



FACULTAD DE EDUCACIÓN DE PALENCIA  
UNIVERSIDAD DE VALLADOLID

## TÍTULO

Reading plan proposals  
Propuestas para planes de lectura

TRABAJO FIN DE GRADO  
MAESTRA EN EDUCACIÓN PRIMARIA.  
MENCIÓN LENGUA EXTRANJERA INGLÉS

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## **ABSTRACT:**

This work is about reading plan proposals, and it tries to clarify and check why is important and beneficial to promote reading from infant education and primary education, regardless of the language which was practiced. It tries to check more in deep what are the benefits, when you practice reading in a foreign language, specific English readings, seizing that nowadays there are many bilingual schools with their own linguistic projects. For this reason, this final work degree is linked with the last training period. The attention is focussed in specific experiences with English readings in a bilingual school in Palencia city, with pupils of the first and third cycle of primary education, in the science subject, in spite of there isn't something established for English readings in the curriculum contents in science area, for primary education, as key point. Nevertheless it is recognized in Spanish language subject with compulsory programmes and specific times to reading in all the subjects. This work is supported with educative laws, official curriculums as the Spanish curriculum, belonged to the Organic Educative Law, the Integrated Curriculum, books about reading promotion specifically in the school. Finally, we could analyze how it should be carried out reading promotion in the school.

## **RESUMEN:**

Este trabajo trata sobre propuestas y planes de fomento de la lectura, con el objetivo de intentar clarificar y analizar por qué es importante y beneficioso promover la lectura desde educación infantil y primaria, independientemente de la lengua en la que sea practicada. Trata de comprobar más en profundidad, cuáles son los beneficios cuando la lectura es practicada en una lengua extranjera, en concreto en lengua inglesa, aprovechando que hoy en día existen varios colegios bilingües con sus propios proyectos lingüísticos. Por esta razón, este trabajo de fin de grado está conectado con el último periodo de prácticas, La atención está centrada en experiencias concretas con lecturas en inglés con alumnado del primer y tercer ciclo de educación primaria, en la asignatura de Science, a pesar de que no haya nada establecido sobre la lectura en los contenidos curriculares de esta materia en educación primaria, como punto clave o relevante. Sin embargo, si es reconocido en la asignatura de lengua castellana con planes obligatorios y tiempos específicos de lectura en todas las materias. Este trabajo

está sustentado con documentos oficiales como el currículo español perteneciente a la Ley orgánica de educación, el currículo integrado y libros sobre animación a la lectura, especialmente en la escuela. Finalmente se podrá analizar cómo debería ser llevada a cabo la animación y promoción de la lectura en la escuela.

**KEY WORDS:**

Reading promotion, integrated curriculum, CLIL, reading habit, reading for pleasure, Common European Frame Work.

**PALABRAS CLAVE:**

Animación lectora, Currículum integrado, Aprendizaje integrado de contenidos e idioma, hábito lector, lectura por placer, marco común Europeo de trabajo.

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## **1. Introduction**

It is a wish and a goal to achieve that a child dedicates a part of the time reading for most parents and teachers, and beyond this idea there is an aim to create the habit and pleasure for reading. By Law, the Spanish curriculum accepts and tries to develop reading in the school, owing to the profits of reading, having compulsory programmes about it, and with specific spaces as scholar libraries in the schools. We make usage of reading from our infant stage, although we do not have the ability to read yet, with tales and short stories told by other persons for us, or with books with big images to support a story. Due to this fact, we support our language management, enlarging and incorporating vocabulary and acquiring cultural knowledge from the infant literature. If we talk about English reading we can support the previous ideas when we are trying to learn a new language. Furthermore, when we read or listen to readings, we are training our hearing to the foreign language, trying to accommodate vocabulary, expressions and grammar rules to our speech. In addition that will provide us with a good pronunciation model to improve the acquisition of a foreign language.

Taking on account all the previous reasons it is suitable to develop and put in practice reading proposals in English and Spanish.

During my internship, I was in a bilingual school with pupils from the first and the third cycle of primary education. I could rehearse as science teacher in the sixth course, and this allowed me to investigate about how and what kind of English reading activities could be carried out with the objective to make a study.

## **2. Objectives**

- Check what is said in the Spanish curriculum about reading and other foreign curriculums.
- Check the profits of reading regardless the language.
- Show real examples of English reading proposals in the school.
- Establish conclusions about how to put in practice reading promotion.
- Design and show my own reading plan proposal, as example of a good practice.

### **3. Justification**

As students of primary education with English mention, we have to think about bilingual schools and CLIL (Content and language integrated learning). A learning context for CLIL needs of factors as methodology, curriculum, resources and development of key skills, such as reading, listening, speaking and writing, to achieve a complete usage of the foreign language. All of these factors are aspects which, may be linked with reading plan proposals in class and about these factors we could have knowledge during all the degree, from the first year to the least year. In addition, the specific subjects of the mention are planned and designed to develop competences as the next, according to bilingual teachers.

From English Language Didactic, subject of the fourth year, and C1 English language, subject of the third year, in their teaching projects in the UVA web page \*1, are described all competences which are promoted, as the following ones:

- “Know the linguistic, communicative and cognitive foundations to acquire languages”.
- “Plan what it is going to be taught and evaluated linked with the foreign language, as well as to select and elaborate learning strategies, activities and didactic resources”. To reach these points the mentioned competences are necessary and all of them were worked with during the mention subjects.
- “Know the primary education curriculum and the curricular development of the foreign languages area”.
- “Be able to stimulate metalinguistic and metacognitive aptitudes development and cognitive aptitudes to acquire a new language, through key activities and closeness to the students”.
- “Develop the communicative competence in a progressive way, trough the integrated practice of foreign language abilities in class”.
- “Be able to plan the teaching –learning process, selecting and elaborating teaching strategies, activities and materials according to the students diversity”.

– “Acquire English linguistic knowledge (phonetic, phonological and grammatical) and pragmatic and sociocultural English knowledge.

Specifically for Reading plan proposal as key point of this work we could acquire the next competences with English literature subject, how we could see in the teaching project of the subject in the UVA web page \*2:

-“Understand the language and communication science basic proposed”

-“Acquire literary training and know infant literature”

-“Face language learning situations in multilingual contexts”.

-“Develop and assess curriculum contents through suitable didactic resources and promote the acquisition of basic competences in the students”.

-“To be able of express orally and written in a foreign language according to the B2 level of the Common European frame work reference for languages”.

- “Know the scholar language and literature curriculum”.

\*1:[http://www.uva.es/consultas/planesestudios/guia?menu=3&codigo\\_plan=405&codigo\\_asignatura=40589&grupo=1&ano\\_academico=1314](http://www.uva.es/consultas/planesestudios/guia?menu=3&codigo_plan=405&codigo_asignatura=40589&grupo=1&ano_academico=1314)

\*2:[http://www.uva.es/consultas/planesestudios/guia?menu=3&codigo\\_plan=405&codigo\\_asignatura=40600&grupo=1&ano\\_academico=1314](http://www.uva.es/consultas/planesestudios/guia?menu=3&codigo_plan=405&codigo_asignatura=40600&grupo=1&ano_academico=1314)

All of these competences which were develop in us during the degree, in English mention, are useful to promote and plan about Reading English proposals, taking all the different perspectives which are taken into account, like for example: Theoretical foundations, design, planning and assessment, curricular contents, have and care a good linguistic model, usage of different resources to complement or focus the lessons. All of these aspects are essential to carry out English plans, but in my opinion, I think that is of main importance in reading plan proposal, take communication and languages key point , insomuch as reading is a way to integrate language in class, in our students. For example, English readings may be carried out through, communication, linguistic

feedback as oral interaction, among partners and the teacher. Reading should be reproduced aloud to achieve fluency, confidence and to practice a good pronunciation, allowing checking mistakes.

## **4. Theoretical foundation**

### **4.1. About Reading Plan proposals**

As first approach about what is mentioned and recommended about reading in educative laws, we are going to use different curriculums of contents and orders. I decide to use:

- The Organic education low in Spain
- The curriculum contents of Spain, specific for foreign language and Spanish language and literature areas.
- The Integrated curriculum

The Organic Education Low, 2/2006 3<sup>rd</sup> of May, established the core curriculum for primary education and as key points related with reading, we can find:

#### **- Chapter II, Primary Education**

In the 19 Article, about Pedagogical Principles it is established:

Point3. There will be a specific daily reading time to promote reading habit.

In the 113 Article about Scholar Libraries , It is established:

Point1. All educative centres will have a scholar library.

Point2. The educative Offices will provide with books the public school libraries in a progressive way.

Point3. The scholar libraries will contribute to promote Reading and pupils could access to information and learning resources for the rest of areas and subjects. Other important aim of the libraries is develop the critical thinking through readings.

Point4. The libraries and their organization could become in an open space for the educative community.



Point5. It will be suitable that the educative centres could practice a common work, with the municipal libraries through agreements with the cities councils.

– **Chapter 3. Compulsory Secondary education**

In the 26 Article IT is established that:

Point2. In this stage, the attention it will be focussed to acquire and develop basic competences and it will be promoted the oral and written expression in a correctly way. With the objective to promote the reading habit, there will be a time dedicated to reading in all the subjects.

– **Decree 40/2007, 3rd May**

According to the Decree 40/2007, 3rd May, is established the curriculum of Primary education in Castile and Leon and in Spanish language and literature area and foreign language area have introductions, objective and assessment criteria linked with Reading.

In the Spanish language and literature Area, we can find in the introduction:

*“Of this way, the learning and teaching of this area has as objective the development of linguistic skills: speaking, listening, conversation, Reading , writing and reflect about the own language. A Reading approach and the comprehension of literary texts are taken into account in a specific way”.*

In the block of contents 3, “Literary education” of this area, it is said:

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

These ideas are linked with the introduction of this work, reading takes part of our live and culture, we are in contact with reading from our infant stage, even without the ability to read and later, this ability is developed and complemented with other skills and reading suggestions in the school.

Literature has her own characteristics and specific conventions which must be known in order to readers can create the suitable context. In this stage the curriculum is focused in favour pleasure reading experiences and the creation of literary texts. It's closer to children through the symbolic representation and interpretation from the inner experience and the collective experience, to create the reading habit.

Among the objectives of this area one of them says:

Objective number 5: *“To read in a comprehensive way different kind of texts related with the their experiences and interests, extracting general and specific information according with a previous intention, with the objective to develop autonomy and pleasure for reading.”*

We can check that it is distinguished between reading habit and reading for pleasure. Through reading promotion, the project that was designed in order to work about reading habit the last objective and the most important is develop reading for pleasure in children. The way to create this aim is first through reading promotion (a designed project it will be explained n deep later) and the experiences, activities, selected books and tales will help to develop reading for pleasure in children. So we can say that with reading promotion we could arrive to create reading habit and develop reading for pleasure them.

The block of contents 2. “Reading and writing” for the first cycle,

- Pupils will begin to work through interpretative reading of text-image and the story sequencing in illustrated books to follow with the comprehension and interpretation of the productions.

-Reading comprehension and memorizing of different kind of texts will be used to develop the imagination and creativity.

- Initiation to the ICT's and libraries usage will be very important as a way to obtain information and models for the writing composition.

-Pupils must familiarize with different written information sources for training and learning (images dictionaries, spelling sheets, divulgation books, magazines...)

The block of contents 2. Reading and writing for the second cycle is established:

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

The objectives according to the contents of this area, linked with reading, from the previous Decree are the following:

Objective number 9. To read with a suitable fluently and intonation, understanding different texts. Use reading as a tool to enlarge the vocabulary and focus the correct spelling.

Objective number10. To use reading as pleasure source and information source. Consider reading as a learning chance and personal enrichment, approach to the main literary works to develop reading habit”.

Objective number 11. To understand literary texts of different kinds with a suitable discursive thematic and complexity.

The assessment criteria for the three cycles have as key points reading, in this Decree the following:

- Carry out in silence and aloud text readings.

- Use the scholar library and the class library.

- Read in silence, taking into account the progress according to speed and reading comprehension.

- Carry out readings aloud with a suitable speed and intonation.

- Read literary texts from the oral tradition and from infant literature, as pleasure source to know the basic characteristics of narration and poetry to favour the writing.

## Foreign Language Area-

In the Foreign language area, related with reading for primary Education, we can find established:

In the introduction, it is explained that the block of contents 2. "Reading and writing" is suitable for the next reasons:

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

In the block of contents 2. "Read and write" for the second cycle, it is established:

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

In the Assessment criteria of the three cycles, according with reading, we can find :

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

In the block of contents 2 for the third cycle: " Read and write", It is established:

- *"Autonomous reading and comprehension of narrative and informative texts which contain instructions, rules, descriptions or action sequences with images to support them, with digital or paper format and adapted to the students linguistic competence to*

*use global and specific information in the develop of a task or project or to enjoy reading.”*

*- “Reading habit development through reading tales, comics, and other kind of suitable interesting books or texts.”*

*- “ Progressive and autonomous use of reading strategies, making questions, identifying the main information, deducing the meaning of words and expressions which are unknown or using dictionaries.”*

*- “Usage of ICT’s to read, write and transmit information.”*

*- “Valuating the foreign language as mean of communication and to learn.”*

Up to this point, I have paid a special attention to what the proposals are about contents, objectives and assessment criteria related with reading, in Primary Education, in the Spanish language and in the Foreign Language curriculum. There are some similarities such us:

- The importance to use and distinguish different kind of texts.
- Reading to training strategies and skills.
- Take into account different reading supports and formats.
- The importance of reading comprehension, reading aloud and reading in silence.
- Enlarging of the cultural competence and vocabulary.

After having read and checked the parts related with reading in the curriculum for both languages, it is also relevant for us to focus on the main strategies and steps which are needed to develop a reading plan, according to the activities and phases proposal which were designed for it.

Among the contents selected in each block for both areas, I decided to choose the contents I considered most important and also those that are taken into account in the experiences of reading plan proposal carried out in a bilingual school as well as my own suggestion of a reading plan proposal, which will be referred to explained later, along this work. These are:

- The used of ICT’s as a tool for creation, edition and publishing.
- Imagination and creativity development.
- Search adapted and suitable books or stories, taking into account for it, the textual diversity and topics

– **The integrated curriculum ORDER 5th April**

In the Integrated curriculum; ORDER 5th of April 2000 It's approved the Integrated curriculum for infant education and primary education projected in the agreement between the Minister of education and culture and the British conceal in Spain. Official National Bulletin 105.

The created agreement in the first of February in 1996 by the Minister of education and culture and the British conceal in Spain, established the objective to keep cooperation among educative centres to develop integrated curricular projects to allow to obtain the double degree, the academic degree in both countries, when the students finish the compulsory education. The integrated curriculum must include the main contents in order to learn about the historical, social and policy reality of the other country and the main common methodology and didactic foundations .

In the Annex III on this curriculum its said; In the Content relation established in the "National Curriculum" have to be incorporated to the content of the Royal Decree 1006/1991, 14<sup>th</sup> June by the primary education core curriculum are established.

Contents of the English language

2. Ways and uses of the writing communication:

Concepts:

"Structure of simple sentences."

Text diversity in the writing communication:

Literary texts, poems, tales...

Other kind of writing texts: booklets, recipes, show cards...

Procedures:

"Global comprehension of texts about introduction to the cultural English language countries".

"Reading aloud, using intonation, pronunciation and rhythm according to the texts contents".

" Summaries of writing texts."

Attitudes:

“Awareness of the ability to understand a writing text without the necessity understand all the text elements.”

I mentioned this document and its main relation with reading as it was considered proper to link special dates from the British culture with different kinds of readings about those occasions, as for example about Christmas’s, Halloween, San Patrick’s day, Easter...

This was one of the ways which was practiced in one of the important reading experiences in the school which will be explained later, in the paragraph about the Study carried out in a bilingual school with reading plan proposals.

## **4.2. Reading Importance and benefits**

According to Garner and Myers, (2005) in *Reading is fun, ten methods to develop the reading habit in children* , and following the statements for reading in the curriculum of primary education, important competences are acquired through reading. These are:

- Prediction, a good reader is able to predict what is going to happen after.
- Decipher unknown words, owing to the reader is able to put in context with the situation described in the texts, so it is possible to think in related terms.
- Readers are able to recognize different kind of reading materials, as booklets, newspapers, magazines, articles, books, guides.
- They can tell with their own words what they had read. They achieve to structure their thinking according to specific data and facts.
- Identify different points of view, so they are able to categorize according to different ideas.
- Read between lines, so to obtain non literal information, they infer non explicit information.
- Understand the main ideas, regardless of the kind of material and textual typology.
- Use imagination and create their own stories, they can recreate different kind of situations, pose hypothesis, solutions, alternatives, acquire different points of view depending on the roll, characters and kind of the books and the main characters.

- Distinguish between the books they like and the books they dislike. Students could develop the critical thinking, to judge taking their own references as key point.

As we have seen, when we read, we are developing important mental habits and skills which can be applied to other learning tasks, facilitating the work and being useful for any other subject or topic. After this, it could be suitable thinking about, furthermore these important competences, what purposes can we give to reading. And following Cantón (1997) five purposes can be distinguished and justified for reading according to the reader intention:

- “Read to learn: It is reading to increase the knowledge. It is used to be slow, repeated and with continuous regressions, putting in practice relation strategies with previous knowledge, clarifying of contents and synthesis to help to the transformation of knowledge”.
- “Read to enjoy: they are readings which content produce pleasure for the reader. It is a slower reading, which invite to the reflection and allows to carry out regressions, pauses or fast advances, depending on the moment”
- “Read to search or exploratory reading: It is a reading carried out in a faster way when you are searching in selective way for specific information. It is required from the reader visual agility, attention and dexterity to discard non significant information. It is a tiring reading.
- “Reading just for reading: It consists on sliding the sight along the text without no particular purpose. The reader has a passive attitude and there is not interaction or assimilation between the reader and the read content”.
- “Read to create: The read text is converted in a creative resource to produce ideas for the creation of other texts”.

At the beginning of this work we have contemplated the CLIL vision, Content and language integrated learning, owing to it being essential to take into account the use of the key skills to develop literacy as an important part of reading proposal.

- Reading: using meaningful materials, as the main source of input.
- Listening: for language learning, allowing to have a good pronunciation reference and to training the hearing.



- Speaking: To achieve fluency and as a way to interiorize vocabulary.
- Writing: to support grammar with activities with different aims and proposals.

### **4.3. Reading promotion**

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

- One where the teacher plans activities periodically focused in literary texts to help students to develop experience with them.
- The second is carried out, in a routine way, where the teacher asks reading to the children, and the class is controlled by readings.

Following these statements I believe that the proper way to promote reading, to create and develop the reading habit among pupils is through the first way. The objectives which must be responded for this kind of reading promotion in class, following to the same author would be the following ones:

- Allow pleasure experiences with reading to the students.
- Facilitate the access to literary communication to the students.
- Assure a constructive delight to enrich the reading autonomy of each people.

The teacher has the main role of animator and mediator of the educative reading models. The teacher must plan the sessions establishing objectives, procedures, having resources and materials and explaining the necessary strategies for each moment.

The main factors which must be contemplated in the animation techniques of the teacher to assure a good practice of reading promotion with children and to achieve their connexion and participation approaching them to the reading habit, should be the next:

- The text or the literary work must be linked with the interests and capacities of the students. Their presentations should be easy and pleasing in order for students to be introduced in the story easily.
- The activities must facilitate a playful development in the sessions.
- It must not require a laborious work for the students, because a big effort could block the delight. Students exigency must be measured, allowing entertaining activities and not only training activities.
- Stimulate the freedom and spontaneity to achieve a complete implication in the students.

- The place where reading promotion is carried out must be comfortable and surrounded by books, and preferably inside educative centres. If the place has gaps, it is the task of the animator to compensate them. For example for early readers it is suitable to have one space as a carpet with cushions allowing children to sit on the floor. This facilitates the comfort and spontaneity. For pupils of the second and third cycle it is recommended to favour the group feeling, promoting the interaction among them, allowing for everyone to look at each other.
- The animator must have planned and designed the assessment and control resources.

## **5. Design:**

I decided to carry out a study in a bilingual school of the city, seizing our training period as teachers, in order to check if there were English reading proposals and how they are put in practice with the objective to be analysed. This will allow me to plan how to enlarge and improve the proposals, thinking about the competences to be developed in the students as learners of a foreign language, and contributing to the basic competences development and other important key skills for literacy.

Furthermore, I will describe a specific activity which was planned by my partner and me to practice and develop key skills for literacy and communication and mainly involved reading, reading comprehension, listening, and oral explanations. Other basic competences which were also developed in our proposal were, the use of ICT's, autonomy and personal responsibility because it was a collaborative group work and needed their assessment too.

# **English reading proposals experiences in the school**

## **5.1. Library 1<sup>st</sup> Cycle/ Science class/ Second course**

### **○ The library**

The science teacher of the first cycle had her own library. It was a mobile little library divided in sections as early readers and young readers, with a big sticker which said: “*LIBRARY*”, “*Reading is fun*”! The early readers section was aimed at pupils of the first cycle, and the young readers section was aimed at pupils of the second and third cycle.

The kind of books which were placed in the early readers section were characterized by: they were nonfiction stories, for example the characters use to be animal families, mythological creatures, but the stories are focused in real facts, such as, going to the hospital and be sick and stay in bed, moments when teeth are wobbly, birthdays, having a pet, showing jobs.

The main publishing editor was Oxford and there were four levels: Level 1, level 2, level 3 and level 4.

Level 1 and level 2 are suitable for children who are going to start with reading, early readers of the first year. These books on their back cover say: “*Getting ready to read, for children who: can recognise their own name, can match some words, and can recognise some letter sounds.*”

Level 3 books say on their back cover: “*Becoming a reader*” for children who can recognise 10-20 words by sight, can read simple sentences, know all the initial letter sounds.”

Level 4 books are the most advanced of the collection, the back cover say: *Building confidence in reading, for children who can recognise 30-50 words by sight, can read harder sentences, with less support, can use letter sounds to help make words.*

On the other hand, in the young readers section there were books linked with science topics for different levels. Among them could be found books about animals as consulting care guides, encyclopaedias about the tiger, polar bear, orangutan, hamsters. The animal books had a poster and the front cover and back cover were very attractive. Other book topics were plants and matter properties. Books about plants allowed displaying the pages with big and suitable images examples. Books about matter properties offered experiments and experiences about the kind of the matter properties with real images by steps and examples and explanations.

I add as **Appendix 1** the photographs of the books which were used by the children in this library. The teacher allowed me to use and check how the library was and how it

was carried out the routine to offer and ask for the books, registering the data in the reading list.

- **The kind of texts**

The kinds of texts which are offered with this diversity of books are:

- Narrative, from the tales.
- Instructional, from the consulting guides about animals, (for example there is a specific space to create an instrument for a pet and it is showed by steps with images and numbered actions. Some of the experiments of the books topics linked with science are explained by steps too.
- Informative, about topics linked with science, plants, animals, matter properties.

- **The management of the library**

The way of working and carry out the reading activities around the library of the first cycle teacher, was the next:

Depending on the topic which was being developed according to the planning of contents, she took from her mobile library the books which were linked with the unit. This was always done before the start of the unit, that is, in the first lesson. The teacher showed the books to the class and asked for volunteers to take them home, taking note of the titles, the pupils and the date in a specific sheet prepared for this task, denominated “Reading List”. This is included at the end as **Appendix 2**.

At the end of the unit the teacher gathered the books taking note in the reading list of the date, and asking the pupils if the book was easy or difficult and if they liked or disliked them. I realized that the pupils’ answers were right according to the level of the books. In addition, when a special date was near, she took books linked with those dates, as for example, Easter, Christmas, and Halloween. There were also books linked with the guiding thread topic of the school for the year; in this case it was fables, so books about fables were included too. The teacher always responded in a positive way to the answers of the pupils, offering positive support such as “you are a clever boy or girl”, or “well done!”, “congratulations”.

- **Advantages or strengths of this reading experience**

- Reading was carried out at home and the books belonged to the children for a specific time.
- There was not any compulsory work after the reading, so children could enjoy it, taking part of their free time and leisure.
- Books were chosen voluntarily, there were not reading constraints for children.
- The Science subject is supported.
- Pupils were motivated to continue reading with the teachers’ positive verbal support.

In my opinion this is a very good experience to develop reading delight, owing to the non-compulsory feeling and reading promotion because it was a motivation to read with the positive support and they could feel that reading offers a space and chance for each one in order to be listened, being the protagonists. When I talked to the teacher about the experience she told me: “ I know that in some occasions children do not either understand all the meaning, not all the expressions, but this is a way to approach pupils to reading and the science contents.”

## **5.2. Artist biographies and their work arts readings**

Art classes were carried out following the proposal of the Art commission of the school, so pupils did not have books belonging to any publishing house. The way of working was as follows: they have programmed proposals according to certain artists and their artistic pieces of work; then the students prepared their own works of art following closely the example of the artists.

### ○ **Art readings**

Before starting with the artist work proposal, the teacher had prepared the written biography of the artist with examples of the art works. The written biography was in the digital blog of the class, so all pupils could access to the biography. So the first lesson was dedicated to the reading and listening of the biography of the artist as introduction to the work proposal. The teacher began to read and then he asked to the pupils to follow with the reading. He stopped in the main information to make questions to the pupils about it and pupils answered giving reasons according to the reading. As this task was done using a digital resource, this allowed listening to the written biography as

a listening activity. So they could practice listening after the reading. After the biography pupils watched examples of the artists' works of art. Special dates were taken into account too in this commission and subject and for example during Halloween or Christmas there were a specific proposal with a reading part.

Some of the reading biographies and examples used in class were in this link:

<http://marquesdesantillana5.wordpress.com/art-6/>

- **Advantages or strengths of this reading experience**
  - They practice reading comprehension owing to the feedback of the teacher with the text information and the pupils.
  - They could have a good reference of pronunciation and intonation due to the listening option.
  - The digital competence is promoted too, as it is focussed on a digital support.

### **5.3. Digital Science text books**

We have to take into account that the use of ICT's is one of the main competences in primary education,(Article 4. Objectives for Primary Education, letter I, Decree 40/2007) to acquire the digital competence. All the more when the educative centre takes part of the Net XXI programme.

When we checked the established curriculum for primary education related with reading, this usage was mentioned in many occasions, through the objectives, block of contents and assessment criteria. Reading from different supports is acquiring importance, especially in the digital support and the media means in all subjects.

I had the chance, as science teacher in practice and with the Net XXI programme, to know and use the digital books, for the third cycle. These were: *Essential science 5* and *Essential science 6*, *Science, geography and history*. *Santillana-Richmond Publishing*. When you opened these books, you had three options before starting to know how to use them. These were: *Quite guide to navigating*: If you clicked here, you had instruction about how to use the book and the options which were offered.

*Technical requirements*: If you clicked here you had information about the resolution and the computer which were needed to have a better management.

*Credits*: If you clicked here you had information about the designers and creators of the resource.

And there was the “Back” option too.

- **How the digital text books were used, related with reading**

All the students had downloaded the digital books in their laptops at the same time the book was projected and used from the digital board. Students could do simultaneously in their laptops the same things that the teacher was doing in the digital board. The units are divided in the same way as the traditional books, but these resources allowed them to listen to the reading of each contents paragraph. Each paragraph was read by two native people with different accents, with a perfect intonation, and pronunciation and fluently. So, while the pupils were working the science contents, they were practicing reading and listening (remember the idea and concept of CLIL Content and language integrated learning). This was a great resource for me as a teacher as when I had some doubt about the pronunciation of a term, I used it to listen to it, and then practice the pronunciation myself. Besides, the teacher used to ask the pupils to read aloud the contents, so reading contents were practiced in the same lesson individually in silence while a partner read aloud, aloud individually and as listening from the books. Each title paragraph has a speaker icon and clicking on them the reading was reproduced as a listening.

- **Advantages or strengths of this activity**

- Digital competence was promoted.
- Reading is combining with listening and there is feedback among teacher, contents and pupils. There was a real interaction due to the dynamism which was offered by these resources.
- In addition to the listening option for reading, these resources allowed to focus the attention in a specific point enlarging this. Images of the book were used as displays, content mediators too. You only had to click on them and a text or an image was enlarged.

#### **5.4. Visit to the Tello Tellez School Book Fair**

Tello Tellez school follows the British programme, as I had already mentioned in the theoretical foundation of this work when talking about the integrated curriculum and its

meaning and what the agreement between the British Council and the Spanish Ministry of Culture and Education, involves. Among the objectives of this school according to this program, we can find the next, in the school web page;

[http://ceiptellotellez.centros.educa.jcyl.es/sitio/index.cgi?wid\\_seccion=1&wid\\_item=93](http://ceiptellotellez.centros.educa.jcyl.es/sitio/index.cgi?wid_seccion=1&wid_item=93)

[http://ceiptellotellez.centros.educa.jcyl.es/sitio/upload/20132014\\_documento\\_familias\\_alumnado.pdf](http://ceiptellotellez.centros.educa.jcyl.es/sitio/upload/20132014_documento_familias_alumnado.pdf):

- Promote the acquisition and learning of both languages through an integrated curriculum based in the contents.
- Make the students aware of the diversity of both languages.
- Facilitate the exchanges between teachers and students.
- Promote the new technologies usage for the foreign languages learning.

For these reasons the school organize an English Book Fair every year in their own installations for two days. Native staff carries out this book fair, promotion reading through storytelling for infant and primary education. Students of other schools visit the fair. So, the bilingual school where I was doing my internship took part in the storytelling too. The storytelling was carried out with simple resources, a book and a little ball; but the interaction and feedback which was promoted by the storyteller with the kids, made the activity a reading promotion task. The students were sitting on the floor and were surrounded by books while the monitors interacted with them with the storytelling. These were some of the main characteristics which defined an activity of reading promotion, as it was mentioned in the theoretical foundations about reading promotion.

Furthermore, in the afternoons this fair was also open to the families and the rest of the people to buy books. The book fair has all kind of books for different ages and levels; tales, dictionaries, magazines, fiction and nonfiction books ...could be found.

- **Advantages or strengths of this activity**

- It could be an example of good practice in a reading promotion proposal, as it fulfils the necessary characteristics which had been showed in the theoretical foundation about reading promotion.
- The storytellers were native people who interact with the students asking for their participation.



- They were surrounded by a lot of multiple topics books, so students could find their favourite topics.
- The activity was prepared for the educative centre, other schools, the students and families.

## 5.5. Visit to the public library

The Public Library has English and bilingual sections for children, called the English corner, and this space was also visited by the students of the school where I did my training.

These sections are divided according to different topics and materials. For example, there was a space dedicated to Spanish and English entertainment magazines for children, about English TV programs and series, animals and miscellany. In the same magazine there was a diversity of contents but all of them suitable for children, didactic, playful and so on.

The other space, the English corner is a set of big shelves with English and bilingual books of different levels, topics and publishing houses. The distribution is as follows:



**Figure 1. English Corner. Public library of Palencia.**

- Science section with books as first encyclopaedias' and illustrated dictionaries about chemistry, physics, animals, space...

- Technology, but in this section most of the books were about cooking for children, bakery, easy recipes.



**Figure 2. Technology and science section. Public library of Palencia**

- History section, predominated books about Rome and Egypt, but I could find a Britain and Ireland Atlas.
- Dictionaries dominating oxford publishing house.



**Figure 3. Dictionaries and history section. Public library of Palencia**

- Children tales, In this section there was a big diversity according to publishing houses, topics, shapes, fiction and nonfiction.



**Figure 4. Children tales section, Public library of Palencia**

- My first words, this section was useful for early readers, children who are starting to read.



**Figure 5. My first words section. Public library of Palencia**

- Bilingual books, tales which are written in English and Spanish.





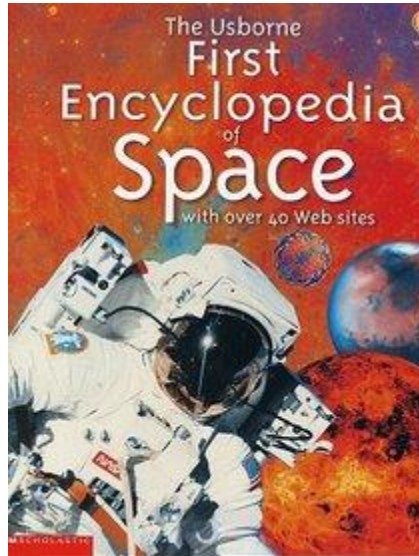
**Figure 6. Bilingual Section. Public library of Palencia**

- **Advantages or strengths of this activity**
- Students could know where the public library is and the resources it offers.
- They could take part of the English corner and check how is organized.
- They could see the library and the English corner as a good resource to complement the subjects and as a way to occupy their free-time.

## **5.6. My intervention about English reading in my training period**

For the development of the first unit at the school, during my training period, I decided to plan as a final task a show and tell about the science topic to be worked with and all members of the class had to take part in groups of three people.

This implied that pupils had to carry out a research through the reading of documents in an interactive way, as I had already referred to the fact that the school took part in the Net XXI programme. We uploaded to their class blogs, pages of a book about the solar system, as an encyclopaedia for children with big images and curious data, because the unit was dedicated to it. The book was The “*Usborne first encyclopedia of space*”.



**Figure 7. Main reading resource used**

Their show and tells were elaborated and exposed in Power Point presentations and they were evaluated and recorded. Furthermore, they were not limited in the elaboration of the presentation and content, they could add contents, resources used in class or search for new information to add to their presentations, for example videos, images, info graphics. They decided how to do it.

Each group of three people had to download their assigned pages according to the contents which they had to develop and expose. All this information was uploaded in the blog with a chart elaborated by us, my partner and I with the components of the group and the topic and pages assigned. These were the links to the task and the information in the blog:

- [https://www.dropbox.com/s/0rknj54ymm4g6ji/SHOW\\_AND\\_TELL\\_finaltask\\_Science6%C2%BA\\_U7\\_Solar\\_System\\_ok.doc](https://www.dropbox.com/s/0rknj54ymm4g6ji/SHOW_AND_TELL_finaltask_Science6%C2%BA_U7_Solar_System_ok.doc)

The instructions and the information for the final task which appeared clicking on the link are shown as **Appendix 3**.

- [https://www.dropbox.com/s/8h7a933fn5rth7y/First\\_encyclopedia\\_of\\_space.pdf](https://www.dropbox.com/s/8h7a933fn5rth7y/First_encyclopedia_of_space.pdf)

### **5.6.1. Objectives**

- Use reading as an important work tool, carrying out a research.
- Review the contents of the unit as closure to the unit and before the exam.
- Favour the autonomy and personal initiative.

-Promote the work in groups and negotiation.

### **5.6.2. Methodology**

We wanted to apply all the knowledge acquired in the specific subjects we had during our third and fourth year dealing with Didactic and methodology of a foreign language, so we focussed our proposal in Communication tasks and task-based learning. We follow the directions of Jane Willis (1996), as our task was oriented to achieve a communicative goal linked with a Science topic, and the students have to use language to arrive to the real outcome. They could use whatever target language resources to solve a problem. In addition, the methodology was characterized by being opened and flexible, allowing freedom to the students for their researches, regarding to the resources.

We decided to use task-based learning, because as they acquire the knowledge while working with the subject; language learning is a gradual process, built piece by piece with the use and practice of the language, giving sense and meaning to our actions and words. And with this final task they were using written language, reading, oral interaction and speaking putting it all into practice with their show and tell.

### **5.6.3. Resources**

At the end of the task we could check that in addition to the provided resources as links to the instructions and reading resources, pupils used for their expositions and researches:

- Explicative videos from Youtube about the space.
- Songs with lyrics related with the topic.
- Images.
- Power Points on the topic.

As assessment tool we included two kinds of register data:

- Self-assessment about the group work and individual self-assessment. **Appendix 4.**
- o **Advantages or strengths of this experience**
- They can feel motivated due to the freedom to carry out the activity.

- They can work in an autonomous way, insomuch as they control the process of the task according to a time. The result of the final task depends on them.
- They can acquire accuracy and confidence to speak in public.
- They work through communicative skills, taking as key instrument the language, especially reading and oral interaction.

## **6. How to enlarge or improve the previous experiences**

After having explained how these English reading experiences were carried out in a bilingual school and checking their advantages and strengths, I have thought it suitable to propose other steps to how improve these reading experiences.

Checking in depth the work done in the subjects which were carried out and their objectives, I would like to suggest others to enlarge them with different strategies for reading promotion and favouring the learning of Science contents, Art contents, and key skills as speaking, oral interaction, reading, listening and writing.

### **6.1. Improvement proposal for the previous experiences in the school**

- **1<sup>st</sup> Cycle library, linked with Science subject**

This activity, took as a successful routine at the beginning and ending of the unit, could be improved supporting the science contents, linked with the readings.

For example, the pupils were invited to take the books home without a later compulsory work to be done work. Taking into account that this experience was directed to the first cycle pupils in the Science class, we could ask the pupils, after they have read the book, to note down a certain number of words (3, 4.) which they already knew and another group of new terms which they learnt linked with the Science topic. The teacher would create a card for each book where they would register the known terms and the unknown terms, besides of the title and the author.

When the unit ends and the teacher gets the books back, registering the reading list, she could seize the moment to ask for the terms which were unknown and ask them to respond trying to give the meaning or definition with their own words, to show if they have learnt those terms after the development of the unit and the reinforcement of the

book terms related with science. In addition the teacher asks if they liked or disliked the readings and they will respond with their opinions to the rest of the class giving and sharing their reasons. To make it a non frightening activity, the card could have an space for a drawing linked with the new terms, chosen by them.

<b><u>READING SCIENCE CARD</u></b>	
<b>Name:</b> .....	<b>PICTURE</b>
<b>Book Title:</b> .....	
<b>Author:</b> .....	
<b>Known Words:</b> .....	
<b>Unknown words:</b> .....	

**Figure 8 . Example of the new reading card**

With this new proposal children could:

- Reinforce, helping to interiorize the specific vocabulary of the unit.
- Relay class explanations with their reading, supporting this important mental capacity.
- Train the oral explanations.
- Work personal initiative and autonomy, taking decisions as what terms will be chosen and what the best drawing could be according to my likes and dislikes and my comprehension.
- Favour the critical thinking

• **Art readings**

When the artist biographies are ended and the art proposal work starts, pupils could begin with an activity similar to a traveller book of art linked with the arts proposal of the moment. That is to say, the pupils know the artist and some of his or her artistic works, so the teacher will prepared a Term Notebook all pupils could take home, in order to search their favourite artistic work or curious data about the artist and write about it in the book. When one pupil ends her part of the notebook it will be carried to



the class and the pupil will read aloud to the class the work. Then the notebook will pass to the next pupil till all of them completed the activity as a “Traveller book”. When they finish telling their works, the class will respond with applause, the teacher will search the positive support to the children work, applause, or positive oral support as well done, fantastic work...

With this new proposal children could:

- Carry out information searching through readings
- Know more in depth about the artists and their works, reinforcing the art contents.
- Train reading, writing and oral explanations in public.
- Favour their self-esteem.
- Promote their autonomy and personal initiative.

#### • **Visit to the public library**

This visit was an informative visit for children in order to know this resource linked with the bilingual section. For this reason I would complement the activity giving a real use in the moment as a resource of the city that they could use with a didactic way. Pupils who do not have a library card will ask for one during the visit, inasmuch as is free. Pupils who already have a library card could take a book from the English corner and in couples, they will read the book and summarize the story in English and give their opinion of the book. We saw how there is a specific time to read in the Education Law, the Organic Education Law, 2/2006 3<sup>rd</sup> of May, and this can be part of it as well as using the visits with the families to increase this amount of time.

We have seen what the sections of the English corner are and we could introduced some of the books linked with Special Days, Art and Crafts and Science, as issues which are linked with foreign language in the school and the sections of Science, History, Technology. With the experience of my training, I also value as something suitable the use of some books on cooking for Pancake Day, Science and Technology for Science classes, History for San Patrick’s day.

#### • **Visit to Tello Tellez Book fair**

As it was described before, pupils took part in the storytelling, so we can seize this chance to elaborate the same task in the class, being the pupils the storytellers. They

have the Public Library resources, so in pairs they would chose a tale and rehearse how to tell it. They practice the storytelling first in the class and if the pupils are able to carry out the activity with a good verbal and non-verbal language, intonation, speech, they will be recorded and the video could appear in the blog of the class, and families and other educative centres could see the experience. The space could be recreated in a correct way, as it is said in the theoretical foundations and pupils would think about the resources which will be needed. In addition these pupils could go to infant education classes practicing the storytelling in coordination with their teachers, making it a school activity. For this task pupils would be able to prepare their scripts taking into account their discourse analyses, the teacher will help them and prepare them for this, for example using register cards similar to the assessment of the oral exposition for the show and tells.

With this new proposal children could:

- Practice oral interaction and oral exposition
- Train their memory.
- Perform different roles.
- Develop their creativity and personal initiative.

## **Conclusions**

### **7. How to carry out reading plan proposal in class**

Following the main factors or recommendations to carry out reading promotion in class in a suitable way to achieve an approach to reading for pleasure and trying to favour the reading habit in children, named and explained in the point 2, about Theoretical foundations in reading promotion, I will explain how I would carry reading promotion in class.

Factors that I would take into account in the design of a project of reading promotion:

- Dynamism

The reading promotion projects must be dynamic, with continuous participation and activity of the pupils and the teacher. So, for these reason I would think in different

activities by phases around a book, in a systematic way. Linked with this point we can think about the atmosphere that we have to create for the smooth running of the project. For it, we would try to have the class surrounded by books, offering participation and enthusiasm in our speech when activities are introduced and developed.

- Timing

Before starting to plan, we have to think about the length of the projects, deciding where we can allow a reading promotion project to a short, medium or large term. For this we have to plan about the general annual programming and think about the objectives that we want to establish for pupils to achieve.

- Implicated agents

In addition to the class and the teacher as monitor, the project could implicate the rest of the educative centre making it in a cycle activity or educative centre activity if the rest of tutors coordinate their work thinking about the general annual programming as we said before.

Other implicated agents could be families, facilitating the final work activities of the pupils, allowing them the positive valuation of children work and reading habit. This way, if pupils feel supported by their parents they will develop a reading for pleasure.

- Methodology

As I said before, a reading promotion project must be worked systematically, so I would prefer to work in phases around a different work to arrive to a final task for each one. For these reason I believe a suitable methodology could dealt with Task based learning.

- Competences and skills development

In a project of reading promotion the next competences can be developed:

- Communication in a foreign language: of course, as we are focused in a bilingual project.
- Learning to learn: pupils have to develop activities to arrive to a final work, there will be a result, created by them.
- Autonomy and personal initiative: as during the process there will be times and opportunities for pupils to decide how to do and prepare a specific activity,

thinking of what resources they could use, how to expose an activity, coordination among partners in group activities.

- Digital competence: today there are different web resources useful for reading promotion. Most of them for the creation of stories with many interactive options to complete their results and to show useful reading adapted to different levels, as children digital libraries. Some of these resources were showed in Infant Literature subject. Those are:

<http://storypatch.com/> (suitable for the first cycle)

<http://www.youtube.com/watch?v=fCZ5xCHj2iE#t=74> (Demo of story patch)

<http://www.oxfordowl.co.uk/for-school/ebook-collection>

<http://www.childrensbooksonline.org/library.htm>

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

<https://global.oup.com/education/?region=international> (Oxford University Press, Education and children books)

- Artistic and cultural competence: with the development of the creativity and imagination usage in their final tasks.

Furthermore the key skills which can be presented in all the proposal activities as reading, speaking, listening, writing and oral interaction, during the process, being that in a reading promotion project can propose children:

- Creation activities (so they have to write)
- Showing activities (They have to interact and speak and listen to other partners' stories)
- Reading suggestions (they have to read)

- Thematic books and tales

The teacher, as monitor of the reading promotion, has to think in the design phase what kind of books are going to be introduced. As we said before according with the theoretical foundation, books start from their interests and situations close to them, in order for pupils to connect with the activities and readings. Furthermore, I would seize the chance to introduce books which transmit values as for example:

- Co-education, (tales about gender perspective)

There is a collection of an Italian author, Adela Turín, called "In favour of girls" and the illustration are of Nela Bosnia very useful due to, the characters are animals showing

the perspective gender in a suitable way, discarding the sexism and visualizing the female self-determination. Most of them are in the net. The most famous titles are: “PinkCandy”, Arturo y Clementina... These tales promote the defense of an equal education for girls.

The author tries to denounce the sexism in the educative materials and creates sensitization resources for house publishing editorials, institutions and book illustrator’s.

Another activity linked with this idea is the use of traditional tales in order to check the female and male roles and if this treatment is fair or not fair. In addition, we can enlarge this phase, offering tales with a different female roll, as “Smarty pants”...I Attach as **Appendix 5** some examples of these kinds of readings.

- Intercultural
- Tolerance and respect

There is also a collection about these topics of the author, David Mc Kee, titled “Elmer the Patchwork Elephant”. Elmer is the different elephant of the herb, due to his colourful physics. In spite of his appearance Elmer has many values and virtues which are showed in the stories. I attach as **Appendix 6**, some examples of these tales.

- Friendship and pacifism
- Current issues (Conflict resolution, bullying)

As we have seen, these projects can be used to carry out transversal activities. There are important current issues which may affect children, and we can favour to create consciousness about them and reasonable positions, offering instructions and advices from the books or tales.

- Creation and edition

In this kind of proposals, I also consider of main importance the development of the creativity; there are lots of web resources to create their own stories, named before, not only reading. They will have to decide the place, the date, the facts, the characters and costumers. The resulting edition can be produced digitally or physically building a book with recycled materials or a traveller book.

- Other activities

We could add other Reading formats as magazines and newspapers created by them, allowing the development of key skills named during this work. For example, for the school magazine they can write poems, opinions and stories, conundrums. For the school or class newspaper they can write about what they are hearing from the news and press, “local news” from pupils’ class facts and events of the school, creating sections for them.

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# APPENDIXES

- [Appendix 1. First cycle library](#)
- [Appendix 2. Reading List First cycle](#)
- [Appendix 3. Science Final task](#)
- [Appendix 4. Show and Tell self-Assessment](#)
- [Appendix 5. Gender perspective tales](#)
- [Appendix 6. Elmer's elephant](#)



