work in these lessons were extraordinary.

### **5.5 Interaction.**

The next point that has to be mentioned is the interaction in the class by the students. In all the lessons there are some activities that are planned to be developed in pairs, groups or in common in class so, the students are encouraged to participate and interact using English. Nevertheless, when implementing the lesson plan in the different classes, the results were very different due to the confidence of the students when talking in

English. For example, in the first lesson in classes B and C, students were forced to talk and interact in the class thanks to the direct questions that were asked by the teacher. There were only a few students that were confident to talk and interact during the lesson by their own choice. In this sense, the different strategies or routines mentioned in the lesson plan were a big help in terms of participation, interaction and English talking because students were forced to communicate in English to carry out these routines. The students were also really implicated in the creation of their own storytelling and in that process of creation students' interaction were fostered between students to decide the main points of their story. In this process all the students of the different groups were integrated and collaborated to develop their story.

### **5.6 Thinking routines and prompts.**

Following the previous point, the use of thinking routines was a key factor in the lesson plan implementation because thanks to those routines the students were encouraged and motivated to interact and use English in a communicative way. In the lesson plan there were several thinking routines that in the majority of the cases were explained and developed successfully for instance Round Robin or think-pair-share. In the same point, the different prompts and instructions of the different tasks are also analysed to determine whether they have been successful or not.

In the first lesson the activity prompts were clear and students knew how to follow except in the class C, because the prompts were explained faster and some students did not know what to do. The teacher had to reformulate them so students got the instructions to follow. In the Think-Write RoundRobin routine used in the lesson in class A, there were also some problems because the students did not know what they had to do. An example to show the students the aim of the activity was made and everything was clear. In classes B and C there was no problem because the explanation was changed and an example was done to clarify the performance of the routine.

In the second lesson, there were some problems in class C because the Rally Robin routine to check the rhymes in the game was not implemented because there was not enough time. Instead of that, they reviewed the rhymes in the pre-task of the next day but without the Rally Robin routine. In the other two classes, the routines were successfully implemented and although at the beginning some of the students did not

follow the steps of the routine correctly (thinking, sharing with the group and say to the class), in the end everybody respected the steps and interacted with their groups.

In the third session, there were some problems in all the groups with the Mix-Pair-Share routine. There was a lot of chaos in the class when mixing and pairing but when everybody found a pair they shared the information and formulated the questions perfectly. In the different classes there were some changes to control this chaos like mixing but only with the people behind each one or with the classmates they have in the sides, but it was also a chaos. For next activities, this routine will be implemented following a row so students will only move one place and not in all the class space.

In the last two sessions, there were few thinking routines because they had to develop the storybook. They followed the routine of two *stars and a wish* in groups to give feedback to their classmates and it was successfully implemented. An example was necessary for them to understand it perfectly and because they had never followed this routine before. The prompts of the different tasks and activities were also followed correctly because all students got to develop their stories. Some help from the teacher was needed in the groups to structure the stories correctly.

### **5.7 Achievement of the learning objectives.**

The next point of the rubric is the consecution of the objectives. The objectives were achieved in almost all the lessons developed. Despite the different difficulties that were found in the implementation of the tasks and the development of the activities, the main objectives of each task and the general objectives of the lesson plan were achieved successfully. In the second lesson in group A, the objectives were partially achieved because not all the students got the pronunciation of the rhymes and the text correctly and the teacher had to correct them. In order to improve that, there was a video projected in the other classes as an example for students to get the phonics correctly. In this second lesson, there were also problems in group C with the order of the text and the teacher had to take part in the activity more than in the other classes, so the objective of that task was not fully achieved by the students. Some of them seemed to understand the text and follow the teacher's explanation but, most of them only repeated and copied what the teacher said. In the rest of the tasks and lessons there was no problem with the consecution of the objectives.

### **5.8 Participation.**

The participation of students is much related with the motivation and the interaction because when the students were motivated, they interacted more with their groups and with the class in the activities and they participated more also when solving questions or when talking to the rest of the class. The participation was in general higher in groups A and C than in group B due to the characteristics of the class explained before. Nevertheless, thanks to the thinking routines and the group work, the participation of all the students increased, also the voluntary participation thanks to the brainstorming routines in which students were encouraged to share their personal experiences with the topics. Related to the participation there were some problems in lessons four and five because some of the students acquire the role of leader and do not let the other students participate and take part in the decisions of the tale.

## **6. CONCLUSIONS.**

Taking into account the results explained before, the first conclusion that can be drawn from this research is that the research and the implementation of the lesson plan have been successful. The objectives planned in have been achieved as some tools were used to select the storytelling and to evaluate the implementation. The lesson plan's objectives, whose main one was to make students improve pronunciation and be aware of it, was also achieved.

The tools used during the research made it easier to determine the success of the innovation proposal. Especially the rubric of evaluation of the implementation was useful to realize the items that were left in every lesson or the aspects that could be improved in the lesson plan. For example, the different groups in which students were distributed in some activities or the clarification of the prompts in other cases. The results of the implementation were in general satisfactory but, as can be observed in the results section, there are some aspects that had to be changed between the sessions in the different groups to improve the implementation for instance, the brainstorming of storybooks that was changed to a brainstorming of general books so more ideas could be provided, or to direct the questions to students to encourage them to participate.

Some limitations found in the research have been the lack of time in the lessons. There were some lessons in which not all the tasks planned could be done because there was not enough time in only one session of class. Also in some criteria of the rubrics it was difficult to determine the success or not of the item selected because in the class there were some students that achieved the item and others that not. For example, some students did not contribute at all in the lessons but the rest of the class were very participative and interacting with each other. Another problem in the implementation was with some of the routines proposed because the students had never worked with those routines and it was a little hard for them to get what they had to do. For instance the mix-pair-share routine was a chaos at the beginning because students did not understand the instructions and ongoing of the routine.

As further research, a comparison between two classes is proposed. The experiment that can be developed is teaching the same contents in two classes but with different methodologies. One will be implemented using the usual resources in an EFL lesson and the other class will be taught using the innovation proposal and storytelling as the



principal tool. That way, there can be seen if the innovation proposal achieves better results than a normal implementation.

To conclude, storytelling is a good tool to develop pronunciation as well as to learn English in a communicative context. It is also a resource that engages students and makes them motivated when learning English as it was established in the Theoretical Framework. As already explained by Ellis & Brewster (2014), storytelling is useful to motivate children and learn several aspects of English language in a more communicative and attractive way.

To sum up, the objectives of the research have been achieved since the implementation of the innovation proposal was successfully done as it is reflected in the rubric and the results of the investigation. The different tools were also useful to develop the research, for instance the checklist to select the storytelling made possible the selection of the best material for the unit plan's purposes. The rubric of self-assessment of the implementation made it also possible to notice the aspects that were good from the unit plan, like the use of routines or communicative tasks, and other aspects that have to be changed like encouraging participation in some groups or reconsidering some organizational aspects of the activities.

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## ANNEXES

### Annex I. Innovation proposal.

Lesson 1: Room on a Broom		
<b>Objectives:</b> Students will be able to describe and present their favourite character of a story. Students will be able to recognise and pronounce rhymes.	<b>Estándares Evaluables:</b> Est. ING.1.2.7 Est. ING. 1.7.5.	<b>Competences:</b> CL AA CSC
<b>Contents:</b> Listening skills to understand a text: inferring, question solving, predicting. Grammar: past tenses. Vocabulary: animals and science fiction characters. Pronunciation: rhymes.		
<b>Skills:</b> Listening, Reading, Writing and Speaking.		
<b>Materials needed:</b> Room on a Broom book and copies for students and exit tickets.		
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>- <b>Pre-task:</b> Brainstorming to know what students know about storytelling and if they have done something similar before. Questions that will be asked to students: What is storytelling? Have you work with some stories like this? Have you represented the tales you have read? Do you usually see pictures in your books? Then, they will do a Think-Write RoundRobin in the groups they will work later. One member of the group will write one storytelling they know or book with pictures and pass the paper to their mates. If they don't know, they can pass the paper so they can write as much as they can in 5 minutes in the whole group.</li> <li>- <b>Task:</b> The storytelling Room on a Broom will be read by the teacher with some acting. To engage students to the story and do it participative, they will</li> </ul>		

be asked about what will happen only looking at the pictures at some spots of the reading. After the reading, they will be asked to describe their favourite character in three or four sentences saying what happened to this character in the story. In the whiteboard there will be a WAGOLL as an example with the witch: My favourite character is the witch. She wore a hat and a black dress. She flew with her broom over the forest. She met new friends like the dog or the frog.

- **Post-task:** as a post-task, students will be given one of the pages of the book and in pairs they will have to look for the rhymes that appear. They will underline these words and then they will say them to their classmates, noticing that the sounds are the same in the ending of the two words. The rest of the class will write the words in a chart so they start to create their own group of words that rhyme. In order to give students a WAGOLL for the pronunciation of the words, there are some recordings in YouTube of the storytelling with the ones they can learn those pronunciations.
- **Exit ticket:** Two things they learnt today. It can be something about pronunciation, about rhymes in English or about Room on a Broom.

**Differentiation:**

Students with comprehension problems will be given some extra visual support.

**Verification of Understanding or Assessment if applicable:**

Exit ticket evaluation.

Observation of implication and participation.

**Lesson 2: The Smartest Giant in Town.**

**Objectives:**

Students will be able to order and sequence a story in groups.

Students will be able to recognise and pronounce rhymes.

**Estándares Evaluables:**

Est. ING. 3.1.5.

Est. ING. 3.6.5.

**Competences:**

CCL

AA

CSC

<p><b>Contents:</b></p> <p>Reading skills: order a story, scanning, skimming.</p> <p>Grammar: past tenses.</p> <p>Vocabulary: animals and clothes.</p> <p>Pronunciation: rhymes.</p>
<p><b>Skills:</b> Listening, Reading, Writing and Speaking.</p>
<p><b>Materials needed:</b> The Smartest Giant in Town book and copies for students and exit tickets.</p>
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>- <b>Pre-task:</b> In order to review the rhymes learnt the previous lesson, in pairs they will have to say one word that rhymes with the one given by the teacher. To do that they will do a think-pair-share routine to get as many words as they can that rhymes with the one given.</li> <li>- <b>Task:</b> Students will read in small groups one part of the tale. Each member of the group will read one phrase of the text. As each group has one part of the tale, they will have to decide which the order is. For that, the representatives of the groups will meet to see which the order is, while the rest of the group look for rhymes in the part of the tale they have. When the order is clear, the whole text will be read aloud in class and each group will read its part.</li> <li>- <b>Post-task:</b> little game they will do in common in class in which the teacher says one word of the text and they have to look in groups for the word that rhymes. They will write the word in a chart so that they categorise words with the corresponding pronunciation. At the same time they will have to remember the grapheme and the phoneme. For the game they will use the Rally Robin technique so the teacher says a word, students have a little time to talk in the group and then share it with the class.</li> <li>- <b>Exit ticket:</b> they will write three words that rhyme between them, two words that may be difficult to pronounce for them and one word they feel interesting among the ones they have learnt in the lesson.</li> </ul>
<p><b>Differentiation:</b></p>

Students with problems to do the activities will have the support of the teacher apart from adapted and special materials.
<b>Verification of Understanding or Assessment if applicable:</b> Exit ticket evaluation. Observation of implication and participation.

<b>Lesson 3: Zog, the Dragon.</b>		
<b>Objectives:</b> Students will be able to ask and answer questions about a story. Students will be able to identify verbs in the past. Students will be able to identify and complete a text with words that rhyme between them.	<b>Estándares Evaluables:</b> Est. ING. 2.1.3. Est. ING. 3.1.5.	<b>Competences:</b> CCL AA CSC
<b>Contents:</b> Reading and communicative skills: get the general meaning, scanning, skimming, inferring and asking questions. Grammar: past tenses. Vocabulary: actions (blow, fly, fight...) Pronunciation: rhymes.		
<b>Skills:</b> Listening, Reading, Writing and Speaking.		
<b>Materials needed:</b> Zog, the Dragon book and copies for students and worksheet.		
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>- <b>Pre-task:</b> brainstorming of what are dragons and what they do, in which films or books they have seen or read about dragons. The characteristics they will say will be written in the board so everybody can say one characteristic or book where they appear and everybody is attentive and participating in the brainstorming activity.</li> </ul>		

<ul style="list-style-type: none"> <li>- <b>Task:</b> First, the students will see a video in which the story is read and then they will read it aloud and all students will participate in the reading. They will read one paragraph each. Once they have read, they will have to write in a paper one thing the dragon does. Then, they will do a mix-pair-share, so the class mixes and when the teacher says pair, they will have to meet their closest pair and read their paper. The other person of the pair will have to guess if the thing that the dragon does is from the first, second, third, fourth or fifth of the Dragon Academy. Then they will change rolls.</li> <li>- <b>Post-task:</b> They will be given the text from the book in a sheet with missing words. They have to remember or reread the story to find that words. The words that are missing will be the words that rhyme, so when correcting the exercise they will have to say them correctly, helped by the sound of the word that is in the sheet and rhymes with the one they have completed.</li> <li>- <b>Follow-up activity:</b> as a grammar follow-up activity, for those that have finished completing the missing words, students will have to identify in the text the different verbs that appear. They are all in the past so they will also identify which of them are regular and which of them are irregular. They will also have to write the infinitive verb for the irregular ones.</li> </ul>		
<b>Differentiation:</b> Visual aids in the worksheet.		
<b>Verification of Understanding or Assessment if applicable:</b> Observation of the communicative interactions of students. Evaluation of the worksheet.		

<b>Lesson 4: Design your own tale.</b>		
<b>Objectives:</b> Students will be able to design their own storytelling in groups according to several instructions given.	<b>Estándares Evaluables:</b> Est. ING. 2.1.2. Est. ING. 4.1.1. Est. ING. 4.1.2.	<b>Competences:</b> CCL AA CSC

<p><b>Contents:</b></p> <p>Writing skills: making a draft, correcting mistakes, planning their writing.</p> <p>Communicative skills: making decisions in groups.</p> <p>Grammar: past tenses and familiar structures.</p> <p>Vocabulary: science fiction vocabulary.</p> <p>Pronunciation: rhymes.</p>
<p><b>Skills:</b> Listening, Reading, Writing and Speaking.</p>
<p><b>Materials needed:</b> Blueprints to write the story on them and videos of the examples.</p>
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>- <b>Pre-task:</b> students will watch two simple examples of stories to create in the task their story: Frog on a Log and Sheep in a Jeep. Then, the teacher will show a presentation in which some of the main characteristics of the stories worked will be shown so children review the WAGOLs. Finally, there will be shown a checklist with some things they may include in their story: main character, verbs in the past, two rhymes, 4 strips following the model of the WAGOLs (first, the main character is presented, second a problem occurs to the character, third another similar problem occurs, and finally</li> <li>- <b>Task:</b> working in groups to develop the little story and write it down. There will be some blueprints so children have one strip each one and can by their own write their part of the story.</li> <li>- <b>Post-task:</b> in the blueprint of the strip there is also a place where students can draw a picture to go with the text. When finishing writing the text they will have to draw the picture and the groups that finish, they will read and practice their stories for the next day.</li> </ul>
<p><b>Differentiation:</b></p> <p>Group formation will be developed in order to mix the different levels of students so they can help each other.</p>
<p><b>Verification of Understanding or Assessment if applicable:</b></p> <p>Observation of the participation of students.</p>




<b>Lesson 5: Tell your story!</b>		
<b>Objectives:</b> Students will be able to tell the rest of the class their story. Students will be able to provide feedback on others stories.	<b>Estándares Evaluables:</b> Est. ING. 2.1.2. Est. ING. 2.6.1.	<b>Competences:</b> CCL AA CSC
<b>Contents:</b> Speaking skills. Communicative skills: making decisions in groups. Grammar: past tenses and familiar structures. Vocabulary: science fiction vocabulary. Pronunciation: rhymes.		
<b>Skills:</b> Listening, Reading, Writing and Speaking.		
<b>Materials needed:</b> Exit ticket.		
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>- <b>Pre-task:</b> some groups that didn't finish the storytelling the day before, will finish it and, the groups that have it finished will get in common how will they represent and read the story and practice it.</li> <li>- <b>Task:</b> each group will represent and read their story for the rest of the class. All the students in the group have to participate in the telling.</li> <li>- <b>Post-task:</b> after every representation or reading of the tales, the other groups will have to give two stars and a wish to the group that have read. The two stars and a wish will be done one per group so they have to agree the good and bad things. After all the readings, the stars and a wish will be discussed in common, and students will make their reflections about the stories.</li> <li>- <b>Exit ticket:</b> students will give one thing they liked, one thing they will change and one thing they didn't like about the lessons dedicated to work on storytelling. (evaluation for the teacher)</li> </ul>		
<b>Differentiation:</b>		


Groups that need more time, will be given extra time to finish their story.
<p><b>Verification of Understanding or Assessment if applicable:</b></p> <p>Evaluation of their storybook.</p> <p>Assessment of their pronunciation and participation in the narration of the story.</p> <p>Observation of the feedback given.</p>

## Annex II. Materials for the lesson plan.

- Exit ticket lesson 1:

EXIT TICKET 	
Name:	_____
Two things you learnt today:	_____ _____ _____ _____ _____

- Exit ticket lesson 2:

EXIT TICKET 	
Name:	_____
Three words that rhyme:	_____ _____
Two words that are difficult to say:	_____ _____
One interesting word:	_____

- Worksheet lesson 3:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### ZOG, THE DRAGON

Star-pet-implore-fly-flew-own- again-stay-wing-grown-blow-princess.

- Zog, the biggest dragon, was the keenest one by far. He tried his hardest everyday to win a golden\_\_\_\_\_.
- All the dragons in Year One were learning how to \_\_\_\_\_. "High!" said Madam Dragon. "Way up in the sky!"
- Now that you have been shown, you can practice on your \_\_\_\_\_. And you you'll all be expert fliers by the time you're fully \_\_\_\_\_.
- A year went by, and in Year Two the dragons learned to roar. "More!" said Madam Dragon. "Louder, I \_\_\_\_\_!"
- "What a good idea!" said Zog. Then up and off he \_\_\_\_\_. And breathing fumes of peppermint zigzagged through the blue.
- A year went by, and in Year Three the dragons learned to \_\_\_\_\_. "No!" said Madam Dragon. "Breathe out fire, not snow!"
- Just then the girl came by \_\_\_\_\_. "You poor old thing. Perhaps you'd like a nice stretchy bandage for your \_\_\_\_\_."
- All the Year Four dragons were learning - can you guess? "Yes!" said Madam Dragon. "How to capture a \_\_\_\_\_!"
- The Madam Dragon told the horse, "I really hope you'll \_\_\_\_\_. I'll let you be my pupil's \_\_\_\_\_ and feed you lots of hay."

- Checklist for students:

	YES	NO
Does your story have a main character?		
Does your story contain past verbs?		
Does your story include two different rhymes?		
Is the story divided into 4 (or 5) parts according to the strips?		
Is the story original?		

- Strips for lesson 4:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

1

- Checklist to evaluate the stories and their reading aloud:

Item	Yes	No
They use past tenses.		
The story is clear and time ordered.		
The plot is similar to the examples worked in class.		
They include rhymes.		
The pronunciation in the reading is clear and good.		
The rhymes help the student to pronounce correctly.		

### Annex III. Implementation rubric of every lesson.

- **First session.**

○ Group A.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The materials used were original and with a communicative purpose.
Was collaborative learning or group work successfully implemented?			X	In some groups, there was a lack of communication or share of the responsibilities.
Were activities divided in pre, post and tasks? Were they developed correctly?	X			Students understood the times in which the reading was done and the previous warm up and the post comprehension and follow-up activities.
Were the activities motivating and engaging for students? Did they show interest in the tasks?	X			They were participative in the questions before and during the reading, they were collaborative during the reading and were involve in looking for rhymes at the end of the class.
Have all students interacted and participated during the session?	X			Some of them for the whole class, sharing answers or the description and some of them only in the group's debate.
Were the activity prompts effective? Were the thinking routines implemented effectively?			X	There was some problem with the Think-Write RoundRobin routine, because the explanation of what they had to do was not clear.
Were the learning objectives achieved?	X			They learnt what storytelling is, they recognised some rhymes and they improved their pronunciation in that words.
Did students participate in the activities?	X			All students were participative in their group activities as well as in the whole class activities.
Other observations: most of the time, when they had to work in their groups they talked in the L1, but when communicating with the teacher, they used English. To solve that, they will be encouraged to use English as well in the group talking with the use of more routines in the next lessons.				
Changes to improve: when looking for rhymes in the text, do an example before because there were some doubts at the beginning. They will be encouraged to participate in the same way in the groups by asking the students to write or say one thing each.				

○ Group B.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The materials used were original and with a communicative purpose.
Was collaborative learning or group work successfully implemented?	X			The desk disposition of this class is thought to make easy the group work and the collaboration.
Were activities divided in pre, post and tasks? Were they developed correctly?			X	The pre-task was not successfully developed because the students did not know storytelling examples or they could not remember them.
Were the activities motivating and engaging for students? Did they show interest in the tasks?	X			Students showed interest in the activities and they wanted to do more activities when the class was finished. So, the tasks were motivating for them.
Have all students interacted and participated during the session?		X		Only a little part of the class wanted to talk voluntarily. The rest of the students, were forced to talk in class or they did not talk. As an improvement, some activities in the next lessons will be done as Round Robins so everybody has to talk and participate.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			The explanations made in this group worked correctly and all the students knew what to do at every moment of the lesson.
Were the learning objectives achieved?	X			They learnt what storytelling is, they recognised some rhymes and they improved their pronunciation in that words.
Did students participate in the activities?			X	They had good attitude to do the tasks, but when sharing the answers with the rest of the group, only a few of them participate in that. It can be because of the different characteristics of the groups but, nevertheless, in following sessions, there will be more interactive and talkative activities.
Other observations: they tried to use the English in all the activities and at every time in the classroom. The behaviour of the students was really appropriate, listening to the teacher when explaining the activities which derives in a better performance of the tasks. The instructions made by the teacher were clearer due to the practice in the previous class and the changes applied worked correctly.				

Changes to improve: in the pre-task, ask for general books in English, because the students have not worked with storytelling books before, so they do not know storytelling titles to list them. There can be shown some pictures from the storytelling books cover to refresh their memory. More group dynamics in following sessions to encourage them to talk in English and give their answers.

○ Group C.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The materials used were original and with a communicative purpose.
Was collaborative learning or group work successfully implemented?	X			The desk disposition of this class is thought to make easy the group work and the collaboration.
Were activities divided in pre, post and tasks? Were they developed correctly?			X	The pre-task with the changes from the last lesson worked well. The post-task was adapted because there was not enough time to do it.
Were the activities motivating and engaging for students? Did they show interest in the tasks?			X	Students did the activities but there was not much interest in the class. They were tired and distracted.
Have all students interacted and participated during the session?			X	Two or three students only wanted to participate in the questions and in the class. The rest of the class talked when doing the different dynamics and activities.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			The dynamics and routines worked correctly. Students did them well and they were effective to make them talk and reflect about the story.
Were the learning objectives achieved?	X			The main objectives were achieved although some of them can be reinforced in following lessons due to the lack of time in this one.
Did students participate in the activities?		X		Voluntary participation was not good in this lesson. Very little students wanted to participate.
Other observations: there was very little time to do the activity because the class was only of 45 minutes and there was a delay because the teacher had to do a little exam before. That is why the post-task was modified so the main objectives of the activity could be achieved.				

Changes to improve: get more time in the next sessions or reduce the volume of activities to get the consecution of the minimum objectives required.

- **Second session.**

○ Group A.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The materials used were original and with a communicative purpose.
Was collaborative learning or group work successfully implemented?			X	Some conflicts were generated during the game between the groups. For next sessions, there will not be a points system, so the game is less competitive.
Were activities divided in pre, post and tasks? Were they developed correctly?	X			Warm up with a review of the rhymes from the previous day, ordering the story between the groups and read it aloud as a task and doing the rhymes game as the post task.
Were the activities motivating and engaging for students? Did they show interest in the tasks?			X	There was a lack of interest while reading the story aloud, although they have the book projected to follow it. For next groups, there will be some questions between the readings to engage them.
Have all students interacted and participated during the session?	X			With the think-pair-share and the Rally Robin routines, all students have participated in the session.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			Rally Robin was successfully implemented as students debate in their groups before giving the answer.
Were the learning objectives achieved?			X	They read the story aloud and everybody collaborates but, some of them did not get the pronunciations correctly. With the rhyme game, they finally got the pronunciation of the words worked.
Did students participate in the activities?			X	Some students lost the interest at some spots of the activity. The teacher tried to catch their attention changing the activity because they were finished or explaining the task again because they were not participating due to a lack of understanding.



Other observations: The use of the routines in this lesson made them talk in English more than in the previous session. Not all the students, but most of them used English during their discussions in the groups.
Changes to improve: questions in between the reading to engage them. Watch a recording of the book, so students can get the right pronunciation of some words and get their rhymes easily.

○ Group B.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The materials used were original and with a communicative purpose.
Was collaborative learning or group work successfully implemented?	X			Students talked into their groups to develop the activities as expected.
Were activities divided in pre, post and tasks? Were they developed correctly?	X			Warm up with a review of the rhymes from the previous day, ordering the story between the groups and read it aloud as a task and doing the rhymes review as the post task.
Were the activities motivating and engaging for students? Did they show interest in the tasks?	X			They were interested in every activity and in all the tasks made.
Have all students interacted and participated during the session?	X			With the think-pair-share and the Rally Robin routines, all students have participated in the session.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			Rally Robin was successfully implemented as students debate in their groups before giving the answer. Also all students made the exit ticket successfully.
Were the learning objectives achieved?			X	They read the story aloud and everybody collaborates but, some of them did not get the pronunciations correctly. With the comparison with the WAGOLL video presented, they got the right pronunciation and in the rhymes game it was correct.
Did students participate in the activities?	X			Students were engaged to the different tasks and activities and everyone participated.
Other observations: more questions were used in order to make all the students participate. The task of ordering the story was made with the whole group and the final game, was without points so it was more like a review of the rhymes in the book. Also a video with the				

narration was shown to the students in order to give them a WAGOLL.

Changes to improve: give some examples or the phrases they will use when describing their part of the story before putting them in order.

○ Group C.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The materials used were original and with a communicative purpose.
Was collaborative learning or group work successfully implemented?			X	Students had problems to organize and read the parts of the text at the beginning but, finally they all got to read in groups.
Were activities divided in pre, post and tasks? Were they developed correctly?	X			Warm up with a review of the tale from the previous day and the few rhymes they worked, ordering the story between the groups and read it aloud as a task and doing the rhymes review as the post task.
Were the activities motivating and engaging for students? Did they show interest in the tasks?			X	Some of the students did not understand at all the story or the tasks so they were disperse.
Have all students interacted and participated during the session?	X			With the think-pair-share, all students have participated in the session.
Were the activity prompts effective? Were the thinking routines implemented effectively?			X	As some students were disperse during the session, the Rally Robin routine was not developed in the session so they review the rhymes in whole class group and with a more guided task.
Were the learning objectives achieved?			X	The presentation of the WAGOLL video before the reading made students pronounce better the text but, it was difficult for them to get the right order of the story and the teacher had to take part in it.
Did students participate in the activities?	X			Students were engaged to the different tasks and activities and everyone participated.
Other observations: it was very difficult for the students to get what they had to do in the task. They could not organize well when telling their part of the story to their classmates.				

Changes to improve: maybe in this class, due to the lower level of the students, the order of implementation could have been inversed: first show the WAGOLL, then order the story and finally read it aloud.

- **Third session.**

○ Group A.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The materials used were original and with a communicative purpose. Also the worksheet was made by the teacher and adapted to their level.
Was collaborative learning or group work successfully implemented?	X			They collaborate in pairs or little groups when solving the activity worksheet.
Were activities divided in pre, post and tasks? Were they developed correctly?	X			Pre: brainstorming. Task: mix-pair-share. Post: rhymes worksheet. Follow-up: verbs in the past.
Were the activities motivating and engaging for students? Did they show interest in the tasks?		X		As they knew the book and it was boring for them, little interest was shown in the tasks.
Have all students interacted and participated during the session?	X			With the mix-pair-share, all students have made questions, answered them and interact with negotiation of meaning when not understanding their prompts.
Were the activity prompts effective? Were the thinking routines implemented effectively?			X	Mix-pair-share routine was successfully implemented because all students asked the questions at first but, it was a chaos later on, when all students get distracted from the activity. Then, a lot of time was spent when students had to return to their places and do the worksheet.
Were the learning objectives achieved?	X			Despite the difficulties of the class, the objectives were achieved because the students read the text aloud and then practice their pronunciation with the routines and the correction of the worksheets.
Did students participate in the activities?			X	Some of them were distracted and not engaged in the activities, so the participation was very poor.

Other observations: the activities were boring to students because they have already read the book and they did not like it. Also, the story was difficult to understand for the students.

Changes to improve: the activity of completing the different parts of the story with rhymes will be guided by the teacher due to the difficulty it presented to the students. The teacher will indicate the words in which students have to focus because they rhyme with the missing word. Mix-pair-share will be done without standing up, only between the people around them.

○ Group B.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The materials used were original and with a communicative purpose. Also the worksheet was made by the teacher and adapted to their level.
Was collaborative learning or group work successfully implemented?	X			They collaborate in pairs or little groups when solving the activity worksheet and the reading aloud was made by the whole class group.
Were activities divided in pre, post and tasks? Were they developed correctly?	X			Pre: brainstorming. Task: mix-pair-share. Post: rhymes worksheet. Follow-up: verbs in the past.
Were the activities motivating and engaging for students? Did they show interest in the tasks?	X			In this group they did not know the book so the class was interesting and motivating. Also in the activities they looked engaging.
Have all students interacted and participated during the session?	X			The routines made all students interact and participate in the class.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			Mix-pair-share routine was successfully implemented and without moving from their places, the activity was more controlled.
Were the learning objectives achieved?	X			Objectives of the activity were achieved.
Did students participate in the activities?			X	Only few students participate in the resolution of the tasks.
Other observations: the resolution of the worksheet in common in class made it easier to follow and to solve for them.				

Changes to improve: encourage the participation of the students by asking them directly instead of giving the chance to be volunteers to solve the questions.

○ Group C.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The materials used were original and with a communicative purpose. Also the worksheet was made by the teacher and adapted to their level.
Was collaborative learning or group work successfully implemented?			X	The worksheet and the reading of the book were very directed by the teacher, but they participate in pairs and groups in the routine implemented.
Were activities divided in pre, post and tasks? Were they developed correctly?	X			Pre: brainstorming. Task: mix-pair-share. Post: rhymes worksheet. Follow-up: verbs in the past.
Were the activities motivating and engaging for students? Did they show interest in the tasks?			X	For some students yes, for some no because they thought that the tale and the activities were a bit difficult to understand.
Have all students interacted and participated during the session?	X			With the reading aloud and the mix-pair-share.
Were the activity prompts effective? Were the thinking routines implemented effectively?			X	Although the changes in the mix-pair-share were implemented as in the group B, there was also distractions from the activity and turmoil as in the group A.
Were the learning objectives achieved?	X			Objectives were achieved because they read aloud, they interact with each other in the routine and they did the rhymes activity to improve pronunciation and awareness.
Did students participate in the activities?			X	Some of them were distracted and not engaged in the activities due to its difficulty.
Other observations: some students were completely distracted from the activities because they did not understand the story. They also watched a video of the story as a WAGOLL for them to know how to read it, but despite the video some of the students did not get what was the tale about.				

Changes to improve: adapt better the materials so students can make them by their own. Look for an easier tale or adapt some of them and make the worksheet easier so they can do it by their own.

- **Fourth session.**

○ Group A.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The blueprint was design by the teacher and the presentation to guide the students too.
Was collaborative learning or group work successfully implemented?	X			They worked in groups and everyone gave ideas and participated in the group decisions.
Were activities divided in pre, post and tasks? Were they developed correctly?	X			The activities were divided in pre, task and post and everybody could finish the text and the pictures.
Were the activities motivating and engaging for students? Did they show interest in the tasks?	X			All the students were interested and motivating in the task and moreover when they knew that some of them could read their stories to preschool children.
Have all students interacted and participated during the session?	X			They all participated in the decisions of the group and in the writing of the story.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			No routines were used in this activity but the prompts were followed correctly so they were effective.
Were the learning objectives achieved?	X			Objectives were achieved as all students participated in the story develop and on its writing.
Did students participate in the activities?	X			All students participate. Some of them more than others due to their distribution of tasks in the group bur, all of them worked.
Other observations: sometimes there was some chaos in the classroom because the groups could not get in common their ideas but, with the intervention of the teacher the problems were solved.				
Changes to improve:				

○ Group B.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The blueprint was design by the teacher and the presentation to guide the students too.
Was collaborative learning or group work successfully implemented?	X			They worked in groups and everyone gave ideas and participated in the group decisions.
Were activities divided in pre, post and tasks? Were they developed correctly?		X		The activities were divided in pre, task and post but there was no time to do the post task. They will finish in the next session.
Were the activities motivating and engaging for students? Did they show interest in the tasks?	X			All the students were interested and motivating in the task and moreover when they knew that some of them could read their stories to preschool children.
Have all students interacted and participated during the session?	X			They all participated in the decisions of the group and in the writing of the story.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			No routines were used in this activity but the prompts were followed correctly so they were effective.
Were the learning objectives achieved?	X			Objectives were achieved as all students participated in the story develop and on its writing.
Did students participate in the activities?	X			All students participate. Some of them more than others due to their distribution of tasks in the group bur, all of them worked.
Other observations: they worked really well in groups and their ideas were very creative. For next sessions, try to clarify more the grammar items they will have to include.				
Changes to improve: give them a paper so they can do a draft of the story.				

○ Group C.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			The blueprint was design by the teacher and the presentation to guide the students too.
Was collaborative learning or group work successfully implemented?			X	In some groups there were some students that assumed the role of leader and the rest of the group followed what they said.
Were activities divided in pre, post and tasks? Were they developed correctly?	X			The activities were divided in pre, task and post. Some groups would have to finish the post task in the next session.
Were the activities motivating and engaging for students? Did they show interest in the tasks?	X			All the students were interested and motivating in the task and moreover when they knew that some of them could read their stories to preschool children.
Have all students interacted and participated during the session?	X			They all participated in the decisions of the group and in the writing of the story. Also explaining their tales to the teacher everybody in the groups interact.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			No routines were used in this activity but the prompts were followed correctly so they were effective.
Were the learning objectives achieved?	X			Objectives were achieved as all students participated in the story develop and on its writing.
Did students participate in the activities?	X			All students participate. Some of them more than others due to their distribution of tasks in the group but, all of them worked.
Other observations: very creative ideas but the roles in the groups were much more marked than in other classes. There were some students that worked a lot and participated in all the decisions and other students that only develop their own parts of the tale.				
Changes to improve: working with assigned roles, so everybody can be as important as the rest of the group members in the task.				



- **Fifth session.**

○ Group A.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			Materials created by the students
Was collaborative learning or group work successfully implemented?	X			They managed to finished and read their book.
Were activities divided in pre, post and tasks? Were them develop correctly?	X			Pre: finish the book. Task: present it to the class. Post: give feedback
Were the activities motivating and engaging for students? Did they show interest in the tasks?	X			They were actively listening to the rest of the stories and giving their opinion when finished.
Have all students interacted and participated during the session?	X			All students have participated in the reading.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			Two stars and a wish: very successful to make everybody participate in the feedback.
Were the learning objectives achieved?	X			They read the book and get conscious about their pronunciation.
Did students participate in the activities?	X			During the feedback and the reading.
Other observations: during the feedback moments, everybody wanted to talk and it was a chaos sometimes.				
Changes to improve: give the feedback also in groups so they have to get their ideas in common at first and then every group can talk.				

○ Group B.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			Materials created by the students and blueprints from the teacher
Was collaborative learning or group work successfully	X			They managed to finished and read their book in the different groups.

implemented?				
Were activities divided in pre, post and tasks? Were them develop correctly?	X			Pre: finish the book. Task: present it to the class. Post: give feedback
Were the activities motivating and engaging for students? Did they show interest in the tasks?			X	They were actively listening to the rest of the stories and giving their opinion when finished. Sometimes some students lost a little of interest due to the misunderstanding of the stories.
Have all students interacted and participated during the session?	X			All students have participated in the reading of their story.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			Two stars and a wish: very successful to make everybody participate in the feedback.
Were the learning objectives achieved?	X			They read the book and get conscious about their pronunciation.
Did students participate in the activities?	X			During the feedback and the reading.
Other observations: feedback was done in the groups so the problems in the previous session were solved.				
Changes to improve: the teacher should take part in some stories for students to understand them fully.				

○ Group C.

Item	Yes.	No.	Partially.	Comments and implications.
Did I use authentic materials?	X			Materials were created by the students.
Was collaborative learning or group work successfully implemented?	X			They worked in groups to finish and read their stories.
Were activities divided in pre, post and tasks? Were them develop correctly?	X			Pre: finish the book. Task: present it to the class. Post: give feedback
Were the activities motivating and	X			They were actively listening to the rest of the stories and giving their

engaging for students? Did they show interest in the tasks?				opinion when finished.
Have all students interacted and participated during the session?	X			Students had to interact to give feedback to their mates and to organize the reading of the story.
Were the activity prompts effective? Were the thinking routines implemented effectively?	X			Two stars and a wish: very successful to make everybody participate in the feedback.
Were the learning objectives achieved?	X			They read the book and get conscious about their pronunciation.
Did students participate in the activities?	X			During the feedback and the reading.
Other observations:				
Changes to improve:				