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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Developing the Reading Skills of Fifth Graders through Activities Based on the Theory of Multiple Intelligences at “Nuestra Familia” High School

Trabajo Investigativo del Curso de Graduación previo a la obtención del Título de Licenciado (a) en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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Resumen

Este proyecto es un estudio de investigación, basada en la teoría de las Inteligencias Múltiples de Howard Gardner, para desarrollar actividades de lectura. Gardner teorizó y evidenció que cada persona posee ocho diversas inteligencias y que estas inteligencias son desarrolladas en diferentes niveles en los estudiantes. La teoría de las Inteligencias Múltiples nos ayuda a entender que todos los estudiantes son capaces de aprender porque cada uno tiene diferentes inteligencias y los profesores pueden desarrollar actividades de acuerdo a las diferentes inteligencias de los estudiantes los cuales facilitarían su aprendizaje. En este proyecto, hemos reunido información que ayudó a proporcionar evidencias generales sobre el tema. La población principal fueron 20 estudiantes que pertenecen al quinto grado de una escuela privada. Una entrevista se llevó a cabo con un experimentado profesor con el fin de conocer más sobre este tema y un cuestionario fue administrado a los estudiantes para conocer su interés por la lectura. Además, un pre-test y un post-test sobre comprensión lectora. También, un test basada en MI con el fin de averiguar qué tipo de inteligencias ellos han desarrollado más. Por lo tanto, esto nos ayudó a hacer actividades basadas en estas inteligencias para lograr un mejor aprendizaje en las actividades de lectura. El material creado para este proyecto fue aplicado en 7 sesiones de 45 minutos cada uno. La aplicación duró una semana. Los resultados de este estudio mostraron que los estudiantes obtuvieron una mejor calificación en el post-test que ellos hicieron en el pre-test.

Palabras Claves:

Inteligencia – Gardner- Lectura – Múltiple -Teoría

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Abstract

This project is a research study, based on the theory of Multiple Intelligences by Howard Gardner, to develop Reading Activities. Gardner theorized and gave evidence that each person possesses eight diverse intelligences and that these intelligences are developed in different levels in individual students. The Multiple Intelligences theory helps us to understand that all students are able to learn because everyone has different intelligences and that teachers can develop activities according to the various Intelligences of the students which will facilitate their learning. In this project, we gathered some information that helped us to provide general evidence about the topic. The target populations were 20 students that belong to the fifth grade of a local private school. An interview was held with an experienced teacher with the purpose of knowing more about this topic and a questionnaire was administered to the target students to know their interest in reading. In addition, a pre-test and a post-test about reading comprehension were given to the students. Also, a test based on MI was administered to them in order to find out what kind of intelligences they have developed more. The material that was created for this project was applied during 7 sessions of 45 minutes each. The application lasted one week. The results of this study show that the students got a better grade in the post-test than they did in the pre-test.

Key Words:

Intelligence – Gardner – Reading – Multiple Theory



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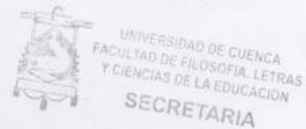
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Dedication

I want to dedicate this work to all of my family who made possible my accomplishment of this goal. I thank my mother, Narcisa, my stepfather, Eduardo, my beloved husband, Victor, and my two daughters, Gabriela and Scarlett, for all their patience and support during this time. Finally, I also thank my brothers, Patricio, Diego, Darwin, and Edison, my sisters Adriana, Yuliana and Natalia, my aunt Laura and my cousin Rene for all their help during this time. Thanks to all of these for their support in both the bad moments and the good moments and thanks for all of their love.

Ximena

First, I want to give thanks to God, because with God everything is possible. This monograph is dedicated to my parents, my brothers, and my sisters who helped me during the beginning of my career. They have been with me in good and hard moments of my life. Doing this, they have supported to me in fulfilling one of my goals.

Blanca



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We want to express our gratefulness to all of our teachers during our student life in the University and especially to our tutor, Professor Esteban Heras, who helped us and was patient in offering all assistance and his knowledge during this process. Thanks to his guidance this project was possible to achieve.



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Introduction

As everyone knows, English is a language that has great importance in the world. According to The Ministry of Education of Ecuador, the English language has a great relevance today because English is considered as an international language that helps us “to interact and communicate in today’s globalized world” (4).

One of the main goals of a teacher is that his or her students learn, but obviously English teaching and learning is not easy to carry out. In 1983, Howard Gardner developed the Multiple Intelligences Theory. He experienced something which helped him create this theory. As a result, Gardner realized that everyone possesses different intelligences.

In this project some reading activities were used based on Multiple Intelligences Theory. According to our personal experience we have noticed that the reading skill is a good way to teach other skills, such as writing. In addition, we can do communicative activities. Besides reading activities, the students can learn and practice more vocabulary. As we mentioned previously, in the classroom not all students learn in the same way, but the teacher can develop activities based on the Intelligences that his or her students have. The teacher can find out about the intelligences their learners have through a test or through getting to know their students well after some time of being their teacher (Armstrong 21).

Teachers should always be looking for the best way to improve and achieve learning in his or her students. The Multiple Intelligences Theory is a good way to do this. The following pages will explain about the project that was carried out. Due to time constraints the application only lasted 7 sessions. The results show us that applying the MI theory to teach reading comprehension is another good alternative for teachers who would like to do something both different and effective in their classroom.



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Chapter I

1. The problem

1.1 The Topic

Developing the Reading Skills of Fifth Graders through Activities Based on the Theory of Multiple Intelligences at “Nuestra Familia” High School

1.2 Purpose

The main goal of this work is to develop reading activities through the use of the Multiple Intelligences theory and, thereby, to enable and assist all students in the fifth grade at “Nuestra Familia” High School to make better progress in the development of their skills of reading in English.

1.3 Description of the Problem

The target students, as well as many others, have problems in English reading comprehension activities. As most teachers know, the reading ability is hard for students to develop. These particular students have a very low reading level. Many teachers think it is the students’ fault. As a result, the students become frustrated; they cannot do the reading activities and dislike English even more. The teachers should try to find other ways of teaching their students English reading comprehension, if they notice that they are having problems with that.

1.4 Justification

The main reasons for doing this work are two: First, to show that all students are able to achieve and advance in their learning by the teacher’s implementation of the Multiple Intelligences Theory; and second, to produce reading activities through creating examples.

According to the Ministry of Education, English is a language that nowadays helps you to develop both personally and professionally in our globalized world (1). For the effective teaching and learning of English it is relevant, indeed important, to know the strengths and weaknesses of the individual students. Howard Garner’s theory of Multiple Intelligences shows the

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teacher that all of her/his students can learn, because all of them have different kinds of intelligences that are developed at different levels.

Reading activities are important in the English learning process because in this activity a student can practice other skills, such as effective verbal communication and writing, and, thereby, acquire more and new vocabulary. But first, the teacher has to know the multiple intelligences that his/her learners have. In this way the teacher can apply the Multiple Intelligence Theory to make reading activities appropriately based on the individual student's "intelligences."

It is important to understand the relevance of reading activities and how this skill can help in the teaching and learning of English. For this reason, we collected material to make reading activities which the students practiced according to the intelligences that they have.

1.5 Research question

How do Multiple-Intelligence-based activities help to develop reading skills?

1.6 Objectives

1.6.1 General objective

- To develop reading activities based on the Theory of Multiple Intelligences.

1.6.2 Specific Objectives

- To identify the different intelligences of the learners.
- To design reading activities according to the Theory of Multiple Intelligences.



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Chapter II

2. Literature review

2.1 Definition of Intelligence

In the educational environment “intelligence” is considered an important factor in the process of teaching and learning. When the teacher starts a class, he or she knows that in the classroom not all students learn at the same pace. Many psychologists have different definitions for the word intelligence. David Wechsler, an American psychologist, states that “Intelligence, operationally defined, is the aggregate or global capacity to act purposefully, to think rationally, and to deal effectively with the environment” (qtd. in Parkay and Hardcastle 289). According to the American Heritage Dictionary, “intelligence” is “The capacity to acquire and apply knowledge” (444)

Howard Gardner, an American psychologist, has a new point of view about intelligence. He writes:

It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world (qtd in Armstrong 5).

2.2 Howard Gardner: Multiple Intelligences

In 1983, on the basis of the evidence he had accumulated, Gardner claimed that all learners possess 7 intelligences. Therefore, he proposed a new model in the educational environment: “we all have different intelligences.” This theory is known as The Multiple Intelligences Theory (Parkay and Hardcastle 291).

While working as a psychologist, attending some patients at the Boston Veterans Medical Center, Gardner experienced something that helped him to develop this theory. He noticed that some patients, who had suffered a lesion in

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his or her brain, had lost certain abilities. For example a person with “damage to the frontal lobe” had a problem with speech, but this did not influence “the ability to understand what has been said” (Hoerr 2). Through this experience Gardner realized that although a person could lose a certain mental ability, this did not mean that this person had lost all of his or her mental abilities. In other words, the person who suffered an incident that affected his or her brain could lose one kind of intelligence, but that did not necessarily negatively affect the person’s other intelligences.

With this experience Gardner’s theory was advanced, because he realized that every individual possesses different intelligences that are developed at higher or lower levels. When Gardner developed this theory only a few people knew about it, but nowadays Multiple Intelligences Theory is well known and it has a great influence in the educational environment around the world. Robert Slavin stated that “teachers must avoid thinking about children as smart or not because there are many ways to be smart” (qtd. in Parkay and Hardcastle 291).

Gardner explains the Multiple Intelligences Theory through his writings. In *Frames of Mind*, he describes seven intelligences: logical- mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. In the middle of the 1990s, he found the eighth intelligence, the naturalistic. In another book, *The Disciplined Mind*, Gardner talks about a ninth intelligence, the existential (Parkay and Hardcastle 291).

2.3 Brief Explanations of Each Intelligence

2.3.1 Linguistic intelligence:

It lets the person expresses through language; that is to say, the person who has this intelligence more developed likes to “communicate and make sense of the world” (Parkay and Hardcastle 292). They find it easy to use words and these learners enjoy rhymes, stories, jokes, puns, etc. They can learn another language easier than others. Also the person who possesses this intelligence is able to “remember information, ranging from lists of possessions to rules of a game, from directions for finding one’s way to procedures for



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operating a machine” (Gardner 77). In short, they enjoy language a lot. This kind of intelligence is noticed in the professional environment, for example, in jobs such as poet, journalist, or teacher (Snowman, McCown, and Biehler 115). According to Gardner this kind of intelligence is highest degree in “political leaders and legal experts” because Linguistic intelligence is used “to convince other individuals of a course of action” (77).

2.3.2 Musical intelligence

This is the intelligence that allows the students to learn through music or sounds; the learners appreciate and love to produce “rhythm, pitch, and timbre” (Snowman, McCown, and Biehler 115). Teachers can notice this kind of intelligence in his or her students in the classroom through the attitudes of the learners. For example when the learner is distracted by the sound of an animal or when the student makes sounds with the things that he or she has in that moment (Parkay and Hardcastle 292). This type of intelligence is represented by composers and instrumentalists. Gardner said that “Music lends itself especially well to playful exploration with other modes of intelligence and symbolization, particularly in the hands (ears) of highly creative individuals” (126).

2.3.3 Logical-mathematical intelligence

This is demonstrated by the learners who think primarily through logical patterns and numbers. It refers to the “sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect)” (Armstrong 6). In this intelligence the person enjoys examining carefully a problem and its elements to resolve it through numbers; the student delights in the use of abstract thoughts. This kind of learner enjoys “the exploration, under the pressure of powerful impulsive forces, of difficult problems for whose validity and importance the explorer is eventually held accountable by reality” (Gardner 138). In this group we can distinguish scientists, mathematicians, and philosophers (Parkay and Hardcastle 292). Adler stated that logical-mathematical intelligence is developed in “finance or the law” (qtd. in Gardner 138).



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2.3.4 Spatial intelligence

This “intelligence” is evidenced by people who are able to observe the visual or spatial information, to recreate images in the memory and to produce this information through this process (Parkay and Hardcastle 292). “This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements” (Armstrong 7). In this group are artists of all kinds, architects, and engineers (Parkay and Hardcastle 292).

2.3.5 Bodily-kinesthetic intelligence

This intellectual capacity is obvious when the person uses all of his or her body to express his or her ideas (Armstrong 7). This kind of intelligence allows the learner to use the parts of his or her body to design new products or figure out problems. In this intelligence group we can highlight athletes, surgeons, dancers, choreographers, and craftspeople (Parkay and Hardcastle 292). The elements of “coordination, balance, dexterity, strength, flexibility, and speed” skills are expressed through bodily-kinesthetic intelligence (Armstrong 7).

2.3.6 Interpersonal intelligence

This “intelligence” gives the person the ability to identify the feelings, moods, motivations and intentions of another person (Armstrong 7). The people who possess this intelligence are teachers, parents, politicians, psychologists, and salespeople. A teacher can notice this kind of intelligence in the class when his or her student works in a group and he or she is a good leader, because this student is able to manage his or her group to make a successful activity (Parkay and Hardcastle 292).

2.3.7 Intrapersonal intelligence

This refers to the person who is able to recognize his or her own feelings and make mental models about his/her self, to make decisions and resolve life problems (Parkay and Hardcastle 292). This kind of student is able to recognize his or her weaknesses, strengths, desires and intelligences (Snowman, McCown, and Biehler 115). It is this kind of intelligence that the psychotherapist or religious leader expresses (Armstrong 11).



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2.3.8 Naturalistic intelligence

The person with this “intelligence” well developed has the ability to recognize, classify, and use characteristics of the environment (Parkay and Hardcastle 292). In the professional environment examples of people who enact this kind of intelligence are farmers, gardeners, botanists, geologists, florists, and archaeologists (292). Among students this intelligence is noticeable because this kind of learner is able to list and give details of a car, for example. It is possible, by the use of “reason” in this type of intelligence, that the student has “the capacity to discriminate among inanimate objects” (Armstrong 7).

2.3.9 Existential intelligence

This refers to people who ask questions about “life, death, love, and being” (Davis et al. 7). These learners “enjoy thinking and questioning” (Jing 133). We can find this kind of intelligence in “philosophy departments, religious seminaries, or the ateliers of artists” (Davis et al.7).

The Multiple Intelligences Theory describes all the intelligences clearly, but the teacher has to recognize the more developed intelligences that the students have. There are two ways to do this: the first is to administer a test to the students and the second is to be closely alert to and observant of the classroom experience. Applying a test lets us to know the intelligences that the students possess. However, as Howard Gardner said, “The test measures only a small part of the total spectrum of abilities” (qtd in Armstrong 21). Therefore, a teacher has to be careful because the results of tests are only “quantitative information” (Armstrong 21). For this reason the professor should try to know deeply the intelligences that the students possess. According to Armstrong, “it is through a realistic appraisal of your performance in the many kinds of tasks, activities, and experiences associated with each intelligence” (21). The best way to accomplish this is through a keen awareness of and receptivity to the signals the individual students are emitting in the experience in the classroom. Then the teacher can recognize the multiple intelligences in the students through his or her daily activities. For example, the Bodily-Kinesthetic Intelligence “is evident in students who relish gym class and school dance, who prefer to carry out class projects, who prefer to be making models rather than write projects”(Parkay and Autoras: Ximena Arévalo, Blanca Pedroza



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Hardcastle 292). But it is necessary for the teacher to know each intelligence and in this way the teacher will be able to notice what intelligence his or her students have developed more. In our personal experience we have observed some students who love to write or finish stories, but other students who prefer to look at the pictures in the books before writing. This is a clear example of the linguistic intelligence and the spatial intelligence. It is very important to identify the multiple intelligences of the students through their daily activities.

The most important goal of a teacher is that the students achieve new learning. After the teacher knows the different intelligences that students possess, he or she will be able to manage the students in different activities according to the intelligences that they have. One skill that can be worked, based on the multiple Intelligences theory, is reading. This skill is very important for the following reasons.

The first reason is that today many students enjoy reading both “for study purposes or simply for pleasure” (Harmer 68). The teacher has to take advantage of this, because through reading activities the students can gain more vocabulary and practice thinking in English. Harmer says that “if the reading texts is especially interesting and engaging” the language acquisitions can be “successful” (68). Another reason is that reading activities give “opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts” (68). A disadvantage can be that some students do not enjoy the reading activities. This is because not all students love to read. In this case, the teacher will have to combine the activities, according to the intelligences that the students have, to achieve the learning.

Finally, a teacher, who loves teaching, is always investigating or trying new methodologies to achieve learning with the students. The Multiple Intelligences Theory helps to understand the differences in the students. This theory shows us that it is possible that all the students can learn, but it is also relevant to know how a teacher can identify the different intelligences that his or



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her students possess, not just by applying a test, but also through the experience in the classroom. Besides, Multiple Intelligences can be applied in reading activities with the advantages and disadvantages that this can have. However, as mentioned above, the most important goal for teachers is that the students achieve new learning.



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Chapter III

3. Methodology

3.1 Basic Methodology

For this project, the deductive method was used. This consists of the study of the theory of Multiple Intelligences by applying reading activities. The first thing that was done was to analyze bibliographic material related to Multiple Intelligences. For example, the books that present a long range of interest to our study are *Frames of Mind* by Howard Gardner, *Multiple Intelligence in the Classroom*, by Thomas Armstrong, *Psychology Applied to Teaching*, by Snowman, McCown, and Biehler and *Becoming a Teacher* by Forest W. Parkay, and Beverly Hardcastle. These books helped us understand the theory of Multiple Intelligences better.

This project was based on qualitative and quantitative analyses. According to Michael J. Wallace, quantitative analysis is used to express data which can be counted or measured and it is reflected “objective.” Qualitative analysis is used to describe data which we cannot count or measure in an objective manner, we can just analyze feelings, emotions of people. It is considered “subjective” (38). As we have stated several times previously, the main purpose of this project is to develop the reading skill in fifth graders through the Multiple Intelligence Theory. We created reading material based on this theory. This material was applied to the students during 7 sessions of 45 minutes each, in one week.

To interpret the results we got during the application process we did the following: The data was organized to show statistics and trends about the results obtained from the test about Multiple Intelligences; a pre-test and post-test were also applied at “Nuestra Familia” High School, so we could compare the results of both tests to find out whether the treatment worked. In addition we wanted to know the intelligences that students possess and how these were developed with the students through reading comprehension. For this reason we applied a test about MI in which we took just three of the eight intelligences

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(Spatial, Musical and Naturalistic) with which we worked. Next, a questionnaire and an interview were carried out to collect information in order to reinforce our project.

This research study is basically an action research project, since it only focuses on one particular issue of one classroom; it's based on personal experience; and its results cannot be generalized to other classrooms or students with the same age.

As mentioned before, it is important to know if the students have interest in reading activities. Next is an explanation of the empirical research methods used in this project.

3.2 Interview

An interview was conducted with an expert Professor Emeritus in St. Andrews University, Carl Walters. He was interviewed in his home. This interview lasted around 25 minutes. It consisted of 9 questions. These questions were applied to know more about this theory and to get her opinion on how this theory influences the teaching-learning process. The main objective of this interview was to know more about our topic: Developing the Reading Skills of Fifth Graders through Activities Based on the Theory of Multiple Intelligences at "Nuestra Familia" High School. The responses were recorded in a tape to be transcribed for later analysis. See Appendix 1

3.3 Questionnaire

The following questionnaire was used to collect information and to find out the preferences and interests that the children had for reading activities. The questionnaire had ten questions, which were written in English. All questions were translated into Spanish to help students understand each question. It was carried out at the "Nuestra Familia" High School on April 8, 2013. It was applied to the above mentioned students. It showed us the preferences and interests that these children had for reading activities. See Appendix 2

3.4 Test about Multiple Intelligences

A test about Multiple Intelligences was given to the students in order to find out what intelligence each student has developed more. The results of this test helped us to apply activities according to the predominant intelligences they

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have. This test was taken from the internet; and it was created by Laura Candler. See Appendix 3

3.5 Pre-test and Post test

During this project a pre-test and a post-test were carried out; these were applied to twenty students, boys and girls, ages from eight (8) to ten (10) years old. It was applied to Fifth Grade Students in “Nuestra Familia” High school, a private institution. The English level is that of “beginner” and the native language of the students is Spanish. The entire group of 20 students was informed about what they had to do. The tests were based on reading comprehension, with 5 questions which the students had to develop, in order for us to know the percentages that they got before and after this application.

The pre-test was taken with the purpose of measuring the students’ ability in reading activities and how they developed this. See Appendix 4.

The post-test was taken at the end of the application in order to evaluate the students’ knowledge obtained through the application of Multiple Intelligence and to know if this methodology had been successful during the learning acquisition process. Also, these data helped to know if there were any significant differences between the pre-test and the post test. See Appendix 5.



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Chapter IV:

4. Results: Analysis and Interpretation

4.1 Results and analysis interview

The interview was administered to Carl Walter; he gave his opinion about this theory. He told us that he had heard this theory for years and through this theory students learn more effectively. He said that there are smart people and some are smarter than others. Also, he thinks that writing is the skill where the students can develop grammar, vocabulary, and idiomatic expressions. Finally, he says that teachers can implement this theory inside of the classroom so they can use teaching tools for their students.

4.2. Results and analysis: Questionnaire

It is important to know that all students are different and each one has his or her different strengths and weaknesses inside the classroom. Therefore, we designed a questionnaire about reading activities. The following graphs show the results of the questionnaire applied to the students.

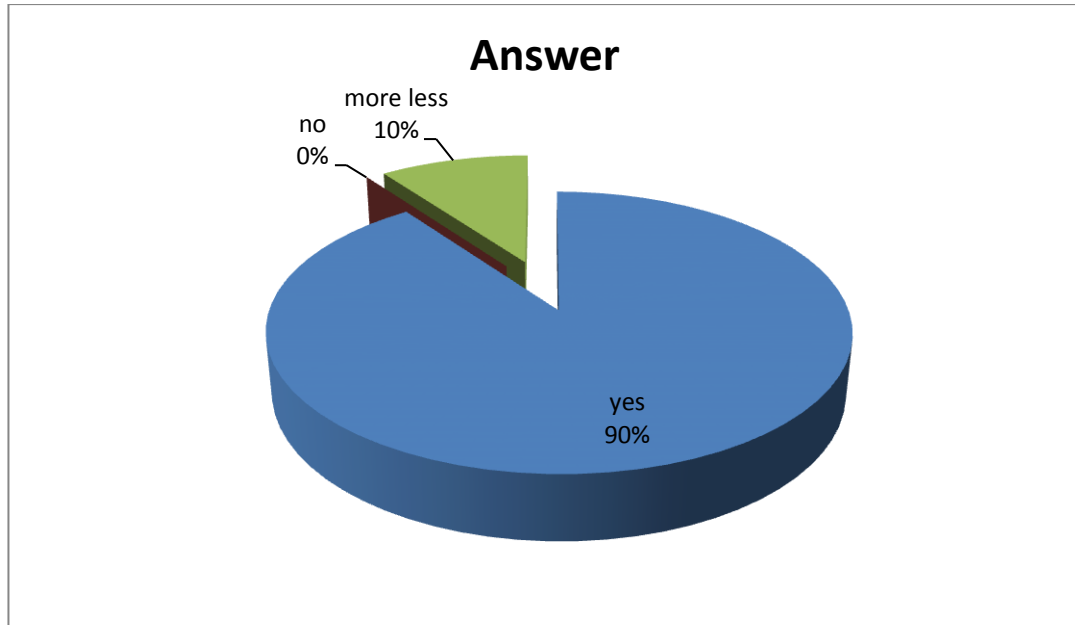
The results show a quantitative analysis because they were counted with the number of students that each answered. Also, they present statistics according to each question.

Questions:



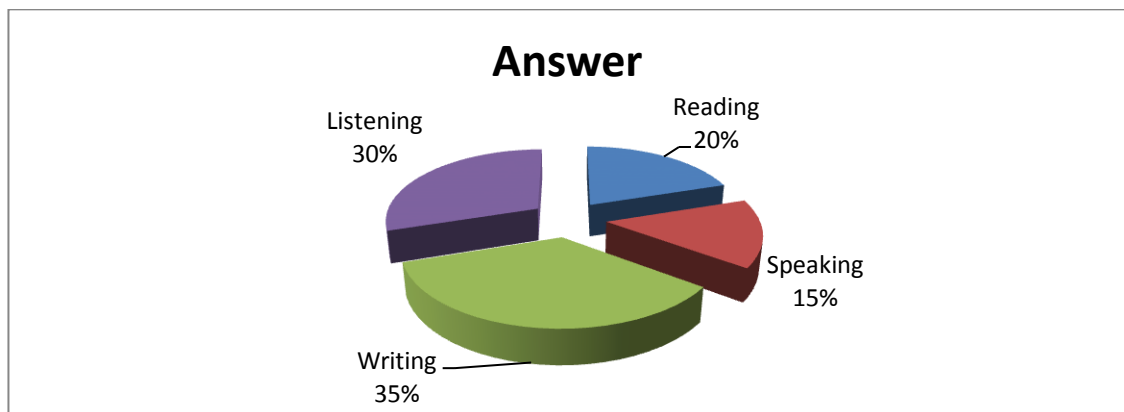
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1. - Do you like English class?



This graph shows that 90% of these children like their English class; this represents 18 students and 10% like it more or less; that represents 2 students.

2. - What skill is the most difficult for you?



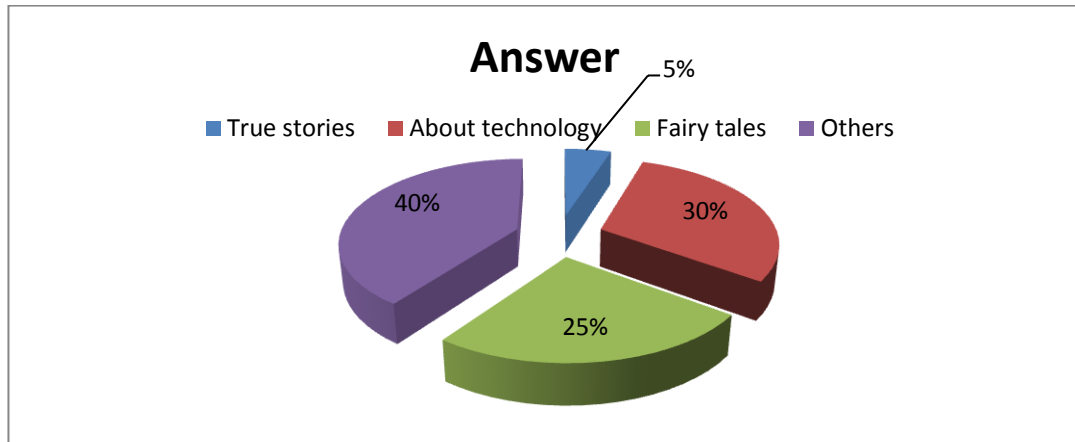
This graph shows that 35% of the children have difficulty writing. This represents 7 students, the 15% speaking represents 3 students, the 30% listening represents 6 students, and the last, the 20% reading represents 4 students. This data makes it obvious that the biggest problem for these children in the English class is writing.

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3. - What do you prefer to read?



This graph shows us that 37% of the children like to read about other topics- 8 students-, 26% like to read fairy tales-5 students-, 5% like to read true stories- 1 student-, and 32% like to read about technology-6 students-.

4. – Do you like to read English readings only in English class?



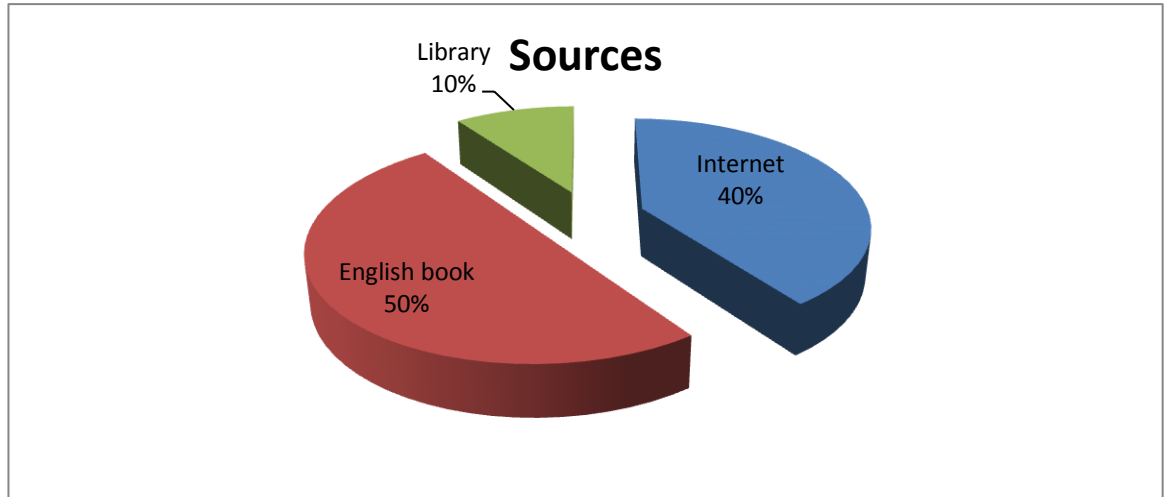
This graph represents two percentages in which children answered that 75% like to read English only at class that represents 15 students and 25% like to read in other places-5 students-.

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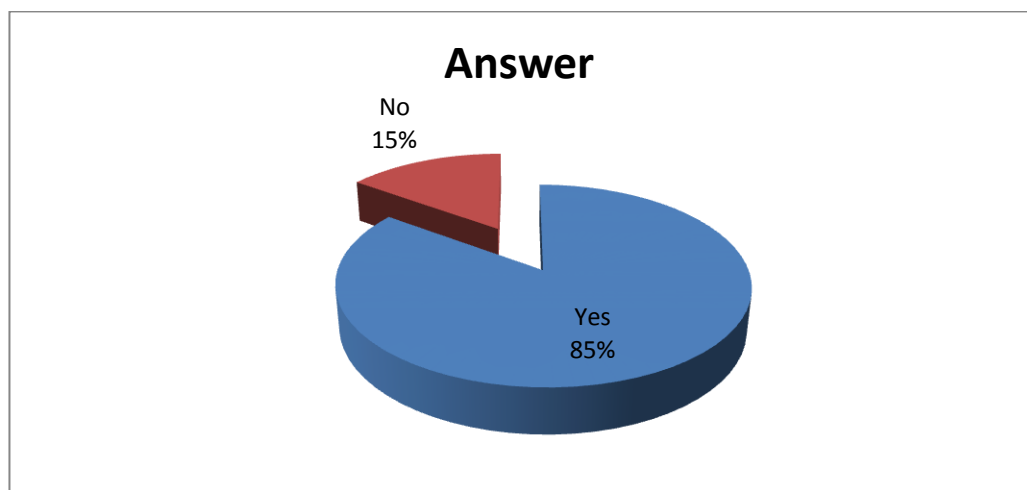
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According to the question number 4, if your answer is NO where do you like to read in English?



In this graph there are percentages of *places or sources* where children like to read. It shows that 50% say they like to read an English book-10 students- , that 40% like to read on the internet-8 students- and the last group, with 10%, like to read at the library-2 students- .

5. - Do you enjoy the activities of English reading in class?

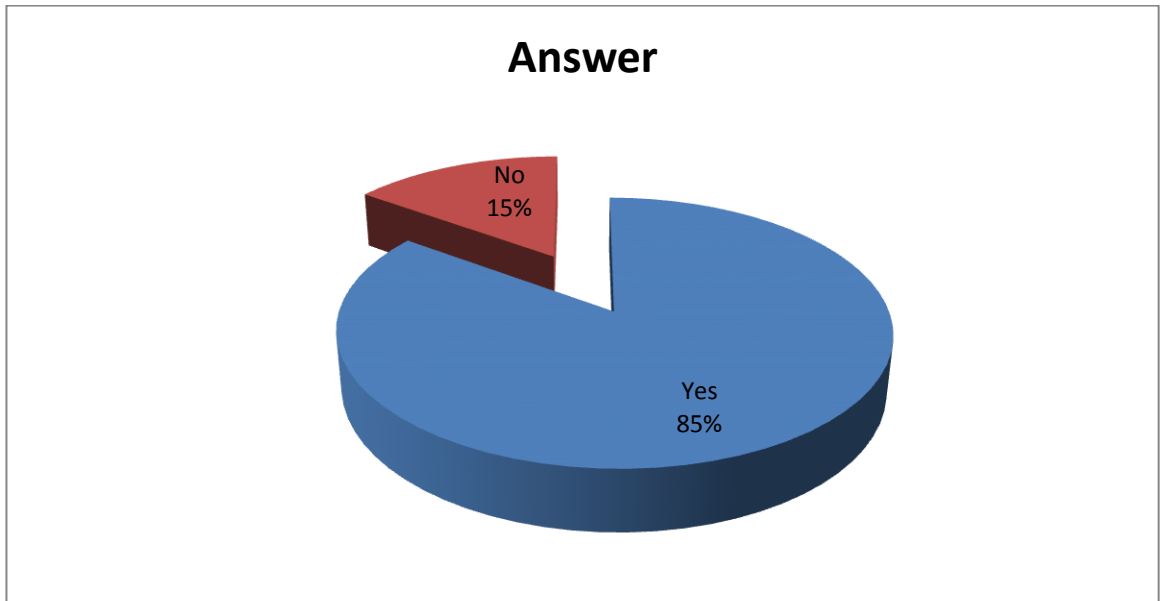


This graph shows us that 85% that represents 17 children enjoy reading in English class and 15%, which represents 3 students, do not.
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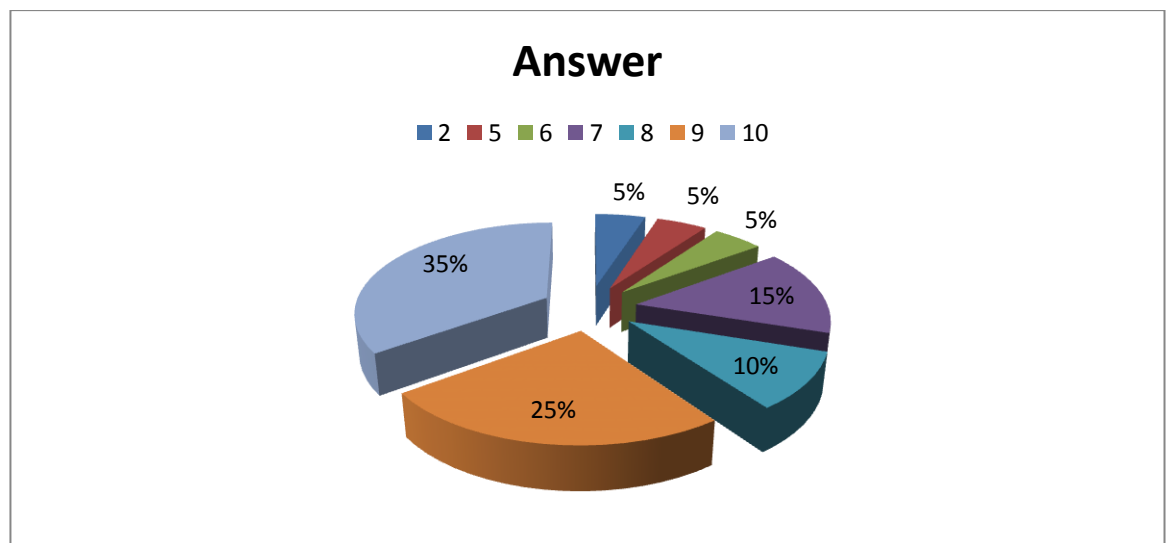
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6. - Do you like reading activities with pictures?



This graph represents that the higher percentage is 85%, in which 17 children like reading activities with pictures, and the 15%, 3 students do not like doing it.

7. - On a scale from 1 to 10, how much do you enjoy Reading? 10 means you love reading, and 1 means you hate it.





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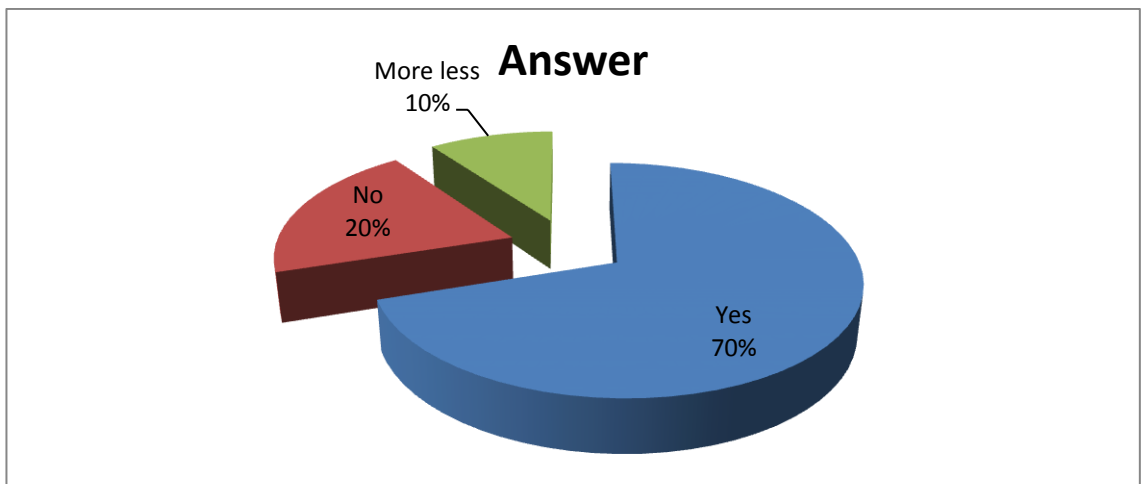
This graph is showing, from 1 to 10, that children enjoy reading, according to the number 2; numbers 5 and 6 got 5%; the number 10, that represents that the students love reading, got 10%; the number 7 got 15%; the number 8 got 35%; the number 9 got 25%. Overall, it represents that the students enjoying reading

8. - Do you consider that your English class is interesting?



According to these percentages, 84% of these children consider that English class is interesting-16 students-; meanwhile, 15% think that English class is more or less interesting -3 students- and 5% consider that it is not -1 student-.

9. - After the reading activity, do you like to ask and answer questions?

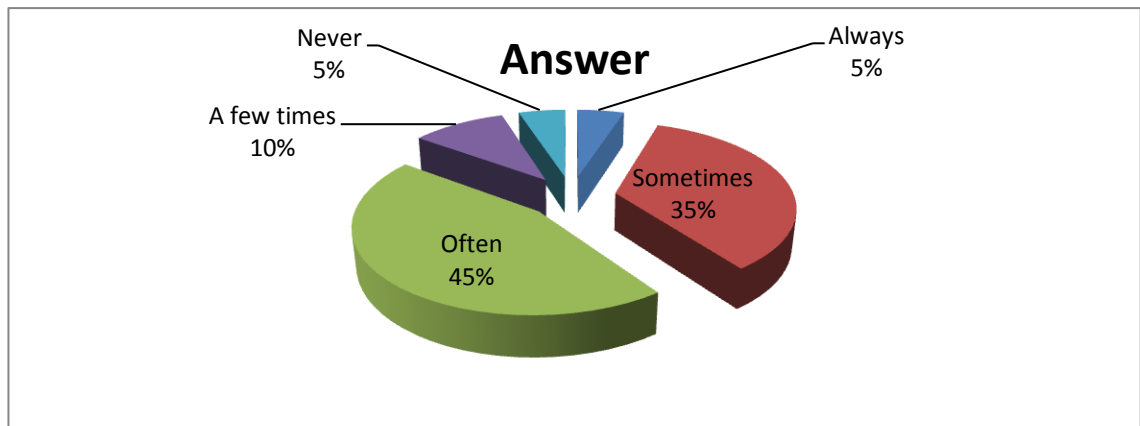




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In this graph, we can see that 70% of these students like to ask and answer questions after the reading activity-14 students-; 20% answered that they do not like doing it-4 students-, and 10% answered more or less -2 students-.

10. – When you read do you understand all the vocabulary?



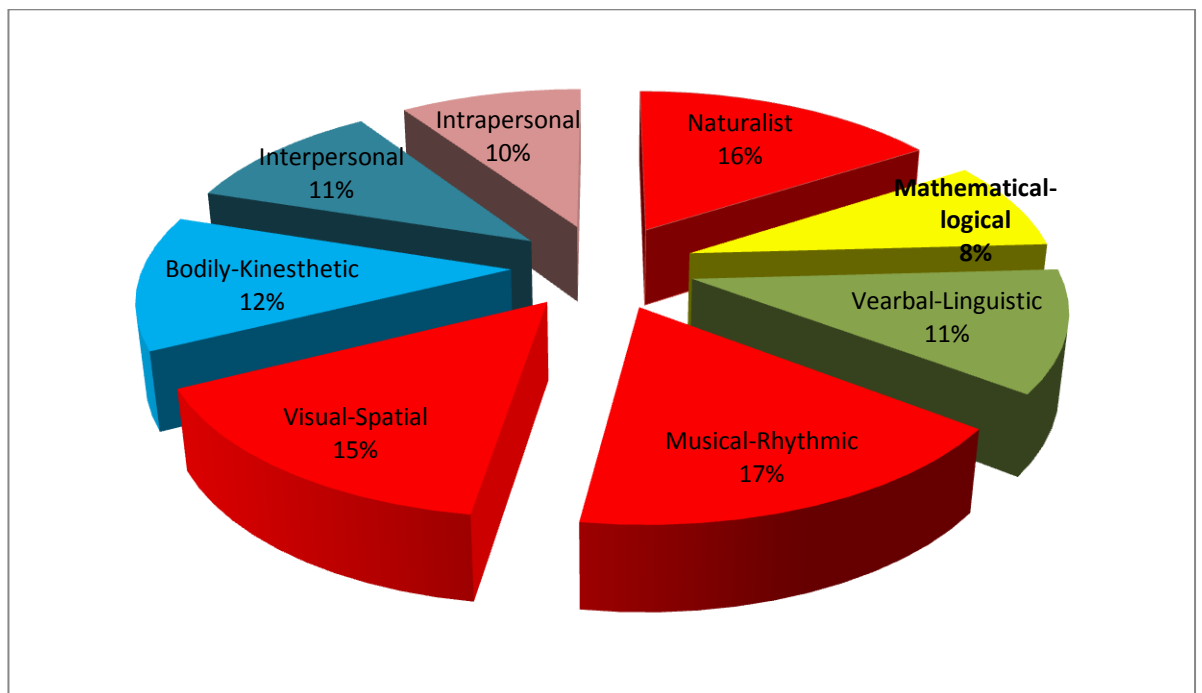
This graph represents four percentages which are important. The first one, "often," got 45% for children who understand all the vocabulary -9 students-; the second, "sometimes" got 35 % of these children who understand all of it -7 students-; the third, "a few times," got 10% of the children who understand all vocabulary -2 students- and the last "always" and "never" got 5% each -1 student-.

As we can see, according to these results the majority of the students like English and enjoy doing reading activities. Students consider that the most difficult skill is writing. When the students practice reading, they prefer reading with pictures. They enjoy developing reading comprehension activities, such as asking and answering questions, and with respect to the topic, the students like to learn different topics. This result confirmed that reading activities are not difficult for them because they love to read and enjoy it.



Test about Multiple Intelligences

4.3 Result and analysis:



This section is a graphic representation of the percentages of the intelligences that all students possess. It shows the wide range of intelligences that students develop more during the teaching/learning process. The highest percentage is the naturalistic, with 16%. This suggests that children at this age in this culture like to be in contact with nature. With regard to Visual-Spatial, with 15%, we see that they create images visually, and interpret them. Finally, Musical Rhythmic with 17% indicates that children with this kind of intelligence learn through music. So they enjoy doing activities with these intelligences. On the other hand, the intelligence with a slow range is Mathematical-Logical, with 8%. This suggests that these students do not like the numbers; they do not like to solve the problems, so to speak.

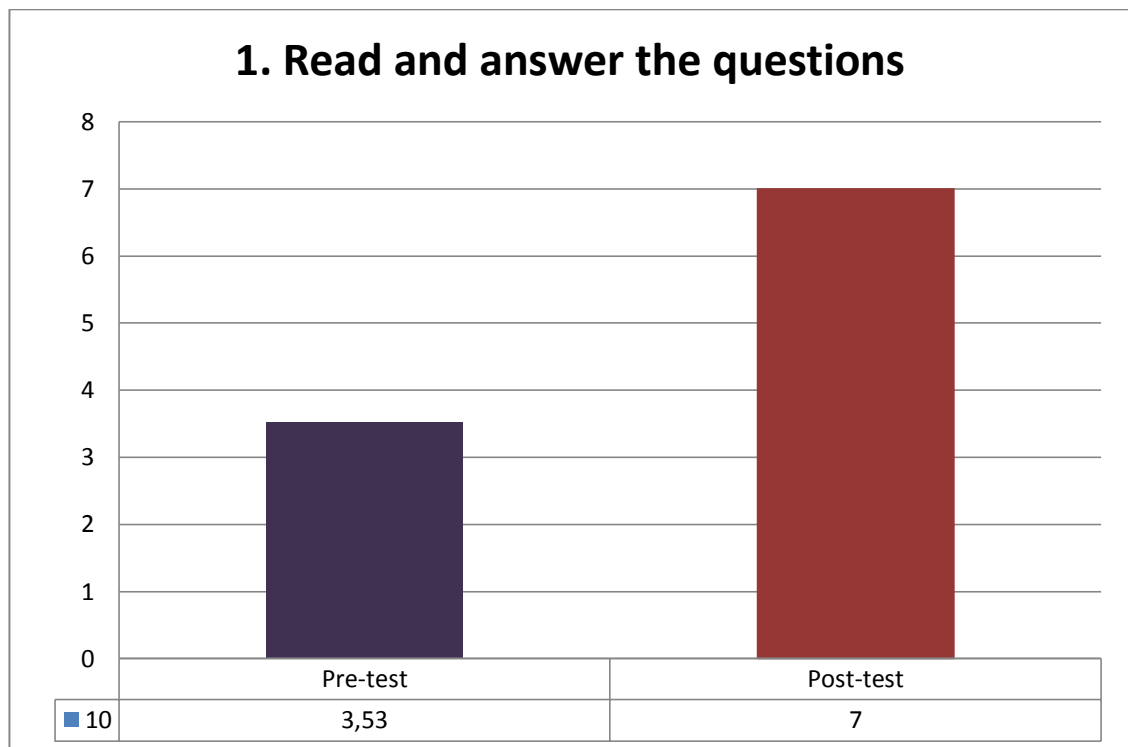


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4.4 Result and analysis: Pre-Test and Post-test

As we mentioned before, there were a pre-test, and a post-test that were applied to 20 learners at “Nuestra Familia” High school. There were five questions and each question had a different average. The total of these tests were about 20 points.

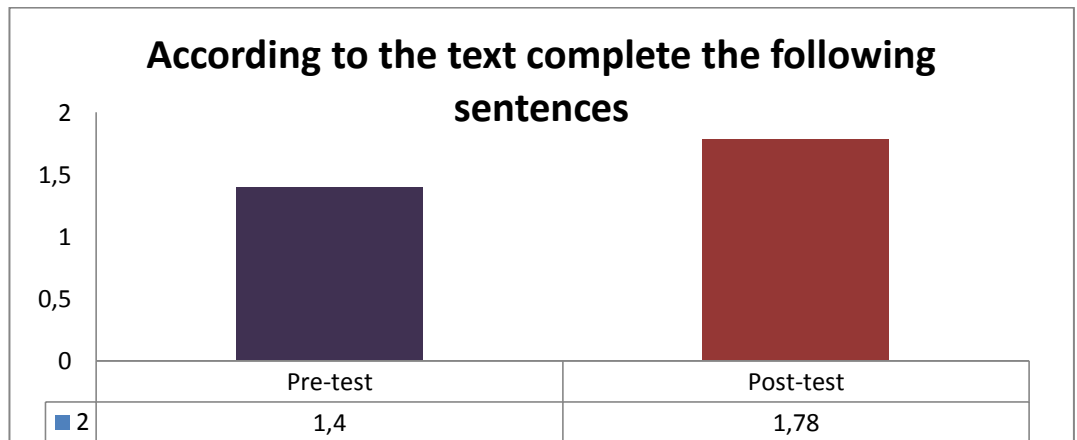
Figure 1



The overall average of the first question was over 10 points. Therefore, the general grade that all the students got was 3.53 over 10 in the pre-test. Applying the theory the average score varied of 7 in the post-test. This means that there was a significant difference from the first test. Therefore, all students could develop reading comprehension.

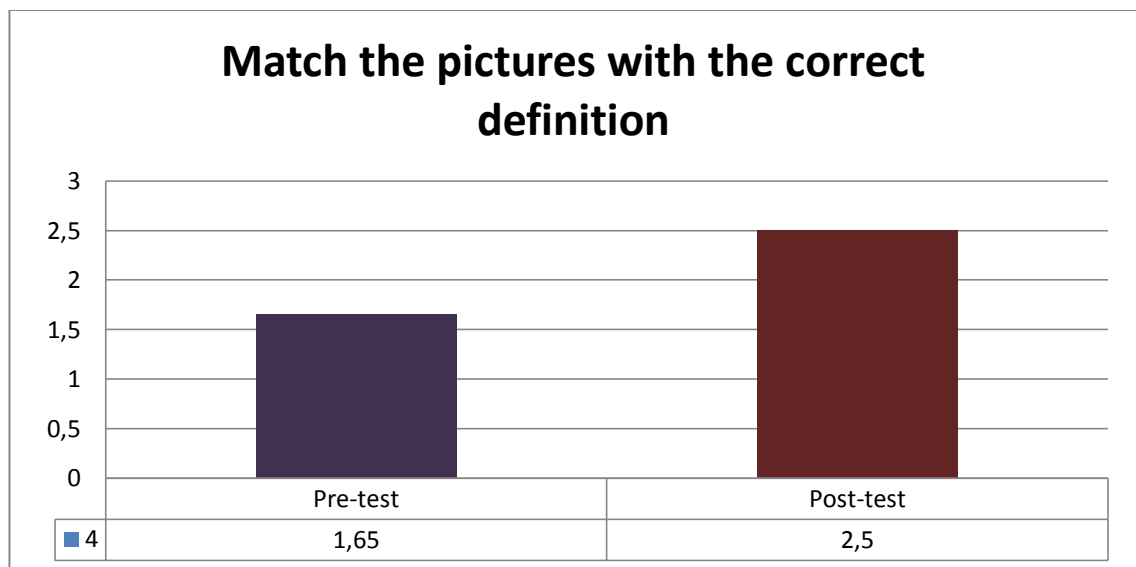


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Figure 2



In this question the average was over 2 points. Here students got 1.4 over 2 points in the pre-test. They got 1.78 in the post test. This question was not difficult for them. There was not much difference.

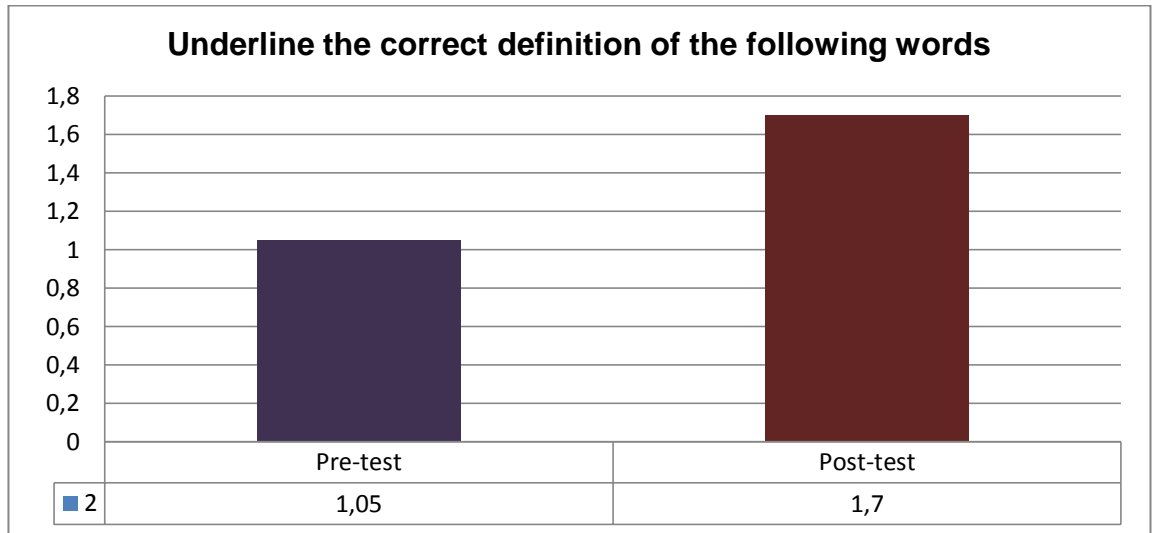
Figure 3



In this part the average of this question was over 4 points. Here all students got 1.65 over 4 in the pre-test. They had problems in this question in which they had to match a picture with the correct definition. Then, applying the theory, the average varied with 2.5. That is to say that after the application of MI, they could understand the definition.

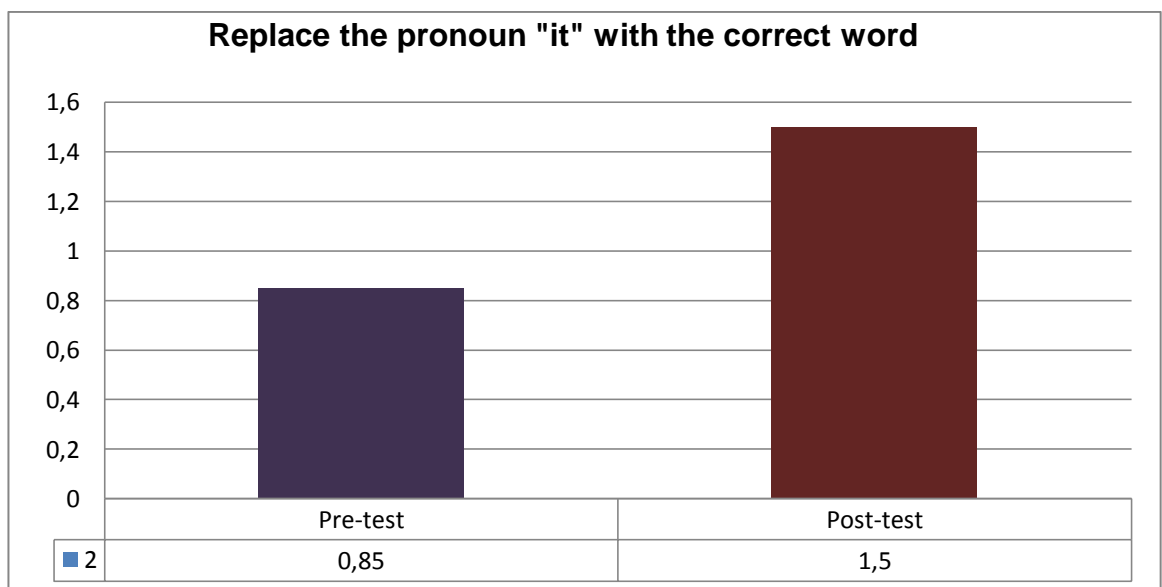


Figure 4



In this question the average was about 2 points. Here all the students got 1.05 in the first test. With the application they got 1.7 in the post-test. It means that they did not have a problem developing this question.

Figure 5



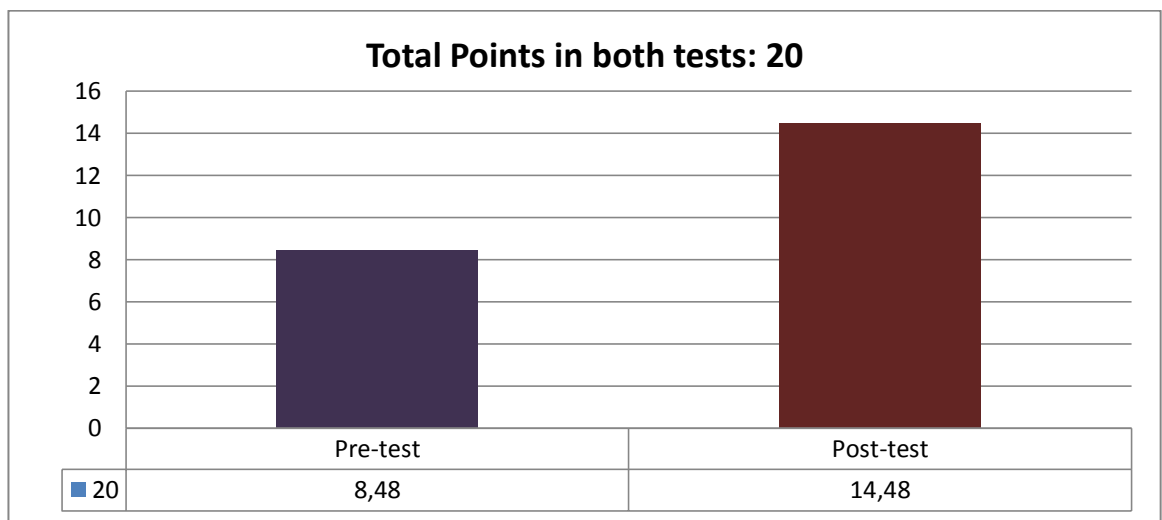


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This graph shows that the entire group got 0.85 in the pre-test. They had difficulty answering this question, since they were confused at the moment of replacing the pronoun “It”.

4.5 Total results of pre-test and post-test

Figure 6



In this graph we can observe the results of the pre-test and the post-test. In the first pre-test the students got 8.48 and in the post-test we can notice that the average is higher, with 14.48. This means that after the application of The Multiple Intelligences Theory the students achieved an increase in learning through the reading activities.

The results show qualitative analysis because during the application of reading comprehension children felt comfortable doing activities according to their interests. Also, they felt excited in the moment of doing new activities and motivated since some activities were realized outside of the classroom. All of them had a positive attitude when we were presenting each activity according to the intelligence that they have developed more.



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Chapter V

5. Conclusions and Recommendations

5.1 Conclusions

As stated in the Introduction and repeated elsewhere in this paper, this project is focused on the Multiple Intelligences theory by Howard Gardner. This theory is important because it makes the claim, with convincing evidence, that all learners are able to learn because each one of them has a different kind of special and more highly developed intelligence or, perhaps, several more functional intelligences. Therefore, assuming that this is true, teachers can mix different activities, according to the interest and knowledge of the students—their individual intelligences—in order to facilitate and advance more effectively the students' learning.

The main goal of this work is to develop reading activities through the use of the Multiple Intelligences Theory, according to the different learning styles of the students in the fifth grade at Nuestra Familia High School, in order to increase their learning outcomes. According the results of our study and our practical, in-class application of this theory, we are convinced and have concluded that the implementation of this theory helps in the process of teaching and learning, especially in reading skills. The reason for this result is that the activities are based upon the interests and different intelligences that the individual students possess. This theory can be applied in different skills and it is an important option for both teachers and students in the teaching/learning process.

By applying the Multiple Intelligences Theory in the classroom, the students achieve the increased learning through reading activities. In this project from the eight intelligences we took just three intelligences for our application: the Spatial, the Musical and the Naturalistic. The reading activities were developed according to the students' individual interests, within the categories of the three "intelligences" we selected. At the conclusion of this research and

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the in-class application, we realized that the students got the learning and that they also enjoyed participating in this project.

Finally, we can conclude that the application of this theory in the class room gets good results in the teaching/learning process because the students learn more and the teacher accomplishes his or her aims—to engage and motivate the students more effectively and to improve and advance the learning outcomes for all of the students, including those who normally may not be very interested or engaged, or making the progress they need to be making.

5.2 Recommendation

After this research, we think that applying the Multiple Intelligence Theory in reading activities will help to improve the learning process because the teacher identifies the intelligences that his or her students have. We recommend that if the teacher wants to develop activities based on this theory he or she can administer a questionnaire in order to know the students' interest and give a test about the Multiple Intelligences Theory in order to know the intelligences that the students have. With the information gained by these two actions, teachers can find activities which will connect with the various intelligences that are more prominent with the individual students. This means that through the enactment of these activities both students and teachers will feel more comfortable and will get better results because the learners will enjoy doing the reading comprehension and the teacher will feel satisfied that her/his learners are achieving the learning—more and better.

Also we recommend that the person, who wants to apply this theory in his or her class, should search for information about this theory, because in this way the teacher will gain the necessary knowledge to identify the different intelligences that students possess. Depending upon the time available, we suggest that this project should be applied for a longer period, because we had only a relatively short, limited time to do it.



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APPENDIXES

APPENDIX #1

Interview with the Expert

1. What does intelligence mean?

After over 50 years of teaching in three universities in the U.S.A. and at La Universidad de Cuenca, Ecuador, serious reading on the subject, and discussing this question with educational psychologists, I would say that “human intelligence” is the capacity and the developed ability to acquire both knowledge and skill in multiple areas of learning, through the use of rational, logical, analytical, critical, and constructive thinking including both the inductive and deductive methods of reasoning and unreserved questioning in addition to the active capacity for and the functional ability to “see” signals of knowledge and truth by means of intuitive insight. For intelligence to really be “intelligence” all of this must be put into practice for the purpose of obtaining knowledge and skill-abilities such as writing at an ever higher level.

2. Do you think that there are smart students?

My answer to this question depends upon what you mean by the word “smart.” I am going to assume that you mean “naturally intelligent.” This means they are born with a high IQ (Intelligence Quotient), that is, they have and use a high level of “intelligence” as this is defined above. I could also include the high level development of an average IQ by various means of mental “exercise.” With this assumption, I will say: “Of course there are smart students! There are smart people and people some are much smarter than others.

3. Do you think that intelligence influences the process of teaching and learning?

If you are asking if “intelligent” people both learn and teach better than “unintelligent” people, then the answer, obviously, is yes. This answer presupposes that there are some people who are significantly more intelligent

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than others. Albert Einstein was an outstanding, one might say extreme example. But there have been and are now many people less intelligent than Einstein who were/are significantly more intelligent than many other people. This is a simple fact of human history.

4. Have you heard about the multiple intelligences theory and where?

Yes. I heard about it several years ago in conversations with colleagues in the Department of Psychology at St. Andrews University in North Carolina, USA. Then I also read about it in educational psychology text books.

5. What do you know about the theory?

I cannot restate the whole theory in all of its important details here. I will just say that I am familiar with all of its essential elements, beginning with Howard Gardner's evidenced theory that every individual possesses and uses one or more identifiable types of intelligence which are more highly developed in that person than other types of intelligence. In fact, one "intelligence" may be dominant in each individual person. It is with, by, and through this "intelligence" that each individual person expresses her/his self and learns most effectively.

6. According to this theory do you think that all students are smart?

The way you ask this question, as I understand it, determines that it must have two answers.

First, if by "smart" you mean that all students have some degree of intelligence or even a relatively high degree of at least one kind of intelligence one of Gardner's "intelligences", then the answer is "**yes**". However, if you mean by "smart" an innate, from-birth, *overall, all inclusive* high level mental capacity which expresses itself effectively in multiple enactments of various "intelligences" such as linguistic intelligence, musical intelligence, logical-



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mathematical intelligence, etc., then the answer to this question is “no”. In this sense only a relatively small number of people are really “smart.”

7. How can this theory influence the process of teaching and learning?

Obviously, if the teacher can determine with a high degree of probable certainty what the special “intelligence” of each of her/his students is and can then design teaching instruments e.g., readings, activities, tests which connect with invite all of these dominant “intelligences,” then the teaching/learning process would be enhanced, positively influenced. The real challenge would be to accurately identify the various intelligences of all students/each student and then design the teaching instruments that can connect with each of the individual intelligences identified.

8. In English teaching, according to your experience, what skill do you think is the least liked by students and why

Writing—because it requires an in-depth and comprehensive knowledge of the language, especially grammar, vocabulary, and idiomatic expressions.

9. Do you think that if a teacher knows the multiple intelligences theory the process of learning can improve, especially in reading?

Yes, if she/he can also implement it, including especially designing appropriate teaching tools and use them effectively with the students—who have a great variety and number of “intelligences”



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APPENDIX # 2

Questionnaire

1. - Do you like English?

Yes No

2. – What skill is the most difficult for you?

Reading Speaking Writing Listening

3. - What do you prefer to read?

True stories about technology Fairy tales others

4. - Do you like to read English readings only in English class?

Yes No

If your answer is No where do you like to read in English? _____

5. - Do you enjoy the activities of English reading in class?

Yes No

6. - Do you like activities reading with pictures?

Yes No

7.- On a scale from 1 to 10, how much do you enjoy Reading? 10 means you love reading, and 1 means you hate it

8. - Do you consider that your English class is interesting?

Yes No

9. - After the reading activity, do you like to ask and answer questions?

Yes No

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10. - When you read do you understand all the vocabulary?

Always Sometimes Often

A few times Never



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APPENDIX # 3

Test about Multiple Intelligence

<http://www.lauracandler.com/free/misurvey>

Getting To Know You Survey		Name: _____							
<p>Directions: Fold the paper on the dark vertical line so that the eight columns on the right are folded back. Then read each statement below. Rate each statement from 0 to 5 according to how well the description fits you (0 = Not at All to 5 = Very True) Next unfold the paper and transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. How many ways are you smart? Which of the following are true about you?</p>	0-5	Naturalistic	Mathematical-Logical	Verbal-Linguistic	Musical-Rhythmic	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
	I enjoy singing and I sing well.								
I love crossword puzzles and other word games.									
I like spending time by myself.									
Charts, maps, and graphic organizers help me learn.									
I learn best when I can talk over a new idea.									
I enjoy art, photography, or doing craft projects.									
I often listen to music in my free time.									
I get along well with different types of people.									
I often think about my goals and dreams for the future.									
I enjoy studying about the earth and nature.									
I enjoy caring for pets and other animals.									
I love projects that involve acting or moving.									
Written assignments are usually easy for me.									
I can learn new math ideas easily.									
I play a musical instrument (or would like to).									
I am good at physical activities like sports or dancing.									
I like to play games involving numbers and logic.									
My best way to learn is by doing hands-on activities.									
I love painting, drawing, or designing on the computer.									
I often help others without being asked.									
I enjoy being outside in all types of weather.									
I love the challenge of solving a difficult math problem.									
Having quiet time to think over ideas is important to me.									
I read for pleasure every day.									
Totals									
		Nature	Math	Word	Music	Art	Body	People	Self
© 2011 ~ Created by Laura Candler ~ Teaching Resources ~ www.lauracandler.com									

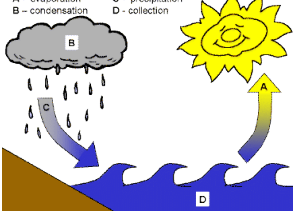


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APPENDIX #4

Pre -test

1. Read and answer the questions (10 points)

A - evaporation C - precipitation
B - condensation D - collection



Water Cycle

The cycle of water has 4 parts: Evaporation, Condensation, Precipitation, and Collection

Evaporation is when the sun heats up water in rivers, lakes, and oceans. The water vapor or steam leaves the river, lake or ocean and goes into the air.

Condensation is when the water vapor in the air gets cold and changes back into liquid, forming clouds.

Precipitation occurs when water has condensed and the air cannot hold it anymore. The clouds are heavy and water falls back to the earth in the form of rain, hail, sleet or snow.

Collection is when water falls back to earth as precipitation. Also it falls back in the oceans, lakes or rivers. When it finishes in the earth, it becomes part of the “ground water” the plants and animals use to drink or soil and collect in the oceans, lakes or rivers where the cycle starts.

<http://www.kidzone.ws/water/>

a) What are the parts of the cycle of the water?

b) Which water cycle are the clouds forming?

c) How does water fall back to the earth?

d) What falls back in the ocean, lakes or rivers?

e) What does the sun heat up?



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2. According to the text complete the following sentences (2 points)

1. The _____ are heavy and water falls back to the _____ in the form of _____.
2. The _____ vapor or steam _____ the river, lake or _____ and goes into the _____

3. Match the picture with the correct definition (4 points)



<http://www.kidzone.ws/water/cactivity2.htm>

Water vapor in the air gets cold and changes back into liquid. It forms the clouds and it is called condensation.



<http://www.kidzone.ws/water/cactivity3.htm>

Precipitation is when water has condensed. The clouds are heavy and water falls to the earth like rain.



<http://www.kidzone.ws/water/cactivity5.htm>

Evaporation is when the sun heats up water in rivers, lakes or oceans and it turns into vapor.



<http://www.kidzone.ws/water/cactivity4.htm>

Collection is when water falls back to earth as precipitation. The water in the earth is used by animals and plants.



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4. Underline the correct definition of the following words. (2 POINTS)

1.- Soil

- A. A particular kind of earth
B. To make dirty
C. In the air
D. To fill water

2.- Lake

- A. a bright pigment
B. a red coloring
C. a large area of fresh water
D. an expanse of earth

5. Replace the pronoun “it” with the correct word: (2 points)

In one of the paragraphs about precipitation, the pronoun “it” refers to:

- A. Clouds B. water C. air

In the paragraph about collection “it” refers to:

- A. Water B. Earth C. Oceans



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APPENDIX # 5



Trees are an important part of our world. They give wood for building and pulp for making paper. They are the homes for all sorts of insects, birds and other animals. Many types of fruits and nuts come from trees -- including apples, oranges, pears and peaches. The sap of trees is useful as food for insects and for making maple syrup--yum!

Trees also help to keep our air clean and our ecosystems healthy. We breathe in oxygen and breathe out carbon dioxide. Trees breathe in carbon dioxide and breathe out oxygen. We're perfect partners!

Trees do lots for us, our environment and other plants and animals in nature but we don't just love trees for practical reasons. Trees can also be very beautiful -- tall enough they seem to touch the sky and so big around you can't hug them.

Thousands of artists, professional and amateur alike have painted pictures of trees and thousands of poems, songs and stories have been written about them. I would guess that just about everyone on earth has at some point in their life stopped to enjoy the beauty of a tree.

Post-test

1. Read and answer the questions (10 points)

<http://www.kidzone.ws/plants/trees.htm>

a. What do the trees give?

b. What types of fruits do the trees have?

c. What help to keep the trees?

d. What do we breathe?

e. Who paint about the trees?

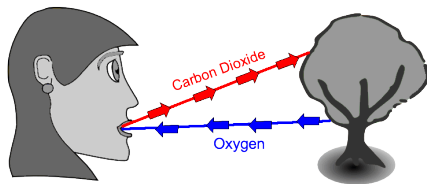


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2. According to the text complete the following sentences (2 points)

- The sap of _____ is useful as _____ for insects and for making _____ -- yum!
- Trees can also be very _____ -- tall enough they seem to touch the _____ and so _____ around you can't even hug them.

3. Match the picture with the correct definition



Thousands of artists, professional and amateur alike have painted pictures of trees

<http://edtech2.boisestate.edu/wickss/506/arbor.html>



They are the homes for all sorts of insects, birds and other animals.

<http://carpetcleaningbayglen.com.au/carpet-cleaning-tips/>



We breathe in oxygen and breathe out carbon dioxide. Trees breathe in carbon dioxide and breathe out

http://es.123rf.com/photo_14374133_una-ilustracion-de-algunos-animales-que-viven-en-una-casa-del-arbol.html



Even the sap of trees is useful as food for insects and for making maple syrup

<http://www.videojug.com/film/how-to-oil-painting-trees>

Autoras: Ximena Arévalo, Blanca Pedroza



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4. Underline the correct definition of the following words

1) Nut

- a. A dry fruit
- b. An animal
- c. a kind of tree
- d. part of the ecosystem

2) Sap

- a. The juice of a plant
- b. A insect
- c. a plant
- d. painting a tree

5. Replace the pronoun “it” with the correct word (2 points)

In one of the paragraphs about the size of the trees, the pronoun “them” refers to:

- A. Beautiful
- B. Trees
- C. Tall

In the paragraph, four the pronoun “them” refers to:

- A. Earth
- B. Trees
- C. Poems



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Activity# 1

1. Pre Reading

Look at the pictures and guess what the reading is about

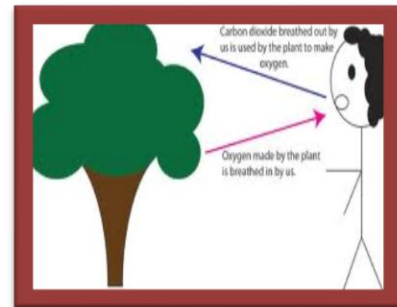


<http://www.emillustration.co.uk/blog/index.php?m=01&y=09&entry=entry090128-145645>

<http://caselemn.md/index.php?l=en>



http://www.newscientist.com/blogs/shortsharpscience/2013/03/15/2nd_33333-00743644-1.jpg



http://abbysaquariumadventures.blogspot.com/2011_12_01_archive.html



Autoras: Ximena Arévalo, Blanca Caza



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Tree an amazing friend!

Trees are an important part of our world. They give wood for building and pulp for making paper. They are the homes for all sorts of insects, birds and other animals. Many types of fruits and nuts come from trees -- including apples, oranges, pears and peaches. The sap of trees is useful as food for insects and for making maple syrup-- yum!

Trees also help to keep our air clean and our ecosystems healthy. We breathe in oxygen and breathe out carbon dioxide. Trees breathe in carbon dioxide and breathe out oxygen. We're perfect partners!

Trees do lots for us, our environment and other plants and animals in nature but we don't just love trees for practical reasons. Trees can also be very beautiful -- tall enough they seem to touch the sky and so big around you can't hug them.



Thousands of artists, professional and amateur alike have painted pictures of trees and thousands of poems, songs and stories have been written about them. I would guess that just about everyone on earth has at some point in their life stopped to enjoy the beauty of a tree.

<http://blogandweb.com/photoshop/pintando-con-bob-ross-en-photoshop/>

<http://www.kidzone.ws/plants/trees.htm>



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2. VOCABULARY

Match the words and the pictures. Write your answer on the line.

Nut sap hug tree artist world



<http://itzcreativ.blogspot.com/>

<http://www.city-connect.org/free-hugs-a-fast-way-to-feeling-good/>

1. _____

2. _____



<http://www.davey.com/articles/nuts-nuts>

<http://www.acreagelife.com/rural-living->

3. _____

4. _____



<http://treelovers.premierreeservices.com/2011/05/why-is-my-tree-leaking-sap/>

<http://www.twistgallery.ca/blog/?p=512>

5. _____

6. _____

Autoras: Ximena Arévalo, Blanca Pedroza



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3. COMPREHENSION

✚ Find the word incorrect and cross it out and write the correct word

1. Many types of animals and nuts come from trees
2. Trees can also be very beautiful -- short enough they seem to touch the sky and so big around you can't hug them.
3. The sap of flowers is useful as food for insects and for making maple syrup

✚ Answer the next questions

1) What are important parts of our world?

2) What do the trees give?

3) What do trees help to keep?

4) Who have written about the trees?



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Project

4. Read the next rhyme

Trees



Trees, trees
Home of the bees,



Home of the seeds, the buds,
and the leaves...
Home of a bird,
A chipmunk, A bat...



Trees make their own food,

<http://mathstory.com/poems/librarypoems/treestrees.aspx#.UiZ0GZlZ1nE>

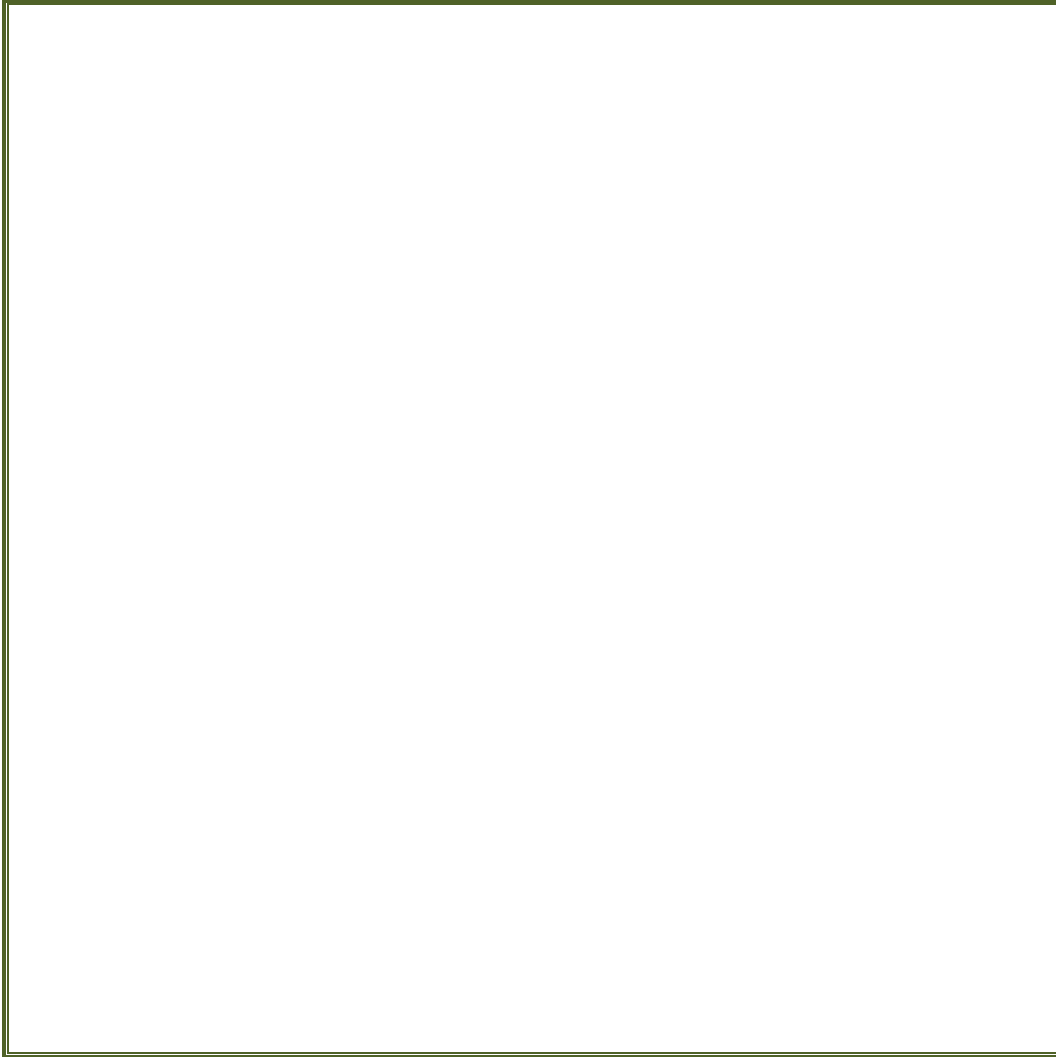


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Now Collect some pictures about tree and write a short rhyme



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Activity 2

1. PRE READING

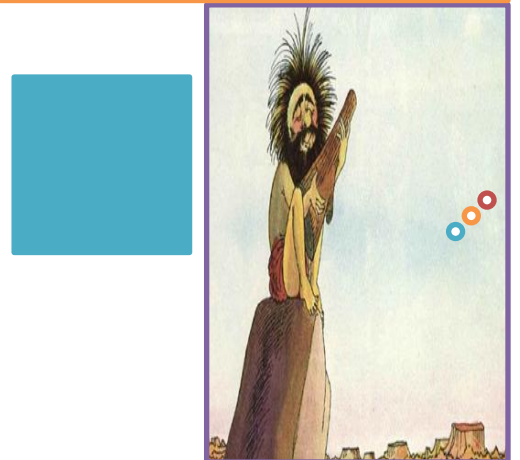


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Look at the pictures and guess what the reading is about



<http://fccstjo.org/fcc/ministries/music/>



<http://iescuencamineramusica.wordpress.com/2011/10/20/sobre-la-musica-en-la-prehistoria-2%C2%BA-eso/>

Autoras: Ximena Arévalo, Blanca Pedroza



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MUSIC

People have been making music probably for at least a hundred thousand years. The earliest music, in [Africa](#), was probably clapping hands and singing.

People also began to bang on hollow logs and knock sticks together to make louder sounds; these were the earliest percussion instruments.



In [3100 BC](#) musicians in West Asia and Egypt were making instruments that could produce different pitches: high and low notes. The first wind



instrument comes from [Egypt](#). These were hollow reed pipes you put your fingers in the holes and you put in your mouth, like a modern clarinet.

By 2500 BC people in northern Syria were playing lyres. In

1500 BC people in Egypt were playing bronze trumpets as well as flutes. At first musicians were playing trumpets for the army. They were also blowing through cow and goat horns to make music.



Around [300 BC](#), [Greek musicians](#) wrote down notes to describe songs. Soon Egyptian musicians also used the Greek method to write down songs. In the [Middle Ages](#), about [1000AD](#), Christian [monks](#) in [Europe](#) began to use a new method of writing down notes, the ancestor of the system we use today.

We don't know what this early music sounded like, because there was no way to write down notes or to record music. We can tell from pictures and from descriptions that people sometimes played their instruments alone and sometimes in groups, and that they probably played songs with verses and choruses as we do today.



<http://www.historyforkids.org/learn/arts/music/music.htm>

Autoras: Ximena Arévalo, Blanca Pedroza



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2. VOCABULARY

Match the words and the pictures. Write your answer on the line.

holes

clarinet

sing

mandolin

blow



<http://www.skymusic.com.au/Bb-Clarinet-CL-530.html>

<http://www.do2learn.com/picturecards/print-cards/coloring/largeimages/sing.htm>



http://www.stevesgifts.com/music_instruments_pages/Mandolins.htm

<http://valdemusica.blogspot.com/2013/01/la-musica-en-la-prehistoria.html>



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<http://moririaporella.blogspot.com/2012/11/escribir-es-como-soplar-diente-de-leon.html>

3. COMPREHENSION

✚ **Find the word incorrect and cross it out and write the correct word**

1. People have been making music probably for at least a hundred thousand months
2. These were hollow reed pipes you put your foot in the holes
3. They were also writing through cow and goat horns to make music.

✚ **Answer the next questions**

1. Where was the earliest music?

2. How did people make louder sounds?

3. Where did the first wind instrument come?

4. What instrument did the first musician play?



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4.Project

Making musical instruments



Rice Shakers

Materials:

- Uncooked rice
- Confetti, beads, feathers, sequins or anything colourful
- Small bells
- Small plastic bottles with lids
- Super glue
- A funnel

Steps

- To have clean and dry bottles.
- Remove any labels on the bottles.
- Using the funnel, add your materials to the bottle.
- You can put in as little or as much as you like

<http://getcreativewithkids.wordpress.com/2012/02/19/rice-shakersrattles/>



Tambourine

Materials

- 2 paper plates
- stapler or glue
- hole punch
- string
- jingle bells
- crayons

Steps:

-Glue two paper plates together, facing each other.

-Using a hole punch, make holes around the plates

-Tie jingle bells to the holes with string. -

-Decorate the tambourine with crayons

<http://www.kinderart.com/teachers/9instruments.shtml>

To make music !

Autoras: Ximena Arévalo, Blanca Pedroza



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Activity 3

1. Pre reading

Look at the pictures and guess what the reading is about



<http://fabiusmaximus.files.wordpress.com/2012/06/20120601-volcano.jpg>



http://static.bbc.co.uk/earthscience/images/ic/640x360/natural_disasters/volcano.jp

g



http://onlyhdwallpapers.com/thumbnail/evening_splendor_volcanoes_national_park_hawaii_get_volcano_thread_desktop_1600x1200_wallpaper-429959.jpg

Autoras: Ximena Arévalo, Blanca Pedroza



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Volcanoes

Volcanoes are formed when magma from within the Earth's upper mantle works its way to the surface.

At the surface, it erupts to form lava flows

and ash deposits. Over time as the volcano continues to erupt, it will get bigger and bigger.

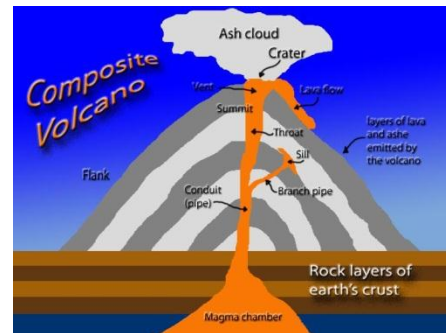
Scientists have categorized volcanoes into three main categories: active, dormant, and extinct.

An active volcano is one which has recently erupted and there is a possibility that it may erupt soon.

A dormant volcano is one which has not erupted in a long time but there is a possibility it can erupt in the future.

An extinct volcano is one which has erupted thousands of years ago and there's no possibility of eruption.

The Earth's crust is made up of huge slabs called plates, which fit together like a jigsaw puzzle. These plates sometimes move. The friction causes earthquakes and volcanic eruptions near the edges of the plates. The theory that explains this process is called plate tectonics.



<http://www.weatherwizkids.com/weather-volcano.htm>

Autoras: Ximena Arévalo, Blanca Pedroza



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2. Vocabulary

Match the words and the pictures. Write your answer on the line.

Lava ash eruption earth volcano



<http://www.gremmie.net/mp3/added-eruption>



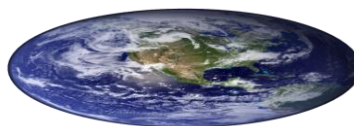
http://art.ngfiles.com/images/182/cryptid-creations_lava-flow.png



<http://www.izaping.com/wp-content/uploads/2010/05/cenizas.jpg>



<http://www.eventscr.com/wpcontent/uploads/2011/01/arenal-volcano-daytime.jpg>



<http://www.universetoday.com/65588/what-percent-of-earth-is-water/>



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3. **COMPREHENSION**

✚ **Find the word incorrect and cross it out and write the correct word**

1. People have been making music probably for at least a hundred thousand months
2. These were hollow reed pipes you put your foot in the holes
3. They were also writing through cow and goat horns to make music.

✚ **Answer the next questions**

1. How are volcanoes formed?

2. What are the different stages of volcanoes?

3. What is the extinct volcano?

4. What is the earth made up?

5. What are the plate tectonics?



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Project

Make a volcano

What you will need?

+ Materials

- a water bottle
- tape
- cardboard
- newspaper
- flour
- a bowl



<http://www.learning4kids.net/2012/04/11/how-to-make-a-homemade-volcano/>

- paint
- scissors

+ Making the volcano

- cut the top off the water off. Tape the bottle to the center of the cardboard
- Make newspaper rolls and balls to stick around the bottle
- Mix water and flour in the bowl to make glue. Tear the newspaper and put it into the glue.
- put the newspaper over the rolls to make the shape of the volcano. Don't cover the top of the bottle
- Wait for the paper and glue to dry completely. In the next class, paint your volcano.





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Volcano song

What ´s it like when volcanoes blow?

This is something you ought to know

Pressure builds without interruption

And the explodes in a volcanic eruption

When volcanoes erupt

Here ´s what they do:

The pressure makes ash and lava spew

Boulders can get through the air

Move back! Don ´t stand and stare

It ´s letting off pressure

It ´s not going to wait

It ´s going to that balanced state

Where forces are equal:

Equilibrium

Then the pressure starts building up again

What ´s it like when volcanoes blow?

This is something you ought to know

Pressure builds without interruption

And the explodes in a volcanic eruption

Remember this you your science classes

A volcano ´s forces are magma and gases

The underground pressure gets too high

And the volcano blows up in the sky

What ´s it like when volcanoes blow?

This is something you ought to know

Pressure builds without interruption

And the explodes in a volcanic eruption

<http://www.youtube.com/watch?v=BcFtpWjZwIE>



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Activity 4

1. Pre reading

Look at the pictures and guess what the reading is about



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BULLET TRAINS

If you visit Japan, you might choose to travel around the country by shinkansen train. These high-speed trains connect the major cities of Japan. They are nicknamed “bullet trains” because they go very fast and have pointy noses like a bullet.



http://www.gojapango.com/travel/bullet_train.htm



Bullet trains are a good way to travel for several reasons other than their speed. They are very punctual, often leaving on time to the second. They are also comfortable.

All the seats face forward, and there is plenty of leg room. Most importantly, bullet trains are very safe. In their 35-year history, there have been only a few accidents and no deaths.

<https://loco2.com/blog/2012/05/choose-your-seat-on-double-decker-trains/>

The only downside to bullet trains is that they are expensive.

almost as much as an airline ticket would.

A ticket to travel to another city can cost

However, if you fly, you will land at an airport at the edge of a city. Train stations are usually right in the middle of a city. This means that it is often more convenient to take a bullet train instead of flying, because you will arrive exactly where you want to be.

http://www.englishforeveryone.org/PDFs/Grade_5_Assessment_1.pdf

Autoras: Ximena Arévalo, Blanca Pedroza



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2. Vocabulary

Match the words and the pictures. Write your answer on the line.

Shinkansen bullet travel seat ticket train station



http://commons.wikimedia.org/wiki/File:Shinkansen_N700-series-766-8000_Green-Car.jpg



https://es.m.wikipedia.org/wiki/Archivo:500_series_Shinkansen_train_at_Tokyo_Station.jpg



<http://g2f.net/travel-tips/5-reasons-why-people-travel/>



http://commons.wikimedia.org/wiki/File:London_Train_Station.jpg



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3. **Comprehension**

Find the word incorrect and cross it out and write the correct word

1. If you visit Japan, you might choose to travel around the town by Shinkansen train.
2. They are also uncomfortable.
3. There have been only many accidents and no deaths.

Answer the next questions

1. What cities does the Shinkansen train connect?

2. What is Shinkansen nickname?

Write two reasons to travel in Bullet Trains

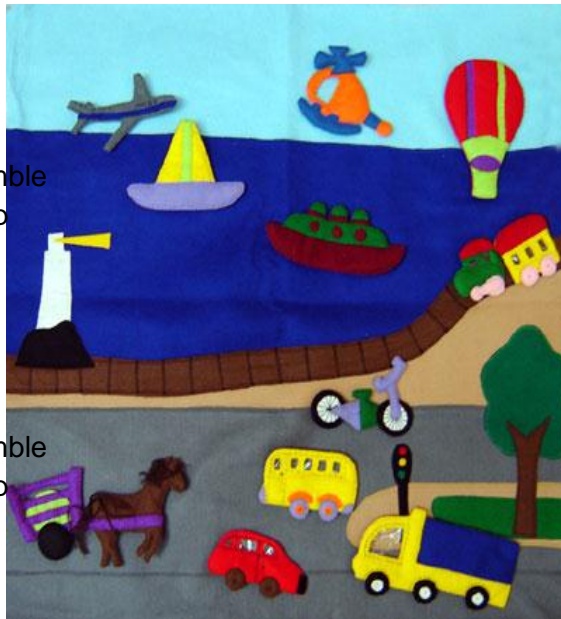
3. How many accidents have Shinkansen had?

4. Are the bullet trains expensive?



UNIVERSIDAD DE CUENCA
Song

I spy with my little eye
You can hear with your little ear
A yellow school bus goes beep-beep-beep
And we all go travelling bye bye bye
And we all go traveling by
I spy with my little eye
You can hear with your little ear
A bright red truck goes rumble-rumble-rumble
A yellow school bus goes beep-beep-beep
And we all go travelling bye bye bye
And we all go travelling by
I spy with my little eye
You can hear with your little ear
A long blue train goes chuff-chuff-chuff
A bright red truck goes rumble-rumble-rumble
A yellow school bus goes beep-beep-beep
And we all go travelling bye bye bye
And we all go travelling by
I spy with my little eye
You can hear with your little ear
A shine pink bike goes ring-ring-ring
A long blue train goes chuff.chuff-chuff
A long blue train goes chuff-chuff-chuff
A bright red truck goes rumble-rumble-rumble



<http://analuciaux3.galeon.com/>

A yellow school bus goes beep-beep-beep
And we all go travelling bye bye bye
And we all go travelling by
I spy with my little eye
You can hear with your little ear
A little green boat goes chug-a lug-a lug
A shine pink bike goes ring-ring-ring
A long blue train goes chuff.chuff-chuff
A long blue train goes chuff-chuff-chuff
A bright red truck goes rumble-rumble-rumble
A yellow school bus goes beep-beep-beep
And we all go travelling bye bye bye

[http://wiki.kcls.org/tellmeastory/index.php/We All Go Traveling By](http://wiki.kcls.org/tellmeastory/index.php/We_All_Go_Traveling_By)



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Activity 5

1. Pre reading

Look at the pictures and guess what the reading is about

Seed	bush	grew	radish
------	------	------	--------



<http://www.womenofgrace.com/blog/?p=12249>

http://www.southernlandscapes.com/Plant_Glossary.html



<http://www.onlyfoods.net/wp-content/uploads/2012/07/Red-Radish-Pictures.jpg>

<http://capitallife.org/grow/>



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Fruit or Vegetable?

What is a fruit? What is a vegetable? Both fruits and vegetables grow from plants. They are both very healthy. But how can we tell them apart? A fruit is usually very sweet. An apple is a fruit, and it is very sweet. A strawberry is a fruit, and it is very sweet. An orange is a fruit, and it is very sweet. But not all fruits are very sweet. A tomato is a fruit, but it is not very sweet.



So what is a fruit? A fruit grows from a flower. And it contains seeds inside of it. An apple grows from the flower of an apple tree. And it contains seeds. A strawberry grows from the flower of a strawberry bush. And it contains seeds. An orange grows from the flower

of an orange tree. And it contains seeds. A tomato grows from the flower of a tomato plant. And it contains seeds. All of these grow from flowers and contain seeds. That is why they are fruits.

Now let's talk about vegetables. A vegetable usually isn't sweet. Broccoli is a vegetable, and it is not sweet. Lettuce is a vegetable, and it is not sweet. A radish is a vegetable, and it is not sweet. But all vegetables are not sweet. A sweet potato is a vegetable, and it is very sweet.

So what is a vegetable? A vegetable grows from the earth. And it does not contain seeds inside of it.



Broccoli grows from the earth. And it does not contain seeds. Lettuce grows from the earth. And it does not contain seeds. A radish grows from the earth. And it does not contain seeds. A sweet potato grows from the earth. And it does not contain seeds. All of these grow from the earth and do not contain seeds. That is why they are vegetables. So, next time you see a red, round tomato, maybe you'll think twice about calling it a vegetable. Although it may look like an apple, you'll find it's quite different!

http://www.englishforeveryone.org/PDFs/Grade_4_Assessment_3.pdf



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1. Vocabulary

Match the words and the pictures. Write your answer on the line.

Seed	bush	grew	lettuce	radish
------	------	------	---------	--------



<http://www.womenofgrace.com/blog/?p=12249>

http://www.southernlandscapes.com/Plant_Glossary.html



<http://www.onlyfoods.net/wp-content/uploads/2012/07/Red-Radish-Pictures.jpg>

<http://capitallife.org/grow/>



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2. Comprehension

✚ Find the word incorrect and cross it out and write the correct word

1. Both fruits and vegetables grew from plants.
2. A fruit grows from a root.
3. All of these grow from the earth and do not contain flowers.

✚ Answer the next questions

1. What is a fruit?

2. Where do the apples grew?

3. Write three vegetables

4. Where do the vegetables grew?



5.Song

Fruits and vegetables

*When you feel down, I recommend to you
Have lots of fruits and vegetables
When you feel sad, I recommend to you
Have lots of fruits and vegetables
Nice fresh fruits and vegetables, make you feel so free
I'm talking about my own life, I love to feel free too
When you feel lonely, I recommend to you
Have lots of fruits and vegetables
When you feel like crying, I recommend to you
Have lots of fruits and vegetables
When you feel down, I recommend to you
Have lots of fruits and vegetables
When you feel sad, I recommend to you
Have lots of fruits and vegetables
Nice fresh fruits and vegetables, make you feel so free
I'm talking about my own life, I love to feel free too
Vitamins, minerals, energy and more
Let's eat fruits and vegetables
Orange, apple, banana, grape, cherry, melon
Avocado, carrot, radish
Nice fresh fruits and vegetables, make you feel so free
I'm talking about my own life, by the way, I eat chicken, too
Na, na, na, na.... na, na, na, na...
Na, na, na, na.... na, na, na, na...
Na, na, na, na.... na, na, na, na...
Na, na, na, na, na, na, na, na...*

<http://lyrics.doheth.co.uk/songs/shonen-knife/brand-new-knife/fruits-and-vegetables.php>