



FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID

A READING PLAN PROPOSAL FOR A CLIL SCHOOL

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

AUTORA: LAURA FERNÁNDEZ CALVO

Palencia.

ABSTRACT

One of the biggest challenges for schools while developing a bilingual plan is that students will develop properly the basic skills established in the curriculum of Primary Education in both English and Spanish languages.

One of those essential skills is the reading skill. Through this proposal, which aims at the creation of a classroom library in the third cycle of primary education, particularly in the sixth year, we will develop these reading skills in our children.

This proposal is based on an active methodology that sparks the interest of students in both reading and the learning of a second language, making reading a pleasurable habit for them, which not only help them in their school period, but also help them to become competent citizens in our society.

Key words: bilingual school, bilingualism, reading skill, Reading Plan, classroom library.

RESUMEN

Uno de los mayores retos para las escuelas que desarrollan un plan de bilingüismo es que sus alumnos desarrollen correctamente las competencias básicas establecidas en el currículo de Educación Primaria, tanto en Inglés como en Español.

Una de esas competencias esenciales es la de la lectura. A través de esta propuesta, que pretende la creación de una biblioteca de aula en el tercer ciclo de Educación Primaria, y más concretamente en sexto, queremos desarrollar estas habilidades lectoras del niño/a.

Esta propuesta parte de la base de una metodología activa, que despierte el interés del alumnado tanto por la lectura como por esta segunda lengua, convirtiendo la lectura en un hábito placentero, que no solo les ayude en su periodo lectivo, sino que también les ayude a convertirse en ciudadanos competentes en nuestra sociedad.

Palabras clave: escuela bilingüe, bilingüismo, competencia lectora, Plan de Lectura, biblioteca de aula.

INDEX

1. Introduction	4
2. Objectives	5
3. Justification	6
4. Theoretical foundations	11
5. Methodology	16
6. Proposal for adaptation of the reading plan to a CLIL school	18
6.1. Introduction	18
6.2. Context of the C.E.I.P “Padre Claret”	19
6.3. Analysis of reading reality: Existing Reading Plan	24
6.4. Intervention Proposal	28
7. Conclusion	34
8. References	36
9. Annexes	38
I. Map of the classroom without the classroom library	39
II. Map of the classroom without the classroom library	39
III. Classroom library rules	40
IV. Posters of behavior	41
V. Reading strategies	42
VI. A good reader...	44
VII. Reading Diary	46
VIII. Proposal of books for Science and Literacy	47
IX. Reading tree	62

1. INTRODUCTION

This Final Grade Work is titled “A Reading Plan proposal for a CLIL school” and it is based in the C.E.I.P “Padre Claret” school context, focusing on the pupils on the third cycle, specifically in the sixth grade classroom, whose pupils are between 11 and 13 years old. The purpose of this project is to develop a classroom library to promote the reading in English in this bilingual school. The present Reading Plan refers only to reading in Spanish, and most of the books of the School library too, so this proposal can encourage pupils to read in English at school, by doing established tasks to achieve the objectives marked in this work.

In today’s society, reading is a really important skill, and as we live in a multicultural and multilingual world, it is essential to develop reading skills not only in our mother tongue, but also in a second language, since the more knowledge a person has, the more easily will be able to achieve its full development.

With this proposal we want to delve into literacy skills, so children can fortify their fondness for reading and have the resources to use reading as a tool to be efficient in their studies.

But we do not want the classroom library to be only a source of information; we also want it to be a place for entertainment, a place where our pupils want to spend their time because they have discovered the pleasure in reading and learning through it.

To achieve that from our pupils, the classroom library has to be a dynamic space that anticipates the information needs of the students, using all the resources at our disposal to ensure that students feel a link with books that go beyond the teaching hours.

Therefore, our work as teachers in a bilingual classroom is to provide them as many strategies and resources as we can in a second language. Thereby, they will be able to understand English reading as a pleasure, establishing it as a habit in their lives, something to enjoy and something to get to know the multilingual world where they live. That is why it is essential to work on in bilingual schools plans through reading in English, because only those who can acquire the development of reading skills in both languages could become competent readers and more complete citizens in the society.

2. OBJECTIVES

The main objective of this Intervention Proposal, focusing on the concrete reality of the C.E.I.P “Padre Claret”, is to adapt the existing Reading Plan to the new reality of the school, which is the bilingualism, through the creation of a classroom library and activities related to it, to improve their English while they enjoy reading.

The objectives that are intended to achieve with this proposal are:

1. Encourage students to discover the joy of reading and use it not only in their leisure time, but also as a source of information.
2. Encourage pupils’ imagination through reading.
3. Improve the level of the curricular competences in the rest of the areas taught in English, improving their level of comprehension and expression in that language.
4. Promote activities that create a favorable environment for reading, including the families in the process of learning of their children whenever it is possible.
5. Develop a proposal of activities to encourage the use of the classroom library, proving its importance in the reading process.
6. Distinguish different types of texts.
7. Develop analytical skills to foster a critical spirit

3. JUSTIFICATION

Reading, in different media, is nowadays one of the most important mechanisms of transmission of knowledge in our society. Mastering this skill is essential; both in all stages of education, as in the standard development of adults live.

The aim of every Reading Proposal is that students can discover the world of reading and start reading from the early years, both in English and Spanish. This will improve their language, and will enrich their vocabulary and forms of expression, so their communicative and linguistic competence will be correctly developed.

Thus, developing a reading habit, they will get success throughout their academic life, and consequently, they will be ready to learn by themselves, which will provide them with a cognitive independence that would not have been developed without reading.

Therefore, it is important to develop bilingualism through reading, to improve their interest on it.

Then, here it is the importance of reading in laws:

- In Europe, the language learning is regulated by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2011), which establishes the common criteria to develop the learning and teaching of a language. That includes the reading part that appears all over the text, as a strategy related to the basic skills that need to be developed to have a good level of a language, and encouraging in some occasions the reading for pleasure, that is something that we also want to encourage in this proposal.

We can observe that this Common European Framework of Reference for Languages is really present in our laws in Spain when we go through the Law 40/2007 and in the introduction of the Foreign Language, we find this:

“For its part, the Council of Europe in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, provides guidelines for both language learning and for the assessment of competition in the different languages of a speaker. European guidelines recommend focus programs on the

integrated development of the five skills: oral and written comprehension, oral and written expression and interaction or mediation, prioritizing oral skills in the first cycle and initiating students in reading and writing through significant texts."

- The Organic Law 2/2006, of 3rd May, of Education, is the first general law of Education, and the first one in which I had observe some references to reading, both in the general principles and in its articles 16.2, 19.2 y 19.3 notes that:
 - One purpose of Primary Education is the acquisition of basic cultural skills related to oral expression, oral comprehension and reading
 - Students should develop reading habits.
 - Reading should be worked in all Areas of the Curriculum.
 - To encourage the habit of reading, it will be devoted daily time to it.

-Article 16 (General principles)

2. "...provide all children with an education that enhances their personal development and their own welfare, acquire basic cultural skills related to speaking, listening, reading, writing and arithmetic, as well as develop social skills , work habits and study the artistic sense, creativity and emotions."

-Article 19 (Pedagogical principles):

2. "...reading comprehension, oral and written, audiovisual communication, technologies of information and communication and education in values will be worked in all areas".

3. "To encourage the habit of reading, it will be devoted daily time to it".

- The Royal Decree 1513/2006, of 7th December, which stipulates minimum teaching of Primary Education, describes in its articles 4.5 and 6.4 the treatment of reading comprehension, speaking and reading as a key factor for the development of basic competences, and that the centers must ensure the incorporation of a daily reading time to organize teaching practice skills

-Article 4 (Areas of expertise)

5. "Without detriment of the specific treatment in any of the areas of the stage, reading comprehension, oral and written expression, audiovisual communication, technologies of information and communication and education in values will be worked in all areas."

-Article 6 (Basic skills)

4. "Reading is fundamental to the development of basic competences. The centers, while organizing their teaching practice, must guarantee the incorporation of a daily reading time, not less than thirty minutes, along all years of the stage."

- Inside the Decree 40/2007, of 3rd May, which establishes the Curriculum of Primary Education in the Community of Castilla y León, we can find some references to reading:

- Article 2 (Purpose of Primary Education):

"... the purpose of primary education is to provide students an education that allows them to strengthen their personal development, acquire skills and knowledge related to oral expression and comprehension, reading, and writing and arithmetic, ...".

-Article 4 (Primary Education objectives):

e) "Know and use appropriately the Spanish language, assessing its communication possibilities from the condition of common language of all the Spanish people, and develop reading habits as essential instrument for the learning of another areas."

-Article 5 (Areas of expertise):

6. "Reading comprehension, written and oral expression,... will be worked in all the areas".

-Annex (Primary Education Curriculum.- General methodological principles):

"It stands out the key role that takes the reading and writing and, especially, understanding and critical analysis of reading, which content has its own value since it is used in all areas and in all grades of primary education to achieve an effective

reading habit must be driven from all areas and all the teachers involved in the education process. The different strategies and techniques of reading comprehension will make easier the access to the text, understanding it as a source of information, knowledge and enjoyment”.

- Inside the EDU/1045/2007 ORDER of 12th June, where it is regulated the establishment and development of Primary Education in Castilla y León region, there is a point about reading time along the week:

-Article 5 (Weekly schedule):

"In order to encourage the habit and love of reading, and the development of the communicative competence, there will be a daily reading time, not less than thirty minutes in all the grades. This daily reading time will be, preferably, the areas taught by the tutor.”

- In addition, the EDU/152/2011 ORDER of 22th, February, regulates the development and implementation of plans for the promotion of reading and the development of reading comprehension in all the educational institutions of the Community of Castilla and León.

- Finally, this Project conforms to the next objectives of the Grade of Primary Education Degree.

2.- Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and school professionals.

4.- Deal effectively with situations of language learning in multicultural and multilingual contexts. Promote reading and critical analysis of texts of various scientific and cultural contents in the school curriculum domains.

5.- Design and regulate learning spaces in diverse contexts that respond to gender equality, equity and respect for human rights which satisfy the values of citizenship education.

6.-Promote coexistence in the classroom and beyond, solve discipline problems and contribute to the peaceful resolution of conflicts. Encourage and value the effort, perseverance and self-discipline in students.

11 -. Reflect about classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and promote it among students.

13 -. Understand the role, possibilities and limits of education in today's society and the main competencies that affect primary schools and their professionals. Know models of improved quality with application to the schools.

4. THEORETICAL FOUNDATIONS

This part of the proposal will develop the main theoretical content underlying this work. Although the project is based on the proposal of creating a classroom library to work on it reading in a second language, it is necessary to start previously with some definitions of some basic concepts about reading, which are considered essential to contextualize subsequently and more specifically, the proposal submitted.

In recent years, there have been changes in schools in the information environment, in the education one, and in the practice, and the schools must respond to the new demands. Reading is considered a key skill that the curriculum focuses as an area of learning.

But.. what do we mean by “reading”?

We can find a lot of definitions, but we are going to focus on some of the most important ones and those that are more related with this project.

The Royal Academy of the Spanish Language defines the word “read” as “To go through something written or printed, understanding the significance of the characters used”

To Solé I. (1998) “Reading is a process of interaction between the writer and the reader, guided by the purposes that drive this”.

Both Kleiman (2002) and Goodman (1995) understand reading as an interactive process that is developed between subjects. The interaction involves two types of knowledge: a previous one established by the knowledge of the linguistic nature; and the schematic one, referring to partial knowledge, structured, that we have in the memory about issues, situations, typical events of our culture, ...

For Goodman (1995), the meaning is not in the text, which is barely the vehicle of communication between author and reader, but it is suggested by the author and built by the reader.

Following these definitions, we can interpret that the reading skill is not a simple mechanical act of decoding graphic symbols, it is an interaction process between the reader and the text, where the reader establishes an interpretation of the written message, but that interpretation not only comes from the information provided by the text, it is also influenced by the previous knowledge of the reader.

So the reader, through the observation of the indications, peculiarities and intentionality of the text, as well as their own knowledge and skills to relate formal and conceptual aspects of the text, and its emotional implication in the reading process, is able to understand and interpret the meaning. (Mendoza, 1998)

Reading is searching for a meaning, and the reader should have a purpose to find the meaning in the text. When you read with a purpose is when it has a meaning. The interpretation that the readers made of the text depends mainly in the object that the reading has. It is possible that two or more readers, motivated by different goals, or by a different layout, extract from the same text, different information.

It can be stated that reading is an experience in which the whole personality of the reader gets into interaction with the text, because only the reader develops and extracts the significant potential of it (Mendoza, 1998).

Following this, we understand that readers are an active part in the process of reading, they read to achieve a goal, and interpret the text depending on the purpose of reading, so it means that they construct the meaning of the text according to their prior knowledge and experience, and depending on the purpose of reading.

Here it is then when the next question appears: What is a good reader?

What we want is our students to become competent readers, because, as Mendoza (1998) points out, a good reader is the one who is able to establish the significance and interpretation that the text offers; the one who formulates hypotheses about the type of text and the one who employs strategies that have been useful in the past.

From the previous definitions, we deduce that good readers are the ones that understand the written messages and deduct what has been the author's intention to write. Good readers are also fluent in reading; recognize if a text is well or poorly drafted, and enjoy what they read, producing reviews.

To ensure that our students become good readers, it is very important to know the point from which we start with them, and start bringing them books that are going to attract their curiosity, through approaches that are innovative and attractive to them. Reading has to be raised as a game to students, as Rodari (2008) points out, but without losing the horizon to get the child know that the interesting object is the book itself, not just the exhibits, bookstores, author visits, etc.

In the current school culture there is a constant pressure for students to read, but reading is much more than a curricular need. The ideal reading is to be a permanent and continuous process happening to integrate the student profile for all of their lives.

The reading habit will be an instrumental skill that will allow them to access to any form of knowledge in the future, enriching their culture. It will also boost their creativity and imagination, and even their critical thinking with the reflections while reading.

At school we have the chance to finally bridge the gap between children and books, and use this to keep the reading curiosity of those pupils who already wanted to read, or to create that curiosity in some pupils that were not interested in reading

Although children have so much relevant knowledge about reading, the type of instruction they receive will influence the type of skills that they are acquiring.

It is important to get a correct reading ability from primary, since most of the learning requires a previous reading proficiency; and this will make that the students who have more problems in this area can be in risk of school failure.

To avoid that, the main objective that we need to work on is the understanding of the text because, as it was mentioned before, it is the goal of reading. When a clear reading of the text is obtained from the understanding of their linguistic, then it is possible to establish proper relationships with actual or potential experiences of the group of students. Then, when they realize that they have found out something by

themselves, it is when the text is really meaningful for them, and it is the moment that the pleasure in reading can settle down inside them, and consequently, their connection with the books.

Finally, we are going to focus in our new animation space created to develop a second language in our school. The creation of a classroom library is not only to place some books and tables in an empty space; a classroom library must have some characteristics:

According to Quintanal (2005), the classroom library in Primary Education must be:

- A place that harbors reading material and school resources, facilitating the entertainment of the pupil.
- An area of activity and availability, where communication between pupils is enriched, because it is a space for reading, writing and learning.
- A space controlled by the students, who are in charge of ensuring the availability of the services of the classroom library
- A place where activities are centered mainly on literary reading.

Focusing on the latter point, we understand that the school should work with different types of text: informative as newspapers and magazines; technical books of each area of knowledge... but it is the literary text the one that may be a factor of great cultural and human enrichment for students, guiding them in understanding life, so it is essential in every classroom library.

According to Martos (1987) the school library should be an active part of the curriculum or learning lab and not a "store" of books or a reading room only.

Our classroom library has to be a dynamic space that anticipates the information needs of the students, using all the resources at our disposal to ensure that students feel a link with books that go beyond the teaching hours. This is more complicated when we want to establish those links in a second language, because that second language is not as close to the pupils as their mother tongue.

Therefore, our work as teachers in a bilingual classroom is to provide them with as many strategies and resources as we can in a second language. Thereby, they will gradually create that link that we have previously written about, and they will be able to understand English reading as a pleasure, establishing it as a habit in their lives, something to enjoy and something to get to know the multilingual world where they live. That is why it is essential to work on in bilingual schools plans through reading in English, because only those who can acquire the development of reading skills in both languages could be competent readers and more complete citizens in society.

5. METHODOLOGY

This Project was planned to encourage reading in a second language to the pupils, which will help them both in their school process and in their lives.

As the project consists of the creation of a classroom library with books in English, the basic resource will be the selection of books that we can find in the annexes of this Final Grade Work, with different types of text in them, and also the space created in the classroom so the pupils can work there.

To maintain this space always nice and clean, and with all the resources in good order, all the pupils will be in charge of the classroom library, working in pairs.

We will use an active and playful methodology, in which all students feel that they are allowed to participate, and that motivates them with the reading process.

Activities will be carried out according to the topics that the units of the book propose, but we will not work following the book exclusively. We will program our work using a syllabus design of each unit, based on the "Task-based language teaching" proposed by Nunan (2004).

So, in order to do this, in all the units of Science and English there will be a final task and subtasks that will be developed with the support of the books from our library.

According to Nunan (2004):

A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end. (page 4)

Pedagogical tasks always involve communicative language rather than grammatical form. That is what we want also to encourage in our pupils, through developing those tasks, that we want them to be able of expressing themselves in a second language, that the activities that they do end in a meaningful learning, into actual learning.

Following Van Den Branden (2006), there are two main actions that the teacher should have into account to produce content activities and to improve the chances that this activity turns into actual learning. These are:

- a) Motivating the learner to invest his mental energy in the task.
- b) Supporting task performance to develop processes such as the negotiation of meaning and content, the comprehension of their input and the production of output, always having into account the form. Those processes are believed to be central to second language learning.

These two actions should be central throughout the three stages that we can distinguish when describing teacher activity: the planning stage, the performance stage and the post-task assessment stage. Those stages will always be in the task that our pupils are going to develop.

Those three levels are essential to develop a "Task-based language teaching", because pupils will plan their activities before showing them, and at the end there is going to be a self-evaluation and peer-evaluation, so they will feel that their opinion is important in the evaluation process.

In the same way that the activities in the "Task-based language teaching" are increasing their level so at the end our pupils can develop a final task, the level of the texts used in the tasks will also be increasing. We will start using simple texts, and even for a lower age, and we will increase that level, adapting it to each pupil's level, and exploring different types of texts.

With this proposal we will delve into literacy skills so children can strengthen their fondness for reading and have the resources to use reading as a source of information and entertainment. At the same time it will be a great tool to get efficacy in their studies, so they will be encouraged to use spontaneously the classroom library resources. Then it is when we will have achieved that reading became part of their lives. That is exactly what Meek (1982) says "you will be successful when you are no longer needed as the one who shows the way, but still accepted as equal partner in an enterprise that brings pleasure and profit to you both"

6. PROPOSAL FOR ADAPTATION OF THE READING PLAN TO A CLIL SCHOOL

6.1. INTRODUCTION

The purpose of this proposal is to adapt the existing plan to the new reality of the centre, which is the bilingualism.

The creation of this proposal is needed since the school is in a bilingual project, but one of the plans that were not yet adapted to that bilingualism was the Reading Plan, which was developed exclusively to develop their reading skills in Spanish, so there is a lack of contents there.

It was easy to see during my training period that everybody in the school worked really hard to adapt the school to the bilingualism. An example of that is that the first thing that you can observe once you come into the school, is that all the rooms have their name written in English, and there are illustrators in English on the walls, so they are trying to make their best with the bilingual programme, but it is really difficult to change everything in such a few years.

During that period we could observe that pupils usually read a lot, taking two books a week from the library, but those books were usually in Spanish, because the resources that they have in the school library are most of them in Spanish. So although their love for reading is something that will benefit the develop of this proposal, it will be necessary to introduce new materials in their environment, such as a classroom library, a space where they can have English books related with the units that they are working on, and that they can consult every time they need it. With that, we will provide them with the materials, but they will have to develop their capacity to use those resources properly.

This proposal is going to be focused in a 6th grade classroom, because it is the place where I spent my practice period, and I could get more information about those pupils, their reading habits and the relation families-school that they had.

A classroom library in this level will be also really useful, because one of the main purposes of this period is that the pupils became independent learners, because they are going to start the High School, and with the library corner, the teacher can observe how they work with independence and autonomy using the materials properly to get the information that they need.

6.2. CONTEXT OF THE C.E.I.P. “PADRE CLARET”

Physical structure

To develop this proposal as best as possible, it is really important to know the context of the school and the environment of the pupils.

The public school “Padre Claret” is an educational centre that develops a bilingual project. The subjects that the students have in English are Science, Arts and English. It also counts with a Program of German in the last cycle of the Primary Education.

The school was built in an area expansion of the city of Palencia, next to the “Huerta Guadián” park, “Campo de la Juventud” and “El Salón”. Nowadays it is in the middle of Palencia, so it has a “calling effect”.

It is important to highlight the existence of the Public Library “Miguel de Unamuno”, because of the importance that the environment of the school has in pupils’ learning, taking advantage of what it offers to the project. That library is also opened in summer, when the school is close; it has around 20.500 books, 106 magazines and 13 newspapers, so our pupils will be able to continue our project out of the school, obviously, if they have previously properly assimilated the routines of reading proposed and worked over the course.

This neighborhood in which we can find “Padre Claret” school is inhabited by a middle class and, as I could observe, families are involved in the education of their children, so it will be easier to develop this project with their support.

Some of the characteristics that should be highlighted of this school because they are related with what we want to promote with this Reading Plan proposal are:

- All the students have a capacity to develop (student's diversity). It is therefore up to the centre to help each and every one of its members to discover, enhance and develop these capabilities.
- The centre's priority is the formation of capable and competent people, basing on an active and participative methodology, where students have a relation and interaction with their environment.

With these features the centre provides an educational performance with meaning for the pupils, in order to achieve a higher quality of education. That is what we want with this project, that the pupils learn by themselves, discovering the world by providing them with the materials, but letting them to investigate and get their own conclusions

Description of the group

As most of the pupils in the school, the students of the classroom of 6th grade where we are going to develop this project have the characteristics of an urban population; they live near the school and their economic level is medium. The relationship of the school with their families is very good; they are open to every proposal that can improve the education of their children, so they will cooperate with this project every time they can.

In general, students show themselves satisfied for going to school, and they see it as something important that prepare them for the future, so this project is going to be accepted positively among them.

Pupils are most of them between 11-12 years old. There are some exceptions (4 people) that are 13 years old because they have repeated. Three of them repeated in 6th grade, which influence a lot in the classroom, because this is the first year that they are in the bilingual program, and although they go out in Science to learn it in Spanish, when they are in the English class they feel different, because they do not have the same level than the rest of the class, so with this project we are going to try to reinforce them through reading.

There were also three students which were diagnosed with ADHD (TDAH), two of them were under treatment, but the other one started the treatment but now he is out of it, because his parents prefer not to medicate him. Although they were diagnosed with ADHD, they did not have curricular adaptations, the only difference with the rest of the pupils is that sometimes they needed more time to do some activities, so that is something that we will have to take into account in this project, giving them more time in some activities if they need it.

In this classroom there are not foreign pupils, but we will work anyway multiculturalism, because it is closely linked with the bilingual project, keeping always in mind that without multiculturalism there is not multilingualism.

It is important to have always in mind while writing this proposal all of these special characteristics that the group has, because they are going to influence in the way of developing this Reading Plan proposal, especially in the selection of the books and the activities proposed, because we will need to know what is going to boost their interest in reading, and more especially in a second language

Although all of the pupils are very different, the relationship of the group is good, they can perfectly work together. Even so, it is important to notice that girls usually stayed with girls and boys with boys, except for some of them that were more sociable. We want to work also those relations between them through the reading, offering them books that can be used for both, boys and girls, and that offer them an image of union, not separation of both sexes, which is something that is very common in nowadays books, and we want to avoid at any prize.

Focusing on the level of the class referring to English, the level that they have achieved by the existing bilingual plan was quite good, especially the listening. We observe that because they were able to understand complex information. They also had enough vocabulary for their level, and their reading comprehension was very good for their age, as I could check through some readings and some questions that they had to answer after reading some texts.

The difficulties appeared when they had to express themselves by talking or writing. The biggest difficulties were related with the grammar aspect of the language. The way to solve the problem with grammar is to read a lot and practice their writing in order to make them use grammar properly. Reading more will increase their knowledge, acquiring grammar structures, and that is what we want them to improve with this proposal.

The project is not only to work with English aspects, it will also be used to reinforce their science learning, as extra materials in which the information was expressed in a more simple way or is extended, depending on the book and the situation.

With these books adapted to their age and level, they will be able to understand better the contents of the cycle. That is also good to make the subject more motivating and promote the significant learning. Learning by themselves they even develop their autonomy, which, as we already said, is one of the main objectives of the year.

Classroom geography and creation of the library corner

The classroom is a small space, specially having into account that there are 27 pupils in it. It has tables and chairs divided in four lines, and most of the pupils are in pairs mixed girls and boys.

When you come into the classroom, on the right hand there is a closet with some material, and next to it we can find the interactive board and the blackboard.

There are two tables for the teacher and some shelves to place the materials on them. Next to the tables of the teacher there are big windows, in order to let in natural light, and the shiny days we did not have the need of turning on the lights. Below the windows there are the radiators.

At the bottom of the class there is a big cork with some mediators on it, of Science, German, Literacy and Catholic Religion. Below it, there are some closets, one of them specially made to protect the laptops while they are not using them, and they also charge them in that closet.

Finally, on the other side of the door, there are the hangers so they can hang their coats. As in this level we want them to be more independent, the hangers have no name.

What you really miss when you see the classroom is the classroom library, and although they use the school library a lot, they only have Spanish books in there, and it is only used for them to take books to their homes, they do not use those books in the classroom, so we wanted to change that creating a classroom library and activities to use those books properly.

You can find the map of the classroom without the classroom library in the [Annex I](#).

After analysing the classroom, the back part of it will be the best one to create a classroom library, just under the windows. It would only be necessary to move the pupils tables closer to the teacher's, and with bookshelves with wheels and a group table, we will create this corner. We can observe it in the [Annex II](#).

Obviously, not all the books will fit in the bookshelves with wheels, that is why, the rest of the books of the library will be in the closet which is near this zone, and in the bookshelves with wheels there will be the books that are going to be used in the unit.

Apart from that corner, we would create a space for reading in the corridor. Corridors are just used to show some works that the pupils do, so I think that we can take advantage of them creating a space where pupils can read in a comfortable zone, with a couple of sofas where they can be relaxed while they are enjoying their reading.

There is a space in the school near the classroom that would be perfect, because it has no classrooms around, so pupils could take there the bookshelves with wheels (that is the reason of the wheels), and read peacefully there. As it is a space where we do not disturb the rest of the pupils while they are in their classrooms, we could also do in that space some group activities that are proposed later.

6.3. ANALYSIS OF THE READING REALITY: EXISTING READING PLAN

The Plan to Promote the Reading and the Development of the Reading Comprehension was established in the C.E.I.P “Padre Claret” in the course 2002- 2003 within the General Plan of the Ministry. Its main goal is to motivate students to read as a way of entertainment and learning, and to improve their reading comprehension through an active and participative methodology, with the support of all the members of the centre.

As we previously said, this Reading Plan is created to develop the reading in Spanish language, so all the objectives and activities are focused for a complete reading comprehension and expression in Spanish Language, following the Organic Law 2/2006 of the 3 of May, and having into account the Objectives and the Basic Competences that this plan is going to develop in children.

This plan is developed by cycles, and although we are going to focus the attention in the third cycle, especially in 6th grade, here there are briefly exposed the main activities of each cycle, starting with Infant Education. In this stage the main objective of the plan is to encourage their interest in reading, encouraging the reading habit of the smallest of the school, because if they start loving the books since they are little, they will always do.

Some of the activities proposed for this period are:

- Classroom train: children's names with their pictures and reviewing them daily.
- Labels with the name of the objects and parts of the day.
- Assembly with words related to the topic that they are working.
- Storytelling.
- Library corner: At the end of the week all of the pupils use this corner. Reading is free here; they can experiment with the books.
- Families' involvement: emphasizing, with both meetings and circulars, the importance of reading at home, and urging them to develop the habit of reading at home.
- Compilation of texts of cultural tradition.

In the first cycle the main objective is to encourage their interest in reading, focusing on their oral expression.

Some of the activities proposed for this cycle are:

- Reading about half hour a day.
- Each week they will read a book adapted to their level and they will have to fill a file.
- Each child will have a license to take books from the library of the centre.
- Activities related with the projects of the school.
- Use of the dictionary.
- Definitions using their own vocabulary.
- Reading books, newspapers, magazines.

In the second cycle the main objective is to develop their capacities so they can achieve a good level of reading, fluently and with a good pronunciation, and comprehending what they are reading.

Some of the activities are:

- Each pupil will bring to the classroom a book that they will change between them and with the same level classrooms.
- Recite poems.
- Performance of plays.
- Reading about half hour a day.
- Each week they will read a book adapted to their level and they will have to fill a file.
- Each child will have a license to take books from the library of the centre.

And finally, in the third cycle the main objective is to discover reading as personal enjoyment, for pleasure, not as a necessity or an obligation. In this level it is also a main objective that the pupils can understand complex readings, and express ideas with an appropriate vocabulary.

There are the most outstanding activities in this cycle:

- Use of the dialogue to dramatize.
- Use of the argumentation to support an idea.
- Reading about half an hour a day.
- Each child will have a license to take books from the library of the centre.
- Oral expression of their daily life.
- Active participation in debates.
- Analysis of different types of texts: biography, novel, comedy, tragedy...

All the pupils have common activities, as the participation in the school magazine, creating their articles in the classroom and their participation in the Cultural Week of the School.

This year, as it is centenary of the book “Platero y yo”, written by Juan Ramón Jiménez, there were activities to celebrate it. Some of the activities were:

- Choosing 19 chapters of the book, all of them were posted on the walls of the schools, and the pupils of all the school had to read those chapters and answer some questions. Later on, in the Cultural Week, there was a gymkhana related with those chapters, with more tests, and there was a winner at the end.
- Bookmarks contest. The winners will be shown in the hall of the school.
- Reading by the 5th and 6th grade pupils, to the Infant Education ones, in the schoolyard.

Finally, this Reading Plan gazes at the use of the Library of the School, which is not only used for the book lending; it is also available of activities to develop the reading practice.

For the good use of the Library, there are three teachers who are responsible of it, who are in charge of the proper use of the materials, the organization of the books in their correct shelves, and attend to students during the schedule they set for it.

They are also the responsible to design and coordinate reading promotion activities and this Reading Plan, to foster a love for reading.

Something that we want to highlight of this Reading Plan is that it has a special paragraph dedicated to strategies to promote the cooperation between families and the centre, which is something that we think that every Plan should have into account, because families need to feel that they are part of the education of their children, and through the reading they can connect with them. These are some of the strategies proposed by the school:

- Gather information from families about their children's reading habits and about how they live reading at home.
- Request assistance from the families to develop the proposed activities by the center, in order to create new readers among their children.
- Inform them of the Reading Plans of the center, telling them what they can do to improve the plan's objectives.
- Encourage parents and children reading by creating a space to share the experiences of the day.
- Promote the use of the library as a space for teamwork, especially in areas involving the consultation of bibliographic and audiovisual funds.

We will definitely have into account this part to create my proposal, specially the reading habits of the families and their involvement in the school that, as we previously said, was very active in 6th grade.

Finally, the plan has an evaluation part, in which settles the criteria for its evaluation, with an initial evaluation that allows the teacher to know the previous learning of the pupils, their comprehension and reading speed. With that evaluation the teacher will detect the pupils that have any difficulties.

Then, in each term it will be re-applied a comprehension and reading speed test, in addition to an evaluation of each activity that they make.

At the end, to evaluate the Plan each teacher will fill a file and then the Plan coordinator, with the Cycle Equipment, will prepare a final evaluation that will be part of the Final Report Center.

6.4. INTERVENTION PROPOSAL

This proposal is to create a library corner in the classroom of the 6th grade, in the CEIP “Padre Claret”, to develop their learning, especially in the subjects related with the bilingualism Plan, which are Science, English and Art, and having into account the existing Reading Plan and the characteristics of the school.

Space and resources

As we have already described, we would use the space of the classroom to create there a library corner, where the pupils can spend some time a day, while we are working on a topic, reading and looking for information on their own, forming their critical thinking and developing their autonomy.

To use this library corner there will be some rules that everybody in the class should know, to make a good use of the library corner. Those rules will be in a poster made by them and pasted on the wall. That is a really important mediator, because having the rules there they know that they have to respect them.

It is better that the list of rules is not only made by the teacher, but also by the pupils, so sixth of those rules are going to be proposed by the teacher and the other are chosen by the pupils. All of them will propose one, and those with most votes will be the chosen ones. (Annex III)

The rules that I, as teacher, will propose, are:

- Look after our books.
- No more than 3 people in the library corner at a time.
- Put the books away in their correct places.
- Respect other people’s right to learn and read, so be quiet.
- Do not take more books if you have not returned the borrowed ones.
- When the borrowed book is returned in poor condition, you need to replace it for the same book or a similar one.

There will be also another displays on the wall such as posters of behaviour (Annex IV), reading strategies (Annex V) that they can take into account while they are reading (Annex VI).

Also, in this corner there are going to be the “Register cards” of each child that will be inside their “Reading Diary”, that I will explain its use in the activities. (Annex VII)

Apart from that corner, we would create a space for reading in the corridor, which will also have those displays of reading, and a poster that shows that this place is a Reading Corner, so it means that to be there pupils have to be acting properly (really reading), and not spending their time doing nothing.

Books for the classroom library

Once the space is ready, it is time for the books that are going to be in the classroom library. Obviously, the books cannot be chosen at random, so we have made a selection taking into account the following points:

- **Attractive cover:** the first thing that children are going to see of a book is the cover, and if it doesn't attract them, maybe they will not read the book. That is why we chose books that have a fun title or a picture in the cover that might call the attention of the pupils to take a look of them. A perfect example of that is the “Horrible Science collection” that looks like a fun book in the cover but when you take a look inside, it is also a very interesting book.
- **Contents:** it is important that the books are adapted to the contents that we are working about. That is why we have created one list with books related with the topics that are worked in their Science book (Essential Science Plus 6, Richmond Editorial) and in their English book (Lighthouse 6, Richmond Editorial). So dealing with Science, we have the example of the “Nutrition” unit, which is related with the book “Healthy eating” (non- fiction) and the book “The spy who loved school dinners” (fiction).

Related to English we can observe that with the unit called “Sports” there is a non-fiction book called “Flaming Olympics” and a fiction book called “Stan Stinky”, and both are related with that topic.

- **Age:** All the books have a recommended age, so it is important to choose the right age for the right pupils. We have chosen books for their age, but we also chose books of a lower age, because in the classroom there are a group of pupils that have less level than the rest, so it is important that they also have the opportunity to read. In the same way, there are some books that have a higher level of writing, for the pupils that can read more complex texts to have their books.

- **Type of text:** We wanted all kinds of types of text in this classroom library because we want the pupils to experiment not only with one type of text, but with as many as possible. So in the selection there are comics (Physics: Why Matter Matters!), newspapers for schools, poetry (Michael Rosen's A-Z: The best children's poetry from Agard to Zephaniah), magazines (Mary Glasgow Magazines), narrative texts (Fantastic Frankie and the Brain-Drain Machine), descriptive (It's so amazing!), classic (The Orchard Book of Classic Shakespeare Stories) and modern writings (My Funny Family's Got Talent), as it is shown in the annexes.

- **Fiction and non-fiction:** Books are classified by fiction and non-fiction, so pupils can differentiate from each other, and when they have to classify their own books they have it clear in their minds. That division is also useful when they need to work in class, for example, to work in a project they know that they have to use non-fiction books, and to inspire themselves to make their own writing of a story, they will better use the fiction books.

Those are the main features that have been taken into account to make the selection of the books for the classroom library, which are in a list included in the annexes (Annex VIII).

Activities proposed for the use of the classroom library

Once the classroom library is ready, it is time to expose the activities that will take place in it:

- **Job chart:** First of all, it is important that children acquire more responsibilities when they are growing. To promote that, pupils are going to be in charge of the

library. Each week a couple of pupils are going to have the task of being the librarians in our classroom library. Their responsibilities are:

- Keep the space in order and clear, and the pupils that are there are in silence.
 - Check that all the books are in good condition
 - Make sure that the pupils have their register card completed with the books that they will take home.
 - Verify that everybody have their “Reading Diary” updated.
- **Register card:** In this card each child will have a register of the books that they take home, writing it by themselves every time that they take a book to go. They only can have one book by the time at home, and they can have it a week maximum.
 - **Reading Diary:** In this diary they are going to write about all the books that they read both at home and at school, so the teacher can also control their evolution and if they understand what they are reading.
 - **Time for reading:** we will use the books of the classroom library not only to take them home, also to work in the classroom with them. As they are connected with the topics of the book, children can use them as an extension, to enlarge their knowledge about the topic, to clarify something that is not clear in the book, etc. That is why we will have half an hour a day to read in English, either Science or English.

Those books also have experiments and propose active lessons, so we will also have time to experiment, make a dramatization, a show and tell, debates related with the topic, etc.

- **Explore the different types of texts:** We tried to show them a lot of different types of texts, so they know the differences between them, and they may be able to produce their own texts. And that is going to be the activity. We are going to work different types of texts along the year, and they have to produce one of each.

To write their stories they can also use the “Writing guides pack 9-11”, Scholastic Editorial, which is in the list of books previously said.

- And linked with the previous idea, we are also going to create a “**Travelling book**”, so all of them have to write their own story, even those that have less level and don’t make their homework usually, if they have to do a classroom project, that will be unfinished if they don’t do their part, maybe encourage them to do it.
- “**Book crossing**”: Apart of the books that are in the library, we want them to read in English as much as possible, so there will be a space in the classroom library where they can leave their books and exchange them with their partners, so they will always have new books to read, and in a cheaper way.
- **Storytelling**: With the books of the library and the stories that they are going to write, they can make a storytelling and read those stories to the pupils of lower levels. This activity can take place in the reading space created in the corridors.
- **Reading tree**: To make this activity we are going to need a mediator of a tree with only the branches. When pupils read a book they will write the title of it in a leaf, and paste it on the tree. To make this activity more interesting we can also distinguish between fiction and non-fiction books, and write the fiction books in leaves and the non- fiction books in fruits. This is an activity that can be developed only by the pupils of the classroom, placing the tree in the classroom library corner, or we can extend this activity for all the school, placing the tree in the hall of the school, so every day, when children come into the school, they can write their recommendations in the reading tree.

With this activity we want to encourage them to read, and also to talk about books, talking about what they have read, recommending it to a partner, or just showing that reading is a good habit that they practice a lot (Annex IX)

- **Shakespeare 450th anniversary**: Coinciding with this date, we can make activities related with Shakespeare. We have some books in the library to know more about him, and then we can do a storytelling, to represent a part of their most known literary works, as “Hamlet” or “Romeo and Juliet”. Those books are also in the list of books of the annexes.

Activities with the families

Promoting the participation of families in the environment of the school is really important in this proposal, so there are some activities that children's parents can do to feel more involved in the education of their children. These are some examples of that:

- **Meetings:** through some meetings with the parents of the group, the teacher can give them techniques to promote the reading habit at home, and over all, make them aware that they are a model to their children, so if they read, their children are going to read.

They can read together, ask them questions about their book, talk about it, know the books that their children prefer so they can offer them books that they will like, etc.

We can even provide them with a list of books according to their children ages, because maybe it is difficult for them to know which English books are appropriate and which are not, and also a list of pages where they can find a lot of interesting proposals, as www.scholastic.com or lovereadng4kids.co.uk.

- **English lessons:** Maybe some parents do not have a good level of English, so that is a barrier when they want to read with their children. To solve that the school could offer lessons for the parents that want to improve their English.
- **Workshops:** Related with the previous activity, the school can also organize workshops in English in which pupils and parents can participate together, with activities related with reading, such as storytelling.
- **Book fairs:** The school can organize book fair where our pupils can go with their parents, and spend some time together talking about books in English.

7. CONCLUSION

This Final Grade Work has led me to get involved in the school where I made my internship in a more deeply way, since I had to analyze aspects of the school that were not unknown, but I was not so familiar with them as I am now, as it was the Reading Plan. That brought me the opportunity to be more involved in the center and its reality in terms of work plans, how they are performed, who and how evaluate each plan, etc.

All of this investigation has been possible thanks to the support that the school gave to me, they have always offered me all the information that they had and provided me with all the help that was in his hands, treating me as a colleague more than a student from outside.

This has led me to realize that the organization of a bilingual school is much harder than I thought, because besides dealing with all the work that every single school has, they also have the handicap of the adaptation of the school to the bilingualism plan, which is really hard and takes a lot of time.

Focusing with the Reading Plan, which is the one that is more related with this proposal (always related with the bilingualism one), we can get to one conclusion; although all of the laws that have been previously analyzed in this project refer to the importance of reading to get a better knowledge of the languages, these laws are only focused to Spanish language. They do not establish a relationship between reading and learning a second language.

Therefore I considered that this situation should be solved by the creation of a law that supports Reading Plans in both languages, supporting the bilingualism that we want do develop, because though the curriculum great importance is given to the Literacy skills, at the time of a bilingual learning, those skills are left in the background. And the main consequence of this is that the current curriculum does not cover the needs of many of the colleges that exist nowadays, that is dealing with a new situation of bilingualism, but are a lack of legal basis to carry it out.

My proposal came up from this legal vacuum, to develop the reading skills in the pupils of this school, since the reading habit is not achieved immediately, and even less in a second language. So by this classroom library we want to ensure that it has been established an appropriate base for their developing of the literacy skills. And that will help them not only along their school period, but also during their entire lives.

To be able to develop this proposal I had to use all the skills learned throughout the degree, because once in the classroom all those theories learned are making more and more sense. I also had to make a research to enlarge my knowledge about this topic, because I didn't know a lot of things that I have learnt, so I could carry out this project in the best possible way, trying to make a proposal inspired by the real life of a school, based on the great authors who have worked on this issue previously, and carried out with great enthusiasm.

8. REFERENCES

- Goodman, K. (1995). El lenguaje integral: un camino fácil para el desarrollo del lenguaje. *Textos de Didáctica de la Lengua y la Literatura*, 3, pp. 77-91.
- Jiménez, R. (2001). *Cuéntame: El cuento y la narración en Educación Infantil y Primaria*. Madrid: UNED
- Kleiman, A. (2002). *Contribuciones teóricas para el desarrollo del lector: teorías de lectura y enseñanza*
- Martos, E y García, G. (1987). *La lectura de imaginación*: Junta de Extremadura.
- Meek, M. (1982). *Learning to read*. London: The Bodley Head Children's Books Random House.
- Mendoza, A. (1998). *Tú, lector*. Barcelona: Octaedro QuintanaL, J. (2005): *La animación lectora en el aula*. Madrid: CCS.
- Nunain, D. (2004). *Task-Based Language Teaching*. London: Cambridge University Press.
- Rodari, G. (2006). *Gramática de la fantasía*. Introducción al arte de contar historias. Barcelona: Planeta.
- Rodari, G. (2009). *Juegos de fantasía*. Zaragoza: Edelvives
- Solé, I. (1998). *Estrategias de lectura* (8ª ed.). Barcelona: Graó.
- Van der Braden, K. (2006). *Task- Based Language Education*. Cambridge: Cambridge University Press.

Legal references

- Common European Framework of Reference for Languages: Learning, teaching, assessment (2011) http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp (Consulted on June 20, 2013).
- Decreto 40/2007, de 3 de mayo, por el que se establece el Currículo de la Educación Primaria en la Comunidad de Castilla y León (B.O.C. y L. número 89 de 9 de mayo de 2007).
- Ley Orgánica 2/2006, de 3 de mayo, de Educación (B.O.E. número 106 de 4 de mayo de 2006).

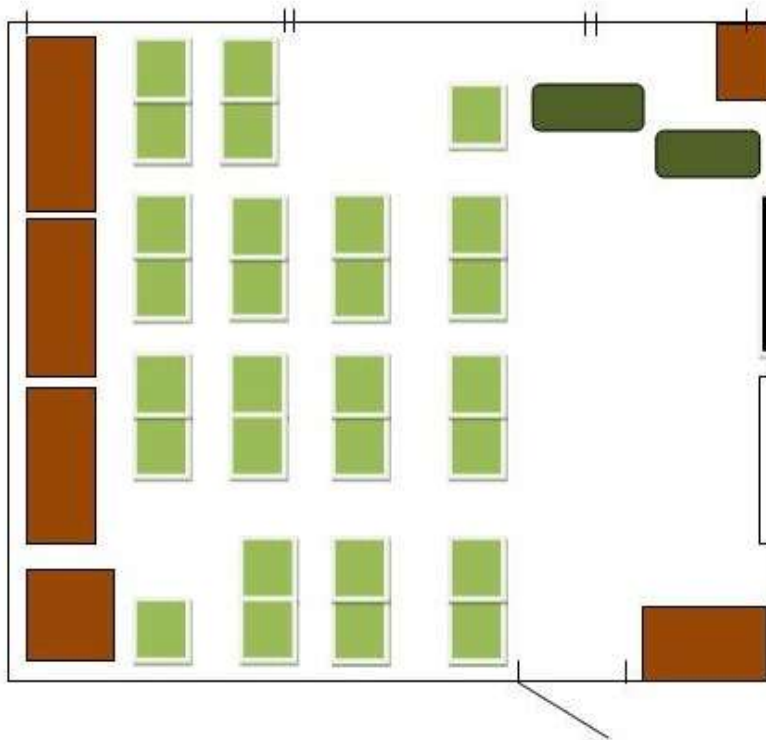
- ORDEN EDU/1045/2007, de 12 de junio, por la que se regula la implantación y el desarrollo de la educación primaria en la Comunidad de Castilla y León.
- ORDEN EDU/152/2011, 22/02, por la que se regula la elaboración y ejecución de los planes para el fomento de la lectura y el desarrollo de la comprensión lectora de los centros docentes de la Comunidad de Castilla y León.
- REAL DECRETO 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

Electronic references

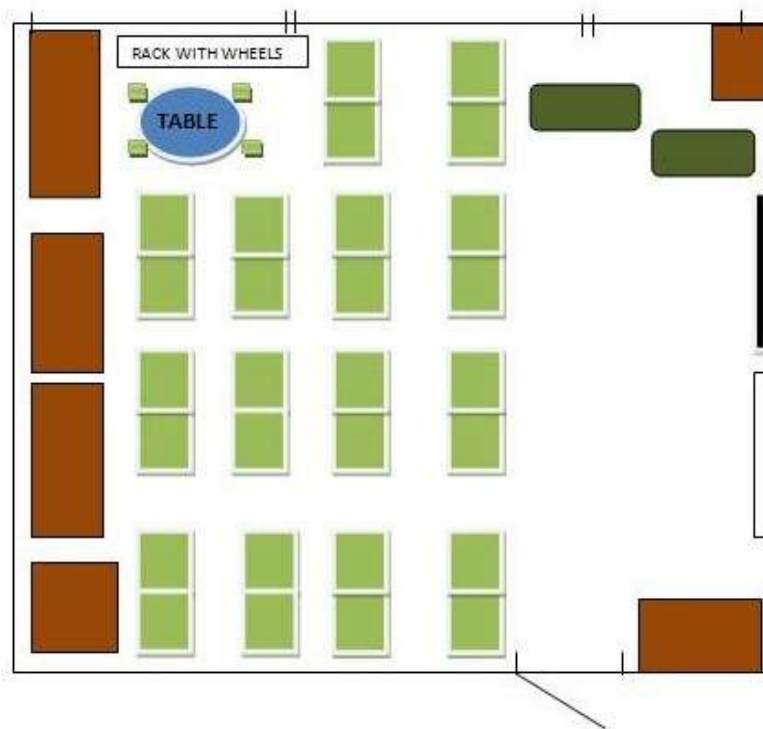
- www.lovereadings4kids.co.uk (Last day of consultation: June 24, 2014)
- www.usborne.com (Last day of consultation: June 24, 2014)
- www.scholastic.com (Last day of consultation: June 24, 2014)
- <http://displays.tpet.co.uk/> (Last day of consultation: June 24, 2014)
- <http://maryglasgowplus.com/subscribe/english> (Last day of consultation: June 24, 2014)
- http://www.newspapersforschools.co.uk/news_library.aspx (Last day of consultation: June 24, 2014)

ANNEXES

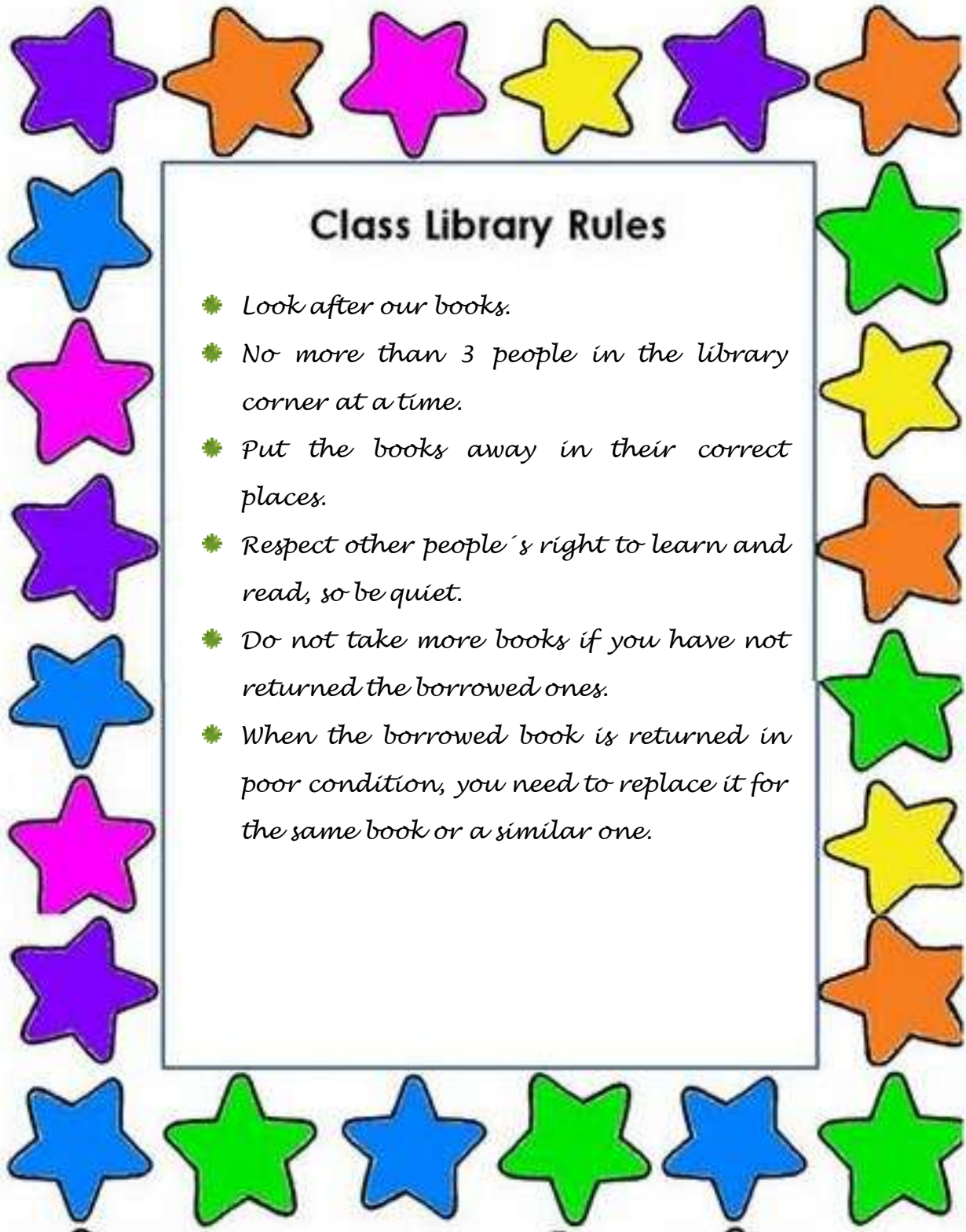
ANNEX I: MAP OF THE CLASSROOM WITHOUT THE CLASSROOM LIBRARY



ANNEX II: MAP OF THE CLASSROOM WITHOUT THE CLASSROOM LIBRARY




ANNEX III: CLASSROOM LIBRARY RULES




Class Library Rules

- ✿ *Look after our books.*
- ✿ *No more than 3 people in the library corner at a time.*
- ✿ *Put the books away in their correct places.*
- ✿ *Respect other people's right to learn and read, so be quiet.*
- ✿ *Do not take more books if you have not returned the borrowed ones.*
- ✿ *When the borrowed book is returned in poor condition, you need to replace it for the same book or a similar one.*

ANNEX IV: POSTERS OF BEHAVIOR

Please be careful with the books. 



We look after the books in our school library. We do not fold the covers, bend the spines or rip the pages.

Copyright © www.ck12.org

Please tuck your chair under the table. 



We are tidy in our school library by tucking our chairs underneath the tables before we leave.


Copyright © www.ck12.org


Please do not eat or drink. 



We are respectful in our school library by not bringing food or drinks inside.

Copyright © www.ck12.org

Please keep the books tidy. 



We are tidy in our library and put the books back neatly on the correct shelf.


Copyright © www.ck12.org


Please wait your turn. 



We are patient in our school library. We wait quietly until it is our turn to give the school librarian our book/s.

Copyright © www.ck12.org

Please be very quiet. 



We are quiet in our school library and considerate of those who are reading.

Copyright © www.ck12.org

ANNEX V: READING STRATEGIES

Reading Strategies
I use the pictures to help me look for clues.



The dog built a snowman.

Reading Strategies
I sound out and blend the phonemes.




"c - ar - p - e - t"
"car - pet"
"carpet"

Reading Strategies
I look for smaller words hiding inside bigger words.




teacher
teacher

Reading Strategies
I can cut words up into syllables.



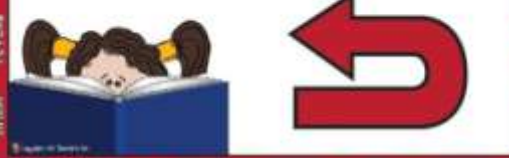
thun der ing
thundering

Reading Strategies
I use the punctuation to help me make sense of what I am reading.




? / !
Help! Please, can you help?

Reading Strategies
I go back and read a word or sentence again if I don't understand it.




↩


Reading Strategies
I read on to see if I can make sense of a word I don't know.



FF


Reading Strategies
I listen to the words as I read them, to see if they make sense.



? 


Reading Strategies
 I look to see if the word looks similar to one I already know.

could would




I should go and...


Reading Strategies
 I imagine what is happening and create a picture in my head.



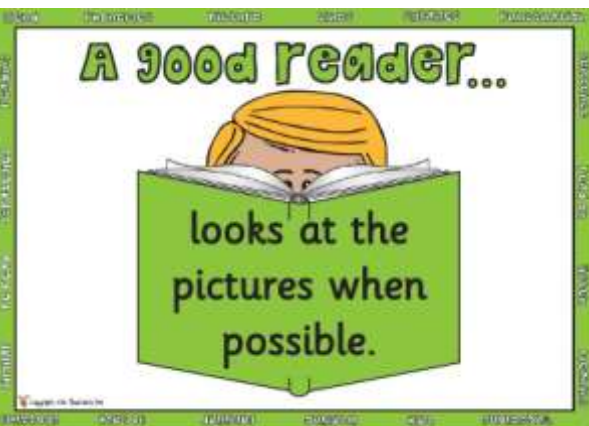
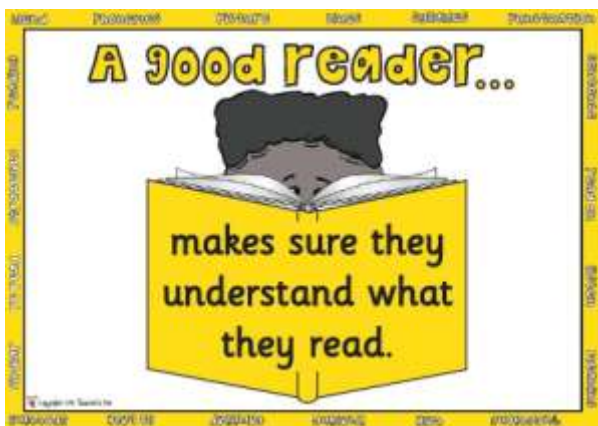
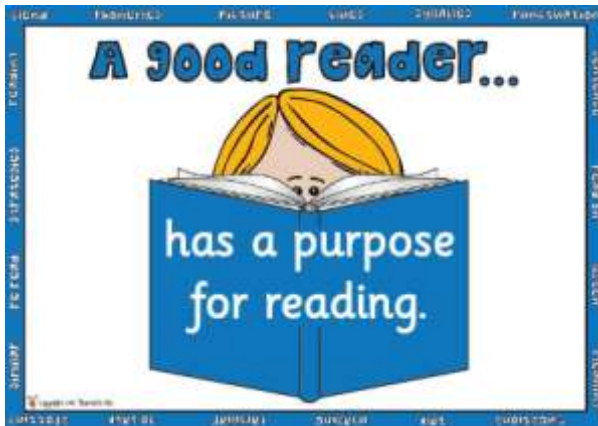
Reading Strategies
 I ask questions that will help me if I don't understand.



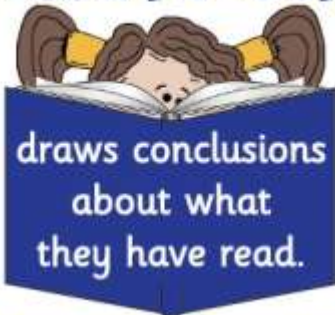
Reading Strategies
 I know when I've made a mistake and I go back to try and put it right.



ANNEX VI: A GOOD READER...



A good reader...



draws conclusions about what they have read.

A good reader...



tries to figure out new words.


A good reader...



keeps on practising.

Becoming Better Readers...

- ★ Who is the main character?
- ★ Where is the story set?
- ★ What was the problem in the story and how was it solved?
- ★ What do you think will happen next in your story?
- ★ Which character do you like most? Why?
- ★ Which character do you think would make a good friend? Why?
- ★ What was your favourite part of the story?
- ★ Did you like the ending? Why/why not?



Fiction/Story Books

© Teacher's Pet Ltd. www.tpet.co.uk

ANNEX VII: READING DIARY

My favourite stories

Write some of your favourite story titles here:

My favourite characters

Draw your favourite characters here:



© Copyright 2007, SparkleBox Teacher Resources. Downloaded FREE from www.sparklebox.co.uk

8

This reading diary belongs to _____

Reading Diary

Class name: _____

SparkleBox Teacher Resources © Copyright 2007

1

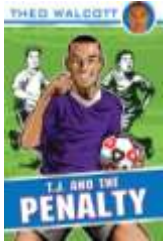
Date	Book title and pages	Comment

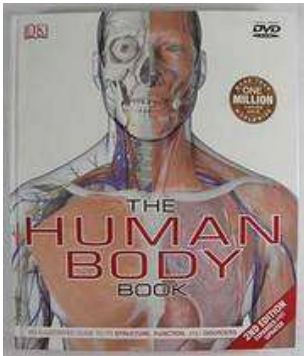
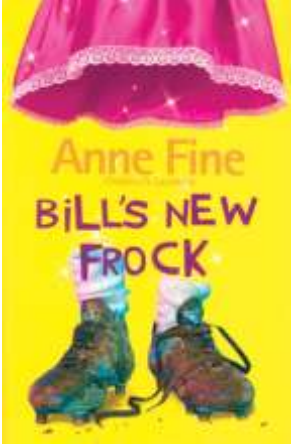
2

Date	Book title and pages	Comment

7

ANNEX VIII: PROPOSAL OF BOOKS FOR SCIENCE AND LITERACY.

UNITS OF SCIENCE	NON FICTION	FICTION
<p>Unit 1: Nutrition</p>	<p>TITLE: Healthy Eating (Let's Read and Talk About...) AUTHOR: Honor Head PUBLISHER: Sea to Sea Publications (January 1, 2013) SUMMARY: This book is part of the collection: Let's read and talk about...and asks and answers questions about healthy eating COVER:</p> 	<p>TITLE: The spy who loved school dinners AUTHOR: Pamela Butchart ILLUSTRATOR: Thomas Flintham PUBLISHER: Nosy Crow (July 3, 2014) SUMMARY: Mathilde is French, and Izzy and her friends can't wait to show her their school, and to help her avoid school dinners (known as poison). But Mathilde loves school dinners! That's when they know. Mathilde is a spy that wants to know their secrets. They must stop her! COVER:</p>  <p>TITLE: TJ and the penalty AUTHOR: Theo Walcott PUBLISHER: RHCP Digital (May 29, 2010) SUMMARY: Jamie becomes so unfit that Mr. Wood drops him from the team, his friends and their parents organize a World Food and Football Day. Their aim: to change his eating habits. COVER:</p> 

<p>Unit 2: Sensitivity</p>	<p>TITLE: The book of ...the human body AUTHOR: Kingfisher editorial</p>	<p>TITLE: Bill's New Frock AUTHOR: Anne Fine</p>
<p>Unit 3: Sensitivity II</p>	<p>PUBLISHER: Mcmillan Children´s Books SUMMARY: This book answers a wide range of questions that children ask about the body, and provides supporting, fun-filled facts. Appealing artworks help explain the answers, allowing children to build up their knowledge in a fun and gentle way. COVER:  TITLE: The Human Body Book (Book & DVD) AUTHOR: Steve Parker PUBLISHER: DK (April 30, 2007) SUMMARY: Revealing and detailing all aspects of the body, with the functions of every major body system. COVER: </p>	<p>PUBLISHER: Egmont (June 4, 2007) SUMMARY: One morning, a horrified Bill wakes up in a girl's body! He has to experiment what has changed in his body and what hasn't (as his feelings). COVER: </p>

Unit 4:
Reproduction

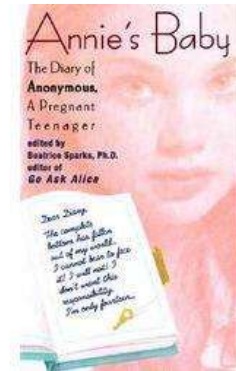
TITLE: It's so amazing!
AUTHOR: Robie H. Harris.
ILLUSTRATOR: Michael Emberley
PUBLISHER: Candlewick Press (January, 2009)
SUMMARY: How does a baby begin? What makes a baby male or female? How is a baby born? This book provides the answers with fun. Comic-book-style.
COVER:



TITLE: It's not the stork!
AUTHOR: Robie H. Harris.
ILLUSTRATOR: Michael Emberley
PUBLISHER: Candlewick Press (August, 2006)
SUMMARY: How was I made? Where do babies come from? Is it true that a stork brings babies to mommies and daddies? This book helps answer these endless and perfectly normal questions
COVER:



TITLE: Annie's Baby
AUTHOR: Beatrice Sparcks
PUBLISHER: HarperTeen; (December 28, 2004)
SUMMARY: When Annie discovers she's pregnant by her boyfriend, she's devastated. She has never felt so alone. With no one she can talk to, she pours her heart out to her diary, confiding her feelings of panic, self-doubt, and the desperate hope that some day she can turn her life around.
COVER:



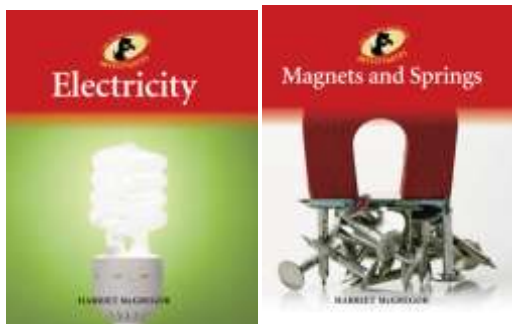
<p>Unit 5: Matter</p>	<p>TITLE: 100 Science Experiments. AUTHOR: Usborne PUBLISHER: Usborne SUMMARY: An action-packed collection of 100 simple science experiments using easily-sourced materials COVER:</p> 	<p>TITLE: Physics: Why Matter Matters! AUTHOR: Dan Green (author) ILLUSTRATOR: Simon Basher PUBLISHER: Kingfisher. (April 1, 2008) SUMMARY: Imagine physics as a community full of wacky characters; the building blocks of the universe each with a unique personality. This book throws open the doors and welcomes you into their amazing world. COVER:</p> 
<p>Unit 6: Energy</p>	<p>TITLE: Horrible Science: Killer Energy AUTHOR: Nick Arnold ILLUSTRATOR: Tony De Saulles PUBLISHER: Scholastic Children's Books (September 4, 2014) SUMMARY: Those books are a collection of funny facts about science, that make it more interesting for kids, so they can investigate different contents than the ones offered in their text books, in this case, the energy. COVER:</p> 	<p>TITLE: Meet the Kreeps: The Mad Scientist AUTHOR: Kiki Thorpe PUBLISHER: Scholastic (April 1, 2009) SUMMARY: Polly's freaky new step-brother, Damon, is a total mad scientist. And now he's spending hours in his creepy basement lab cooking up something horrid for the school science fair. What on earth is he doing down there? COVER:</p> 

**Unit 7:
Electricity and
magnetism**

TITLE: Horrible Science: Shocking Electricity
AUTHOR: Nick Arnold
ILLUSTRATOR: Tony De Saulles
PUBLISHER: Scholastic Children's Books (September 4, 2014)
SUMMARY: Those books are a collection of funny facts about science, that make it more interesting for kids, so they can investigate different contents than the ones offered in their text books, in this case, electricity.




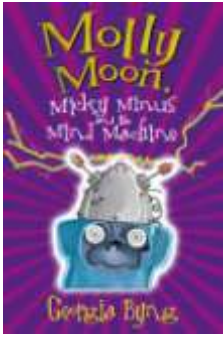


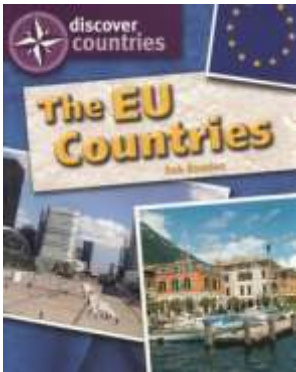
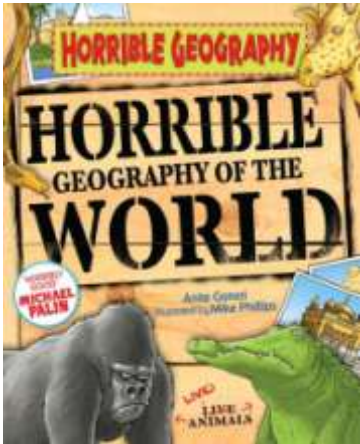

TITLE: The Science Detective Investigates: "Electricity" and "Magnets and Springs"
AUTHOR: Harriet McGregor
PUBLISHER: Wayland (January 14, 2010)
SUMMARY: Children are encouraged to experience science in action and learn from their own results and conclusions.
COVER:



TITLE: Counting with Tesla
AUTHOR: Chris-Rachael Oseland
Illustrator: Vicktoria Riley
SUMMARY: Meet Nikola Tesla, a real life mad scientist! Whenever you watch television, listen to a radio, or use a rechargeable toothbrush, you have Nikola Tesla. He and his pigeon friends. Along the way, you'll meet his friend Mark Twain, his enemy Thomas Edison, and learn all kinds of electrifying facts about Tesla's inventions.
COVER:



<p>Unit 8: Machines and technology</p>	<p>TITLE: Horribly Famous: Inventors and their Bright Ideas AUTHOR: Mike Goldsmit ILLUSTRATOR: Clive Goddard PUBLISHER: Scholastic; (April 5, 2010) SUMMARY: Even though they're dead, inventors are still full of surprises, and you can meet ten of history's barmiest bright sparks in here. COVER:</p>  <p>TITLE: Horrible Science: Evil Inventions AUTHOR: Nick Arnold ILLUSTRATOR: Tony De Saulles PUBLISHER: Scholastic Children's Books (September 4, 2014) SUMMARY: Those books are a collection of funny facts about science, that make it more interesting for kids. COVER:</p> 	<p>TITLE: Fantastic Frankie and the Brain-Drain Machine AUTHOR: Anna Kemp ILLUSTRATOR: Alex T. Smith PUBLISHER: Simon & Schuster Children's (January 1, 2011) SUMMARY: Can Frankie escape an evil headmaster who wants to turn him into a robot using a dastardly brain-boosting machine? COVER:</p>  <p>TITLE: Molly Moon, Micky Minus and the Mind Machine AUTHOR: Georgia Byng PUBLISHER: Macmillan Children's Books (October 5m 2007) SUMMARY: A mind-boggling magical adventure full of wildness and mayhem! COVER:</p> 
--	--	--

<p>Unit 9: Landscapes of Europe</p>	<p>TITLE: Discover Countries: The EU Countries AUTHOR: Rob Bowden</p>	<p>TITLE: Friends Forever: The Mystery Tour AUTHOR: Judi Curtin PUBLISHER: Puffin (April 4, 2013)</p>
<p>Unit 10: The population and organization of Europe</p>	<p>PUBLISHER: Wayland (August 9,2012) SUMMARY: This distinctive and up-to-date book describes each country in the EU, looking at its landscape, society, economy, industry and culture. COVER:  TITLE: Horrible Geography of the World. AUTHOR :Anita Ganeri ILLUSTRATOR: Mike Phillips PUBLISHER: Scholastic; Edición: 1 (August 2, 2010) SUMMARY: Discover the geography of the world with this funny book. COVER: </p>	<p>SUMMARY: When Lauren and her magical cat time-travel to WWII, they learn that the truest friendships are made in the hardest times COVER: </p>

<p>Unit 11: Spain in the Modern Age</p>	<p>TITLE: History year by year AUTHOR: DK PUBLISHER: Dorling Kindersley</p>	<p>TITLE: Molly Moon's Hypnotic Time-Travel Adventure AUTHOR: Georgia Byng</p>
<p>Unit 12: Spain from the 18th century</p>	<p>(September 2, 2013) SUMMARY: History Year by Year will take children on a stunning trip through time as they follow the history timeline that plots our life on Earth, from prehistoric man to how we live today. COVER:  TITLE: 100 People Who Made History AUTHOR: Ben Gilliland PUBLISHER: Dk Pub (January 1, 2012) SUMMARY: Meet the men and women who shaped the world we know today. Inventors, explorers, political leaders, sports stars and entertainers in this hall of fame. COVER: </p>	<p>(October 19, 2010) SUMMARY: Molly is living quietly Briersville Park when she and her pug Petula are mysteriously abducted and whisked back in time to nineteenth-century. COVER: </p>

Collection for all the year

TITLE: Horrible Science collection

AUTHOR: Nick Arnold

ILLUSTRATOR: Tony de Saulles

PUBLISHER: Scholastic

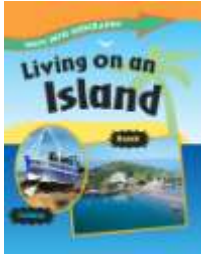


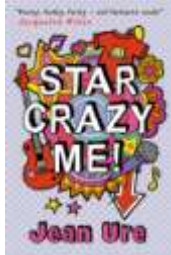
SUMMARY: Those books are a collection of funny facts about science, that make it more interesting for kids, so they can investigate different contents than the ones offered in their text books.

As they are created in a format adapted to kids, it will be easy for them to read those books and look for any information related with the unit. The complete collection is formed by 23 books that are connected with all the units of the book, as I could check by myself.


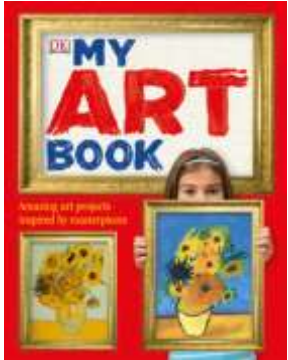

Some titles: Evil inventions for the unit of machines. Killer energy for “Energy unit” or Shocking electricity for “Electricity and Magnetism”.

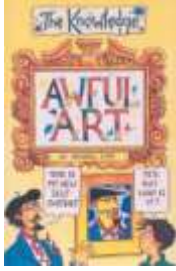
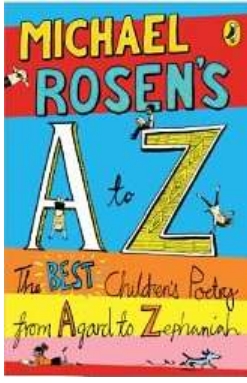


COVERS



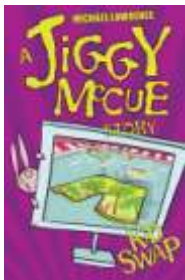


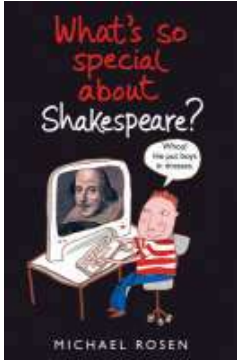
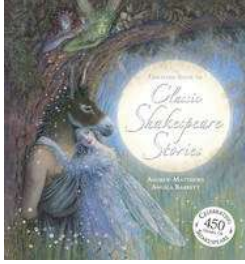

UNITS OF ENGLISH	NON FICTION	FICTION
<p>Unit 1: Island adventures</p>	<p>TITLE: Ways into Geography: Living on an Island.</p> <p>AUTHOR: Louise Spilsbury</p> <p>PUBLISHER: Franklin Watts (July 26, 2012)</p> <p>SUMMARY: This book explores the definition of an island, and looks at life on different islands all around the world.</p> <p>COVER:</p> 	<p>TITLE: Seal Island</p> <p>AUTHOR: Julia Green</p> <p>ILLUSTRATOR:</p> <p>PUBLISHER: OUP Oxford (July 2014)</p> <p>SUMMARY: Grace is really excited about her holiday staying with Granny by the sea. There, after a big storm, Grace finds a seal which has lost its mother, and Grace has to try to save it.</p> <p>COVER:</p> 
<p>Unit 2: Star quality</p>	<p>TITLE: The Knowledge: Mind-Blowing Music</p> <p>AUTHOR: Michael Cox</p> <p>ILLUSTRATOR: Philip Reeve</p> <p>PUBLISHER: Scholastic (December 12, 1997)</p> <p>SUMMARY: From cool classical megastars like Mozart and Beethoven to superstar rock 'n' rollers like Elvis, there's heaps in here to make you jiggle and jive.</p> <p>COVER:</p> 	<p>TITLE: Star Crazy Me!</p> <p>AUTHOR: Jean Ure</p> <p>PUBLISHER: Harper Collins Children's Books (June 2, 2008)</p> <p>SUMMARY: Carmen has serious ambitions to be a rock star. The school is having a Top Spot contest for would-be pop stars, and Carmen eagerly puts her name on the list. But when Carmen hears a spiteful girl at her school make comments about her weight...</p> <p>COVER:</p> 

<p>Unit 3:Cinema</p>	<p>TITLE: The New York Times Best 1000 movies ever made.</p> <p>AUTHOR: The New York Times.</p> <p>PUBLISHER: The New York Times.</p> <p>SUMMARY: It is an article with a list of movies that they consider the best ever made, with a summary of each of them.</p> <p>LINK: http://www.nytimes.com/ref/movies/1000best.html</p> <p>COVER</p> 	<p>TITLE: Shadows of the Silver Screen</p> <p>AUTHOR: Christopher Edge (author)</p> <p>PUBLISHER: Nosy Crow (Jan 1, 2013)</p> <p>SUMMARY: A mysterious filmmaker has approached <i>The Penny Dreadful</i> magazine with a proposal to turn Montgomery's spine-chilling stories into motion pictures. With Monty installed as the star of the production, filming begins</p> <p>COVER:</p> 
<p>Unit 4: Mother Earth</p>	<p>TITLE: See inside Planet Earth.</p> <p>AUTHOR: Katie Daynes</p> <p>ILLUSTRATOR: Peter Allen</p> <p>PUBLISHER: Usborne Publishing Ltd (March 2, 2008)</p> <p>SUMMARY: Delve deep into the mysteries of Earth's geography to reveal the hidden secrets of life on our planet.</p> <p>COVER :</p> 	<p>TITLE: Magic Tree House: Adventure on the Amazon</p> <p>AUTHOR: Mary Pope Osborne (author)</p> <p>PUBLISHER: Random House Children's Publishers UK (May 1, 2008)</p> <p>SUMMARY: Jack and Annie, and Peanut the mouse ride in a tree house to the Amazon rain forests, where they encounter giant ants, flesh-eating piranhas, hungry crocodiles,...</p> <p>COVER:</p> 

	<p>TITLE: How to: Go Wild</p> <p>AUTHOR: Dominic Utton (author)</p> <p>PUBLISHER: Scholastic(April 5, 2012)</p> <p>SUMMARY: The outdoor survival handbook for wannabe wild kids. This guide gives you tons of outdoor knowledge. From setting up camp to finding water and tracking wild animals, here are the tips that will help you survive.</p> <p>COVER:</p> 	
<p>Unit 5: Art</p>	<p>TITLE: My Art Book</p> <p>AUTHOR: DK</p> <p>PUBLISHER: Dorling Kindersley (May 2, 2011)</p> <p>SUMMARY: Fifty accessible art projects inspired by famous masterpieces, packed with inspiring and creative ways to explore the techniques and history of art.</p> <p>COVER:</p> 	<p>TITLE: Meeting Cezanne</p> <p>AUTHOR: Michael Morpurgo</p> <p>ILLUSTRATOR: Francois Place</p> <p>PUBLISHER: Candlewick Books (October 8, 2013)</p> <p>SUMMARY: When Yannick is sent to stay with his Aunt Mathilde in the South of France, he cannot believe his luck. If the paintings of his mother's beloved Cezanne are to be believed, surely Provence is paradise itself. So begins an idyllic month for the young boy.</p> <p>COVER:</p> 

	<p>TITLE: The Knowledge: Awful Art AUTHOR: Michael Cox. ILLUSTRATOR: Philip Reeve PUBLISHER: Scholastic / Hippo (19 Sep 1997) SUMMARY: Today, almost anything can be art: building bricks, half a cow, even a bin full of rubbish! In this funny guide to the freaky world of art, you'll meet rich artists, poor artists,... and artists who really made an exhibition of themselves. COVER:</p> 	<p>TITLE: Michael Rosen's A-Z: The best children's poetry from Agard to Zephaniah AUTHOR: Michael Rosen PUBLISHER: Puffin (August 6, 2009) SUMMARY: From Agard to Zephaniah, the very best of children's poetry from the very best of children's poets appears in this wonderful and exciting anthology edited by Michael Rosen, the Children's Laureate. COVER:</p> 
<p>Unit 6: Sports</p>	<p>TITLE:Flaming Olympics AUTHOR: Michael Coleman ILLUSTRATOR:Mike Phillips and Aidan Potts PUBLISHER: Scholastic (April 5, 2012) SUMMARY: From 776 BC to the present day, the Olympics have been blazing the way for sport for nearly 3000 years. Now you can get all the horrible facts! COVER:</p> 	<p>TITLE: Stan Stinky AUTHOR: Hannah Shaw (author) PUBLISHER: Scholastic (June 6, 2013) SUMMARY: Stan Stinky is a sewer rat with a passion for surfing. But now poor Stan is being forced to spend his summer stuck at home in his boring old hole. But this holiday will be full of twists and turns. COVER:</p> 

<p>Unit 7: Healthy body</p>	<p>As this topic has been worked in science, the proposal of the books is the same that the used in the first units related with human body and health.</p>	
<p>Unit 8: In the news</p>	<p>TITLE: Newspapers for schools AUTHOR: NLA SUMMARY: In this page pupils can read the UK newspapers in English every day. LINK: http://www.newspapersforschools.co.uk/news_library.aspx</p> <p>TITLE: Mary Glasgow Magazines AUTHOR: Scholastic PUBLISHER: Scholastic SUMMARY: A page where you can find magazines for kids adapted to their age. LINK: http://maryglasgowplus.com/subscribe/english COVER: </p>	<p>TITLE: My Funny Family's Got Talent AUTHOR: Chris Higgins. PUBLISHER: Hodder Children's Books (March 6, 2014) SUMMARY: Love a good talent show, like Britain's Got Talent? So does Mattie's mum. Now Mum's thirtieth birthday is coming up. Like the smart kid she is, Mattie has thought up the perfect birthday surprise. That's right: a talent show! COVER: </p> <p>TITLE: Jiggy McCue: Kid Swap AUTHOR: Michael Lawrence PUBLISHER: Orchard Books; Revised edition (July 2, 2009) SUMMARY: Jiggy is horror-struck when his evil parents sign him up for a TV reality show: Kid Swap. He is going to move in with another family and everything he does is going to be filmed! COVER: </p>

<p>Shakespeare 450th anniversary</p>	<p>TITLE: What's So Special About Shakespeare?</p> <p>AUTHOR: Michael Rosen</p> <p>PUBLISHER: Walker Books Ltd (April 2, 2007)</p> <p>SUMMARY: Ideal for browsing, the text is divided into clear sections and includes studies of four of Shakespeare's plays, intriguing facts and information about Shakespeare himself and the world at this time, accompanied by a useful time line.</p> <p>COVER:</p> 	<p>TITLE: The Orchard Book of Classic Shakespeare Stories</p> <p>AUTHOR: Andrew Matthews</p> <p>ILLUSTRATOR: Angela Barrett</p> <p>PUBLISHER: Orchard Books (September 27, 2001)</p> <p>SUMMARY: Eight of Shakespeare's best-loved plays, including 'Romeo and Juliet', 'A Midsummer Night's Dream', 'Hamlet' and 'Macbeth', are retold in this truly classic collection.</p> <p>COVER:</p> 
<p>Writing guides</p>	<p>TITLE: Writing Guides: News Stories for Ages 9-11 (7 BOOKS)</p> <p>AUTHOR: by Jillian Powell</p> <p>ILLUSTRATOR: David Mostyn, Mark Oliver and Mike Phillips</p> <p>PUBLISHER: Scholastic; 1 edition (May 3, 2010)</p> <p>SUMMARY: Inspire even the most reluctant writers with these creative resources. Develop their understanding of writing genres using example texts and invaluable definitions.</p> <p>COVER:</p> 	

ANNEX IX: READING TREE

