



ABSTRACT

The purpose of this thesis is to identify some perceptions about integrating arts in the classroom. It is based on an application class and the diagnosis and analysis of that educational experience. On the basis of on conceptual referents we develop the following topics: Moments of the meaningful activity; Meaningful Learning; Basic Education; Curriculum Reform consensus and learning English as a Foreign Language; Macro Curriculum; Arts and meaningful learning of English in Basic Education; and the Education Process. It is necessary to know the current situation of Basic Education in our context so we present the current unit plan and lesson plans. At first instance, we proposed two lessons plans; however the application allowed us to consider a new proposal which incorporates methodological strategies using arts during the whole period of class. In this way we hope to contribute in some way to the educational process and help teachers improve their educational practice.

KEY WORDS

Brainstorming, Curriculum Reform consensus, Educational practice, Evaluation, Intrinsic motivation, Language Skills, Macro Curriculum, Methodology



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“INTEGRATING ARTS IN THE CLASSROOM”

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Diana Moscoso – Pilar Vásconez

Authors

Mt. Catalina Astudillo

Director

CUENCA – ECUADOR

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

Diana Moscoso

Pilar Vasconez



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1. Introduction

Education constitutes a primary means to the development of societies; as a result, authorities in our country have worked for many years to finally reach a consensus regarding the Curriculum Reform. Many questions have arisen about the fact of whether or not the activities outlined in the books are useful for students to engage in meaningful learning. Given this fact, our thesis is dedicated to providing a possible solution for teachers who want to attempt to enrich their classes. Our proposal consists of incorporating arts in the classroom through methodological strategies. Based on our experience and observations, the impact and efficiency that using arts can have on children is significant, especially for those who learn by doing since most children learn easily when they manipulate things. Moreover, students get more involved and participate more actively when they are given activities such as painting, drawing, dancing, acting, and so on.

What motivated us to choose this topic is the fact that we noticed a deficiency in children's learning because they are barely encouraged during the learning process. An important tool in this process is the book that public schools are using; nevertheless, most English books generate sparse activities that involve children's active participation.

We use some authors' contributions as conceptual referents. We quoted David Ausubel's "Theory of Meaningful Learning." One of the authors mentioned most in our work is Claudia Cornett who wrote the book "Creating Meaning Through Literature and the Arts." The contributions that the government has done in education are significant as well.



The structure of this thesis is made up of three chapters, conclusions, and recommendations. The first chapter is the development of the theoretical framework which consists of conceptual referents we will use.

The second chapter gives details of the current situation of educational practice by doing a diagnosis and analysis of educational experience and giving an idea about the methodological and teaching strategies used in schools nowadays. As well as the elaboration of our proposal for the Unit Plan and the respective lesson plans.

The third chapter includes a description and application report, the enhanced proposal, and an analysis to see if the weaknesses were overcome after doing the second proposal.



CHAPTER I

2. Conceptual referents

The pedagogical model on which this tesina is based is David Ausubel's Meaningful Learning, which we will link together with our theme related to learning English as a foreign language by integrating arts in basic education.

One of Ausubel's theories is meaningful learning. The theory of meaningful learning explains that a learner is able to gain knowledge of any subject when he/she is able to give meaning to it. On the other hand, a child can learn without knowing the meaning, it is known as mechanical learning because he/she only memorizes or repeats something without being aware of what is been said (Coll 134).

There are some factors that contribute to meaningful learning. The first one is that the topic to be presented in the class must be meaningful for the students, i.e. something they can relate with their prior knowledge. Secondly, students must be willing to learn, as well as be able to relate the new information with the prior knowledge in a useful and significant way. The third one is how the teacher presents the information. Ausubel suggests some advice to organize, sequence, and explain a topic:

1. Presenting integrative central ideas.
2. Highlighting precise and accurate definitions of terms used.
3. Highlighting similarities and differences.
4. Encouraging student's own critical thinking and communication skills.

As teachers, it is also important to discern what our students already know about a topic and what they ignore about it because their learning depends on that. If some students have previous knowledge of a theme, they would more easily acquire the new



information. Ausubel as well emphasizes the significance of the content of the material that has to have logic in itself.

2.1. Moments of the meaningful activity

The activities for meaningful learning have ordered moments which leads to the learning process, the development of self-esteem, cooperative learning using group work, the evaluation, etc.

- a. Time for activating prior knowledge:** For recovering the prior knowledge the teacher can develop activities such as analyzing an image or discussing about a topic. This activity could be sort of a game. Besides the quantity of information that a student possesses, it is necessary to know what his/her goals and interests are. Students show more interest for a topic when it is something that catches their attention.
- b. Motivation moment:** Teacher can display a situation that catches students' curiosity and interest for learning. Teachers need to use his/her creativity in order to design appropriate strategies to keeps students motivated.
- c. Basic moment:** The teacher analyzes together with the students the answers they gave before and after the new information is provided. Then the teacher applies different strategies to integrate the learning styles. The activities would be based on fine arts like painting, making puppets, dancing, and so on.
- d. Practice moment:** At this point learning becomes meaningful because students put into practice the new knowledge within their daily life.



- e. **Evaluation moment:** At this moment the teacher can give feedback and correct mistakes. Students can also evaluate themselves by the fulfilling of homework, the level of participation in class, the concepts and attitudes learned, etc.
- f. **Extension moment:** If students are motivated at the end of the class, they would get new ideas for using them in other learning circumstances.

2.2. Meaningful learning

Ausubel's theory supports the idea that children need to possess prior knowledge; consequently, they can associate the new knowledge with the concepts they already have in their mental structures. In the course of our studies we learned, as well, that in order to achieve meaningful learning it is necessary to submit a structure in a certain situation that students might be able to use it in a real conversation and remember it as long as they keep practicing the English language.

Arts integration was thought as a new way of presenting methodological strategies for accomplishing meaningful learning. With this purpose we took into account the fact that our participants are 9 year-old-children and one of the things that they like the most is manipulating things, doing things by themselves, using their imagination, etc.

2.3. Basic Education

According to the latest update to the curricular reform of basic education, the Ecuadorian government has promoted some pedagogical basis; one of which is meaningful learning. The government expects students to actively participate in the learning process and society transformation through interpretation and problem solving.



In addition, one of the methodological recommendations is to consider the children's experiences to achieve meaningful learning.

2.4. Curriculum Reform consensus and learning English as a Foreign

Language.

Based on TEFL module (2007), English as a Foreign Language is a learning process of a universal language that needs devotion and effort due to its global use. Therefore, to acquire English as a Foreign Language, first, means to learn it in a country where English is not a native language; in fact, being among people who do not speak English. Second, it is part of international communications. A person can speak with native English people or not. Finally, the spread of the English language does not have a border, because this language is a means of intralingua among a community.

Therefore, there is a need to recognize English in Ecuadorian Education. During the last years, the Department of Education focused on the importance of English as a Foreign Language into the classrooms. In this way, the following point will be centering on arguments, objectives, and syllabus for the Basic Education in Elementary Schools based on the Curriculum Reform consensus (2007).

2.4.1. Arguments

One of the sustaining arguments about the Curriculum for English as a Foreign Language is that children naturally and easily learn the native language; they are able to imitate and understand what they hear.

English learning in early stages is based on psychological preparations which can help children to express through English notions learned in their native language. Also, English can be used for the same communicative purposes. Another relevant



point is the context in which the children learn the language. For example, learning in an English speaking country contributes more efficiently to the learning process. Thus the classroom facilitates an excellent alternative method to learn English, but the methods and environment are provided by teachers.

Learning English as a Foreign Language encloses a sequence to be followed. This sequence deals with the revolution of the four basic skills such as listening, speaking, reading, and writing; therefore,

- Children will listen when they are emerged into an oral language.
- They will speak after many hours of receptions of the language.
- They will read if they incorporate into their learning the written form of the language
- They will write when they produce the language by enforcing him to write.

2.4.2. Objectives

GENERAL OBJECTIVE

Reinforce and innovate the English language learning – teaching process for students to develop linguistic competences such as listening, reading, speaking, and writing under educational standards.

SPECIFIC OBJECTIVES

1. Contribute to children's sensory, intellectual, and personal growth.
2. Develop trust and self - esteem in children.
3. Develop the communicative skills of the language by means of a variety of sources and materials such as games, songs, videos, practice workshops, and projects.



4. Develop learners' abilities to exchange information about themselves and their environment simple and naturally inside a meaningful context.
5. Provide the students with the Basic English knowledge to follow up their learning in future courses.

2.4.3. Syllabus

AREA	AÑO										TOTAL 2 a 10	%	
	1	2	3	4	5	6	7	8	9	10			
Lenguaje y Comunicación		12	12	10	10	8	8	6	6	6	6	78	27
Matemática		6	6	6	6	6	6	6	6	6	6	54	19
Entorno Natural y Social		5	5	-	-	-	-	-	-	-	-	10	4
Ciencias Naturales		-	-	4	4	4	4	6	6	6	6	34	12
Estudios Sociales		-	-	4	4	5	5	5	5	5	5	33	12
Cultura Estética		3	3	3	3	3	3	3	3	3	3	27	9
Cultura Física		2	2	2	2	2	2	2	2	2	2	18	6
Lengua Extranjera		-	-	-	-	-	-	5	5	5	5	15	5
Optativa		2	2	1	1	2	2	2	2	2	2	16	6
TOTAL	30	30	30	30	30	30	30	35	35	35	285	100	

2.5. Macro Curriculum for Basic Education and Foreign Language Learning

English in the 5th Grade.

2.5.1. The Purpose

To form new citizens provided with criterion, solidarity and commitment to social change; that they can recognize, promote, and be proud of their national identity, multicultural and multiethnic, to preserve their territorial sovereignty and natural resources; that they possess civic and moral



values and know how to be a productive member of the work force (Sánchez 2007).

2.5.2. Curriculum Objectives

- To contribute to the psycho-motor, intellectual, and personal development of children.
- To develop a sense of confidence and personal assessment in children.
- To develop communicative language skills through a variety of resources, e.g. games, songs, videos, practical work and projects.
- To develop children's abilities to give and receive information about them and their environment in a simple and natural way, within a meaningful context.
- To provide basic knowledge of the English language so that children can communicate in a simple and natural way and be prepared to continue their learning with a solid foundation in Basic Education

2.5.3. General Language Skills

Learn to listen

It is suggested that the language used by children is composed of short and simple sentences used in a meaningful context, by following good models of the spoken language. The teacher has to guide the class in English and provide students the opportunity to develop the listening skill in a natural way. These are two of the ways to improve the children's listening skill: a) determine if the message they listened to was correct as a response of commands. b) determine if they can complete information, fill in blanks, or answer questions.

Learn to speak



The language must be presented in an oral way through a variety of media, so the students get used to the sounds of the spoken language. Students must listen to audio material, to the teacher, to native English speakers in both formal classroom situation and in informal situations. Linguists say that learning a new language is better in the early ages. It is recommended also to use visual aids such as real objects, pictures, pictures of plants, animals, and people to meaningfully stimulate oral production.

Learn to read and write

In the early years of basic education, there will be difficulties in developing reading and writing skills; however, following the order of language acquisition: listening, speaking, reading, and writing; children will be given opportunities to develop their reading and writing skills. The writing skill is the last one to be developed since the child needs to acquire enough motor and psycholinguistics maturity to comment on something and give an opinion.

2.5.4. Content Curriculum

1. Cognitive
 - a. Basic structures
 - b. Vocabulary
2. Procedural
 - a. To familiarize and reproduce sounds
 - b. To reproduce intonation patterns
 - c. Global understanding
3. Attitudinal



- a. Respectful attitude
- b. Enthusiasm to express
- c. Positive and optimistic attitude

2.5.5. Sequence of contents

The sequence of contents meets the national educational criteria. The content must be treated in the same way; it's necessary to begin with the cognitive, continue on the procedural, and consolidate the learning process with the treatment of attitudinal content.

It is suggested to select content taking into account the level of evolutionary development of children. It proposes the sequential and progressive treatment of content "from the more general to more specific, from simple to complex, establishing relationships between assimilated content to integrate new organizations of knowledge.

2.5.6. Methodological recommendations

It is recommended that a variety of topics and real life situations be used to develop the teaching-learning English process. The advantage of using this content is that the lessons are more meaningful and, therefore, more motivating.

2.5.7. Recommendations for selecting didactic material

It is recommended to use all that is necessary to manipulate, to experiment, to collect data, to solve problems, etc. It is recommended as well to use as teaching resources *RINCONES DE TRABAJO* in the different areas.

The resources or material must be chosen according to the maturity level of students, to be suggestive, and as motivators; to be appropriate for the subject, the topic, and the capabilities and skills to develop; to be generators of individual and group



activities. Resources are bonds that facilitate interaction of the learner with the environment, with his/her reality therefore, the material should be selected by the teacher based on the learners' experiences and life situation.

2.5.8. Recommendations for evaluation

The didactic unit is the basis to evaluate and determine to what extent the objectives have been met and therefore learning, development of capabilities, and skills. To evaluate, is to formulate value judgments about a known phenomenon which is compared with other criteria already established in accordance with the purposes outlined.

The teacher should use different forms and instruments to evaluate such as oral tests of plain answer, written, objective, of essay, of open book, consultations, exhibitions, observations, development of guides, etc.

2.6. Micro Curriculum and learning English as a Foreign Language

Objectives

Skills

Contents

Methodological strategies

Didactic material

Evaluation

3. Arts and meaningful learning of English in Basic Education

3.1. Fine Arts

a) Music

Some studies say that music increases cognitive development due to its increase



in brain function. Music causes neurobiological benefits such as learning and memory, motivation and behavior, cognitive skills, planning movements, senses and perception, and fine and gross motor skills (Pickett 2010). Another author explains how music at an early age, even before children are born, can develop skills like the ones mentioned in the following quote;

Studies by Diana Deutsch at the University of California/San Diego demonstrate that mental mechanisms that process music are deeply entwined with the brain's other basic functions, including perception, memory, and even language (Dickinson 1997).

This art also helps students to gain more confidence through involvement in the arts because it provides a motivating environment for children. Music is one of the arts mostly used in classrooms; however, some teachers don't know how to integrate this art in their methodological strategies. Using music just as background sounds can be stimulating.

b) Theater

Dee Dickinson, in her article states:

The goal of creative drama is to build the dramatic imagination in a social context and to develop the ability of children to connect imagination to action, not just in drama, but for every day... Under adult guidance, creative drama activities overtly build and enhance knowledge, skills, dispositions, and feelings through interaction and collaboration with others. Gradually these qualities become integrated into private thought, covert behaviors, and a shared consciousness (1997).



Drama could be used as a strategic tool to encourage students to participate within pairs, to develop trust in the group, and to feel more comfortable about speaking in public since they are not alone when they are performing. When children are part of a play, they experience a situation in which they feel needed by others because everybody's part in a performance is important. Using this art to teach English can expand students' skills to express emotions, to enrich vocabulary, to improve verbal and non-verbal expression, and to improve body language.

c) Dance

Memory is also developed through dancing since the individual has to learn and remember dance steps; consequently, it helps the individual remember what he/she studied in a class (Dickinson 1997). By dancing children learn to listen to instructions or for the beat of the song and it can even be beneficial in other areas of school and life. Dancing prepares children to work together with their peers in an affirmative and non-competitive way. Dancing relieves stress and tension and makes it possible to relax. As a result, children are more willing to participate in the activities prepared for the class.

d) Literature

Literature can assist in developing English skills if used correctly. First, a literature text must be chosen according to the skill level of the students being instructed. To put into practice the reading and writing skills, students can read part of a text and write about their predictions of what comes next, another activity for writing could be to write dialogues in which they imagine themselves interacting with a character in the story or even writing their own story. For the listening and speaking skills students can form groups to read literature works and talk about them or give their



opinions about it. Literature is considered creativity formulated by words which should not only be read but also be listened (Cornett 5).

e) Visual Arts

Of the five senses – vision, audition, taste, touch, and smell- vision is proven to be the best way to learn things. The interpretation of visual arts follows a sequence of stages in which our brain receives and processes information. By means of this fifth art, a common communication is made up of ideas and feelings. Interpretations are free to anyone who might appreciate them by stimulating a physical response. Children are more likely to participate when it comes to drawing or painting because they are using their hands, it is also called hands-on learning. It is easier for them to remember things like characters from books, the alphabet, historic events, and so on (Dickinson 1997).

3.2. Arts and Education Process

3.2.1. Arts Integration

During the Academic process by arts, it is essential to point out meaningful arts integration. According to Cornett (7), “Arts Integration is the meaningful use of arts processes and content to introduce, develop, or bring closure to lessons in any academic area.” To perform students’ perceptions, integrating arts to the core subject curriculum allows students to be engaged to the learning and teaching process. In fact, students will increase an intrinsic motivation that facilitated their conceptions of the learning. Also, this interaction between the students and the arts emerge their intellectual and sensory into an infinitive learning. Thus multiple capacities are privileged to control students’ intelligence.



Integrating arts to the classroom will revolutionize the learning proposal when arts become pedagogical pillar for the process due to its importance to “energize and humanize the curriculum.” Indeed, music, visual arts, literature, dancing, and drama emerge students to work hands-on/brains-on. In this way, the students’ potential to develop certain characteristics will allow the teacher to take advantages of students’ abilities in the Fine Arts to achieve students’ success during the academic process.

Arts integration in the classroom requires certain characteristics being developed in the following four points. First at all, during meaningful arts integration, the former roles of the teacher and students change into improved ones. For instance, the teacher becomes the facilitator of the learning while students are the masters of their own masterpiece. Secondly, the activities carried out by the facilitator and the participants will convey hands-on/brains-on moments. In fact, higher-order thinking is experienced and developed through problem-solving activities. Results showed by Cornett according to *the Wolf Trap Institute for Early Learning through the Arts* explains that students’ stimulus created by Fine Arts are indispensable to develop an extensive potential. Therefore, activities created by the learners allow them to understand and interpret the world in different ways while expressing it by the language. Next, a special integration is activated between the learner and the teacher while both become motivated and intrinsically take part in the process. Finally, all those characteristics will come together only when they are cultivated in an aesthetic place. To promote respect and risk taking, it is necessary to change the environment where worthy moments are carried out.

A good student shares the same skill that a good artist does such as “self-control of the body, voice, and mind” explains Cornett (15). Therefore, the meaningful



integration of the arts supports the idea of learners' personal, emotional, and cognitive growth. First at all, the arts contribute to the students' individual learning. This means, learners are able to take risks by themselves to develop their ideas without being intimidated due to their independence. Another important argument points out the intrinsic motivation source created by the arts interest. While learners become involucrate in the learning process, their attitudes toward studies develop the desire to learn. Thus students work more, even during out-of-school time; cited by Cornett, a student while learning through arts is able to "perform more community service, watch fewer house of television, report less boredom in school, and are less likely to drop out of school" (15). Finally, the cognitive acquisition is highly improving though arts integration. Students feel more confident and engaged to learn. As the authentic learning is bound to the students' knowledge, complex and analytical cognitive processes will have contended. Their higher – level thinking expands into the fullest capacities. Therefore, creative problem – solving becomes an indelible mark while barriers are viewed as challenges. Given these facts, the academic process based on arts integration contributes with significant characteristics to the learners' personal, emotional, and cognitive growth.

The infusion of Arts to the core subject curriculum is a process to carry out a unique contribution to the learning process. Thus, this academic process is integrated *with, about, in* and *through* the arts as a learning and teaching vehicle. As a first step, the core subject process employs some art activities to enhance the learning process, so daily art routines should be established from the beginning of the arts integration process. For instance, before beginning the class, a short poem as an energizer can be



worked without lacking its natural connection to the curriculum while they are likely keyed to the subject standards. Secondly, teaching moments about and in the arts may be shown when there is a connection between “arts and skill and the curricular area” (57). A teacher has to find the way to make students think, create, and respond while using arts integration. Therefore, the connection between the arts and the curriculum starts when a content area is worked with artist specialist. The teacher and the artist co-plan a certain activity and then work on strengths and weakness after observation based on the class. Therefore, the cognitive process will have achieved the students’ higher – level thinking. In this level, fine arts are a purposely material to be applied in the classroom, and they facilitate to transform academic achievements. The final step to achieve the fullest integration process is working through arts – based curriculum. In this way, while unit centers are taught, the arts become the learning vehicle for academic results. Students are emerged into an aesthetic environment, and their academic process is completely based on Creative Problem – Solving. Therefore, “arts – based learning is not a one way street” (34); Cornett refers to the correlation between arts and the curriculum as enhanced results.

3.2.2. Education Process

ARTS – BASED CURRICULUM AND CPS (Creative Problem – Solving)

Arts based curriculum creates creativity abilities to solve problems. Thus higher – order thinking is required. This produces an analytical and complex thinking which is the major goal of education through arts. The expansion of the cognitive development thrives on a meaningful context that is enclosed by changing points of view from the



students and a mental experimentation. It is important to point out that creative problem solving (CPS) is based on the context of higher – level of thinking.

First at all, the Creative Problem Solving based on students' higher – order thinking needs to become a part of the learning process. According to the research studies carried out by Mitchell and Kowalik, the CPS is defined in the following description:

CREATIVE is an idea that has an element of newness or uniqueness, at least to the one who creates the solution, and also has value and relevancy.

PROBLEM is any situation that presents a challenge, an opportunity, or is a concern.

SOLVING is devising ways to answer, to meet, or to resolve the problem.

Therefore, CREATIVE PROBLEM SOLVING or CPS is a process, method, or system for approaching a problem in an imaginative way and resulting in effective action (1999).

This concept is adjusted for the arts – based learning to explore unusual moments or situations to create something different worthy of interpretation. The main creative source of the arts to solve is the intense observation about the origin of a problem. Then the creativity problem finds its core to go through. In this way, ordinary creativity is converted into an extraordinary one (Cornett 48).



CHAPTER II

4. Current situation of educational practice: Methodological and teaching strategies for learning English

4.1. Brief description of a unit plan.

A unit plan is a teaching tool developed by the educator and serves as a long-range plan containing multiple lesson plans that are related to each other. A typical unit plan contains basic data, objectives, skills, contents, methodological strategies, didactic material, and evaluation. These elements are oriented to achieve a certain planned unit; therefore, the following paragraphs will describe each one of them precisely.

Basic Data: It contains the basic information about the class and it is developed in the following aspects: year, area, subject, teacher, class, unit, title of the unit, starting date, ending date, number of hours.

Objectives: This refers to the final purpose to be achieved at the end of the unit. Also, it will reflect the student's progress while applying it.

Skills: "According to the Curricular Reform (1996), a skill <<is the knowing how, is a capability that a person can apply or use by him/herself, when a situation requires it>>. Skills are strengthened in formal education and improved throughout life" (Araujo 11). A unit plan is focused on different aspects of a lesson; not only in the knowledge, but also in the procedure of the class and the attitude of the students.

Contents: There are three aspects to be considered in the selection of contents: the first one is Knowledge; which refers to facts, data, definitions, and information corresponding to a disciplinary field. The second one is Procedure. This is the understanding to implement processes, methodological strategies, skills, methods, etc.



The last one is Attitude. These contents are subjective practices because they implicate evaluative results learned in social context. It is subjective because aspects such as cognitive, affective, and behavioral are considered (Araujo 9).

Methodological strategies: these are the activities that the teacher is going to apply in the class to accomplish the objectives, pursuing a certain teaching methodology. The strategies must show the connection between the skills and the content.

Didactic material: the material selected by the teacher has to coordinate with the content, skills, methodological strategies, and the environment where the class takes place.

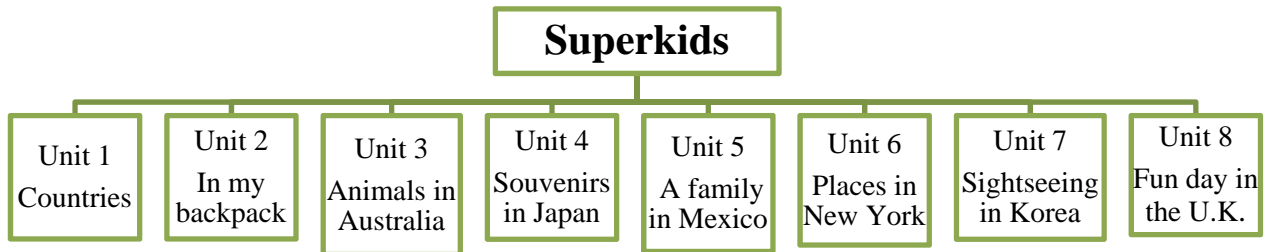
Evaluation: for the teacher and students, the purpose of the evaluation is to verify if the objectives were accomplished by the end of the unit plan.



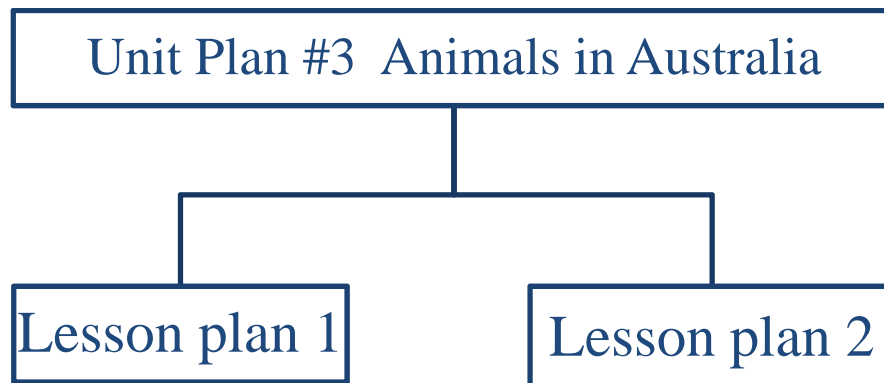
4.2. Diagnosis and analysis of educational experience

Tools for the diagnosis:

Current Unit Plan (See Appendix)



Current Lesson plans (See Appendix)





4.3. Elaboration of the proposal for the Unit Plan

Unit Plan

General information:

School: Escuela "Manuel Muñoz Cueva"

Grade: 5th

Subject: English

Topic of the unit: Animals in Australia

Number of periods: 6

Aim of the unit: Create comparisons between two animals using adjectives through Arts.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Knowledge -Wild animals from Australia -Adjectives -Comparatives (one-syllable adjectives)	-Animals: Kangaroo, Koala, Platypus, Crocodile, Wombat, Emu, etc. -Adjectives: big, small, fast, slow, fat, thin. Key language: It's big -Comparative Adjectives: big/bigger, small/smaller, fast/faster, slow/slower. Key language: An emu is faster than a kangaroo.	Prior knowledge Brainstorming about the animals they know. Brainstorming: Animals that are fast, slow, big, etc. Motivation moment Develop students' knowledge by singing a song. Keep students motivated by dancing a song Basic moment Showing pictures of wild animals from Australia. Describing the main characteristics of animals. Illustrating animals using flash cards Comparing two animals. Practice moment Students draw animals and describe it. Students make	Flash cards of animals Color pencils Board Markers Story CD CD player Handouts-story Plasticine Paper bags Glue Markers Color pencils Cardboard pieces	Students match the written descriptions with the animals. Correct use of comparative adjectives during the play.
Procedure -Identifying animals by pictures. -Describing main characteristics of the animals -Comparing two animals -Comparing two things				
Attitude Listening to others Sharing information with others Correcting each other with kindness				



		<p>animals using plasticine. Students work in pairs and describe their animals using comparatives.</p> <p>Evaluation moment</p> <p>Students listen to a short story about animals and identify characteristics.</p> <p>Students read the story “Walkabout with Kim Koala” and identify comparative adjectives.</p>		
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Lesson Plan 1

General information:

School: Escuela "Manuel Muñoz Cueva"

Grade: 5th

Subject: English

Topic of the unit: Animals in Australia

Number of periods: 6

Aim of the unit: Create comparisons between two animals using adjectives through Arts.

Aim of the lesson: Identify adjectives using Arts.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCE S	EVALUATION
Knowledge -Wild animals from Australia -Adjectives -Procedure Identifying animals by pictures. -Describing main characteristics of the animals Attitude -Sharing information with others	Animals: Kangaroo, Koala, Platypus, Crocodile, Wombat, Emu, Tasmanian Devil. One-syllable adjectives big small fast slow large short	Prior knowledge Brainstorming: Animals that students know Motivation moment Develop students' knowledge by singing a song. Basic moment Showing pictures of wild animals from Australia. Describing the main characteristics of the animals. Practice moment Students draw animals while listening to a song and describe it in front of the class by using adjectives. Evaluation moment Students listen to a short story about animals and identify animal characteristics by raising their hand.	Flash cards of animals Color pencils Board Markers Story Handouts-song finger paints Papers	Recognition of the adjectives in the context of the story. Students match the written descriptions with the animals.



Lesson Plan 2

General information:

School: Unidad Educativa Comunitaria “San Roque”

Grade: 5th

Subject: English

Topic of the unit: Animals in Australia

Number of periods: 6

Aim of the unit: Compare between two animals.

Aim of the lesson: identify comparatives (one-syllable adjectives)

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Knowledge -Comparatives (one-syllable adjectives)	Comparative adjectives: big/bigger, small/smaller, fast/faster, slow/slower, large/larger, short/shorter. Key language: An emu is faster than a kangaroo.	Prior knowledge Brainstorming: Animals that are fast, slow, big, etc. Motivation moment Keep students motivated by dancing a song Basic moment Illustrating animals using flash cards Comparing two animals. Practice moment Students make animals using plasticine. Students work in pairs and describe their animals using comparatives. Evaluation moment Students read the story “Walkabout with Kim Koala” and identify comparative adjectives.	CD CD player Handouts-story “Walkabout with Kim Koala” Plasticine	Recognition of comparative adjectives on the reading “Walkabout with Kim Koala.
Procedure -Illustrating animals -Identifying comparative adjectives				
Attitude Listening to others.				



4.4. Identifying strengths and weaknesses

Diagnosis teaching: Use of Arts in teaching English	
Strengths	Weaknesses
Skills	
<ul style="list-style-type: none"> - Engagement to the development to the class. - Skills are developed as a whole taking into account knowledge, procedure, and attitude. - Students feel confidence while being part of the procedure 	<ul style="list-style-type: none"> - A teacher finds it difficult to develop all the grammar structures using arts without being repetitive.
Contents	
<ul style="list-style-type: none"> - Can be presented several contents by using arts - Join different content areas within the class 	<ul style="list-style-type: none"> - Students don't have enough knowledge about arts. - The four skills of the language are not developed equally.
Methodological Strategies	
<ul style="list-style-type: none"> - Encourages intrinsic motivation. - The learning process is based on the following steps to achieve meaningful learning. <ol style="list-style-type: none"> 1. Prior knowledge 2. Motivation moment 3. Basic moment 4. Practice moment 5. Evaluation moment - Make emphasis in students' production to express orally. 	<ul style="list-style-type: none"> - It is necessary to develop much time to the activities. - It is difficult to work with many students - The teacher needs to know basic contents about arts
Learning resources	
<ul style="list-style-type: none"> - Using visual material - Materials according to their interest. - Materials that students can touch and perform with them certain activities 	<ul style="list-style-type: none"> - It is difficult to find cheap materials to develop all the activities. - Waste of materials - There aren't enough sources and materials such as stories, songs, and paintings.



Evaluation	
<ul style="list-style-type: none"> - Facilitates the ability to see students' progress of acquisition. - Free students to express themselves. - Based on their efforts and their former experiences in the class 	<ul style="list-style-type: none"> - Some students may take advantage of other students' knowledge during the evaluation.



CHAPTER III

5. Description and application report

We prepared activities in accordance with the content that children are supposed to learn in that unit; however, we did not use the book because our purpose was to incorporate other methodological strategies different than the usual ones. In this case, we planned activities integrating the Arts which is something that books nowadays do not use. During the application class we tried to keep children active and participative. Students were very excited with all the activities so much so that they were asking if we would be coming back soon.

PRIOR KNOWLEDGE: The first moment is used to get an understanding of the students' prior knowledge; therefore, we asked students to give us names of animals they know. At this time, students were willing to participate. The emotion of the students is represented in the willingness to take part. While they named many animals, such as cat, dog, bear, tiger, etc..., those names were brainstormed on the board. They were divided into domestic and wild animals.

MOTIVATION MOMENT: To keep interest, a song is presented to the children to sing. They received a sheet of paper with the song. Their faces showed a struggle with the lyrics; however, they felt confidence when we began to sing. First, we read the song, and students followed us to practice pronunciation. Some words were written on the board to practice them. Then the radio is turned on, and they began to sing. At first, the song is difficult, but it is practiced three times. Then the fourth time, students sang it without looking at the sheet. This kept them interested in continuing the lesson.



BASIC MOMENT: Everyone sat down. Some Australian animals were introduced with visual cards; they tried to guess their names. When the students learned the names, they found some names difficult to pronounce, but we repeated them three times and students repeated them as well. The model to describe was first given by us using adjectives. To create competence among them, the next time, the students had to repeat the names but using some descriptions.

Example: This is the Emu. It is big. It is thin.

The students didn't know the exact meanings, but the new words were mimed and demonstrated with expressions. Then they understood the meaning of the new words. To be sure of their comprehension about descriptions, the students repeated the new words and related them to the characteristics of animals.

PRACTICE MOMENT: To make the students' learning more efficient and apply the knowledge they already acquired, they were asked to form groups of six. In the groups, the materials were distributed such as pieces of paper and finger paints. They painted their favorite animals while soft music was played as a concentration element. During ten minutes, they used their fingers to paint. Some questions occurred when they were painting. Guidance was employed before their presentation. After that, they shared their master pieces with the class and described them with known adjectives, then their effort was shown when descriptions were expressed.

EVALUATION MOMENT: To finish this lesson, the students sat around us to listen carefully to a magnificent story. Before starting it, some new words were introduced, so they would not have difficulty understanding the whole story. While they



listened to the story, the students had to lift their hands when they recognized the descriptions of animals.

While Diana told the story, Pilar made some mimics showing the meaning of the words, so they became more interested. At the first lines, their faces were very interested in listening to it. So when the first description appeared, their hands were high and we knew that they had comprehended the meaning of the words.

Although the result of this class was satisfactory we perceived that we could have done better by implementing more activities based on integrating Arts instead of developing the regular activities. Consequently, in this way we can overcome the weaknesses that we found from that experience. For this reason we would like to propose the following lesson plans to improve the former ones.



6. Enhanced Unit Plan

General information:

School: Escuela "Manuel Muñoz Cueva"

Grade: 5th

Subject: English

Topic of the unit: Animals in Australia

Number of periods: 6

Aim of the unit: Create comparisons between two animals using adjectives through Arts.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Knowledge -Wild animals from Australia -Adjectives -Comparatives (one-syllable adjectives)	-Animals: Kangaroo, Koala, Platypus, Crocodile, Wombat, Emu, etc. -Adjectives: big, small, fast, slow, fat, thin. Key language: It's big -Comparative Adjectives: big/bigger, small/smaller, fast/faster, slow/slower. Key language: An emu is faster than a kangaroo.	Prior knowledge Mystery bag Drawing wild animals Motivation moment Foot to foot activity Follow the beat of the musical instrument Basic moment T: shows paper plate puppets of wild animals from Australia then calls volunteers to embody an animal. T: Describes and writes the main characteristics of the animals. Ss: Color animals and stick on the wall. T: Shows comparisons between two animals created by the students. Practice moment Students make their own masks with paper plates while listening to a soft song. Students make animals using	Flash cards Bag Color pencils Paper plates Board Markers Glue Sticks Color paper Cd Cd player Finger paints musical instrument coloring pictures handouts-story "Walkabout with Kim Koala" plasticine paper bags.	Students match the written descriptions with the animals. Correct use of comparative adjectives during the play.
Procedure -Identifying animals by pictures. -Describing main characteristics of the animals -Comparing two animals -Comparing two things				
Attitude Listening to others Sharing information with others Correcting each other with kindness				



		plasticine. Evaluation moment Students tell random combinations. Students form groups of 6, make paper bag puppets, and perform a story.		
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6.1. Lesson Plan 1

General information:

School: Escuela "Manuel Muñoz Cueva"

Grade: 5th

Subject: English

Topic of the unit: Animals in Australia

Number of periods: 6

Aim of the unit: Create comparisons between two animals using adjectives through Arts.

Aim of the lesson: Identify adjectives using Arts.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Knowledge -Wild animals from Australia -Adjectives	Animals: Kangaroo, Koala, Platypus, Crocodile, Wombat, Emu, and Tasmanian Devil.	Prior knowledge Mystery bag: The teacher fills a bag with different kind of animals and takes out one by one asking students the animals' names.	Flash cards Bag Color pencils Paper plates Board Markers Glue Sticks Color paper Cd Cd player Finger paints	Students match the written descriptions with the animals.
Procedure -Describing main characteristics of the animals	One-syllable adjectives big small fast slow	Motivation moment Foot to foot activity: Ask students to move foot to foot. Go slow, fast, big, small according to the teacher's commands.		
Attitude Listening to others. Showing respect to their partners.	large short	Basic moment T: shows paper plate puppets of wild animals from Australia then calls volunteers to embody an animal. T: Describes and writes the main characteristics of the animals.		
		Practice moment Students make their own masks with paper plates while listening to a soft song. Students introduce themselves using the masks by telling the animals' characteristics in front of the class.		
		Evaluation moment Students tell random combinations to describe a partner in the class using the animals' characteristics.		



6.2. Lesson Plan 2

General information:

School: Escuela "Manuel Muñoz Cueva"

Grade: 5th

Subject: English

Topic of the unit: Animals in Australia

Number of periods: 6

Aim of the unit: Create comparisons between two animals using adjectives through Arts.

Aim of the lesson: Compare two animals through Arts.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCE S	EVALUATIO N
Knowledge -Comparatives (one-syllable adjectives)	Comparative adjectives: big/bigger small/smaller fast/faster slow/slower large/larger short/shorter Key language: An emu is faster than a kangaroo.	Prior knowledge Drawing wild animals that you consider that are fast, slow, big, etc. Motivation moment Follow the beat of the musical instrument and describe your animal. Basic moment Ss: Color animals and stick on the wall. T: Shows comparisons between two animals created by the students. Practice moment Students make animals using plasticine. Students form a circle and take turns to describe their animals using comparatives. Evaluation moment Students form groups of 6, make paper bag puppets, and perform the story "Walkabout	musical instrument coloring pictures Handouts-story "Walkabout with Kim Koala" Plasticine Paper bags	Correct use of comparative adjectives during the play.
Procedure -Illustrating animals -Identifying comparative adjectives				
Attitude Listening to others.				



		with Kim Koala.”		
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7. Assessment of whether the identified weaknesses were overcome

We overcame the first weakness of grammar structures using arts without being repetitive. The activities in these improved lesson plans are more focused on teaching through arts since the first lesson plans we proposed in the beginning were not completely integrating arts.

In these new lesson plans we think we don't need students to know much about arts because we can in some way make them become aware of Arts by asking them to do simple things like analyzing a work of art. Developing the four language skills equally was complicated to overcome since most of the activities are designed to develop the speaking and listening skills while the reading and writing skills are not included.

The fact that these activities take a long time to be developed and that there are many students in a class, cannot be changed; nevertheless, we can divide the class into groups so it is easier for the teacher to monitor students. As teachers we should not just be prepared in our subject, but also to know about other topics that could help us in our educational practice.

In fact, materials are not cheap and it is always necessary to have material for every student in the class, but we have to come up with ideas such as forming groups and sharing resources. It is difficult to avoid wasting material since most of the time it is not useful anymore; for example, things like mixed paints, papers, etc; however, not all materials are disposable like color pencils, puppets, flash cards, etc. It is also difficult to overcome the lack of materials because there are not books or resources such as stories, music, etc, related to the grammar structures so we have to use our imagination and create our own material.



The evaluation we set for the new lesson plans are appropriate for checking each student's progress and not as a class.



Conclusions

The first chapter was the development of the theoretical framework which set up the conceptual referents we used. These referents helped us to provide the basis for our proposal. We quoted Ausubel since his pedagogical model fits with our proposal of which the focal point is obtaining meaningful learning in students. According to Ausubel, in order to get meaningful learning it is necessary to carry out The Moments of the Meaningful Activity.

We considered it essential to also know the contemporary situation of Basic Education and The Curriculum Reform Consensus currently being used because we want our proposal to be in accordance with our social and educational context. After we have identified the present situation, we moved forward in the development of the Arts integration topic which explains what each Fine Art is about and the process of integrating Arts in the classroom as well as the education process through Creative Problem – Solving (CPS).

The second chapter gave details of the current situation of educational practice by doing a diagnosis and analysis of educational experience and giving an idea about the methodological and teaching strategies used in schools nowadays. Part of the second chapter was the elaboration of our proposal for the Unit Plan and the respective lesson plans. Continuing with our proposal, we applied lesson plan 1 in a class and made a chart identifying strengths and weaknesses.

Even though the application class was acceptable and participative, we think it could have been better. The experience of this application led us to think of a better proposal. This proposal was presented in chapter III in order to overcome the



weaknesses found in our first approach. This new approach contains methodological strategies that integrate arts during the whole period of class.



Recommendations

Our first suggestion when integrating Arts in the classroom is to try to use as many activities as we can to develop children's competence to solve problems. It is not good though if someone is close minded or is fixed to a single methodology since that person would consider it very laborious and a waste of time to plan these kind of methodological strategies. These kinds of activities would involve a lot of noise and disorder therefore we need to be ready to manage that in order to keep the students from being disappointed. In order to provide for a smooth transition and to regain their attention, it can be useful to ask them to clap hands or do something they recognize as a sign.

When planning activities, we have to make sure we will be able to find the resources needed and that we have enough resources for all students in the class. During planning it can be difficult to integrate arts to present some structures, so as teachers, we need to use our creativity and imagination. If we use these aspects correctly, we will avoid reverting back to old practices and becoming monotonous and tedious in our lesson planning.

Time can be against us, but if we organize and control the time for each activity, we can be successful and cover most of the lesson plans.

To have a better idea of students' performance during the class period and by the end of a lesson teachers should employ a variety of evaluations such as oral, written, graphic, practical, or combined. For example seeing students during a performance or describing something or someone in class.



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Appendix

Lesson plan 1

General information:

Grade: 5th

Subject: English

Topic of the unit: Animals in Australia

Number of periods: 6

Aim of the unit: To make comparisons between animals.

Skills	Contents	Methodological strategies	Resources	Evaluation
<p>Cognitive</p> <ul style="list-style-type: none"> -Dialog: comparatives -Characteristics of animals <p>Procedural:</p> <ul style="list-style-type: none"> -Listening for comparing and contrasting information <p>Attitudinal:</p> <ul style="list-style-type: none"> -Listening to others -Sharing information with others 	<p>Animals: Kangaroo, koala, platypus, crocodile, wombat, emu.</p> <p>Comparative Adjectives: big/bigger, small/smaller, fast/faster, slow/slower.</p>	<p>Cycle of learning experience: Observing pictures cards, games, talking about animals, photos.</p> <p>Reading a dialog</p> <p>Dialogs, questions and answers</p> <p>Model the dialogs. Name new words and Ss repeat new vocabulary.</p>	<p>Books</p> <p>Copies</p> <p>Picture cards</p> <p>Board</p> <p>Markers</p> <p>Pencils</p>	<p>Students have to look at the drawings and make comparisons. Students have to answer and give information using comparisons. Rabbit-fast Kangaroo-faster. Answer: A rabbit is fast but a kangaroo is faster</p> <p>Listen and number</p>

Lesson plan 2



General information:

Grade: 5th

Subject: English

Topic of the unit: Animals in Australia

Number of periods: 6

Aim of the unit: To make comparisons between animals.

Skills	Contents	Methodological strategies	Resources	Evaluation
<p>Cognitive -Comparatives (adjectives of one syllable). -Comparisons between two animals -Recognition of sounds /p/ /f/ /c/.</p> <p>Procedural: -Listen for identifying sounds -Writing comparatives -Listening for comparing and contrasting information</p> <p>Attitudinal: -Sharing information with others -Listening to others -Correcting each other with kindness.</p>	<p>-Comparatives (adjectives of one syllable). Animals: Kangaroo, koala, platypus, crocodile, wombat, emu.</p> <p>Comparative Adjectives: big/bigger, small/smaller, fast/faster, slow/slower</p>	<p>Cycle of learning experience:</p> <p>Presentation of songs and chants</p> <p>Ss work in their worksheets</p> <p>Reading about animals in Australia</p>	<p>Books Copies Picture cards Pencils Board Markers CD CD player</p>	<p>Rabbit-fast Kangaroo-faster. Answer: A rabbit is fast but a kangaroo is faster. Pair work A: Can I use your camera? I forgot mine. B: Sure. Go ahead. A: Thanks. Words to be used: ruler, stapler, eraser, pencil. Listen and number</p>



Application Class - Lesson Plan 1





