Developing Reading Skills using a Phonic Method enhanced through Neurodidactic Techniques

Desarrollo de las Habilidades Lectoras en base a un Método Fónico potenciado a través de Técnicas de Neuro didáctica

TRABAJO FIN DE GRADO

EN EDUCACIÓN INFANTIL

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RESUMEN

Todo docente tiene una imagen de enseñanza exitosa basada en la aplicación de metodologías de enseñanza-aprendizaje que optimicen el funcionamiento cerebral del alumnado. Por ello, para educar a las generaciones actuales, impregnadas por la tecnología se debe recurrir a nuevos sistemas motivadores y que despierten su curiosidad e interés. Para lograr una enseñanza de calidad es necesario innovar y conocer cómo funciona el cerebro humano. Cuando el o la docente entiende cómo el cerebro aprende, procesa y almacena la información, puede adaptar su estilo de enseñanza e influirá en el desarrollo cerebral de su alumnado y en la manera en la que aprenden.

En el presente trabajo destaco la importancia de aplicar la neuro-didáctica en el aula para lograr que el alumnado reciba conocimientos, los manipulen y participen en sus procesos de enseñanza. Para ello, se ha realizado una propuesta educativa centrada en intervenciones lingüísticas grupales e individuales, en las que se desarrollan/incluyen actividades sensoriales, se trabaja la memoria y se captan los estímulos y la atención de los estudiantes, se aprende a controlar las emociones y las conductas negativas, se desarrollan rutinas de pensamiento y se fomenta el uso consciente del lenguaje no verbal. Esto supone el incremento en el alumnado de una conciencia fónica que se desarrolla pareja al desarrollo de habilidades lectoras, orales, escritas y de escucha gracias al procedimiento utilizado para enseñar la lengua española en un entorno en el que la lengua inglesa es tanto la lengua ambiental como la lengua vehicular.

PALABRAS CLAVES

Neuro-didáctica, intervenciones lingüísticas, rutinas de pensamiento, lenguaje no verbal, conciencia fónica, lengua vehicular, lengua ambiental, entornos bilingües.

ABSTRACT

Every teacher has an image of successful teaching based on the application of teaching-learning methodologies that optimise the brain function of students. Therefore, to educate today's generations, impregnated by technology, we must resort to new motivating systems that awaken their curiosity and interest. In order to achieve quality teaching, it is necessary to innovate and understand how the human brain works. When teachers understand how the brain learns, processes and stores information, they can adapt their teaching style and influence their students' brain development and the way they learn.

In this document the importance of applying neuro-didactics techniques in the classroom to ensure that students receive knowledge, manipulate them and participation in the teaching process is highlighted. To achieve this goal, an educational proposal has been designed focusing on group and individual linguistic interventions, in which sensory activities are developed/included, memory is worked on and students' stimuli and attention are captured, pupils learn to control emotions and negative behaviours, thinking routines are developed and the conscious use of non-verbal language is encouraged. This involves increasing students' phonic awareness which develops alongside the development of reading, speaking, writing and listening skills thanks to the procedure used to teach the Spanish language in an environment where English is both the environmental language and the vehicular language.

KEYWORDS

Neuro-didactic, language interventions, thinking routines, non-verbal language, phonic awareness, vehicular language, environmental language, bilingual environments.

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1. INTRODUCTION

Nowadays, it is very important to use different techniques to work on children's reading development. For this reason, specific techniques can be included in the educational classroom for students.

Neuro-didactics is a discipline that studies the role of the brain in the teaching and learning process. Each person has a unique and different brain and learning pace. That is why it can be implemented in school at all educational stages using different methods that suit our teaching work.

To achieve real and meaningful learning requires the participation of students, using their bodies as part of the response or their experimentation. Thus, students and teachers should learn from the experience through interaction, experience new information, use different materials and adapt the schedule to their needs and so, change teaching strategies using ICT, cooperative learning, games, projects, etc. to bring up in the children positive emotions and elaborate meanings to our learning.

Implementing in daily teaching practice language interventions, guided reading, phonics, spelling or writing lessons thought routines, kinesics, and neuro-linguist will promote a climate in the classroom of improvement, not only in the acquisition of their mother language but also in a different language. That is the case of the present work, where Spanish language and culture, is introduced following the same method applied to learn English language and culture, in a bilingual setting with English as environmental language.

From my point of view, it is especially relevant that the school requires the participation of all members of the educational community to achieve a neuro-educational environment. Therefore, it is convenient to analyse the situation of the school students.

In this way, the importance of working the teacher-student closeness is emphasized since there is a close bond where feelings and emotions intervene to produce meaningful learning. Besides, it is necessary to teach children to recognize their own emotions and learn to control them.

Without forgetting to mention that the implementation of new methodologies in the classroom to develop the thinking techniques of each student should not be rigid since

they must be flexible in terms of the learning times of each child, to benefit in this way all children taught using neuro-didactics.

2. JUSTIFICATION

The following proposal will be carried out in the Kindergarten and Primary Education stage in a dual immersion program in United States, working on an educational intervention plan with students who need more support in the Spanish language. These interventions in the classroom seek to guide the student in their teaching of Spanish, starting from different levels, from the most basic where phonemes, words, phonics, spelling, sounds, letters, words and syllables will be used, add and remove syllables to more advanced levels where they are helped to read more complex books, write texts, be able to describe situations or feelings and make conversations. In short, the development of Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Spelling Patterns and Word-Solving Actions.

The central objective of the research focuses through the Spanish interventions, on developing a link between the neuro-didactic techniques used to develop reading strategies in the school and the routines of thought. This work will be achieved through the participation of the students themselves, as well as the contribution of the Spanish teachers. Therefore, the social interaction between their needs and requirements will be developed. Also, it is important to remark that a previous assessment is settled to be able to carry out the whole process of interventions. Every week new knowledge achievement will be evaluated moving to a higher level for those who had reached the weekly objective. On the contrary, if the weekly objective set had not been reached, they continue with the same lessons using different tools.

The proposal is based on the school curriculums that are part of South Dakota District, to demand the need to provide the student with the necessary tools that allow building their own learning. I must mention that the school where this research is carried out is a Title 1 school. For this reason, Title I funds are available to schools with the highest level of poverty, as determined by the percentage of students qualifying for free or reduced lunch and with diverse ethnic groups.

The basic idea besides this work is that the language interventions would bring some benefits as helping students to improve their language skills and confidence when using

Spanish to communicate. In this way, working on thinking skills in the Spanish classroom would help students to expand their knowledge of verbal and non-verbal language, relying on their previous knowledge. To carry it out, students would become the protagonists of their own learning and clearly aware of their progress and improvements through the activities designed to reflect upon their process of learning.

The main objective of teaching in a two-way immersion program is to teach bilingual literacy in both Spanish and English by imparting academic content equally in both languages and with the same high expectations. In this project, students will play an active and autonomous role, being responsible for their learning and their communicative context. In this way, children will be able to acquire culture and sociolinguistics contents including techniques from methods as NLP (Neuro-Linguistic Programming) when learning in educational context, so that they are part of their life and language in the classroom and outside the classroom. Along these lines, a series of implicit attitudes are developed such as curiosity, interest, thinking routines, and identification of habits usual in other languages.

In consequence, the following Project encourages both oral expression activities, for instance, when students conduct oral conversations with the teacher or with the classmates, and written productions that must be interpreted and produced to develop the receptive and productive skills, such as the syllable bonding or text creation exercises.

Throughout this project, it was possible to transmit information, ideas, problems, and solutions to the students, since the teacher had demonstrated her oral and written communication skills, predominating mother language (Spanish language) following the South Dakota District Framework.

In the same way, the new context promoted the achievement of interpersonal skills of the pupils when working with other classmates in pairs or in groups.

3. OBJECTIVES

In accordance with the above premises, the following objectives are formulated:

o The main objective in the present research focuses on the design and implementation of a teaching-programme addressed to Kindergarten and Primary Education pupils in a Bilingual school (English-Spanish), where phonic awareness and reading skills are included in both languages to support one another. This requires a careful design of educational intervention plan in the foreign language: Spanish.

o The specific objectives to be achieved aim at increasing the complexity of language proficiency in those pupils, as well as achieving a good set of strategies which will help them to improve their thinking skills. Thus, the techniques and routines acquired will increase their personal autonomy at the same time as generate a system of thought in children, that promotes self-language awareness.

4. THEORETICAL FRAMEWORK

4.1. NEURO-DIDACTIC IN EDUCATION

Neuro-didactics is a discipline that studies the role of the brain in the teaching and learning process. Each person has a unique and different brain and learning pace. That is why it can be implemented in school at all educational stages using different methods that suit our teaching work.

To achieve real and meaningful learning requires the participation of students, using their body as part of the response or their experimentation. Therefore, students and teachers should learn from the experience through interaction, experience new information, use different materials and adapt the schedule to their needs and therefore, modify teaching strategies using ICT, cooperative learning, games, projects, etc. to produce positive emotions and elaborate meanings to our learning.

Implementing those techniques in daily teaching: practice language interventions, thought routines, identifying kinesthesis and paralinguistic awareness

features in their discourse will promote an improvement climate in the classroom. In this way, the teacher-student cooperative work is emphasized since there is a close bond where feelings and emotions intervene to produce meaningful learning. In addition, it is necessary to teach children to recognize their own emotions and learn to control them.

Without forgetting to mention that the implementation of new methodologies in the classroom to develop the thinking techniques of each student should not be rigid since they must be flexible in terms of the learning times of each child, to benefit in this way all children taught using neuro-didactics.

❖ **Neurocognitive models in school**

To achieve a real and meaningful learning, motor afferents or responses to stimuli are needed, favouring the participation of students, using their body as part of the response or their experimentation. Neuro-didactics supports combinations of different methods that can be used in schools. A good example of this can be project-based learning or task-based learning or process syllabi in which the way in which learning is most important.

In order to enrich the brain and to propose answers to these stimuli we must take into consideration the contributions of William Greenough (1987) that are collected in the book "brain and learning: competences and educational implications", where it states that the student and the teaching staff must:

❖ Be a challenge with new information or experiences.

❖ Learn from the experience through feedback, interaction or feedback. Use materials, vary the schedule, access to content will promote motivation towards learning.

❖ Modify teaching strategies through the use of ICTs, projects, cooperative learning, play, learning opportunities, variety of groups... All this, will provoke, not only positive emotions, but we will help the student to elaborate

❖ **Instructional structure**

Authors such as Guillén (2017) or Gamo (2017) converge on the idea that any didactic structure should contain the following sections:

1. **Brain activation**: it would be about knowing the previous knowledge that the student has. Synaptic connections are greater if memory is evoked, which means that knowing what the student knows, will awaken a greater brain activation that

will promote greater interest, attention and motivation in the introduction of new knowledge.

2. **Construction of meaning**: Knowledge is introduced using motor responses or effects. Students learn through experience, so it is essential to create in the classroom or outside, situations and experiences that make you organize your learning. The processing phase (analysis, retention and discarding) would be carried out in this phase of the teaching unit, since the students analyse the information they receive thanks to their previous experiences.

3. **Consolidation of knowledge**: In other words, it is about processing all the information that has been collected until it can be automated through repetition mechanisms. That is, when a content has been introduced and learned (construction of meaning), it must be remembered, repeated, reviewed and restored so that it can be consolidated in our long-term memory, also known as implicit memory. Here it is important that students develop executive functions of processing, management, storage and judgment, so that they assimilate all the information and can save it as new experiences.

4. **Assessment**: It is a question of knowing if it has really been learned. We do not seek short-term or memorised learning, which is forgotten after 72 hours, but real learning, knowing how to apply it to real contexts of everyday life. The evaluation system is produced through challenges. Knowing the evaluation system positively conditions the way of learning.

Observing the students and identifying what they already know: previous knowledge, Providing a good feedback the would set the grounds for further learning, as well as leaving clear moments and activities to provide them with the possibility to reflect on their learning and learning strategies, are the bases of the design. So, Neuro-didactic techniques would be present in the design of language interventions in the First and Second Grades.

4.2. NEURO-EDUCATION WITHIN THE TEACHING-LEARNING

There is a new discipline that helps to improve the educational system, **neuro-education**, "The goal of neuro-education is to generate basic and applied research that provides a new trans-disciplinary form of learning and teaching, which is capable of improving education" (Adrianzén, 2018, p. 31). Achieving transforms the paradigm of traditional education to an innovative one, where students feel motivated to want to acquire more knowledge.

Neuro-education allows teachers to teach better, its main objective is to combine brain learning and information with epistemic psychology and education allowing forming new learning techniques supported in the brain system of students (Campos, 2010). The 21st century regards neuroscience as "the science of the mind".

For this reason, they recommend that the education system train educators and psychologists on this new science, in this way they will be able to discover the different behaviours of the brain, which will serve to improve teaching methodologies (Maureira, 2010).

❖ **Neuro-education to improve the teaching-learning process**

Education has undergone several transformations over time. These changes have allowed teachers, psychologists, etc. to reflect on how the human being is being educated. According to Morín (1999) "man only develops fully by and in culture, since there is no culture without brain and no mind without culture" (p. 20). It is necessary for the teacher to understand how the student's brain works, in this way he can discover and introduce new methodologies that help institute creative environments in the classrooms to generate attention, curiosity and motivation in the students, which will help improve the learners' learning process. Human learning is based on connecting different areas of the brain.

If the human being mobilizes all these functions within the brain, it will undoubtedly form a more consolidated learning, it will be that knowledge possible to recover voluntarily and knowingly and will be easy to apply it correctly in future occasions. According to Campos (2010:3), "the human being is endowed not only with cognitive abilities, of reason but also with emotional, social, physical and spiritual abilities, all of them come from the noblest organ of his body that is the brain ". The

brain is the basis to discover all the answers for the transformation of education; teachers must train themselves and innovate their skills and competences to be able to form a creative thought in students.

4.3. THINKING ROUTINES

Thinking routines are instruments that we use in the classroom and that contribute to generate concrete thought movements. They are structures with which students, individually or collectively, initiate, discuss, manage their thinking while discovering models of behaviour that allow the mind to generate thoughts, reflect and reason. They are short, easy-to-learn strategies that guide students' thinking and structure classroom discussions. If they are practiced with frequency and flexibility, they end up becoming the natural way of thinking and operating with curricular contents within the classroom.

Thinking skills are undeniably essential for dealing with the demand of the future which will be more complex and more competitive, therefore they will play an important role in the proposal. Besides, when teachers and parents understand the importance and the value of thinking, students will also realize that they should always delve beneath the surface by questioning, reading, seeking information… to be better life long independent learners. With these thinking tools, students are given the opportunity to connect what they learn with their environment and with the life they live.

According to Ritchhart (2011) If teachers want to make their students thinking visible in English language classrooms, they need to use the processes of thinking routines as they provide a structure for making meaning and giving students an introduction to the process of thinking deeply and critically. This also happens in Spanish classes. When these thinking routines are used regularly as part of classroom learning environment, they help in developing what Ritchhart (2002:2) called a "culture of thinking".

Through thinking routines, Spanish language teachers will be able to generate and enliven rich classroom environment where more students' discussion and participation occur. Students will be able to compare, reason, analyse, justify, interpret, rationalize, deduce, create, evaluate, apply and reflect. All these are important skills in any learning environment, including learning a foreign language. Thinking routines could be seen as

one of the methods or pedagogies that can enhance students' engagement in Spanish language classrooms and thus cultivate a culture of critical and creative thinking.

4.4. NONVERBAL LANGUAGE IN THE CLASSROOM

The **nonverbal language** in the student-teacher interaction is very important to understand and improve the teaching-learning process. The teacher, knowing how to interpret and to handle the functions of the nonverbal communication that people daily use, will be able to communicate with the students in a more effective way.

Thus, the nonverbal behaviour of a teacher can create an environment for reciprocity - open or closed, positive or negative- that can influence to increase or decrease the student's desire to learn. I think it is necessary to emphasize that the teaching-learning process is carried out through processes of emission, circulation and perception of messages between senders and receivers; therefore, it cannot be conceived without communication processes.

In the classroom, teacher/student/student mutually condition their behaviour through a communication that is the process by which two or more people share different levels of knowledge, developing rules according to a process within a context. An important principle within interpersonal communication is not to lose sight of the context in which individuals interact.

❖ **Non-verbal communication**

Non-verbal communication is more than a simple system of emotional signals that cannot be separated from verbal communication, both are closely linked. When two human beings meet face to face they communicate simultaneously on several levels consciously or unconsciously and use all the senses for this: sight, hearing, smell and touch.

The way words are pronounced also plays a communication role (tone of voice, language synchronization, accent and other actors), this corresponds to the domain of paralinguistics. Kinesiology deals with communication through body movements; facial expressions are an example. When we communicate a series of silent expressions manifest attitudes and feelings that are clearly executed by the face, hands and body.

It should be noted that all movement and sound serve a communication purpose. Nonverbal elements include everything that is communicated and that is not specifically verbal (expressed through words); that is, the way a person uses time, space, body movements (eye contact, facial expressions, gestures, poses and gestures), voice and objects are an essential part of all the messages a person sends. Albert Mehrabian, a writer specializing in nonverbal communication, determined with his research that ninety-three percent of the impact of the message depends on nonverbal communication.

As teachers we must be aware of the messages we send both verbally and non-verbally; both must reinforce our messages. With the message of our body movements, I must project liveliness and animation, calm and security. Thanks to the observation the student can understand better explanations if they a reinforced with illustrators, gestures or looks that help them to decipher the message.

4.5.   CRITICAL THINKING

Critical thinking has been called "the art of thinking about thinking" (Ruggiero, V.R., 2012) with the intent to improve one's thinking. The challenge is to create learning environments that promote critical thinking both in the classroom and beyond. Teaching and practicing critical thinking provide adults with the opportunity to embrace and take charge of their learning. Adults engaged in critical thinking approach the classroom experience differently. Typically, students who implement critical thinking skills approach the courseware in a more thoughtful and effective manner, ask more challenging questions and participate in the learning process more intensely. This critical thinking process endures beyond the classroom and into the workplace.

❖ **Critical Thinking in the Classroom**

Critical thinking means reviewing the ideas produced, making a tentative decision about what action will best solve the problem or what belief about the issue is most reasonable, and then evaluating and refining that solution or belief (Ruggiero, 2012). The effects of developing keen problem-solving skills cannot be understated.

Problem solving skills have the potential to impact individuals more immediately and often with ramifications for the future.

❖ **Benefits of Critical Thinking for the Classroom**

Students who implement critical thinking skills approach the courseware in a more thoughtful and effective manner, ask more challenging questions and participate in the learning process more intensely. Students who develop critical thinking skills often practice those skills well into latter life. Developing critical thinking abilities translates to both academic and job success. Using these skills, students tend to expand the perspectives from which they view the world and increase their ability to navigate the important decisions in learning and in life.

4.6. THINKING SKILLS

The twentieth century witnessed the creation of a number of teaching programmes and approaches dedicated to the enhancement of thinking. These approaches such as Reuven Feuerstein's instrumental enrichment (1980), Martin Lipman's philosophy for children (1977) and Edward De Bono's Cognitive Research Trust (CoRT) (1991) were developed to teach children general thinking skills. Interests in these programmes have grown over recent decades as their originators and followers continue to promote the significance of their programmes in improving general thinking.

Thinking is complex in nature precisely because it is multifaceted. There are different types of thinking such as reasoning, contemplating and imaginativeness. Furthermore, the notion that thinking is possible in the absence of language is a type of pre-verbal thinking known as sign-cognition (Price, 1969). This kind of thinking, for instance, occurs when we hear angry voices and think of disagreement or we see a smiling face and think of contentment. In other words, when we see or feel x and expect y to follow. Although these types of thinking mentioned above are different in very subtle ways this does not, in any way, suggest that thinking can only occur as one of these types. To think in any manner involves various combinations of these different types of thinking. Trying to solve a problem involves reasoning but this can be in combination with imaginativeness to produce the desired result. For example, understanding the phonetical process requires a concentrated effort for the pupils in

reasoning but the success of the learning process also depends on the imaginativeness of those involved in the project.

Coming to acquire knowledge involves thinking but the use to which this knowledge is applied once gained is predicated on the effectiveness of one's thinking. To promote thinking across the various curriculum subjects will inevitably require some changes to the prevailing organization of our current educational process. Are there compelling reasons why we should consider these changes? The case can be made for at least two reasons.

Firstly, the well-being, autonomy and responsibilities of the individual are at the core of the values embedded in the liberal democratic society. These values clearly highlight the importance of the promotion and enhancement of students' thinking skills among other things. We cannot aim to prepare all students for all the opportunities, responsibilities and experiences of life without bearing in mind how the various thinking skills come into it. For example, if we want students to develop a love of literacy as part of their spiritual well-being then there is the need for the promotion of creative thinking in this area. Similarly, if we are going to prepare students to become independent and considerate adults, we may need to promote such areas of thinking as reasoning and imagining in the appropriate domains. What is crucial is that since we do not know what kinds of thinking students might use in their lives, we must aim to support all children in the development of their individual thinking in order to provide equal opportunities for all to accomplish their potential.

Secondly, the huge technological advances and the rapid changes in social settings accompanying such advances require that individuals as well as communities are well prepared to adjust quickly to these changes. The challenges that the world faces require new solutions and our success in finding them will, in part, depend on the effectiveness of our thinking.

4.7. USE OF JOLLY PHONICS IN LANGUAGE INTERVENTIONS

Jolly Phonics is a fun- systematic program designed for young or beginner learner to develop their reading and literacy skill. According to Lloyd, Jolly Phonics teaches the 5 main skills, where the children are firstly taught the 42 sounds in English and in Spanish, and then continued into blending and reading skill, at the same time they are taught to write by identifying the sounds in words [13].

In addition, Farokhbakht & Nejadansari also state that Jolly Phonics incorporates multisensory approach, where the information is delivered through sight, sound and kinesthetic means [6], which is suitable for young children's characteristics.

A study conducted by Ruhaena has also proved that Jolly phonics implementation affects not only the children's English and Spanish literacy ability, but also their Indonesian literacy [7]. As a result, Ogbemudia & Alasa claims that Jolly Phonics instructional strategy is a very effective panacea to reading difficulty faced by children [10].

The Jolly Phonics program uses a child centered approach to teaching literacy through synthetic phonics (Campbell, 2015). Students develop an association between the letter sounds and related letters through kinesthetic activities designed to facilitate the transition to reading printed words. The strategies facilitated the development of early literacy skills aligned with local and national assessments (Cunningham, 2012).

The purpose of carry out Jolly Phonics in the classroom it is because is a world-leading English method that teaches children how to read and write using phonics. But it is also very useful to use it in the Spanish classroom because teaching phonetics helps students see how sounds and letters are formed, rather than just knowing the names of letters taught in the alphabet, because it's the sounds that are useful for reading and writing, not the names. These sounds are taught in a systematic way, alongside all the skills needed to become a fluent reader and writer. Jolly Phonics also teaches all of this in a fun and engaging way, through characters, stories, actions, songs, flashcards and games.

4.8. LANGUAGE INTERVENTIONS

An **educational intervention** is a program or group of specific steps to help children in the area they need. In this case, a Spanish language intervention will be carried out. They focus on academics, that is, on subjects such as reading, writing or linguistic communication. The educational interventions focused on this group of students are specific and formal. It lasts a certain number of weeks or months and are reviewed periodically.

They are set up in this way so that the teachers in charge and the school can monitor the student's progress. They can also be flexible like the school where they can be changed if they are not helping the student. This could mean increasing the amount of time a student receives reading help weekly. Or it could mean stepping up help, like getting individual education.

An educational intervention may include strategies, but not all strategies are interventions. The main difference is that educational intervention is formal, directed to a known and supervised need. A strategy can be informal and not always followed up.

❖ **Strategies and techniques**

To carry out the Spanish language interventions in the classroom some new strategies and techniques were introduced:

1. Give plenty of **feedback**: Feedback is a great way for students to know quickly whether they are on the right track or need to take a different tack.

2. Continually **monitor progress**: It's a great way to keep a peg on my pupils as individuals. It helps me to keep their progress front: whether that's academic progress or progress in growing out of some annoying habit that distracts the whole class.

3. Clarify my **objectives**: Remember the goal of the day. For example: "Our goal today is to discover what a common noun is."

4. Have students **rephrase my lesson**: Bonus. Either verbally or in writing. What I have taught them, and then I can reasonably assume students understand what I have done.

4.9.   WORD STUDY SYSTEM

The **Word Study System** are lessons designed to expand and refine children's reading and writing powers and enable them to help children attend to, learn about, and efficiently use information about sounds, letters, and words. It is also learning how oral and written language "work".

This technique is suitable for the classroom teacher who wants to expand and refine children's reading and writing powers. These lessons enable teachers to help children attend to, learn about, and efficiently use information about sounds, letters, and words. Therefore, in my internship I am going to prepare explicit lessons for small-group instruction and individual application that help students attend to, learn about, and efficiently use sounds, letters, and words.

Phonics instruction takes me about twenty minutes of explicit teaching each day, with students spending an additional five to ten minutes a day applying and sharing what they have learned.

The use of word study system follows a structure:

o **Teach:** Provide a concise lesson based on a clear principle.

o **Apply:** Engage students in an active," hands-on" application activity.

o **Share:** Meet with students for a reinforcement of the principle and optional assessment at the end of the activity.

Each lesson follows a simple structure:

o **Teach and Try:** The lesson is presented step-by-step and taught in a small-group or individual setting that engages children.

o **Practice:** Children work individually, with partners or in small groups to practice what they've learned in the lesson.

o **More Ways to Learn and Play:** Provide additional practice with quick, optional extension activities.

o **Notice:** Find evidence of children's learning through informative questions, or final evaluations.

5. PROPOSAL

5.1. JUSTIFICATION

Given the opportunity to do my internship in an English-speaking country like the United States and to be able to use my native language as a means of communication in the classroom, I have been able to teach the Spanish language in a Two-way Immersion Program to students who come from different countries and who are learning English and Spanish at the same time, both with equal importance and objectives.

Therefore, working the reading and communication skills in the classroom based on neuro-didactic techniques will help create a favourable learning environment for pupils. In this way, as a future teacher, I could observe a multicultural environment in the classroom, as well as growing professionally thanks to the techniques, routines and interventions that were implemented.

5.2. RECIPIENTS

This educational proposal was implemented with Kindergarten, 1st Grade and 2nd Grade students of a public Elementary School, specifically to the age range of 7 to 9 years. In every classroom we can find 25 children from different nationalities even coming from different continents: North America, South America, Asia and Africa. This is due to the fact that the school has implemented its two-way immersion program three years ago, thus beginning in Kindergarten and connecting early learning with the new ones that are developed in the following grades, expanding the Spanish-English teaching grade each year until the stage of 5th grade.

I have chosen this age range because I had the opportunity to follow my 2nd Internship in these classrooms, specifically teaching Spanish language. The proposal has been carried out in the corresponding school hours.

The levels selected to implement these interventions are those who have previously been evaluated to observe their level in Spanish, as well as their verbal,

written and listening language. Therefore, they are established appropriate interventions to their level of Spanish, seeking to expand their knowledge.

5.3. LEGAL FRAMEWORK

For the development of the didactic proposal, the South Dakota framework that is implicit in the two-way immersion program has been used as a reference where students have both languages in their lessons, giving the same importance and objectives to both.

The Sioux Falls School District elementary education program is designed to provide comprehensive and appropriate instruction to all kindergarten through fifth grade students with core subjects being aligned to the SD Content Standards.

5.4. OBJECTIVES

The objectives pursued with the realization of this proposal are:
- To develop empathy for Spanish language.
- To learn about Spanish culture.
- To improve written, oral and listening language skills.
- To value the cultures that coexists in United States.
- To learn to live together in society.

To achieve these objectives, students work on the alphabet, the union of syllables and their respective reading, the sounds of letters, the phonics, the spelling, etc. Performing these interventions shows an improvement in their Spanish skills. To carry out the language interventions, they will accomplish every day in different activities adapted according to the objectives that each student needs.

5.5. METHODOLOGY

The methodology includes a variety of techniques from different methods where cooperative learning, gamification and project work are used. In this way, the pupils work on the resolution of the activities and tasks, thus encouraging their participation and interest in the different responsibilities.

It is also important to show students the objectives set and encourage them to achieve these goals for successful learning. This methodology is based on the integration of all students in the class and seeks to collaborate and get involved in each of the activities. In this way, cooperative work is also encouraged, where they can learn to work as a team, respecting each member of the group.

The aim is to improve those aspects that were previously not achieved, thus carrying out special interventions for each student, having previously observed their learning and carried out an evaluation in order to carry out an adapted teaching-learning process.

In addition, the teacher´s observation is fundamental in these interventions since as a way to verify the pupils understanding and in turn, it is possible to modify any activity if it is not clear enough to guide the knowledge. It is essential that children reflect for themselves on the contents being worked in the classroom, so that they contribute their own point of view and analyse their learning during each intervention.

It is important to note that the school seeks to incorporate computer programming into their curriculum. Here in the U.S., there are several ways in which computer programming activities support the Common Core State Standards, which follows the common core in the curriculum planning focusing on the pedagogy.

Finally, thanks to the adaptations made and the weekly monitoring of the student, it is possible to observe their individual evolution and focus on what kind of improvement should be applied so that every pupil continues learning as well as providing feedback about games or activities to adapt teaching to their learning pace.

5.6. TEMPORALIZATION

This proposal will last from my arrival at school until my departure in the schedule of the Spanish lessons in Kindergarten, First Grade and Second Grade in the Two-Way Immersion Program (from 19 November to 25 May).

Following, I show a schedule where I mark the days in which the different interventions are conducted.

Table 1. Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	1st Grade: Reading interventions & mathematics interventions				
8:55-9:45	2nd Grade: Reading interventions				
9:50-10:40	Kindergarten: Teaching				
10:45-11-25	2nd Grade: Reading interventions				
12:00-13:00	Kindergarten: Teaching				
13:05-13:45	1st Grade: Reading interventions & mathematics interventions				
13:50-14:45	2nd Grade: mathematics interventions				

5.7. RESOURCES

This didactic proposal requires a series of material resources, temporary resources, human resources and space resources that are set out in the proposal.

❖ **Material resources**

In the following table I outline the material resources we need to carry out the proposal.

Table 2. Material resources

Crayons	View board	Vocabulary cards
Markers	Tablets	Play-dough
Sheets	Chromebox	Displays
White board	Math cards	Board games

❖ Temporary resources

The time that will be used to carry out the development of the proposal will be 7 months. Each week there will be different sessions in the Spanish class, every day of the week. The following table shows the approximate duration of each intervention.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	**1st Grade**: Reading interventions & mathematics interventions ❖ Reading interventions: 2 small-groups interventions of 20 minutes each one. ❖ Mathematics interventions: 2 small-groups interventions of 20 minutes each one.				
8:55-9:45	**2nd Grade**: Reading interventions ❖ Reading interventions: 2 big groups interventions of 20 minutes each one.				
9:50-10:40	**Kindergarten**: Teaching lesson ❖ 20 or 30 minutes of teaching the numbers, the alphabet and mathematics problems.				
10:45-11-25	**2nd Grade**: Reading interventions ❖ Reading interventions: 2 big groups interventions of 20 minutes each one.				
12:00-13:00	**Kindergarten**: Teaching lesson ❖ 20 or 30 minutes of teaching the numbers, the alphabet and mathematics problems.				
13:05-13:45	**1st Grade**: Reading interventions & mathematics interventions ❖ Reading interventions: 2 small-groups interventions of 20 minutes each one. ❖ Mathematics interventions: 2 small-groups interventions of 20 minutes each one.				
13:50-14:45	**2nd Grade**: mathematics interventions ❖ Mathematics interventions: individual interventions helping student's difficulties according to the daily topic.				

❖ **Human resources**

For the implementation of these didactic interventions, we have the presence of the Spanish teachers in Kindergarten, 1ˢᵗ Grade and 2ⁿᵈ Grade classrooms, of the teacher in internship, of the students of Kindergarten, 1ˢᵗ Grade and 2ⁿᵈ Grade classrooms.

❖ **Space resources**

For the execution of these didactic interventions we have the classrooms of Kindergarten, 1ˢᵗ Grade and 2ⁿᵈ Grade. The distribution of the classroom allows children to move freely and the materials are achievable for everyone. In addition, it is sometimes necessary to use the school hallway for some individual interventions, since at the same time, classes are being held for the rest of the students in the respective classrooms.

5.8. IMPLEMENTING THE PROPOSAL

I have carry out two types of educative interventions throughout the didactic proposals, individual interventions and group interventions, described below:

❖ **Individual interventions:**

Individual interventions are given to those pupils who, due to different characteristics, were considered to work better individually.

The time used for these interventions was the same as the time used for the group interventions, between 20 and 30 minutes, where first the objectives of each intervention were discussed, then the activities and games used were carried out (following the theoretical framework and adapting it to each student) and finally the student and me develop a conversation where it is shown what has been learned during the session.

A. Mathematics:

Having previously agreed with the teacher what the student wants to improve or develop, my work is to follow the teacher's guide according to the level at which the student has been left, having carried out an evaluation beforehand. I use the frame of reference to time the intervention, following the steps that the teacher gives me and using the material provided by the "*Bridges intervention*" guide. However, I modify and plan the support and improvement activities according to how I observe the student,

thus creating and adapting the activities already given by the guide but using my own strategies (*Appendix 1*).

B. Spanish Language:

Based on the needs of the learner and following the framework I work according to the specific needs of each learner on rhyming words, counting syllables, combining syllables, recognising the initial sound, combining phonemes, segmenting and counting phonemes, adding or subtracting syllables and phonemes, initial letters of words, building words, etc.

Phonics, Spelling, and Word Study Lessons: Phonological/Phonemic Awareness (PA). Kindergarten lesson sequence focuses teaching and learning on: Rhyming words, syllables, beginning sounds, ending sounds, blending and dividing onsets and rimes, hearing and saying multiple sounds in a word, blending multiple sounds in a word, deleting the beginning sound in a word, and more. 1st Grade lesson sequence focuses teaching and learning on: Rhyming words, ending sounds, middle sounds, dividing onsets and rhyme, and more.

For this purpose I work with board games adapted to the early ages, cards with words and pictures, fill-in-the-blank cards, computer games, bingo with Spanish vocabulary, pictures, etc. In addition, I use non-verbal language to adapt gestures to my explanations and I constantly work on verbal language using jolly phonics and pronunciation techniques to adapt the teaching to their environment (*Appendix 2*).

❖ **Small-group interventions:**

Once the observation has been made in the classroom and through the assessments made for all the students you can contemplate those who need to improve certain aspects. Therefore, small groups are created where students have a very similar level to promote their Spanish language skills. These teaching interventions last between 20 and 30 minutes per group. Groups are composed of between 2 and 5 students.

A. Mathematics:

Having previously agreed with the teacher what the student wants to improve or develop, as well as individual interventions, my work is to follow the teacher's guide according to the level at which the student has been left, having carried out an evaluation beforehand. I use the frame of reference to time the intervention, following the steps that the teacher gives me and using the material provided by the "*Bridges*

intervention" guide. However, I modify and plan the support and improvement activities according to how I observe the student, thus creating and adapting the activities already given by the guide but using my own strategies

B. Spanish Language:

Based on the needs of the learners and following the framework I work according to the specific needs of each group on rhyming words, counting syllables, combining syllables, recognising the initial sound, combining phonemes, segmenting and counting phonemes, adding or subtracting syllables and phonemes, initial letters of words, building words, etc.

Phonics, Spelling, and Word Study Lessons: Letter Knowledge (LK). Kindergarten lesson sequence focuses teaching and learning on: Word formation, letter features, the names of letters, forming letters, the order of the alphabet, and more. 1st Grade lesson sequence focuses teaching and learning on: The names of letters, letter features, the sequence of letters in words, forming letters, uppercase letters, lowercase letters, consonant letters, vowel letters, and more. 2nd Grade lesson sequence focuses teaching and learning on: Medial consonant sounds, consonant clusters (onsets), consonant sounds in the middle of words, consonant clusters at the end of a word, letter combinations that represent long vowel sounds, vowel sounds, and more.

Phonics, Spelling, and Word Study Lessons: Early Literacy Concepts (ELC). Kindergarten lesson sequence focuses teaching and learning on: Recognizing and writing one's name, understanding the concept of a word, connecting a name to other words, understanding first and last in written language, and more. 1st Grade lesson sequence focuses teaching and learning on: Understanding the concept of a word, understanding the concept of a sentence, and more.

Therefore, I work with board games adapted to the early ages, cards with words and pictures, fill-in-the-blank cards, computer games, bingo with Spanish vocabulary, pictures, etc. In addition, I use non-verbal language to adapt gestures to my explanations and I constantly work on verbal language using jolly phonics and pronunciation techniques to adapt the teaching to the students' environment.

❖ **Interventions in the classroom**

I also make didactic proposals in the classroom for all students, without focusing on a specific group.

A. Mathematics:

My role in these proposals is to teach the numbers in Spanish from 1 to 100, both written and verbal, as well as optional uses: perform mathematical problems with simple sums and subtractions, using vocabulary they have already learned and teaching strategies such as chips, digital whiteboard, toys, etc.

Some of the virtual games used in these interventions are *Árbol ABC, Mundo Primaria* and *Cokitos*. All of them adapted according to the level of the group and observing their level of difficulty and understanding (*Appendix 4*).

B. Spanish Language:

As a Spanish Teacher, my role focuses on introducing the alphabet so that students can identify letters and differentiate consonants and vowels, say the whole alphabet, read words and phrases, complete sentences, find the missing letters, join images with the specific vocabulary, etc. (*Appendix 5*).

At all times these are open interventions, when I initiate and invite pupils to take part in the interaction and stimulates participation. In this case, I do not stick to the first response I receive, or to the response of a few. I "open up the game" by seeking to integrate the majority in the flow of interaction, by asking questions or pointing out that encourage participation. At the same time, I help with questions, asking for reasons, or explaining knowledge, comparisons, etc., so that the student can go "beyond", and those in which information is provided as tools for the appropriation of the content.

Literacy Practices: Reading logs is a good way to keep tabs on students' readings, research shows pupils tend to chip away at interest and pleasure in reading. Also, I use different strategies in the Literacy teaching such us, whole-class choral reading to help students improve phonological decoding and boost oral reading fluency skills. It also lowers the stakes for struggling readers and extends the length of the passages all kids are exposed to. Another strategy is reading accountability partners. Pair kids up with peers for 5-10 minutes chat about their reading via a lesson, explain how students can hold peers accountable and deliver and receive quality feedback. Next strategy followed is **Scaffolded silent reading**; silent, independent reading is an important stage of development, consider pre-teaching vocabulary, consider providing plot overview, consider introducing a K-W-L activity. The last strategy is teacher read-aloud to model reading strategies stopping often to wonder out loud and showing kids what good readers do when they don't know a word or understand a plot twist.

6. CONCLUSIONS

I would like to emphasize that this has been a totally new experience for me, as even though I had previously done two internships in two different schools, these internships have been different, as my main task was to carry out interventions in Spanish language and mathematics in the classroom. According to what the teacher of each grade asked me to do, I carried out my interventions adapting the activities to each student.

Having put into practice these didactic interventions, I have observed that students have shown interest in learning, working, experimenting and exploring activities and tasks using the Spanish language. For this reason, I have developed playful and motivating activities such as boarding game, stories or animated games aiming at internalizing pupils' attitudes of attention, respect, interest and cooperation within the classroom. In this way, students would be the ones who, based on their efforts, will achieve their own learning.

I could also have a close knowledge of my pupils, since thanks to individual or small group interventions, the pupils could express their emotions, feelings, doubts, unknowns or even ask questions.

When teaching, I must use the same process when addressing instructional standards. For this reason, I have created questions to complete my learning goals: What type of students do I have? How am I going to teach the standard? Will they understand the explanations? How long do I think it will take for students to fully learn the material? Successful instruction of standards results in students' achievements. As a teacher I influence the quality of instruction, set expectations for learning and measure the level of understanding. For example, when my explanations are not presented in a way that a pupil can understand, or if it is taught in a way that is boring, it can be very difficult for a student to meet the required level of achievement. This is why I seek to use strategies such as discussion among students, videos, or stories, to gain student attention and to support the learning process. By using these strategies I have been able to observe how students went from not knowing how to write a word correctly to writing short texts or from not understanding what I said orally to repeat my words exactly the same.

In addition, my presence has helped me to learn new words in Spanish, to get to know different varieties of Spanish language, cultures and to share my culture and

traditions. This has meant more learning for the students as they have opened their comfort zone to learn about their surroundings.

I would like to highlight the importance of teaching the Spanish language from different parts of the world, as my tutors, like me, spoke Spanish but each one had a different background, so we have been able to teach our cultures to children who hardly know places other than their own country of birth or where they currently live. Therefore, we need to be aware of the importance of working on pluriculturalism so that children learn to respect and understand cultural diversity from an early age.

I consider that these educational proposals have been beneficial for the students, as I have been able to see how they have grown in their learning, how they have evolved over time and how they have come to use different materials to create their own learning through effort and routine.

In the same way, thanks to these proposals, I could observe certain aspects to improve in the future, such as time I have sometimes needed more time than initially proposed, or learning to modify activities that at the beginning I thought were appropriate but when it came to carrying them out, I realised that they were not working and I had to restructure the contents and script decided. I believe I could handle the proposal well, as I have been comfortable at all times and have seen feedback from students. For instance, I have seen their development throughout the work guides and the observations made. Moreover, I consider that the resources I have used have been useful and have served to guide me in the explanations.

Finally, I would like to emphasise that thanks to my work in the classroom carrying out educational interventions for those children who needed it, I have been able to include work strategies that will be useful for my future teaching.

In the same way, I consider that carrying out interventions to develop reading, speaking, listening and writing skills are really effective, so it would be a good proposal to include them in the Spanish classroom of Spanish-speaking schools as well.

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8. APPENDIXES

Appendix 1

Teachers Guide "*Bridges Intervention*". Guide for the teacher to carry out the mathematics lessons divided into volumes according to the level and the schedule followed.
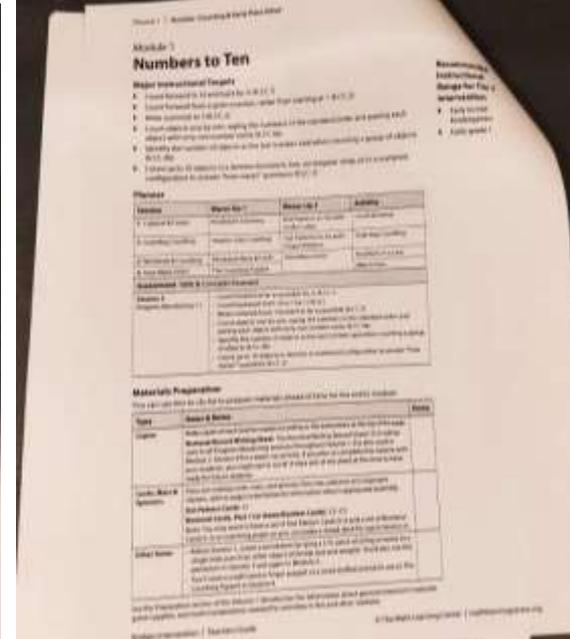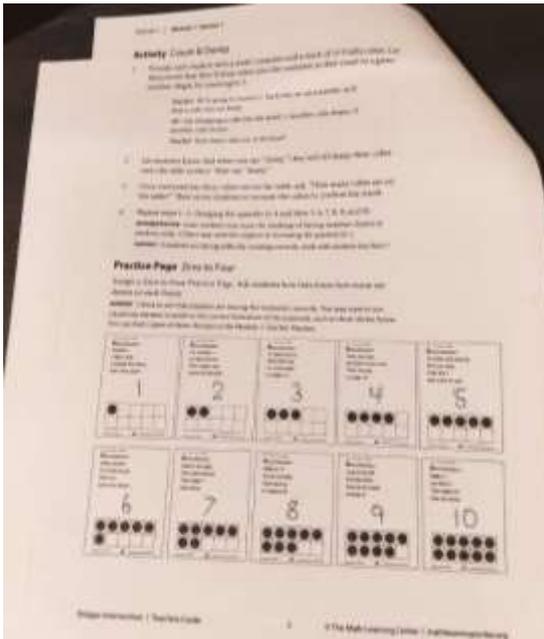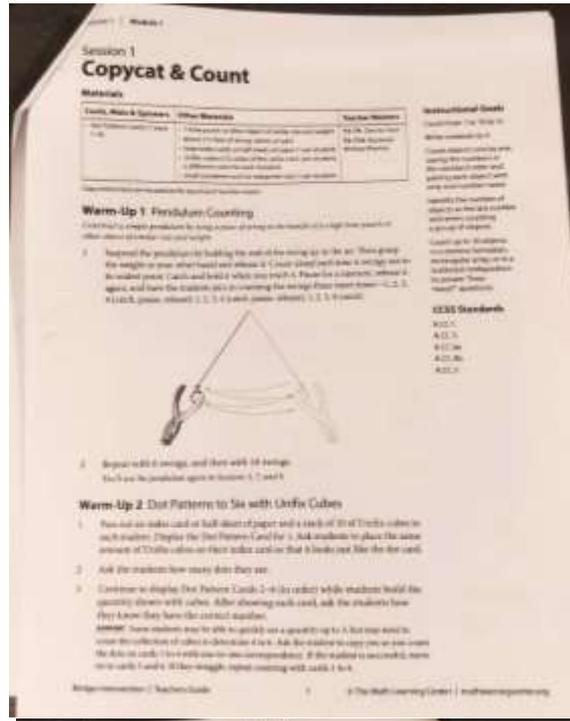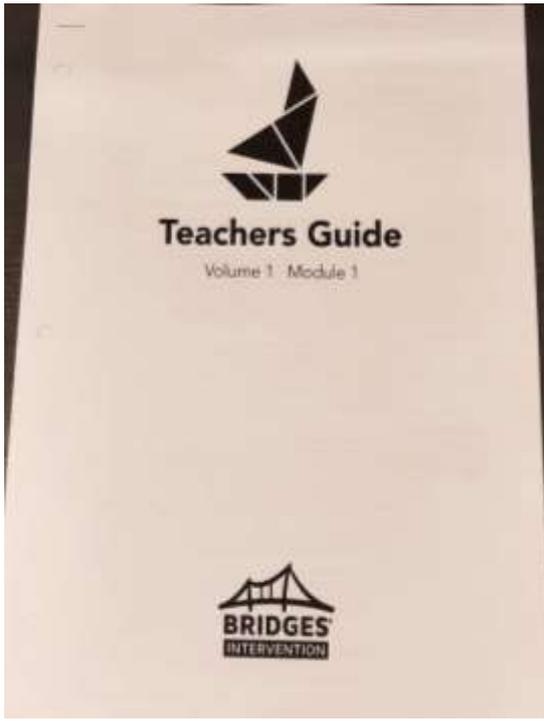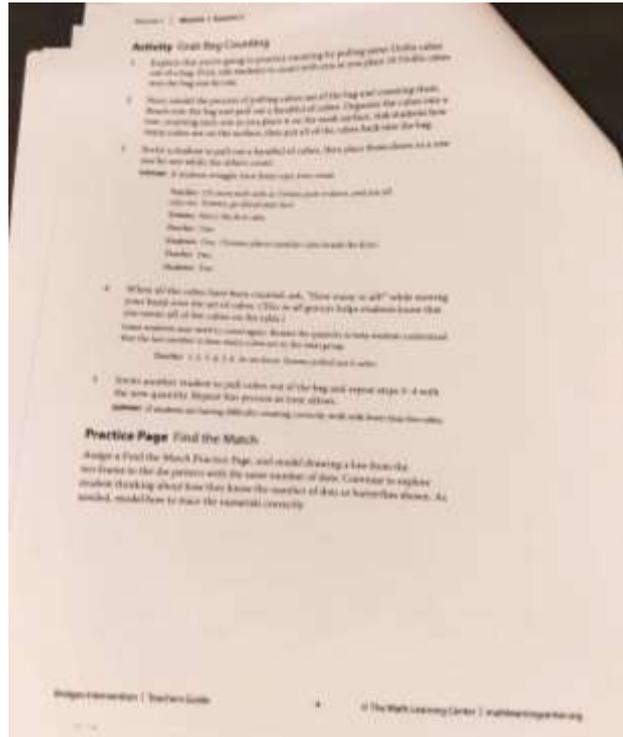
Appendix 2

Educational framework: Spanish language. Based on this educational guide, the lessons of teaching written language, reading, speaking and listening are carried out.

Instructional Framework - 1st Grade
Qtr 3 Week 4 February 7-11

Note: Core instruction based on grade level standards using District approved/purchased curriculum is an expectation each week. The lessons listed in core content areas (reading, writing, and math) below are a priority for all students in all buildings. As a part of the core content, teachers should maintain a continued focus on Being a Reader, Making Meaning Vocabulary, Word Work, and IDR during all modes of instruction. Beyond the core content, we encourage teachers to make social studies and science connections where possible and appropriate.

*The bolded activities under each subject area are focus activities related to identified essential standards & assessments.

Resources/Guides:
- Instructional Framework Defined Document
- Elementary Tech Skills
- Instructional Framework FAQ
- Seesaw Resource Documents
- District Designed Seesaw Lessons

Upcoming Events:
- WIDA Window Jan 25-Feb 26

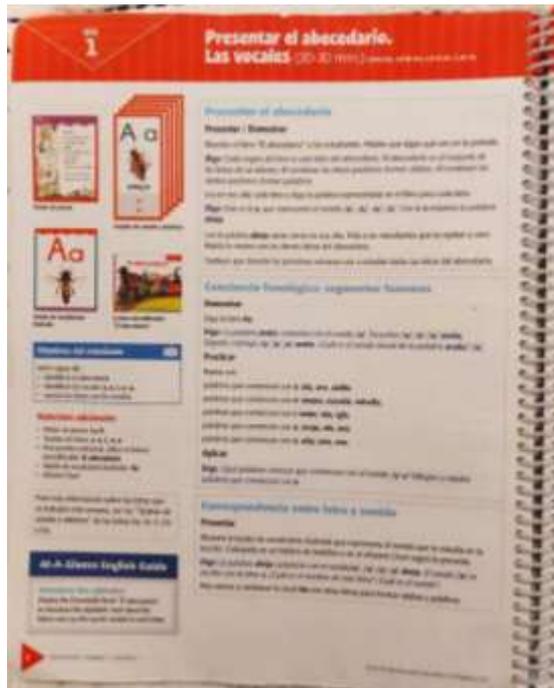| Reading	Writing	Math
1.RL.1 Ask and answer questions about key details in a text. 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. 1.RL.3 Describe characters, settings, and major events in a story, using key details. 1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. 1.RL.10 By the end of the year, read and comprehend a variety of literary text. 1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively		Essential Standards: 1.OA.A. Represent and solve problems involving addition and subtraction. 1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.C. Add and subtract within 20. 1.OA.D. Work with addition and subtraction equations. 1.NBT.B. Understand place value.

The expectation is teachers will continue to meet with BAR and/or SIPPS groups in all modes of learning.
Please have your students continue to practice independent word work and reading daily in all modes of learning.

Making Meaning: 5.4 Unit 5 Week 4: Wondering	Being a Writer: 4.4 Unit 4 Week 4: Writing Stories About Me	Unit 5: Number Games and Crayon Problems

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Heggerty: Week 21 (Mon-Fri) **Introduce Making Meaning Vocab words as you are reading each story** MM Lesson 1: • Getting Ready to Work Together • Introduce Down the Road • Read Part of Down the Road Aloud and Wonder • Discuss the Story • Read Independently and Write in Reading Journals (CN1) MM Lesson 2: • Retell the First Part of Down the Road • Read the Rest of Down the Road Aloud and Wonder • Discuss "I Wonder" Statements as a Class (CA4) • Read Independently and Wonder (CN1) MM Lesson 3: • Review Visualizing • Reread Two Passages and Visualize • Reread Another Passage and Draw and Write About Mental Images • Share Drawings and Writing • Reflect on Working Together • Read Independently, Wonder, and Visualize (CN1) Writing About Reading: • Make Connections to Down the	Lesson 1: • Introduce Proofreading • Reread for Legibility • Proofread for Punctuation • Proofread for Spelling Using the Word Wall • Finish Pencil Illustrations (CA4) • Share and Discuss Illustrations in Pairs • Reflect on Showing Interest in Pairs Lesson 2: • Explore the Features of Book Covers • Think About Making Book Covers • Discuss Sharing Materials Fairly • Make Book Covers • Reflect on Sharing Materials Lesson 3: • Gather and Reflect on Writing Stories • Review the Procedures for Author's Chair Sharing • Review the Prompts for Discussing Writing • Share from the Author's Chair • Reflect on Sharing from the Author's Chair • Write Freely in Notebooks Lesson 4: • Review the Procedures for Author's Chair Sharing • Share from the Author's Chair • Reflect on Sharing from the Author's Chair • Write Freely in Notebooks	2.1 Ten Plus • Quick Images: Ten Frames • Introducing Ten Plus ○ MWI: Using Combinations of 10 • Playing Ten Plus (A38) • Discussion: Ten Plus • Daily Practice SAB 221 2.2 Five-in-a-Row with Three Cards • Build It: How Many Dots? • Introducing Five-in-a-Row with Three Cards • Playing Five-in-a-Row with Three Cards (A36) • Discussion: Addition Strategies ○ MWI: Solving Addition Problems • Daily Practice SAB 222 2.3 Equivalent Expressions: 7 + 6 = 10 + 3 • Quick Images: Ten Frames (A38) • Story Problems Aloud • Math Workshop: Addition Practice ○ Five-in-a-Row with Three Cards (A36) ○ Ten Plus (A38) • Discussion: Ten Plus • Daily Practice SAB 225 2.4 Five-in-a-Row: Subtraction with Three Cubes • Time: Telling Time to the Half Hour • Introducing Five-in-a-Row: Subtraction with Three Cubes • Playing Five-in-a-Row: Subtraction with Three Cubes (A36)

Road

See - End of Unit Considerations (IA1)

Extension:
- Discuss the Message in *Down the Road*

Shared Reading Week 18
Poem: "The Little Turtle"

SR Lesson 1:
- Gather and Discuss Participating Responsibly
- Introduce "The Little Turtle" and Teach Hand Motions
- Echo Read the Poem
- Chorally Read the Poem
- Reflect on Participating Responsibly

SR Lesson 2:
- Gather and Review "The Little Turtle"
- Echo Read and Chorally Read the Poem
- Rebuild the Poem
- Take Turns Reading Stanzas of the Poem
- Reflect

SR Lesson 3:
- Gather and and Get Ready to Read
- Chorally Read "The Little Turtle"
- Chorally Read "The Little Turtle" from Individual Copies
- Read the Poem in Pairs

Finish BaW End-of-Unit 4 Assessment:
- Individual Writing Assessment (IA1) page 56 of the *Assessment Resource Book*

Extension:
- Share Published Books with a Wider Audience

- MWI: Solving Subtraction Problems
- Story Problems Aloud
- Daily Practice SAB 226

2.5 Dot Addition
- Quick Images: Ten Frames (A3B)
- Introducing Dot Addition
- Playing Dot Addition
- Discussion: Sharing Dot Addition Sums
- Daily Practice SAB 227
- Homework SAB 228

Appendix 3

Phonetics and Grammar "*Benchmark*". Educational book that provides teaching resources according to the degree of intervention to carry out phonetics and grammar lessons in Spanish.

DÍA 4

Las vocales (20-30 min.)

Conciencia fonológica: segmentar fonemas

Demostrar

Practicar

Aplicar

Objetivo del estudiante

Materiales adicionales

Supervisar la lectura de textos relacionados

Lectura descodificable

Presentar el libro

Leer el libro

Relacionar la lectura con la comprensión

At-A-Glance English Guide

DÍA 5

Las vocales (20-30 min.)

Conciencia fonológica: segmentar fonemas

Demostrar

Practicar

Aplicar

Objetivo del estudiante

Materiales adicionales

Correspondencia entre letra y sonido

Presentar

Clasificar visualmente

Repasar

Formar palabras

Lectura descodificable

Volver a leer

At-A-Glance English Guide

Phonological Awareness

Letter-Sound Correspondence

Picture Sort Vowels

Build Words

Appendix 4

Video games for learning mathematics in the classroom.

<u>Árbol ABC</u>

Matemáticas para niños a través del juego

En este espacio, los niños aprenderán a través del juego conceptos matemáticos como el reconocimiento de los números y su asociación con las cantidades, formas geométricas, patrones y secuencias, así como sumas y restas.

Juegos de números

Figuras geométricas

Juegos de sumas

Juegos de restas

Juegos de multiplicar

Juegos de divisiones

Conecta los puntos: números 1 a 5

Google Classroom   Agregar a favoritos   Más grande

Conecta los puntos: números 1 a 5
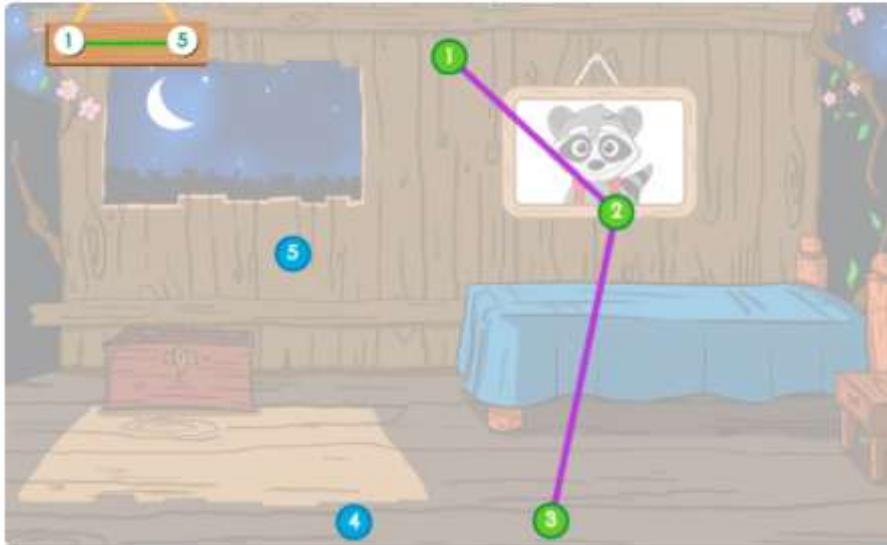
Mundo Primaria

Primaria - Matemáticas - Primero - Números y operaciones - El número 10

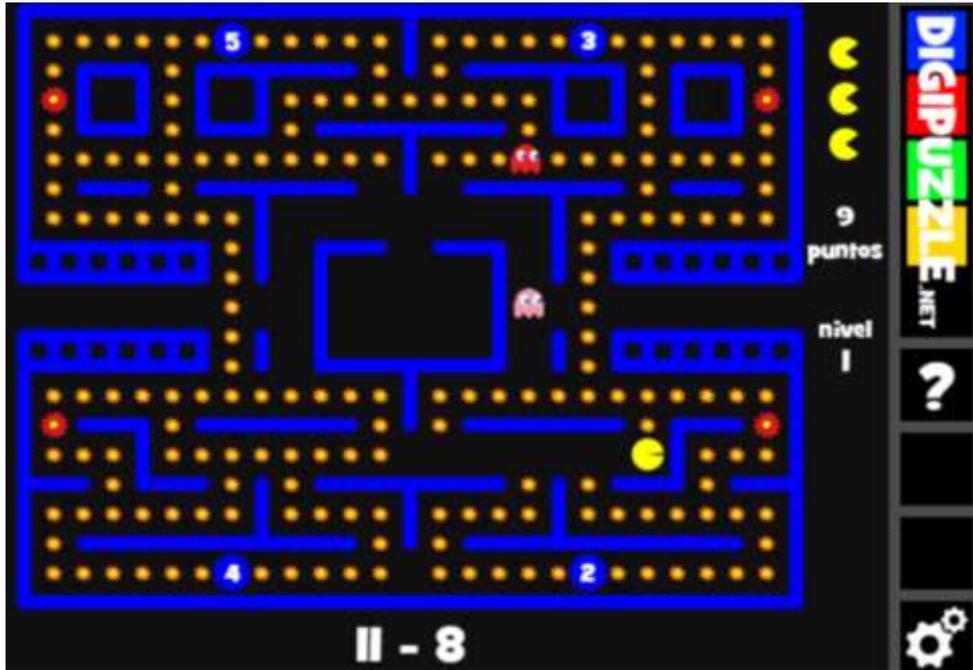Haz clic sobre la respuesta correcta.
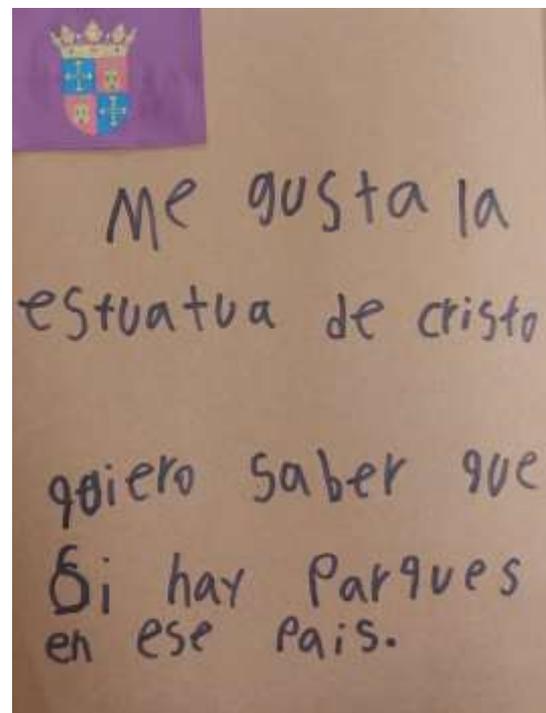
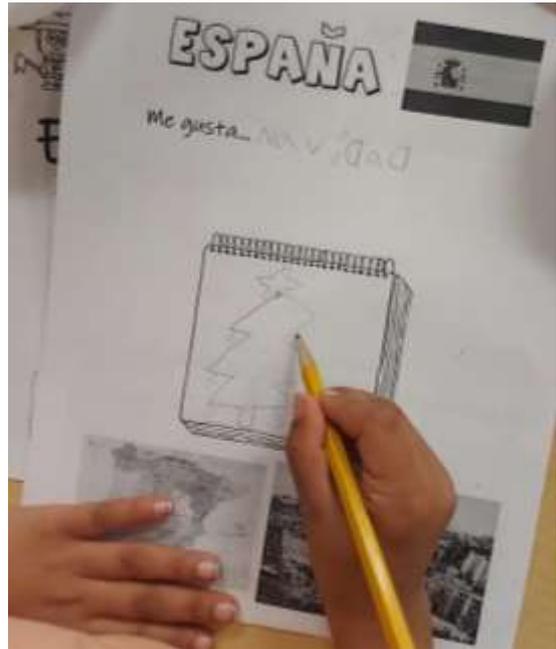¿Dónde hay 10?

Sonido

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Cokitos

Appendix 5

    a) Word and sentences created by students using the acquired knowledge in the Spanish language lessons.

b) Activities carried out in the Spanish language classroom.