



Abstract.

Nowadays it is very important for a teacher to know as many techniques as possible in order to improve the teaching - learning process. We focused our project on how to improve writing skills using good writing techniques. The use of a good writing technique in the class helps the students to write something in English easily. We chose two important ones, which are: Graphic organizers and note cards. The first one can be used as a warm up or feedback, and the second one as an instrument of evaluation. It is important to mention that we based our project on the Ausubel's theory of meaningful learning and previous knowledge. Students must know that learning English is really important and useful for their future, so every single word they learn in class is really important to build their knowledge. During the application we realized the students enjoy the new technique, so this helps the teacher to keep the students active in class, and the homework done by the students gives real evidence of what they have learnt in class. As a conclusion we can say that graphic organizers and note cards are really good tools to improve the teaching learning process and to help the students write easily.

KEYWORDS

Ausubel's theory, Meaningful Learning, Writing techniques, Writing skills, Graphic Organizers, Note cards, Children, Teaching learning process



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PREGRADUATE MONOGRAPH Prior to obtaining the degree of BACHELOR IN ENGLISH LANGUAGE AND LITERATURE

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Authorship

All the content of this thesis is the exclusive responsibility of its authors.

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Adriana & Fernanda.



I want to dedicate this monograph to Eliana and Sofia, my little nieces, for being the inspiration for life and progress.

Adriana.

I want to dedicate this work and give my heartfelt appreciation to my husband and my baby, Sofia, Who have accompanied me with their love and unlimited patience. Without their support, I would never have been able to accomplish this work.

Fernanda



Introduction

Actually, it is very important for the students to learn English and its different skills, listening, speaking, reading, and writing, and the teacher must be prepared to cover the students' necessities. For this reason we have focused our project on one of these English skills - writing. Our experience working with children has helped us to realize about the importance of teaching writing in class. We chose the third basic level children because they just know how to write in their native language and we wanted to improve their English writing too. In order to reach this goal we worked and applied two new techniques to improve the writing skill in children.

Based on Ausubel's theory about meaningful learning, which showed us a new view about the teaching-learning process, we chose these two important writing techniques graphic organizers and note cards. This project is divided into three chapters which describe the way we developed the process and application of the new instruments in class.

In the first chapter of this project we describe the theory of meaningful learning from Ausubel, and how the writing process is developed. Ausubel's theory says that students must have previous knowledge in order to integrate a new structure. The student must have previous know how to write something in English. Writing is a process which is followed by the students in steps.

The second chapter describes how the teacher develops a class using the book as a writing technique in order to make the students write. This is analyzed,



and we realized that we need to improve the methodology used by using new strategies and instruments in order to get better results.

The third chapter explains how the new instruments are used in class. We wrote a new lesson plan to be applied at Latinoamericano School. The practice was done, and the results were very satisfactory for us; we realized that graphic organizers and note cards can help the students improve their writing skill. If these instruments are used in class the students can understand better what they have to write about and how to write it. Also, we noticed that they can write something alone without any help from their teacher or their partners.

To conclude, writing is a really important skill to be developed in children from early years. Also, the teacher must know how to improve it by using good writing techniques in class.

Chapter 1

1. Ausubel's theory: Meaningful Learning.



To know how to write from the very beginning will be a big process followed by a lot of strategies and techniques which can help third level children to express ideas and feelings through writing activities. There a lot of writing techniques that can help children to write at least a word in English and we are going to take advantage of some of them to improve third level children's writing skills. In order to present our tesina, we are going to direct it to Ausubel's theory because he was the person who wrote and expressed his theory about Meaningful Learning. David Ausubel is a psychologist who advanced a theory which contrasted meaningful learning from rote learning. In Ausubel's view, to learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know.

We think that this theory can help our children to learn more and keep ideas in mind. Keeping ideas in mind is a job that is very complicated to do in a class because most of the time children want to do different things. If we provide some activities which make them awake in a class, we will obtain great outcomes.

1.1 Ausubel's proposal

1. He proposed the notion of an advanced organizer as a way to help students link their ideas with new material or concepts. Ausubel's theory of learning claims that new concepts to be learned can be incorporated into more inclusive concepts or ideas. These more inclusive concepts or ideas are advance organizers. Advance organizers can be verbal phrases (the paragraph you are about to read and write is about Albert Einstein), or a graphic. In any case, the advance organizer is designed to provide what



cognitive psychologists call the "mental scaffolding: to learn new information.

2. Children learn better through the emergence of new and full meaning things ideas that are related in a nonarbitrary and substantive fashion to a cognitive structure. The material for the students should be potentially meaningful to them, that is, relatable to their structure of knowledge on a nonarbitrary and nonverbatim basis.
3. He thought that memorize meaning arbitrarily and verbatim were not accepted because the learning process and the learning outcome would be rote or meaningless. This is not the correct way to teach, for us. Meaningful things will help students to acquire language better. The writing process involves many activities full of meaning to make children get involved in the different topics.

1.2. Importance of writing: Aspects.

1.2.1 Writing is practical.

Every day we need to write in order to complete our tasks, whether we are teaching vocabulary or grammar or doing whatever involves writing. These tasks



require us to write clearly and organize information effectively, in order that our students get the best ideas from the teaching process and express them through a writing activity.

1.2.2 Writing is an important element of a student's education.

Whether students are writing by hand or on the computer, many assignments and exams require students to write short answers or longer essays as a way of assessing what they have learned. As students get older, they will be expected to show more sophisticated writing skills, and to complete more sophisticated tasks through their writing.

1.3 Writing process: components.

There are three interrelationships of a writing process prewriting, writing, and post writing. These components need to be guided by rules from the teacher.

a. Prewriting

To generate ideas to write

b. Writing.

To achieve interest and creativity in the text.

To make drafts.

To keep order and logical sequence in the ideas.



c. Post writing.

To review writing spelling

To consult partners.

To control writing presentation.

To control spelling and calligraphy.

1.4 Teacher's role

The teacher needs to be very well prepared because the writing process requires animation and preparation at the moment of writing because if the teacher doesn't have the materials and the activities, the students will become bored.

The purpose of our investigation is to collaborate with the school teachers to improve the teaching process through writing techniques, to develop writing skills. Many school teachers don't know about the different techniques to teach children the best way to write. Children will be able to express their thoughts and feelings through writing a word, with abilities to process the different kinds of environmental messages.

1.4.1 Variety of Materials.

All children are not motivated by the same things. They need to study using different activities at different times. This is one way they will learn the new language more easily. We have to make sure that we provide our students access



to a variety of writing materials. We also have to prepare our classes in order to present our students a variety of exercises. This is especially important for children who are second language learners or have developmental delays. Some students are quite excited about little readings about their favorite hero or different cartoons. However, some may more willingly challenge themselves with the chance to use drawing to experiment with words or make letters by dipping their fingers in sand or shaving cream. Depending on the fine motor development of each child, most school children should be using thicker writing utensils. Some children might benefit from weighted pencils or pencil grasps. But after students have learned new words and phrases, they need to practice writing every day. Only in this way students will get and keep new knowledge every day.

1.5 Student`s role

Students must manipulate ideas. They must have previous knowledge about the concepts which are going to be presented in class. This will be done through graphic organizers and note cards. The students will choose, select, organize, and transform the gotten information, building their own learning experience with the teacher's support and the interaction among partners. The students must be active in class, with predisposition, participation, and be builders of their own knowledge

1.6. Improving ESL children's writing skills.



Writing is a process that starts from early childhood. Children work to make sense of written language. Children make predictions about how written language works and create texts based on these predictions. As the child's understanding of and predictions about written language change, so do the child's texts (Bissex, 1980; Harste, Woodward, and Burke, 1984). In Ecuador, children of the third basic level of school just know how to write in their own native language. They know basic grammar structures, and they can express ideas, thoughts, and feelings by writing short paragraphs in their native language. Also, their writing skills are improving every day and they get better as Spanish writers.

As we know English has become an important second language in Ecuador, and for this reason children in Ecuador are considered second language learners. So, some studies about writing development of second language learners have been made and we found that the most general conclusion these studies have reached is that the process of writing is similar for first and second languages (Edelsky, 1986; Hudelson, 1986, 1987; Samway, 1987; Urzua, 1987)

More specifically, the following conclusions may be drawn about ESL children's writing development. ESL learners, while they are still learning English, can write; they can create their own meaning of actions, needs, feelings, thoughts, etc, and show this meaning by drawing or by writing sentences using isolated words. ESL learners can respond to the work of others and can use another learner's responses to their work to make revisions in their creations they do this by reading a text and answering questions about it. Texts produced by ESL writers look very much like those produced by young native speakers. These texts



demonstrate that the writers are making predictions about how written language works. As the writer's predictions change, the texts change.

Children approach writing and develop as writers differently from one another. The classroom environment has a significant impact on ESL children's development as writers. Culture may affect the writers' view of writing, of the functions or purposes for writing and of themselves as writers.

The ability to write in the native language facilitates the child's ESL writing in several different ways. Native language writing provides learners with information about the purposes of writing. Writing ability in the native language provides second language learners with both linguistic and nonlinguistic resources that they can use as they approach second language writing. In addition, second language learners apply the knowledge about writing gained in first language settings to second language settings. Children develop as writers when they use writing to carry out activities that are meaningful to them. Teachers need to encourage ESL children to write; they need to promote writing by responding to the content of the text rather than to the form; and they need to provide multiple opportunities for writers to engage in writing for reasons that are real and important to the individual writer.

The teacher must know that there are many techniques to make children improve their English writing skill but before starting to use these techniques he/she has to determine what the children already know, what they need to learn, and how the teacher wants him to learn writing. Once these necessities are



determined, the teacher has to look for good exercises which will help students improve their writing skills. There are some strategies the teacher can use: The most important factor in writing exercises is that students need to be personally involved, in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning.

Choosing the target area depends on many factors; What level are the students? What is the average age of the students? Why are the students learning English? Are there any specific future intentions for the writing (i.e. school tests)?

Other important questions to ask oneself are: What should the students be able to produce at the end of this exercise? What is the focus of the exercise? (Structure, tense usage, creative writing). Once these factors are clear in the mind of the teacher, the teacher can begin to focus on how to involve the students in the activity, thus promoting a positive, long-term learning experience.

Having decided on the target area, the teacher can focus on the means to



achieve this type of learning. As in correction, the teacher must choose the most appropriate manner for the specified writing area. If formal business letter English is required, it is of little use to employ a free expression type of exercise. Likewise, when working on descriptive language writing skills, a formal letter is equally out of place.

With both the target area and means of production clear in the teacher's mind, the teacher can begin to consider how to involve the students by considering what type of activities are interesting to the students; Are they preparing for something specific, such as a holiday or a test?, Will they need any of the skills pragmatically? What has been effective in the past? A good way to approach this is by class feedback, or brainstorming sessions. By choosing a topic that involves the students the teacher is providing a context within which effective learning on the target area can be undertaken.

Finally, the question of which type of correction will facilitate a useful writing exercise is of utmost importance. Here the teacher needs to once again think about the overall target area of the exercise. If there is an immediate task at hand, such as taking a test, perhaps teacher guided correction is the most effective solution. However, if the task is more general (for example, developing informal letter writing skills), maybe the best approach would be to have the students work in groups, thereby learning from each other. Most importantly, by choosing the correct means of correction the teacher can encourage rather than discourage students.



1.6.1 Activities for young children

a. Before getting started

The teaching process need to be comfortable, with all the materials needed by the students, and using feedback. These important recommendations will help to get better the writing process.

b. Provide a place

it's important for your child to have a good place to write, such as a desk or table with a smooth, flat surface. It's also crucial to have good lighting.

c. Provide the materials

Provide plenty of paper (lined and unlined) and things to write with, including pencils, pens, and crayons.

d. Brainstorm

Talk with children as much as possible about their ideas and impressions, and encourage them to describe people and events to you. This can encourage them to write at least a word in the second language that they are learning about.

e. Encourage the child to draw and to discuss his/ her drawings

Ask your child questions about his/her drawings, such as:

"What is the boy doing?"



"Does the house look like ours?"

"Can you tell a story about this picture?"

Show an interest in, and ask questions about, the things your child says, draws, and may try to write.

f. Use games

There are numerous games and puzzles that help children with spelling, while increasing their vocabulary. Some of these may include crossword puzzles, word games, anagrams, and cryptograms designed especially for children. Flash cards are fun to use, too, and they're easy to make at home.

1.6.2 Day-to-Day Activities

a. Make sure your child sees you writing

She/he will learn about writing by watching you write. Talk with him/her about your writing so that he/she begins to understand why writing is important and the many ways it can be used.

b. Encourage copying

If your child likes a particular song, suggest that she learn the words by writing them down. Also encourage copying favorite poems or quotations from books and plays.

c. Encourage your child to read stories out loud



As your child gets older, ask him/her to share his/her stories with you. Listen carefully without interrupting, and give him/her positive feedback about his/her ideas and her writing!

1.6.3 Things to remember

a. Provide your child with spelling help when he/she's ready for it

When your child is just learning how to read and write, he / she may try different ways to write and spell. Our job is to encourage our children's writing so they will enjoy putting their thoughts and ideas on paper. At first, your child may begin to write words the way that he/she hears them. For example, he/ she might write "haf" instead of "have", "frn" instead of "friend", and "Frd" instead of "Fred." This actually is a positive step in developing his/her phonemic awareness. Keep practicing with him/her, and model the correct spelling of words when you write. As your child gets older and begins to ask more questions about letters and spelling, provide him/her with the help he/she needs.

b. Practice, practice, practice

Writing well takes lots of practice, so make sure your child doesn't get discouraged too easily. It's not easy! Give him/her plenty of opportunities to practice so that he/she has the opportunity to improve.

c. Read together

It is very important to know that reading and writing support each other. The more your child does of each, the better he/she will be at both. Reading can



also stimulate your child to write about his/her own family, or school life. If your child has a particular favorite story or author, ask him/her why he/she thinks that story or that person's writing is special.

As you read and write more with your child, you will be building an important foundation, and taking steps that will help your child to become a better reader, writer, and student. Your efforts now will make a difference, and it may be just the difference that your child needs to succeed!

Chapter two

2. Writing techniques to improve writing skills

Introduction

Before we continue working on chapter two it is very important to mention the way it will be developed. First, we make an analysis of the book we worked on through using the lesson plans of unit 6.

We have all the pedagogical analysis of graphic organizers and note cards according to Ausubel's theory (meaningful learning). In order to do that, we are going to present in this chapter an analysis of the book English Adventure and the didactic unit number 6 used by the teacher, and some information about how helpful graphic organizers and note cards are at the moment of teaching English.



2.1 Description of the book: English Adventure three.

The book we use is **English adventure 3**. This book is composed of 8 units each of them divided into 5 lessons. This book has many different kinds of activities to make students get involved in class. It has a student's book, an activity book, a picture dictionary, a teacher's resource book, picture cards, and stickers. It also includes Music and Stories for children to take home to share with their families. This book has a complete set of instructions, to make classes active. Also, according to this book there are some tips and techniques that are very important in the teaching- learning process. But after talking about writing techniques, it is very important to know that as comprehensive and engaging as materials may be, it is the teacher who truly brings the adventure of learning to life in the classroom. In fact, the decisions that a teacher makes about materials, procedures, rules, and use of them will be according to his/her preparation, and if time and space help to facilitate the teaching process, the teacher will achieve the learning objectives of a course, which are **creating and sustaining motivation**.

2.1.1 Analysis of the book.

The English adventure book three was created for kids, in order to teach English in a fun way. Now we mention some advantages and disadvantages of the book.

2.1.2 Advantages.

a. Skills



The book presents listening, speaking, reading, and writing through games and activities. Also, the students can reinforce the learnt structures by doing exercises in the book or using the activity book.

b. Methodological strategies of the book

The book offers the teacher lots of materials to keep children busy and active in the class. The pair work activities, group work activities, class work activities, individual activities, songs, tales, grammar structures, and games make the students feel confident while they work in the class. Also, the teacher is the person who makes the difference with the use of the activities, because he/she should try to make students get, use, and keep the new knowledge learnt in the class.

C. Resources

There are a lot of teacher's resources which help the teacher to evaluate and reinforce the students' knowledge. There is a teacher's photocopiable book, a CD, an activity book, and a story-telling book.

d. Contents:

The vocabulary is presented through pictures which help students to relate the written form with graphics and pictures. The grammar is presented with examples and games, not only as isolated parts, but in complete sentences. The book follows a good sequence, recycling both grammar and vocabulary from the last unit.



2.1.3 Disadvantages.

a. Skills

There are too many exercises, which sometimes get the students confused when they work on some activities. Listening, speaking, reading, and writing are presented through pictures that aren't interesting for the students, so they sometimes get bored.

b. Methodological strategies

The book presents many individual activities which don't let students interact in the class. There are some writing activities to work on, but they are not very meaningful for the students, and we want to improve them by increasing activities using graphic organizers and note cards. These new, useful tools will keep the student's attention and will make them work and create new things and, most important, they will write in English.

c. Resources

Here we have to mention that the books include a lot of resources that teachers do not use in the class because of the lack of time or because there is not preparation at the moment of presenting classes.

d. Contents

The contents are according to the curriculum, and there are no problems with them.



After making an analysis of English Adventure book number three, we bear in mind all these important tips and techniques to develop one didactic unit planification from unit six, and from this five lesson classes to teach children of the third level, unit number 6 as everyday teachers. (See appendices 1 to 6).

As you can see in the appendices we have the planifications that a teacher uses every day in his/her classes. We want to improve those lessons by using different types of activities. English Adventure three is an excellent book, and it is not a straitjacket to work with all the activities that this book presents. We can make the difference by using meaningful activities which will make students be more active and acquire the language better. The book is a guide, and this guide can be improved or increased for the benefit of the students. This is what we are going to do. We have seen that writing in English is very important because children can use writing activities to express their ideas or put down what they think about a certain topic and put these ideas on paper.

After analyzing all the different everyday lesson plans, we work on one different didactic unit planification and five different lesson plans, using writing techniques to develop writing skills in the class. We took as a reference graphic organizers and note cards, but before working on our lesson plans we first define writing techniques, graphic organizers, and note cards. (see appendices 1 – 6)



2.2 Writing techniques

Writing is an important form of communication. Good writers use different writing techniques to fit their purpose for writing. So there are a lot of writing techniques that are appearing all the time to help teachers to improve their teaching process. First, it is very important to know what a technique is and after searching for some meanings we took this one. “It is the system of using tools that improve the skill of writing as a means of communication to achieve a particular purpose” (Wikipedia, encyclopedia may 22, 2010).

There are many techniques to teach children how to write in the best way. But we took two of the most important techniques according to Ausubel’s theory to try to help teachers to improve their teaching process: graphic organizers and note cards.

2.2.1 Graphic organizers.

A graphic organizer is a visual display that is used to depict the relationships among facts, terms and/or ideas within a learning task. They form a powerful visual picture of the information, and this allows the mind to discover patterns and relationships it may have missed. It uses visual symbols to convey meaning. Its purpose is to facilitate learning by presenting the most complete picture of all the available facts and the potential relationships that could develop among them.



Research shows that graphic organizers are key to assisting students to improve academic performance. In creating an organizer, pertinent aspects of a concept or topic are arranged into a pattern, using labels. This process is one that research suggests aids comprehension for several reasons:

- Graphic organizers match the mind. As researcher David P. Ausubel has shown, the mind arranges and stores information in an orderly fashion. New information about a concept is filed into an existing framework of categories called a schema. Graphic organizers arrange information in a visual pattern that complements this framework, making information easier to understand and learn.
- Organizers demonstrate how concepts are linked to prior knowledge, to aid in comprehension.
- Organizers aid the memory, as opposed to recalling key points from an extended text.
- Organizers help retain information readily when higher thought processes are involved.
- Organizers engage the learner with a combination of the spoken word with printed text and diagrams.

2.2.1.2 **Writing with Graphic Organizers.**

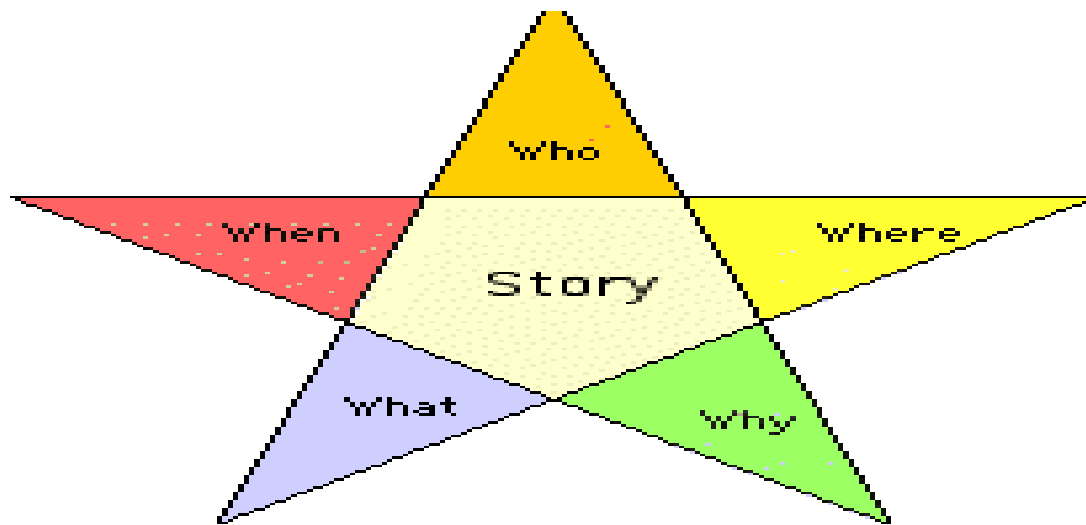
There are many different types of graphic organizers to work with in a class. Although there are lots of graphic organizers, here we have some of them.



The following is a list of common graphic organizers to use with writing activities in a class.

a. **Star**

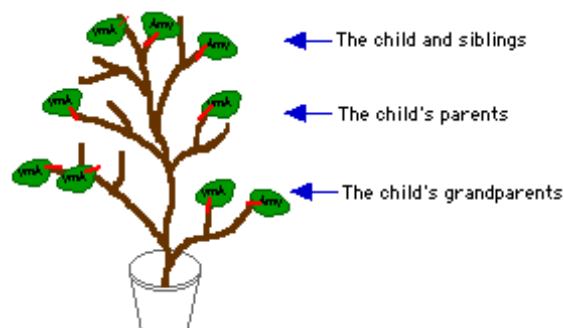
If the topic involves investigating attributes associated with a single topic, use a star diagram as your graphic organizer. Example: Finding methods that help your study skills (like taking notes, reading, doing homework, memorizing, etc.).



b. **Tree**

If the topic involves a chain of events with a beginning and with multiple outcomes at each node (like a family tree), use a tree as your graphic organizer.

Example:





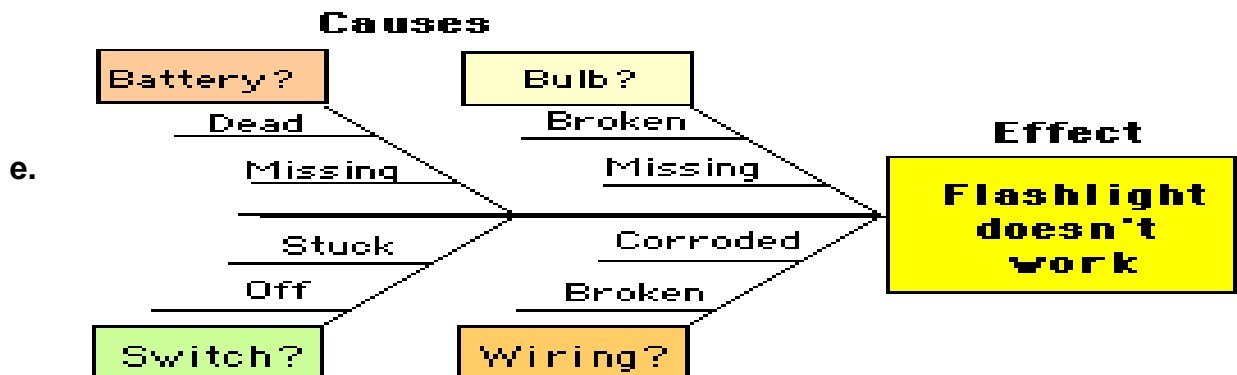
Fact/Opinion

If the task involves distinguishing the facts vs. the opinions in a theme or text, use fact/opinion charts. Example: Fill out a fact/opinion chart to evaluate the facts and opinions presented in a news article.

FACT	OPINION	WHY?

d. Cause and Effect Diagrams

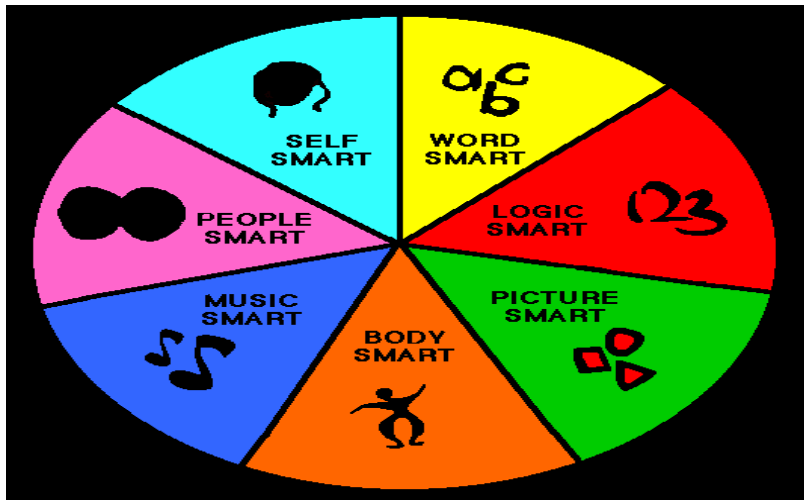
If the task is examining possible causes and effects in a process, use a cause and effect graphic organizer . Example:





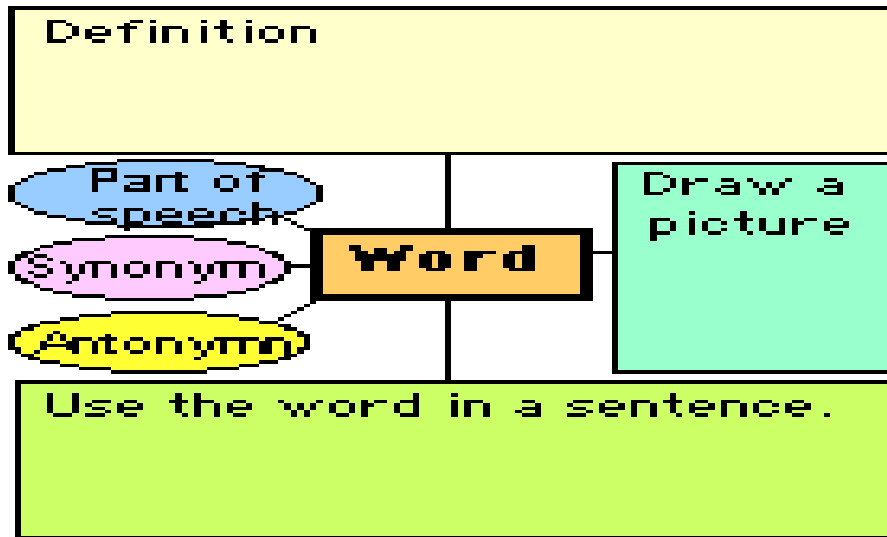
f. Charts:

If the task involves showing divisions with a group, use a pie chart. Example:



g. Vocabulary Map

Graphic organizers can be useful in helping a student learn new vocabulary words, having them list the word, its part of speech (noun, verb, adjective, adverb, etc.), a synonym, an antonym, a drawing that represents the word, and a sentence using the word.



2.2.2 Note cards

The term note card has several different definitions, and each definition covers a wide range of uses. The various types of note cards can include those used by students (or teachers) to take notes on readings or in classes. These may be called blank cards or sometimes index cards. Alternately a note card can be a card used for the purpose of correspondence, and these come in a variety of forms.



For students, teachers, and many others, note cards or index cards are helpful organization tools. Note cards can also be converted into flash cards for things like studying or learning multiplication, and they're useful to have in the home for students from kindergarten on up.



As you can see graphic organizers and note cards are powerful tools that can be used to enhance learning and create a foundation for learning. Students can organize information and thoughts for understanding, remembering, or writing about.



Now we present a lesson plan which we are going to use at Latinoamericano School as a model, using graphic organizers and note cards. We want to see the results after applying it in a class. In chapter three, after knowing the results, we will work on four more and suggest teachers use them in class.

Chapter three

3. Improving children writing skills

Introduction

In this chapter we are going to develop the new strategy we chose. The graphic organizer is going to be used as a feedback, and the note card as homework. We are going to describe the process we followed to put into practice



the new strategy. Also, it is important to mention that we are going to write some suggestions and recommendations, which are going to be based on the application we carried out in Latinoamericano School with the third basic level children.

3.1 Methodology according to Ausubel's theory: Conceptual definition.

3.1.1 Previous knowledge

This can be explained as a combination of the learner's preexisting *attitudes*, *experiences*, and *knowledge*:

Attitudes

- Beliefs about ourselves as learners/readers
- Awareness of our individual interests and strengths
- Motivation and desire to read or write

Experiences

- Everyday activities that relate to reading and writing
- Events in our lives that provide background understanding
- Family and community experiences that we bring to school with us

Knowledge

- Of the writing process itself
- Of content (literature, science, and math)
- Of topics (fables, photosynthesis, fractions)
- Of concepts (main idea, theory, numeration)
- Of different types of style and form (fiction and nonfiction)



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- Of text structure (narrative or exposition)
- Of the academic and personal goals

3.1.2 **Motivation**

Motivation: There must be a subjective disposition for student learning. There are three types of needs: power, affiliation and, achievement. The intensity of each varies according to people and generates different motivational states, which should be taken into account.

3.1.3 **Acquiring the new knowledge.**

We can mention two steps.

a. **Progressive differentiation**

Having set the tone of the lesson or the unit in the advance organizer, the next consideration is to isolate each item of the information or the skill so that it can be connected with previously learned information. This stage is called progressive differentiation. The key at this stage is to be sure that the lesson moves in a logical manner, making certain that all concepts necessary for understanding the material are progressively differentiated. Properly differentiated lessons flow smoothly. However, when material is not progressively differentiated properly, confusion and misunderstanding may result. This may occur when the teacher is giving directions for an activity and inadvertently leaves out a key component.



b. Integrative reconciliation

Having set the stage and having progressed from the most general to the most specific in a manner that encourages children to make meaningful connections, the teacher must now be sure that the children have constructed the material effectively. To do this, the teacher helps each child reconcile the new material with previously taught material and with the child's own experiential bank. This stage is called integrative reconciliation. Integrative reconciliation helps children understand similarities and differences among components of the lesson or the unit. This stage also alerts the teacher to inconsistencies in the children's thinking processes, enabling him/her to help the children reconcile these discrepancies.

3.1.3 Practice

According to Ausubel's theory the practical moment is shown by the students when they perform something in their real life, and is shown inside the class with the materials they produce in class, like a drawing, some writing exercises, or an speaking explanation.



3.1.4 Evaluation.

The role of evaluation in the process.

The terms and types of assessment are diagnostic, formative, and summative. Its uses in the teaching-learning process are:

- Diagnostic evaluation is used at the beginning of a course or unit and is done to assess what knowledge the student possesses in a certain way, period, or unit.
- Formative assessment is carried out during the course or period.
- The final evaluation is performed to determine the learning results of the student.

Some of the instruments used are:

1. For the written tests training, jobs, internships, research projects, essays, etc are used.

2. For the final, written or oral examination, projects, tests, etc.

didactic guide using the new strategies according to Ausubel's theory.



3.2 Applying the new methodology

3.2.1 Motivational moment

Here the teacher brings to the class a song, to make the students sing and to get them ready for the lesson to be given.

3.2.2 Previous Knowledge.

The students just know vocabulary about the parts of the house. This vocabulary is going to be practiced and reinforced in this lesson by using graphic organizers. The teacher uses the board and some flash cards, which are pasted on the board like a graphic organizer. Then the teacher asks the question what is it?

3.2.3 Basic moment

At this stage the teacher presents the new grammar structure, in this case the use of there is and there are. Here the teacher has to be sure about the students' previous knowledge about the parts of the house.

3.2.4 Practical moment

The teacher gives the students worksheets which are presented like graphic organizers. Here they have to write the correct names of the parts of the house.

Then the teacher asks the students to describe to her/him what they can see and what are the names they wrote. (see appendices 12 & 13)



3.2.5 Evaluation

The teacher gives the students a cardboard and asks them to draw at home a graphic organizer about the parts of their houses, and at the bottom of the cardboard to write a description of their houses. This will be graded as homework.

(see appendices 14-17)

3.2.4 Content definition

The content we worked on was the use of there is and there are. This is a grammatical structure in which the students have to recognize the singular and the plural forms as well as the difference between the use of the indefinite articles *a* and *an* and the use of *-s* at the end of a plural subject.

(See appendixes 7-12)



Conclusion

Description of the application.

After organizing this project and knowing about Ausubel's theory of meaningful learning and our interest in improving children's writing skills, we applied our new methodology with the new strategies at Latinoamericano school. We tried to change the everyday process a little bit because we knew students need to be more active in the class. This was a problem detected by us, and we tried to look for new activities to teach children how to write well, to express ideas and feelings through writing activities. So we decided to apply our project activities at least one time. We prepared a variety of activities to try to get the student's attention from the very beginning. The application was developed in 6 steps, each one based on the theory described in chapter 1. The materials were prepared by the teachers beforehand, and the students used the materials according to the teacher's instruction. The teacher introduced the class with a song, and the students sang it. This was done in order to get the students' interest in the class. Then the teacher pasted on the board some flashcards, one by one, and at the same time the teacher practiced listening by asking questions of the students, and speaking by making the students answer the questions. This was done to check vocabulary, pronunciation, and understanding.

After that, the teacher introduced and explained the new grammar structure, in this case the use of **there is** and **there are**, through examples. The examples



are written on the board in order to make the students relate the grammar structure with its use and its written form. Then the teacher asked the students some questions about their houses, and they tried to answer them using the grammar structure presented in the class. Then the teacher gave the students some work sheets. First, they looked at a work sheet and described what they saw on it. After that, they wrote the names of the parts of the house under each picture. At the bottom of the worksheet they had some lines to write a description about the house, using there is and there are. Before they start to write the teacher explains the new grammar structures through examples, and the students try to understand when they had to use **there is (singular)** or **there are (plural)**. After the explanation the teacher made the students practice a little bit in order to check comprehension by asking and answering questions. The teacher asked the students to write a description of the graphic organizer they were working on, using **there is** and **there are**. Finally, the students had to make a note card, as homework.

While the teacher gave the class, the viewer was taking notes and pictures to the students, to summarize all the process at the end. This process of teaching and learning was very helpful for the students because they got involved from the very beginning. They liked to work with the material presented by the teacher. Writing activities helped students to be active and interested in the class. We knew that by applying our work in the school, we overcame one of the most difficult problems of the class, which was inactivity. The students were different; they were working, trying to finish the activities which were presented by the



teacher. They were enjoying the class, and this was comforting for us. Although there were some children who began to work hard, there were other students who didn't pay attention the first time. We tried to involve them in the process, and we achieved that all the students were fascinated with the activities. Writing activities help students to be occupied. Students did not have time to bother each other. After working with all the class, students were ready to work alone. They had to put what they understood from the class on a note card, to try to express clearly what they got from the learning process. This activity helped us to learn what they knew, and it was amazing to watch their work when they made a note card with all the class. They drew and wrote sentences; they did their best job (you can see some examples of their work in the appendices section). But it is very important to mention that, as in every process of teaching, there were some students who were not able to work a hundred percent, but they tried, and is most important. After talking about all this process we can say that we can do different things with great results in an English class; it all depends on the teachers. Students are waiting for a teacher who gives different classes with different activities. All good materials presented from the internet or from new books should be kept in mind by teachers, to try to overcome the different problems which appear in a class. What we do in a class, is what students perform.



Recommendations

After working all the elements of this class, using graphic organizers and note cards, we suggest to teachers to use all these powerful tools in the teaching – learning process. Graphic organizers and note cards help to develop the potential capabilities of students in a writing process. Writing activities, as we mention before, will keep student’s attention at the moment of working in class. Sometimes keeping children’s attention in class is very difficult, and if we don’t give them the right tools to work with in class, they will get bored easily. There are a lot of new methods to teach children, and we have to take advantage of them. According to the government traditional education is losing space in the teaching process. Nowadays, education through competences is taking an important place in the teaching process. The students need to work alone or together with their friends in a participatory way. They have to look for good results after a learning process. All the activities need to develop on the student’s creative and innovative talents. This process should develop self confidence in the students. Finally, we can say that the students should know what to do when a problem is presented. They need to find the solution to the problem; in this way we can say that the teaching – learning process was successful. Only the perseverance of good teachers will help students to keep full knowledge in their minds. Because of these reasons, we recommend to teachers to use the different techniques to teach different skills every time they can.

Appendices



LESSON PLAN

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA:

TIME: 50 MINUTES

UNIT TITLE: ALLADIN

LESSON OBJECTIVES: TO IDENTIFY PREPOSITIONS OF PLACE AND LOCATION OF OBJECTS.
TO USE WHERE IN QUESTIONS.

SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Speaking • Listening 	<p>Target Vocabulary: in, next to, on, under</p> <p>Recycle vocabulary: Parts of the house, household objects.</p> <p>Grammar: Where's the (bed)? It's (in) the (bedroom). There is a (box) on the (table). There are (toys) in the (bedroom)</p>	<p>Unit 6. Lesson plan 1:</p> <p>This lesson will be introduced with some questions in order to check the recycled vocabulary and to elicit the students to be engaged in class. Also, the teacher presents the vocabulary through flash cards and practice with the students in order to reinforce the learnt vocabulary. The students will answer some questions asked by the teacher to practice listening and speaking.</p>	<p>Textbook</p> <p>A box with a lid.</p> <p>Donald duck puppet</p> <p>marker</p> <p>eraser</p> <p>ruler</p>	<p>Cognitive</p> <p>Procedural</p> <p>Behavioral</p> <p>Homework</p>



LESSON PLAN

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA: ADRIANA ESPINOZA.

TIME: 50 MINUTES

UNIT TITLE: ALADIN

LESSON OBJECTIVES: TO PRACTICE THE LANGUAGE PRESENTED ON STUDENT BOOK PAGE 76 AND 77.

SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Reading • Writing 	<p>Practice.</p> <p>Reading: Matching exercises.</p> <p>Listening: Pointing exercises.</p> <p>Writing: Fill in the blanks exercises.</p>	<p>Unit 6. Lesson plan 2:</p> <p>Asks the students to take out the books and open them to page 76. Feedback about the vocabulary learnt in the last class by asking some questions using some picture cards. Then the students have to do the exercises from page 78 and 79. Teacher explains to the students the correct way to do the exercises by doing an exercise on the board. Finally, the teacher checks the activity and finishes the class with the game on page 79. Homework activity book page 50, 51.</p>	<p>Textbook</p> <p>Picture cards</p> <p>marker</p> <p>eraser</p> <p>board</p>	<p>Cognitive</p> <p>Procedural</p> <p>Behavioral</p> <p>homework</p>

Universidad de Cuenca





LESSON PLAN

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA: ADRIANA ESPINOZA.

TIME: 50 MINUTES

UNIT TITLE: ALLADIN

LESSON OBJECTIVES: TO LEARN NEW HOUSEHOLD VOCABULARY.

TO USE PREPOSITONS OF LOCATION

SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<p>Target vocabulary: household objects</p> <p>Recycled vocabulary: prepositions and things.</p> <p>Structures: Where are the (rugs)? They're (under the table).</p>	<p>Unit 6. Lesson plan 3:</p> <p>Asks the students to take out the books and open them to page 80. Plays the CD, The students have to listen and repeat. Teacher checks the pronunciation. After that, the teacher asks questions and encourages the students to answer them. Then students have to take out their activity book in order to practice writing (pag. 232 and 24). Finally, the teacher checks the exercises. Homework activity book page 52, 53</p>	<p>Textbook</p> <p>Activity book</p> <p>marker</p> <p>eraser</p> <p>ruler</p> <p>Ten classrooms items or small toys.</p>	<p>Cognitive</p> <p>Procedural</p> <p>Behavioral</p> <p>homework</p>



LESSON PLAN

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA: ADRIANA ESPINOZA.

TIME: 50 MINUTES

UNIT TITLE: ALLADIN

LESSON OBJECTIVES: TO PRACTICE THE LANGUAGE PRESENTED ON STUDENT BOOK PAGE 80 AND 81.

SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<p>Developing listening, reading, and writing skills through exercises.</p>	<p>Unit 6. Lesson plan 4:</p> <p>Asks the students to take out the book and open them to page 82. They have to look at the picture and describe it. Teacher asks the students some questions and motivates them to answer the questions. Then they have to do the fill in the blanks exercise using “where is....?” and “where are...?” Then the teacher checks the exercise with the students. Next the teacher asks the students to look at page 83. He / she tells the story and the students follow the story by reading it. Finally, the teacher asks the students to color the page. Homework activity book pages 54,55.</p>	<p>Textbook marker eraser ruler activity book</p>	<p>Cognitive Procedural Behavioral Homework</p>

Universidad de Cuenca





LESSON PLAN

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA: ADRIANA ESPINOZA.

TIME: 50 MINUTES

UNIT TITLE: ALLADIN

LESSON OBJECTIVES: TO USE MORE PREPOSITIONS OF LOCATION AND TO RELATITE NEW LANGUAGE TO ONE'S OWN LIFE.

SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURC ES	EVALUATION
<ul style="list-style-type: none"> • Reading • Writing 	<p>Target vocabulary: in front of and behind.</p> <p>Recycled vocabulary: household objects.</p> <p>Structures: where are ...? They are.</p> <p>Where is? It is</p>	<p>Unit 6. Lesson plan 5:</p> <p>Asks students to prepare the books to page 84. Use the CD and start the class with the listening activity given in the book the students listen carefully and repeat check the pronunciation. Then asks them to draw different household objects in a bond paper. After that, they have to play their partners using the new learnt prepositions. Finally, the teacher plays the CD in order to make the students to sing. Homework activity book page 56, 57.</p>	<p>Textbook</p> <p>Picture cards</p> <p>marker</p> <p>eraser</p> <p>board</p> <p>CD, Radio</p> <p>Bond paper</p>	<p>Cognitive</p> <p>Procedural</p> <p>Behavioral</p> <p>homework</p>



Lesson Plan

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA: ADRIANA ESPINOZA.

TIME: FEBRUARY

UNIT TITLE: ALLADIN				
UNIT OBJECTIVES: TO TALK ABOUT HOUSEHOLD ITEMS. TO DESCRIBE LOCATION USING PREPOSITIONS OF PLACE.				
SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<p>Vocabulary: Household objects. Prepositions of place.</p> <p>Structures: Where is ...? It is Where are ...? They are...</p> <p>Cross curricular connections: Music (song and chant) Art (craft and drawings) Math (counting)</p>	<p>Unit 6. Lesson plan 6</p> <p>The vocabulary unit is presented through lively games, showing real objects, touching and describing, showing and naming picture cards, pair-work activities and miming. Grammar structure is presented in context such as songs, chants, short stories and listening activities. Vocabulary and grammar are supported with Activity book and their student's book.</p>	<p>Textbook, activity book, Picture cards marker eraser board CD, Radio Activity sheets. Poster, unit six test.</p>	<p>Cognitive Procedural Behavioral Homework Test</p>
VALUES CURRICULUM: Helping friends.				
OBSERVACIONES:				



**LATINOAMERICANO SCHOOL
LESSON PLAN**

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA: ADRIANA ESPINOZA.

TIME: 50 MINUTES

UNIT TITLE: ALLADIN			LESSON PLAN: WHERE IS THE BOX?	
LESSON OBJECTIVES: TO IDENTIFY PREPOSITIONS OF PLACE AND LOCATION OF OBJECTS. TO USE WHERE IN QUESTIONS.				
SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Speaking • Listening 	<p>Target Vocabulary: in, next to, on, under</p> <p>Recycle vocabulary: Parts of the house, household objects.</p> <p>Grammar: Where's the (bed)? It's (in) the (bedroom). There is a (box) on the (table). There are (toys) in the (bedroom)</p>	<p>Unit 6. Lesson plan 1:</p> <p>Motivational moment: The teacher brings to the class a bingo game about household objects.</p> <p>Previous Knowledge: The teacher asks some questions about the vocabulary they learnt in the last lesson and elicit the students to be engaged in class.</p> <p>Basic Moment: The teacher presents the vocabulary through flash cards and practice with the students using flash cards and some examples on the board.</p> <p>Practical moment: The students will take</p>	<p>Textbook</p> <p>A box with a lid.</p> <p>Donald duck puppet</p> <p>marker</p> <p>eraser</p> <p>ruler</p>	<p>Cognitive</p> <p>Procedural</p> <p>Behavioral</p> <p>homework</p>



		<p>out their books and open them to page 75 in order to look at the pictures and describe them.</p> <p>Evaluation moment: They have to complete the exercise on the activity book at home.</p>		
<p>VALUES CURRICULUM: Helping friends.</p>				
<p>OBSERVATIONS:</p>				



**LATINOAMERICANO SCHOOL
LESSON PLAN**

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA: ADRIANA ESPINOZA.

TIME: 50 MINUTES

UNIT TITLE: ALLADIN

LESSON PLAN: WHERE IS THE BOX?

LESSON OBJECTIVES: TO PRACTICE THE LANGUAGE PRESENTED ON STUDENT BOOK PAGE 76 AND 77.

SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Reading • Writing 	<p>Practice.</p> <p>Reading: Matching exercises.</p> <p>Listening: Pointing exercises.</p> <p>Writing: Fill in the blanks exercises.</p>	<p>Unit 6. Lesson plan 2:</p> <p>Motivational moment: The students have to perform some actions that the teacher ask them to do.</p> <p>Previous Knowledge: The teacher asks the students to draw at least 5 household objects they have at home. then they have to complete the exercises on page 76, 77 on their students book.</p> <p>Practical moment: The teacher asks the students some questions and encourages them to answer them using <i>It is</i></p> <p>Evaluation moment: Homework activity book pag 50, 51.</p>	<p>Textbook</p> <p>Picture cards</p> <p>marker</p> <p>eraser</p> <p>board</p>	<p>Cognitive</p> <p>Procedural</p> <p>Behavioral</p> <p>homework</p>

VALUES CURRICULUM: Helping friends.

OBSERVATIONS:



LATINOAMERICANO SCHOOL

LESSON PLAN

UNIT: 6
YEAR: 2009-2010
LEVEL: THIRD
MINUTES

SUBJECT: ENGLISH

SCHOOL

PROFESORA: ADRIANA ESPINOZA & FERNANDA ESPINOZA

TIME: 50

UNIT TITLE: ALLADIN				LESSON
PLAN: WHERE IS THE BOX?				
LESSON OBJECTIVES: TO LEARN NEW HOUSEHOLD VOCABULARY. TO USE PREPOSITONS OF LOCATION				
SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<p>Target vocabulary: household objects</p> <p>Recycled vocabulary: prepositions and things.</p> <p>Structures: Where are the (rugs)? They're (under the table).</p>	<p>Unit 6. Lesson plan 3</p> <p>Motivational moment: The students sing the song "<i>Head, shoulders, knees, and toes</i>".</p> <p>Previous Knowledge: The teacher plays a Cd and the students have to listen to it in order to complete the exercise given on the book. Page 78.</p> <p>Basic Moment: The teacher presents the new structures (<i>prepositions of location</i>) by using some flash cards and examples with real objects from the class.</p> <p>Practical moment: The teacher asks the students some questions in order to check</p>	<p>Textbook</p> <p>Activity book</p> <p>marker</p> <p>eraser</p> <p>ruler</p> <p>Ten classrooms items or small toys.</p>	<p>Cognitive</p> <p>Procedural</p> <p>Behavioral</p> <p>homework</p>



		<p>understanding. Evaluation moment: the students have to draw an square and some circles on a cardboard in order to explain the use of <i>under</i>, <i>next to</i>, <i>on</i> & <i>in</i>.</p>		
<p>VALUES CURRICULUM: Helping friends.</p>				
<p>OBSERVATIONS:</p>				



LATINOAMERICANO SCHOOL

UNIT: 6
SCHOOL YEAR: 2009-2010
LEVEL: THIRD
 MARZO - JUNIO

SUBJECT: ENGLISH

PROFESORA: ADRIANA ESPINOZA & FERNADA ESPINOZA

TIME:

UNIT TITLE: UNIT 6 WHERE IS THE BOX? LESSON PLAN: WHERE IS THE BOX?

UNIT OBJECTIVES: TO TALK ABOUT HOUSEHOLD ITEMS. TO DESCRIBE LOCATION USING PREPOSITIONS OF PLACE.

SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<p>Vocabulary: Household objects. Prepositions of place.</p> <p>Structures: There is ... There are Where is ...? It is Where are ...? They are...</p> <p>This and these. That and those.</p> <p>Cross curricular connections: Music (song and chant) Math (counting)</p>	<p>Unit 6 . Lesson Plan 4.</p> <p>Motivational moment: The teacher introduces the class with the song Old Mc.Donald.</p> <p>Previous Knowledge: Feedback using graphic organizers.</p> <p>Basic Moment: Introducing the grammar structures. <i>There is</i> (singular) and <i>There are</i> (plural) through writing examples on the board.</p> <p>Practical moment: the teacher will give the students a work sheet which contains four pictures of the parts of the house. The students have to write the parts of the house correctly. After that, at the bottom of the work sheet the students have to write about the</p>	<p>Textbook, activity book, Graphic organizers marker eraser board CD, Radio Note Cards.</p>	<p>Cognitive Procedural Behavioral Homework Test Exam</p>



		<p>parts of the house using the grammar structure learnt in class.</p> <p>Evaluation moment: the teacher will give the students a piece of cardboard to use as a note card; then they have to draw their houses and write sentences describing their own houses, using there is and there are.</p>		
<p>VALUES CURRICULUM: Helping friends.</p>				
<p>OBSERVATIONS:</p>				



**LATINOAMERICANO SCHOOL
LESSON PLAN**

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA: ADRIANA ESPINOZA.

TIME: 50 MINUTES

UNIT TITLE: ALLADIN				
LESSON OBJECTIVES: TO USE MORE PREPOSITIONS OF LOCATION AND TO RELATITE NEW LANGUAGE TO ONE'S OWN LIFE.				
SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Reading • Writing 	<p>Target vocabulary: in front of and behind.</p> <p>Recycled vocabulary: household objects.</p> <p>Structures: where are ...? They are.</p> <p>Where is? It is</p>	<p>Unit 6. Lesson plan 5:</p> <p>Motivational moment: The students sing the song "<i>Head, shoulders, knees, and toes</i>" using their bodies and different gestures.</p> <p>Previous Knowledge: The teacher asks the students to take out their notebooks and to draw a bedroom and some objects they can find there.</p> <p>Basic Moment: The teacher introduces the new structure <i>in front of</i> and <i>behind</i> drawing some examples on the board. Also. The teacher asks questions using <i>Where are.....?</i> and encourages the students to answer using <i>They are.....</i></p> <p>Practical moment: The teacher asks the students some questions in order to check understanding. After that, the teacher asks them to draw something on their notebooks</p>	<p>Textbook</p> <p>Picture cards</p> <p>marker</p> <p>eraser</p> <p>board</p> <p>CD, Radio</p> <p>Bond paper</p>	<p>Cognitive</p> <p>Procedural</p> <p>Behavioral</p> <p>homework</p>



		that explain the use of <i>in front of</i> and <i>behind</i> . Evaluation moment: Homework activity book page 56, 57. Make a cardboard.		
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LATINOAMERICANO SCHOOL
Lesson Plan

UNIT: 6

SUBJECT: ENGLISH

SCHOOL YEAR: 2009-2010

LEVEL: THIRD

PROFESORA: ADRIANA ESPINOZA.

TIME: FEBRUARY

**UNIT TITLE: ALLADIN
THE BOX?**

LESSON PLAN: WHERE IS

UNIT OBJECTIVES: TO TALK ABOUT HOUSEHOLD ITEMS. TO DESCRIBE LOCATION USING PREPOSITIONS OF PLACE.

SKILLS	CONTENT	STRATEGIES AND METHODOLOGY.	RESOURCES	EVALUATION
<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<p>Vocabulary: Household objects. Prepositions of place.</p> <p>Structures: Where is ...? It is Where are ...? They are...</p> <p>Cross curricular connections: Music (song and chant) Art (making a craft) Math (counting)</p>	<p>Unit 6. Lesson plan 6</p> <p>Motivational moment: The teacher asks the students to sing the song <i>Old Mc. Donald</i> using miming.</p> <p>Previous Knowledge: The teacher asks questions about household objects the students have at home using the prepositions of place and <i>There is</i> and <i>There are</i>.</p> <p>Basic Moment: Introducing the grammar structure Where is? and helping them to answer using <i>It is</i>.</p> <p>Practical moment: The teacher asks the students to take out a page from their notebooks in order to make a craft. They have to follow the teacher's instructions. They will make a house.</p> <p>Evaluation moment: The students have to describe their drawings.</p>	<p>Textbook, activity book, Picture cards marker eraser board CD, Radio Activity sheets. Poster, unit six test.</p>	<p>Cognitive</p> <p>Procedural</p> <p>Behavioral</p> <p>Homework</p> <p>Test</p>

VALUES CURRICULUM: Helping friends.

OBSERVATIONS:




Appedix 12


LATINOAMERICANO SCHOOL


Student's name Daniel Pilla


There is / There are


1.- Look at the pictures and write the parts of the house.



bedroom



bedroom


ba room




ba room


Kitchen


living room

2. Write a description about the house. Use **There is** and **There are**.

There is a kitchen. There are bathrooms. There is a
living room. There are bedrooms.




Appendix 13

LATINOAMERICANO SCHOOL


Student's name Lisseth Brito A.


There is / There are


1.- Look at the pictures and write the parts of the house.



bedroom.


House.



bedroom.


bathroom.




bathroom.


Kitchen


living room.

2. Write a description about the house. Use **There is** and **There are**.

There are two bedrooms. There are two bathrooms.

There is a Kitchen. There is a living room.

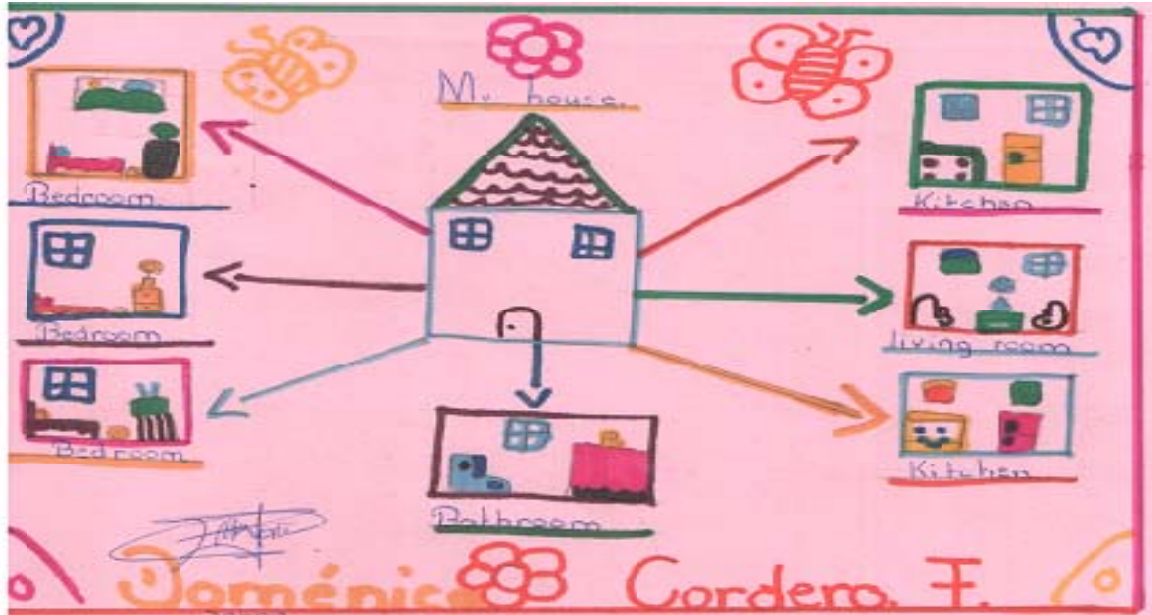


Appendix 14



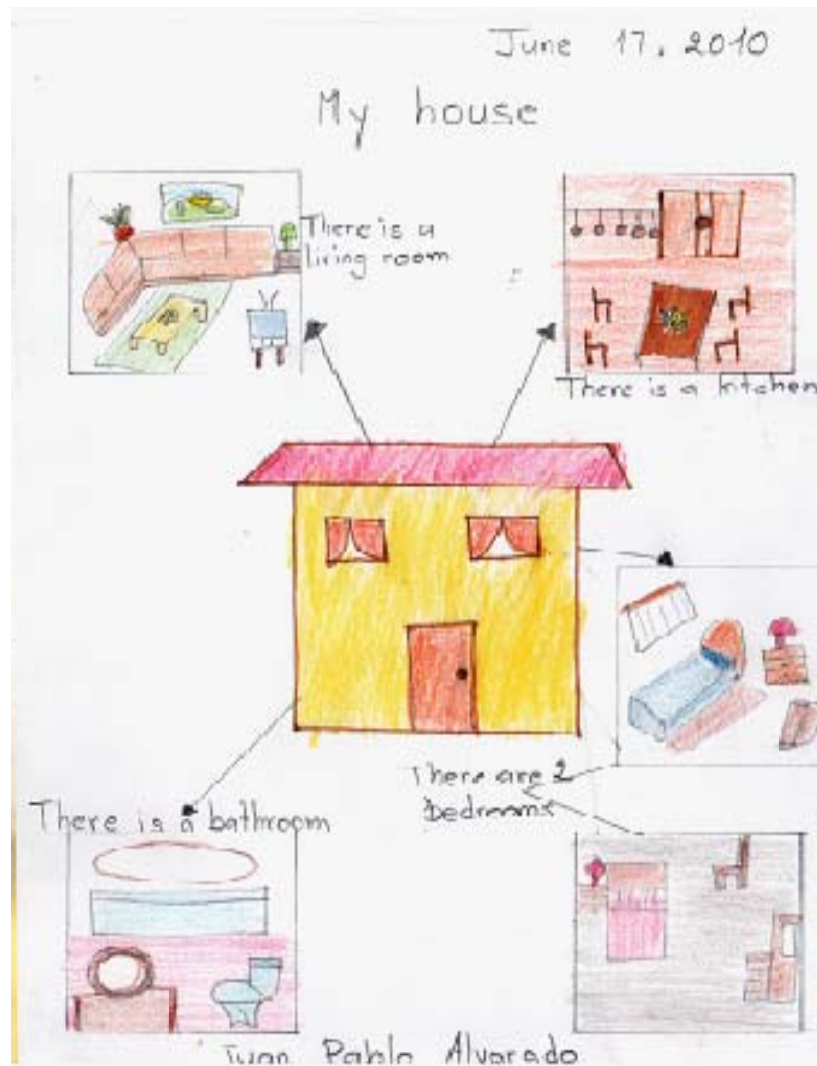


Appendix 15





Appendix 16





Appendix 17

In my house there are four bedrooms.
In my house there are two bathrooms.
In my house there is a living room.
In my house there is a kitchen. Juan Francisco Padrón E.



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