



FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID

READING PLAN PROPOSAL FOR A GATHERED RURAL SCHOOL

TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA
MENCIÓN LENGUA EXTRANJERA INGLÉS

AUTOR/A: Carlos de Castro Vallelado

TUTOR/A: Laura García García

Palencia, 29 de noviembre de 2021

ABSTRACT

Reading is an essential tool in any learning process, both academic and social and cultural, which is why one of the main objectives of primary education is to stimulate an interest in reading.

The aim of this proposal is to ensure that students develop a good reading habit, which will help them to get to know themselves and to interact with others, as well as to express themselves in public and to have the creativity to do so.

ICTs are present in almost all areas of our lives, and for this reason they cannot be left out of school or left unused as a new resource that presents itself as a challenge, especially in Gathered Rural Schools.

Key words: Reading, ICT, Cooperative learning, Bibliotherapy, Gathered Rural Schools.

RESUMEN

La lectura es una herramienta esencial en cualquier proceso de aprendizaje, tanto académico como social y cultural, es por ello por lo que uno de los grandes objetivos de la educación primaria sea el despertar el interés por la lectura.

Con esta propuesta se pretende conseguir que los alumnos desarrollen un buen hábito lector, que les ayude a conocerse a sí mismos y a relacionarse con los demás, así como a expresarse en público y tener creatividad para hacerlo de distintas formas.

Las TICs están presentes en casi todos los ámbitos de nuestra vida, y por ello no se pueden dejar fuera de la escuela, ni se puede dejar de usar como un recurso nuevo que se presenta como un reto, especialmente en los Colegios Rurales Agrupados.

Palabras clave: Lectura, TICs, Trabajo cooperativo, Biblioterapia, Colegios Rurales Agrupados.

INDEX

INTRODUCTION	4
COMPETENCES	6
BASIC COMPETENCES	6
Competence in Linguistic Communication	6
Competence in Mathematics, Science and Technology	6
Digital Competence	6
Social and civic Competences	6
Cultural Awareness and Expression.....	6
Learning to learn Competence.....	6
Sense of Initiative and Entrepreneurship.....	7
LINKS WITH THE DEGREE COMPETENCES	7
Basic Competences.....	7
Specific Competences	8
JUSTIFICATION.....	10
THEORETICAL FOUNDATIONS.....	11
A) LEARNING AS A PROCESS.....	11
B) GATHERED RURAL SCHOOLS	12
1. Definition.....	12
2. Legislative references	12
3. Organisation and operation of the school	13
4. Didactic implications.....	13
C) PARENTAL SCHOOL INVOLVEMENT	14
D) COOPERATIVE LEARNING.....	15
E) EMOTIONAL INTELLIGENCE.....	16
F) BIBLIOTHERAPY.....	18
READING PLAN	20

THE SCHOOL	20
OBJECTIVES.....	23
SPECIFIC OBJECTIVES	24
For Year two.....	24
For Year three and Year four.....	24
For Year six.....	25
TEMPORALISATION	25
Calendar.....	26
INTERVENTION PROPOSAL	26
INTERVENTION EXAMPLE.....	29
Interventions.....	30
Intervention evaluation	35
PROPOSAL EVALUATION.....	40
CONCLUSION	42
BIBLIOGRAPHY.....	43
WEBLIOGRAPHY	45
ATTACHMENTS	46

INTRODUCTION

Reading brings great benefits to all people regardless of their age. For this reason, it is very important that from the time they are young and begin to learn to read, encourage them to get into the habit of reading, as this will also help them to become familiar with the language more quickly.

Reading a book helps children to stimulate their imagination and creativity, making them feel more interested in the world around them and increasing their culture. Furthermore, the fact that they read a few pages of a book or a story suitable for their age will help them improve their vocabulary, learning new words and develop their mental agility.

Understand and argument: Reading favours understanding, as well as the justification of the different thoughts they may have, they acquire a structure and a justification for these.

Reading as a model of socialisation: Reading helps to visualise different situations that we may have lived through or that we may possibly live through in the future, and that give us a previous approach to the situation, allowing us to analyse and rationalise it, so that when it happens, our actions will be more reliable.

At the same time, reading is not incompatible with ICTs, nowadays we can read in many ways, and not everything has to be only books, not the only way to enjoy a book is reading; the existence of audio books can be another good starting point for working with certain students, being this the way to lead them later to the reading of books themselves. Although we should not forget or leave aside e-book readers, which nowadays can be a great alternative to physical books on paper, as they give us the possibility of having more than a thousand books in the palm of our hand, which in turn contributes to the environment.

For all these reasons, many factors have been considered in the elaboration of this proposal, establishing as a basis six fundamental points of theoretical foundation, from the description of Gathered Rural Schools and their evolution over the years, through the importance of cooperative learning, emotional intelligence, and the involvement of families in the educational process, all directed by Bibliotherapy, and concluding with learning as an integral process.

This reading plan presents the school in which the work has been developed, as well as the objectives of the plan, both general and specific, specified by year, as the class in which we are going to work includes pupils from year 2 to year 6.

In addition to the intervention proposal, an example of intervention and its evaluation is developed.

In a society like the one we live in, where we are connected almost all the time and have all the information at our fingertips, it is more necessary than ever to teach children to think critically, as so much information in most cases ends up being contradictory, and if children are not taught to think critically and with reasoning, it is very easy for all this information to overwhelm them and become a society of misinformation.

Like the society, education is also something that evolves, and must adapt to the upcoming changes and the needs that appear; nowadays, the most valued jobs are those in which cooperative work is the basis and require their workers to know how to work in a team, but from what is currently perceived, education prepares you as a unique person, competitive with the rest and on its own is enough.

It is necessary to adapt to new demands, to new ways of communicating, but that does not mean leaving knowledge behind, and as we know, reading and writing is the basis of all knowledge, as well as its persistence over time.

COMPETENCES

BASIC COMPETENCES

This reading plan contributes to the development of the basic competences:

Competence in Linguistic Communication

1. Acquire vocabulary.
2. Read and understand a simple informative text.
3. Express thoughts, ideas, and emotions appropriately.
4. Reading, understanding, and interpreting instructions.
5. Decode hidden messages by following instructions and interpreting codes.
6. Obtain and interpret information.
7. Encourage interest in solving crossword puzzles, word searches and riddles.
8. Listening, presentation and dialogue.

Competence in Mathematics, Science and Technology

1. Interpret and express information with numbers.
2. Putting reasoning processes into practice.

Digital Competence

1. Getting started with the computer.
2. Use different sources to search for information.

Social and civic Competences

1. Knowing feelings and emotions in relation to others.
2. Accept rules of coexistence.
3. Use language as a skill for coexistence, respect and understanding.
4. Understanding the social reality in which one lives.
5. Develop responsible behavioural habits.
6. Develop attitudes of dialogue and conflict resolution.

Cultural Awareness and Expression

1. Express feelings and emotions through artistic codes.
2. Appreciate beauty in artistic expression and in everyday life.

Learning to learn Competence

1. Verbalising the learning process: reflecting on what and how learning has taken place.

2. Developing multiple intelligences.
3. Managing personal resources and motivations for learning.
4. Generate strategies for learning in different learning contexts.

Sense of Initiative and Entrepreneurship

1. Encourage the acquisition and internalisation of good habits.
2. Develop social skills such as respect for others, cooperation, and teamwork.
3. To make choices based on one's own criteria.
4. Express interests and preferences.

LINKS WITH THE DEGREE COMPETENCES

With the development of this Grade Final Work, I try to show the achievement of the goals of the Primary Education Degree.

The objectives of this Degree, set in the guide of Valladolid University, Primary Education Degree have been analysed. And these are some of the most relevant to this work:

Basic Competences

“Que los estudiantes tengan la capacidad de reunir e interpretar datos esenciales (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas esenciales de índole social, científica o ética. Esta competencia se concretará en el desarrollo de habilidades que formen a la persona titulada para:

- a. Ser capaz de interpretar datos derivados de las observaciones en contextos educativos para juzgar su relevancia en una adecuada praxis educativa.
- b. Ser capaz de reflexionar sobre el sentido y la finalidad de la praxis educativa.
- c. Ser capaz de utilizar procedimientos eficaces de búsqueda de información, tanto en fuentes de información primarias como secundarias, incluyendo el uso de recursos informáticos para búsquedas en línea.”

The development of reading skills is a fundamental part of school, which in turn is the basis for knowledge and the learning of another knowledge.

The aim of this reading plan is the personal and social development of the pupils, among others, offering the possibility of adapting to the environment in which it is presented, which

must be previously analysed and studied, assessing the needs and deficiencies existing in the pupils.

At the same time, it requires a great deal of data collection and analysis, as there are many factors to be considered, such as the socio-economic situation of the school and its environment, for example.

Specific Competences

“5. Conocer la organización de los colegios de Educación primaria, los elementos normativos y legislativos que regulan estos centros, desarrollando la habilidad para trabajar en equipo y definir proyectos educativos de centro. Esta competencia se concretará:

- a. Conocer la organización de los colegios de educación primaria y la diversidad de acciones que comprende su funcionamiento.
- b. Participar en la definición del proyecto educativo y en la actividad general del centro atendiendo a criterios de gestión de calidad.
- c. Conocer los elementos normativos y legislativos aplicables a los centros de educación primaria.
- d. Conocer los aspectos organizativos de las escuelas rurales y la diversidad de acciones que comprende su funcionamiento.
- e. Desarrollar la habilidad para trabajar en equipo con el resto de compañeros, como condición necesaria para la mejora de su actividad profesional.
- f. Analizar y conocer modelos de mejora de la calidad con aplicación a los centros educativos.”

The organisation of Gathered Rural Schools at a regulatory and legislative level does not differ much from the organisation of urban schools, but the reality is that the organisation and way of working is very different.

This type of organisation requires more teamwork on the part of the teachers, as it is not very common to have only one level in the classroom, which requires different types of work from what can be found in an urban school. *“Corridors are roads in a Gathered Rural School”*

“Potenciar la formación personal facilitando el auto conocimiento, fomentando la convivencia en el aula, el fomento de valores democráticos y el desarrollo de actitudes de

respeto, tolerancia y solidaridad, rechazando toda forma de discriminación. Esta competencia se concretará en el desarrollo de habilidades que formen a la persona titulada para:

- a. Potenciar la formación personal facilitando el autoconocimiento, la estima personal, la capacidad de establecer relaciones de grupo, la actitud solidaria y democrática.
- b. Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto a los derechos humanos que conformen los valores de la formación ciudadana.
- c. Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos.
- d. Promover el desarrollo de un compromiso ético en su configuración como profesional, compromiso que debe potenciar la idea de educación integral, con actitudes críticas y responsables; garantizando la igualdad efectiva de mujeres y hombres, la igualdad de oportunidades, la accesibilidad universal de las personas con discapacidad y los valores propios de una cultura de la paz y de los valores democráticos.
- e. Promover la toma de conciencia del efectivo derecho de igualdad de trato y de oportunidades entre mujeres y hombres, en particular mediante la eliminación de la discriminación de la mujer, sea cual fuere su circunstancia o condición, en cualesquiera de los ámbitos de la vida.
- f. Desarrollar la capacidad de analizar críticamente y reflexionar sobre la necesidad de eliminar toda forma de discriminación, directa o indirecta, en particular la discriminación racial, la discriminación contra la mujer, la derivada de la orientación sexual o la causada por una discapacidad.

Within the classroom studied for the development of the present reading plan, certain signs of discrimination can be found, especially on the part of some pupils, as well as discipline and behaviour problems; reading offers and raises these situations, but with the advantage of being able to analyse them from an external perspective, making the pupils reflect on whether these acts are right or wrong.

The need for group work and collaboration between pupils is fundamental for the development of peaceful coexistence in the classroom, and to achieve this, some specific aspects need to be worked on, in which reading is an exceptional instrument.

JUSTIFICATION

The moment you walk into a classroom and all you hear when reading is mentioned to them are snorts of displeasure, there is clearly a problem.

Gathered rural schools offer a different approach to a conventional school in terms of lesson planning, in terms of the relationship with the students and in terms of the teacher's knowledge of the students.

It offers a much closer vision and the possibility of establishing closer relationships with the students.

With all these possibilities offered by the rural school, it is necessary to analyse the problem that exists with reading and languages, with teaching in general, and the lack of interest that exists in schools.

I have selected this school because of the diversity that arises in the same class, bringing together 4 different levels, with a wide range of possibilities to work with and with some very marked needs, which can be at least partially solved by the school.

When conditions are very adverse, it is necessary to have maximum involvement for education to prosper and to achieve the objectives set, and this is something that unfortunately, in rural schools, only happens at certain times.

If this kind of problems in schools continue, education will be increasingly displaced to larger towns and cities, ending the life of these villages, which have so much charm.

Nowadays, ICTs are everywhere, including villages, and this means that we can benefit from their virtues, if they are used correctly and appropriately, if pupils are taught how to use them.

Considering all that this school has to offer and the serious problem that exists, it is necessary to look for a solution that adapts to the society in which we find ourselves today, the school must change with society.

THEORETICAL FOUNDATIONS

A) LEARNING AS A PROCESS

Vygotsky saw learning as a process of internalising social concepts through the use of appropriate language and shared actions. (Cortazzi & Hall, 1998)

Students' development cannot be separated from its social and cultural context, any higher mental function necessarily goes through an external social stage in its development before becoming an internal, truly mental function. (Vygotsky, 1986).

The concept of intersubjectivity is considered as a key step in the process of internalization as the adult gradually removes the assistance and transfers responsibility to the student; This concept was described by Wertsch (1985, 1998) as the establishment of shared understandings between the learner and the tutor.

a. Zone of proximal development

Vygotsky used the term “*зо-пад*”, the place at which a child's empirically rich but disorganized spontaneous concepts "meet" the systematicity and logic of adult reasoning. As a result of such a "meeting," the weaknesses of spontaneous reasoning are compensated by the strengths of scientific logic.

The final product of this child-adult cooperation is a solution, which, being internalized, becomes an integral part of the child's own reasoning.

Vygotsky's account of speech internalization is premised on the existence of three different forms of speech activity: 'external speech' (or 'social speech'), 'egocentric speech' (or 'private speech') and 'inner speech'. Vygotsky saw these three forms as structurally and functionally distinct but considered the first – 'external speech' – to be the primary linguistic variety from which the others are derived. Thus, he envisioned a developmental (or 'genetic') pathway stretching between the speech addressed to the child by others ('external speech') through to the older child's use of 'private speech' and then to 'inner speech'. As Feigenbaum (1992: 182) puts it: 'Vygotsky viewed private speech as the link between early socially communicative speech and mature inner speech. Social speech is vocalized speech addressed and intellectually adapted to others, and inner speech is subvocalized speech directed and adapted to oneself, whereas private speech is vocalized speech addressed and adapted to oneself. Thus, private speech is neither social communication nor silent thought, but vocalized thought'. (Jones, 2009)

In small rural schools is frequent that students from different years goes to the same classroom, as in this case, this classroom is composed by students from year two to year 6; This reveals the necessity to adapt the lessons and activities to every student, considering their Zone of Proximal Development. Classrooms with a small number of students brings the opportunity to the teachers to work with each student individually, adapting the knowledge to their Zone of Proximal Development.

For the development of this plan, it is necessary to value learning as a continuous process, where each pupil has his or her own learning pace. In a classroom where there are 4 different levels, and within those 4 levels there is a big difference between pupils.

Each student must contribute as much as they can within their possibilities and their knowledge, relying on their classmates and on the teaching of the teachers for optimal development.

B) GATHERED RURAL SCHOOLS

1. Definition

A Gathered Rural School is defined as an educational institution formed by the grouping of several units or classrooms located in different locations where Infant Education and Primary Education students are schooled.

These classrooms are usually mixed, i.e., that is, they integrate pupils from different stages and levels in the same space. In many cases they are unitary classrooms because there are not enough pupils in the village to exceed the established ratio to allow the existence of a second classroom.

In the Gathered Rural School, a location is established as the head of the school, which in many cases is the most important village, and which represents the administrative headquarters of the school.

2. Legislative references

With the publication of RD 1174/1983 about compensatory education, the Valle Amblés Experience in Ávila (MEC Resolution of 12 April 1985) was set up on an experimental basis, which can be considered the seed of the Gathered Rural Schools. The first legislation regulating the form of organisation of these schools was:

- Royal Decree 2731/1986, of 24 December 1986, on the constitution of Gathered Rural School of Basic General Education (BOE of 9 January 1987).

- The Order of the MEC of 20 June 1987 establishing the procedure for the setting up of Gathered Rural School of General Basic Education (BOE of 25 July 1987).

From the 1988/89 school year onwards, the first Gathered Rural School were created in Castilla y León.

And they were gradually introduced and became generalised with the publication of Royal Decree 819/1993, of 28th May, which approved the Organic Regulations of Infant Education Schools and Primary Education Schools. (BOE 146, 19 June 1993). Subsequently, the Gathered Rural Schools have undergone a series of modifications under the new ROC of these education systems (RD 82/1996 of 26 January. BOE 44, of 20 February 1996).

3. Organisation and operation of the school

As indicated in the definition, the Gathered Rural Schools is a single centre, working in a similar way to any urban school, but with the dispersion of the locations that make it up. *“Corridors are roads in a Gathered Rural School”*

The head of the school is where the directive team is located and where all the administrative and management tasks that affect all the schools are carried out. It is also usually the meeting place for the school's professional bodies (cloister, School Council, Pedagogical Coordination Committee, Cycle and Level Teams, etc.).

The school's student body is the sum of the students enrolled in each of the locations that make up the Gathered Rural School.

As far as teachers are concerned, each classroom has the corresponding tutor (ordinary teaching). And the specialist teachers, based at the head of the school, travel to each locality to teach the specific areas. This gives rise to the figure of the itinerant teacher, with specific regulations governing this travel, and which is characteristic of Gathered Rural Schools.

4. Didactic implications

Teamwork in a Gathered Rural School requires always bearing in mind the idea of an educational unit, considering the idea of a single school and the mentality of working together.

The official documents that govern the functioning of the school are the same for all the classrooms and localities that make it up. So there is a single Educational Project, a Curricular Proposal for each stage, an Annual General Programme, an Internal Regulations and the set of Plans which are institutional in nature (Coexistence, attention to diversity, tutorial action, promotion of reading, equality, etc.), and of course the Teaching Programmes which, as well as being in line with the established curriculum, must establish objectives, assessment criteria and instruments, promotion criteria, etc. which must be common to all pupils, regardless of the locality in which they attend school. Therefore, teacher coordination meetings are so important and necessary for the design, monitoring and assessment of educational planning.

C) PARENTAL SCHOOL INVOLVEMENT

Parental school involvement has a positive influence on school-related outcomes, as different studies have demonstrated that the association between higher levels of parental school involvement and greater academic success for children and adolescents, studies like “Grolnick, W.S., & Slowiaczek, M.L. (1994). *Parents’ involvement in children’s schooling: A multidimensional conceptualization and motivation model. Child Development*” (Grolnick & Slowiaczek, 1994) and Miedel, W.T., & Reynolds, A.J. (1999). *Parent involvement in early intervention for disadvantaged children: Does it matter? Journal of School Psychology 37, 370–402.* (Miedel & Reynolds, 1999).

As parents establish relationships with the school, they learn important information about the school’s expectations for behaviour and homework; they also learn how to help with homework and how to augment children’s learning at home. (Lareau, 1996).

Social control occurs when families and schools work together to build a consensus about appropriate behaviour that can be effectively communicated to children at both home and school. (McNeal, 1999).

A higher education level of parents is positively associated with a greater tendency for them to advocate for their children’s placement in honours courses and actively manage their children’s education. (Baker & Stevenson, 1986).

The involvement of families in the educational process of the pupils is a fundamental figure for their full development and their educational process; for the development of the reading habit, coordination between families and the school is highly recommended, so that the pupils have common guidelines between the two.

D) COOPERATIVE LEARNING

Cooperative learning is widely recognized as a pedagogical practice that promotes positive social interactions and achievement among students from kindergarten through to college level and across different subject areas. (D. W. Johnson & Johnson, 2000; Slavin & Cooper, 1999).

In the academic domain, it has been used to promote reading and writing achievements in students (Stevens & Slavin, 1995b), including those who are academically delayed (Stevens & Slavin, 1995a).

The importance of cooperative learning goes beyond maximizing outcomes like achievement, positive attitudes toward subject areas, and the ability to think critically, although these outcomes are certainly worthwhile. Knowledge and skills are of little use if a student cannot apply them in cooperative interaction with other people.

Cooperative learning is the instructional use of small groups where the students work together to maximize their own and each other's learning and knowledge, and it is only under certain conditions that cooperative efforts can be expected to be more productive than competitive and individualistic efforts:

1. Clearly perceived positive interdependence.
2. Considerable promotive (face to face) interaction.
3. Clearly perceived individual accountability and personal responsibility to achieve the group's goals.
4. Frequent use of the relevant interpersonal and small group skills.
5. Frequent and regular group processing of current functioning to improve the group's future effectiveness.

(D. Johnson, 1991).

As the result of the ideas is the result of coordinated work between the members of a team, the value given to these ideas is greater, as everyone feels them to be part of

themselves, and therefore, their projection to the outside world for those who have shaped them is a plus in quality.

Cooperative learning motivates students to pursue common goals, and encourages them to care more about others, as opposed to a more individualistic and self-centred attitude. It is a pedagogy for democracy, which gives power to the students rather than to an authoritarian figure (the teacher). It also allows for the development of civic skills, such as: dialogue, taking multiple perspectives on things, collective judgement, and acting collectively on issues of common interest.

Many of today's most successful companies are based on the use of self-managing teams. These teams are groups of interdependent employees who can self-regulate and integrate their efforts to perform a given task.

However, these companies indicate that they must spend a significant amount of time on-the-job training, because the graduates they hire are lacking in their ability to work in groups.

Cooperative learning represents a pedagogy consistent with the work context that students will encounter upon graduation.

E) EMOTIONAL INTELLIGENCE

Howard Gardner defines intelligence as “the capacity to solve problems or to fashion products that are valued in one or more cultural settings and detailed a set of criteria for what counts as a human intelligence” (Gardner & Hatch, 1989), and establish 8 types of intelligences:

- b. **Linguistic intelligence:** Involves reading, writing, speaking, and conversing in one’s own or foreign languages.
- c. **Logical – Mathematical intelligence:** Involves number and computing skills, recognizing patterns and relationships, timeliness and order, and the ability to solve different kinds of problems through logic.
- d. **Spatial intelligence:** Involves visual perception of the environment, the ability to create and manipulate mental images, and the orientation of the body in space.

- e. **Bodily – Kinesthetics intelligence:** Involves understanding and expressing oneself through physical activities.
- f. **Musical intelligence:** Involves understanding and expressing oneself through music and rhythmic movements or dance, or composing, playing, or conducting music.
- g. **Interpersonal intelligence:** Involves understanding how to communicate with and understand other people and how to work collaboratively.
- h. **Intrapersonal intelligence:** Involves understanding one’s inner world of emotions and thoughts and growing in the ability to control them and work with them consciously.
- i. **Naturalistic intelligence:** Involves understanding the natural world of plants and animals, noticing their characteristics, and categorizing them.

(Gardner, 1983)

Salovey and Mayer introduces the concept of emotional intelligence as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Salovey & Mayer, 1990) and it was made popular by Daniel Goleman with the publication of his book Emotional intelligence: Why it can matter more than IQ.

Emotional intelligence can be divided in five competences:

- a. Emotional awareness: Recognising one’s own emotions.
- b. Emotional managing: The ability to handle feelings in an appropriate manner is very significant in relation to the ability to increase one’s level of self-awareness. (Goleman, 2012)
- c. Emotional autonomy: Reflecting the ability to create positive affect to enhance motivation and achieve one's personal goals. (Lane, 2000)
- d. Social competence: As one continues to gain a high level of self-awareness, it is important to take into consideration the emotions and needs of other individuals. This sensitivity adapts one's social skills and enhances one's empathic perspective. (Richburg & Fletcher, 2002)

- e. Handling relationships: The degree to which an individual forms and maintains relationships reflects one's level of self-awareness and social competence. Therefore, relationship building is viewed as a process. As we form relationships, we must identify certain needs inherent in this process such as: building, fostering, and maintaining associations with varying degrees of intimacy. (Richburg & Fletcher, 2002)

(Quirós, 2019)

Emotional Education is a continuous and permanent educational process that aims to promote emotional development as an indispensable complement to cognitive development, both of which are essential elements in the development of the integral personality. To this end, it proposes the development of knowledge and skills about emotions with the aim of training the individual to deal better with the challenges they face in their daily lives.

The aim of these is to increase personal and social wellbeing. Emotional Education aims to respond to a set of social needs that are not adequately addressed in current formal education. So, we can see how in real life a high intelligence quotient, or a high academic qualification are not synonymous with a high degree of well-being and personal satisfaction, or a guarantee of professional and social success. There are several skills, related to the world of emotions, which are of vital importance for all spheres of life.

F) BIBLIOTHERAPY

“Bibliotherapy is a child-friendly, non-invasive method that employs reading a context familiar to students. Incorporating bibliotherapy into the academic curriculum is a natural process that will also augment reading skills” (Sullivan & Strang, 2002)

The reader should experience the following elements:

- a. **Identification:** The student should be able to identify with the main character and the events in the story, also, the main character should be of a similar age as the student and face events with which the students can identify.
- b. **Catharsis:** Following identification with the main character, students relate to the situations and feel emotional ties with the main character.

- c. **Insight:** The realization occurs when readers become aware that the problem they are experiencing, like that of the characters in the story, need not remain static; Allows the readers the opportunity to analyse the main character and situation and subsequently develop opinions regarding behaviours or actions adopted by the main character in his or her attempts to deal with the problem.

(Sridhar & Vaughn, 2000)

Also, this program is implemented in four steps:

1. **Getting ready:** The teacher should identify the aspects to work with the students, knowing and understanding their precise situation and characteristics, and find a book that fit the three elements that has been previously mentioned.
2. **What Do I Teach Before Reading?** Talk about general theme of the book and the main character, reflecting some aspects to work with, asking some questions about these aspects and what do the students think about. This step provides some prior knowledge of the reading material.

Provide the students with an introduction to the theme of the book and the major events in it.

Encourage the students to compare their experiences with situations in the book.

Help the students to make predictions about the content of the book based on text information and on their prior knowledge regarding people such as the main character.

3. **During reading:** Or immediately after, ask questions about the book, helping the students to summarize paragraphs by deleting trivial information. Also, asking questions such as “Has that ever happened to you?” or “What would you do if you were...?”

Students also learn to problem-solve and to collaborate while solving the problem.

4. **After reading:** Discussion to help students process the story and determine alternate behaviours to adopt in specific situations described in the book.

This involves students in verbal reconstruction of the reading and helps students focus attention on the holistic nature of the story.

(Parker, 2005; Sridhar & Vaughn, 2000; Sullivan & Strang, 2002)

READING PLAN

THE SCHOOL

The school that has been selected to develop and elaborate this plan is a Gathered Rural School that during the 2020/2021 academic year is composed of 3 schools located in 3 different villages. One of them acts as the head of the Gathered Rural School where the school management is located and from which the rest of the schools are coordinated.

Years ago, this school was composed by 7 schools, mining was the main resource of the area in which the schools are located, has been disappearing, and with it, the population density has been reduced, since many of the families that were of Portuguese ancestry have returned to emigrate. Actually, there are no families with Portuguese ancestry in the school.

The cultural level has been improving gradually, before, with the mining, at the end of the basic studies, most of the students were mainly dedicated to mining, but with the fall of this one, that option has disappeared.

The economic situation of the families can be considered intermediate, and the predominant type of housing is single-family homes, equipped with basic services.

The social services in the area are limited to:

1. Public school.
2. Town hall with exhibition hall and multipurpose room.
3. Ambulatory and pharmacy.
4. Sports pavilion and sports courts.
5. Swimming pool.
6. Monthly visit of the library bus.
7. Cultural Associations.
8. Some bars and small stores.

The schools that conform the Gathered Rural School is located midway between two cities, so the teachers are often not from the area, and they do not usually stay in the school for more than 2 years; This instability of the teachers makes it difficult to undertake large-scale school projects. Also, music, English and physical education teachers are itinerant, and in some cases, they work in two different Gathered Rural Schools at the same time.

In this type of school, there are often only one or two classes with students of different ages and levels, in this Gathered Rural School only the head school has two classes: One with students that go from the first year of kindergarten to year 1 of primary school; And another one that goes from year two to year six of primary school.

The classroom that has been chosen to develop and elaborate this plan is from the head school, the one with the students from year two to year six of primary school, and is composed by:

- a) Two students from year two:
 - a. Boy 2.1.: In the past was studied for his abilities, since he had a very well-structured language, with a very wide vocabulary for his age. Now, this student has very scattered attention and “hates” everyone.
 - b. Girl 2.2.: Looks younger than her age physically, but she is a hard worker and performs very well in the classroom.

- b) Four students from year three:
 - a. Boy 3.1.: He has behavioural problems and, on several occasions, has acted out to hurt others, is supported by his family, who only care about him when he is punished, showing no interest in his behaviour and academic development. His parents are unemployed and live on social benefits.
 - b. Boy 3.2.: He is in the same classroom as his brother, who is in year six. He does not receive attention at home, so the child is neglected, his behaviour and academic development are not taken care of. This boy comes from another school of this Gathered Rural School, but it was closed last academic year.
 - c. Boy 3.3.: He has Special Education Needs recognised with psychic disability. Since he began school, he has had support from Therapeutic Pedagogy and Hearing and Language Therapy. He has Developmental delay. On an oral level in all areas, he works quite well, but in logical-mathematical processes he has some problems. Learning by discovery and analogy is usually his preferred way of learning, it attracts his attention, and he tends to understand the information, acquiring the knowledge. Homework is inexistent.

- d. Girl 3.4.: During the kindergarten she was a brilliant student, when she started in year one of primary education, she read perfectly, but now she has difficulties to read, copy and maintain the attention during the lessons. A regression in knowledge is observed. It is believed that what is happening is related to electronic devices, she has her YouTube channel, her social networks, and a constant use of this type of devices without any control or supervision.
- c) Three students from year four:
- a. Boy 4.1.: He is relatively good at work and is doing reasonably well in his subjects, in English he usually works quite well and acquires the content easily. He has morbid obesity.
 - b. Girl 4.2.: In instrumental subjects she has big gaps and deficiencies, associated with the number of absences she has, which almost amount to truancy. Her mother thinks that she can take care of all the subjects that the child needs, except for music.
 - c. Girl 4.3.: During the primary education, she has been into four different schools; She is good at work, but she has some deficiencies in instrumental subjects, when she arrived at the school, she has the natural sciences failed. She has 2 sisters from a different father.
- d) Three students from year six:
- a. Girl 6.1.: During primary education she has had no major problems, except that at the end of year one and during year two she began to have problems with reading; She has a psycho-pedagogical study and is diagnosed as having simple language needs. In year three she started to receive support from the Therapeutic Pedagogy, and she continues with it.
 - b. Boy 6.2.: This boy comes from another school of this Gathered Rural School, but it was closed last academic year. He is in the same classroom as his brother, who is in year three. He is only interested in the countryside and hunting, also, he has very disruptive behaviours that disturb the rest of the classroom. He has repeated year five.

- c. Boy 6.3.: This boy comes from another school of this Gathered Rural School, but it was closed last academic year. Total lack of interest in school. His grandfather has his custody. Behavioural problems and lack of attention, brags about his attitude to his classmates.

OBJECTIVES

According to the LOMCE, reading is *“The main access route to all areas and to the original sources of knowledge, is especially relevant as a basic skill for the expansion of competence in linguistic communication in the school context.”*

The main objective of this proposal is to promote the reading habits and improving the reading competence, developing the critical thinking, and the reading interest.

The general objectives for this proposal are:

1. Promote reading like a way of achieving academic and cultural knowledge, as well as getting to know themselves and analysing different life situations from different perspectives.
2. Encourage interest in reading.
3. Develop the speed, comprehension, and effectiveness of reading.
4. Use ICT to promote reading.

The specific objectives for this proposal are:

1. Associated to all curricular areas in Primary Education.
2. Development of creativity.
3. Develop listening skills.
4. Motivate different kinds of reading.
5. Improve reading speed.
6. Learning and development of ICT in a responsible and appropriate way.
7. Development of public expression and body language.

SPECIFIC OBJECTIVES

For Year two

- a) To develop sensitivity towards reading as a means of information and enjoyment.
- b) To develop visual-perceptual acuity to discriminate the shape of words and to follow the lines.
- c) Awaken an interest and taste for reading through different types of text (stories, rhymes, riddles...).
- d) To increase pupils' reading comprehension, vocabulary, and spelling.
- e) Read orally with intonation, pauses and expressiveness.
- f) Promote silent reading without gestures.
- g) Being able to tell a story or express the main idea of a story after having heard or read it.
- h) Use ICT as a means of promoting reading.
- i) Involve families in encouraging their children to enjoy reading and to participate in the activities organised around it.
- j) To promote the use of the classroom and school library.
- k) Encourage the development of moral values and critical capacity.

For Year three and Year four

- a) Feeling comfortable reading
- b) Create your own literary creations; stories, tales, poems, comics...
- c) To be able to select those readings that we like the most.
- d) Choosing the best time for reading during out-of-school hours
- e) Involve families in the importance of reading.
- f) Read the topics of the different areas, increasing the vocabulary specific to each area.
- g) Improve reading speed and correct intonation by practising aloud readings from all subject areas.
- h) Express freely and coherently what the student has read.
- i) Recite short poems aloud with the correct intonation.
- j) To value reading as an element of knowledge and learning.
- k) Use ICT resources as a dynamic element in the promotion of reading.
- l) Regular use of the library and the Bookmobile.
- m) To make the school library more dynamic, promoting reading campaigns, activities and works related to reading...

- n) Take a book from the library (classroom, school, or bookmobile) to read at home and then complete a worksheet about the book read (with or without a drawing).
- o) Pick up books on a regular basis, taking responsibility for their care, conservation, and return.
- p) Renew and update the bibliographic holdings.
- q) To train autonomous users of the library; making them aware of its current layout, rules of use and means of enjoyment.

For Year six

- a) Improve pronunciation, intonation, speed, and rhythm in reading.
- b) Improve reading comprehension and expand vocabulary.
- c) Recognise the overall meaning of a text and identify its main and secondary ideas.
- d) Distinguish different types of texts (narrative, descriptive, expository, ...).
- e) Encourage independent use of the dictionary.
- f) Develop creativity, fantasy, and imagination.
- g) To promote the use of the classroom and school library.
- h) Read daily for at least thirty minutes.
- i) Participate in initiatives promoted by other institutions that encourage reading.
- j) Use ICT as a means of promoting reading.
- k) Involve families in encouraging their children to enjoy reading and to participate in the activities organised around it.
- l) Use reading to learn the contents of the different curricular areas and apply them to everyday life by working on key competences.

TEMPORALISATION

This reading plan is structured in such a way that at least half an hour a week can be dedicated specifically to the development of this, both in English and in any other area contemplated by the school.

In addition to this half hour per week, one or two classes will need to be dedicated specifically to the development of final activities, debates and sharing; these two classes may be shared with any other area.

At least one book per term will be worked on.

Calendar

Initial assessment: September and October

Development of the plan: November – April

Final evaluation: May and June

INTERVENTION PROPOSAL

This proposal aims to combine cooperative work with reading and emotional education, with reading being the common thread through which to develop different skills and encourage the use of ICTs.

Before starting to work, the teacher must know the students with whom he/she is going to develop the proposal, to subsequently select books that are appropriate to the needs and environment in which the students find themselves.

Before starting to develop this plan in the classroom, it is necessary to establish contact with the pupils' parents, either in person, online or by letter, explaining the work to be carried out during this proposal, as well as advice on how to support its development.

In the case of not having the support and assistance of the families to carry out this proposal, that is, if they are not involved in its implementation and development, it will be a factor to take into account if they do not authorise the recording and publication of the different photos and videos in the space provided for this purpose, which will be determined according to the possibilities and resources available at the school.

1. In the situation where the publication of photos and videos on the internet of all students is authorised: The photos and videos will be uploaded to a repository where an exchange point can be created with other schools, both nationally and internationally, depending on the resources available at the school.
2. In the situation where the publication of photos and videos on the Internet of some students is not authorised: Depending on the number of pupils, photos and videos will be uploaded in which only those students for whom authorisation is granted will appear.

3. In the situation where the publication of photos and videos on the internet of all students is not authorised: No videos or photos will be uploaded on the internet, but the activity will take place within the school, where information will be shared and there will be different exchanges.

In the context in which this proposal is situated, collaboration on the part of the pupils' parents is low, almost non-existent, and this has diminished considerably with the arrival of COVID, putting an end to the little collaboration that existed previously.

In addition, the work done at home by the pupils has also been affected, with less dedication and perseverance shown by the parents.

This directly affects both the development of the proposal and the overall development of the pupils; it implies a lack of work and motivation at home, making it almost impossible for pupils to dedicate some time to reading during the day, except for the time they spend at school, so the reading activities have to be adjusted, at least at the beginning of the proposal, to the time allocated at school, mainly to encourage the reading of short stories to initiate pupils and in this way prepare them to be able to do more extensive reading on their own later on.

To make an initial selection of books, different aspects of the pupils must be considered, as the aim of reading is to promote pupils' self-knowledge, critical reflection, and group cohesion.

These aspects to be promoted will be achieved when students experience the following during reading: Identification with the main character or characters; Emotional union with the main character or characters and Reflection on the events that happen to the main character or characters, giving students the opportunity to think about different situations from an external perspective to them, but with which they can identify and subsequently apply the result of their reflections to their life and personality.

Teachers should consider that selecting a book is a critical step, and the teacher should be thoroughly familiar with the books being used. The content and discussion of the book at every stage is vital in improving self-esteem, changing behaviour, or alleviating stress.

Once the first selection of books to work on has been done, the different groups must be formed, for which the teacher can use the different levels of development in the class, as well as the groups of interest and relationship between them.

In the situation where the class in which this proposal is going to be developed, has not worked cooperatively before and there is no previous distribution, the teacher will have to establish the basic rules for cooperative work.

Cooperation is working together to accomplish shared goals, cooperation is much more than being physically near other students, discussing material with other students, helping other students, or sharing materials with other students; Five basic elements must be included: Positive interdependence, face-to-face promotive interaction, individual accountability, social skills, and group processing (D. W. Johnson et al., 1990).

In this proposal, the roles of the students will be: Writer, in charge of writing the necessary conclusions and notes of the information they have obtained; Reporter, in charge of sharing the ideas they have obtained with other groups; Summarizer, in charge of summarising the students' answers; Questioner, in charge of asking the questions; Facilitator, in charge of keeping all the students doing their task; Time-keeper, in charge of keeping to the times.

During the development of this proposal, ICTs must be integrated, as they are one of the bases, since through them we will find different information related to the subject being dealt with, obtain ideas on how to carry out the work and carry out small research projects.

For the elaboration of multimedia content, the students will be in charge of its production and editing as far as possible. Depending on the resources available at the school, different media will be used: digital tablets, computers, digital whiteboards, video cameras, etc.

Before recording and editing the video, it is necessary to do some previous work:

1. Reading the book or books to be worked on.
2. Debate about the meaning of the books.
3. Reflection on the main theme of the book
4. Elaboration of the script for the video
5. Practice prior to filming

Throughout the whole proposal, it is necessary to reinforce and motivate the students so that they are predisposed to carry out the work they are asked to do, and this is achieved by dedicating the necessary time to finalising small details such as the background, the clothing

or the elements used for the recording of the video, as well as making them aware of the importance of body language and acting when transmitting information in front of a camera or in front of an audience.

It is likely that in every class there will be students who are shyer than others, which can make this a violent situation for them, and this is where cooperative learning comes into play, as they can rely on their group, who will encourage and motivate them to do this in confidence.

The teacher can use different activities for all phases of the reading of the book, as well as afterwards; before starting any reading, it is very important to offer the students something to make them curious about the book, to create interest and to involve them in the book before reading it. As well as during the reading there can be different activities such as creating their own ending. Artistic activities can be very beneficial, as they represent what they have understood in a visual way and can serve as a model for discussion within the groups, it can generate doubts and curiosity.

INTERVENTION EXAMPLE

This example of intervention corresponds to the implementation of the proposed reading plan, which is why it is developed in the first weeks of October, with the cooperative work groups already created and coordinated among the teachers at each school.

The first book chosen to work on is "My Mouth is a Volcano" by Julia Cook; it has been chosen for the following reasons:

- a) The main character is close to the age of the pupils in the class.
- b) There is a strong tendency to interrupt when someone is talking.
- c) It is a short book, so it can be worked on in class without the need for students to read at home, although it is still highly recommended that they read at home; with many illustrations, which facilitates understanding for students in lower grades or who have some difficulty or disability.
- d) The text encourages the use of non-verbal language.
- e) It deals with situations from everyday life that students can relate to.
- f) It offers resources that can be used by all teachers to establish norms and rules, both inside and outside the classroom.

g) It can be used to work with different subjects.

Four groups have been formed for cooperative work in all subjects:

Boy 2.1., Girl 4.2. and Boy 6.1. (Group A) They work well together; they all share some language problems, so they receive support from another teacher in some of the subjects.

Girl 2.2., Boy 3.3., and Boy 4.1. (Group B) Boy 3.3. needs more support and cooperation from his peers, both peers are hard-working and close to this boy.

Boy 3.1., Girl 4.3., and Boy 6.2. (Group C) This group tends to talk a lot in class, but in order to work as a group they will need to organise themselves and let each other talk, they will have to reach agreements in order to work.

Boy 3.2., Girl 3.4., and Boy 6.3. (Group D) They have attention problems, but have common interests such as ICT, which they will have to work with together. They have a good relationship with each other and when they work, they tend to achieve good results together.

Interventions

Intervention one

To start with the reading plan, the initial assessment, which has been specified in the evaluation, will be carried out in order to get a preliminary idea of the pupils' appreciation of reading as well as their pleasure and reading habits.

Afterwards, a brainstorming session will be held on the types of texts they know, the types of books and literary genres they like most, which will be written down on the blackboard.

Finally, they will work with comic strips, exploring the theme of humour.

Take one cartoon which depicts absurd situations. For example, this could be a Gary Larsen cartoon or one of those greeting cards using a black and white photo and a funny sentence which gives a strange twist.

Ask students to work in groups and get them to discuss:

- a) What does the cartoon mean?
- b) Why is it funny?
- c) What techniques are used to make it funny?

Their own sense of humour and national tastes in humour

Use a cartoon to introduce the idea of humour and culture. Take a selection of cartoons and ask groups to decide what each one means and if they think it is funny. Vote on the funniest cartoon.

Cut up the pictures and get students to re-order the story. Make this more difficult and challenging linguistically by giving separate frames to each student in a group and ask them to not show the pictures until they have arrived at an order through describing the pictures.

Remove the last picture of a cartoon and ask students to think of an ending. Artistic students may like to draw the last frame. Vote for the best ending.

Remove the sentences under each frame and either ask lower levels to match them to each frame or ask them to write the sentences that tell the story. Lower levels might need vocabulary prompts on the board.

Intervention two

For this second intervention, students will be placed in their groups and will be given a puzzle to complete in 5 minutes, and the group that succeeds will receive a reward; a countdown will be placed on the digital whiteboard so that they can see how much time they have left. During these 5 minutes, they will be interrupted several times, making them all must stop doing the puzzle, but the countdown will not stop, all the lights will be turned off and the blinds will be closed, they will be moved, etc.

At the end of the 5 minutes, none of the groups should have managed to complete the puzzle.

In groups, they should think of the reasons why they did not have time to complete the puzzle, and then explain them in front of their classmates, which will be written down on the blackboard.

Once all the groups have finished explaining what they have thought, the book will be introduced, starting with the title "My Mouth is a Volcano", where we will review how a volcano works and introduce gestures associated with these actions.

The teacher will read the first two parts of the book, highlighting the actions in the book with the gestures we have seen before.

At the end of this intervention, the whole class will discuss what has been written on the blackboard about the reasons why they have not been able to finish the puzzle, and if it is something like what happens in the book, when the volcano explodes.

Intervention three

For the third intervention, we will first talk about the "Booktubers", and for this they will have three minutes to discuss it as a group. Afterwards, it will be shared with the rest of the class.

Once everyone has presented and discussed what they think Booktubers are, they will watch videos¹ that will be used as an example of what they are; The following question will be asked: What do they do? What steps do you think you have to follow to become a Booktuber? What materials do you need to record a video?

When the following questions have been discussed, they will be shared, and the following order will be established:

1. Reading the book
2. Description of the book
3. Writing the script
4. Making materials and costumes / Practice
5. Recording the video
6. Editing the video
7. Publishing the video

As established in the order above, the first step is to read the book, so the remaining time of the class will be dedicated to reading aloud the book, where the students must play the gestures that have been associated with the different actions.

Intervention four

In the fourth intervention, the guidelines for the description of the book will be given, starting with reading the book aloud, and then going over how to make an outline and a summary, as they have worked on previously.

¹ <https://www.youtube.com/watch?v=Ufw60QzoVcs> (Rosen, 2019)
https://www.youtube.com/watch?v=p5HycQdYS_c (Rosen, n.d.)

Next, each student in the group will be assigned a character, and each one will be in charge of describing that character.

Once everyone has a summary of their characters, the pupils who have the same character will get together to put it in common and make a common description, which they will later have to share with their cooperative work group.

Finally, each student should reflect on whether they identify with and have ever felt that they have exploded, just like the volcano, by completing the following [worksheet](#).

Intervention five

For the fifth intervention, the script of the video will be made, and what has been said in the third intervention will be taken into account, adding the points that the students think are necessary to these:

Introduce yourself

1. Introduce the book: The title of the book is ... And is written by ...
2. Express your feelings while you were Reading it.
3. Talk about the main character and minor characters. Describe them and explain the reasons why you like them.
4. Explain important things in the book.
5. Talk about the main topics in the book.
6. Make a little summary to end the video.
7. Explain the target group. Who do you recommend the book to?
8. Say goodbye to your viewers.

Each group will have to develop a first script, which will be modified if necessary.

Intervention six

In the sixth intervention, the materials necessary for the video recording will be prepared, which can be complemented with other subjects such as natural sciences and art, with volcanoes and drawings for example. At the same time, the groups will practice their script for the video recording, detailing how they want to record it and what they need.

Intervention seven

During the seventh intervention, the videos of each group will be recorded and then edited with the tablets available at the school, which will also serve as a camera for recording the

videos. For both recording and editing, the group should be in charge of the process itself, although they can always ask for help from their classmates and the teacher.

The teacher in charge of the ICT classes will guide the students in the use of the different video editing programmes, although they are already familiar with them and have worked with them before.

Intervention evaluation

	Exceeds Expectations	Adequate/Meets Expectations	Needs Improvement	Unsatisfactory	Absent
Learning task	The teacher clearly describes an adequate CL ² task that is adjusted to the developmental level of the students and the objectives of the lesson. There are clear indications (e.g., matching student's interests/ experiences, eliciting students' activity and involvement) for the attractiveness of the learning task for the students.	The teacher clearly describes an adequate CL task that is adjusted to the developmental level of the students and the objectives of the lesson.	The learning task in the CL environment is adapted to the developmental level of the students and/or the lesson objectives, but adaptations should be made in view of its adequateness for CL.	The learning task in the CL environment is not adapted to the developmental level of the students and/or the lesson objectives.	The lesson plan does not include a clearly defined learning task.

² CL: Collaborative Learning

<p>Materials and resources</p>	<p>The teacher develops adequate materials and resources compatible with the lesson objectives and the structure of CL.</p>	<p>The teacher uses/selects adequate materials and resources compatible with the lesson objectives and the structure of CL.</p>	<p>The teacher uses/selects materials and resources compatible with the lesson objectives and the structure of CL, but adaptations should be made in view of their adequateness for CL.</p>	<p>The teacher uses/selects inappropriate materials and resources to support CL.</p>	<p>Although the lesson plan refers to materials and resources for use during CL, any description, references, or appendix is absent.</p>
<p>Classroom arrangement</p>	<p>The teacher involves the students in the classroom organization, keeping guard over adequate learning environment for group work with possibilities to realize the CL key component 'direct interaction'.</p>	<p>The teacher organizes the classroom to ensure an adequate learning environment for group work, guaranteeing possibilities to realize the CL key component 'direct interaction'.</p>	<p>The lesson plan includes an adequate classroom arrangement description that guarantees possibilities to realize the CL key component 'direct interaction'. However, there are clear indications that the re-arrangement of the classroom will be rather</p>	<p>The classroom arrangement described in the lesson plan is unsuitable for collaborative group work.</p>	<p>The lesson plan does not contain any information about the arrangement of the classroom during CL.</p>

			inefficient (loss of time, not structured, ...).		
Rules and agreements	The teacher develops adequate, specific, and diverse rules and agreements for collaborative group work by mutual agreement with the students.	The teacher introduces adequate, specific, and diverse rules and agreements for CL.	The lesson plan refers to adequate rules and agreements, but variety and specificity is lacking.	The teacher minimally includes rules and agreements for CL.	The lesson plan does not include any reference to rules and agreements during CL.
Timing	The step-by-step timing of the CL process is adequate and is also clearly communicated to the students.	The general timing of the CL process is adequate and is also clearly communicated to the students.	The teacher describes an adequate timing of the lesson but does not include references about communicating this timing to the students OR the planned time scheme is inadequate but communicated to the students.	The lesson plan includes a time scheme, which is inadequate for using CL in the proposed way. In addition, the teacher does not include references to communicating the timing to the students.	The lesson plan does not include a clear timing of the lesson with CL.
Group composition	The teacher describes clearly how groups will be	The teacher describes clearly how groups will	The teacher describes clearly how groups will	The lesson plan includes only vague	The lesson plan does not include

	composed and how this composition will be communicated to the students. The lesson plan provides evidence that this group composition promotes efficient and effective collaborative group work.	be composed. The lesson plan provides evidence that this group composition promotes efficient and effective collaborative group work.	be composed, but there is no clear indication that this group composition promotes efficient and effective collaborative group work.	information about the composition of groups prior to CL.	any reference to group composition prior to CL.
Monitoring group processes	The teacher clearly describes an adequate and systematic way of observing the approach and progress in individual students and/or groups.	The teacher clearly describes an adequate way of observing the approach and progress in individual students and/or groups.	The teacher clearly describes an adequate way of observing the approach and progress in individual students and/or groups, but some adaptations should be made in view of adequateness.	The lesson plan only includes vague references to ways of observing the approach and progress in individual students and/or groups.	The lesson plan does not include references to ways of observing the approach and progress in individual students and/or groups.
Evaluating process	The lesson plan provides clear indications for informal and/or formal	The lesson plan provides clear indications for informal	The lesson plan provides clear indications for informal and/or formal	There are clear indications that the evaluation of the	The lesson plan does not include any reference to

	assessment of the group process, in which both the teacher and the students are involved (not only teacher-centred evaluation).	and/or formal assessment of the group process.	assessment of the group process after CL, but a systematic approach is lacking.	group process will be brief and superficial OR there is no match with the lesson objectives.	the evaluation of the group process.
Evaluating product	The lesson plan provides clear indications for informal and/or formal assessment of the learning result/product of each student/group, in which both the teacher and the students are involved (not only teacher-centred evaluation).	The lesson plan provides clear indications for informal and/or formal assessment of the learning result/product of each student/group.	The lesson plan provides clear indications for informal and/or formal assessment of the learning result/product, but a systematic approach is lacking.	The teacher plans to go through the solutions/results of the learning task without paying much attention to the underlying thinking process OR without a clear match with the lesson objectives.	The lesson plan does not include any reference to the evaluation of the learning result/product of CL.

Intervention evaluation (Ruys et al., 2012)

PROPOSAL EVALUATION

The evaluation of this proposed reading plan will be done in conjunction with the evolution of the subject of English, as it is something progressive and at the same time it is an instrumental learning, through which knowledge is acquired.

With the elaboration of each video and the reading of each book, it will be possible to make a comparison with what has been done before, as well as self-evaluation by the groups, who will have to discuss what differences there are between what they have done now and what they have done before, analyse the changes there are, if any, and make an assessment of their improvement.

Improving group cohesion and improving student behaviour is also one of the objectives of this proposal, so we will analyse whether there has been any significant change in the behaviour of students, especially those with behavioural problems; this will be reflected in all areas across the whole range of subjects.

The development must be assessed both cooperatively and individually, the evolution of the groups, the cohesion between them, the improvement of oral and written expression and the capacity for cooperation between the different students will be assessed, based on the level that corresponds to each student and their personal circumstances.

For the evaluation of the development of reading throughout this proposal, the final elements produced by the pupils, as well as the activities that have been carried out at each moment, will be taken as a reference. It is expected to see a progression in the readings carried out, as well as a greater performance of reading competence.

Students with specific educational needs will have the support of specialised teachers from the school and the teacher in charge of carrying out this proposal and will be assessed according to their abilities and the curricular adaptations they require.

There are three moments for evaluation:

1. [Initial assessment](#): Each year, before starting the reading plan, each tutor will assess the students' relationship with reading.
2. [Continuous assessment](#): Every three months in the coordination meetings, the teaching staff will share the aspects that have been worked on and those that they plan to work on in the next term.

3. Final evaluation: A balance of the academic year will be made and the degree of achievement of the proposed objectives will be reflected.

CONCLUSION

The development of this reading plan requires the involvement of the whole school and its environment for it to be truly effective, but even with the lack of collaboration and support from families, it is possible to carry it out.

This plan is designed to encourage a taste for reading and it is given a utilitarian approach, where it is the driving force for the personal and intellectual development of the students, supported by the learning of the foreign language English, which also gives the students the opportunity to "start again".

Currently, the digital arts are very much on the rise, being received with great support and admiration by students, highlighting some well-known figures from different fields such as video games or aesthetics and beauty.

But at the same time, we can also find how genres or fields that were perhaps less known before, are entering this era and great ideas and great content creators are emerging; This content is available to students, and often there is no control over it, and most importantly, students are not given any criteria to distinguish whether a content is good and beneficial, or if it will have a negative effect.

Previously, literary genres such as comics or graphic novels had a greater impact on children, and the mixture between written text and its representation began to be introduced; with this proposal, what we have tried to create is a return to finding that association that existed before with comics and children, associating graphic arts and written arts, with the children themselves telling these stories with their words, by them and for others like them.

This proposal is open to possible modifications and improvements in the future, putting it into practice and providing results, with the teacher always being the one to decide the steps to follow, but based on the theories described, as the sum of all of them contributes to the full development of the reading habit and the introduction to ICTs.

BIBLIOGRAPHY

- Baker, D. P., & Stevenson, D. L. (1986). Mothers' Strategies for Children's School Achievement: Managing the Transition to High School. *Sociology of Education*, 59(3), 156. <https://doi.org/10.2307/2112340>
- Cortazzi, M., & Hall, B. (1998). Vygotsky and learning. *Education Libraries Journal; Leicester*, 41(3), 17-undefined. <https://www.proquest.com/scholarly-journals/vygotsky-learning/docview/232510717/se-2?accountid=14778>
- Gardner, H. (1983). *Theory of Multiple Intelligences from: Frames of Mind: The Theory of Multiple Intelligences*. <http://psia-w.org/new/wp-content/uploads/2014/11/MultipleIntelligencesHandout.pdf>
- Gardner, H., & Hatch, T. (1989). Educational Implications of the Theory of Multiple Intelligences. *Educational Researcher*, 18(8), 4–10. <https://doi.org/10.3102/0013189X018008004>
- Goleman, D. (2012). *EMOTIONAL INTELLIGENCE WHY IT CAN MATTER MORE THAN IQ*. [https://books.google.es/books?hl=es&lr=&id=OgXxhmGiRB0C&oi=fnd&pg=PR9&dq=Goleman,+D.+\(1995\).+Emotional+intelligence:+Why+it+can+matter+more+than+IQ.+New+York:+Bantam.&ots=GEbPCVrj_-&sig=neIdoDejrz8VAMhS2pFmNbH-vLw](https://books.google.es/books?hl=es&lr=&id=OgXxhmGiRB0C&oi=fnd&pg=PR9&dq=Goleman,+D.+(1995).+Emotional+intelligence:+Why+it+can+matter+more+than+IQ.+New+York:+Bantam.&ots=GEbPCVrj_-&sig=neIdoDejrz8VAMhS2pFmNbH-vLw)
- Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model. *Child Development*, 65(1), 237–252. <https://doi.org/10.1111/j.1467-8624.1994.tb00747.x>
- Johnson, D. (1991). *Cooperative Learning: Increasing College Faculty Instructional Productivity*. *ASHE-ERIC Higher Education Report No. 4, 1991*. <https://eric.ed.gov/?id=ED343465>
- Johnson, D. W., & Johnson, R. T. (2000). Cooperative learning, values, and culturally plural classrooms. In *Education, Culture and Values: Volume III: Classroom Issues: Practice, Pedagogy and Curriculum* (pp. 18–36). Taylor and Francis. <https://doi.org/10.4324/9780203984109-9>

- Johnson, D. W., Johnson, R. T., Stanne, M. B., & Garibaldi, A. (1990). Impact of Group Processing on Achievement in Cooperative Groups. *The Journal of Social Psychology*, 130(4), 507–516. <https://doi.org/10.1080/00224545.1990.9924613>
- Jones, P. E. (2009). From “external speech” to “inner speech” in Vygotsky: A critical appraisal and fresh perspectives. *Language and Communication*, 29(2). <https://doi.org/10.1016/j.langcom.2008.12.003>
- Lane, R. (2000). *Levels of emotional awareness: Neurological, psychological, and social perspectives*. <https://psycnet.apa.org/record/2001-00355-008>
- Lareau, A. (1996). Assessing parent involvement in schooling: A critical analysis. In A. Booth & J. F. Dunn (Eds.), *Family-School Links: How Do They Affect Educational Outcomes?* (pp. 57–64).
- McNeal, R. B. (1999). Parental involvement as social capital: differential effectiveness on science achievement, truancy, and dropping out. *Social Forces*, 78(1), 117–144. <https://doi.org/10.1093/sf/78.1.117>
- Miedel, W. T., & Reynolds, A. J. (1999). Parent Involvement in Early Intervention for Disadvantaged Children: Does It Matter? *Journal of School Psychology*, 37(4), 379–402. [https://doi.org/10.1016/S0022-4405\(99\)00023-0](https://doi.org/10.1016/S0022-4405(99)00023-0)
- Parker, K. L. (2005). *Reading for Character: Principles of Bibliotherapy Applied to Children’s Literature*. https://digitalcommons.liberty.edu/educ_fac_pubs/2
- Quirós, C. (2019, October 7). *¿Qué es la educación emocional? | UNIBA*. <https://www.unibarcelona.com/es/actualidad/noticias/que-es-la-educacion-emocional>
- Richburg, M., & Fletcher, T. (2002). Emotional intelligence: directing a child’s emotional education. *Child Study Journal*, 32(1), 31–39.
- Ruys, I., Keer, H. van, & Aelterman, A. (2012). Examining pre-service teacher competence in lesson planning pertaining to collaborative learning. *Http://Dx.Doi.Org/10.1080/00220272.2012.675355*, 44(3), 349–379. <https://doi.org/10.1080/00220272.2012.675355>
- Salovey, P., & Mayer, J. D. (1990). EMOTIONAL INTELLIGENCE. In *journals.sagepub.com*. <https://journals.sagepub.com/doi/abs/10.2190/DUGG-P24E-52WK-6CDG>

- Slavin, R. E., & Cooper, R. (1999). Improving intergroup relations: Lessons learned from cooperative learning programs. *Journal of Social Issues*, 55(4), 647–663. <https://doi.org/10.1111/0022-4537.00140>
- Sridhar, D., & Vaughn, S. (2000). Bibliotherapy for all. *Teaching Exceptional Children*, 33(2), 74. <https://www.proquest.com/scholarly-journals/bibliotherapy-all/docview/201164565/se-2?accountid=14778>
- Stevens, R. J., & Slavin, R. E. (1995a). Effects of a Cooperative Learning Approach in Reading and Writing on Academically Handicapped and Nonhandicapped Students. *The Elementary School Journal*, 95(3), 241–262. <https://doi.org/10.1086/461801>
- Stevens, R. J., & Slavin, R. E. (1995b). The Cooperative Elementary School: Effects on Students' Achievement, Attitudes, and Social Relations. *American Educational Research Journal*, 32(2), 321–351. <https://doi.org/10.3102/00028312032002321>
- Sullivan, A. K., & Strang, H. R. (2002). Bibliotherapy in the Classroom Using Literature to Promote the Development of Emotional Intelligence. *Childhood Education*, 79(2), 74–80. <https://doi.org/10.1080/00094056.2003.10522773>
- Teaching4Real. (n.d.). *My Mouth is a Volcano Back to School Worksheets*.
- Vygotsky, L. (1986). *Thought and Language*.

WEBLIOGRAPHY

- Rosen, M. (n.d.). The Bigwoof Conspiracy | Dashe Roberts | Rothley Primary | Kids' Poems and Stories With Michael Rosen - YouTube. https://www.youtube.com/watch?v=p5HycQdYS_c
- Rosen, M. (2019, December 14). The Magic Faraway Tree | Reading Rocks Review | Belgrave Primary | Poems and Stories With Michael Rosen - YouTube. <https://www.youtube.com/watch?v=Ufw60QzoVcs>

ATTACHMENTS

WORKSHEET



My Mouth Is A Volcano



Illustrate and write a caption in response to the story.

A Time When I Was Interrupted	How I Feel When Someone Interrupts Me	What I Can Do So I Don't "Erupt" Someone

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Teaching4Real, n.d.)

INITIAL ASSESSMENT

Part 1: Answer by marking with an X as appropriate.

	Yes	No
1.-Do you like reading?		
2.-Do you like to be read to?		
3.-Do you like to read alone, in silence?		
4.- Do you think it is important to read?		
5.- Do you have a specific timetable for reading?		
6.-Does your family read?		
7.- Are you encouraged to read at home?		
8.- Do you have books at home to read?		
9.- Do they make you read at school?		
10.- Does your school have a library?		
11.- Do you like going to the library to read?		
12.- Do you like to read aloud in public?		
13.- Do you understand what you read?		
14.- When you read, do you feel good?		

Part two: Choose what most closely matches your reading interests.

1.- What do you read?

a) Magazines	b) School textbooks	c) Short stories
d) Novels	e) Comics	(d) other

2.- What kind of stories do you read?

a) Adventure	b) Fear	c) Fantasy
d) History books	e) Real characters	d) Other

3.- Approximately, not counting schoolbooks, how many books are there in your home?

a) Between one and three	b) Between four and seven	c) Between seven and ten
d) More than ten	e) More than 20	

4.- Do you have your own books? How many?

a) Between one and three	b) Between four and seven	c) Between seven and ten
d) More than ten	e) More than 20	

5.- Who motivates you to read?

a) Your parents	b) Your teacher	c) Your colleagues
d) The books themselves	e) Your relatives	

6- What do you look for when you choose a book to read?

a) On the cover	b) In the title	c) On the author
d) In the pictures	e) Number of pages	f) In the font size

7.- When do you read?

a) Only when you feel like it	b) When you are forced by your parents	c) Only when you are forced to do so in school
-------------------------------	--	--

8.- For you, reading is:

a) Boring	b) Entertaining	c) Compulsory
d) Pleasant	e) Unpleasant	f) Indifferent

CONTINUOUS ASSESSMENT

	Excellent	Good	Regular	Bad
Development	<p>The following steps have been taken in the process:</p> <ol style="list-style-type: none"> 1. Reading the book 2. Description of the book 3. Writing the script 4. Making materials and costumes / Practice 5. Recording the video 6. Editing the video 7. Publishing the video 	<p>In the process, one of the following steps has not been followed:</p> <ol style="list-style-type: none"> 1. Reading the book 2. Description of the book 3. Writing the script 4. Making materials and costumes / Practice 5. Recording the video 6. Editing the video 7. Publishing the video 	<p>In the process, two of the following steps has not been followed:</p> <ol style="list-style-type: none"> 1. Reading the book 2. Description of the book 3. Writing the script 4. Making materials and costumes / Practice 5. Recording the video 6. Editing the video 7. Publishing the video 	<p>In the process more than two of the following steps have not been followed:</p> <ol style="list-style-type: none"> 1. Reading the book 2. Description of the book 3. Writing the script 4. Making materials and costumes / Practice 5. Recording the video 6. Editing the video 7. Publishing the video
Oral speech	<p>The rhythm (the punctuation of rhythm and voice) fits the presentation and helps the</p>	<p>Occasionally speak too fast or too slow for a presentation. The rhythm (the rhythm and voice</p>	<p>Tries to use the rhythm (the rhythm and voice score), but often finds that the rhythm does not fit the</p>	<p>Does not attempt to match the rhythm of the presentation or the audition.</p>

	audience to follow the hearing.	score) is relatively attractive to the audience.	presentation. Not consistently attractive to the audience.	
Grammar	Grammar and its use were correct and contributes to the clarity, style, and development of the presentation.	Grammar and its use were typically correct, and errors made did not distract from the presentation.	Grammar and its use were typically correct, but the errors made were distracting from the presentation.	Repeated errors in grammar and usage were very distracting to the presentation.