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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Developing Reading Skills through Fables in Sixth Level of Basic Education at “*Unidad Educativa Zoila Esperanza Palacios*”

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

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Abstract

The topic of this project is Developing Reading Skills through Fables in Sixth level of Basic Education at “*Unidad Educativa Zoila Esperanza Palacios.*” The objective of this research work is to develop reading activities through fables in order to strengthen reading in children.

Three essential processes are considered for developing this writing graduation work. One of them is a literature review which contains reports that summarize articles, books, journals, collections, and websites about reading. The second is the qualitative method, which describes the importance and the benefits of the use of fables in the classroom from an expert’s experience. The third is the quantitative process which presents information through two questionnaires applied to sixth grade students of basic education at the beginning and at the end of this research. The purpose of these gathered techniques is to know how to appreciate and use fables in the classroom. The results have been used to design a booklet with appropriate reading activities.

Keywords:

Fables – reading – children – booklet –developing.



Resumen

El tema de este proyecto es “Desarrollar Habilidades Para La Lectura A Través De Fábulas En El Sexto Nivel De Educación Básica En La Unidad Educativa Zoila Esperanza Palacios”. El objetivo de este trabajo de investigación es desarrollar actividades de lectura a través de las fábulas para fortalecer la lectura en los niños.

Tres procesos esenciales son considerados para desarrollar este trabajo de graduación. Uno de ellos es la revisión literaria el cual contiene reportes que resumen artículos, libros, periódicos, colecciones y sitios web acerca de la lectura. El segundo proceso considerado es el método cualitativo, el cual describe la importancia y los beneficios del uso de las fábulas en las aulas de clase. La tercera parte es el proceso cuantitativo el cual presenta información a través de dos cuestionarios que fueron aplicados al principio y al final de nuestro trabajo en los estudiantes del sexto grado de educación básica. El propósito de estas técnicas de recolección de datos es para saber cuánto aprecian y usan fábulas los alumnos en el aula de clase. Los resultados de los mismos han sido usados para diseñar un folleto con actividades apropiadas para la lectura.

Palabras claves:

Fábulas – lectura – niños – folleto – desarrollando.



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Dedication

This graduation project is dedicated to my sweetheart parents, Carlos and Judith, who taught me to struggle for achieving my university studies. Thanks for advising and for being with me when I needed a support.

Jessica Aynaguano



Dedication

This work is dedicated to my dear husband, Juan Pablo, to my beloved sons, Esteban and Matías, to my lovely parents, Manuel and María, to my sister, Carmen, and all my family and friends, who support, guide, and encourage me to overcome hard moments, and obstacles. Thanks for helping and giving me confidence when I need a sincere friend.

Veronica Guevara



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Introduction

Learners find difficult to learn how to read in English because it is a challenge language. “It is made up of 43 sounds, 26 consonants, 17 vowels - but only uses 26 letters symbols to represent those sounds” (Youman 20-28) . Consequently, these complex systems with rules and exceptions become reading hard and frustrating activity for children.

Moreover, it is recognized that many children do not like reading because they do not consider reading a leisure activity or they do not even have the habit of reading in their homes. Also, this lack of motivation occurs because they do not have a chance or space for practicing reading in the classroom. The aim of this research work, *Developing Reading Skills through Fables in Sixth level of Basic Education at “Unidad Educativa Zoila Esperanza Palacios,”* is to create a booklet which will have a number of different activities to engage students into reading and develop their reading skills through fables.

In this graduation project there are five chapters. The first chapter is about the problem which shows the purpose why we want to investigate the development of reading through fables in sixth level of basic education. The second chapter involves some significant and prominent resources which explain the importance of reading and some benefits that they have for children. The third chapter is about a description about methodology which we use and apply in the project, that is, the qualitative and quantitative methods. They are taken into account to represent and analyze questionnaires and an interview. The fourth chapter contains qualitative information from the interview with an English teacher and quantitative data from questionnaires applied to students of the sixth level of basic education



at *Unidad Educativa Zoila Esperanza Palacios*. Moreover, we present the results obtained from the field research. Finally, the last chapter explains the observations and recommendations that we obtained through this work.



Chapter I

The problem

1.1 Topic

Developing Reading Skills through Fables in Sixth Level of Basic Education
at *“Unidad Educativa Zoila Esperanza Palacios”*

1.2 Description of the problem

According to our experience as teachers, it was possible to observe that children do not like reading. In addition, it was easy to realize young learners spend most of their time in leisure activities such as watching television, playing video games, and surfing the Internet. As the author Livingston reports, “Two -thirds of Latin American children and teenagers have a television in their bedroom. Over half of the homes of the Latin American children have at least one personal computer with internet access and it is growing rapidly. Overall, 6-17 year olds are spending some five hours a per day with the media” (85). Concerning this topic Hilliard Robert claims similar findings in the United States, “Around 46% of children spend their time with television, a 10% listen to music, another 10% play videos, computer games, and read” (85).

Another factor is that people do not know the multiple benefits of reading texts. Moreover, inside schools, teachers are part of this problem. They do not employ appropriate techniques or strategies so children get bored during reading activities. Fatemeh Khonamri confirms, “Teachers do not give instructions regarding the use of reading strategies and do not tell learners how to read more efficiently. In fact, they take it for granted that all the learners know how to read a passage strategically mainly because they



already know how to read in their first language” (108). Additionally, the author Sullivan argues, “Educators need to realize the biggest reason boys fail at reading is that we turn reading into work. Many of us love reading and express that love to children, but it is important to remember that communication is a two-way street” (36). Namely, it matters not only what we say, but also children hear in order to develop critical thinking. A possible solution is for teachers to use activities in an appealing way by incorporating adequate and suitable strategies into their teaching practice to capture children’s attention in class.

1.3 Justification

This topic was chosen because it is a challenge to teach children who do not have the habit of reading every day and, as a result, have difficulty developing reading skills. Practicing reading through short fables can be more effective because they bring lots of benefits. When children start to read them, they recreate all the scenery of the story in their minds. Children are interested in finding out what the story is about. These stories have characteristics which teachers consider essential to teach reading to their students; for instance, they are short in length, feature talking animals, and are morally significant actions. According to Paul E. Jose, Catherine A, and Dana Balsink Krieg, a short story involves simple plans and solutions, and their brevity makes it easier so that children can remember and retell the story. The talking animals in the fables make them clearly fictional; hence they are relevant for child readers. Furthermore, fables activities help to develop comprehensive reading and critical thinking in young learners (6-7) .



This research work investigates how to develop sixth grader's readings skills based on reading fables. However, aside from the use of fables, an attempt is made to motivate children through various strategies and techniques.

This work is relevant since it will help sixth graders to learn more vocabulary and get messages through fables. Moreover, development of this topic will contribute to sixth graders' teaching – learning process because reading activities are appropriate to apply in the classroom. Throughout this investigation, materials and pictures will be collected in order to make a booklet which will have a number of different activities to engage students and will help to develop reading skills through fables.

1.4 Research questions

How do fables contribute to sixth- grade students' development of reading skills at *Unidad Educativa Zoila Esperanza Palacios*?

1.5 Objectives

General objectives

- ❖ To develop children's reading skills through fables in the sixth level of basic education at *Unidad Educativa Zoila Esperanza Palacios*.

Specific Objectives

- ❖ To select reading activities to teach English based on fables
- ❖ To engage children in reading through fables
- ❖ To create a booklet with follow-up reading activities based on fables.



Chapter II

Literature Review

In order to develop this chapter, some significant resources will be used. All these works will be related to the topic, Developing Reading Skills through Fables in Sixth Level of Basic Education at “Unidad Educativa Zoila Esperanza Palacios.” These topics will involve the importance of reading and some benefits that it brings to learners. The first topic to be developed is “Benefits of Reading to be Successful.”

2.1 Benefits of Reading to Be Successful

Teachers always use reading activities for students because the development of reading contributes to the teaching- learning process in children. In fact, most children begin learning to read when they are very young. However, there are many children who do not have interest in reading every day. This is due to the fact that children do not know that if they read more, they will obtain important benefits such as learning more words, developing comprehensive reading skills will become good readers, and will overcome illiteracy.

When interaction between previous and new knowledge is connected through reading practice, students learn more words. Building new vocabulary helps students understand better what they read. Patricia Carrel, Joanne Devine, and David Eskey point out, “ Learning vocabulary is also learning the conceptual knowledge associated with the word. On the one hand, an important part of teaching background knowledge is teaching the vocabulary related to it, and , conversely, teaching vocabulary may mean teaching new concepts, and new knowledge” (242-43). Regarding this topic,



Manuel Kant has emphasized that new information, concepts and ideas can have meaning only when they can be related to something the individual already knows (qtd. in Carrell 73). Thus, students learn more vocabulary and how to communicate better between themselves.

Children benefit from reading when teachers develop comprehensive reading plans for the classroom. According to Patricia Carrel, Joanne Devine, and David Eskey, comprehensive reading entails visualizing and understanding the text on a deep level. Also, this kind of reading helps students to understand ideas, follow arguments, complete textbooks assignments, directions of exams, labs, homework, and detect implications (73).

Students who spend time reading are usually good readers. If learners read extensively, they are likely to be strong readers. Dreher adds, “If students want to become good readers, they have to read frequently to develop the habit of reading through interaction with texts” (31). However, the family has an important role in helping children become good readers. It should be a main goal to encourage children to read every day. Therefore, parents and teachers should work together to encourage young learners to acquire the habit of reading (Saracho 113- 14).

Another factor in order to become a good reader is that teachers have to teach effective reading skills in the classroom, which students can apply and interpret in their own words as to what reading is about (Snow183).

Another reading goal is to overcome illiteracy. According to Michael Sullivan, illiteracy is a product of society that does not honor reading, and the low correlation between school literacy success and career advancement



may be one reason children's underachievement in school literacy exists. However, to defeat illiteracy, students should perceive the direct connection between reading and success. Hence, learners will acquire more knowledge if they become strong readers during school years. Also, we should promote reading as a leisure activity and have supporting parents (88).

In summary, applying reading activities in the teaching and learning process is not a new notion for a teacher. Nevertheless, we as teachers have to motivate students to be independent readers, because the value of reading facilitates learning. If students read as much as possible, they expand their vocabulary. In addition, students who are strong readers develop critical thinking skills. The most important benefit of reading is to defeat the illiteracy. Thus children will have excellent performance levels in school and they will be successful in their future life.

2.2 Motivating to Develop Reading Skill

Motivation is the main issue in developing reading skills. Catherine Wallace stresses, "Any mode of language, whether it be listening, speaking, reading, or writing may be used to serve immediate needs, to learn from, to give us pleasure in language for its own sake, and the role in social interaction"(6). For instance, young children tend to give importance to printed texts which they perceive useful in their daily needs and are interested in things such as TV sources, advertisements and street signs (7-8).

With regard to this topic, Brozo and Flynt suggest the following principles:

1. Elevating Self-efficacy



Building self-efficacy is the belief and confidence that students have about their capacity to accomplish meaningful tasks.

2. Engendering Interest in New Learning

Students are more likely to put forth the effort necessary to read and learn new content if the material and the learning activities interest them.

3. Connecting Outside with School Literacies

Students read and learn easily content in the classroom when they connect lessons topics and their everyday multiliteracy practices.

4. Making an Abundance of Interesting Texts Available

Students need to have easy access to interesting printed materials and a wide range of them if we expect them to become engaged readers.

5. Expanding Choices and Options

As students advance through the grades, their choices about many things outside the school increase significantly.

6. Structuring Collaboration for Motivation

This refers to critical social networks that support students' literacy and content learning where students and teachers are allies in the reading-learning process. (172 - 174)

In conclusion, creating motivation should be an essential goal the class in order to connect students with reading. Teachers have to lead them to read so that they not only read inside the classroom, but in their real social context as well.



2.3 Appropriate Material to Teach Reading

Catherine Wallace points out that appropriate material to teach reading has to be short so that children can internalize, retell, or write it in few steps. Also, the author adds that in many countries or cities there is not enough English reading material. On occasions, teachers have to use their own class material for both their own use and as material for their learners (71).

As the author Wallace suggests, an ideal book for reading with young learners has to have the following characteristics:

- It should be a vehicle for teaching specific language structure and vocabulary.
- It should be colorful and have many drawings and pictures.
- It should offer the opportunity to promote key reading strategies.
- It should present content which is familiar and interests learners.
- It should be at the appropriate language level.
- It should be an authentic or naturally occurring text, not for pedagogic purposes.
- It should lead to a range of classroom activities. (71-72)

2.4 Use the Authentic Material in Reading Skill

Authentic materials generate benefits for English learners and accomplish social success in a language community. Catherine Wallace reasons, “Authentic material would include original pieces of written or spoken language which occur naturally between native speakers and could therefore be accepted as genuine communicative acts” (79). The use of authentic material in class could be a proper method to create



communicative approaches which raise language competence in real life communication.

Also, as Krashen argues, the use of authentic material is the main source to have autonomous learning, create English proficiency, and create effective reading. Native speakers produce various texts as authentic materials which allow students the opportunity to be in contact with real language use in daily activities (qtd in. Guo 196-197). In addition, Siao-cing Guo reports, “Authentic materials involve a variety of material such as, literature, CDs, DVDs, new movies, publications, newspapers, TV programs, songs, and especially internet which could be used in the class” (197).

Moreover, the author Gou emphasizes that the use of authentic material has to be on a familiar level and have adequate support from students. If the material is not too complex, it encourages positive attitudes toward language learning. Thus, the correct material increases the student’s disposition toward assignments, as well as learners achieve higher performances with them. In addition, authentic materials could lead students to develop effective reading. Therefore, there should be a varied stock of these materials in schools because they facilitate learning in students (198-199).

Finally, using authentic material is necessary to provide opportunities for language use in a more relevant and communicative way, and students also increase their intrinsic motivation for learning.

2.5 Reading Strategies and Techniques

Reading strategies have enormous importance for young learners. These help them to face their future challenges in education. Children’s



knowledge depends on their capability to read proficiently. Aside from this, they become competent readers. Catherine Wallace expresses, “A strategy-based approach assumes that the reading is a unitary process which cannot be subdivided into constituent skills. Strategies involve ways of processing text which will vary with the nature of the text, the reader purpose, and the context of situation” (57). The author also acknowledges it is better that early learners be encouraged to investigate features of written English through experience with the language itself before it is taught (Wallace 58).

Here are some useful strategies given by Wallace which allow learners to try their strategies for making sense of written English through progressive material:

1. The sentences builder: Learners are given sets of words and blank cards on which to add new words of their own. It allows them to build on the second language learner’s existing knowledge of English lexis and syntax.
2. An environmental print: This includes letters, forms, and ranges of signs, notices, and labels of the kind found outside school contexts such as the street or local supermarket.
3. Accept that the classroom is a community in its own right: It is the wide range of written English genres through material like books to teach, to inform, instruct, and entertain.
4. Visualize: Children imagine or draw what a character looks like. They verbally explain what a setting looks like. It is helpful for both kinds of students who think visually while others have difficulty.



5. Summarize: Retelling the text reinforces students' retention. It allows students to differentiate between main thoughts and minor details. After finishing a chapter or section, they have to do a short summary of what they just read.
6. Predict: Students have to predict what they think will happen next and ask why. This helps encourage active reading and young learners show their interest with the text.
7. Ask Questions: Children answer questions about the text. Focus them on the ones with major details and meaning or morals. This promotes active learning. (59-60)

Techniques

There are also techniques that are worth mentioning in order to help learners to read better. These techniques are used to extract necessary information from the text. Even a young learner must know that it is not necessary to read every word to obtain meaning from a text:

1. Skimming: to read quickly in order to find out what the text is about. Skimming can also take in features such as headings, subheadings and illustrations to obtain an overview of the subject matter.
2. Scanning: to identify specific information through key words.
3. Detailed reading: to read carefully to aid understanding the text. This kind of reading also is used to get specific information. Some texts, such as instructions, need to be read in detail throughout. (61)



2.6 Fables as a Resource to Develop Reading Skill

In order to cultivate the habit of reading, teachers and parents have always looked for attractive narrative texts such as myths, metaphors, fairy tales, and fables to teach life's lessons and improve this skill. Here, there are many reasons why fables are considered a tool to teach reading: to improve reading comprehension, to illustrate content in the classroom, to introduce literature in the classroom, to teach moral lessons, and use in psychological treatments.

Fables can be used to exercise students' memory. Jeremy Short and David J. Jr. Ketchen in their *Journal of Management Education* emphasize, "Fables have been important mechanisms to reinforce comprehensive reading and foster more critical thinking among students of strategic management, and the message of a fable is used as a memorable proverb to enhance student learning" (6). Another important feature about fables is that they have been applied to illustrate many points in the teaching-learning process (Detlor 6).

As Grenby reports that many years ago, facilitators used narrative texts to teach classical literature:

Fairy tales, fables subsequently can be associated primarily with the young, and there are good reasons for regarding fables as the first children's literature. Fables have been used for education from a very early period. Around the sixteen century appears the first collection of fables under the Aesop name.

This collection has been reproduced many times with different educational objectives. (10)



According to Jose Paul E, Aesop's fables have been a very famous collection education of fables to a company education. Aside from their main use to teach important structure points in classroom activities, these fables also give other benefits for young learners. These benefits are to stimulate feelings, to recreate images, to build landscapes, to become better critical thinkers, to develop an understanding of metaphors, to interpret real life ethical issues, and increase vocabulary. For these reasons, educators use Aesop's fables as a pedagogical tool to hook students into learning (7).

Tharinger Deborah J r, Ai Tran, Alison Wilkinson, Stephen E. Finn, Tamara Dehay agree that fables also contribute to children's spiritual education:

Storytelling is an ancient and universal form of entertainment. One of its purposes has been to impart and clarify values and moral principles in an enjoyable, gentle, and effective way. In the classroom, sharing and examining fables can help form trusting communities in which children practice ethical behaviors and strive to create an ideal and moral world. (611)

In addition, these narrative texts have awoken the interest of some psychologists. As Garner in 1993 reported, " Storytelling gives assessment feedback to children.They are mutual techniques for children to reveal their emotional life through a self-created story and for the therapist to impart a symbolic message by adapting and resolving that story" (qtd in. Tharinger et al 611). These kinds of texts help doctors to cure their patients by using real life and fantasy in order to help patients overcome their fears and emotional problems.



Chapter III

Methodology

1.1 Basic Methodology

The research methods included an overview of relevant literature as well as the qualitative and quantitative methods were taken into account to represent and analyze questionnaires and an interview. However, our project favored qualitative research for the following reasons: one of them is the participant's interaction when we went to apply the pre questionnaire, the development of the booklet activities, and the post questionnaire. Another reason is due to the fact our research question and general objective are referred to the contribution that fables have in developing reading skills to children. The last reason is due to the observation of phenomenon of study which involves our investigation. It contains narrative and detailed description of students' behavior before and after the booklet of fables was incorporated in teaching- learning process of English language.

1.2 Participants

The study was based on bibliographic material which was collected and analyzed to provide a foundation and justification for the reading activities suggested in our writing graduation project.

We conducted an interview with Master Maria Isabel Espinoza, professor of Department Foreign Language at the University of Cuenca.

We also carried out some quantitative method through the use of questionnaires which were administered to students of the sixth level of basic education at *Unidad Educativa Zoila Esperanza Palacios*. The goal of these questionnaires was to discover how many children like or dislike fables, how



they were familiarized with reading, and how much students know about fables. This gathered information was applied to design the booklet with follow-up reading exercises based on fables.

1.3 Data

The first part was the gathering of bibliographical material. This process was based on collecting data from various sources; for instance, books, journals, newspapers, and web sites. All these sources contained suitable information about reading skills. In addition, these sources included extended data about strategies and techniques about reading. One important resource was based on fables which was relevant to developing our research work. This information contributed a large part to our topic.

The qualitative method was the interview with MSc Espinoza who focuses on the teaching English language. For this part, questions about the research work were developed. The interview was done with the Master Maria Isabel Espinoza who teaches English language literature at the Department of Foreign Language at University of Cuenca. This master guided the project a lot because she has worked with children developing reading skills, and she has applied fables within the teaching learning process. The interview was applied through the use of a questionnaire of 10 questions. Then, the interview was transcribed afterwards (See appendix 1, pag 53)

Quantitative method was questionnaires. In order to gain more information from this project, the first questionnaire was applied to 33 children of the sixth level of basic education at “*Unidad Educativa Zoila Esperanza Palacios*” on April 9, 2013. The age of the interviewees was from



9 to 11 years old. A questionnaire was developed based on reading fables because the level of interest that students show toward them and the familiarization with reading texts statistics could lead to greater conclusions.

The questionnaire was divided into two parts, part 1 - and part 2. The first part had seven questions where students had to choose one option according to their criteria such as a lot, sometimes, rarely, or not at all. The second part consisted of multiple choices based on the knowledge of fables that children had.

After, some fables were applied from the booklet which also contained interactive, suitable, and varied activities based on fables. These activities were created to develop reading skills in children of the sixth level of basic education at "*Unidad Educativa Zoila Esperanza Palacios*". This process was accomplished on June 17 to June 20, 2013. Moreover, the post questionnaire was carried out with the same group of students. This questionnaire was applied on June 21, 2013. The purpose of this was to find out how students were able to develop reading skills through fables. Also, the questionnaire consisted of 7 questions which were divided into two parts. The first part consisted of questions based on the students' understanding about the use of fables through different activities. On the other hand, the second part consisted of multiple choice questions to know if the students increased their knowledge through the use of our booklet which included questions based on reading activities about the fables (see appendix 5 pag 61).



Chapter IV Results- Analysis and Interpretation

In this chapter the results obtained from the field research are included. It contains qualitative information from the interview with an expert and quantitative data from questionnaires applied to students of the sixth level of basic education at *Unidad Educativa Zoila Esperanza Palacios*. Qualitative information was obtained from the interview with an expert at the University of Cuenca before the creation and the development of the booklet. The data shown in the quantitative charts were obtained from a pre and a post research questionnaire in order to develop this graduation project. Also a variety of fables were considered for use in the booklet.

4.1 Qualitative Results

The first objective of this research was to teach English through material based on fables. Another objective was to encourage children to read. Also, a booklet with the most known fables was created. In addition, it was not complicated to carry out the interview because Miss. Espinoza had experience with children and is a professor of the Department of Foreign Language at University of Cuenca.

As the focus of this research was on developing reading skills through fables at sixth level of basic education at “*Unidad Educativa Zoila Esperanza Palacios*” School, the interview focused on compiling information and setting up essential guidelines to develop this research work. Therefore, the Miss. Espinoza’s answers are presented below this part.

The miss explained that in order to teach reading through fables, teachers should use attractive pictures, realia or postcards to get the



students' attention and increase their interest in them. Thus, educators can enhance fables with pictures by having them in groups and having them answer questions about the fables. Consequently, teachers will encourage students to learn by acting out the characters, retelling the story, and putting pictures in the right order. In addition, Miss. Maria Isabel Espinoza suggested that reading texts should not be very easy or too difficult because the students must have some kind of challenge to encourage them to read, but at the same time they should enjoy and learn from the reading. Accordingly, teachers should read fables before the students do and explain the unknown words and teach their meaning through pictures to learners.

Miss. Espinoza commented that teaching reading fables is very important because through these texts children can train their brain and prepare themselves for language development. Also, Miss. Espinoza reported that she taught fables to beginner students and that it was a fun experience because the children learned the story, values, and understood the moral that each fable brought. Finally, she mentioned that if fables are to be taught the best stories should be chosen according to age and interest, and to comprehension should be monitored or the students may get bored.

(See appendix 4, pag 58)

4.2 Quantitative Results

In this part the results are illustrated in the following charts and figures which are divided into two sections. The first section presents the results obtained from the pre questionnaire given to the children and represented the percentage of the children's appreciation related to reading using fables texts is explained.

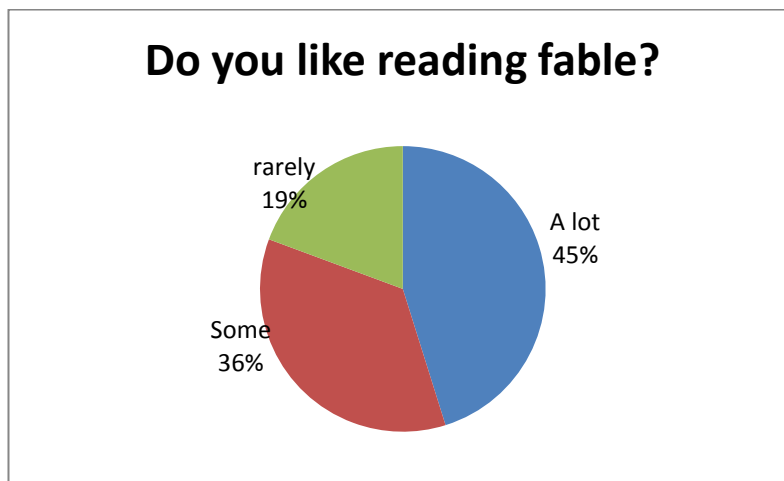


The second section shows the compilation of results, in which the quantity and percentage of children's knowledge about reading fables as the post – questionnaire is explained. The third part, on the other hand, exposes the general averages obtained from the two questionnaires, making a comparison of the results between the pre- and the post-ones.

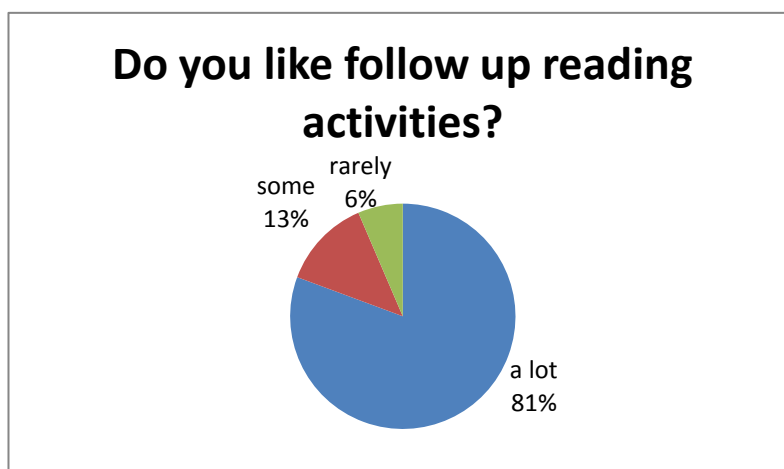
Questionnaire applied to students

PART A (closed questions)

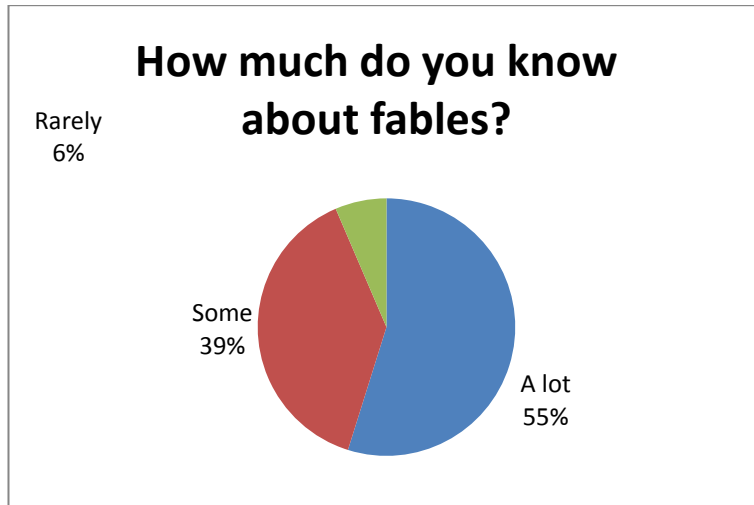
Graph1. Answers to question 1 applied to students



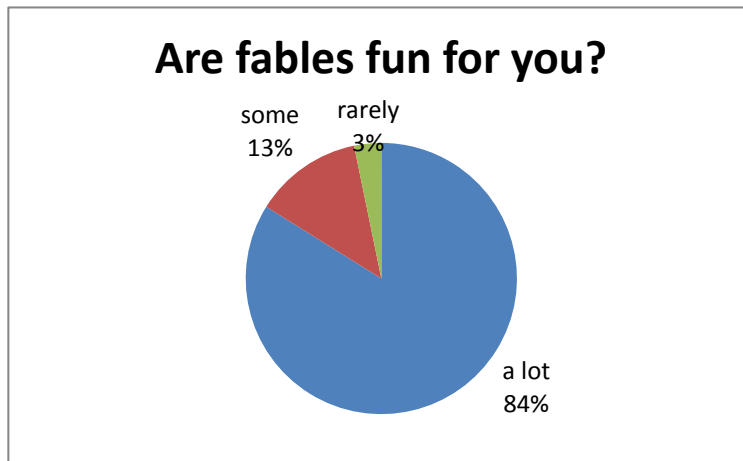
Graph2. Answers to question 2 applied to students



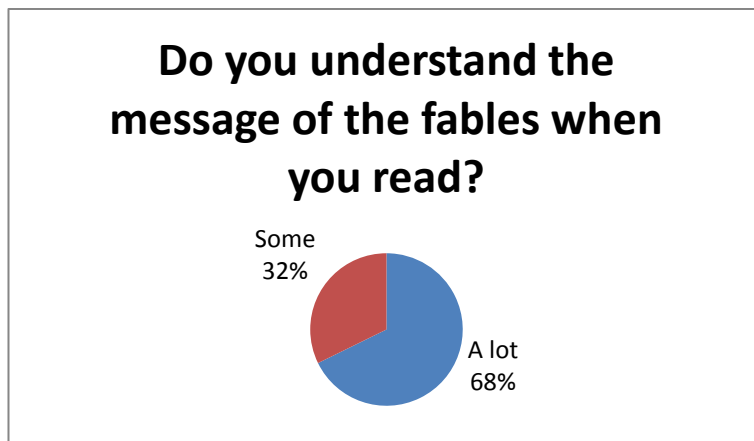
Graph3. Answers to question 3 applied to students



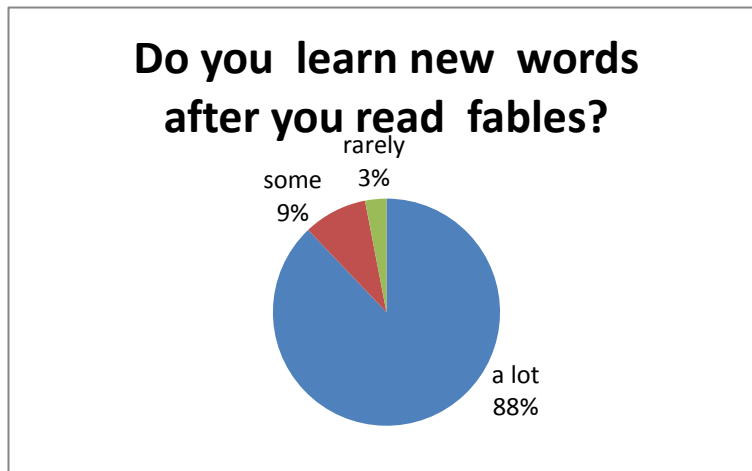
Graph4. Answers to question 4 applied to students



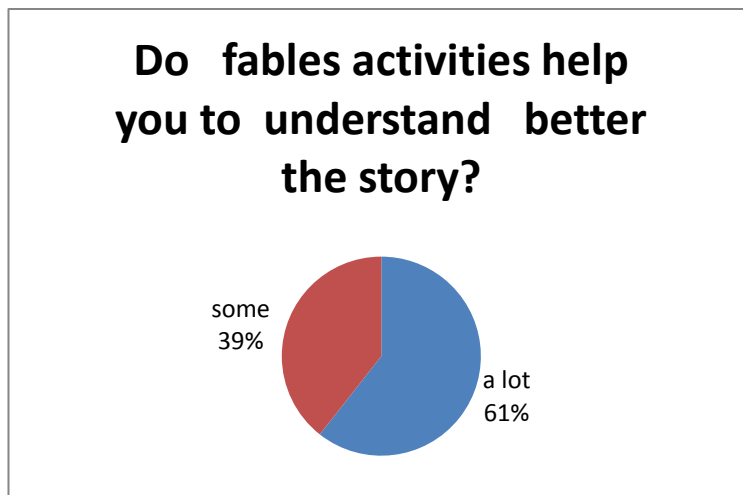
Graph5. Answers to question 5 applied to students



Graph6. Answers to question 6 applied to students

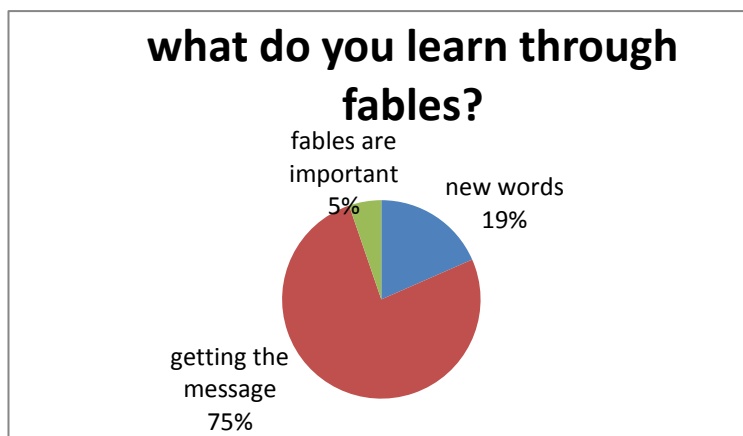


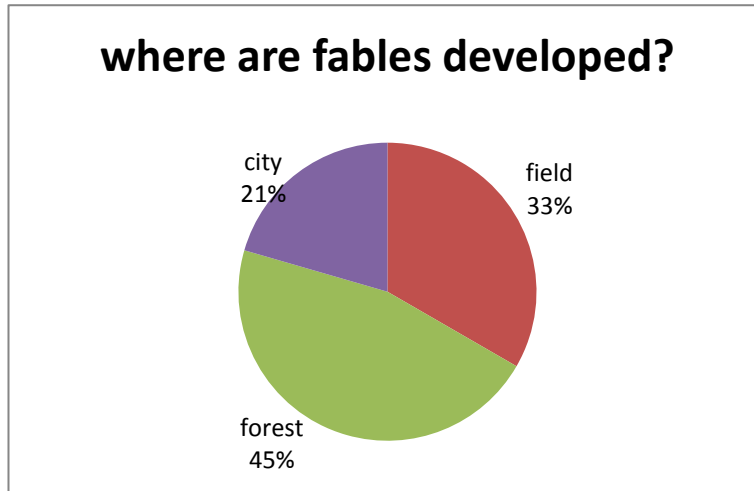
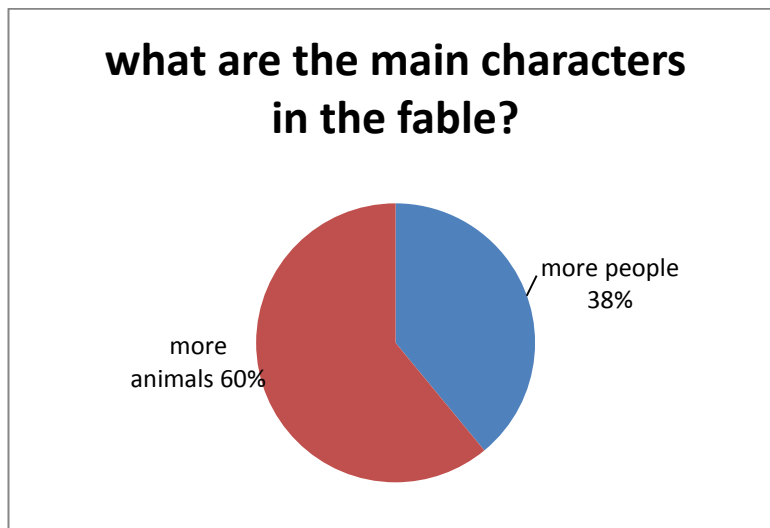
Graph7. Answers to question 7 applied to students



PART A (multiple choice questions)

Graph8. Answers to question 8 applied to students



Graph9. Answers to question 9 applied to students**Graph10. Answers to question 10 applied to students**

According to these graphics, many students know fables, and they are aware of the way fables are used. Thus, teaching reading through fables is not new or unknown in the reading process. However, in order to develop reading through fables, varied strategies have to be used that encourage students desire to read. Therefore, fables have to be applied in an attractive way using different strategies and activities. All of these motivate children and increase their interest in the reading process, as well as their knowledge of fables. As a final point, this pre-questionnaire determines that learning to



read through fables is very important to stimulate learning in students and to help them acquire English language (See appendix 2 , pag 54).

PART B

Summary of results

Table 1. Answers to questions from 1 to 10 applied to students

pre – questionnaire

PART A	Percentage	Number
Do you like reading fables?	45%	15
Do you like follow up reading activities?	81%	27
How much do you know about fables?	55%	18
Are fables fun to you?	84%	28
Do you understand the message of the fables when you read?	68%	22
Do you learn new words after you read fables?	88%	29
Do fables activities help you to understand better the story?	61%	20
	69%	
PART B		
Getting a message about fable	75%	25
Fable is developed in the forest	45%	15
Animals are the main characters in fables	60%	19

The table above explains the results of the performance of children in the sixth level of basic education at “*Unidad Educativa Zoila Esperanza Palacios*”. This first questionnaire was given to find out how much students know about fables and how often they use them to read.

It can be observed that in PART A, the closed questions, only 69% of the students chose a lot. Therefore, it has clearly determined that students did not have much knowledge about reading fables. Aside, students seldom read fables in the classroom.

In PART B, the multiple choice questions the 75% of the children selected getting the message about fable. The 45% of learners chose fables are developed in the forest, and the 60% of the children considered that

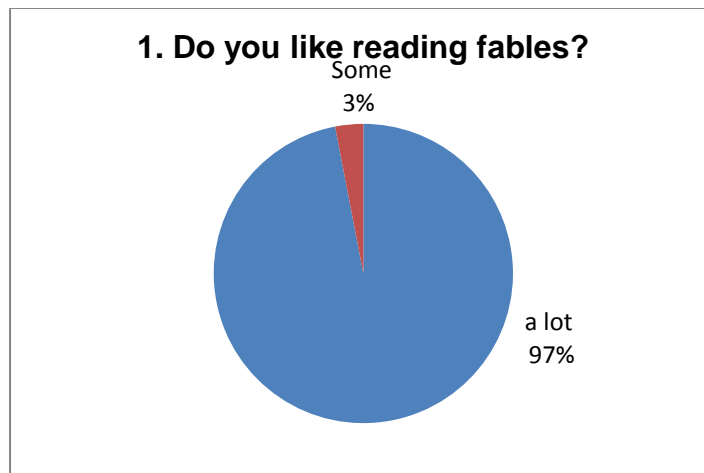


animals are the main characters. Thus, it was visible that the students did not know too much about specific fable features.

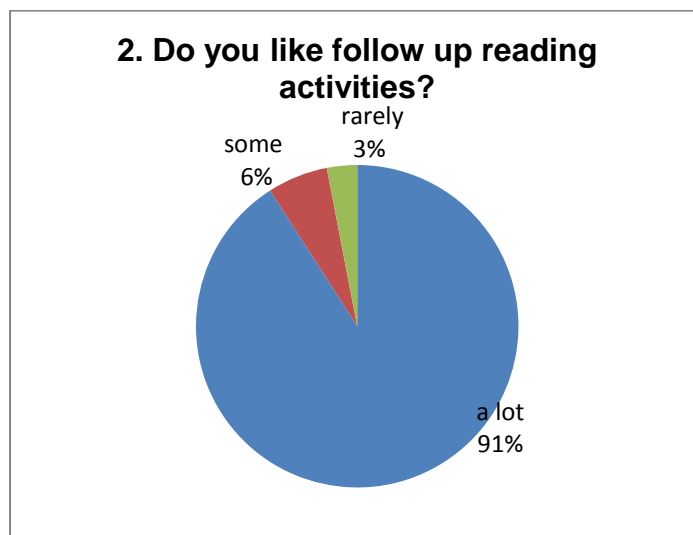
Post-questionnaire applied to students

PART A (closed questions)

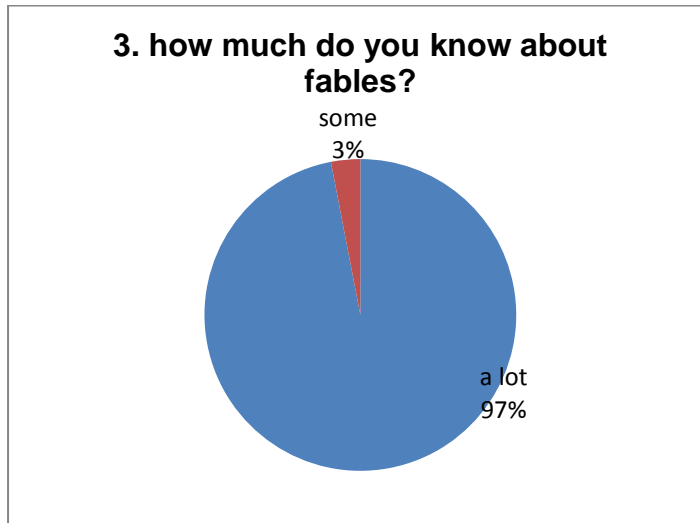
Graph1. Answers to question 1 applied to students



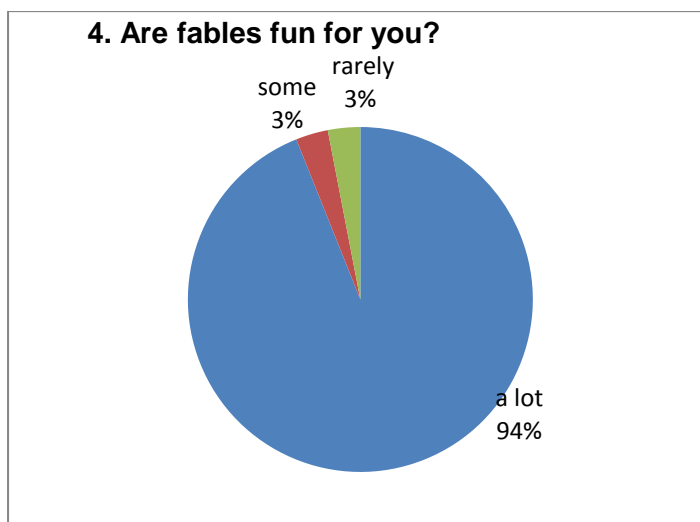
Graph2. Answers to question 2 applied to students



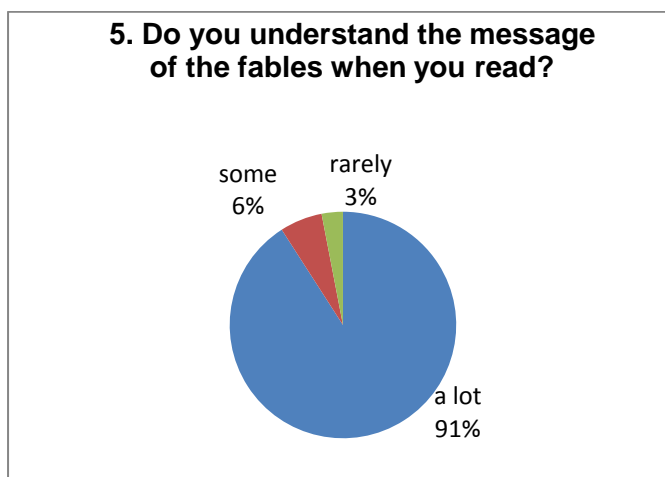
Graph3. Answers to question 3 applied to students



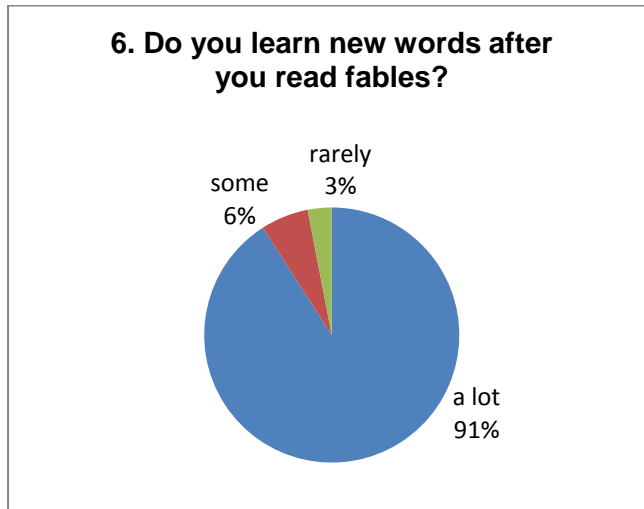
Graph4. Answers to question 4 applied to students



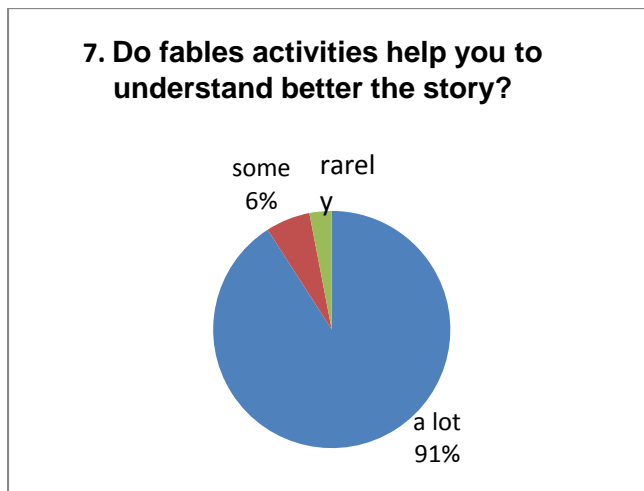
Graph5. Answers to question 5 applied to students



Graph6. Answers to question 6 applied to students

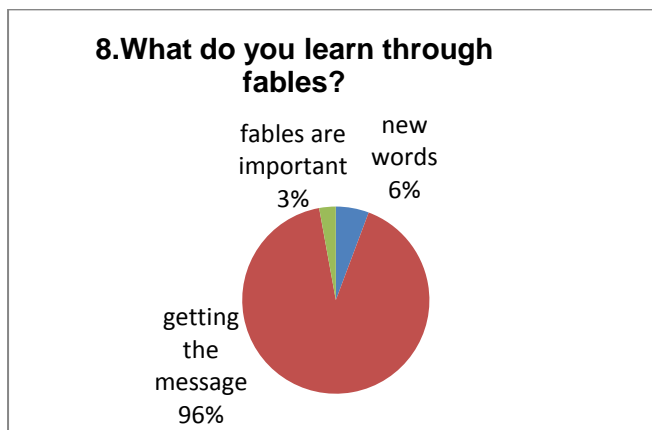


Graph7. Answers to question 7 applied to students

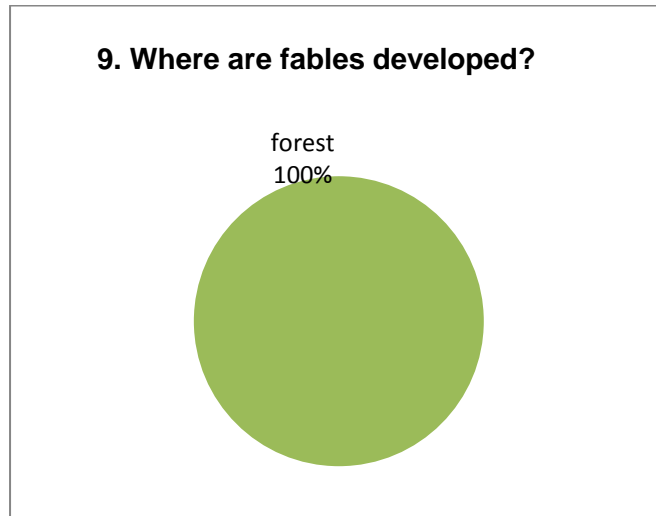


PART A (multiple choice questions)

Graph8. Answers to question 8 applied to students



Graph9. Answers to question 9 applied to students



Graph10. Answers to question 10 applied to students

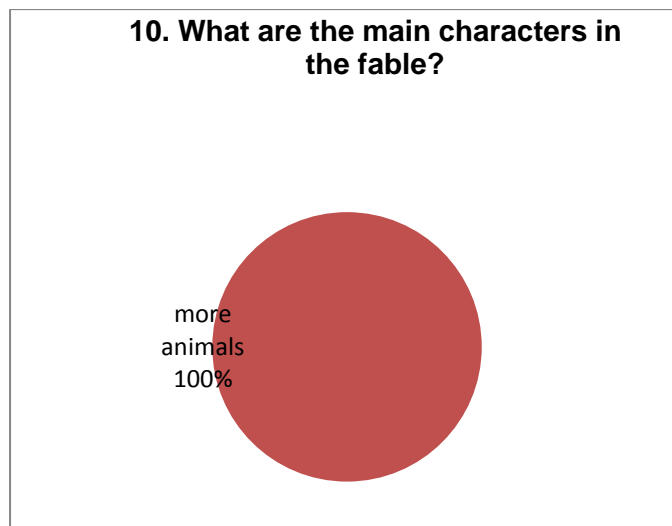


Table 2. Answers to questions applied to students

post – questionnaire

Part A	Percentage	Number
Do you like reading fables?	97%	31
Do you like follow up reading activities?	91%	30
How much do you know about fables?	97%	32
Are fables fun to you?	94%	31
Do you understand the message of the fables when you read?	91%	31
Do you learn new words after you read fables?	91%	31
Do fables activities help you to understand better the story?	91%	31



	93%	
PART B		
Getting the message of the fable	96%	32
Fables are developed in the forest	100%	33
Animals are the main characters in fables	100%	33

This table shows the results obtained from the post- questionnaire applied in the classroom. According to the prior results in the table of Part A, closed questions showed that 93% selected a lot. That is, students enhanced their reading skills after reading fables in the classroom. Thus, through application of the booklet of fables, children increased their knowledge about fables and understood the message of these texts.

Besides, in Part B, the multiple choice questions, 96% of the children chose getting the message of the fable. The 100% of the learners recognized that fables are developed in the forest. Also, the 100% of the children selected that animals are the main characters in the fable. Therefore, students increased their ability to develop the follow up activities appropriately in the lessons of the booklet (See appendix 3 pag 56).

Comparative Results

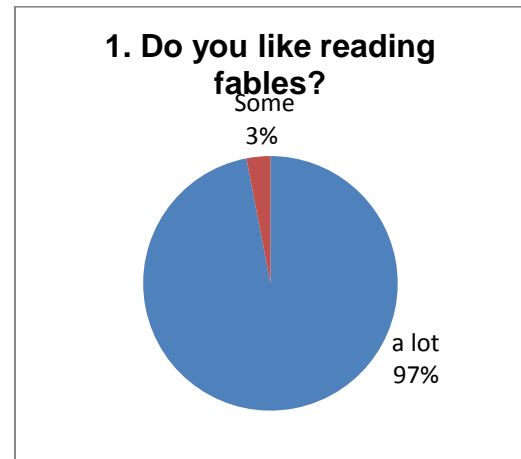
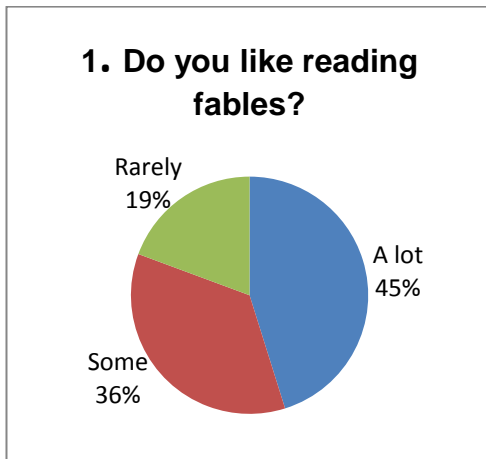
Following are comparisons of the two questionnaires containing the about same questions that have already been presented and include, the prior students` knowledge about fables and the post students` knowledge based on the booklet of fables in sixth level of Basic Education at “*Unidad Educativa Zoila Esperanza Palacios*”. Top percentage: 100% is the total percentage in questionnaires applied at the beginning and end of this research project.



PART A (closed questions)

	a lot	sometimes	rarely	not at all	Total
PRE					
Qs 1	16	11	6	0	33

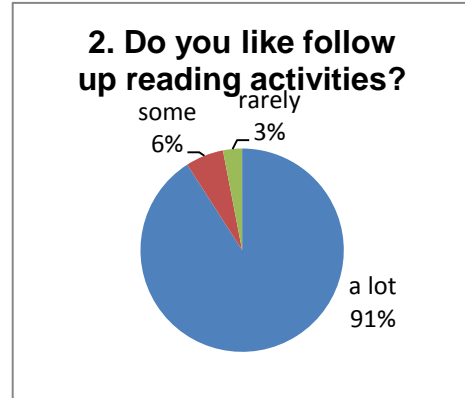
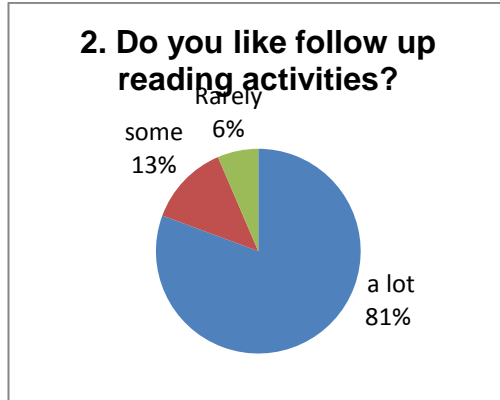
	a lot	Sometimes	rarely	not at all	Total
POST					
Qs1	32	1	0	0	33



In the pre-questionnaire, the 45 % of children like reading fables, the 36% say some, and 19% of children say few. On the other side, it is clearly that in the post-questionnaire children were more interested in fables because the 97% said a lot, and only the 3% of them sometime read fables.

	a lot	sometimes	rarely	not at all	Total
PRE					
Qs 2	27	4	2	0	33

	a lot	sometimes	rarely	not at all	Total
POST					
Qs 2	30	2	1	0	33

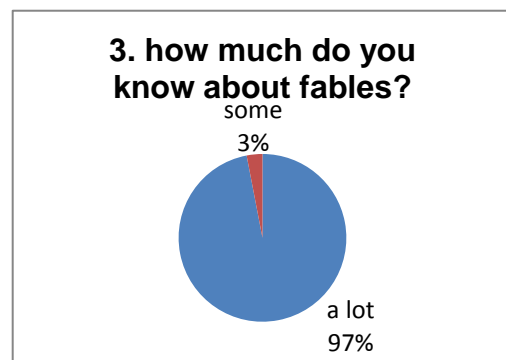
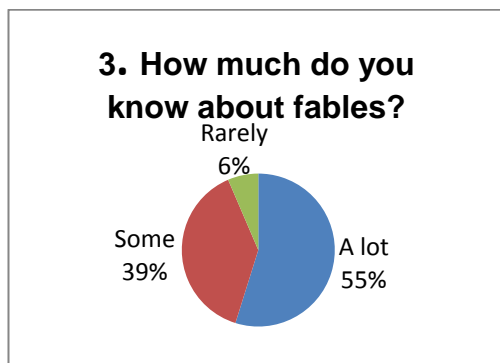


In the pre-questionnaire, the 81% of children like doing activities after reading fables, the 13 % said some , thus they do not like too much fulfill these activities, and reading activities, and the 6 % express rarely

On the post-questionnaire, the 91% answered a lot, so that children enjoyed doing reading activities, the 6% selected sometimes , and the 3% chose the option rarely like doing reading activities.

	a lot	sometimes	rarely	not at all	Total
PRE	19	12	2	0	33

	a lot	sometimes	rarely	not at all	Total
POST	32	1	0	0	33



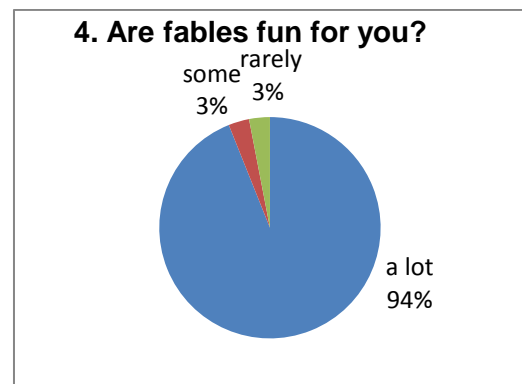
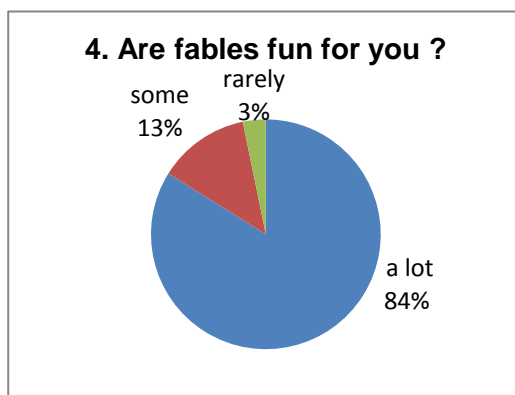
In the pre-questionnaire the 55% express a lot. Students have knowledge about fables, the 39% of students choose some, and the 6% of students say few, Thus they do not have knowledge about fables.



In the post questionnaire, it is that nearly all students said a lot. Only the 3% of students expressed sometimes, hence a few students did not have knowledge about fables

	a			not	
PRE	lot	sometimes	rarely	at	Total
				all	
Qs 4	28	4	1	0	33

	a			not	
POST	lot	sometimes	rarely	at	Total
				all	
Qs 4	31	1	1	0	33

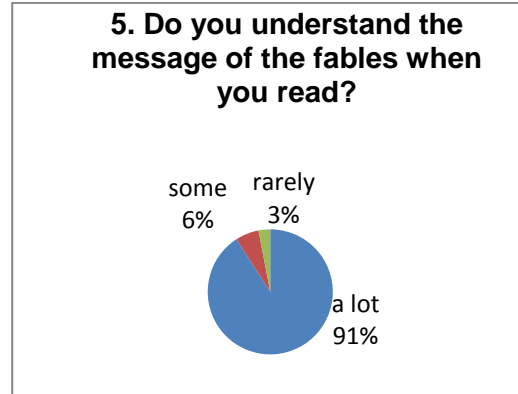
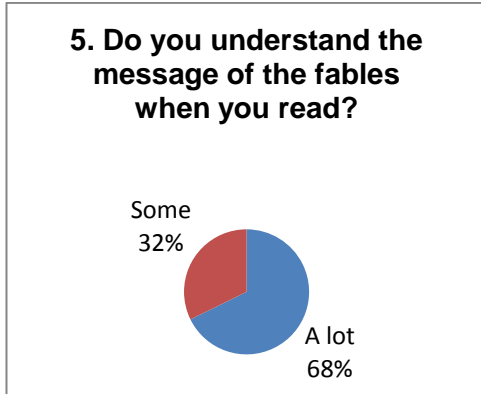


In the pre-questionnaire, the 84% of students consider important to fables. The 13% of students consider some important to fables. The 3% of learners say that fables are few important for them.

In the post questionnaire, almost all the students said a lot. They considered very important to fables. The 3% of young learners chose sometimes and rarely, accordingly this reduced number of student did not considered important to fables.

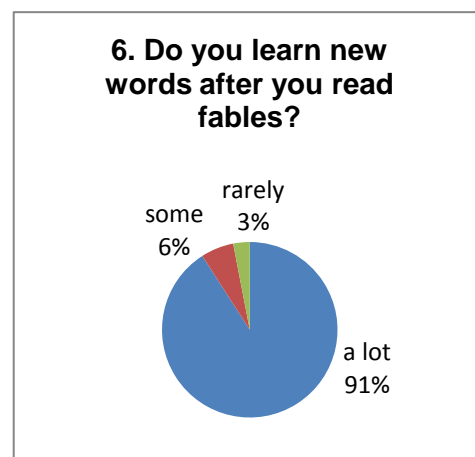
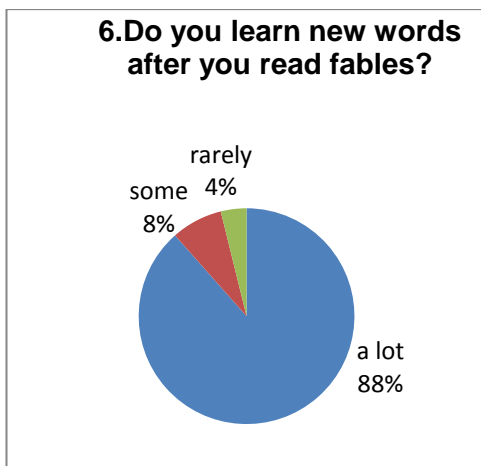
	a			not	
PRE	lot	sometimes	rarely	at	Total
				all	
Qs 5	23	10	0	0	33

	a			not	
POST	lot	sometimes	rarely	at	Total
				all	
Qs 5	30	2	1	0	33



In the pre-questionnaire the 68% of students write a lot, so that they grasp the message when read fables. The 32% of students say some. But in the post-questionnaire, the 91% of students chose a lot .It is visible that students understood better the message of the fable. The 6% of students expressed that they sometimes understand the message of a reading, and the 3% of learners said that they rarely remember the message of a reading.

	a			not			a			not	
PRE	lot	sometimes	rarely	at all	Total	POST	lot	sometimes	rarely	at all	Total
Qs 6	29	3	1	0	33	Qs 6	31	1	1	0	33



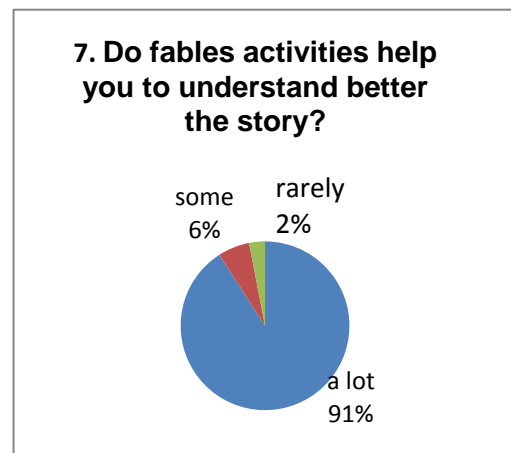
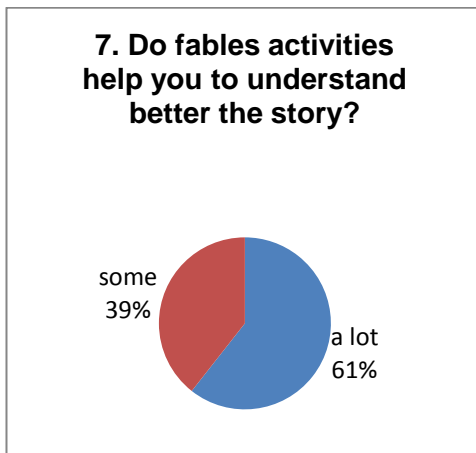
In the pre-questionnaire, 4% answer rarely, 8% choose sometimes, and 88% indicate a lot which show that students learn new vocabulary through reading. On the other hand, the post-questionnaire pointed out the 3%



mention rarely, 6% selected sometimes, and 91% answered a lot which indicated that children did learnt new words after they read fables.

	a			not	
PRE	lot	sometimes	rarely	at all	total
Qs 7	20	13	0	0	33

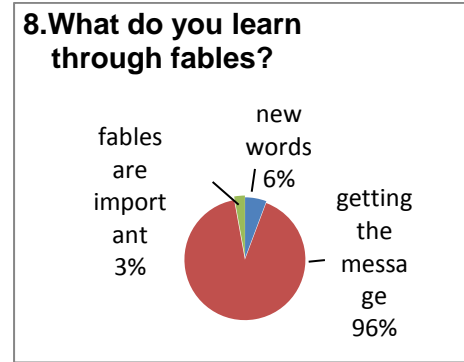
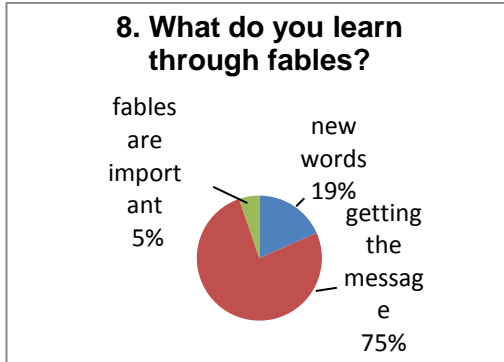
	a			not	
POST	lot	sometimes	Rarely	at all	Total
Qs 7	30	2	1	0	33



In the pre-questionnaire, 39% choose sometimes and 61% select a lot which show that not all students understand the story when they read. But, in the post- questionnaire, 3% pointed out sometimes and 91% mentioned a lot which indicated that children understood better the story through fables.

PART A (multiple choice questions)

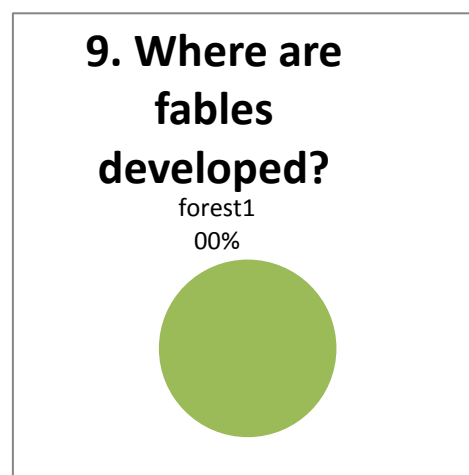
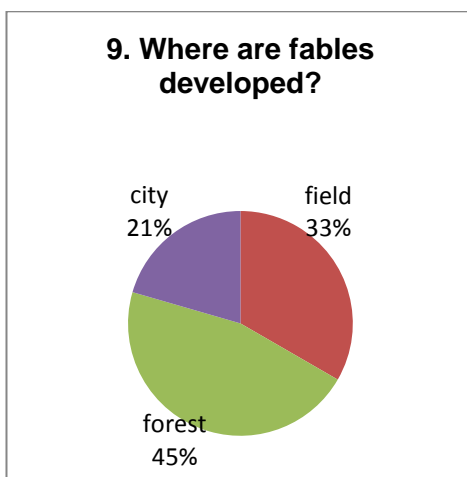
8.PRE- QUESTIONNAIRE		8.POST-QUESTIONNAIRE	
new words	15	new words	13
getting the message of the fable	24	getting the message of the fable	31
fables are important	14	fables are important	3



In the pre-questionnaire, 5% choose new words, 19% answer fables are important, and 75% want the option getting the message. On the other hand, in the post- questionnaire, 3% selected fables are important, 6% pointed out new words, and 96% chose getting the message of the fable which indicated that almost all children think that fables give them a message.

9. PRE-QUESTIONNAIRE	
Street	2
Field	12
Forest	16
City	0
Beach	0

9. POST QUESTIONNAIRE	
Street	0
Field	0
Forest	33
City	0
Beach	0

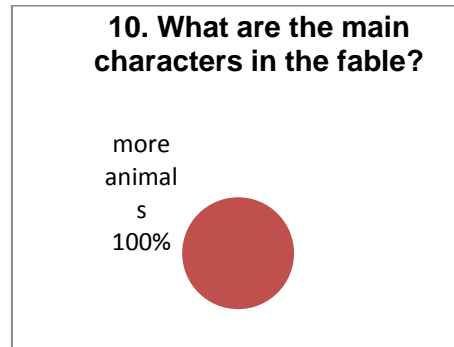
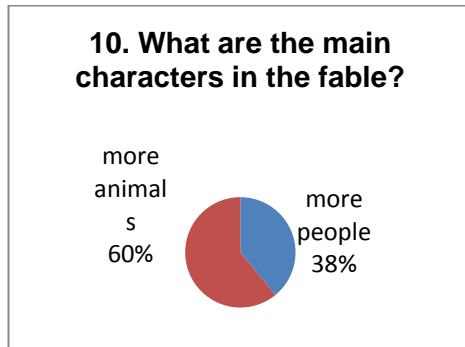




In the pre- questionnaire, 21% answer the option street, 33% select field, and 45% mention the option forest which point out that they did not know much where fables are developed. On the other hand, in the post- questionnaire, 100% selected only the option forest, that is, all students understood and knew where fables are developed.

10.PRE- QUESTIONNAIRE	
more people	20
more animals	20

10.POST-QUESTIONNAIRE	
more people	0
more animals	33



In the pre-questionnaire, 38% answer more people and 60% choose more animals which show that most of students have knowledge of the main characters in the fable. But in the post- questionnaire, 100% selected more animals which pointed out that all children did know what main characters are animals, so they increased their knowledge after they practiced reading through booklets of fables.

Table3. Answers to two questionnaires applied to students

QUESTIONNAIRE	PRE	POST
PART A	Percentage	Percentage
Do you like reading fables?	45%	97%
Do you like follow up reading activities?	81%	91%



How much do you know about fables?	55%	97%
Are fables fun for you?	84%	94%
Do you understand the message of the fables when you read?	68%	91%
Do you learn new words after you read fables?	88%	91%
Do fables activities help you to understand better the story?	61%	91%
	69%	93%
PART B		
Getting the message of the fable	75%	96%
Fable is developed in the forest	45%	100%
Animals are the main characters in fables	60%	100%

Interpretation of Results

After presentation and description of the results, interpretation and discussion of this research work was proposed.

How do fables contribute to sixth- grade students’ development of reading skills at *Unidad Educativa Zoila Esperanza Palacios*?

The answers to this research question concerning the results acquired from the pre- and post-questionnaires were discussed. It was observed that fewer students knew about fables in the pre- questionnaire than in the post – questionnaire. In addition, the interview made a great contribution to answer this question because master expressed that teaching students to read through fables is very important because through these texts children can train their brain and prepared them for language development. Also, the professor`s experience with fables helped her students learn the story, values, and understand the moral that each fable taught. She pointed out that teachers would encourage students to learn by using different kinds of reading material.



Hence, she mentioned that if teachers wanted to teach through reading fables, they should choose the best stories according to their students` ages and interests, and monitor their comprehension, otherwise, they would get bored.

However, in order to apply the post-questionnaire, all bibliographical materials were considered, specially Catherine Wallance`s book. Her work amplified our knowledge about the appropriate material to teach reading, strategies and techniques. Another great contributor was Grenby`s book. Through his work, the importance of fables in education was endorsed. All this information and Miss. Espinoza`s suggestions were taken into account in order to develop a booklet based on the fables, which includes follow up activities. As a result, students of the sixth level of basic education at “*Unidad Educativa Zoila Esperanza Palacios*” increased their knowledge about fables, their vocabulary, and their ability to develop reading skills when they took the post-questionnaire due to the implementation of the varied follow-up activities. It can be deduced that activities using fables encourage children to feel motivated and interested in the language acquisition process.



Chapter V

Conclusions and Recommendations

5.1 Conclusions

-First, reading sources were analyzed in order to learn more concerning reading skills, including benefits, strategies, techniques, appropriate and authentic material. One of the most important materials analyzed was fables because it contributed a lot to this research project, especially in the creation of the booklet which was one of the objective set up.

-From the qualitative information analyzed, it can be understood that experience with children shared from Miss Espinoza essential in this work because it helped to choose the best stories according to children`s age and interest. Hence, teaching to read through fables was satisfactory. All the professor`s suggestions were taken into account to select reading activities to teach English based on fables. Thus, it can be seen that another objective was accomplished since children showed more motivation , interest in reading, and there was a good environment and active participation in the class during the application of fables and related activities.

-In addition, it is important to mention that through the result quantitative data, students increased their knowledge about fables, understood the moral message that each one taught, enriched their vocabulary, and engaged themselves through reading fables.

-As a last conclusion, it is necessary to emphasize that the general objective of this research work was to develop reading skills through reading fables, which did result as a valid connection between the children and reading.



5.2 Recommendations

-Since children do not have enough interest in reading in English, it is advisable for teachers to create illustrative, suitable, and interesting reading materials for these kinds of learners.

-Also, for further researches it is recommendable to continue using a variety of narrative texts not only fables, but also legends, myths, fairy tales, and folk tales to design English reading activities because children love animal characters, fantasy, magical events, and mystery. Consequently, these materials can engage students and contribute to develop their reading abilities at an early age.

-In addition, future English teachers should apply different strategies and techniques for developing reading skills in the classroom so that students do not feel frustrated and bored at the time of reading.

-Moreover, teachers should consider motivation as a main issue in developing reading skill. They should lead students to read not only inside the class, but in the world beyond the classroom.

-Another suggestion for future English facilitators is that they should not only give one printed version of the booklet of fables to the educational institution where the student teaching component of our graduation project was performed, but they should also give a digital version of it so that teachers can easily have access in a computer lab with all their students. As it is known today, TICs should be incorporated into students' learning process, and the fables and their follow up activities making up a booklet can be presented to students in an innovative way which will hook children into reading.



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Appendixes



Appendix 1: Questionnaires

Interview Questions:

1. What are benefits of reading regularly?
2. How often should children read books?
3. Which reading activities can be used with children?
4. How do you improve students' progress in reading?
5. Why do you think short fables are important for children in the reading process?
6. Have fables be a main tool in reading activities?
7. Have you ever taught fables to students from 9 to 11 years old?
If yes, where?
If yes, what was your experience?
8. What other resources can you use with students from 9 to 11 years old to develop reading skills?
9. What do you think about the level of the reading tests to students from 9 to 11 years old? Should they be easy or difficult? Why?
10. Could you give some advice about how to encourage good reading habits in children.



Appendix 2: pre-questionnaire

UNIVERSITY OF CUENCA

GRADUATION COURSE

Level:..... **Age:**.....

Date:.....

The purpose of this survey is to identify how much the students know about reading fables.

1. Cross with an X according to your opinion

QUESTIONS	A lot	Sometimes	Rarely	Not at all
Do you like reading fables?				
Do you like follow up reading activities?				
How much do you know about fables?				
Are fables important to you?				
Do you understand the message of the fables when you read?				
Do you learn new words when you read fables?				
Do fables activities help you to understand better the story?				

Put a tick (✓) according to your opinion. You can choose more than one

What do you learn through fables?.



new words

getting the message

fables are important

Where are fables developed?

street

field

forest

city

beach

What are the main characters in the fable?

more people

more animals



Appendix 3: Post – Questionnaire

UNIVERSITY OF CUENCA

GRADUATION COURSE

Level:.....

Age:.....

Date:.....

The purpose of this questionnaire is to identify how much the students know about reading fables after the application of the booklet.

1. Cross with an X according to your opinion

QUESTIONS	A lot	Sometimes	Rarely	Not at all
Do you like reading fables?				
Do you like follow up reading activities?				
How much do you know about fables?				
Are fables important to you?				
Do you understand the message of the fables when you read?				
Do you learn new words when you read fables?				
Do fables activities help you to understand better the story?				

Put a tick (✓) according to your opinion. You can choose more than one

What do you learn through fables?.

new words



getting the message

fables are important

Where are fables developed?

street

field

forest

city

beach

What are the main characters in the fable?

more people

more animals



Appendix 4: Interview Transcript

INTERVIEW WITH MASTER ESPINOZA

- What are benefits of the reading regularly?

Well, children will improve their communication skills, their imagination, and they also learn it is fun... Reading is the main source of a language when kids start to learn a foreign language...this skill also is easiest to keep up in mind.

- How often should children read books?

Well, every day, all the time. Reading is such an important skills for children... beginners must read through pictures because kids love to have their favorite stories ... it is amazing looks how children repeat the story step by step or word by word. Teachers should try to spend as much time as possible with reading activities..., and later children get used and love to read very often...

- Which reading activities can be used with children?

They can act out the characters, retell the story, put pictures in the right order... we can use a reading a story from a book, reading a class story, silent reading ...

- How do you improve student`s progress in reading?

Umm! by using really attractive pictures, choosing the best stories according to their age and interest, and by monitoring their comprehension.

- Why do you think short fables are important for children in the reading process?



It is really important because through them children can train their brain and prepared them for language development.

- Have fables be a main tool in reading activities?

Yes, they are actually. Children always like imagination... they are able to recreate the same fable many times and different ways...reading through fables is very useful tool because children get the main idea, or learn the message of them.

- Have you ever taught fables to students from 9 to 11 years old? If yes, where? If yes, what was your experience?

I taught at American School for 6 years. It was fun, the children learned the story, values, and analyzed the moral that each fable taught.

- What others resources can you use with students from 9 to 11 years old to develop the reading skill?

I think teachers can use online resources such as interactive ebooks that can be used at home also to encourage reading,

- What do you think about the level of the reading texts to students from 9 to 11 years old? Should they be easy or difficult? Why?

They shouldn't be neither difficult nor easy. There must be some kind of challenge to push the children but at the same time to enjoy and to learn from the reading.

- Could you give some advice about how to encourage good habits in reading books?

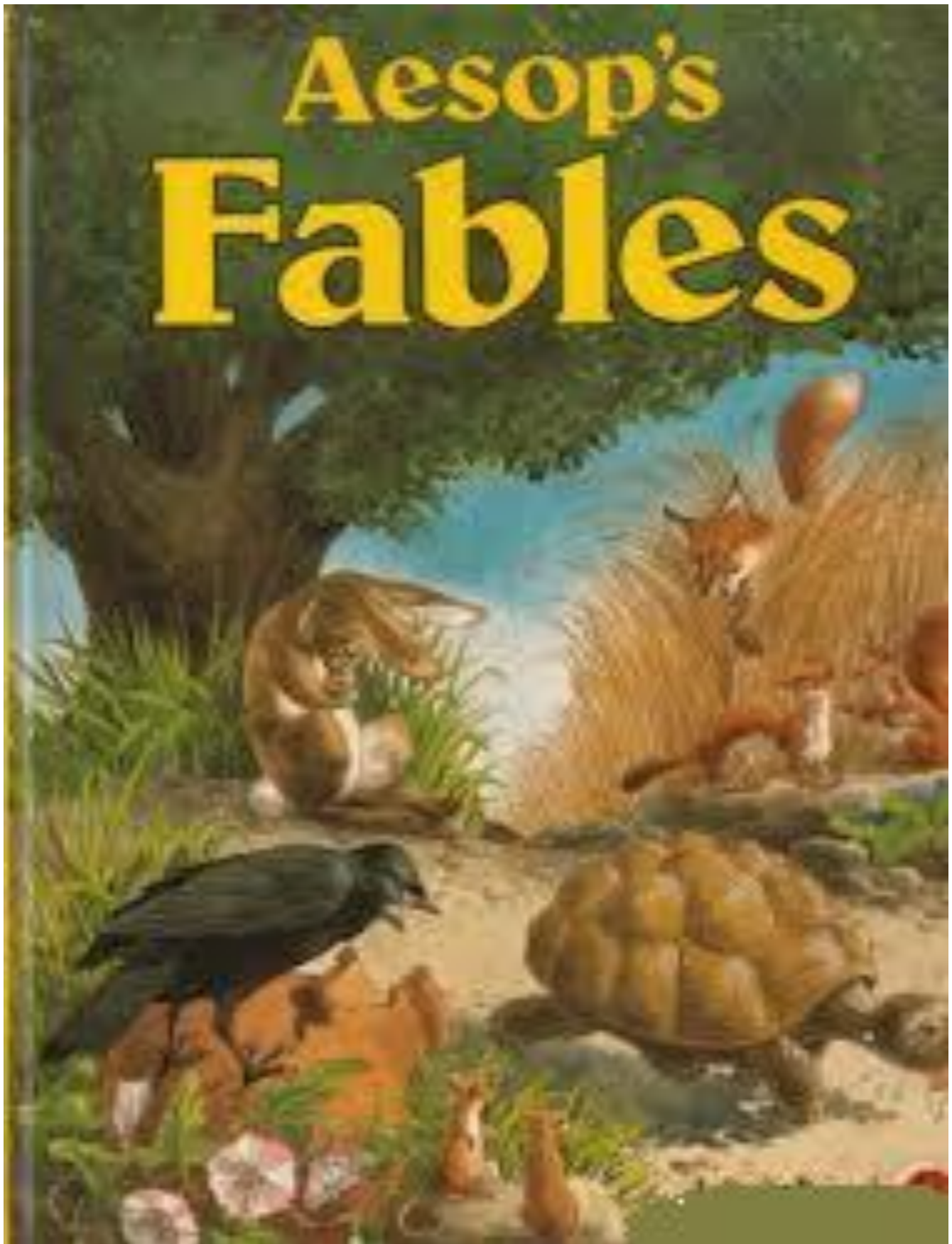
Keeping it fun is vital so the children do not just entertaining but at the same time develop other skills that will help them for their life time. Doing different



kinds of activities and using a variety of resources such as puppets for little ones.



Appendix 5: The Booklet





CONTENTS

- 1. The Fox and the Grapes**
- 2. The Ant and the Grasshopper**
- 3. Belling the cat**
- 4. The Fox and the Goat**
- 5. The Goose that laid the Golden Egg**
- 6. The Lion and the Mouse**
- 7. The Fox and the Crow**
- 8. The Donkey and the Lapdog**
- 9. The Hare and the Tortoise**
- 10. The shepherd's boy and the wolf**

The Fox and the Grapes



Look at the picture and answer the question. Use the words from the box.



grapes
fox
reach
branch
jump

What do you see in the picture?

The fox jumps.

The fox sees the.....

The fox wants to

Read the text with the teacher.



The fox and the grapes

One hot summer's day a fox was walking through an orchard.

The fox went to a branch of grapes.

“Just the thing to satisfy my thirsty,” said the fox.

Immediately, the fox took a run and a jump to the branch. But it could not reach the branch. It was jumping several times, but it was not successful. Finally, the fox stopped jumping and it walked away with his nose in the air, and said "I am sure the grapes are too bitter.”

It is easy to misprice what you cannot achieve



Read again and circle the correct answer

a. The fox did not eat the grapes because

- 1. They were not good
- 2. They were bitter
- 3. They were too far up for him to reach.

b. The fox then said that the grapes were

- 1. Too big and juicy.
- 2. Too bitter.
- 3. Too far away.

c. If you cannot get something, _____.

- 1. You have to surrender.
- 2. You try to achieve.
- 3. You ask for help.

Complete the sentences. Use the words in the box.

Thirsty bitter branch jumping



- He went to a _____ of grapes.
- “Just the thing to satisfy my _____,” said the fox.
- It was _____ several times,
- "I am sure the grapes are too _____."

Create a happy ending for this fable

The fox jumped many times
 and.....

GAP ACTIVITY

STUDENT A

Where the wolves are in the pictures?

GARDEN



YARD



FOREST



CAVE



STUDENT B

Where the wolves are in the pictures?

GARDEN



YARD



FOREST



CAVE



The Ant and the Grasshopper

Read the sentences. Put a cross (X) "yes" or "no."



	YES	NO
Summer is the warmest season.		
Winter is the coldest season.		
Summer is the terrible weather.		
In winter animals keep something to eat.		



Read the text with the teacher

The Ant and the Grasshopper



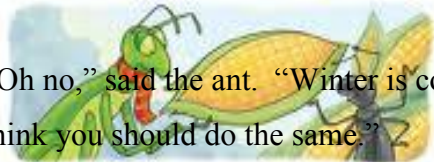
One summer's day a grasshopper was chanting, chirping, and hopping in the forest. The grasshopper was very happy in this season.



Suddenly, it saw an ant which was busy gathering and storing grain for the winter.

The grasshopper said an ant, "We can sing some

songs and we can dance a while."



"Oh no," said the ant. "Winter is coming. I am storing up food for the winter. I think you should do the same."

"Why worry about winter?" said the Grasshopper. "Winter is a long time off. There is enough food." Then the grasshopper continued dancing, chanting, and chirping.

But the ant continued with its work.

When winter came, the grasshopper did not have food. He was hunger. Finally, it saw the ants sharing corn and grain which they had collected last summer.

There is a time to work and a time to enjoy.



Read again and underline the correct word.



- In summer the grasshopper was (**happy/ sad/ sick**).
- An ant was busy (**dancing/ gathering / relaxing**) grain for the winter.
- “Winter is a (**short/ full/long**) time off. There is enough food.”
- In winter the grasshopper did not have (**toys/friends/food**).

Circle the activities that you do every day .

Daily Routines	Monday	Tuesday	Wednesday
	Go to school	Go to school	Go to school
	Do homework	Do homework	Do homework
	Go out with your Friends	Go out with your Friends	Go out with your Friends
	Watch TV	Watch TV	Watch TV
	Play	Play	Play
Thursday	Friday	Saturday	Sunday
Go to school	Go to school	Go to school	Go to school
Do homework	Do homework	Do homework	Do homework
Go out with your Friends	Go out with your Friends	Go out with your Friends	Go out with your Friends
Watch TV	Watch TV	Watch TV	Watch TV
Play	Play	Play	Play

Check the schedule again and choose which your favorite day is? Why?

My favorite day is.....because I _____

Belling the Cat

Paint the animals in each box. Answer the



CAT



MOUSE

What can the cat do?

The cat can catch a mouse.

The cat

What can the mouse do?

The mouse

the mouse.....

Listen and read the fable

Belling the cat



There was once a very malicious cat. He caught and ate mouse. So the mice decided to have a meeting. Many plans were suggested and rejected. Next, a very young mouse began to talk. “My plan,” it said, “is to put a bell on the cat.” If the cat has a bell around its neck, we will be able to hear the cat before it gets catch us.” It was a wonderful plan and all the mice voted to accept the plan. The mice cheered and they were excited for the solution.

Finally, an old mouse said, “It is a wonderful plan,” “But who will put the bell on the cat?”

Easy is to say what I have to do, but hard is to make it

Read again and put the letter in the correct sentences.

- a) began to talk
- b) will put
- c) decided to have

- So the mice _____ a meeting.
- A very young mouse _____. “My plan,” the mouse said, “is to put a bell on the cat.”
- The old mouse said, “But who ____ the bell on the cat?”



**Write an apologizing letter from the cat to the mice.
What does the cat have to say?**

Dear Mice,


I want to apologize with you for many times that I tried.....

.....

.....

I do not want that you put the bell on my neck.

Thank you

The cat 

The Fox and the Goat

Put a check or write your own answer according to this situation

Imagine that you are passing by the forest and a child is into a deep pond. What would you do?





- ____ Look for help
- ____ Call the policeman
- ____ Not pay attention to him/her
- ____ Help you to jump up to the edge.
- _____

Read the fable with the teacher

The fox and the goat

An unlucky day a fox fell into a deep pond. He could not get out. Suddenly, a goat passed over this place and it asked the fox what he was doing down there.

Next, the fox said that he was fine. And it also said the goat that had some water for the drought. "Why don't you come down too?" the fox said.

The goat thought well of this advice, and jumped down into the well. But the fox immediately jumped on her back, the fox put his foot on the goat`s horns. Then the fox could jump up to the edge of the pond. "Good-bye, friend," said the Fox, "remember next time."



Never trust the advice of a man in difficulties

Read again and complete the story.






<p>the fox said that he was _____. And it also said the goat that had some _____ for the drought. "Why don't you _____ down too?" the fox said.</p>	<p>the fox put his _____ on the goat`s horns. Then the fox could _____ up to the edge of the pond. "Good-bye, _____," said the Fox, "remember next _____."</p>
---	--

Write to the class about a terrible accident. Remember that your story must be similar to the fable.

Once I had a terrible accident lastly.

I _____



The Goose that Laid the Golden Egg

Match the words according to the same meaning.





Goose
Golden
Egg
rich

- wealthy
- made of gold
- female bird
- bird's egg as food

Read the fable with the teacher

The Goose That Laid the Golden Egg



A man and his wife owned a very special goose. Every day the goose would lay a golden egg. The goose made them very rich.

"Just think," said the man's wife, "If we could have all the golden eggs that are inside the goose, we could be richer rapidly."

"You're right," said her husband, "We wouldn't have to wait for the goose to lay her egg every day." So, the couple killed the goose. They found that the goose just was like other goose. She did no find golden eggs inside of the goose. Finally, they did not have more golden eggs.

Too much greed results in nothing

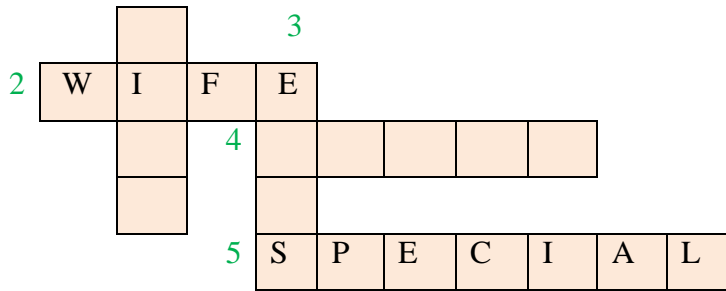


GAP ACTIVITY

STUDENT A

Ask student B information for numbers 1, 3, and 4 and complete the crossword

1



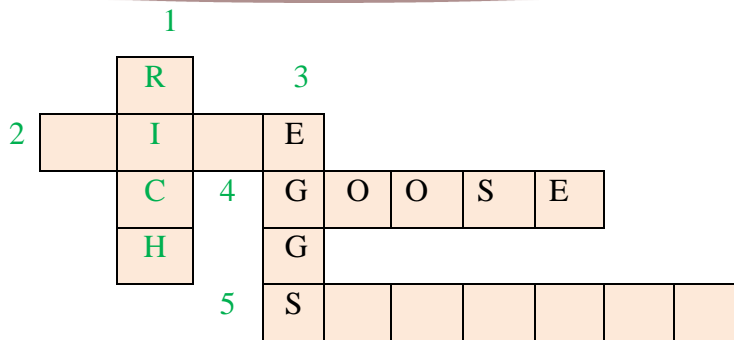
- A man and his w_____ (2) owned a very s_____ (5)goose.

.....

...

STUDENT B

Ask students A information for the numbers 2 and 5 and complete the crossword



- The goose made them very r_____(1)
- She did no find golden e ____ (3)inside of the g_____ (4)

Answer the questions and share with the class





1. Would you kill any animal to get more money?.....
2. Is the ambition good or bad?.....
3. What would you do to have money?.....
4. Do you want to be rich? Why?.....

The Lion and the Mouse

Look at the picture and answer the questions





What can you see in the picture?

.....

What are they doing?

.....

Listen and Read the Fable

The Lion and the Mouse

Once when a lion was asleep, a little mouse began to running up and down him. This noise woke the lion. He caught the mouse and wanted to swallow him.

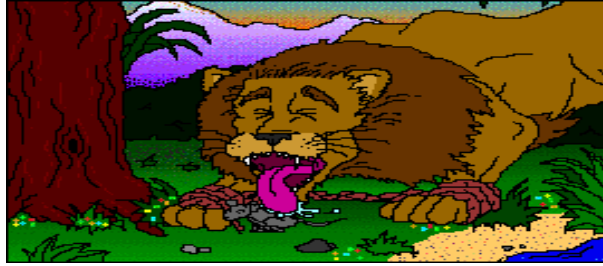


“Pardon, o king, “cried the little mouse, “forgive me, I will never forget it, who knows if I may help you some of these days?”

The lion laughed at the idea of the mouse being able to help him, and the lion let him go. Some days later, the lion was captured by hunters.



Just then the little Mouse passed by, and seeing the poor lion tied to a tree. He went up to him and soon gnawed the ropes, and the little mouse released the King of the Beasts.



“Little friends may prove great friends” said the little mouse

Order the letters and find out the words of the fable

- Niol = _ _ _ _ _
Mesou = _ _ _ _ _
Nuhetr = _ _ _ _ _
Paredtcau= _ _ _ _ _
Saeleer = _ _ _ _ _

Match the pictures with the phrases

1. The mouse was running up and down



on the lion, and the noise woke him .

2. The lion caught the little mouse and



He wanted to eat the mouse

3. The little mouse asked for free pardon to the



Lion and left the mouse

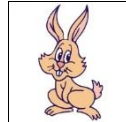
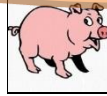
4. Days later, the lion was captured by the hunters



5. The little mouse released the lion



Circle the animal that released the lion



Write in your own words the message of this fable

I think that all the people

can.....

.....

.

The Fox and Crow

Look at the picture and put a check the correct answer



	yes	No
The crow is next to the fox		
The crow has piece of bread		
The fox is talking to the crow		
The fox want to remove the piece of bread		

Listen and follow the reading

The Fox and Crow

One bright morning a hungry fox was walking in the forest in search of food. Suddenly, he saw a crow on the branch of a tree, and he held a piece of cheese in her beak. Then the wise fox thought, “I do not need to search any farther” “This delicious cheese will be my breakfast.”



“Good morning, beautiful creature!” The fox began to flatter him. “What a charming creature she is!” said the Fox. “How her feathers shine! What a splendid wings! You should have a nice voice. Could you sing just one song, I know you are the Queen of Birds.”



At the beginning, she was only listening to these sweet words, but later she forgot all fox’s suspicion. She opened her beak and fell down the cheese straight into the fox’s open mouth.”

“Thank you,” said sly Fox sweetly, while he walked. “Though it is cracked, you have a sure enough voice. But where are your wits?”

The flatter lives at the expense of those who will listen to him.

Number the sentences according to the story

- The fox said, “Oh beautiful creature!...You are the king of the birds
- The fox ate the piece of cheese and run away.
- The fox saw a crow with a piece of cheese in her beak
- One day a fox was walking in the forest searching food.
- The crow opened her beak
- The fox said, “Oh beautiful creature!...You are the king of the birds
- The piece of cheese felt down.



Do you remember?

What did the fox do when see the crow with the piece of cheese?

Who said you are the King of all birds?

What happened when the crow opened the beak?

Did you like the fox attitude?

Crack the codes

Use the numbers and the alphabet code to jumble the messages below

A B C D E F G H I J K L M N O P Q R S T U V W X

Y Z

26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3

2 1

a) _____

7, 9, 19, 22

24, 9, 12, 4

4, 26, 8

8, 7, 6, 9, 5, 18, 13, 20

b) _____

7, 19, 22

21, 12, 3

20, 12, 7

21, 12, 12, 23

11, 12, 18, 8, 12, 13, 18, 13, 20

The Donkey and the Lapdog

Look at the picture and answer the questions



- What do you see in the picture?

- What is the man doing?

- How do you think the donkey feel ?

Listen and follow the text



The donkey and the lap dog

A man had a donkey and lap dog. The donkey stayed in the stable, but he had plenty of food. The dog played with his owner everyday, and he did nothing.



The donkey worked hard all day and he thought his master did not love him. One time the donkey was sad when he compared his life to the dog.



Then one day the donkey broke his cord, and he galloped around the man just like the dog did. But the man's servants thought that he was in danger and came to his rescue.



The poor donkey was punished and returned to his stable with kicks and sticks. Be content with what your own talents.

Rewrite the words in the correct order to form a sentence

A had a and lap donkey man dog

The dog played with his owner everyday,

and The worked all day donkey hard

his master The thought donkey did not him love

galloped The donkey around the just the dog man like

stable The was punished to his donkey poor and returned



Use the fable to answer the questions



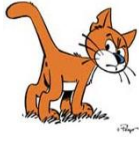

1) Did the donkey have plenty of food?

2) Why was the donkey sad?

Rewrite the final of the fable .Put a happy ending

The Hare and the Tortoise

Put a cross in the correct animal

				
What animal runs fast?				
What animal runs slow?				
What animal is lazy?				

Read the text with the teacher

The Hare and the Tortoise



Once upon the time there was a hare who presumed he could run faster than anyone else. One day, the tortoise met him who made fun of her slowness. The tortoise was upset and said “Let’s have a race and see who is the faster.” The hare laughed and said, “It is a good joke!”



The race started and the hare left the tortoise far behind. After a while, the hare stopped and waited for the tortoise.



But on the way, the hare found a shady tree. "I might take a short nap," he thought. "Even if she catches me, I can easily win the race." But hare left sleepy.



The tortoise passed the sleeping hare; she walked slowly but steadily and reaches the top of hill. When the hare got up, the tortoise won the race.



Match the pictures with the phrases

1. The hare who presumed he could run faster than anyone else.





2. The race started and the hare left the tortoise far behind



3. The hare waited the tortoise many times



4. But the hare left sleepy



5. And the tortoise won the race



Use the fable to answer these questions.

1. Why did the hare laugh at tortoise

2. What happened when the hare left sleepy?

3. What is the message of the fable.

Retell the fable to your classmate

First,	Next,	Finally,



The Shepherd Boy and the Wolf

Answers the questions according to picture

- What do you see in the picture?
.....
- What animal can you see in the picture?
.....
- What is he doing?
.....

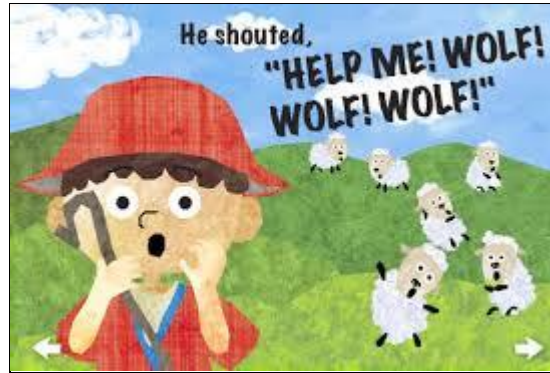


Listen and read the fable

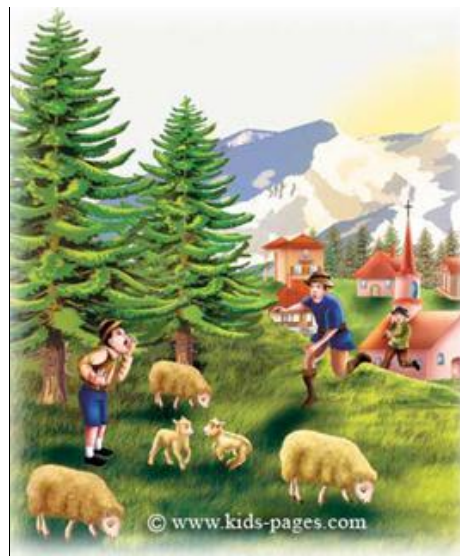
The Shepherd boy and the Wolf



A village was near a pasture. A shepherd boy used to graze his folk of sheep there. He was very bored. “what can I do ? said the boy.



One day he decided to play some tricks to the villagers. He started crying... Wolf! Wolf! it was a white lie.



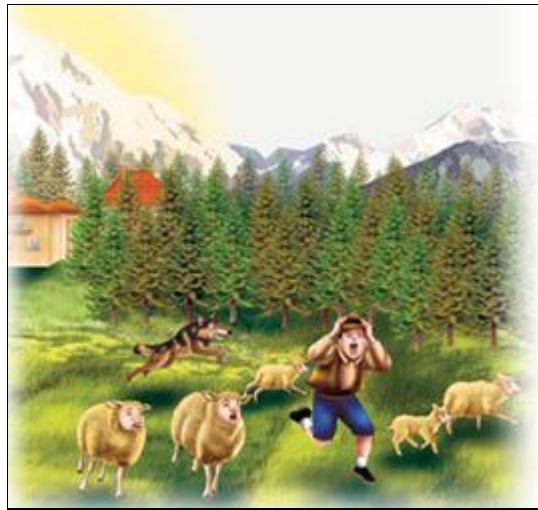
When the villagers heard the cry of wolf, they all ran to the pasture to help the boy but they found no wolf.

Instead the shepherd laughed at them. They understood that the boy had befooled them. They returned to their houses.





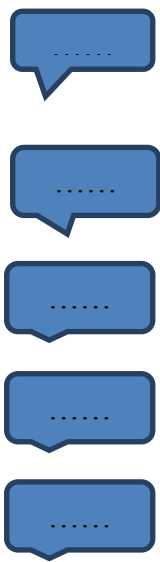
One day a wolf really came there and attacked the folk o sheep. He started shouting Wolf! Wolf! But the villagers thought that he was trying to befool them once again.



They did not come to his help. The wolf killed all the sheep. Nobody helped the foolish boy because he was a liar.

Order the words and form sentences. Then numbered the sentences according to the fable

- The were angry because be fooled them villagers the boy
.....
- Wolf came One time the all the folk and ate
-
- The “wolf!, wolf, !! Boy cried help me
.....
- One decides day the boy to play to the villagers some tricks
.....
- boy The shepherd used to his folk in a pasture graze
.....
- there was no wolf The pasture villagers run the and



Use the Fable to answer these questions

1 Put a check where do you think the fable was set?



_____ in the town

_____ in a mountain

_____ in the forest

Why did the boy decide to cried wolf?

Why were the villagers very angry with the shepherd boy?

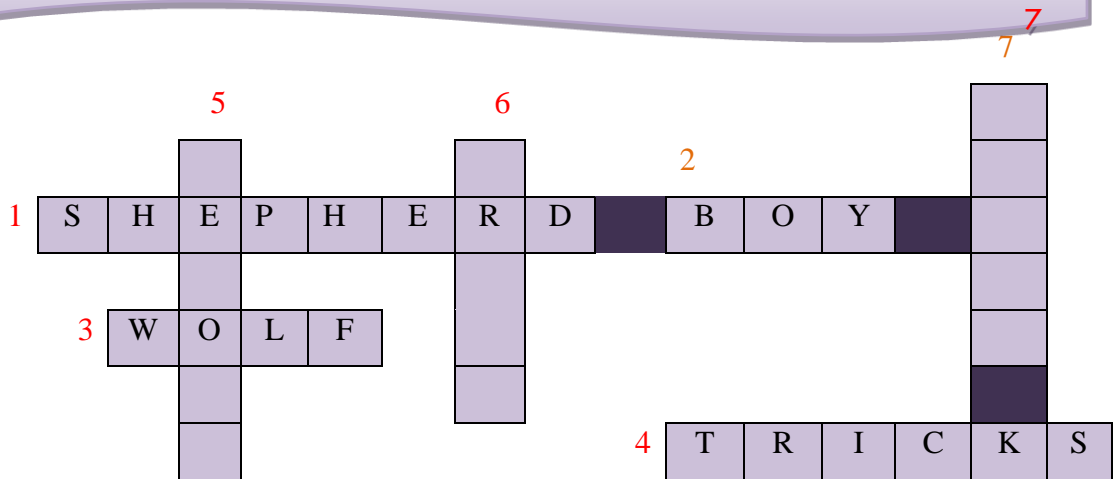
Explain the meaning of these words

bored	Befool	angry	liar

GAP ACTIVITY

STUDENT A

Ask Student B information about numbers 5, 6, and 7 and complete the puzzle



ACROSS

- 1 . The person who grazed his folk of sheep
- 2. Other way to say child



- 3. The bad animal that ate the sheep
- 4. The jokes the boys played to the villagers

STUDENT B

Ask Student A information about numbers 1, 2, 3, and 4 and complete the puzzle

			5					6							7	A
			B					C								N
1			E					R		2						G
			F					I								R
	3		O					E								Y
			O					D								
			L													
			E													
			D													
										4						

DOWN

- 5. The way how the villagers felt because of the boys jokes
- 6 . The boy said when he asked for help.
- 7. The villagers were very upset when the boy be fooled them

Write and explain the moral of this fable
