



**FACULTAD DE EDUCACIÓN DE PALENCIA  
UNIVERSIDAD DE VALLADOLID**

# **A PROPOSAL FOR AN ENGLISH CLASSROOM LIBRARY IN EARLY YEARS**

**TRABAJO FIN DE GRADO  
MAESTRA EN EDUCACIÓN INFANTIL  
-MENCIÓN LENGUA EXTRANJERA INGLÉS-**

**AUTORA: Nuria García Méndez**

**Palencia.**

## **Abstract**

This work is focused on how to design effective literacy centres as part of a proposal to foster the Reading Plan in early years. However which makes this project special is the coordination between Spanish and English as foreign language learning in a specific context where children attend to a monolingual school starting in a new language when they are three years old. The proposal is guided to a four years old group taking into account the syllabus the teacher is going to develop during the course. In addition I have selected a list of fiction and non-fiction books to work with the activities and resources selected to support the Reading Plan and the English language.

**Keywords:** literacy, Reading Plan, encourage reading, classroom library, fiction and non-fiction books, resources, foreign language learning and Infant Education.

## **Resumen**

Este trabajo se basa en el diseño de bibliotecas de aula efectivas para promover el plan de lectura en la Educación Infantil. Sin embargo lo que hace especial esta propuesta es la coordinación entre el español y la lengua inglesa, esta como idioma extranjero en un contexto específico, una escuela monolingüe con iniciación temprana en la enseñanza de idiomas. En concreto, esta propuesta está dirigida a un grupo de cuatro años teniendo en cuenta el plan de estudios que la maestra desarrollará durante el curso. Además, he seleccionado una lista de libros de ficción y no ficción para trabajar con las actividades y recursos seleccionados para promover el Plan de lectura y el idioma extranjero, inglés.

**Palabras clave:** literatura, Plan de lectura, animación a la lectura, biblioteca de aula, libros de ficción y no ficción, recursos, aprendizaje de idioma extranjero y Educación Infantil.

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# 1. INTRODUCTION

Nowadays all schools offer different plans to support the learning process of their students. One of these plans is the Reading Plan and its purpose is to encourage reading in order for children to achieve their targets. In addition children are expected to understand literacy as a source of pleasure as the curriculum indicates.

What this work offers is to promote literacy in early years in a coordinate way between mother tongue, Spanish, and foreign language, English learning. Therefore the challenge of this work is to select fiction and non-fiction books to complete an efficient classroom library. On the other hand it is necessary design some attractive and didactic activities and resources to use with children and involve them in reading.

Through this work we will observe how we can create an efficient classroom library for Infant Education taking into account several criteria as children's interest, variety, useful or quality.

Special mention must be given in this project to how a teacher must read to their group. The author Mayesky, M. (2002) gives us some guidelines for an effective reading such us select a suitable place, hold the book out to one side up, not to be in a hurry and others we will see later.

In the end a classroom library proposal is presented. This project tries to reinforce the Reading Plan in the early years. To do so, I have selected several readings in English that combine the contents the teacher works in Spanish. Moreover I have suggested different activities to know how to use books in the class and I have developed one specific example with the book "The Very Hungry Caterpillar" by Eric Carle. Also, I have proposed some innovating resources to foster the Reading plan purpose. These resources are a reading rewarding chart for each child or a diploma for "The Reader of the moth".

Besides the teaching guidelines are focused on two methodologies: Task-based Learning and Total Physical Response because both are proper methods to work with new languages in early years.

Finally I want to say that this proposal is guided to a specific context, but it is possible to adapt it to others depending on each school and classroom's characteristics.

## **2. OBJETIVES**

These are the objectives I am going to develop with this work. They are necessary to fund the line to follow.

- Recognize the importance of the tales as main resources to learn English at early years.
- Identify the rules to create a classroom library.
- Be aware of how to be a good storyteller in Infant Education.
- Propose a selection of books as a part of the classroom library taking into account the coordination between English and Spanish lessons.
- Make a didactic proposal using a tale as the main resource.
- Promote the reading as a leisure source and a learning method.

## **3. JUSTIFICATION**

### **3.1 CONNECTION BETWEEN THE PROPOSAL AND THE COMPETENCES OF THE TITLE**

The main aim of the degree in Infant Education referred to in the Article 14 of the Ley Orgánica de Educación (L.O.E.) 2/2006, May 3<sup>rd</sup> is to train professional teachers that focus their educational capacity on first and second cycle of Infant Education (0-6) as well as the elaboration and pursuit of pedagogical proposal that schools run.

#### **Competences**

- To know children's literature and develop strategies for children's approach to literacy texts both oral and written
- To know and use efficiently resources to encourage reading and writing.
- To participate in proposals for the improvement in different educational fields that a school offers.

Taking into account my role as an Infant teacher and as an English specialist, I would like to mention specific objectives in this project:

- Design, develop and evaluate educational proposals focused on encouraging reading and dramatization in the approach to English teaching in early years.
- Know de main educational tendencies in the foreign language teaching and its application to English learning in the different levels mentioned by the curriculum.

### **3.2 THE IMPORTANCE OF THIS WORK**

Nowadays foreign language learning has a great deal of importance in our country and around the world. One of the reasons why Spanish curriculum integrated languages in it was because of the admission of Spain as a European country. But also the new society and new mindsets were the point to change towards the development of communicative competence, referred by Alario, C. (2009). Due to that fact, both the curriculum and the schools changed too. The European Common Framework of References for Languages (2001) was created in order to assemble both policy and educational criteria.

On the other hand new theories and methodologies are involved in the learning process and the child is acquiring an active role in the process of significant learning establishing links between what they know and what they are going to learn. Moreover the new knowledge must be interesting and according to their needs. Thus a positive atmosphere is created, where children feel comfortable and they are able to learn.

There is an essential referent in Infant Education. This is the Basic Competences (B.C.) and both B.C. and curriculum's objectives must be integrated in the daily routines and activities. B.C. involve the three areas the curriculum establishes. Thus, it is necessary to reorganize methodologies, resources, documents, programs and plans such as the Reading Plan. One of these B.C is learning to learn, the base of constructivist learning, because children learn to manage by themselves in multiple situations.

One routine infant's classroom develop and that unifies B.C., curriculum, and new methodologies is story time. Books are a motivational and interesting resource along this stage. With fiction and non-fiction books children observe different behaviours as well as different life styles and cultures. In addition tales are used as the foundation to develop a project work. Therefore it is a good option to introduce children in a foreign language because they are learning new vocabulary while enjoying an action. Stories help to create positive attitudes according to the global understanding introducing new structures that children have never heard and now they are acquiring them. But it is not as simple as it seems. This process is a large one and children need the teacher to retell them the stories and support them with other activities. So children will not lose their attraction for books.

For the previous reasons a classroom library is needed in an infant education classroom, full of literature resources and where reading becomes a pleasure using the different strategies the teacher offers. But we need to take into account that in mother tongue when we speak of literacy, we mean the technical ability to read and write. In the Spanish curriculum it is not a compulsory goal to finish this stage reading, but most of the children in kindergarten are able to read in their last year of this level, while they start writing in the previous level copying letters and words. Nevertheless when children are learning a foreign language the process of reading and writing is under the mother tongue.

This proposal is guided to a four year classroom of Ave Maria school that is not either a British not a CLIL school but the curriculum establishes the foreign language at early years anyway. Therefore this proposal is focused on the English learning as a foreign language at the same time I try to encourage the reading plan through different and attractive activities.



## **4. THEORETICAL FOUNDATION**

### **4.1 LEARNING PROCESS**

Nowadays learning is focused on the constructivist perspective what Bruner (1990) developed in his research on children's scaffolding, which means to move a child from the assistance to the independent levels of learning. Cognitive learning theories establish how children process information and are able to catch it from the environment and then they organize and understand it. Thus children learn connecting their previous knowledge they know with the knowledge they are going to find out through the different experiences they live.

Taking into account the communicative approach for foreign languages learning Vigotsky referred by Schütz, R. (2014) created a new term to determine how children acquire a new language and it is the "zone of proximal development" which says that language acquisition takes place during human interaction in an environment where the new language is the vehicle for communication. Fos, Pavia, Pérez and Salas (1996) emphasises that the activities designed to put this theory into practise are linked to the real language context. The linguistic components are selected considering the situation, knowledge and interest that children require.

### **4.2 PLURILINGUAL PERSPECTIVE**

Nowadays, the concept of plurilingual contexts has grown heavily all over the world, especially in developed countries where schools offer a second or third language to be learnt. The council of Europe has been created by members of the European Union. One of its tenets is to achieve a common approach to language learning. The Common European Framework of Reference (2001) is this approach. It emphasizes that the role of schools is not simply in teaching languages, but also in recognizing and valuing the plurilingual language and literacy practices of students.

The Common European Framework of Reference defines the plurilingual and pluricultural competence as "the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures"

According to that, in recent years in Spain the curriculum has established the early teaching of a foreign language and mentions its importance. The official document Bolentín Oficial del Estado (B.O.E.) according to the foreign language teaching establishes:

Asimismo, es necesario el desarrollo de actitudes positivas hacia la propia lengua y la de los demás, despertando sensibilidad y curiosidad por conocer otras lenguas. En la introducción de una lengua extranjera se valorará dicha curiosidad y el acercamiento progresivo a los significados de mensajes en contextos de comunicación conocidos, fundamentalmente en las rutinas habituales del aula.

On the other hand the official document of the community of Castilla y León, BOCyL emphasizes more this learning process. It highlights

La importancia de la enseñanza de una lengua extranjera en estas edades. [...] La lengua extranjera es un buen aliado para desarrollar las capacidades afectivas, intelectivas y sociales en estas edades, adquirir una mayor competencia comunicativa y facilitar la reflexión sobre el aprendizaje.

How do teachers use language in a foreign language lesson at early years? The curriculum mentions that the basis of communication language will be the foreign language. For these reasons it is necessary to design a proper context to promote an active role for pupils, such as activities that develop communication skills naturally and spontaneously, respecting the silent period, that is, the time children need to listen to and produce meanings.

As we have seen before, the B.O.E mentions that the foreign language is introduced in the daily routines. Therefore taking into account one of the most common routines in preschool years is the storytelling time, the B.O.C.yL. stands out as a method to help learning a new language. Hence, taking into consideration the approach to literature, the curriculum establishes that in this stage children “must listen to and understand books, tales, riddles [...] as sources of pleasure and learning in the mother tongue and in the foreign language”

### 4.3 LITERACY IN INFANT EDUCATION

Literacy is one of the most useful resources to learn in a class of Infant Education. It contributes to develop the three areas of learning in a playful and unconsciously way. But why tales are so important in this stage? Tales provide motivational and fun stories, exercise the imagination and creativity involving children in the story, introducing new vocabulary and structures. Furthermore, as López Fernández, M. (2009) says, reading help children to sort out their day-to-day problems due to the fact that many of them feel identify with the characters of the story. When the teacher introduces stories in the foreign language, children are stimulated; trying hard to understand the meaning without being conscious they are learning a new language.

Taking into account the curriculum, presently, the Spanish curriculum for early years collects three areas:

- Self-awareness and personal autonomy
- Knowledge of the world
- Languages: communication and representation

Being the last one languages: communication and representation, the one that includes language learning and literature's approach.

Rodríguez Suárez, M. (1991) says that the use of literature in the class let children approach to the foreign language in a socio-cultural perspective, at the same time that they train pronunciation and intonation.

According to Many, J. (2002) the literacy skills are an integral part of all content areas development. All the stories children heard help them to grow up and develop. In an article by Von Stockar, (2006) about the importance of literacy and books in children's development, the author emphasises that the production of children's books "has always been amazingly diverse" from books that show information and knowledge about the world to others that present images of children's routines, or images of their feelings and conflicts. Each of these books carries a message but children are not well aware of, hence, the adults are who must make them conscious of these differences. Therefore that is why children must become familiar at the early ages with many kinds of genres.

As Von Stockar, (2006) highlights, the process of learning to read is also learning to communicate because it involves listening to stories, looking at and interpreting picture books... The storytelling time is a moment that even before learning to read, children enjoy and discover the wonderful world of literature, but this experience is only possible if an adult prepares them and direct them.

In this article, “The importance of Literacy and Books in Children’s Development”(2006) he explains that an active network of school and non-school environments is necessary for children to have positive reading experiences that enclose authentic assorted learning.

Louton & Louton, (1992), referred by Colville-Hall, S. & O'Connor, B., (2006) emphasises that “foreign language learning is most effective when language itself is not the purpose of instruction”. What it means that students acquire and support knowledge about other areas through the foreign language. Hence, reading books in the new language to understand the content of the story embraces that language learning is embedded in reading instruction. In this way, shared reading to kids facilitates the acquisition of the new language.

Curtain & Dahlberg, (2004) referred by Colville-Hall, S. & O'Connor, B., (2006) point out that shared reading to early languages learners help to their scaffolding provided by teachers gaining confidence in their oral language; they are learning in a motivated context. In this way repetitive phrases assist children to reduce the quantity of new vocabulary.

Edmunds, K and Bauserman, k. (2006) developed a research on which they study the factors that motivate children to read. The context was a midsize city in the southern United States, which had 831 students in grades pre-K through 5th grade. They used the Conversational Interview portion of the Motivation to Read Profile by Gambrell, Palmer, Codling and Mazzoni (1996) to collect information. Once they finished with the interviews, they organized and analyzed the data. The analysis revealed that there were six categories which influenced in the motivation to read. Below a chart that gathers up the results:

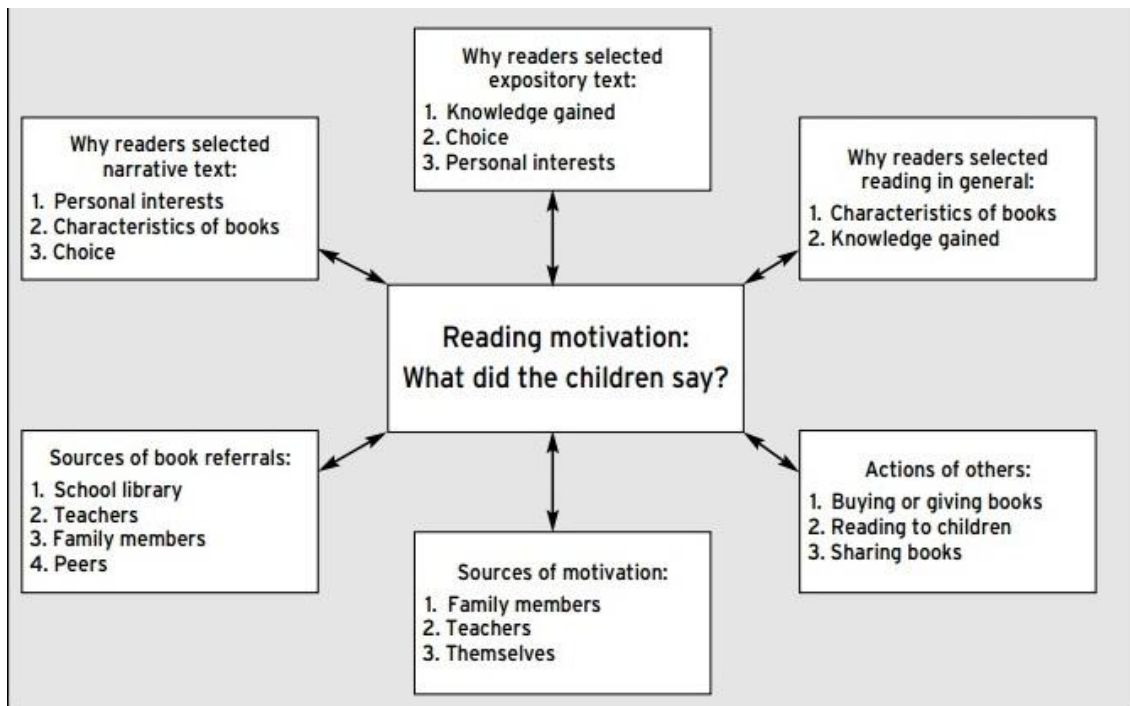


Figure 1: Categories that motivate children to read

Next I explain a bit more about this results. The **first category** we observe is why readers selected narrative text. The first step was asked to children about the most interesting book they have been reading recently and why. The findings were that the factors that got them excited about reading narrative text were their personal interests because they related their own interest to interesting books, for example they read about magic because they like it. The other factor was the book characteristics, what is referred to as exciting covers, humour... and the last feature was choice, the most of children, eighty four per cent, had selected by themselves the books. Thus the motivation grows when they are the ones who have the choice to select what they would like to read.

The **second category** is why readers selected expository texts. To do so, children were asked about something they had learned from a book and why it was important for them. The responses were focused on the knowledge they gained, the personal interest and on choice. That is because they like to share the knowledge they acquire and it is a positive reinforcement to continue reading more books. Based on the choice and on their personal interest, the conclusions are the same that in the previous situation. Children prefer choosing by themselves their readings which is a motivational situation for them because they decide what theme is attractive to read according to their likes.

The **third category** includes the factors that get children excited about reading in general. The main patterns they obtained were the characteristics of books and knowledge gained. Children got pleasure from fun or scary books taking into account the importance of great illustrations at the same time they learnt knowledge about what they liked.

The **fourth category** comprises the sources of book referrals to value the ways children are exposed to books. As conclusions they obtained that the main sources were the school library, teachers, family members and peers. The school library is where they find out the most of the stories they liked. Other libraries as the classroom library or the local library were mentioned too because they have the opportunity to choose between a wide range of books. Teachers also have the role to expose and introduce children to books. Other factor is family members, being mothers who have greatest influence in this field but more than families and teacher children like share books with one another like their mates who may have similar interest. Therefore it is a motivational fact to read.

**Fifth category:** sources of motivation. The point is who or what actually motivates them to read. They answered that family members, especially mothers were a reference for them. We also observe again the essential role teachers play in reading motivation. And even themselves, their desire to read. Some of them said: “Nobody gets me excited. I just like to read books” or “Nobody I know of. I just read them because I like to”.

Finally **sixth category** is actions of family members, teachers and peers. The question researchers wondered was “what the individuals did to excite the children and interest them in reading?” The three arguments that appeared were buying or giving children books, reading to them, and sharing books with them. The results showed that children enjoyed receiving books for their birthdays or on holidays. What they also liked was to listen to stories told by others. And finally they expressed that they liked to share with their peers by discussing about their readings as well as using a book report that reflects their preferences.

Based on the data collected there are some suggestions for teachers to increase children’s desire to read. These recommendations are: self-selection, attention to characteristics of books, personal interests, access to books, and active involvement of others.

#### 4.4 DESIGNING EFFECTIVE LITERACY CENTERS

Ford & Opitz, (2002), referred in the article “Designing Effective Literacy Centers for the Kindergarten Classroom” defines Literacy Center as “a small area within the classroom where students work alone or together to explore literacy activities independently while the teacher provide small-group guided reading instruction”

First of all, to create a literacy center it is required that the teacher looks for a quiet, nice, comfortable and well illuminated place. According to R. Rueda (1998, p. 18-25) to get a pleasant and quiet workshop it is necessary to choose an area far from the play’s workshop or any noisy centre. Besides, natural light would be more proper for children’s vision. Concerning the seats is not necessary chairs since pupils prefer sitting on the carpet or on cushions. The main aim is to get a relaxed space that children like and where they can feel calm and comfortable.

There are some characteristics to get effective literacy centers in classroom in order for children to manage by themselves. The article “Designing Effective Literacy Centers for the Kindergarten Classroom” explains us what are these points to take into account.

- *Effective literacy centers are organized and managed so that students can work successfully and independently.*

Management tools are located within easy view for children, all the materials are visibly labeled, and pocket charts are used in several locations. Also teacher must have a full view of the classroom, so furniture and dividers are arranged in the best manner. Concerning to books is necessary they are integrated and easy to locate and return. Moreover an effective literacy center provides as many assorted materials as possible, such us fiction and non fictions books, big books, poems, magazines, newspapers... so that children can work successfully and independently. Besides, students need designated places to store their tasks.

- *Effective literacy centers are both motivating and engaging.*

This type of center allows children for creativity and provides them the chance to work without assistance and reinforce their skills in group work.

- *Effective literacy centers have a consistent structure throughout the year.*

As Ford & Opitz, (2002) referred by this article says “while the structure of the center can stay the same, the activities within them can change with relative ease”. This means that students focus on the contents showed.

- *Effective literacy centers are aligned with curriculum*  
All the activities are designed taking into account the curriculum guidelines.
- *Effective literacy center activities are based on ongoing assessment*  
Assessment and observational tools are required to find out student literacy needs and then plan specific activities
- *Effective literacy centers have a built-in accountability system*  
Before children start to work autonomously, teacher must explain and demonstrate them their aims for high quality work of their students. Therefore children will follow these standards to work on their own

To get an effective literacy center teacher needs to follow several assessing criteria to assess the quality of it. These criteria are collected in “Designing Effective Literacy Centers in the Kindergarten Classroom” and some of them are:

- What is the objective?
- What is the activity?
- What does a student do with the materials?
- What are the rules and procedures?
- How will the students learn the rules and procedures?

#### **4.5 HOW TO CHOOSE THE MATERIAL**

One of the most important steps according to Rueda, R. (1998, p.46-49) is the guidelines selected to decide what material we want to show in our literacy center:

- **Variety**  
A great deal of assortment will be positive in the students because they will have a multiple choice. Consequently they will acquire more critical capacity. The selection should include fiction and non-fiction books, magazines or CD’s.
- **Useful**  
A useful resource means that it should raise the children’s interest. Thus students can benefit from it in many ways, as many as they are.



- Comprehensible  
The material must be appropriate for the age of children to get a good comprehension. This is the first step for the significant learning.
- Motivating  
If we want children to desire to continue reading, we need to look for a motivating manner to involve them. Interesting books foster children to love reading and achieve a true process of learning to connect with their knowledge.
- Quality  
To choose the best materials for a classroom library it is necessary to take into account contents, which mean text and illustrations, formal aspects like size, paper's type or binding.

Fiction and non-fiction books are a motivational resource to involve children in an active role due to the fact that they offer a wide range of possibilities to work before, during and after reading. Also, sharing lots of different kinds of books exposes them to new different words and pictures. López Fernández (2009) explains the characteristics of these types of books. On the one hand we have fiction books that usually present similar patterns and have an emotional approach that catches children's attention. The illustrations are motivational and amusing elements. Moreover these stories reinforce creativity and fantasy children powers. On the other hand non-fiction books are as useful and interesting as fiction books because students have many questions, and these books help them to find the answers.

Big books are part of literacy center. These types of books have some specific characteristics. Colville-Hall, S. and O'Connor, B. mentioned Karges-Bone (1992), who highlights some of these essential characteristics to get a successful big book learning experience. Big books are short stories with a rhyme pattern that children learn within repetitive phrases that help with vocabulary learning. Their big pictures assist in the construction of meaning. Also, big books have an interesting storyline that usually contains elements of humour.

## 4.6 READING TO CHILDREN

Selecting all days the same moment for reading everyday is quite convenient. Moreover turn it into a routine would be interesting for controlling time concepts, (before reading, after reading). One suitable moment for reading time is after the break because of teacher attracts the attention and children get relaxed, as R. Rueda (1998, p.75-76)says.

In an article by Mayeky, M. (2002) about how to read to young children, there are explained the general requirements adults need to do it the best way. First of all we must choose books that have pictures large enough for them to see. For instance in middle to upper elementary levels the story starts to become as important as the illustration. On the other hand there are several themes children are interested in. Taking into account this previous knowledge, the followings guidelines help to read young children more efficiently.

- Select a suitable spot.
- Small groups better than large groups; it is more effectively and comfortable to read. Preferably a group of six to eight children.
- Be sure everyone is cosy, well seated in the carpet in a semicircle facing the teacher.
- Hold the book out to one side up beside your cheek. In this way all children see the book.
- Feel comfortable with the story you read or, conversely there will be little enthusiasm and interest into the telling of it.
- Learn by heart the story; otherwise you will focus too much in the book losing the children's eye contact. Also if you know well the story the expression and emphasis telling it will be the appropriate instead of just reading the words.
- Do not be hurry to read the story, read naturally. It is recommended to modulate voice or have a "storytelling" voice.
- Do not comment so much about the story while reading it or children's attention will be disturbed.
- Encourage comments and questions but try not to interrupt the flow of the story.

## 5. METHODOLOGY

This work is focus on offering a proposal that combines a coordinate way of learning between English and Spanish in Infant Education. Therefore the contents worked in Spanish will be the same that children work in English. The particular point of this project is that the centre of attention about the foreign language teaching are fiction and non-fiction books in order to encourage reading in early years. For the purpose of developing this work, it is necessary a study of the main methods that support the idea.

Taking into account the more actual theories and techniques in language teaching, the methodological choice required in this case are both Total Physical Response (T.P.R.) that links speech and actions referred to the Comprehensive Approach and Task-based Learning (T.B.L.) involved in the Communicative Approach.

On the one hand the T.P.R's principles are based on language presented in chunks, not word by word. Children can also learn one part of the language through teacher's body movements and through observing actions as well as by performing them themselves. In addition the student's understanding of the main intention should be developed before speech. It is important they begin to speak when they are ready, expecting them to make mistakes at the beginning. And the last but not less important is that language learning is more motivating when it is fun. Therefore put this proposal into practice according to the T.P.R. method means that books help children to observe meanwhile teacher tells them the little stories. So through teacher's voice, intonation, movements, face expressions children connect it with the illustrations and are able to understand the meaning in a motivational and unconscious way.

On the other hand the T.B.L.'s principles are found on clear outcomes for each lesson and activities of all pre-tasks to finally be able to do a similar final-task. Pre-tasks allow the language necessary to complete the last task taking into account the necessary logical thinking steps to complete it. Moreover the teacher needs ways of knowing how involved children are in the process in order to make adjustments. Finally students require feedback of their level of success once they have completed the task. In a real classroom that follows this work the final task will be roles play and simulations activities. In the example "The Very Hungry Caterpillar" the final task is to act out the story. So the pre-tasks children do before are a preparation for the last and main activity.

## **6. PROPOSAL OF A CLASSROOM LIBRARY**

### **6.1 CONTEXT: AVE MARÍA SCHOOL**

Ave María school is a state school situated in the capital of Palencia, in the neighbourhood with the same name. This school includes both Infant and Primary Education. It is a monolingual school, but the teaching of English as a foreign language is initiated in the first level of infant education, at the age of three.

I chose this context to develop my proposal because I did my training period in this school. I worked with the 4 year old group which will be described in the following lines. And as I was a part of this class and I know well how they work and their needs I am going to design a literacy proposal based on the teacher's planning and taking into account the characteristics of the group.

#### **Classroom 4B**

The group is formed by twenty three children, thirteen girls and ten boys aged between four and five years old. Moreover there is a wide range of diversity since we found different cultures and life styles, like gypsies, children born in foreign countries or parents and relatives who have others nationalities. However all of them are perfectly integrated. Thus the class as a whole is an active group with a balanced speed of learning. We only found some cases of mild underdevelopment in the language that does not affect their learning process.

### **6.2 TEACHER'S SYLLABUS**

Although "Ave María" school is not a CLIL school, curricula establishes the foreign language learning at early years, from the first level of the second cycle of the Infant Education's stage. In addition it encloses a literature approach in both languages, mother tongue and foreign language, in this case English. Thus my proposal has two targets, to coordinate both ways and to unify it through fiction and non-fiction books in English language. Next I am going to design and elaborate a library classroom proposal for the group I described before. What I want is to encourage reading at the same time children learn English. To do this work properly I need to take into account the teacher's syllabus and work in a coordinate way with the same topics that she works.

These books offer a connection between Spanish and English lessons. It is important to know the previous knowledge children have about the theme to continue with a significant learning.

The most common methods in the early year's classes nowadays are Project Work (P.W) and Task Based Learning (T.B.L). Trough these methodologies which are the best methods to work at these ages and to learn a new language, I am going to relate, as a teacher of Infant Education and as an English specialist, contents with the books I will propose. Likewise my role consists on guiding children to elaborate their own knowledge.

Below we observe the syllabus that the teacher has planned for the course. Besides, each theme is divided in topics. These topics are the foundation for the proposal I am going to suggest because it is connected with the syllabus the teacher presents. Furthermore both syllabus and the proposal are based on the curricula, following its contents to achieve the goals it promotes.

First term

<b>THEME</b>	<i>1. Go back to school</i>	<i>2. Where we live??</i>	<i>3. How we celebrate Christmas?</i>
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>- Physical characteristics (girl/boy)</li> <li>- Right bodily habits</li> <li>- The school</li> <li>- The class</li> <li>- The teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Parts of the body</li> <li>- Houses´ types</li> <li>- Dangerous objects</li> <li>- The family</li> <li>- Health and hygiene habits</li> <li>- House and road´s elements</li> <li>- The organs of sense</li> </ul>	<ul style="list-style-type: none"> <li>- Feelings: happy and sad</li> <li>- Christmas: ornaments, special meals, celebrations</li> <li>- The weather</li> <li>- Winter clothes</li> <li>- Common illnesses</li> <li>- Christmas characters</li> </ul>

Second term

<b>THEME</b>	<b>4. Games and toys</b>	<b>5. What's going on the road?</b>	<b>6. We can communicate</b>
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>- Body's parts: arms and legs</li> <li>- Games: group or individual games, inside or outside</li> <li>- My toys</li> </ul>	<ul style="list-style-type: none"> <li>- The senses: vision</li> <li>- Street's elements</li> <li>- Professions</li> <li>- Village, town and neighbourhood</li> <li>- Means of transport</li> <li>- Road Safety Education</li> </ul>	<ul style="list-style-type: none"> <li>- Physical changes</li> <li>- The T.V. studio</li> <li>- The fears</li> <li>- T.V programs</li> <li>- The media</li> <li>- Balance diet</li> </ul>

Third term

<b>THEME</b>	<b>7. What is the use of plants</b>	<b>8. Animals grow up</b>	<b>9. See you next course!</b>
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>- The taste: sweet and salty</li> <li>- Plants' types</li> <li>- Part of a plant</li> <li>- The care for the environment</li> <li>- Vegetable food</li> <li>- Plants' needs</li> </ul>	<ul style="list-style-type: none"> <li>- How animals change/grow up</li> <li>- Different animals</li> <li>- Food of animal origin</li> <li>- The animals' movements</li> </ul>	<ul style="list-style-type: none"> <li>- Landscapes and transports</li> <li>- Elements to protect us against the summer heat</li> <li>- Leisure activities</li> </ul>

## **6.3 OBJECTIVES**

With this proposal I try to support the Reading Plan using different activities to encourage reading. Moreover English lessons are going to be introduced and related to books to promote the early foreign language learning as the curricula shows.

My targets for this proposal are:

- Submit a proposal for the improvement of the classroom library through the approaching of English language and culture.
- Create a classroom library proposal taking into account the topics planned for the course.
- Identify titles and authors of English literature.
- Enjoy listening to fiction and non-fiction books

## **6.4 THE PROPOSAL**

The Reading Plan is one of the most important plans in the school. Primary Education has a great deal of different activities to encourage reading. One of these activities is to show the books children have read in the corridors. This activity is divided in cycles. First cycle use a big red fish shape that children fill with little fish figures which each one includes the book's title they have read; second cycle use a huge book to illustrate the readings they have done sticking mini-books figures. The last cycle shows individual records to each pupil. Each child has a daisy picture with their photos in the middle and the petals are the part of the flower where they write the books' titles. Nevertheless, the activities designed for the stage of Infant Education are much lower than in Primary. The main activity that they follow out is the "travelling book". It consists on each week one child takes home the "travelling book"; and with the help of the family they write a new story and make a picture. Then on Mondays the teacher reads the story to the group.

Although this proposal is focus on a very specific context, it could be used in other environments taking into account the conditions of each group and making the necessary curricula adaptations.

## **Non –fiction books**

As we have seen before a quality classroom library must include not only tales and fiction books, unless it is important that children familiarise with other types of book as the non-fiction. This way pupils approach to the real environment.

- ***A kiss means I love you* by Kathryn Madeline Allen.** Through this book children learn about nonverbal communication using photographs of real children and sweet rhyming text, for example a kiss means I love you, a wave means hello, a smile means I'm happy.
- ***Animals babies in Polar Lands* by Kingfisher.** It describes baby animals from different regions. The book allows children to interact by guessing which animal is the mother of the baby described.
- ***Arctic winter, Arctic summer* by Susan Canizares.** Non-fiction book that shows differences between Arctic winter and Arctic summer.
- ***Let's look on the farm* by Caz Buckingham, Andrea Pinnington.** A book to review the animals living in the farm. It will help children to prepare their outing to one Farm-School.
- ***Life-Size Zoo: From Tiny Rodents to Gigantic Elephants, An Actual Size Animal Encyclopedia* by Teruyuki Komiya.** A book about wildlife animals from pandas to giraffes and elephants, adults and babies.
- ***Measurement* by Penny Dowd.** This book offers an easy-to-understand approach to measuring with non-standard, customary, and metric systems.
- ***Salad people and more real recipes* by Mollie Katzen,** With "Salad People" children will enjoy seeing recipes that will inspire kitchen adventures focus on healthy ingredients, individual creativity, and hands-on fun.
- ***Sea animals* by Annie Thomas.** This book helps to know better the real life in the deep sea.
- ***The Earth is mostly ocean* by Allan Fowler.** Children will learn how the world is and where they live using a scientific book.
- ***Weather* by Justin McCory.** This book shows children about the different types of weather.



## **Fiction books**

Children all over the world love listening to stories from adults. At early years the books they like the most are tales where animals or other kids are the main characters and they identify with them. Consequently tales have become a significant foundation for children's learning. Nowadays fiction books are a must in early year's classes. All types of topics, characters, places and times can be found in it.

My list of fiction books:

- ***A first Book of Nature* by Nicola Davies.** An approach to nature that let us to observe how seasons take place in the wood and watching the animals of each season.
- ***A walk in London* by Salvatore Rubino.** We combine the topic of places, observing this big and tourist city at the same time we approach pupils to the English culture.
- ***A wish to be Christmas tree* by Colleen Monroe.** For Christmas a Christmas book. The particular characters of this book, the birds, deer and squirrel, help make their special friend's wish come true.
- ***Clifford Happy Easter* by Norman Bridwell.** This book shows how Easter is celebrated in British culture with the company of Clifford, the dog.
- ***David goes to school* by David Shannon.** A funny book to learn basic classroom and behaviour's rules.
- ***Elmer* by David Mckee.** Elmer's book is a lovely story to work with diversity inside the class. His main character, Elmer the multicolour elephant is different to the rest and he doesn't agree with that but finally he realizes that he love being himself.
- ***Go away Big Green Monster* by Ed Emberley.** An entertaining story that let children control their fears. Moreover they repeat face's part, colours and numbers.
- ***Goldilocks and the three bears.*** This traditional story helps us to relate the book with the topics of family, numbers and sizes using sweets characters.
- ***Hooray for St. Patricks Day!* by Joan Holub.** A great way for children to learn about the most famous Irish feast. Children can lift the flaps for interactive fun

- ***I am sick* by Patricia Jensen.** To develop the topic of illnesses this book offers us a chance to show children that there is nothing to be afraid about because sneeze or cough are common in all children. One visit to the doctor and all of them will feel better.
- ***I like myself* by Karen Beaumont.** Through a little girl, the author encourages children to appreciate themselves inside and out.
- ***I will never not ever eat a tomato* by Lauren Child.** Two siblings show us the power of imagination. A little girl who doesn't like the majority of vegetables ends eating them because of her love her brother's stories about them. We work a balance diet and English vocabulary of vegetables.
- ***Maisy's Pop up Playhouse* by Lucy Cousins.** This pop-up book let us play with the different parts of Maisy's house. With the help of Maisy's puppet children see a lot of actions to do in a house like baking a pie. Also it is full of flaps to lift.
- ***Miffy on holiday!* By Dick Bruna.** Miffy a lovely little bunny goes on holidays to the seaside with her family. Miffy shows what is necessary to pack in a suitcase for swimming in the sea.
- ***No, David* by David Shannon.** A great book that shows the feelings of David, a little boy who usually doesn't pay attention to his mother's tips.
- ***The night before Halloween* by Natasha Wing.** A Halloween story that approach children to English culture.
- ***The tiny seed* by Eric Carle.** A beautiful and simple story about life cycle of plants.
- ***The very hungry caterpillar* by Eric Carle.** This is a perfect tale to enjoy learning how the caterpillar's evolution is. In addition it possible to work with English vocabulary as fruits, week's days and colours.
- ***Too many toys* by David Shannon.** A boy with too many toys must give some of them away and it is hard for him. At the end he fills a box, but notices the one toy he can't give away is the box. Thus with this story children learn values and connect the topic of toys and games.

## **6.5 SAMPLE OF HOW TO WORK WITH A BOOK: “THE VERY HUNGRY CATERPILLAR”**

I propose to use this book on the third term when the theme they are working is “Animals grow up” because the topic of this book is linked to the ones they are focused on their learning process. So during one week I suggest to plan three lessons to foster literacy and do different activities as part of the Reading Plan to encourage it. All the previous activities children do during the lesson are focused on the final task when children will act out the story.

The design of the lessons will be the next (Annex 1):

### **First lesson**

The teacher tells the tale to the whole group in the meeting area. The only resource she will use is the book. After she finishes the tale, the first activity children do will be paint the food caterpillar ate during the week, but first the teacher will distribute the roles each child will act out in the last lesson. So the picture must correspond with the role in the play, the boy or girl who is a plum in the dramatization, will paint a plum in his or her picture. The child who is caterpillar will draw a caterpillar and butterfly will be acted by the teacher because they are twenty three children in the class, twenty two food (one apple, two pears, three plums...) and one caterpillar. A hole will be done in all of pieces of paper of each picture to introduce through it a thread to children hang it over their neck. Then, to finish the lesson they will model the caterpillar or the butterfly they have seen in the tale using play dough and the figures will be displayed in the class.

### **Second lesson**

The first activity to do will be to make their own “The Very Hungry Caterpillar” book using a template (Annex 2). They have to colour the food and the caterpillar’s body parts for them to cut it and create a caterpillar. “On Saturday” they will copy the names of the food written on the board. Finally they will glue the pieces and have a book made by themselves with a caterpillar shape. After that, the teacher will tell the tale again using one of the models they have just done and encourage them to repeat phrases with her. At the end of this reading lesson the teacher will show the group different fruits she has brought to elaborate a fruit salad with the food caterpillar ate the first days in order to support healthy food.

### **Third lesson**

The final lesson is focused on acting out the story of “The very Hungry Caterpillar”. So the first activity before children dramatize it, will be the teacher retells the story and they practice what they are going to do in the play. When they are ready, each one hangs the pictures made in the first lesson over them and star to act out the story.

On the other hand some Cuadernia’s activities (Annex 3) have been designed in order for children to play during the centers time, that is, computer center. All children will have the chance to play with these activities because the classroom organization is arranged for each day children promote in the different corners, a total of five: library, kitchen, carpet, computer and table one. Thus, on Monday group one is in the kitchen corner, on Tuesday is in the carpet area and so on. The activities are simple and attractive; therefore children will like it so much. The first one is a puzzle and children must set the pieces in the right order to see the butterfly’s figure. Secondly a memory game is designed and they must look for the three pairs of hidden images. After that a jigsaw game that hides a caterpillar and children have to reorder the pieces with logical movements. Each activity has several attempts and indefinite time. And finally a video that tells the tale like TV cartoons.

### **6.6 OTHER ACTIVITIES TO ENCOURAGE READING**

There are many activities that teachers can use with whatever book they read to their young group. Here some suggestions:

- To include some changes in the story to asses if they have realized it
- To draw the characters and hand out to children. Each time teacher name one character, the child who has it stands up and sets it on the board.
- To draw what they like and dislike the most.
- To find out the end of the story showing children several flashcards and they have to guess the end of the book.
- To dramatize the story.

How to dramatize a story? It is necessary to follow several steps in order for children to do their best. First of all, the teacher distributes roles and retells the story. The children start to repeat aloud their roles and try to memorize it taking into account some adaptations if it is required. Then we focus on the scenery. To cut a piece of continuous

paper and decorates it according to the theme. After that each child chooses how to dress up and they are ready to dramatize their favourite story. Otherwise it can be dramatized in a little theatre creating their own puppets in a piece of paper and glue it to sticks and it is ready to play out.

Despite the fact that this classroom does not have a digital board available, children can use the computer center to interact with ICT resources because there are plenty of webs and activities to encourage reading in an efficient way. Some of these resources to work with in the computer are webs where children can find a wide range of books adapted to their ages. Also, most of them offer audio. There are from traditional books to the most actual ones. There are also webs that offer online magazines with games to interact. (Annex 4)

## **6.7 RESOURCES FOR THE CLASS**

To reinforce the children's initiative and let them to lead their own way, I propose to introduce new resources in the library workshop. First of all this workshop needs a librarian who will be a new puppet. Moreover each month the teacher will provide three children with the diploma "Reader of the month" (Annex 5), they will be the three that have read more books.

Apart from that, each child will have a reading reward sheet (Annex 6) where every three books they read they will have a reward. Each reward is more attractive than the previous one. Children know what the reward is because it appears in the sheet in capital letters and in a picture. This resource tries to encourage children to read to get what they like. Every reward is the same for the group, but in some cases it would be a benefit to make specific rewards depending on each child. The first reward they will get is a sticker. Then child choose her or his favourite workshop. Thirdly during the lunch time teacher will seat and lunch with the child or children that have got it. After that listening to a story in CD is the reward. Finally the best one is to get a bookmark to put in a book to know where they were reading.

Furthermore a reading diary (Annex 7) will be introduced in the class. For every book the teacher reads to them, they will express their opinion about it using specific sheets that the teacher will give away. The sheet consists on paint stars, one if they think the book was good, two if it was very good and three if it was great. These sheets are put in

the organization station in the corresponding pocket of each child. But what they like the most will be put in another pocket which is named “My Favourites”. Thus all of them will get read their mates’ suggestions.

Design a very big mural with as many pots as children are in the class and put it in the corridor. Children will stick one sticker for each book they read. Thus the more they read, the more the plants will grow.

As activities to do once per term and promote the reading plan in Infant Education, I suggest to make a giant mural in the class. The group will choose what book they want to work with. Furthermore they will act out the story and families will be invited to watch the performance. Another activity that can be done is to choose a theme, for example Christmas in the first term and make a book about it for the classroom library.

During the “Book Week” children could go on an outing to the public library. There, children are going to get the library card and checking out a book. Later they will listen to a storyteller. Then when they arrive home they will make a drawing of the book they have chosen and copy the title. These sheets will be part of a mural in the school corridors. On the other hand inter-cycle activities are an interesting option to reinforce social skills between the youngest and older children. The main activity is older children play out a tale by themselves or using puppets. Preschoolers will realize how important reading is while they are watching their peers have fun with books. In addition other activities to develop this week are learning by heart some poems or riddles taking into account the age.

Finally a resource that will help the teacher to assess their practice designing and developing reading activities is a sheet (Annex 8) that during the initial period of school teacher will hand out for each child in order to know how children feel in several kinds of situations related to books. The same sheet will be provided to them at the end of the course to identify how they have progressed in their reading initiative. Hence, this activity supports teacher to analyze the results along the course with the activities planned to foster the Reading Plan.

## 7. CONCLUSIONS

Despite the fact that this proposal was not put into practice in the context it is based on, Ave Maria school works in a similar project in Primary Education. The activities the Reading Plan promotes with older children were tested and the results were satisfying. Students enjoy showing others their achievements related to reading. It is a challenge for them and it encourages them to continue reading books.

Therefore my purpose is that children in early years achieve pleasure for literacy even before they know how to read. Books provide them creativity, imagination and knowledge. In addition this proposal is focused on early English teaching because literature offers a great way of learning. Although I do not carry through the project, I have been working with books during my training period in the context explained. The experience was motivating and exciting for children. I adapted the text of the books to my expectations. The methodology I used with this work was T.B.L. being the book the final task however my aim was not encourage reading.

Through this proposal I have selected some books according to the contents the teacher works with children but there are many other books which can be chosen to work with. Nevertheless not all books we find are good options, it is necessary to take into account the previous recommendations to choose the best material that attract children's attention and are useful to learning to learn.

I think that to create an efficient classroom library is one of the most motivational resources to encourage literacy in early years. It involves not only have beautiful books unless it means that children need other resources to promote reading as this work advances for example using a rewarding chart or awarding diplomas as "The reader of the month". Hence, if we add activities that help to them to understand better the books and have fun with them children will love reading.

To sum up, I want to highlight the importance of support literacy in early year. It will reinforce the work in Primary Education. Also the role of the teacher is essential acting as a guided in the children's scaffolding.

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## 9. ANNEXES

### 8.1 ANNEX 1

Lesson 1				
Timing	Grouping	Pupils	Teacher	Resources
7	All group	Listen to the tale	Tell the tale to the whole group	Tale The Very Hungry Caterpillar”
10	Individually	Paint the foods caterpillar ate during the week. The child who is caterpillar will draw a caterpillar	Ask for children drawing the foods caterpillar ate and the the very hungry Caterpillar. She will explain them that the role they will act out in the last lesson is linked to their pictures.	Pieces of paper Colours Thread
6	Individually	Model the caterpillar or the butterfly they have seen in the tale	Prepare the activity for modelling and look for a place to show the figures.	Playdough

## Lesson 2

Timing	Grouping	Pupils	Teacher	Resources
12	individually	Make their own "The Very Hungry Caterpillar" book using a template. They have to colour the food and the caterpillar's body parts for then cut it and create a caterpillar. Finally they will glue the pieces	Explain how children have to do to make the Caterpillar book.	Template
3	All group	Listen to the teacher and repeat what she orders	Tell the tale with the new book created to and encourage children to repeat the phrases with her	Caterpillar's book
10	All group	Help teacher to elaborate the fruit salad. After that they will taste it.	Show to the group different fruits she has brought and elaborate a fruit salad	Fruits Bowl Spoons

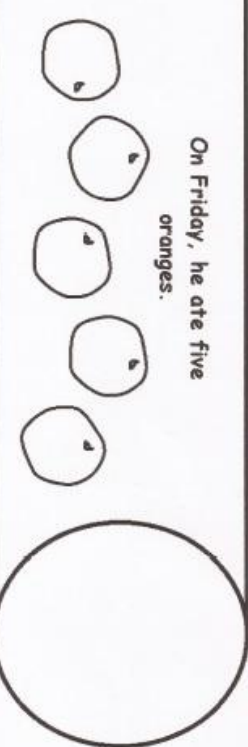
**Lesson 3**

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	10	All group	Practice their roles in the dramatization	Retell the story and encourage children to	The tale
	7	All group	<p>Act out the tale:</p> <p>The child who is Caterpillar the first time will say "I'm hungry" and later "I'm still hungry"</p> <p>The foods character will say:</p> <p>Apple: "On Monday he eat through one apple"</p> <p>Pears: "On Tuesday he ate through three pears"</p> <p>Blums: "On Wednesday he ate through three "</p> <p>Strawberries: "On Thursday he ate through four strawberries"</p> <p>Oranges: "On Friday he ate through five oranges"</p> <p>Others: "On Saturday he ate through one piece of</p>	Act out with children. She begins and ends the tale as a narrator. She, also will be the butterfly	Pictures of fist lesson

		<p>chocolate cake, one ice cream cone, one pickle , one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake and one slice of watermelon (Each one says their food)</p> <p>Next teacher continuous</p>		
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# 8.2 ANNEX 2

On Friday, he ate five oranges.



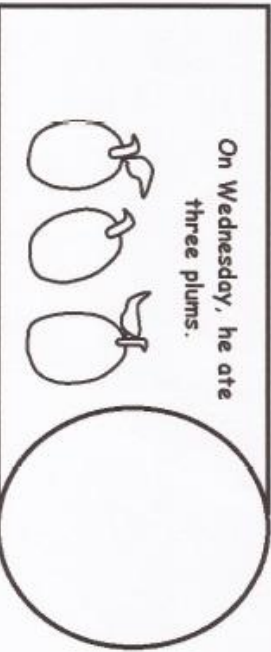
On Saturday he ate, \_\_\_\_\_

That night he had a terrible stomach ache!


For more reading books to read aloud visit [www.mindgardenschools.com](http://www.mindgardenschools.com)

Close this template window when done printing

On Wednesday, he ate three plums.



On Thursday, he ate four strawberries.



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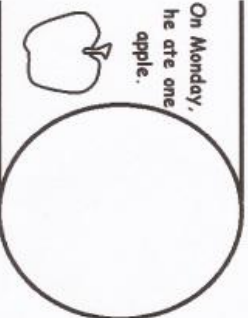
**The Hungry Caterpillar Emergent Reader**

Print the pages below on LEGAL paper. I have the children color the circles to make a caterpillar. Have them color the fruit and illustrate the last page. Color, cut and glue the antennae onto the head. Cut the pieces out. Put the pages in order and bind. Practice reading!

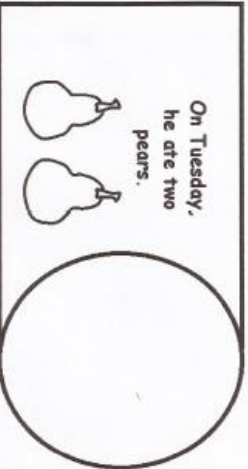
For more emergent reading materials visit [www.mindgardenschools.com](http://www.mindgardenschools.com)

By: \_\_\_\_\_

On Monday, he ate one apple.

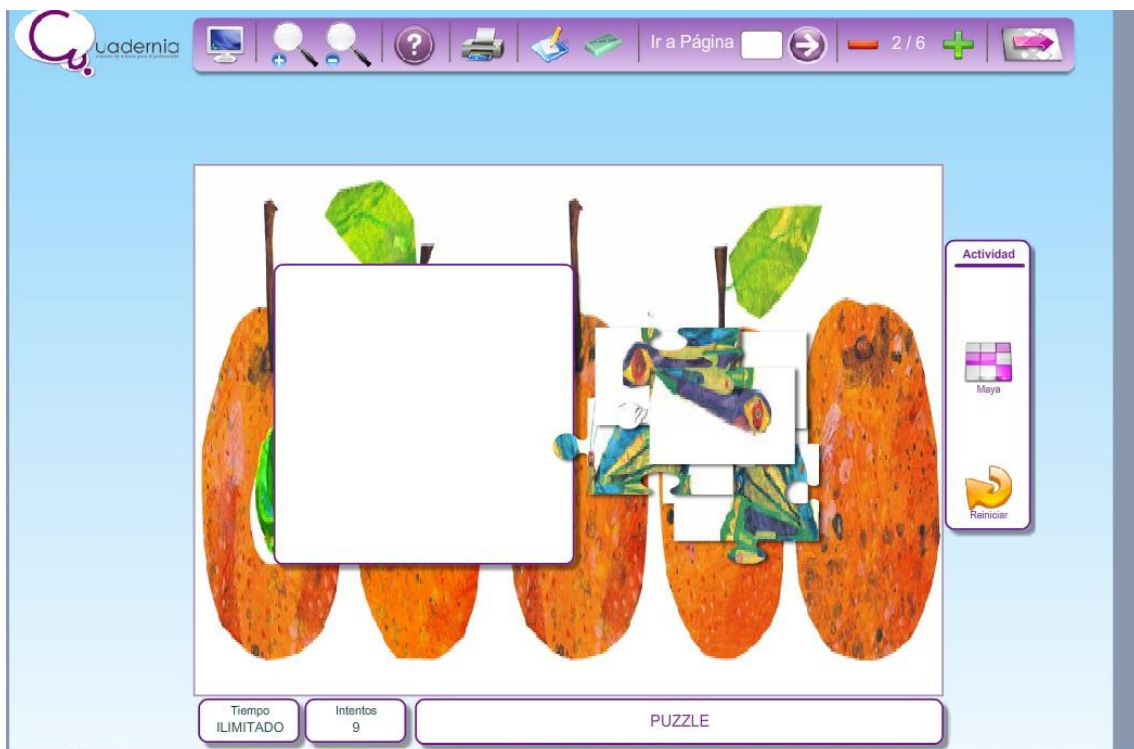
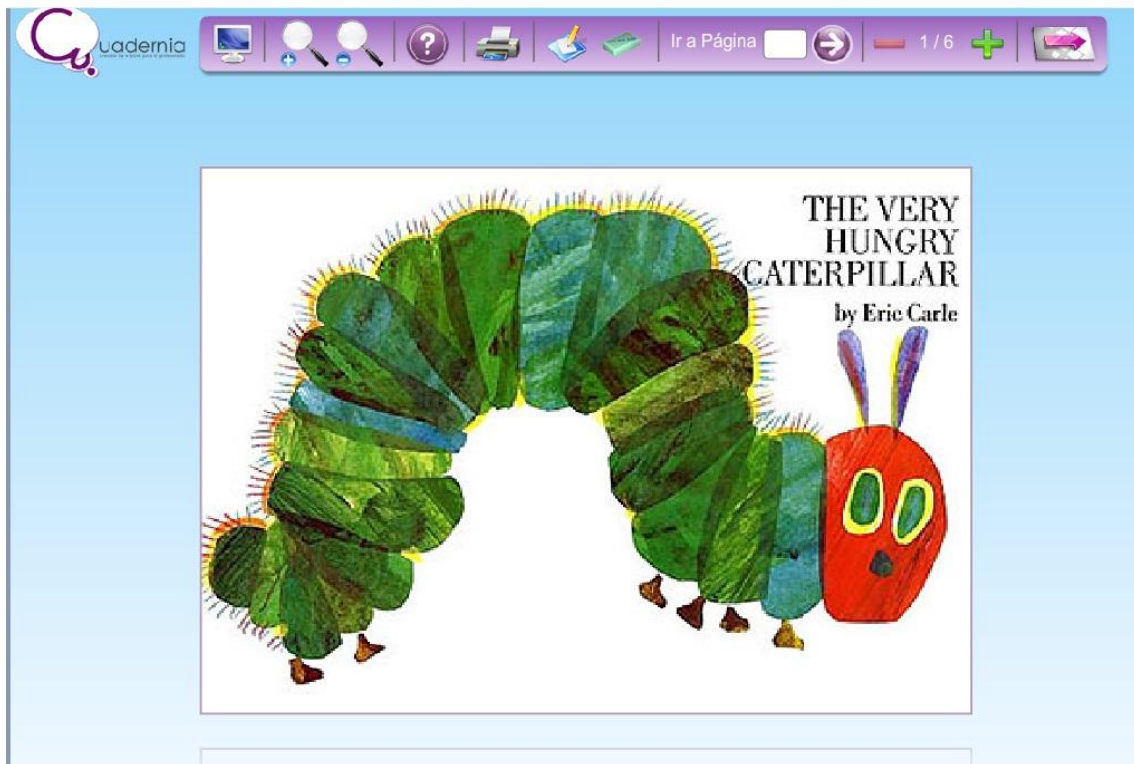


On Tuesday, he ate two pears.



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### 8. 3 ANNEX 3



Cuadernia

Ir a Página 2 / 6

Actividad

Reiniciar

Tiempo ILIMITADO    Intentos 9    PUZZLE

Cuadernia

Ir a Página 3 / 6

Actividad

Solución

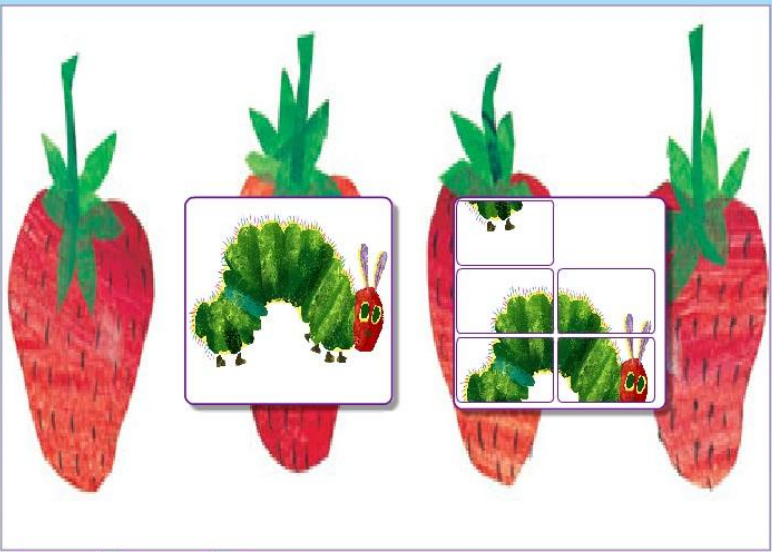
Reiniciar

Tiempo ILIMITADO    Intentos 9    MEMORY GAME



Cuadernia

Ir a Página 4 / 6



Actividad

Reiniciar


Tiempo ILIMITADO Intentos 9

JIGSAW PUZZLE

Detailed description: This screenshot shows a jigsaw puzzle activity on a light blue background. At the top left is the 'Cuadernia' logo. A toolbar contains icons for a computer, search, help, printer, pencil, eraser, and a page navigation button labeled 'Ir a Página' with a dropdown menu showing '4 / 6'. The main area features a puzzle of a caterpillar on a strawberry. The caterpillar is currently assembled in the center, with its body pieces being a 2x2 grid of green segments. To the right, a 2x2 grid of empty puzzle pieces is shown, with one piece containing a small red caterpillar head. Below the puzzle, a status bar shows 'Tiempo ILIMITADO' and 'Intentos 9'. A 'Reiniciar' button with a yellow arrow icon is on the right. The text 'JIGSAW PUZZLE' is centered at the bottom.

Cuadernia

Ir a Página 5 / 6



THE VERY HUNGRY CATERPILLA

2:17 / 6:28

Detailed description: This screenshot shows a video player interface. At the top left is the 'Cuadernia' logo. A toolbar contains icons for a computer, search, help, printer, pencil, eraser, and a page navigation button labeled 'Ir a Página' with a dropdown menu showing '5 / 6'. The video player displays a scene from 'The Very Hungry Caterpillar' with the title 'THE VERY HUNGRY CATERPILLA' at the top. The video frame shows a caterpillar on a large green leaf. Below the video frame is a control bar with a play/pause button, a progress slider showing '2:17 / 6:28', and a volume control icon. The background of the player area is decorated with various food items like watermelon, pizza, and a hot dog.

**THE END**



## 8.4 ANNEX 4

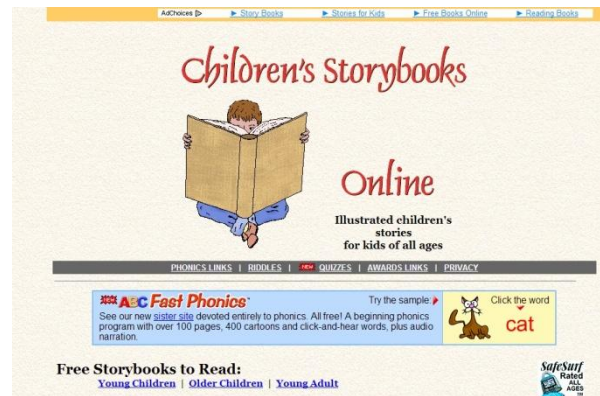


### Animated Stories for Children

[http://www.agendaweb.org/listening/easy\\_reading\\_listening.html](http://www.agendaweb.org/listening/easy_reading_listening.html)

### Children's Storybooks

<http://www.magickeys.com/books/>



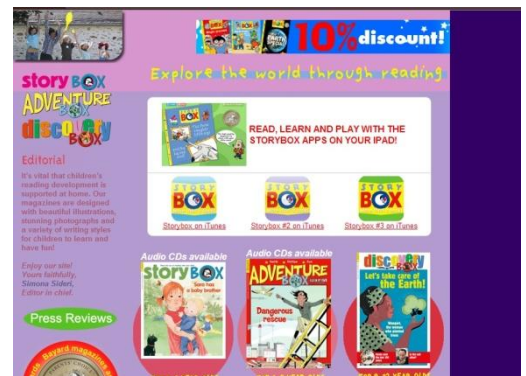
### International Children's Digital Library

<http://en.childrenslibrary.org/>



### Online Magazines

<http://www.bayard-magazines.co.uk/gammebox/index.html>





“StorylineOnline”

<http://www.storylineonline.net/>

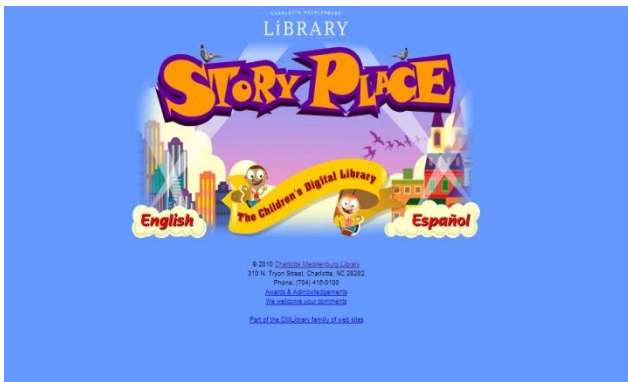
Story Nory

<http://www.stornory.com/>



Story Place

<http://www.storyplace.org/>





# READER OF THE MONTH

CONGRATULATIONS TO







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WELL DONE!

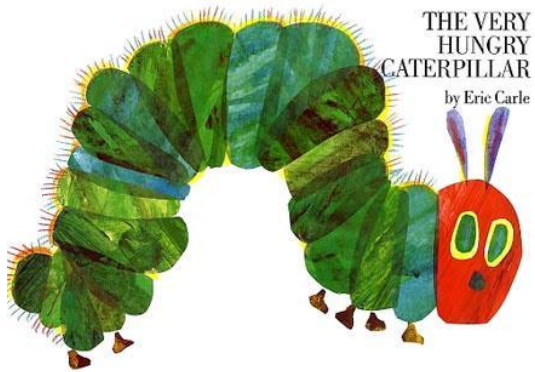




8.6 Annex 6

<p><b>READINGS REWARD</b></p> 	1	2	3	<p>Get a sticker</p> 
	1	2	3	<p>Choose his or her favourite workshop</p> 
	1	2	3	<p>Lunch with the teacher</p> 
	1	2	3	<p>Listen to a story</p> 
	1	2	3	<p>Get a bookmark</p> 

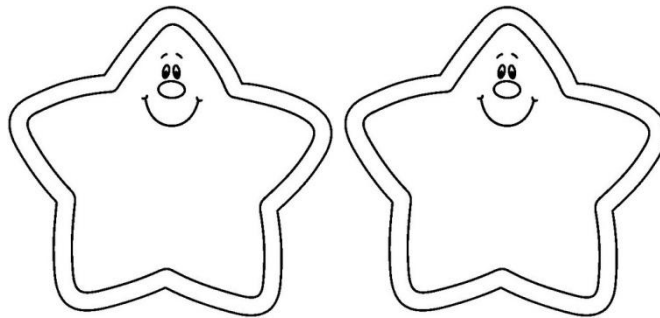
8.7 Annex 7 **THE VERY HUNGRY CATERPILLAR**



DO YOU LIKE THE BOOK...?



GOOD



VERY GOOD



GREAT

NAME: \_\_\_\_\_

8.8 Annex 8

# HOW DO YOU FEEL WHEN...?

