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**TRABAJO FIN DE GRADO  
GRADO EN EDUCACIÓN PRIMARIA  
MENCIÓN LENGUA EXTRANJERA INGLÉS**

# **Reading Plan Proposals**

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## **Resumen**

Este trabajo de fin de grado está basado en los planes de lectura y la promoción de los mismos, por lo que el objetivo principal es explicar y dar razones de peso por las que es importante la animación a la lectura durante toda la escolarización, desde la etapa de infantil hasta la de primaria. Concretamente en este trabajo se analizan los planes de lectura desde una perspectiva bilingüe, ya que está relacionado con la lengua inglesa y su proceso de aprendizaje. La lectura en esta lengua extranjera puede beneficiarnos tanto a alumnos como a profesores, ya que nos invita a conocer una cultura nueva además de profundizar y mejorar en los aspectos lingüísticos. Por esta razón, este trabajo está directamente conectado con mi estancia en un centro bilingüe durante el periodo de prácticas, en el cual pude trabajar y llevar a cabo actividades relacionadas con este tema con niños del tercer ciclo de primaria, quinto y sexto curso. Este trabajo de final de grado está sustentado en documentos oficiales como la LOE (Ley Orgánica de Educación), LOMCE (Ley Orgánica de Mejora de la Calidad Educativa), currículo integrado y libros sobre la animación a la lectura. Finalmente se podrá analizar un propuesta didáctica de cómo se puede llevar la lectura a otras asignaturas como es la de Science.

## **Abstract**

This work is about Reading plan proposals and the promotion of them. For that reason the main objective is to explain and to give reasons about the importance of the promotion of reading during all schooling, from early years to primary education. In particular this work analyzes the reading plans from a bilingual perspective, as it is related with English language and its learning process. Reading in English can be beneficial both for students and teachers because we have the opportunity to know a new culture, besides going in depth and improving linguistic aspects. For that reason, this work is linked with my stay in a bilingual school during my internship, in which I could carry out some activities related with this topic with children who are in the third cycle of primary education, fifth and sixth course. This work is supported by official documents like Spanish curriculum of education, LOE (Organic Education Law), LOMCE (Organic Improvement Quality Education Law), Integrated Curriculum and some books about reading promotion. Finally, we could analyze how reading can be developed from other subjects such as Science.

## **Palabras clave**

Animación a la lectura, hábito lector, currículo integrado, lectura por placer, marco común europeo de trabajo, leyendo en Science.

## **Key words**

Reading promotion, reading habit, integrated curriculum, reading for pleasure, Common European Framework, reading in Science class.

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# 1. INTRODUCTION

This project is developed from a personal and interesting experience during a process of investigation about reading habits in children and beyond this idea there is a specific objective to create the habit and pleasure for reading. Within the Spanish Curriculum there are some aspects which try to develop reading in the school as for example the Compulsory Reading Programmes or specific physical spaces in schools, such as the scholar library. This process to develop reading habits starts in Early Years, when children have their first contact with tales through the voices of their parents and teachers reading to them; this makes them feel like reading.

Due to this fact the use of reading in Early Years helps to improve children's mother language, to increase their vocabulary or to learn about new things that are interesting for them. But when a new language is being taught books in that language will be also at hand to be use the same way, as part of children's reading development skills.

In addition when we read or listen to someone reading to us in a foreign language all the other skills improve as well. Furthermore we have to pay attention to the pronunciation to improve the acquisition of a foreign language.

For all these reasons previously exposed, it is very important that in the school carry out all language skills through reading proposals, both in Spanish as in English.

Due to the previous ideas referred to, one of our main objectives in this work is to answer a question about how we can implement a reading habit and reading for pleasure without compulsory activities, and how we can add it in other subjects such as Science to improve these reading skills.

This project is linked to my internship at a public school in Palencia. This is a bilingual school and I spent those months with the third cycle of primary education students. Working in Science as a teacher in the fifth and sixth course I had the opportunity to develop activities in the Science class to improve their reading skills in this area. And so, it allowed me to carry out this study.

## 2. OBJETIVES

### 2.1. GENERAL OBJECTIVES

Some of the most important objectives are clearly stated in “Ley Orgánica de Educación 2/2006, de 3 de mayo, 9855 - 9857”<sup>1</sup>, the ones that are linked to this research are the capacities a teacher should command:

- Planning different ways to develop the context in which the action is founded on the knowledge and psychological characteristics, maturational processes and learning processes of the child.
- Introducing children to read and write skills, and discover the possibilities offered both as a source of pleasure, fantasy, communication and information.
- Encouraging a playful, friendly and welcoming atmosphere. This offers multiple communication and relationship situations so that students feel comfortable and motivated to learn in an atmosphere of affection and security.
- Selecting materials or resources that are introduced in the classroom.
- Demonstrating methodological approaches in the distribution and use of space, creating spaces where children can develop their learning process.
- Developing direct observation and recording of data.

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<sup>1</sup> Ley orgánica de Educación 2/2006, de 3 de Mayo.

## **2.2. ESPECIFIC OBJECTIVES (LITERACY AREA)**

Besides, the “Ley Orgánica de Educación 2/2006, de 3 de mayo” refers to the following objectives focusing on the area of Literacy.

Specific objects inside Languages: Communication and Representation area:

- Promoting a meaningful and global learning to reach a satisfactory and proper acquisition.
- Planning activities that meet the interests of students and enable them to discover the functions of literacy as an information and communication, and as a source of pleasure.
- Offering all kinds of situations that bring together students with written texts.
- Stimulating interest in reading and led the child to deal with literacy and aesthetic forms of literature through storytelling and story reading by the adult, manipulating texts, poems, songs and fantastic stories.
- Emphasizing the importance of teaching a foreign language at these ages.
- Designing activities to develop children communication skills naturally and spontaneously, respecting their "silent period" as well as the different styles and rates of learning.
- Using different supports for learning writing and reading meaningful comprehension.

## **3. GENERAL AND SPECIFIC COMPETENCES**

### **3.1. GENERAL COMPETENCES**

- Inclusion of a subject or activities that allow us to achieve the necessary knowledge about a foreign language, English in our case.
- Basic knowledge of TIC.
- Inclusion of all the subjects to develop a professional profile. This way, both the internship out of the university and the TFG must show through their design and evaluation that the professional competences have been achieved.

Primary Education Grade students must to be able to develop during their studies the following competences to be a teacher:

- Be able to recognize, plan, carry out and value good practice of teaching-learning.
- Be able to analyze critically and argue about the decision making in an educative context.

### **3.2. SPECIFIC COMPETENCES**

Society, family and school

- Knowing and applying TIC's in the classroom.
- Select the audiovisual information that contributes to learning.
- Be able to use and add TIC's in the teaching-learning process.

Teaching and learning languages

- Promote reading and encourage writing.

Foreign language; English

- Promote oral and written language taking into account TIC's as an element to communicate in a long distance.
- Develop progressively communicative competence, through the four skills in a foreign language class.



## 4. JUSTIFICACIÓN

### 4.1. Theoretical bases

The main and most important documents used for these theoretical bases are the three different curriculums. This study is about Reading in Education for that reason the following documents will be referred to .

- The Organic Education Law in Spain (LOE).
- The Spanish curriculum contents, specific for English and Spanish language and Literacy areas.
- The integrated curriculum.

The Organic Education Law, 2/2006 3<sup>rd</sup> of May, established the core curriculum for Primary Education, but we are going to focus on the reading section, where it is said:

#### Chapter II, Primary Education

In the 19 Article, about Pedagogical Principles:

3. There will be a specific daily reading time to promote reading habit.

For example in Science class there is always a reading done about the specific contents, where pupils have to read every day.

In the 113 Article, about Scholar Libraries:

1. All educative centers will have a scholar library.
2. The educative Offices will provide with books the public school libraries in a progressive way.
3. The scholar libraries will contribute to promote Reading and pupils could access to information and learning resources for the rest of areas and subjects.
4. The libraries and their organization could become an open space for the educative community.

5. It will be suitable that the educative centers could practice a common work, with the municipal libraries through agreements with the city councils.

It can also be linked with the portable library as I will explain in point 5 where I talk about my own experience of reading activities during my internships in a public School.

### **Decree 40/2007, 3<sup>rd</sup> May**

According to the Decree 40/2007, 3rd May, from the introduction itself, objectives and assessment criteria are mentioned linked with Reading. This decree states the curriculum of Primary education in Castilla y León.

The Spanish language and literature area, establishes in the introduction some aspects related with reading, for example when it talks about the main objective to develop linguistic skills, speaking, listening conversation, reading, writing and reflect about the language. Reading approach and the comprehension of literary texts are taken into account in a specific way.

### **Block of contents 3 “Literary education”**

Reading text interpretation needs specific competences and for it, the curriculum selects the contents of block number 3. Reading, the exploration of writing, recitation or listening texts from the oral literature must contribute to the literary competence as part of the communicative competence and as an approach to the artistic expression and the patrimonial value of the literary works. Furthermore we can not forget that through reading, we have to offer a real literary education to allow the contact with all those texts which cultural identity and linguistic identity of our town and the humanity were showed.

These ideas are related directly with this study, because reading takes part in children’s daily lives and their culture. This skill is essential for the personal cognitive development. Children are in contact with it since they are born and later when they start at school. As they grown this skill is improving and most of people who finished the Primary education have domination. It is important to say that the reading skill produces a great satisfaction, for example when children learn how to read, they read everything at hand wherever. Dominating this skill involves becoming part of society.

Among the objective of this area, one of them says: (my words)

**Objective 5:**

- Reading in a comprehensive way different kind of texts related with their own experiences and interests, extracting general and specific information according to a previous intention, with the objective to develop autonomy and pleasure for reading.

The main reason to select this objective is because it refers to the most important different ways of reading. The first one is reading as a habit and the second one is reading for pleasure. Although both of them are different, there is a real link between them, because with the first one you get to the second one. To achieve this aim with the children it is important that the selection of material is appropriated. The activities, books, text, tales must be interesting for the children and it have to be based on their own interests.

**Block of contents 2 “Reading and writing” 1<sup>st</sup> cycle.**

- Pupils will begin to work trough interpretative reading of text – images and the story sequencing in illustrated books to follow the comprehension and interpretation of the productions.
- Reading comprehension and memorizing of different kinds of texts will be used to develop the imagination and creativity.
- Initiation to the ITC’s and libraries usage will be very important as a way to obtain information and models for the writing composition.
- Pupils must familiarize with different written information sources for training and learning (images dictionaries, spelling sheets, divulgation books, magazines...)

**The block of contents 2 “Reading and writing” 2<sup>nd</sup> cycle**

- Comprehension of different kinds of text to learn and inform, and their productions (booklet, descriptions, instructions and explanations).

The Decree objectives according to this area which linked with Reading are:

### **Objective 9**

Reading with suitable fluently and intonation, understanding different texts. Use as a tool to enlarge the vocabulary and focus on correct spelling.

### **Objective 10**

Using reading for pleasure as a source to add information. Consider reading as a learning chance and personal enrichment, approach to the main literary works to develop reading habit.

### **Objective 11**

Understanding different kinds of literary texts with a suitable thematic discourse and with a complexity degree.

### **Assessment criteria for the three cycles in this Decree are:**

- Carry out reading texts both in silence and aloud.
- Use the school library and the class library.
- Read in silence, taking into account the progress according to speed and reading comprehension.
- Carry out reading aloud with a suitable speed and intonation.
- Read literary text from the oral tradition and from infant literature, as pleasure source to know the basic characteristics of narration and poetry to favour the writing.

### **Foreign Language Area**

In the Foreign Language Area, some aspects related with the reading in Primary Education, are established:

In the introduction part we find an explanation about the block of contents 2 “Reading and writing” which are suitable for the following reason:

*The objective is the discursive competence in the writing usage. The written texts in a foreign language are models of textual composition and practicing and useful to acquire linguistic elements too.*

**The block of contents 2 “Read and write” 2<sup>nd</sup> cycle.**

- Read sentences in real or simulated oral contexts with a playful or informative character.
- Begin in the reading guiding strategies usage in narrative texts, as predictions, selection and organization of the information.
- Initiation to educative computer programs related to informative or narrative texts with a simple aim.

**Assessment criteria of three cycles, according to reading are:**

- Reading and comprehension of different kinds of texts, with digital or paper support.
- Guided reading strategies usage, indentifying the main information and deducing the meaning of words and expressions which were unknown.
- Production, reading and writing of their own texts about closer and daily situations, such as: invitations, congratulations, advertisements, pamphlets.
- ICT’s usage to read, write and transmit information.
- Approaching tales, comics, images dictionaries and other kind of suitable interesting books or texts in order to develop the reading habit.
- Read and capture the global sense and some specific information of suitable texts, with a specific objective.

## **Block of contents 2 “Read and write” 3<sup>rd</sup> cycle**

- Autonomous reading and comprehension of narrative and informative texts which contain instructions, rules, descriptions or action sequences with images to support them, with digital or paper format and adapted to the students linguistic competence to use global and specific information in the develop of a task or project or to enjoy reading.
- Reading habit development through reading tales, comics and other kind of suitable interesting book or texts.
- Progressive and autonomous use of reading strategies, making questions, identifying the main information, deducing the meaning of words and expressions which are unknown or using dictionaries.
- Usage of ICT’s to read, write and transmit information.
- Valuating the foreign language as means of communication and to learn.

Once this part is finished and having analyzed the curriculums I have selected a few aspects that coincide in both and they are the following ones:

- The importance to use and distinguish different kinds of texts.
- Reading to train strategies and skills.
- Take into account different ways to develop reading comprehension, reading aloud and reading in silence.
- Enlarging of the cultural competence and vocabulary.

### **The integrated curriculum ORDER 5<sup>th</sup> April**

The integrated curriculum, ORDER 5<sup>th</sup> of April 2000, is an interdisciplinary curriculum; in it lay down an agreement of two areas. This curriculum includes the main important aspect of two subjects. So that students can study two cultures at the same time. And so this curriculum is designed as an interdisciplinary teaching where it cuts across subject

lines, so that learning and teaching have to be in a holistic way and they have to reflect the real world which is interactive.

In February in 1996 the Minister of Education and Culture and the British Council in Spain signed an agreement to establish the objectives to develop an integrated curricular project to allow people obtain a double degree. Also the integrated curriculum includes the most important contents to be learn about the historical, social and policy reality of the other country and the main methodology and didactic foundations needed for it.

When we look at the integrated curriculum in the Annex III part, several contents relation established in the “National Curriculum” have to be incorporated to the content of Royal Decree 1006/1991,14<sup>th</sup> June by Primary Education core curriculum are established.

### **Contents of English language**

- Ways and uses of the writing communication

Concepts:

- “Structure of simple sentences.”
- Text diversity in the writing communication: literary, poems, tales...
- Other kind of texts: booklets, recipes, show cards...

Procedures:

- “Global comprehension of text about introduction to the cultural English language countries”.
- “Reading aloud, using intonation, pronunciation and rhythm according to the texts contents”.
- “Summaries of writing texts.”

Attitudes:

- “Awareness of the ability to understand a written text without the need to understand all the text elements.

I mentioned this curriculum because it has a special link between cultures, Spanish and English, and it talks about some special celebrations that we have to teach our pupils to teach them not a language but a culture.

## **4.1. Psychological theories**

### **Piaget: cognitive development**

Piaget (1936) was the first psychologist who gave importance to the cognitive development and did a systematic study of this one. To verify the cognitive skills of the child he developed an observational detailed study of cognition in children, and they put into practice a series of simple tests to reveal these cognitive skills.

Previous to all that this author did, the psychology was attending to the theory in which the children were raw thinkers, that is to say, that were less efficient than the adults. Piaget on the other hand demonstrated that the children have different ways of thinking about relation with the adults.

According to Piaget, the children are born with a mental basic structures, referring to the genetic inheritance; later the whole learning is sustained in this genetic base.

Piaget classifies this development under four stages, but for this work we will centre on the period of the concrete operations, since this one includes the ages from 7 to 12 years.

According to Arrollo. M<sup>a</sup>. V. in the article of *Etapas y momentos más significativos en el desarrollo del niño según Piaget y Freud* this period is characterized for reaching a logical - concrete level. Logical because it leaves aside the egocentrism and reasons logically, and concrete because it is still based on the intangible thing.

The main characteristics of this thinking in this stage we can summarize in:

- Used of the mental operations and the logical reflections of the facts of his environment.



- A flexible thought.
- Understanding of the investment and negative mental of the concrete operations that surround it.
- A thought in the one that starts dominating the abstraction and is eliminating the egocentrism.
- Starts understanding that the transformations are something natural.
- Extracts conclusions beyond the appearance of the things.

Other aspects that characterize the stage of concrete operations are:

- The **development of series**: the child is able to arrange objects in a logical way.
- Logical Rule of the **progressive change**: the child understands that there are several ways of arrangement and that all are valid. For example; the arrangement of objects attending to his increasing or diminishing size.
- Logical Rule of the **transitivity**: the child constructs in a mental way the relation that exists between a few objects and others.
- The **classification**: it refers to the group of objects according to his own characteristics. We find three types of classification:
  - The simple classification: it groups the objects according to someone of his characteristics.
  - The multiple classifications: it groups the objects attending to two dimensions.
  - The incorporation of classes: relation between the classes and the subclasses (for example., animals and fish)
- The **conservation**: the child understands that though an object changes his physical form this one continues being the same.

### **Daniel Goleman: Emotional Intelligence**

Daniel Goleman (1995) published his first book about emotional intelligence, inside the educational area a great importance was given to this type of intelligence. There is an important connection between the emotional intelligence and the world of the education, because this one is needed to learn and to behave. Some experts support the idea that

this intelligence is the base of the success as this intelligence is observable and evaluable in the pupils.

This intelligence is important in the educational area because it is allowed that the educator should understand everything about the pupil, and this carries that the process of teaching - learning is better.

During my personal experience in a classroom of Primary Education I can say that the emotional intelligence can be of great usefulness, because being a teacher or a pupil we are all persons with emotions, and understand these emotions it helps to the direct understanding between people.

### **Howard Gardner; Multiples Inteligences**

The theory of Gardner's *multiple intelligences*, it provokes a change of sight with regard to the definition of intelligence, for Gardner the definition of intelligence corresponds to "*the aptitude to solve problems or to elaborate products that are valuable in one or more cultures*" (GARDNER, Howard.1994).

Always the intelligence has been understood as an unitary capacity, but Gardner proposes the approach of multiple intelligences, which claims to make problematic the intelligence by a more wide form that it overcomes the cognitive.

The main important aspect of his theory is the recognition of eight different intelligences, which can interact and to complement itself reciprocally. Gardner on having defined the intelligence as a capacity, he does not deny the genetic component, affirming in the same way that the development of these intelligences is directly tied to the context in which a person grows.

Gardner and his study's equipment of Harvard's university identified these types of intelligence:

- **Mathematical – logic Intelligence:** we use it to solve logical and mathematical problems. It is the intelligence recognized universally.
- **Linguistic Intelligence:** the writers, poets and good editors have it.
- **Spatial Intelligence:** a mental model allows forming in three dimensions.
- **Musical Intelligence:** that singers, composers, musicians and dancers have it.

- **Kinesics Intelligence:** it is the aptitude to use your own body to realize activities.
- **Emotional Intelligence:** the one that allows us to direct our life of a satisfactory way, inside this intelligence we can emphasize two branches:
  - Intrapersonal intelligence: it allows us to understand ourselves.
  - Interpersonal intelligence: It allows us to understand the others.
- **Naturalistic Intelligence:** we use it when we observe and study the nature.

Inside the educational world we must keep in mind Gardner's theory because it is allowed that the whole student body should have a potential, but not the all of them have to have the same one.

#### **4.2. Reading importance and benefits**

According to Gardner and Myers, (2005) in *Really Reading! 10 Simple and Effective Methods to Develop Child's Love for Reading!* and linking the statement for reading in the curriculum of primary education, the main important competences that we can develop with reading for a good reader are:

- Predicting what is going to happen after.
- Deciphering missing words.
- Recognizing different reading materials.
- Telling with his/her own words what he/she has read.
- Identify different point of view.
- Reading between the lines.
- Understanding the main idea.
- Creating his/her own stories.
- Distinguishing good book depending on the reader taste.

To be a good reader we have to follow some strategies to achieve two important skills; understanding and critical thinking. These skills are important in our lives, not only to be a good reader, for that reason it is so important to develop them in the school.

To obtain pleasure reading in children, we have to put in practice strategies to develop on them a great reading behavior. For that reason it is important that the lecture changes. In order to make this change the teachers can include reading activities in all the subjects. Inside this project appear resources, and advices about how we can introduce it in a classroom of primary education. The strategies that we can put in practice are:

- Getting a relax environment in class.
- Starting when the pupils have ready.
- Selecting a strategy for each activity depending on the aims.
- Reading assorted lectures.
- Transforming the lecture as an habit.
- Checking the bibliography and asking for borrowing books.
- Trying to create your own library.

At the beginning of this work I have mentioned some contents and language integrated learning and it is important to say now and remember the key skills which are an important part of reading proposal, to develop in literacy but also in Science (part of language).

- Reading skill: using meaningful material, as the main source of input.
- Listening skill: for language learning, allowing having a good pronunciation reference and to training the hearing.
- Speaking skill: to achieve fluency and as a way to interiorize vocabulary.
- Writing skill: to support grammar with activities with different aims and proposals.

In some investigations (Maley, 2008; Prowse, 2002; Day, 2002) talked about a new concept Extensive Reading (ER) there is a common list where we can see the main successful ER are the following:

- Children can read a lot and often.
- There is a lot of different text and topics that they can read.

- The texts are interesting and exhausting for children. They can choose what want to read.
- Reading tries to focus on pleasure, information and general understanding.
- Reading is for us a reward.
- Materials are adapted with the language level of children.
- The way to read is in silent.
- Speed will be faster.
- The teacher explains the aims and the process clearly.
- The teacher has to participate in all activities with pupils.

So there are some benefits of ER (Extension Reading):

- *Extension reading develops learner autonomy.*
- *ER offers comprehensible input.*
- *ER enhances general language competence.*
- *ER helps develop general, world knowledge.*
- *ER extends, consolidates and sustains vocabulary growth.*
- *ER helps improve writing.*
- *ER creates and sustains motivation to read more.*

### **4.3. Reading promotion**

Reading is a fundamental and essential activity in the mental, social and emotional development of people. The author, in their books, carry information, experience, education, values, etc. by this way, the readers can understand the reality, but in the same time, can develop the way to thinking, the capacity to solve problems, rewarding vocabulary and up their imagination. For that reason, the reading promotion is the best way to encourage reading habits in people. Furthermore, according to Cerrillo, Larrañaga and Yubero (2002) in *Books, readers and mediators: training reading habits how a learning process* the reading promotion is linked with the different cultural aspects depending on the communities, because it has consequences in social, cultural, education and economic area.

According to Quintana Díaz (2005) in *Reading promotion in class*, there are different ways to carry out reading activities in class:

- One of them, consist in carry out some activities planned by the teacher in order to work literacy texts.
- The second one, consist in reading by turns when the teacher asks pupils, this is a routine way.

In my opinion the best way to promote reading, to create and develop the reading habit in pupils is the first one, and we can fix some objectives follow the same author about this promotion reading, are the following:

- Allowing reading as a pleasure in children.
- Close the literature for the students.
- Creating a constructive delight to enrich the reading autonomy of students.

The teacher has the role of mediator between the reading and the pupils and he/she have to plan the activities establishing objectives, procedures, resources and materials.

The most important aspects that we must be contemplated in the promotion techniques of the teacher to carry out a good practice of reading promotion with students and approaching them to the reading habits, can be the following:

- The topic of book or activities must be linked with the interests and capacities of students. Their presentation should be dynamic and motivating in order for children to be introduced in the story easily.
- The activities must facilitate a playful development in the sessions.
- The activities must be entertained and not require a laborious work for the students.
- Encourage the freedom and the spontaneity to achieve the implication of children.
- The place where reading promotion should be comfortable and it is a good idea if it is surrounded by books.
- The teacher must have planned and designed the resources and assessment.

## 5. DESING AND INTERVENTION

I decided to carry out a design about how we can introduce reading proposals in Science class, in this study is published some resources to put in practice language skills in other subjects. It is important to say that these activities are designed for children who are 7 – 11 years old. This will allow us how we can plan an intervention designed to enlarge and improve the proposals, thinking about the competences to be developed in the students as learners of a foreign language, and contributing to develop the competences and other important skills for literacy.

However, I want to start talking about what materials I could see and use during my internship in the school. Also the different resources that we can achieve to carry out these activities, for example the text book, interactive board, etc. These different resources allow us to develop basic competences such as digital competence or learning to learn. I'm going to base my study in the unit that I could carry out with pupils in Science class, this unit is for 6<sup>th</sup> course and the topics are “The Solar System” and “Landscapes in Spain”, through which they can develop autonomy and personal responsibility because it is a collaborative group work and it needs their self assessment.

### 5.1.English reading proposals evidences in the school

#### Portable library

In the school where I did my internship, the Science teacher from the first cycle has her own library. This library has a particular characteristic, it is mobile. It is divided in two sections, one of them is for Early Years readers which were aimed at pupils for the first cycle and the other one is for young readers which were aimed at pupils for the second and third cycle. Also it has a big sticker which said: “*LIBRARY*”, “*Reading is fun*”!

In this mobile library there are different kinds of books, for example in early years section there are nonfiction stories, in which the characters use to be animal families, mythological creatures, but the stories are focused in real facts, such as going to the supermarket, or to the hospital, celebrations, etc. These books focus the topic on the experiences that pupils can live in their lives, using a simple vocabulary and short sentences.

The main publishing editor is Oxford. It classifies the books in 4 levels:

- Level 1 and level 2: these books are thought to be used by children who are going to start reading, early years readers. These books on their back cover say. *“Getting ready to read, for children who: can recognize their own name, can match some words, and can recognize some letter sounds.”*
- Level 3: these books on their back cover say: *“Becoming a reader” for children who can recognize 10-20 words by sight, can read simple sentences, know all the initial letter sounds.*
- Level 4: these books are the most advanced of the collection, in the back cover say. *“Building confidence in reading, for children who can recognize 30-50 words by sight, can read harder sentences, with less supports, can use letter sounds to help make words.”*

In this portable library there are some specific books, with Science linked topics. Among them there are books about animals, for example encyclopedias about the tiger, orangutan, hamster and polar bear, or consulting care guides. One of the main characteristics of these books is that the front cover is very attractive. Then we can also find books about plants, which have big displays with examples of real plants and their parts or matter properties, which offer experiment and experiences about the kind of matter properties explained by steps and explanations.

The different kinds of text that appear in the books in this library are:

- Narrative, from tales.
- Instructional, from the animal’s guides or matter properties books, because in the last one there are some books which the main activity are an experiment explained step by step.
- Informative, all the books linked with Science subject, for example; plants, animals, matter properties.

The reading activities of the first cycle in Science are carried out using the books to introduce the units; on the first lesson the specific books are shown for the pupils and they have to choose one of them to take home. The children have to read the book at home and they can have it for a week. When the children choose a book the teacher



takes down their names on the reading list, where she also writes the date and the title of the book.

When the unit has finished the teacher gathers the books and asks pupils if the book was easy or difficult or if they liked or disliked it. The level of the books is appropriated to the ages of the pupils. Furthermore, when a special date was near, the teacher chose the right books about these different topics, for example in Christmas, Easter or Halloween. Another important thing is that the teacher has a positive message for the children when they have taken a book, and it is a motivation for them.

In my opinion this reading experience has some advantages linked with the reading promotion:

- Allowing the pupils to borrow the book, and they can work at home with them.
- There is not any compulsory work after reading, so children can enjoy it, taking part of their free time and leisure.
- The books are choosing voluntarily, so is not a compulsory activity for children.
- Most of the books are linked with Science, so this subject is supported.
- Teacher can motivate the pupils through positive messages supporting when they take out a book.

In my opinion this experience is a great strategy to develop reading promotion, because it was a great motivation to read, the pupils can choose the book that is attractive for them. This aspect allows reading not to be a compulsory work and through this experience we can transform it into reading for pleasure. Another important aspect is that as a teacher you can choose the topic of the books according to the unit that will be developed and this personal library also allows children to create books and then leave them in the library.

### **Digital Science text books**

One of the main competences in Primary Education is ICT's (Article 4. Objective for Primary Education, letter I, Decree 40/2007), for that reason we have to take into account that using these digital books is important to acquire digital competence. Furthermore the school I was at takes part in the Net XXI program.

In Primary Education curriculum we can see some parts where reading are linked with ITC's; it appears in objectives, contents and assessment criteria that it is important to read in different supports and the media means in all subjects.

During my internship as a Science teacher I had the opportunity to use these materials in the third cycle, with 6<sup>th</sup> and 5<sup>th</sup> course. These books were: *Essential Science 5 and Essential Science, science geography and history*. Santillana-Richmond Publishing. Inside these books you have three options, the first one is *Quite guide to navigating*, where you have instruction about how you can use it and what it is offered. The second one is *Technical requirements*, where you have information about the resolution and the computer characteristics needed to have a better management. And the last one is *Credits*, where you have information about the designers and creators of this resource.

### **How we can use this material related with reading?**

Each pupil has a digital book in their laptops but at the same time the book is projected on the digital board in class. The book is designed in the same way as a traditional book so that the pupils have two options, the first one using the digital book in the laptop or the second one using the traditional book. One important thing about this resource is that it allows listening to the reading of each contents paragraph. The texts are read by two native people who have different accents. Obviously, the children listen to a perfect intonation and key words pronunciation is carefully remarked. So, while pupils are studying Science content they can practice the listening and reading skills (as we referred to before when dealing with CLIL - Content and language integrated learning). This resource is very interesting for teachers because we can improve our skill and practice them. Besides, the teacher always asks pupils to read the texts aloud, so reading content is practice in all Science class.

In my opinion there are some advantages of this resource that are the following:

- Digital competence is developing.
- Working reading and listening skills in Science class by pupils and teachers. There is a clear link between Science and Literacy.
- This resource allows us to use the extra contents that appear in the book, for example the images, which you can display them on the digital board and to can paint on.

- Is a great resource to correct some exercises on the digital board and you can spend time in this checking activity.

### **School book fairs**

The book fair is an activity organized by a public School in Palencia; there is a book exhibition. Workshops are also developed for the different school class levels. It consists of telling a story by two native actors; they make it in a very dynamic way. Native staff carries out this book fair, where the most important aim is the promotion of reading through storytelling for infant and primary education. These different stories are chosen depending the pupils' age. They use simple resources, for example in the story telling about the book *My Cat Likes to Hide in Boxes* is a cat that travels around the world in different boxes. First of all, actors organize the class placing students in groups of five, the text structure helps to repeat many actions and take up all the spaces, because it is a circular story, and they have a main element around which all actions evolve (in this case it is a cat that travels around the world, and it is in different boxes), but whenever it visits different countries, the cat develops different actions, so the actors, move and reproduce this action. This way to telling tales is a clear reading promotion, because pupils like it. Around the children there are a lot of books about many topics, you have the option to buy them. The book fair has all kind of book for different ages and levels; dictionaries, magazines, tales, fiction and nonfiction books...

There are some advantages about this type of activity that are the following:

- I have the opportunity to see a great reading promotion proposal, and how you can put in practice it in a school.
- There are books and storytelling for all ages, infant and primary education.
- The storytellers are native people who have strategies to interact with pupils and ask them for participation.

### **Book day, 23<sup>th</sup> of April**

23<sup>th</sup> of April is a symbolic day to the global literature, the celebration of this day was a UNESCO decision to perform universal tribute to books and their authors. I want to talk

about it because during my internship in the school I can see some activities to celebrate this day, which are linked with reading, writing and speaking skills. I had the opportunity to create one of these activities which consisted to create a big book where all pupils in the school have to write poetry. These poems were created by pupils in each class, and then they have to write it in a page of this book. All poems had a common thread, which is *The Light*. This activity was done the previous week. When the 23<sup>th</sup> day arrived we did a common activity with all courses in the school, in which two or three pupils of each class starting with the 6<sup>th</sup> course went to look for 5<sup>th</sup> course pupils, then 4<sup>th</sup> course, until coming at year 3. Then all together went to a class and per turns recite a poem. This activity is a fantastic way to develop the responsibility and live together in the school.

There are some advantages of this type of activities.

- They work reading strategies in a great way (linguistic competence).
- They learn to live and together with pupils who have different ages (social and civic competence)
- This activity allows working extra contents and you have the opportunity to develop some skills in one activity.



Figura 1: School book

## 5.2. My design about Science class to develop reading skills

During my internship in the school I have to develop a unit about the Solar System for the 6<sup>th</sup> course, where the final task was a Show and Tell that pupils make in groups. I decided to do it because I want that all pupils take part of this activity. There are groups of four pupils where each one has different roles, one of them was the seeker, and must search for the needed information in the text book or in the text about their topic; the other one was the computer expert and must search for information in their laptop (NET XXI program). The other one was the captain, who ran the team and the last one was the secretary who helped the captain.

The basis of this final task were five texts **Appendix 1** which talk about some curiosities of different topics; mission to Mars, mission to the Earth, Comets, the Sun and the Moon.

These texts talk about some curiosities and interesting things of each topic, and they have some question that pupils have to answer. Then when they have already answered all questions they have to create a power point to do the Show and Tell.

### Objectives

- Using reading as an important work tool, carrying out the final task.
- Using a guide items to design and make a show and tell project.
- Asses the importance to take care of our planet.
- Manifest a certain precision and rigor in monitoring and in the development of the group work.
- Work in groups in other to plan a final task.
- Assign a specific role to each group member.

### Methodology

In today's world we need to integrate learning and language as a tool of communication. In order to reach our goal, learning by doing not just concepts, but procedures and values, attitudes and habits, our way to act and proceed in the classroom, the methodologies I decided to apply are CLIL, task-based learning approach, and the key

competency approach, a combination between these because as I will explain these are approaches that share core and principles.

I have prepared one unit for Science, so we are subject teachers working through the medium of English and teachers bringing in content into our English lessons.

We have tried to combine contents about Science and Literacy such as:

- **Communication:** specifying the language learners communicate during the lessons, for example, the language of describing, telling or reasoning (language vocabulary and expressions for transmitting their description/reasoning/telling) encouraging meaningful interaction with others, authentic language.
- **Cognition:** thinking skills that are demanded of learners in a lesson: for example hypothesizing: (I think, I consider, as you can see...) thinking skills that pupils use to understand a course content, solve problems and reflect their learning.
- **Culture, also this C is referred to as community or Citizenship:** exposure to alternative perspectives and shared understandings, understand themselves as citizens of the world, and both their own culture and others.

CLIL helps to introduce a wider cultural context, prepare for internationalization, improve overall and specific language competence, prepare for future studies and/or working life, develop multilingual interest and attitudes, diversify methods and forms of the classroom regarding both teaching and learning and increase learner motivation.

CLIC share some principles with other methodologies such as task-based, among others. Being aware of that, we as teachers can create enriching environments for the teaching-learning process, where pupils can improve not only their linguistic competence, but also their content knowledge in English.

These approaches are based on diversity pedagogy, that clearly recognizes the active roles pupils play in their learning; Negotiation pedagogy understood as reaching a common teaching-learning strategy to improve specially learning to learn and encouraging and developing pupils' autonomy; Project pedagogy and teamwork that lies in constructivism theories and favour socialization, participation, motivation and involvement.

The starting point is an activity, situation or problem that encourages and stimulates pupils which entail an increase in interest and involvement. Planning, reflection and explanation form part of the teaching-learning process.

Cooperative learning supposes that all the pupils know the rules and operation of group work assume their role and understand how the process works and develops. These pedagogical principles closely related to CLIL, task-base and key competences approaches, and result in a school environment that encourages learning.

## **Resources**

To develop this unit I had used different resources, some of them for the subtasks and the process and the rest for the final task. There are different supports for these resources; the vast majority is used through the interactive board. The elements to be mentioned then are:

- Classbook.
- Workbook.
- Power Point to show some contents.
- Specific videos (Phases of the moon).
- Interactive games (Review contents).
- Texts for the Final Task (**Appendix 1**).
- Mini Laptops.
- Worksheets (**Appendix 2**).

As assessment tool we used an interactive questionnaire through a google tool:

- Self evaluation like a group and like a member of the group (**Appendix 3**).
- <https://docs.google.com/forms/d/16u3rmw1PDF0XHHi2-2aAgDwSJUXUA4n7zcShVYs3bAY/viewform> (Self-evaluation)

## 6. CONCLUSIONS

To finish this project it is important to make a conclusion about which is the best way to carry out reading promotion in class to make students enjoy it and to develop a reading habit in children. And also what the aspects are to keep in mind to carry out a reading promotion in class.

The main aspects to keep in mind to design a reading promotion are:

It must be **dynamic**; it must look for the continuous participation of teachers and children. So, a reading promotion must include activities where children have the leading role, and they have to live this experience in first person, the topics of the books or activities must be linked with their personal interests. One good way to do that is for example that the children bring a book each one, once a week.

The planning in a reading promotion must have a concrete **timing**, the teacher must know how long the projects will be, and it is important to say that if more than a project is carried out at the same time, there should be an annual project or specific ones which are developed in a shorter time. It is important that children will know about the different projects, the sequence, and the objectives fixed so that it will be clear for them.

A reading promotion project can **implicate some agents** both from the school as from outside of it. Implicating the rest of school community is an interest way because the tutors of different courses can coordinate the annual activity to finish with one all together. We can also implicate the families; they can be an important factor to achieve a reading habit in pupils and as well as to help the teacher to the final task or lend a hand in the school when it will happen.

It is important too, to fix a clear **methodology**, in my opinion the best methodology to carry out reading promotion is one where we finish in a final task, and before arriving to the end we have to do some activities (subtask) which are necessary for the last one. This methodology allows working different things in a same project but then we collect them in a final task. It is a helper for student to make a clear thinking.

A reading promotion plan must develop some **competences and skills** that can be the follow:



- Communication in a foreign language: this is a bilingual project.
- Learning to learn: some activities have to develop this competence because they have to look for their knowledge to finish in the final task.
- Autonomy and personal initiative: if children develop this competence surely they can gain a reading habit, so it is very important.
- Digital competence: nowadays we have a lot of reading resources in internet; we can find interactive books, audio book where children can develop listening skills, activities where pupils can create their own books, and many more.

Among the available resources and you can find these ones:

- <http://www.childrensbooksonline.org/library.htm>
  - <http://www.oxfordowl.co.uk/for-home>
  - <http://storypatch.com/>
  - <http://www.agendaweb.org/>
  - <http://www.ceiploreto.es/>
  - <https://global.oup.com/education/?region=international>
  - <http://www.storylineonline.net/>
  - <http://www.sparklebox.co.uk/>
  - <http://www.lovereadings4kids.co.uk/>
  - <http://www.readingrockets.org/>
  - <http://www.storyplace.org/>
  - <http://es.childrenslibrary.org/>
  - <https://es.pinterest.com/steffyteebee/reading-in-science-class/>
- Artistic and cultural competence: books contribute directly to develop this competence, pupils have to develop them to create creative things and learn cultural aspects.

Regarding the skills that can be developed in a reading proposal are the following; listening, writing, reading, oral interaction and speaking, these ones allow children doing some different activities, for example when they have to write something and then they have to show for the rest of the class, in these activity we can develop several skills inside one activity. It is important to develop all of them in the same level, so that children acquire a complete use of the language.

It is also important to work with different **thematic books and tales**; the reason is because the topic of the book would be focused in the children's interests and it have to be close to them. However we can work with other books, for example books which transmit values, about co-education, intercultural, tolerance and respect, friendship and pacifism and current issues such as conflict resolution or bullying.

One of the most interesting activities in my opinion is the **creation and edition books**. Nowadays we can find a lot of resources in internet to create and edit a book (mentioned before), this resources allow us to create a story thinking about the place, the facts, the characters, the text, etc. But we can forget the paper, we can create a book with recycling materials, or a traveller book, these creations can be exposed in the class library and are showed for all member of the class.

And finally we can add some **different reading formats**, not only books; we can work with magazines, newspapers, etc. These formats allow us to work different types of text, for example poems, news, dedications, stories, etc. All of them have to be close for children, because these activities have to be annual ones where they can write and create what they want about their surroundings.

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## 8. APPENDIXES

### Appendix 1: Texts for the Science final task

# MISSION TO MARS

## INTERESTING FACTS

The surface and orbit of Mars is full of robotic vehicles and probes that are mining the planet for all sorts of info—including signs of life (none have been found so far).

Mars is home to one of the largest canyons in the Solar System (big enough to swallow the Grand Canyon) and the tallest volcano, Olympus Mons, which is nearly three times as tall as Mt. Everest.

Radio listeners who tuned in late to a 1938 Halloween broadcast of H.G. Wells' science-fiction book *War of the Worlds* thought the program was a genuine news report of a Martian invasion!

Mars is a small rocky body once thought to be very Earthlike. Like the other terrestrial planets—Mercury, Venus, and Earth—its surface has been changed by volcanism, impacts from other bodies and atmospheric effects such as sand storms. It has polar ice caps that grow and recede with the change of seasons; areas near the Martian poles suggest that the planet's climate has changed more than once, perhaps caused by a regular change in the planet's orbit.



For starters, the “red planet” isn’t even totally red! Browns, tans, golds, and yellows are the colors you can see in the rocky, dusty, dune landscape. Mars only looks red from far away because of rusting iron minerals in the rocks and soil. The soil blows into the air (occasionally in planet wide dust storms) to give the atmosphere a bloody tint. Water may have flowed on Mars long ago, in ancient seas and riverbeds that early astronomers confused for canals. Now, the air here (mostly carbon dioxide) is too wispy to support water or hold much heat. If you took off your spacesuit and stood on the equator at high noon, your toes would feel toasty but your face would be freezing! The good news is summer here lasts for six months. The bad news: So does winter!

***Answer the following questions about the text. You can find extra information in the Astronomy computer program.***

*Why Mars is called the “red planet”?*

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*Why Mars is so similar to the Earth?*

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*What machines have scientist used to explore the surface of Mars? Explain the main reason.*

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*Can we see Mars without using a telescope? Why?*

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*Are the seasons on Mars like in the earth? How long are? Why?*

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*Can we find water on Mars? Explain your answer.*

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*Has Mars any moon? How long do they take to orbit Mars?*

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*Complete the information about MARS*

<i>LOCATION</i>	
<i>DISTANCE FROM THE SUN</i>	
<i>EQUATORIAL DIAMETER</i>	
<i>AVERAGE SURFACE TEMPERATURE</i>	<ul style="list-style-type: none"><li>- <i>Winter:</i></li><li>- <i>Summer:</i></li></ul>
<i>SURFACE GRAVITY</i>	
<i>ATMOSPEHERE</i>	
<i>SOLAR ORBIT PERIOD</i>	

# MISSION TO THE EARTH

*Thanks to Earth's "axial tilt," which exposes more or less of our planet's northern and southern hemispheres to the sun depending on the time of year (and is also responsible for our seasons), some spots near the poles experience 24 hours of straight daylight or darkness.*

## INTERESTING FACTS

*Earth's land masses move in the geosphere, a phenomenon known as "continental drift." They creep about as fast as your fingernails grow.*

*Earth's rotation combined with its core of molten nickel and iron generates a magnetic field, shielding us from solar radiation while creating light shows—called auroras—that are literally out of this world.*

Earth is a special spot in the solar system for so many reasons—its sprawling continents, its blue seas, its ideal atmosphere. But one Earthly thing unique in the Solar System: its biodiversity life. Some of the other planets have atmospheres, seasons and even water, but only Earth combines all these elements in just the right way. Earth is the only place in the solar system where life is known to be found.



Earth's atmosphere not only provides the right mix of breathable air for animals and plants, it also acts as a filter against solar radiation and as a sort of force field from deadly space rocks. As much as 22,000,000 lbs. (10,000,000 kilograms) of meteors burn harmlessly in the Earth's atmosphere each day. The solar system's other planets are typically too hot or too cold to support liquid water, but Earth is just right. Life began more than 3.5 billion years ago in our oceans, which cover nearly 70 percent of the planet's surface and are a source of the water vapor responsible for our weather. And before you get eager to blast off and explore the rest of the solar system, consider this: Scientists know more about the surface of the moon than they do the depths of the oceans. Our world still holds plenty of mysteries for the solar-system explorer.



***Answer the following questions about the text. You can find extra information in the Astronomy computer program.***

*Which planets take less than the Earth to complete their orbits round the Sun? Why?*

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*How much is the Earth's axis tilted? What are the consequences for the Earth?*

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*What does generate the Earth's magnetic field? Why is it so important?*

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*What can you see from the Earth on September 8<sup>th</sup>, 9:30 AM?*

- Planets:*
- Constellations:*
- Comets:*

*Why does the atmosphere is so important for the Earth?*

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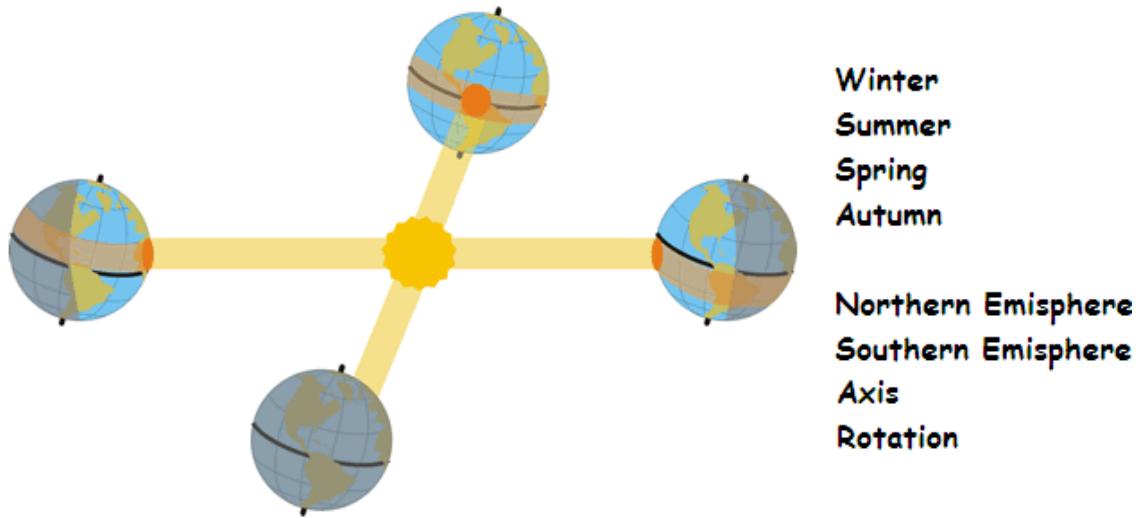
*Have scientists investigated the whole Earth?*

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***Draw the Earth's orbit around the sun and use the following words to complete it:  
 Axis; rotation (direction); seasons; hemispheres.***



***Complete the information about the EARTH***

<i>LOCATION</i>	
<i>DISTANCE FROM THE SUN</i>	
<i>EQUATORIAL DIAMETER</i>	
<i>AVERAGE SURFACE TEMPERATURE</i>	
<i>SURFACE GRAVITY</i>	
<i>ATMOSPHERE</i>	
<i>SOLAR ORBIT PERIOD</i>	

# COMETS

NASA launched several unmanned missions to study comets. A paparazzi of sensor-laden craft buzzed Halley's during its last approach in 1986. Another probe actually collided with a comet in 2005.

## INTERESTING FACTS

For much of human history, comets were not welcome visitors. They were thought to symbolize times of disaster and doom.

Halley's Comet shape is barely 9 miles (15 kilometers) long by 5 miles (8 kilometers) wide. Its gravitational pull is so slight that you could leap off its surface into space—another reason not to visit!

Comets are small icy objects that originate in the outer Solar System and orbit around the sun in an elliptical orbit. When they come near the sun they partially vaporize, developing a bright tail that is sometimes visible from the Earth. Each one is an irregular ball of icy, frozen gases, and dark minerals just a few miles or kilometers wide. Comets originate far out in the solar system—some from the so-called Kuiper Belt of icy bodies beyond the orbit of Neptune, and others from a more distant region known as the Oort Cloud. Why journey for years in a cramped spaceship to see a dirty snowball—especially when some comets come to visit us? And when they do, it's one of the greatest shows on Earth.



Like planets, some comets orbit the sun on a predictable schedule. Halley's Comet, the most famous of these weird wanderers, drops by Earth every 75 years or so (it's not due for its next visit until July 2061). As a comet nears the sun, ice and dust boil from its slushy center—called a nucleus—to form an atmosphere known as a coma. Sunlight “blows” gas and dust from this coma to create a spectacular tail. Some tails reach 100 million miles (160 million kilometers) long and can be seen from Earth, the comfiest seat in the solar system for comet spotting.

***Answer the following questions about the text. You can find extra information in the Astronomy computer program.***

*When was the last perihelion of Halley's comet? And when will we see it again?*

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*Is any comet going to impact with any planet? Which one? When?*

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*What is the "Rosseta mission"? Explain it.*

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*Where do most of comets originate from?*

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*What are comets tails made of?*

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*Explain the difference between a comet and an asteroid:*

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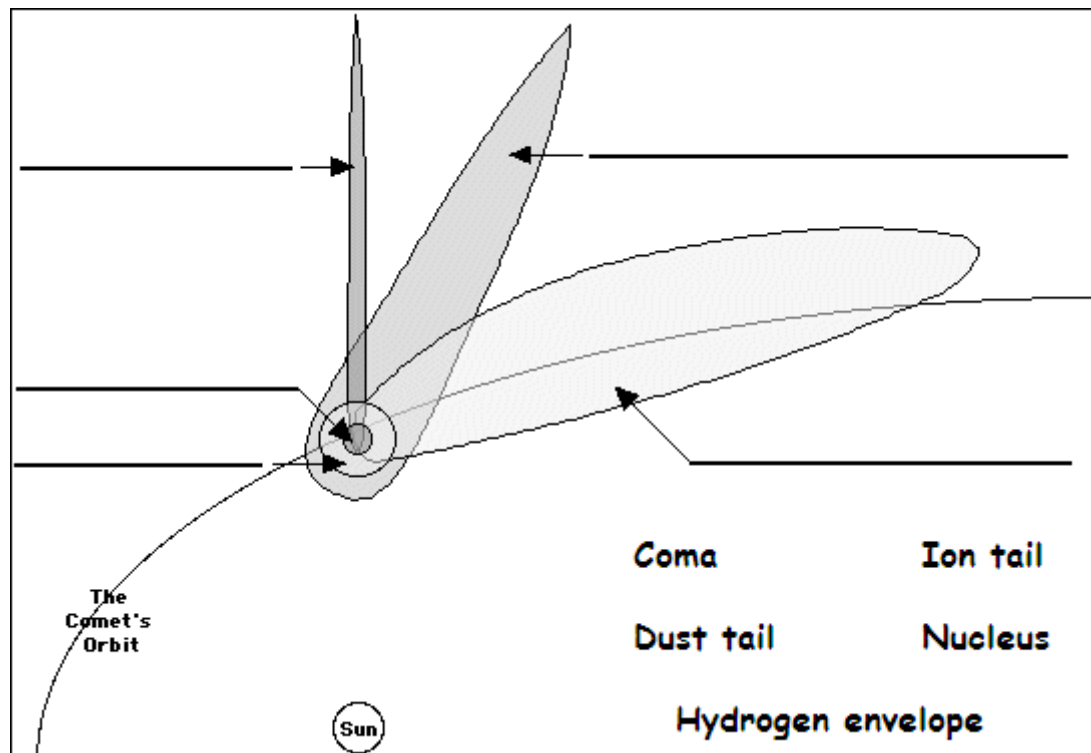
*What did ancient civilizations think about comets?*

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*Fill the gaps with the missing words*



# MISSION TO THE MOON

## INTERESTING FACTS

The moon orbits the Earth in such a way that it always shows the same side to us. We didn't see the far side—often mistakenly called the “dark side”—until a probe photographed it in 1959.

The moon's pull is slowly slowing the Earth's rotation, but it will take millions of years for us to notice.

Although various people have declared the moon as their property—and American astronauts have planted six flags on its surface—no single person or nation can claim ownership of the moon according to international law.

Roughly 140 natural satellites, called moons, orbit the various planets in our solar system, but there's only one known simply as “the moon.” Earth's unique satellite has been very important in human history since ancient times. Its orbit around Earth inspired our calendar month. Its gravity force pulls Earth's oceans (and large lakes) into daily cycles of high and low tide. The moon might even affect how you sleep/rest at night (one study showed that people sleep worse during a full moon). In fact, scientists suspect that our satellite's affected the Earth's evolution and climates helped life evolve here. Without the moon, there might not have been moon gazers.



Our satellite is literally a piece of the old block, formed around 4.5 billion years ago when a missing body of the size of Mars collided with the Earth and knocked a cloud of dust into orbit. That space material created the moon. But while an atmosphere protected Earth from all but the largest meteor impacts, the moon's airless surface came under constant assault over billions of years. The powdery lunar dust is pocked by craters and dented by dark basins people once thought were seas (they're dry, although the moon may contain ice in its deepest crevices). Our satellite is also the only heavenly body visited by human beings, whose footsteps are easy enough to follow when you touch down in your spaceship. They remain unchanged on the charcoal-gray surface.

***Answer the following questions about the text. You can find extra information in the Astronomy computer program.***

How was the moon formed?

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What is the planet with more satellites? Name them.

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What is the biggest satellite in the solar system? Compare it with the moon.

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Why is the moon so bright?

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Is there any sign of having been water in the moon surface?

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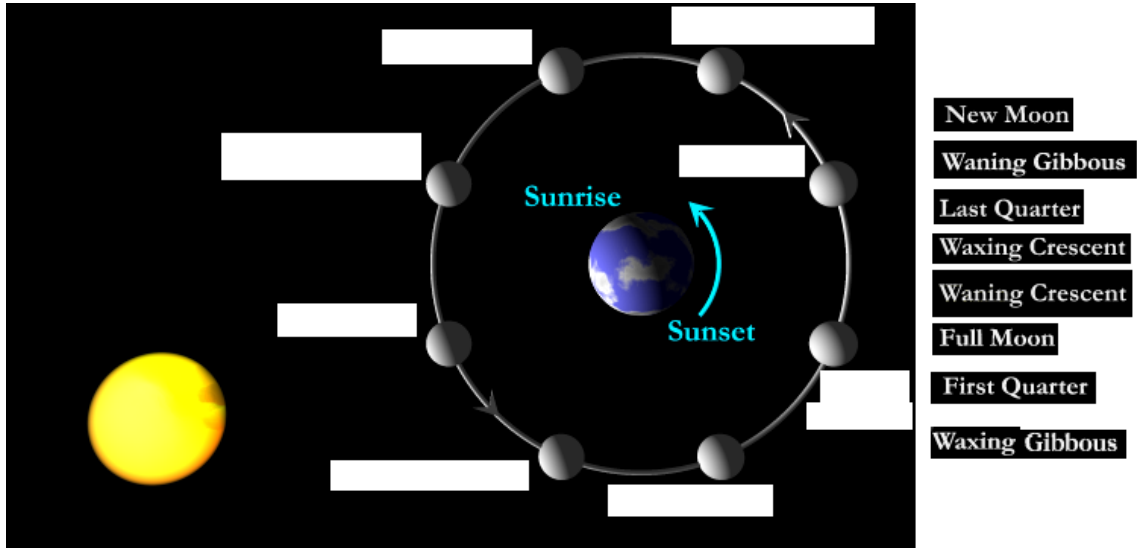
How does the moon affect the tides?

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*Why does the Moon look different at different times of the month? Complete the picture.*



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***Complete the information about the MOON***

<i>LOCATION</i>	
<i>DISTANCE FROM THE SUN</i>	
<i>EQUATORIAL DIAMETER</i>	
<i>AVERAGE SURFACE TEMPERATURE</i>	
<i>SURFACE GRAVITY</i>	
<i>SOLAR ORBIT PERIOD</i>	
<i>EARTH ORBIT PERIOD</i>	

# THE SUN

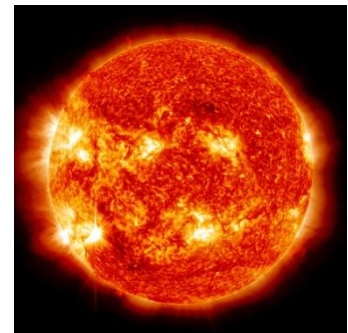
It takes eight minutes and 20 seconds for the light leaving the sun to reach Earth. (Note: Never look directly at the sun!) The light from our next closest stellar neighbor, Proxima Centauri, takes more than four years to reach Earth!

## INTERESTING FACTS

Our sun rules the solar system on its own, but many stars share their systems with a second or third star. Imagine having two or three birthdays!

The sun actually creates weather in space—a stream of charged particles called “solar wind.” Sometimes these particles erupt from sunspots (cooler regions of the sun’s surface) as “solar flares” that can knock out power on Earth.

Think Earth is the most important spot in the solar system? Think again. The sun is the real star of the show—literally! The closest star to Earth, it’s the source of all the heat and light that makes flowers bloom, songbirds croon, and sunbathers swoon. Life wouldn’t exist without it. It’s also the center of our solar system and by far its largest object. More than a million Earths would fit inside the sun! Our star’s enormous gravity grips the planets, dwarf planets, asteroids, comets, keeping them from spinning into deep space. Put simply, we wouldn’t have a solar system without the sun.



Despite its importance in the grand scheme of things, the sun isn’t unique or particularly complex. It’s average in size and middle-aged compared to the billions of other stars in our galaxy. And although the sun accounts for 99.8 percent of the total mass of the solar system, it’s really just a big ball of gas. A process called nuclear fusion converts hydrogen to helium deep in the sun’s core, where temperatures hit a balmy 18 million degrees Fahrenheit (15.7 million degrees Celsius). Fusion creates energy that travels to the sun’s surface in a journey that lasts a million years. The core will run out of hydrogen gas eventually, which will put an end to our fun in the sun. But fear not: That day won’t come for at least another five billion years.

***Answer the following questions about the text. You can find extra information in the Astronomy computer program.***

*Why is the sun so important for the earth? And for the rest of the planets?*

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*What do you think happens inside the sun?*

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*How long does the light take to reach to the Earth?*

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*Why do the rest of the planets in the solar system orbits around the sun?*

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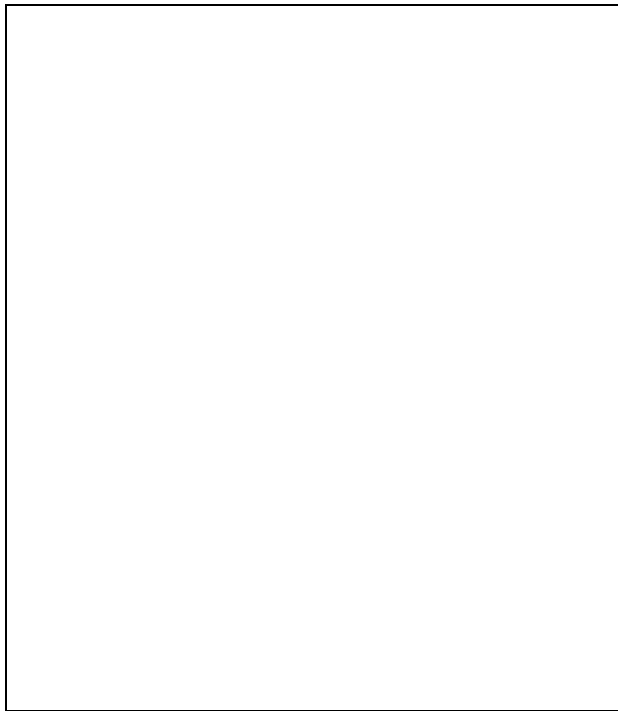
*How big is the sun compare with the Earth?*

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***What happens during a solar eclipse? Draw and explain it.***



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***Complete the information about the SUN***

<i>LOCATION</i>	
<i>DISTANCE FROM THE EARTH</i>	
<i>EQUATORIAL DIAMETER</i>	
<i>AVERAGE SURFACE TEMPERATURE</i>	
<i>SURFACE GRAVITY</i>	
<i>COMPOSITION</i>	

Appendix 2: Worksheets

# 7 The Solar System

EXTENSION

Name \_\_\_\_\_ Date \_\_\_\_\_

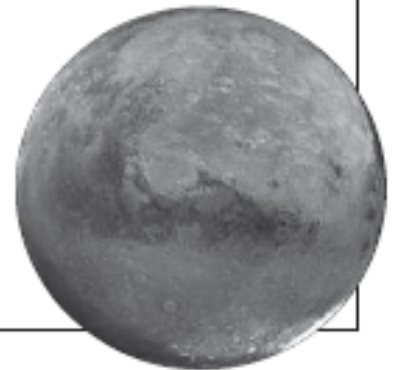
**Mars** ♦ Mars is the fourth planet from the Sun in the Solar System. It has two tiny moons, Phobos and Deimos, which orbit very close to the planet.

The planet is named after Mars, the Roman god of war. It is also known as the 'red planet.' Its red colour comes from iron oxide which covers the planet with fine red dust.

The geographical features of Mars are similar to those of Earth. It has craters, volcanoes, valleys, deserts and polar ice caps. It has the highest known mountain in the Solar System – Olympus Mons – and also the largest canyon, Valles Marineris.

Mars is a terrestrial planet with a thin atmosphere. There is some evidence that Mars has liquid water and may have had some form of life in the past.

Mars has approximately half the radius of Earth. Its average distance from the Sun is about 230 million kilometres. The Solar day on Mars is only slightly longer than an Earth day: 24 hours, 39 minutes, 35.244 seconds. A Martian year is equal to 1 year, 320 days and 18.2 hours.



## 1. Match the words and definitions.

a. tiny

b. to orbit

c. iron oxide

d. dust

e. crater

f. ice cap

g. canyon

h. terrestrial

i. slightly

1. a very big hole

2. a permanent area of ice

3. very small

4. in a small way

5. connected with the Earth

6. a chemical compound

7. to go around

8. fine powder

9. a very deep valley

**2. Correct the information.**

- a. Mars is the closest planet to the Sun. \_\_\_\_\_
- b. Mars has three moons. \_\_\_\_\_
- c. The planet is named after a Greek god. \_\_\_\_\_
- d. Mars looks red because of its sunsets. \_\_\_\_\_
- e. Mars is a very flat planet. \_\_\_\_\_

**3. Choose the best answer.**

- a. The moons of Mars travel very near:  
1. the Earth                      2. the Sun                      3. Mars
- b. Photographs of Mars show:  
1. a varied landscape      2. old ruins                      3. early forms of life
- c. To sustain life, a planet needs:  
1. craters                      2. a thin atmosphere      3. water
- d. Mars takes over a year:  
1. to go round the Sun      2. to go round the Earth      3. to turn round completely

**4. Write complete sentences.**

- a. Galileo / look at Mars / telescope / 1609 \_\_\_\_\_
- b. lot of storms / Mars. \_\_\_\_\_
- c. NASA has sent / many space missions / Mars \_\_\_\_\_
- d. nobody / sure / life on Mars. \_\_\_\_\_

**5. Investigate.**

Find out some information about another planet.  
Write a paragraph about it.

Use the text about Mars to help you.



**Appendix 3: self evaluation.**

## Self Assesment

1. Name and Surname: \_\_\_\_\_

**I understood the activities of the worksheet**

*Marca solo un óvalo.*

- 1 (Not at all)
- 2 (More or less)
- 3 (Most of them)
- 4 (Yes)
- 5 (Of course!)

**I could find information without the teachers help.**

*Marca solo un óvalo.*

- 1 (I always needed assistance)
- 2 (Sometimes I needed some help)
- 3 (I could find most information)

**Am I satisfied with my contribution to the project? WHY?**

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**I made an effort to complete the activities.**

*Marca solo un óvalo.*

- 1 (Never)
- 2 (Sometimes)
- 3 (Always)

**I am satisfied with the final result of the project.**

*Marca solo un óvalo.*

- 1 (Nothing at all)
- 2 (It could be better)
- 3 (It is pretty well)
- 4 (It is perfect)

**My contribution to the group was:**

*Marca solo un óvalo.*

- 1 (Very bad)
- 2 (Bad)
- 3 (Regular)
- 4 (Well)
- 5 (Amazing)

**I respected the ideas of my mates**

*Marca solo un óvalo.*

- 1 (Never)
- 2 (Sometimes)
- 3 (Always)

**Was I responsible when we made the project?**

*Marca solo un óvalo.*

- 1 (Never)
- 2 (Sometimes)
- 3 (Always)

**Have I respected the role that was assigned at the beginning of the project? WHY?**

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## **Group Mates Assesment.**

**Have your mates been involved in the project?**

*Marca solo un óvalo.*

- 1 (Never)
- 2 (Sometimes)
- 3 (Always)

**Have they respected your ideas?**

*Marca solo un óvalo.*

- 1 (Never)
- 2 (Sometimes)
- 3 (Always)

**Have they made their tasks?**

*Marca solo un óvalo.*

- 1 (Never)
- 2 (Sometimes)
- 3 (Always)

**We encouraged each other and we cooperated wuth each other.**

*Marca solo un óvalo.*

- 1 (Never)
- 2 (Sometimes)
- 3 (Always)

**We shared our ideas, then listened and valued each other idea's**

*Marca solo un óvalo.*

- 1 (Never)
- 2 (Sometimes)
- 3 (Always)

**I did the best at...**

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**Next time we could improve at...**

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