



Universidad  
Nacional  
de Loja

**Universidad Nacional de Loja**  
**Facultad de la Educación, el Arte y la Comunicación**

**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Pictograms and improving reading comprehension among first-year students at a public school in the city of Loja during the 2021-2022 school year**

**Los pictogramas y la mejora de la comprensión lectora en los estudiantes de primer curso de un colegio público localizado en la ciudad de Loja durante el año lectivo 2021-2022**

**Trabajo de Integración Curricular  
previo a la obtención del título de  
Licenciada en Pedagogía del Idioma  
Inglés.**

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**LOJA - ECUADOR**  
**2022**

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## **Dedication**

This thesis is dedicated to my beloved parents, my father Vidal Ayala and my mother Silvia Espinoza for every single prayer, love, guidance, trust, patience, sacrifice, determination and support they have given to me. I also want to dedicate to all those who love me, dear brothers, sisters, nephew, niece and my dear love Carlos, it was you who accompanied my formation process morally and financially. Finally, I dedicate my thesis work to my grandmothers because they are one of the most important persons in my life.

*María Fernanda Ayala Espinoza*

## **Acknowledgements**

I am very grateful to the Universidad Nacional de Loja, to the Facultad de la Educación, el Arte y la Comunicación and especially to the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros and the greatest thanks to my teachers since they filled me with good knowledge during these years of study

Similarly, I would like to offer my special thanks to the public institution, where the research was developed, its director and English teacher Lic. José Pilco as well as students of first-year of Bachillerato General Unificado, who collaborated with me in the development of my research.

A special feeling of gratitude to Lcdo. Mg. Sc. Jhimi Bolter Vivanco Loaiza, who expertly guided me through this process. This research work would not have been possible without his help, sustenance and patience.

*María Fernanda Ayala Espinoza*

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## **1. Title**

**Pictograms and improving reading comprehension among first-year students at a public school in the city of Loja during the 2021-2022 school year**

## 2. Resumen

El propósito de este estudio fue mejorar la comprensión lectora a través de pictogramas en estudiantes de primer año de un colegio público de la ciudad de Loja durante el año escolar 2021- 2022. Esta investigación se realizó mediante un método mixto. Así, se recogieron datos cuantitativos a través de un pretest y un postest para medir la comprensión lectora de los estudiantes. Mientras tanto, los datos cualitativos se recogieron mediante un cuestionario que captó las percepciones de los estudiantes hacia los pictogramas. Los resultados del pretest y del postest se analizaron mediante fórmulas estadísticas y se presentaron en gráficos. El análisis temático ayudó a presentar los resultados del cuestionario. Los resultados obtenidos demostraron que había una diferencia significativa ( $p \leq 0,05$ ) antes y después de la aplicación de los pictogramas para mejorar la comprensión lectora. Como resultado, la implementación de pictogramas redujo significativamente las limitaciones de los estudiantes para identificar las ideas principales y los detalles de apoyo como para ordenar correctamente un texto de lectura. La estrategia de los pictogramas fue un recurso eficaz para mejorar la comprensión lectora de los alumnos, ya que les permitió trabajar de forma cooperativa, comprender claramente los textos y convertirse en lectores independientes.

Palabras claves: Comprensión lectora, Detalles de Apoyo, Idea principal, Pictogramas.

## **2.1 Abstract**

The purpose of this study was to improve reading comprehension through pictograms among first-year students at a public school in the city of Loja during 2021- 2022 school year. This research was done using a mixed method. Thus, quantitative data was gathered through a pretest and posttest in order to measure students' reading comprehension. Meanwhile, the qualitative data was collected by using a questionnaire which captured students' perceptions toward pictograms. The pretest and posttest results were analyzed by using statistical formulas and presented in graphs. Whereas a thematic analysis helped to present the questionnaire results. The results obtained demonstrated that there was a significant difference ( $p \leq 0.05$ ) before and after the implementation of pictograms to improve reading comprehension. As a result, the implementation of pictograms reduced meaningfully the students' limitations in identifying main ideas and supporting details as in ordering correctly a reading text. Pictograms strategy was an effective resource to improve students' reading comprehension, it permitted students work cooperatively, to clearly understand texts and become independent readers.

**Key words:** Main Idea, Pictograms, Reading Comprehension, Supporting Details, Sequencing.

### 3. Introduction

According to a study carried out by the Instituto Nacional de Estadísticas y Censos, “27% of Ecuadorians do not have the habit of reading and less so reading text that are in a foreign language” “(INEC, 2012). However, the Ecuadorian Government and the Ministry of Education expect that students who reach the proficiency level A2.2 at the end of first-year of Bachillerato General Unificado (BGU) (according to the division made by the Ministry of Education) will have accurate enough knowledge about understand and identify longer, more complex informational, transactional, and expository texts as well as simple procedural and narrative texts. The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items. If students manage to meet these requirements, they will be considered basic users of the English language.

Although the Ministry of Education sets in its goals that at the end of the first year of high school students should be basic users, this does not occur due to difficulties in teaching English as a foreign language. In some cases, this is due to the lack of didactic resources for their explanation, and others refer directly to their personal training that is related to the lack of organization and coherence between the number of assigned class hours and the methodological resources offered by the institution. This is why the investigation is aimed to improve the reading comprehension in students from the first-year of high school through the use of pictograms at a public institution in the city of Loja during the 2021-2022 school year. Based on this information, the research aims to answer the central question: What is the effect of pictograms to improve reading comprehension at a public high school in the city of Loja during the 2021-2022 school year? The sub-questions for this research are as follows: How are pictograms applied in the context of reading comprehension at a public high school in the city of Loja during the 2021-2022 school year? How does the use of pictograms contribute to improving reading comprehension at a public high school in the city of Loja during the 2021-2022 school year?

The background of the investigation comes from studies and articles with first-hand information detailing fundamental concepts. According to Lascano (2019) pictograms are a graphic representation of meaning through a figure whose objective is to convey knowledge, action or something specific. Likewise, Cabrera (2015) said that a pictogram is a drawing used to give meaning to the image with an idea to be conveyed. In accordance with the provisions of the aforementioned authors, they agree that through a simple representation of images actions or objects, meaning can be determined, thus achieving a promotion of language through

illustrations with an easy and quick way to use them. However, when we talk about reading comprehension, Cuaspad (2020), states that it is the ability to understand what is read, both in reference to the meaning of the words that form the text, and with respect to the global compression of the text itself. Likewise, Andy (2015) argues that reading comprehension as a constructive and intentional mental process in which the reader elaborates an interpretation of the textual meanings, based both on the information of the written text and on their previous knowledge.

Nevertheless, there is a gap between the national curriculum and the reality of English language teaching. The Ministry of Education emphasizes that students must understand transactional and expository texts as well as simple procedural and narrative texts. Despite the expectations of the Ministry of Education, students find many difficulties in developing reading comprehension due to the lack of vocabulary. Therefore, this research was of great help to fill the gap that exists in students about how we can develop reading comprehension through pictograms.

By conducting this study, the researcher was able to improve professionalism in English teaching. In addition, got new perspectives of English language learning and built empathy to the students. Furthermore, this mixed method study possibly can give inspiration to other researchers to conduct relevant studies to overcome the problems arising in the classroom and to improve the quality of English learning activities. Additionally, it should be noted that the research is framed within the guidelines of the Facultad de la Educación, el Arte y la Comunicación (FEAC) which emphasizes this in its fifth line of the agents, processes, knowledge and innovation in education. Similarly, the study promotes the improvement of a specific area of the English language and enhances professional development, being that the Sustainable Development Objective (SDO) 7, which is under the social axe.

This thesis was carried out in a public high institution in the city of Loja, with the participation of 18 students first-year of Bachillerato General Unificado (BGU) during the 2021-2022 school year. Through this application of this collaborative practice, three components of reading comprehension were taken for the investigation, and the goal was to examine the use of these features: main idea, supporting details and sequence of events. The research process was successful; however, some limitations were found. Some students did not attend classes, as well as some students did not participate in the pretest administered. Finally, the lack of previous studies in the area of research, particularly previous studies that contain the two variables was a limitation.

Based on the aforementioned, the general objective of this research was to study the effect of pictograms and improving reading comprehension among first-year students at a public school in the city of Loja during the 2021-2022 school year. Moreover, the specific objectives that were researched during the study were: to implement an intervention plan based on the pictograms and improving reading comprehension among first-year students at a public school in the city of Loja during the 2021-2022 school year; to examine the effectiveness of pictograms and improving reading comprehension among first-year students at a public school in the city of Loja during the 2021-2022 school year and to explore students' perspectives about the implementation of pictograms and improving reading comprehension among first year students at a public school in the city of Loja during the 2021-2022 school year.

## **4. Theoretical Framework**

In this section, the different topics related to the research variables that correspond to the pictograms and reading comprehension are both linked to strengthening language reading skills.

### **4.1 Pictograms**

#### **4.1.1 Definition of Pictograms**

Pictograms are images that express a message. It can be a word, an object, a fact, a feeling, figures, actions or specific concepts. Pictograms are very specific communicative images, and they express some message that you want to convey. That is why it is a resource widely used by teachers to give information about concepts, objects or specific information (Oviedo, 2020). In this sense, it could be indicated that through a simple representation of image graphics, actions or objects can be defined, thus promoting language through illustrative expression or particular symbols that can be used quickly to indicate a particular phrase or action.

The pictogram is a symbol that represents a figure or an object and that serves to communicate or indicate something, of a visual nature that is found in various contexts of our daily life and provides us with useful information.

The pictograms according to Manobanda (2013) are signs or drawings that have a meaning in a language of figures or symbols, also called image graphics or pictography. It is a diagram that uses images or symbols to show data for quick understanding or, what is the same, it is a type of writing that uses graphic resources to represent objects (p. 25).

The pictograms are "signs of the writing of figures or symbols that schematically represent a real object", they are drawings that replace a word in the narration. Additionally, pictograms are icons, signs or schematic images associated with activities, situations or environments. They are simple drawings that explain an action in minute detail (brush teeth, listen to music, pick up toys, take a nap, take a walk) and serve as tools for communication with children. (Sanders, W. 2011, pp. 38-71).

#### **4.1.2 Importance of Pictograms**

Tipan (2016) states the use of the pictogram helps the student to start in his reading and writing process, considering that it develops the creativity and imagination of the schoolchildren, it also promotes visual memory. (p. 13)



What is established by the author validates the importance that arises before the application of the pictograms, understanding that, as a teaching and learning instrument within the classroom, it is of great interest and motivation for schoolchildren, increasing the levels of motivation and interest. This is a great importance as it allows students to acquire language skills.

These images represent concepts or words in a simpler way, they can be created or printed, they help the construction of sentences and without a doubt improve the daily routine in terms of reading comprehension.

The images usually contribute positively within the educational context, since the student can relate them to the context or the action. In the process of teaching the English language, the images have that positive impact for the acquisition of knowledge in school children by exploring a new way of learning related to their environment and their previous knowledge. (González, 2013, p. 22).

In accordance with the above, the images that can be visualized by the students allow them to express themselves spontaneously, to feel comfortable observing and identifying their meaning. It is then that the teacher who teaches the language must seize the moment and use a suitable vocalization of words so that the student feels even more motivated. This moment of interaction with the teacher and the environment is significant, since it allows constantly reviewing and reaffirming the knowledge that, depending on the use of the image, is being generated. This indicates that actions or words must be constantly remembered with the use of images and vocalization in order to consolidate the acquisition of the English language through images.

Continuing with the aforementioned topic the use of images in the teaching of the English language also conceives benefits for the student considering that the vocabulary and the practice of pronunciation are constantly reaffirmed. It also establishes certainty and security based on their memory or resource. of images and therefore of the acquired pronunciation. In relation to time, the use of it is reduced since the student does not have to constantly review what has been learned and finally, they encourage the interaction of the students within their social context. As long as these are related to the school environment, the exchange of knowledge and topics generated from images, pronunciations and the apprehension of what has been learned begins.

### ***4.1.3 Pictographic Strategies***

Within the educational dynamics, teachers through their training use didactic, methodological and playful resources that allow the student to consolidate specific knowledge that arises according to their needs. However, the strategies or tools used to consolidate said knowledge must be adapted.

In the case of pictograms, there are various strategies that can be developed depending on their application that refer to the exhibition of drawings created by students, observation and dimensioning of graphs, illustration comprehension analysis, reading of the text with the directionality that corresponds from left to right, reading of poetry and songs through clear vocalization, recognition of actions and definition of figures. (Proyectos y Trabajos Escolares, 2016, p. 4)

In this sense, to develop the work in the classroom through the use of pictograms, they must be done in large sheets that can be easily observed, with clear illustrations. that can be determined by the students. Then the teacher must generate comprehension questions in order to read the sheets. In the first instance the teacher must generate a clear explanation, linked to a correct pronunciation and the use of a good tone of voice; thus, generating in the student a correct pattern to follow, which would generate the consolidation of learning.

### ***4.1.4 Pictogram design for teaching***

The pictogram, being a simplified image that clearly and concisely represents an object or an action, can be understood by any beginner subject. In the Brault & Bouthillier Education article written by Joe-Ann Benoit (2014) he describes that when working with boys and girls, there is an interest in manipulating the objects with which they study. So, she believes it is essential to build the pictograms that can be easily held in one hand, she also recommends laminating them as they will be more durable and easier to disinfect. Likewise, Benoit details the use of Velcro or adhesive on the back of the pictogram to get students involved. At the time of presenting them, you must make sure that you have the full attention of the child, and you must also show the image saying what it means. All this will help the student to learn in a meaningful way, that attracts all their senses, involving them in a participatory way in learning the content.

On the other hand, Zimmermann (2012) in his article describes the elaboration of pictograms as a simplified one, which does not require words or any interpretation for its understanding since they are characterized by being a synthesized and reduced expression of rapid analysis and understanding in the linguistic or cultural context.

For a greater perception of them, which is detailed, an example is illustrated with the following figure.

**Figure 1. Man and Woman icon**



Fuente: Tomado de es.vecteezy.com

Note: men and woman icon

Figure 1 shows two images representing a «man and a woman» commonly used in public establishments that indicate the use of the bathroom. These images are extremely simple and do not show personal characteristics, whether it is for children or elderly, whether it is skinny or fat, regardless of race, marital status or religion. It is in such a way that a representation is simplified.

The design of a pictogram is basically simple for visualization and interpretation and they are designed without the use of words or complete sentences. Now, previously detailed the way in which a certain author uses them in teaching. The use of pictograms in reading comprehension should be studied.

#### **4.1.5 Pictographic signs**

Pictographic illustrations are an instrument of great diversity of purposes. They can be observed in all contexts through traffic signs, for example. They also fulfill communicative purposes within social contexts. In the educational field, it offers a wide application of incognito and visual communicative language, providing the student with several benefits such as the strengthening of writing and reading skills, improvement of phonetics, acquisition of new language, increase in creative levels and good use of their sensory functions.

In this sense, the visual representation of the pictograms is part of the various signs that can be used and that man has also managed to use to communicate, which guides understanding that all the systems that man has used to communicate are capable of transmitting information, most of which are aimed at vision and hearing. This indicates that oral language can direct vision and on the contrary, being able to listen can direct vision towards a specific illustration (Escandell, 2014, p. 25)

The foregoing describes sight and hearing as signs associated with the understanding of pictographic schemes. They consider that by observing images of the context the human being can unconsciously develop an idea in his mind, since these schematic signs are directly related to the object, action or place observed. This allows the individual to more easily interpret the information that is being communicated.

#### **4.1.6 Pictographic Communication Systems (PCS)**

These methods have been designed for communicative interaction and originated in the middle of the year 1981 by Roxana Mayer and Johnson, who built approximately five thousand pictograms in full color images and on the contrary in colors based on black and white, of which were collected in a book. According to Tuset (2011), this set of iconographies was compiled in different classes:





Verbs, descriptions, food, leisure, names, miscellaneous things, people and the social. Although they are quite general categories that encompass thousands of images, and which is one of the most widely used pictographic systems in the world thanks to its high visual definition. (p. 333)

Based on the above, the pictograms not only determine the communication of words, but also of actions that can correspond to group or individual activities. Their simple understanding allows communication to be simpler, faster and more effective, and can also be understood by any individual, depending on their previous knowledge. Although they are mostly easy to understand, for the author, these pictograms have specific objectives that are detailed below:

- Carry out certain activities based on the behavior that is expressed through the pictogram
- Develop demonstration skills that promote orality
- Perceive everyday aspects that correspond to actions, smells or people
- Promote orality, distinctions and claims
- Improve the management of emotions and desires

Depending on their particular characteristics as an action or communicative resource, in relation to oral or written comprehension and expression, pictograms tend to reinforce the social interaction of individuals, since they tend to socialize the definition of these pictographic manifestations, which in turn generates a strengthening of the communicative activities of the context.

**Table 1. Examples of Pictograms**

Action	Pictogram
Prohibited Conduct	
Emotions	
Responsibilities	
Daily Routine	

**Figure 2. Vector Illustration Of Kid Daily Routine Activities**

**Figure 3. Forbidden signal**

**Figure 4. Integrity Counseling & Wellness**

**Figure 5. Throw garbage in trash  
Royalty**

Make by the author

Note: Daily pictograms images

The table number 1 illustrates in a very short and precise way the different uses that are read to the pictograms in daily life from daily activities to emotions you can see them reflected in a pictogram.

In this way, the course of the pictograms and the variety of uses executed by the human being can be evidenced. For this reason, the following topic is introduced in order to analyze the different utilities that have been given to the use of pictograms in various fields of study.

#### ***4.1.7 Utility of pictograms***

The illustrative technical pictograms allow for the development of the communication process, where activities, actions, or assignments can be established and developed in the classroom. They can also be used to help the organizational process of the objects located in the classroom or other activities. However, in order to apply this strategy, the student must have prior knowledge, which will allow them to read or code the illustrations. (González, 2016, p. 41). Depending on their usefulness, as established by the author, the pictograms favor the process of learning acquisition and also tend to promote improvements in the language skills and competencies of schoolchildren, these being very useful for the development of the communication process in each one of them.

In the same order, the pictograms can be used in educational sessions to establish patterns and routines with activities that must be carried out. In addition, within their usefulness they can promote an improvement in communication, acquisition of new languages, phonological improvement, and enhancement of skills related to reading. For these reasons, pictograms are very useful in the educational field. In this sense, Vera (2013) establishes that: “The usefulness of pictograms at a playful level, represent an important support and relevance to promote the communication process and thus promote the reading and writing skills of schoolchildren, not only in the classroom but in the study of the didactics of the language or in the processes of education with curricular adaptations”. (p. 14)

This utility related to the pictograms, represents a great importance in the educational process. In the case of the teaching of the foreign language through the illustrations the student will be able to associate the action or object with the image, which will allow him to establish and consolidate a learning process. Since the illustration is identified with a word, the student will be able to associate the correct way of writing it. In addition to the teacher using phonetics, the student can link the meaning of the illustration with the correct way of writing it and later with the pronunciation.

#### ***4.1.8 Reading with Pictograms***

The combination of written text with images promotes meaningful learning for students. In the article reading with pictograms Vásquez (2010) it is stated that: “A picture is worth a word”. This simple code is the only one that adults have to follow to initiate the little ones in the reading process through pictograms, an increasingly common didactic resource in the pre-reading stage. Learning to read with these materials that combine visual and written

language, in addition to being motivating for children, helps to expand vocabulary and develop reading comprehension.

Reading stories to children from a very young age is one of the most recommended activities to encourage their interest in reading. The next step is for them to tackle the reading process independently. But for that, first they have to learn to recognize the letters, join them to form words and, in the end, read them. This process towards learning to read is long and requires a specific degree of maturity until the child is able to read on their own.

According to the article reading with pictograms, the pictogram is a didactic resource that helps to combine visual and written language to develop reading skills, including pictographic stories. If used at young ages, will arouse interest in reading and will provide the opportunity for the student to participate in reading before learning to read. This reason is why this methodological tool should be implemented in the institution.

#### ***4.1.9 Contribution of pictograms***

Pictograms constitute a resource capable of adapting to various communicative purposes in teaching that takes place in contexts of diversity. However, it is important to highlight the contribution in certain reading skills:

**Visual development.** - The presentation of images in terms of colors, shapes or movements attracts a lot of attention, arousing interest through what the boy or girl sees.

**Language development.** - The child from birth has the ability to learn the mother tongue or another language. The more we stimulate through songs and stories, the more words they will be able to learn, hence the importance of stimulating the child during the first five years. You do not need if we propose he would to learn other languages.

The use of pictograms in the educational field are significant since they correctly motivate reading and writing. The images that are used in the classroom allow retention and if they are palpable, we develop in them their creativity and imagination for the construction of knowledge. (Lema Gallo & Maiguashca Barrera , 2017)

#### ***4.1.10 Advantages of pictograms***

Parra (2018), expresses some of the advantages of the original pictograms. These advantages include:

- They are made in the moment and with simple material
- They can be done by anyone

- It is more practical and natural than other system
- The scholar can consult them whenever he wants
- He can plan what he wants to do
- It can be used to solve problems
- They improve communicative interaction
- They can be adapted with new technologies
- They allow to form concepts explicitly
- They are easy to learn and use in daily life
- They increase emotional well-being
- They maintain interest in activities and new tasks
- They improve language quality

The advantages of using pictograms in the teaching-learning process favor the development of skills and abilities that will be useful for the acquisition of new knowledge in the stage where the student manifests new experiences. The use of pictograms allows the teacher to improve the interaction with the student allowing him to represent ideas, concepts, messages. The student manages to interpret the information in an explicit and fun way.

#### ***4.1.11 Benefits of pictograms***

The use of pictograms as seen can be playful, and in the field of education it is a support technique for reading comprehension, and can be of great interest to many fields of didactics. According to Guanoluisa (2017), the possible benefits of using pictograms are:

- Improve attention and motivation.
- They simulate situations through scenes, murals.
- They support certain oral and written expression skills, automating and memorizing them.
- They help reading comprehension, giving thematic clues through setting illustrations, graphic organizers, charts, etc.
- They help build concepts and relationships between concepts.
- Visually represent verbal and/or literary sequences and structures.
- They synthesize information that is received or that is going to be exposed. (p. 21)



#### ***4.1.12 Pictogram as a communicative resource***

Pictograms are part of our daily life through the presence of their use on public transport, medicine, household appliances, household utensils, etc. They indicate, in iconic form, places, directions, actions or restrictions. From this point of view, pictograms can fulfill many functions. Their usefulness can replace written indications and instructions, as well as express regulatory, mandatory, warning and prohibited information. When the information must be processed immediately (traffic signs), as an aid for the understanding of people with different language or linguistic ability (people with low level of education), or with visual problems (elderly people), and especially when there is a legal obligation to inform and that the user complies with the information, mainly for safety purposes at work (use of hazardous materials). Tijus, C., Barcenilla, J., Cambon De Lavalette, B., & Meunier, J.-G. (2013).

In this way, the implementation of pictograms as a tool with the ability to adapt to multiple communicative purposes both in the elderly, educational level, job security and even driving rules, which facilitates the exchange and understanding of everyday information is evidenced.

However, if they are seen as a linguistic communication tool, they intervene in the global reading process, increasing the acquisition of new concepts and words in any language. in any language. In addition, it favors teenagers' expression, since with the pictograms file the student can classify, point, organize, serialize or make sentences that can form complete messages, facilitating the learning of new concepts and words in any language. complete messages, facilitating the learning of reading.

It should be noted that Camasca Rivera (2018) states that pictograms also contribute to the development of certain reading skills such as visual development and language development. On the one hand, visual development refers to distinguishing and structuring information through the sense of sight, thus recognizing colors, shapes and movements.

#### ***4.1.13 Pictograms in education***

Pictograms persist in time and space for this reason they are considered tangible and accessible. Pictograms are currently used in educational institutions with the purpose of actively improving each of the students through the teaching-learning process, promoting the development of their language through repetition, increasing their vocabulary so that it is fluid.

According to Cuaspud (2020), states that pictograms are images, symbols, objects, actions, simple and representative figures that make information or messages known, they are

resources that facilitate communication in a visual way that stimulate expression in the case of sensory, cognitive deficiencies or insufficient knowledge of the language of communication.

Valuing what is exposed by Cuaspuud , (2020), it is evident that pictograms favor the learning of oral language, through the combination of images and letters which contribute positively in the student's learning helping them to improve language development.

On the other hand, Alegre and Maguiña (2014) state: “A pictogram is a sign that schematically represents a real object and has the particularity of being fully understandable with just a glance and the ability to convey the concept quickly”. When the reading proposal includes pictograms, it becomes an important challenge, since a double internal correspondence of the pictogram (coherence of meaning and representation) is indispensable.

Pictograms are considered visual communication materials. They are characterized by the fact that they are easy to elaborate, they can be adapted to any context and, above all, they facilitate learning to read. In other words, the challenge of applying the pictograms is to get students to read and interpret an image without any difficulty and to motivate and induce a taste for reading.

## **4.2 Reading Comprehension**

### ***4.2.1 Definition of Reading Comprehension***

Firstly, reading comprehension can be defined as the process by which a reader builds on previous knowledge, exposing new meanings when interacting with the text. This results in the basis for understanding. In this process, each reader develops differently, since each person develops different schemas and may use different skills and abilities when confronted with a text.

In all this task, much will depend on the previous knowledge that the reader has, because to the extent that he develops new knowledge and relates to the new information, his schemes will expand. With the reader's prior knowledge, he will be more likely to understand the words that are relevant, his reading inference will be more correct, and he will develop meaningful models.

Secondly, it is necessary to clarify that understanding is a mental ability to perceive and understand what is done, said or happens. Thus, Cerron Lozano & Pineda Lozano (2014) infers that the information transmitted through texts has had a great increase, which means that the need to acquire and develop the ability to understand reading appears with more insistence. In

this way, the active participation of reading comprehension is evidenced in a world that continues to change and that requires to be informed.

Regarding concerns about reading comprehension Ramirez Mazariegos (2017) relates it to, “the ability to understand what is read, both in reference to the meaning of the words that make up text, and with respect to global comprehension of the text itself” (p. 10). This refers to the understanding of meaning through reading, taking into account the most relevant ideas and the link between them. That is, it includes the development for the formation of meanings linked to concepts that make sense to the reader.

Three elements articulate this process:

- The reader, who is the agent of understanding and under which the abilities, skills, knowledge and experiences that an individual brings to the act of reading are included. (Camasca, 2018)
- The text, which must be understood, encompasses any printed or electronic text with its particular idiosyncrasy regarding structure, explicit and implicit content. (Camasca, 2018)
- The activity, in which the understanding that covers objectives, processes and consequences associated with reading is inserted. (Camasca, 2018)

Reading comprehension is one of the most important skills to all of us, because it builds our knowledge, it gives us an escape, and it helps to exercises our brains. The more you read, the better your reading skills and pronunciation will improve.

Reading comprehension of the EFL student is a basic support in the student's learning, a base without which the student will find enormous difficulties to develop his normal learning in all the curricular areas of primary and secondary education. The joint work to acquire this competence during Primary Education and to achieve its perfect application during the Secondary Education, where more complex texts will make an appearance, should be a primary objective of teaching.

#### ***4.2.2. Importance of Reading Comprehension***

Leslie & Calwell S (2012), affirms that reading comprehension increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The author also states that comprehension of what one reads is imperative for a child to be successful in school and specifically, for language learning. Children must be able to understand the context of the words in individual sentences and also understand multiple concepts when reading longer passages

According to Leslie & Calwell S (2012), reading comprehension is what allows the reader to interact with the text in a meaningful way. Reading comprehension is the crucial link to effective reading, a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment. Besides that, reading comprehension is essential for language learning.

#### ***4.2.3 Stages of Reading Comprehension***

During the reading, there are three stages known as pre-reading, while-reading, and post-reading, in which learners draw on their cognitive and metacognitive skills. This latter allows them to understand the text, establish a relation between their prior knowledge and text meaning, make conclusions, control the speed of reading, and decide which is the better and more effective strategy to cope with difficulties that arise while reading

- Pre-reading: Good readers set a purpose for reading and activate prior knowledge, making connections between real-life experiences and textual content. They predict what the text might be about and then decide which strategies would be useful while reading the text. Finally, they develop mental images and use graphic organizers. (Coello, et al., 2020)
- While-reading: good readers monitor their own comprehension as they continually make and revise their predictions. They identify the main idea and answer and generate questions. Having determined which strategies would be appropriate for reading this text, they are also able, however, to incorporate remedial strategies when the text does not make sense. Finally, they are able to make inferences, develop mental images, and summarize. (Coello, et al., 2020)
- Post-reading: good readers discuss the material, answering and generating questions. They share information after deciding whether it is worth remembering. (Coello, et al., 2020)

#### ***4.2.4 Types of Reading Comprehension***

Throughout this paper has been mentioned that reading comprehension is a conscious effort that allows to interact with texts. Therefore, reading comprehension, though seen as a passive and plain activity, implies a range of complex processes that begin with decoding letters (phonological matching and articulation of letters sounds, at least inside of one's head), go on with lexical matching (recognize patterns), then knowledge of grammar helps to group words

and make sense of the text discourse. Finally, an on-going process of inference is employed to understand the writer' implicit and explicit message. (Watkins, 2018)

When reading, not only the process above mentioned is put into action, but also people have a clear objective to go about reading comprehension. The main purposes for reading comprehension are pleasure and getting information. Therefore, the reasons that lead readers to interact with texts determine how they read: the level of concentration devoted to the material, the level of detail paid to the text, and the strategies taken for dealing with breakdowns in understanding. In a reading class, for instance, students need to integrate information and evaluate the reliability and usefulness of multiple sources. Nonetheless, in a daily situation such as commuting to job, people do not need to scrutinize the material they have at hand, but the merely glance over it to pass the time. Further, in L2 (second language) contexts, students read for a third reason: as a means of developing language knowledge and skills. (Watkins, 2018)

Intensive reading (IR) is a somehow slow process in which students interact with relatively small amount of material. The main objective is to extract detailed information, main ideas, enhancing vocabulary, grammar, and understand as much content as possible given that this type of reading comprehension process is employed for answering yes/no or open-ended questions, filling in the gap exercises, etc. On the other hand, extensive reading (ER) leads learners to read longer texts, mainly for pleasure. Further ER characterizes by giving students the opportunity of choosing the material they want to read, and focus on general understanding rather than form

#### ***4.2.5 Levels of Reading Comprehension***

Considering comprehension as a process of interaction between the text and the reader. According to Gordillo & Flórez, (2009), the levels of reading comprehension are:

**Literal comprehension:** The reader recognizes key phrases and words in the text. They capture what the text says without a very active intervention of the reader's cognitive and intellectual structure. It corresponds to a reconstruction of the text that should not be considered mechanical, it includes the recognition of the basic structure of the text.

Literal reading at a primary level focuses on the ideas and information that are explicitly stated in the text by recognition or evocation of facts. Recognition consists of locating and identifying the elements of the text, which can be:

- Main ideas: the most important idea of a paragraph or story.
- Sequences: identifies the order of actions.
- By comparison: identifies explicit characters, times and places.

- Cause or effect: identifies explicit reasons for certain events or actions. (p. 97)

**Inferential or interpretative comprehension:** This level is characterized by scrutinizing and accounting for the network of relationships and associations of meanings that allow the reader to read between the lines, presuppose and deduce what is implicit. That is, he/she looks for relationships that go beyond what has been read, explains the text more broadly; adds information and previous experiences, relates what has been read and previous knowledge, formulating hypotheses and new ideas. The goal of the inferential level is to draw conclusions. This level of comprehension is very little practiced by the reader, since it requires a considerable degree of abstraction. It favors the relationship with other fields of knowledge and the integration of new knowledge into a whole. The concept of inference covers both strictly logical deductions and conjectures or assumptions that can be made from certain data that allow for the presupposition of others. (p. 90)

Not everything is explicit in a text. There is an enormous quantity of implicit ones (depending on the type of text and the author) that the reader can replace through inferential activity. This level may include the following suggestions:

- Infer additional details that the reader guesses could have been included in the text to make it more informative, interesting, and compelling.
- Infer main ideas, not explicitly included.
- Infer sequences about actions that could have happened if the text had ended differently.
- Infer cause and effect relationships, making hypotheses about motivations or characters and their relationships in time and place. Conjectures can be made about the causes that led the author to include certain ideas, words, characterizations, actions.
- Predict events based on an inconclusive reading.
- Interpret figurative language, to infer the literal meaning of a text. (p.98)

**Critical understanding:** At this level of understanding the reader is in a position to evaluate and verify the veracity or meaning of the text taking into account previous knowledge and experiences of it, emits their own judgments and opinions based on what it raises to the author. Moreover, the reader is able to make judgments about the text read, accept or reject it, but with arguments. Critical reading has an evaluative character which forms the reader with his criteria and knowledge of what he read intervenes. Such judgments take into account qualities of accuracy, acceptability, probability. Judgments can be:

- From reality or fantasy: according to the reader's experience with the things that surround him or with the stories or readings
- Adequacy and validity: compare what is written with other sources of information
- Of appropriation: it requires a relative evaluation in the different parts to assimilate it (p. 98).

In addition, all three levels of comprehension are important and need to be fostered. In the past, however, literal comprehension was the primary focus of instruction. Perhaps that is because literal comprehension is easier for a teacher to deal with. The facts are indisputable, and questions that focus on literal comprehension are simple to develop and evaluate. Literal comprehension, however, requires little in the way of engaged thinking and problem solving on the part of the reader.

As well as, the second and third levels of comprehension, inferential and critical, that challenge the reader to actively engage his or her background knowledge and reasoning skills to construct meaning that is not simply stated in the written text but meaning that can be discussed and debated. These are the levels that make reading comprehension a thinking task rather than simply a recall task. Research into effective classroom instruction in reading has found that effective teachers are more likely to focus on inferential and critical comprehension, the higher levels of comprehension, than less effective teachers

#### ***4.2.6 Components of Reading Comprehension***

##### **Main Ideas & Key Details**

Students need to be able to recognize the big picture in a passage. We target this skill by asking the simple question of “Why did the author write this passage? Why should we care? Did the author give us any details to further explain what they are talking about?” Students who struggle to identify the big picture may struggle with this concept. (Pollard C, 2019)

##### **Sequence a Passage**

Students must be able to recognize first, then, last or beginning, middle, end and put those events into a sequence. As they get older it is important that they begin annotating each sentence or paragraph by providing a 2–3-word summary. This will help support the identification of the main idea and key details. (Pollard C, 2019)

##### **Direct Recall Questions**

We need to teach students how to key into the specific information they need to hold onto. Think about those key “W-questions” specifically who, what, when, &

where. These will often be the key pieces of information that students should be able to answer when they finish reading a passage. (Pollard C, 2019)

### **Make Inferences or Predictions**

So, this is where we start to get into higher-level reading comprehension strategies. This is where things really start to get interesting because we need to step outside of what the passage has specifically told us and start using background knowledge or life experiences to bring our understanding to a new level. We need to take what the quotation has told us and start really thinking about it. This can be difficult for students because many struggle with abstract reasoning and often inferences and predictions aren't concrete. (Pollard C, 2019)

### **Previous Studies**

This section presents the search for projects that were taken as background works of degrees and articles that sought to investigate the improvement of comprehensive reading through pictograms. This has only one purpose: to contribute to the improvement and enrichment of scientific research and provide the researcher with a solid base and substantial information about the research that is being carried out.

**Table 2**

#### **Previous studies investigating pictograms to improve reading comprehension**

<b>Study</b>	<b>Country</b>	<b>Population</b>	<b>Methods</b>	<b>Level of Education</b>
(Andy Andy, 2015)	Puyo-Pastaza	23 teachers 19 students 19 parents 1 principle	Mixed	Superior
(Coello, et al., 2020)	Machala	12 teachers	Mixed	Superior
(Camasca Rivera, 2018)	Ayacucho-Perú	20 students	Pre-Experimental	Superior
(Cabrera Barrios, Rios de la Rosa, & Motalvo Martinez, 2015)	Cartagena de Indias	30 students 1 teacher	Qualitative	Superior
(Cuaspud Oviedo, 2020)	Quito	25 students	Qualitative	Superior
(Guanoluisa Amores, 2017)	Latacunga	22 students 22 parents	Mixed	Superior



---

1 principle

10 teachers

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Note: First-hand information

The reason why these studies were chosen is because most of them cover very important aspects, which facilitate new research studies on similar topics.

For examples Coello, et al. (2020) carried out a research project in order to identify frequency of application of methodological strategies by teaching staff and determine the use of pictograms in the study environment as strategies to develop the good quality reading skill in a foreign language. They used a quantitative and qualitative approach, and conducted the project with the question How does the lack of a methodological strategy influence the pictogram, in the progress of the reading skills of the English language? In order to collect data, the researchers applied questionnaires and direct observation to get mixed information. In fact, the findings showed that teaching staff use their methodology approach to teach English by using pictographic resources and that significant advancements have been made.

In the same way, a quantitative and qualitative research was developed by Andy (2015). The researcher aimed to identified the use of the pictogram as an educational resource for developing reading skills. Consequently, the research questions were: “What are the methodological strategies used for the reading processes? How to use the pictogram as a pedagogical resource for the development of reading skills in children of the initial level? and how does the use of pictograms influence children's reading skills?” (Andy, 2015.p. 5). To find out the result the investigator applied observations, surveys, and interviews. By this way, the results showed that teachers in the institution have not used pictographic reading; but there is a willingness to be trained in this area, also seen in freshmen pictographic interest in reading.

Similarly, Camasca (2018), carried out an experimental research project in order to know the influence of the application of the pictogram in the reading comprehension of children of 4 years. Due to this the author proposed the following research question: “What extent do pictograms influence the development of reading skills?” (p. 27). The technique applied in the research is the performance test and experiment, so the instruments used were the objective test and the experimental material. By this way, the results obtained showed that the application of the pictogram influences the reading comprehension of 4-year-old children, which is why it is concluded that the pictogram is a strategy that has good results.

Furthermore, qualitative research was developed by Cabrera Barrios, Rios de la Rosa, & Motalvo Martinez (2015). The main general objective was to implement pictograms to

promote the learning of reading and writing. Consequently, the research question was “How to promote the learning of reading and writing through pictogram application?” (p. 10). In order to collect data, the researchers applied observation as a mainly instrument. The results showed that the pictograms contributed favorably to the improvement of the development of the verbal linguistic intelligence of the children.

Likewise, a qualitative approach was developed by Cuaspud (2020), with the intention to study the use of pictograms to improve reading comprehension of the English language. The research attempted to answer to “What is the role of the use of pictograms in reading comprehension of the English language?” (p.5). To find out the results the researcher applied documentary files, bibliographic files and electronic files. As a result, the pictogram can be evidenced as a didactic resource for the handling in early childhood education, thus facilitating the development of the language and therefore the decoding and understanding of the texts

Finally, Guanoluisa (2017) carried out an action research project, with the main objective to determine the conceptual bases on the pictograms in the teaching-learning process of reading. In order to address her research, the researcher established one question: ‘Does the reading of pictograms affect the fluency of the language of children?’ (p. 5). Carrying out classroom research, the researcher applied questionnaires, interviews and surveys to get qualitative information. At the same time, observation sheets were used to collect qualitative information. The results obtained showed that pictograms are used as an effective strategy for teaching reading because they allow the development of creativity and imagination, the construction of images, sentences and texts with meaning, it is a motivating strategy and with greater acceptance in children. It also achieves greater attention and concentration.

The purpose of this research review was to help the reader understand different aspects of the research on the use of pictograms to improve reading comprehension. This is because through reading students begin to develop sub-skills for their academic growth. Precisely with this, it is also clear that when learning a second language, didactic resources are needed, such as pictograms or better known as images, since when used in the field of teaching they guarantee motivation due to their power of attraction, they awaken curiosity and produces a spontaneous and natural reaction. Likewise, the meaning of a word, new vocabulary or a grammatical structure is easier. Most of the research found was found on the pictograms for initial education. Finally, more research and testing are required to gain a better understanding of those who use the pictograms in higher secondary years

## **5. Methodology**

This section presents the main elements that make up this research and that guided its development. Here the research setting, procedure, research design, approach, as well as the instruments used to fulfill each of the proposed objectives are explained.

### **5.1 Research setting**

The research work was developed in a public institution in the city of Loja, located in the south of Ecuador with a latitude of -3.99313 and a longitude of -79.20422.

### **5.2 Procedure**

#### **Research Methods**

The methodological approach of the research work is quantitative-qualitative or mixed, it was chosen according to the nature of the data, which allowed to analyze and reflect the different learning difficulties in students, at the same time, helped to obtain percentages and statistical graphs to evaluate the effect of the application of pictograms to improving reading comprehension. Likewise, Gay et al (2011) argues that mixed methods research is a style of research that uses procedures for conducting research that are typically applied in both quantitative and qualitative studies to understand a research problem more fully.

Furthermore, the mixed method employs a pretest-posttest designed to measure student's reading comprehension competence. It means that the quantitative results helped assess and describe the effect of pictograms on learner's reading comprehension, which involves a single group that is pretested, then exposed to a treatment, and finally tested again. The success of the treatment is determined by comparing pretest and posttest scores. However, there is a manipulation of the independent variable (pictograms). Moreover, to gather data about students' attitudes toward application of pictograms, the Likert scale was designed.

Then, a pretest was administered to first-year students during the first session in order to diagnose their cognitive level in relation to reading comprehension. After that, the researcher designed and implemented some lesson plans (each plan had the following aspects: learning objectives, instructed and model, guided and independent practice and assessment) for 8 weeks of classes, that is, 40 hours of classes, 5 hours each week with the following schedule: Tuesday from 16:35 p.m. to 17:45 p.m.; Thursday from 15:00 p.m. to 15h40 p.m. and Friday from 14:20 p.m. to 15:40 p.m.

Most of the practical activities focused on improving students' reading comprehension through the use of pictograms as a teaching strategy, and were developed with the support of

the first grade English Pedagogical Module, provided by the Ministry of Education. Education (2020)

In each class, the researcher gave clear instructions to the students about what they have to do in each activity and how they have to do it. In addition, the researcher carried out an exercise as an example so that they can better understand. Students must follow the instructions given and complete the activities correctly and honestly. The researcher participated in all planned activities while observing the reactions of the students.

At the end of the intervention, the researcher applied a post-test to check the improvement of the students after having applied pictograms as a teaching strategy for 8 weeks. Both the pretest and the posttest helped the researcher to collect quantitative data, which were analyzed and interpreted in frequency tables using the thematic analysis method. In addition, to reinforce these data, the researcher carried out a survey in order to know their perceptions and opinions about the intervention carried out and the activities and strategies used. Finally, the redaction of the results and discussion done.

#### **Data collection sources and techniques**

According to what has been mentioned above, the present project also used quantitative techniques to analyze and interpret data in order to understand the phenomena under study. As explained by Gay et al. (2011) quantitative sources focus only on numerical data.

This study was using the paper-and-pencil method to design the quantitative research instrument. This method is divided into two general categories: selection and supply. With selection items on the instrument, the test taker has to select from among a set of given answers; including multiple choice, true–false, and matching questions. In supply items, the test taker has to supply an answer; supply items include questions that require the responder to fill in the blank or write a short answer or essay

The pre-posttest was developed as cognitive test to measure students 'reading comprehension ability. In this case this test is based on a criterion-referenced scoring, which compares the participants' performance on the assessment to a predetermined, external standard, rather than to the performance of others. In order to understand the students' attitudes and feelings towards pictograms, a Likert scale survey was applied. Participants were required to respond to a series of statements about how pictograms impact their reading comprehension by indicating whether they strongly agree (SA), agree (A), are undecided (U), disagrees (D), or strongly disagrees (SD). In this way, the Likert scale showed individuals' attitudes towards the

independent variable so I was reflecting on the degree to which they were engaged in the instructional process.

### **Research participants**

The population was taken with the sample method, that is a probability sampling technique where researchers divide the population into multiple groups (clusters) for research. Researchers then select random groups with a simple random or systematic random sampling technique for data collection and data analysis. In this case, the participants for this research were a group of first-year of high school students with an A2.2 level of English, between the ages of 15-16 years old from a public high school in the city of Loja during the 2021-2022 school year.

### **5.3 Data Analysis**

Based on the aforementioned methods, the quantitative data for this study, that were collect from the pre and posttest and Likert scale, were analyzed through descriptive statistics. Descriptive statistics used to describe the basic features of the data such as: students' reading comprehension and their attitudes toward pictograms, and reduce it down to an understandable level. Creswell (2019), points out that descriptive statistics highlight potential relationships between variables.

In this research used statistical formulas to find the significance of the study of pretest and posttest. Moreover, the Wilcoxon signed rank was use for comparing the mean range of two related samples (pre and posttest scores) and determining whether there are differences between them. Even so, to analyze the data obtained from the Likert scale, the data was represented in a bar chart for each question to visualize the frequency of each item choice. In order words, this showed whether students were motivated by the applied instructional process, which in turn support test results.

## 6. Results

The following section shows a representation of the data collected through the survey technique and pretest and posttest that were design to measure the students' performance in reading comprehension (Main ideas, Key Details and Sequence Events). The data was organized into tables and figures. Then an analysis and interpretation of the results is carried out, with which conclusions can be reached and decisions can be made regarding the proposal that arises as an alternative solution to the problem.

### 6.1 Pretest and posttest results

The results were obtained through a structured process. Initially, a pretest was applied to first-year students at a public high school in the city of Loja, in order to diagnose their reading comprehension ability with main idea, key details and supporting details. This helped the research to identify some issues, and therefore to establish the most suitable process (intervention plan) to teach reading comprehension using pictograms as a learning strategy. After eight weeks of intervention applied to improve the issues detected, a posttest was administered to evaluate the knowledge acquired by students during that period of time. In order to detect the change before and after the intervention, the pretest and posttest scores were compared using the Wilcoxon Test, which is used to compare two related measurements and determine if the difference between them is due to the intervention (in this case the intervention plan) or not. The following table illustrates the data obtained

Table 3 shows the results of the Wilcoxon test, based on the ranges before and after the intervention plan.

**Table 3**

**Wilcoxon Test to compare the Pretest and Posttest Results on Reading Comprehension scores**

Students'code	PreTest	PostTest	d	abs (d)	Ranking
1B01	5,5	9,06	-3,56	3,56	4
1B02	4,46	9,37	-4,91	4,91	14
1B03	4,63	8,76	-4,13	4,13	10
1B04	5	8,75	-3,75	3,75	6
1B05	3,5	8,76	-5,26	5,26	15
1B06	5,15	9,06	-3,91	3,91	8
1B07	5,7	9,37	-3,67	3,67	5
1B08	5,34	8,75	-3,41	3,41	2
1B09	4,63	9,38	-4,75	4,75	11,5

1B10	5,94	10	-4,06	4,06	9
1B11	4	8,75	-4,75	4,75	11,5
1B12	5,56	10	-4,44	4,44	13
1B13	4,38	7,02	-2,64	2,64	1
1B14	5,56	9,06	-3,5	3,5	3
1B15	3	9,38	-6,38	6,38	16
1B16	4,63	8,45	-3,82	3,82	7

1B= first-year, 01= Students' code

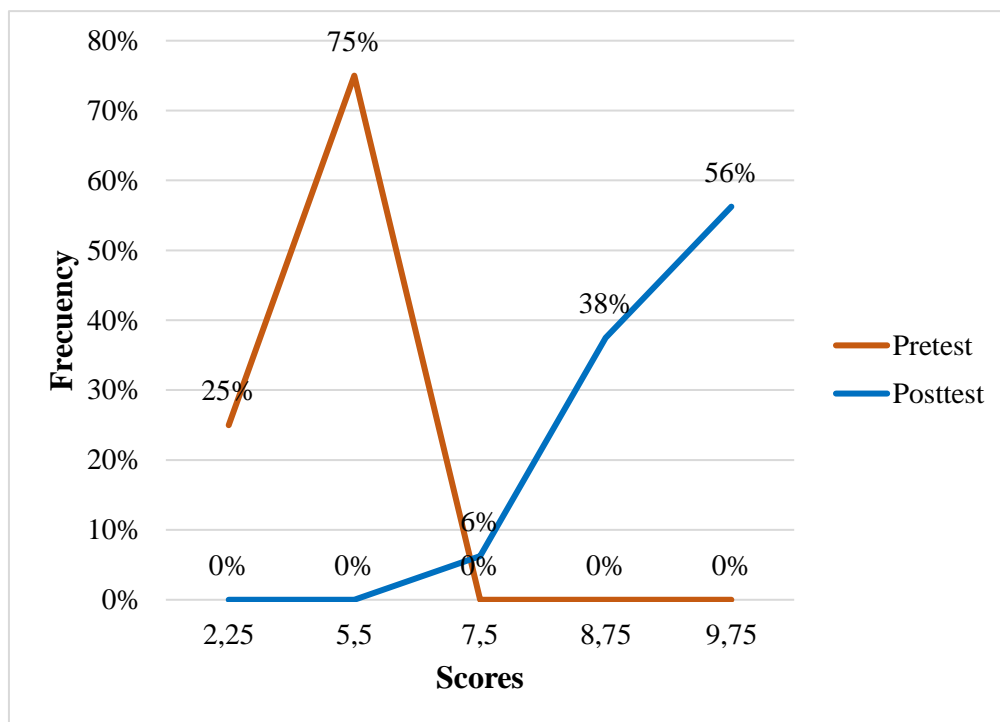
**Table 4. Wilcoxon Ranks**

Pretest scores	<b>Ranks</b>	<b>N</b>	<b>Sum of ranks</b>
Posttest scores	Negative ranks	16	136
	Positive ranks	0	0
	Ties	0	
	Total population	16	
	<b>Critic value</b>	29	
	<b>p ≤ 0,05</b>		

Note: Wilcoxon Ranks

As we can see in table 4, it summarizes the results for the pre and posttest scores, we can see that the comparison of first-year students' performance before and after the application of the intervention plan based on pictograms and improving reading comprehension, evidenced that very good results were obtained. Evidently, it can be seen that all the participants (16 students) had a higher level of reading comprehension after the intervention. The Wilcoxon test showed that the difference between the pre and posttest scores was statistically significant  $p \leq 0.05$ , with a probability of 95% of effectiveness. This was complemented with the data collected through the survey that was applied to the same learners, in order to explore their perceptions towards the application of pictograms as a strategy to improve reading comprehension.

**Figure 6. Pre-PostTest Scores**



Note: Comparison of Pretest – Posttest scores

A pretest was administered to first-year students before the intervention plan in order to measure a starting point of their knowledge on reading comprehension. Therefore, with the results of figure 5, the majority of the students obtained a grade of less than seven points out of ten. This means that 100% of the students had difficulty reading a paragraph or a story. They had difficulty identifying the main idea and supporting details of a text. They did not have reading comprehension that is needed to order a story. This means that there is a very serious problem in the learning of the students and at the same time for the researcher to carry out the research in this classroom.

In addition, in the same figure 5, the data reveals that there has been a significant change in the performance of the students about reading comprehension ability. In the post test, almost all students (94%) obtained good scores above seven. Only a few students (6%) got a slight progress with scores below eight. It is evident that the intervention plan helped students to master the reading comprehension skill. It also means that using pictograms as a strategy to improve reading comprehension makes it easier for students to identify the main idea and supporting details, more importantly, they can order a story from start to finish

## 6.2 Survey results

Even though the results of the Wilcoxon pretest and posttest presented statistically significant evidence ( $p \leq 0.05$ ) of the improvement of students in reading comprehension. To

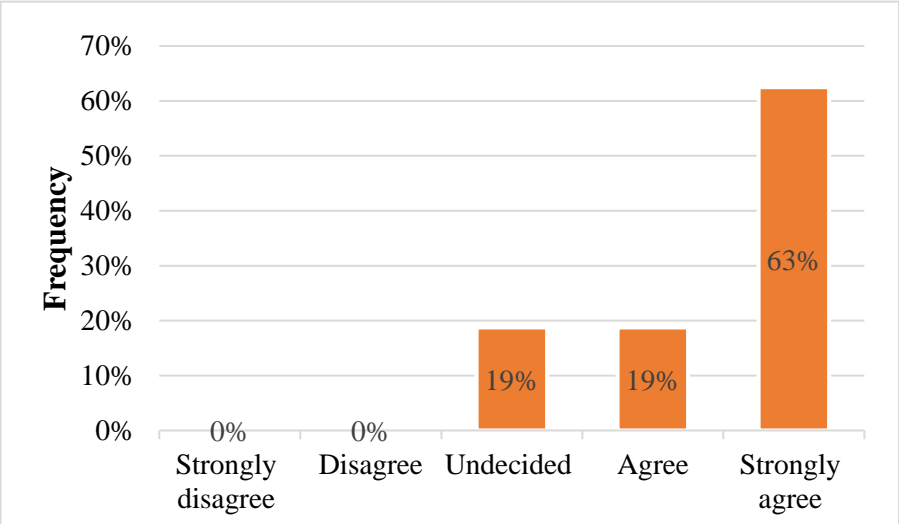


validate the student’s perceptions towards the pictograms after the treatment, the researcher administered a survey which was tabulated with the Likert scale and presented in figures, to validate the student’s perceptions towards the pictograms after the treatment,

Figure 7 shows the percentage to which first-year students in a public school answered it was easy to develop comprehensive reading activities

**Statement 1.** Through the pictograms it was easy to develop comprehensive reading activities

**Figure 7. Comprehensive reading activities**



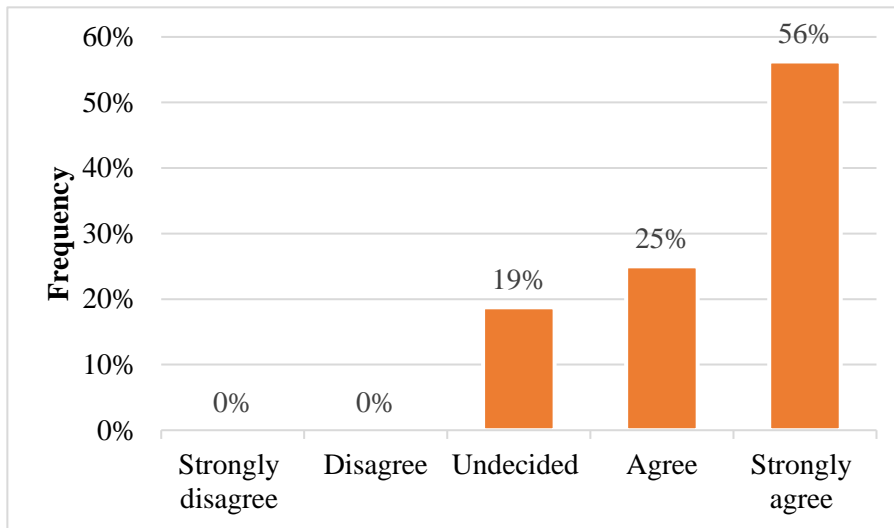
Note: Reading Comprehension activities through pictograms

As can be seen in figure 7, a vast majority of students (63%) assumed that through pictograms was easy to develop comprehensive reading activities. It shows students felt that images are good for a better understanding in reading comprehension. Meanwhile (19%) of students who answered this statement reported that agreed through pictograms was easy to understand and developed reading comprehension activities like found the main idea or sequence events. On the other hand, several students (19%) replied they felt undecided, whereas, nobody manifested felt disagree to this statement. Therefore, it can be seen that the results after the intervention plan have been significantly positive. Hence, the students showed that the pictograms helped to understand the text and then to complete the reading comprehension activities, such as “wh” questions words that is specific information on a passage.

Figure 8 shows the percentage to which first-year students in a public school felt to increase their vocabulary

**Statement 2.** With the pictograms you were able to increase your vocabulary

**Figure 8.** Increase vocabulary



Note: Vocabulary through pictograms

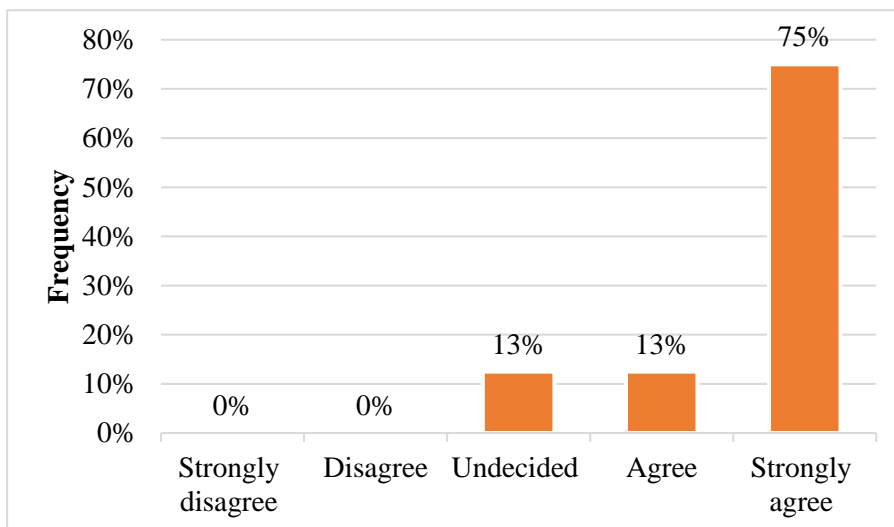
As shown in figure 8, after the intervention plan, we found that more than half of students (56%) answered they strongly agree, which determined a very high level of students who were able to increase their vocabulary through pictograms. It indicates that students liked the teacher to present images instead of a simple word. However, the (25%) of students agreed and (19%) were undecided. These results demonstrated that vocabulary is key to reading comprehension since students cannot understand what is being read if they do not know what most of the words mean. That is why having the required vocabulary gives rise to the process of reading comprehension that implies understanding, analyzing and synthesizing words, sentences and ideas. Finally, words are everywhere, so as we improve our knowledge of words, our vocabulary, we improve reading comprehension.

Figure 9 shows the percentage to which first-year students in a public school improved their reading comprehension through pictograms

**Statement 3.** Your reading comprehension ability has been improved by pictograms used in class

**Figure 9.**

*Improved reading comprehension*



Note: Pictograms and improving reading comprehension

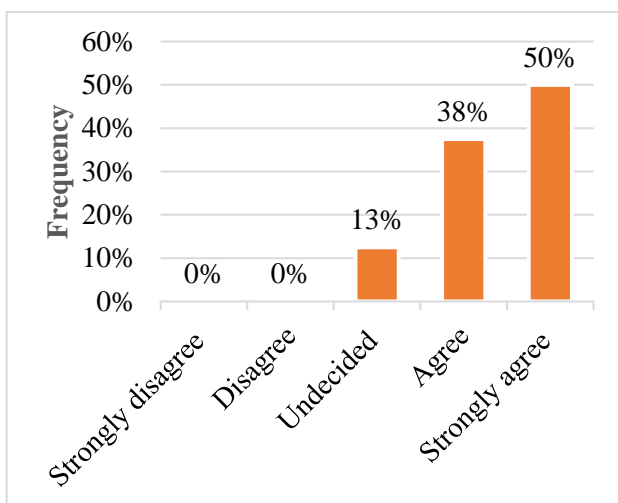
As showed in figure 9, with respect to improvement students reading comprehension trough pictograms, most students (75%) answered they strongly agreed. It shows that students improved their reading comprehension skills through the use of images, since using pictograms in a text makes it easier to understand the meaning of the reading. Thus, it reached a literal level of reading comprehension where the students were able to identify situations or characters in a reading. On the other hand, a minority of students (13%) responded that they were undecided as to whether their reading comprehension ability improved, this is because some students were unable to identify the meaning of the image.

Figure 10 and 11 shows the percentage to which first-year students in a public school that pictograms helped you infer and decipher different meanings from words

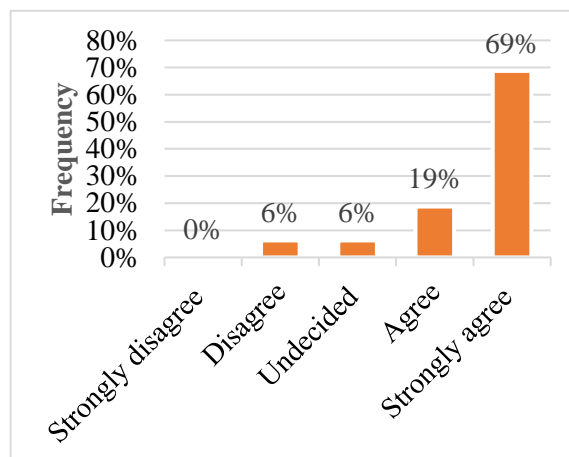
**Statement 4.** Pictograms helped you infer different meanings from

**Statement 5.** You were able to decipher the pictogram and thus the meaning of the text

**Figure 11. Infer meaning**



**Figure 10. Decipher meaning**



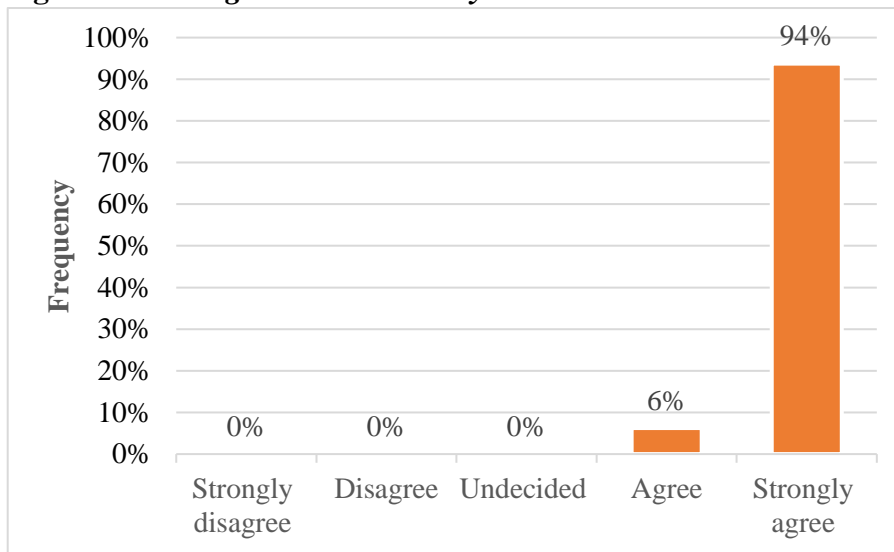
Note: Inferring and Deciphering the meaning of the pictogram

Figure 11 illustrated the responses to statement if pictograms help to infer different meaning from words. As we can see than half of students (50%) indicated they strongly agreed with infer meaning of the pictograms. It was evidenced that students could look the picture and after infer the meaning on it. Also, a several students (38%) they are agreed and the (13%) of students are undecided. Based on the information, it is concluded that the students could infer the meaning of the pictograms, this occurred at the beginning of each class, that the researcher presented images related to the class topic and the students had a minute to reason to find and understand information that was shows in a picture. On the other hand, the majority of participants (69%) answered they strongly agreed in they could decipher the pictogram and the meaning. This data indicated that almost all students recognize the meaning of the flashcard. However, (19%) of the students answered that they agree, (6%) of the students were undecided and the other (6%) disagreed. These results showed that most of the students were able to decipher a pictogram, this means that the students made a relationship with the previous knowledge and what is observed in the image. In this step, the learner hypothesizes, identifies each object and exposes its relationship and meaning in the context. Briefly, it can be seen that the students were able to infer and decipher the image, with the result that they were able to understand the text and thus develop the ability of reading comprehension after inferring and deciphering the meaning of the word. Consequently, the gotten data showed the strategy applied was well accepted by the students.

Figure 12 shows the percentage to which first-year students in a public school answered that the teacher used pictograms in class.

**Statement 6.** Pictograms were frequently used by the teacher to teach the class.

**Figure 12.** *Pictograms were used by the teacher*



Note: Teacher used pictograms to teach reading comprehension

As showed in figure 12, with respect to pictograms were used by the teacher in class, it can be seen that most of students (94%) answered they strongly agreed. It shows that the use of pictograms in the classroom has had a positive effect on students. This result shows that applying the correct pictograms helps students to improve their reading comprehension skills and enhance their learning process. Consequently, the data obtained showed that the researcher in most of the classes used simple images with the smallest details to explain an action. Finally, learning through images (pictograms) is a strategy that facilitates students' comprehension and understanding when acquiring and processing new information, i.e., images encourage students' participation in class.

## 7. Discussion

This section answers the central question of this study and discusses the significance of the results obtained from the different data collection instruments used in this research study. It also contrasts the results from both the quantitative and qualitative data found in previous studies conducted in other contexts. Finally, it presents some limitations that affected this study and some suggestions for further investigations. Consequently, to be able to answer the central research question, the researcher formulated three research objectives: To implement an intervention plan based on the pictograms and improving reading comprehension among first-year students at a public school in the city of Loja during the 2021-2022 school year. To examine the effectiveness of pictograms and improving reading comprehension among first-year students at a public school in the city of Loja during the 2021-2022 school year. To explore students' perspectives about the implementation of pictograms and improving reading comprehension among first year students at a public school in the city of Loja during the 2021-2022 school year.

The first objective of this investigation was to implement an intervention plan based on the pictograms and improving reading comprehension on three components that were main idea, key details and sequence events, it can be stated the following. Based on the results obtained in the pre and posttest demonstrated that difference was statistically significant ( $p \leq 0.05$ ), demonstrating that the intervention plan was extremely helpful as it worked as a guide to deliver each lesson. The activities planned for the different stages of the class contributed to the obtention of good results. Thus, these results match those observed in an earlier study conducted by Camasca (2018) which showed that the use of pictograms is one of the most effective ways of helping students to improving reading comprehension components as well as being motivated to learn. Similarly, Cabrera and Martínez (2015) indicated in their study that through pictograms students strengthen their reading process and since it is an easy tool and it is used at their disposal. These statements agree with the results of this study, that pictograms strategy helps students identify key details, supported details and sequence events which help them to improve their reading comprehension. Using pictograms to teach English, the monotony of conventional ways of reading can be broken because it gives the opportunity to develop students' creativity, forcing the learners to reread and enhance their reading comprehension

With respect to the second objective measure the effectiveness of using pictograms and improving reading comprehension. The data demonstrated that using pictogram and improving reading comprehension is really helpful. The meaningful improvement of the students' reading

comprehension skills is corroborated with the increase of the mean scores that students achieved in pre-test that was 4.6 and in the post-test which was 9.1. These results are in agreement with those obtained by Cuaspud (2020), states that with the use of pictograms students are able to understand better a text developing strong skills to comprehend a reading. It is a tool to motivate students to read and participate in class making them independent readers. A similar conclusion was reached by Camasca (2018), argues that pictograms helped students to identify specific details to understand texts easily, to comprehend correctly the topic of a reading text by interacting and sharing information about it.

Finally, concerning the third objective to describe students' perceptions about the implementation of pictograms and improving reading comprehension. The answers given by students in the survey demonstrated that the strategy helped students to identify specific details to understand texts easily, to comprehend correctly the topic of a reading text by interacting and sharing information about it, to reach goals in each session, to create a good learning environment, they also were able to have an active role in the lesson, increase their self-esteem, their motivation, and their vocabulary. These results were corroborated by Guanoluisa (2017), who states that pictograms promote students learning and motivation.

Furthermore, this research had some strengths and limitations while the intervention was applied that enriched and affected the effectiveness of pictograms. Some of the seen strengths in the application of the intervention plan were that learners felt motivated to be participative when using pictograms. They felt engaged in class with the different activities as think-pair-share, peer response, and note-taking pairs which facilitated students to share, analyze and understand information in the texts easily. Likewise, the findings of this study are not significant at all, because there was not a control group to determine the efficiency of the strategy by comparing their scores with the ones of the experimental group. This does not affect the effectiveness of the strategy, but it would be important that in future investigations the researchers include both the control and the experimental group in their projects

## **8. Conclusions**

After the application of the data gathering tools: pretest, posttest and students' survey it could be concluded that:

The implementation of pictograms as part of the classroom activities enhanced students' reading comprehension, since they could identify the main idea, support details and recognize the topic sentence. The main idea was the aspect of reading comprehension that caused more impact on students due to it allowed them to identify the central idea of the text. Whereas, the sequencing aspect was difficult for them since they take too much time trying to order the story or passage.

The use of pictograms was very effective, since generated a significant improvement in students' reading comprehension. It facilitates students to understand what the text is about and acknowledge both. general and specific details. Besides, the employment of pictograms creates a strong interest in students to work on the reading activities. Their participation and the speed they read increased successfully. Overall, these improvements in reading comprehension suggest that pictograms are an effective classroom strategy.

The student's attitude toward pictograms was good because most of the time they collaborated and participated in the activities. It is also important to mention that pictograms to improve reading comprehension were effective because at the end of the intervention plan, students were motivated to improve their reading skills and understanding English texts without fearful or doubtfulness.



## **9. Recommendations**

According to the conclusions, it should be asked to follow these recommendations:

It highly recommended that teachers should identify the weaknesses that students have in reading comprehension in order to include activities like think-pair-share, peer response and note-taking pairs. These activities increase also the collaboration and participation of students in class.

It also appropriate to recommend that teachers should apply pictograms in their reading practice due to the exceptional benefits that this strategy provides students to enhance their reading comprehension. Pictograms produce a good response in students' attitude and increase interest in the reading comprehension activities.

Teachers' ought to use pictograms because it will be an effective strategy, they give the opportunity to teach content through reading texts, which motivate students to become independent readers. Also, teachers should use readings that catch the student's attention in order to make students feel comfortable and encourage them to read.

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## 11. Annexes

### Annex 1: PreTest/ Post Test



Universidad  
Nacional  
de Loja

UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS  
PRE/POST TEST

**Student's name:**

**Course:**

**Date:**

**Objective: MAIN IDEA**

- 1. Read the passage and then choose the best answer to the question. Answer the question on the basis of what is stated or implied in the statement or passage (2.5 p)**

Mark loves to walk in the woods. He enjoys looking at the trees and smelling the flowers. Mark also likes to watch the squirrels run through the trees

*a. What is the main idea of the text?*

- Mark loves to walk in the woods.
- Mark enjoys playing baseball
- Mark is an active young man

**Objective: KEY DETAILS**

*b. Which of the following statements is a supporting detail to the main idea?*

- He enjoys looking at the trees and smelling the flowers.
- Mark lives in the city.
- Mark likes birds

**Objective: MAIN IDEA**

- 2. The earth's surface is constantly changing. All over the world everyday there are earthquakes, floods and volcanoes that quickly change our world. Some changes are too small to see. Others cause tremendous damage and costs millions of dollars to clean up. (2.5 p)**

*a. What is the main idea?*

- It is expensive to clean up the damage

- Sometimes we can't see the changes.
- The Earth's surface is always changing.

**Objective: KEY DETAILS**

**b. Which of the following sentences is a supporting detail?**

- Sometimes we can't see the changes.
- The Earth's surface is always changing.
- There are earthquakes, floods and volcanoes that quickly change.

**Objective: ABILITY TO SEQUENCE A PASSAGE**

**3. Read this story again, paying attention to the sequence of events, from first to last. (2.5p)**

### **Terrence Learns How We See Color**

Terrence was excited about his new watercolor set. He loved to draw and paint. He liked to draw and paint race cars, airplanes, and trucks. He liked to use all kinds of colors in his pictures. He was learning how to mix colors together to make new and interesting colors. He showed one of his new pictures to his dad one day. His dad said, "These are such amazing colors! Do you know how our eyes see different colors?" Terrence had never thought about that before, but he was interested. "No," he said. "We just see them, I guess." "Well," said his dad. "It's a little more complicated than that." "Tell me, then!" Terrence said. "Maybe it will help me learn how to mix cool new colors." "All right," Terrence's dad said. "But first you need to know about light. A light beam is made up of smaller beams of different colors. Our eyes see these many-colored beams as colorless. But when a light beam hits an object, our eyes see that object as a certain color. This is because the object absorbs all of the color beams except one. The color that isn't absorbed is the color we see." Terrence thought about all this for a bit. He thought he understood what his dad was saying. "What else can you tell me about color?" he asked. "I think you're really going to like hearing about how the color wheel works," his dad said. "But right now, it's time for dinner."

**Write the numbers 1 through 8 in the boxes beside the events to show the sequence of what happens when Terrence makes a color wheel, from first to last.**

1-8?

Terrence showed one of his new pictures to his dad.	
Terrence's dad said that when a light beam hits an object, the object absorbs all of the color beams except one.	
Terrence was excited about his new watercolor set.	
Terrence's dad asked him if he know how our eyes see different colors.	
Terrence was learning to mix colors together to make new and interesting colors.	
The color beam that is not absorbed when a light beam hits an object is the color our eyes see.	
Terrence asked his dad what else he could tell him about color.	
Terrence's dad said that a light beam is made up of smaller beams of different colors	

**4. Write the number 1 in the box beside what happened first. Write the number 2 in the box beside what happens second. Write the number 3 in the box beside what happens third. Write the number 4 in the box beside what happens last. (2.5p)**

**a.**

**1-4?**

Patty went to the market carrying her pail of milk on her head.	
Patty thought she would sell the chicken eggs to buy a dress.	
Patty thought she would buy chickens with the milk money.	
Patty tossed her head, the pail fell, and the milk spilled.	

**b.**

**1-4?**

The fox asked the tiger to explain how he got trapped.	
The fox let the tiger out of the cage, and tiger wanted to eat him	
The tiger went into the cage, and the fox shut the door.	
A tiger begged a fox to open the cage he was trapped in.	

***THANKS FOR YOUR COLLABORATION!***



## Pre and Post test Scoring Guide

### QUESTION 1: MAIN IDEA (2,5 p)

a.

Option	Answer	Score
1	Mark loves to walk in the woods.	1,25

### QUESTION 1: KEY DETAILS

b.

Option	Answer	Score
1	He enjoys looking at the trees and smelling the flowers	1,25

### QUESTION 2: MAIN IDEA (2,5 p)

a.

Option	Answer	Score
3	The Earth's surface is always changing.	1,25

### QUESTION 2: KEY DETAILS

b.

<b>Option</b>	<b>Answer</b>	<b>Score</b>
<b>3</b>	There are earthquakes, floods and volcanoes that quickly change.	<b>1,25</b>

**QUESTION 3: SEQUENCE (2,5 p)**

<b>Option</b>	<b>Answer</b>	<b>Score</b>
<b>1</b>	Terrence showed one of his new pictures to his dad.	<b>0,32</b>
<b>2</b>	Terrence was learnig to mix colors together to make new and interesting colors.	<b>0,32</b>
<b>3</b>	Terrence showed one of his new pictures to his dad	<b>0,31</b>
<b>4</b>	Terence's dad asked him if he know how our eyes see different colors.	<b>0,31</b>
<b>5</b>	Terrence's dad said that a light beam is made up of smaller beams of different colors.	<b>0,31</b>
<b>6</b>	Terrence's dad said that when a light beam hits an object, the object absorbs all	<b>0,31</b>

	of the color beams except one.	
<b>7</b>	The color beam that is not absorbed when a light beam hits an object is the color our eyes see.	<b>0,31</b>
<b>8</b>	Terrence asked his dad what else he could tell him about color.	<b>0,31</b>

**QUESTION 4: SEQUENCE (2,5 p)**

**a.**

<b>Option</b>	<b>Answer</b>	<b>Score</b>
<b>1</b>	Patty went to the market carrying her pail of milk on her head	<b>0,32</b>
<b>2</b>	Patty thought she would buy chickens with the milk money.	<b>0,31</b>
<b>3</b>	Patty thought she would sell the chicken eggs to buy a dress	<b>0,31</b>
<b>4</b>	Patty tossed her head, the pail fell, and the milk spilled	<b>0,31</b>

**b.**

<b>Option</b>	<b>Answer</b>	<b>Score</b>
<b>1</b>	A tiger begged a fox to open the cage he was trapped in	<b>0,32</b>
<b>2</b>	The fox let the tiger out of the cage, and tiger wanted to eat him	<b>0,31</b>
<b>3</b>	The fox asked the tiger to explain how he got trapped	<b>0,31</b>
<b>4</b>	The tiger went into the cage, and the fox shut the door	<b>0,31</b>

**Annex 2: Survey**



UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
SURVEY

**Date/Time:**

**Participant Code:**

**Course:**

**Note: This survey is confidential, please answer the questions honestly.**

<b>Indicators</b>	<b>Strongly disagree</b>	<b>Disagreeing</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly agree</b>
You felt motivated by using the pictograms					
Through the pictograms it was easy to develop comprehensive reading activities					
With the pictograms you were able to increase your vocabulary					
Your reading comprehension ability has been improved by pictograms used in class					
Pictograms helped you infer different meanings from words					
Pictograms were frequently used by the teacher to teach the class.					
You were able to decipher the pictogram and thus the meaning of the text was facilitated					
The pictograms helped you solve reading comprehension exercises such as finding the main idea and sequence of events					

### Annex 3: Pertinence



Universidad  
Nacional  
de Loja

Loja, 29 de abril del 2022

Mg.

Paola Moreno Ordoñez

**DIRECTORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de tesis denominado **Pictograms and improving reading comprehension among first-year students at a public school in the city of Loja during the 2021-2022 school year.**, de autoría de MARÍA FERNANDA AYALA ESPINOZA, en el que se ha podido evidenciar que la autora ha incorporado todas las sugerencias y observaciones. Por lo tanto, se emite el **informe favorable en cuanto a la Estructura, Coherencia y Pertinencia**, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.



Firmado electrónicamente por:  
**JHIMI BOLTER  
VIVANCO  
LOAIZA**

Mg. Sc. Jhimi Bolter Vivanco Loaiza,  
**DOCENTE CARRERA DE PEDAGOGÍA DE LOS  
IDIOMAS NACIONALES Y EXTRANJEROS**

## Annex 4. Director de Thesis



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
CARRERA DE IDIOMA INGLÉS  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

O fc.168-DC.II/PINE-NG-AEAC-UNL  
Loja, mayo 5 del 2022

Licenciado M.Sc.

Jhimi Bolter Vivanco Loaiza,

**DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;**  
Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** del Trabajo de Integración intitulado: **PICTOGRAMS AND IMPROVING READING COMPREHENSION AMONG FIRST-YEAR STUDENTS AT A PUBLIC SCHOOL IN THE CITY OF LOJA DURING THE 2021-2022 SCHOOL YEAR.**, de autoría de **MARÍA FERNANDA AYALA ESPINOZA**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA  
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



Firmado electrónicamente por:

**ROSA PAOLA  
MORENO  
ORDONEZ**

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,  
**DIRECTORA ACADÉMICA**

Elaborado por:

Dra.M.Sc. Nela Aguilera Asanza,

**ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA**

## Annex 5. Lesson Plans

### LESSON PLAN 1

<b>Class:</b> 1	<b>School year:</b> 2021-2022			
<b>Nº Students:</b> 20	<b>Topic:</b> Pre-Test			
<b>Language Level:</b> A2.2	<b>Type of institution:</b> Public			
<b>Date:</b> May 9 <sup>th</sup> , 2022	<b>Schedule:</b> Monday, 16h00 – 16h35			
<b>Teacher Student:</b> María Fernanda Ayala Espinoza	<b>Time per lesson:</b> 35 minutes			
<b>Lesson Objectives</b>		<b>Resources</b>		
<ul style="list-style-type: none"> <li>• Pretest Administration</li> </ul>		<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Board</li> </ul>		
<b>Warm-up and Objective Discussion</b>				
Teacher presents the objective of the class to measure students' knowledge regarding reading comprehension components. Tell the importance of reading comprehension for English language learning				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<b>Instruct (explain)</b>				
<ul style="list-style-type: none"> <li>• Present the test to the students and explains how to fill it</li> <li>• Explain the objective of each question</li> </ul>				
<b>Guided Practice</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<b>Independent practice</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<b>Assessment</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S



## Annexes



UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION  
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
PRE / POST TEST

Student's name:

Course:

Date:

Objective: MAIN IDEA

1. Read the passage and then choose the best answer to the question. Answer the question on the basis of what is stated or implied in the statement or passage (2.5 p)

Mark loves to walk in the woods. He enjoys looking at the trees and smelling the flowers. Mark also likes to watch the squirrels run through the trees

a. *What is the main idea of the text?*

- Mark loves to walk in the woods.
- Mark enjoys playing baseball
- Mark is an active young man

Objective: KEY DETAILS

b. *Which of the following statements is a supporting detail to the main idea?*

- Mark lives in the city.
- He enjoys looking at the trees and smelling the flowers.
- Mark likes birds

Objective: MAIN IDEA

2. The earth's surface is constantly changing. All over the world everyday there are earthquakes, floods and volcanoes that quickly change our world. Some changes are too small to see. Others cause tremendous damage and costs millions of dollars to clean up. (2.5 p)

a. *What is the main idea?*

- It is expensive to clean up the damage
- Sometimes we can't see the changes.

Objective: KEY DETAILS

b. *Which of the following sentences is a supporting detail?*

- Sometimes we can't see the changes.
- The Earth's surface is always changing.
- There are earthquakes, floods and volcanoes that quickly change.

Objective: ABILITY TO SEQUENCE A PASSAGE

3. Read this story again, paying attention to the sequence of events, from first to last. (2.5p)

### Terrence Learns How We See Color

Terrence was excited about his new watercolor set. He loved to draw and paint. He liked to draw and paint race cars, airplanes, and trucks. He liked to use all kinds of colors in his pictures. He was learning how to mix colors together to make new and interesting colors. He showed one of his new pictures to his dad one day. His dad said, "These are such amazing colors! Do you know how our eyes see different colors?" Terrence had never thought about that before, but he was interested. "No, he said. "We just see them, I guess." "Well," said his dad. "It's a little more complicated than that." "Tell me, then!" Terrence said. "Maybe it will help me learn how to mix cool new colors." "All right," Terrence's dad said. "But first you need to know about light. A light beam is made up of smaller beams of different colors. Our eyes see these many-colored beams as colorless. But when a light beams hit an object, our eyes see that object as a certain color. This is because the object absorbs all of the color beams except one. The color that isn't absorbed is the color we see." Terrence thought about all this for a bit. He thought he understood what his dad was saying. "What else can you tell me about color?" he asked. "I think you're really going to like hearing about how the color wheel works," his dad said. "But right now, it's time for dinner."

*Write the numbers 1 through 8 in the boxes beside the events to show the sequence of what happens when Terrence makes a color wheel, from first to last.*

Terrence showed one of his new pictures to his dad.	
Terrence's dad said that when a light beam hits an object, the object absorbs all of the color beams except one.	
Terrence was excited about his new watercolor set.	
Terrence's dad asked him if he know how our eyes see different colors.	
Terrence was learning to mix colors together to make new and interesting colors.	
The color beam that is not absorbed when a light beam hits an object is the color our eyes see.	
Terrence asked his dad what else he could tell him about color.	
Terrence's dad said that a light beam is made up of smaller beams of different colors	

4. Write the number 1 in the box beside what happened first. Write the number 2 in the box beside what happens second. Write the number 3 in the box beside what happens third. Write the number 4 in the box beside what happens last. (2.5p)

a.

1-4?

Patty went to the market carrying her pail of milk on her head.	
Patty thought she would sell the chicken eggs to buy a dress.	
Patty thought she would buy chickens with the milk money.	
Patty tossed her head, the pail fell, and the milk spilled.	

b.

1-4?

The fox asked the tiger to explain how he got trapped.	
The fox let the tiger out of the cage, and tiger wanted to eat him	
The tiger went into the cage, and the fox shut the door.	
A tiger begged a fox to open the cage he was trapped in.	

---

**THANKS FOR YOUR COLLABORATION!**

## LESSON PLAN 2

<b>Class:</b> 1 <sup>ro</sup> “B” <b>Nº Students:</b> 16	<b>School year:</b> 2021-2022			
<b>Language Level:</b> A2.2	<b>Topic:</b> Auxiliary will			
<b>Date:</b> May, 10 <sup>th</sup> , 2022	<b>Type of institution:</b> Public			
<b>Teacher Student:</b> María Fernanda Ayala	<b>Schedule:</b> Tuesday, 17h10 – 18h20 <b>Time per lesson:</b> 60 minutes			
<b>Lesson Objectives</b>	<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>• to talk about their future plans and events that will happen in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Worksheets</li> <li>• Board</li> <li>• Markers</li> </ul>			
<b>Warm-up and Objective Discussion</b>				
<p>Open questions: Present interesting questions and asks students questions: <i>what will to do tomorrow? What will do after class? What will do during vacations?</i></p> <p>Form groups of 5 members and ask them to discuss and retrieve their previous knowledge.</p> <p>Write on the board all students’ responses. Explain that during the class, they will learn how to use to talk about future plans by using the auxiliary will.</p>				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p><b>Instruct/ Teacher Modelling</b></p> <p>Explain the meaning of each image</p> <p>Explain the usage of will</p> <p>Explain the structure of positive sentences in future simple. Provide examples.</p> <p>Explain to the students that you are going to tell them a story. Ask them to take notes on why the text is a future tense story.</p>				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>Divide students into groups of four. Student discuss the structure of will. Students write some sentences using will. Monitor their progress and ask questions and read the story again if it's necessary.</p>				
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>One member of the group will present their sentences</p>				
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>The group that has less mistakes is the best.</p>				

## Annexes

Dear Nancy.

I live in Santiago, but in a short time my family and I will move out. I will live in La Serena. My parents have told me that we need to move because my father will be promoted. He is a policeman with a lower charge, but soon he will be the head of the other policemen .

It is a little complicated for me. Of course, I have to prepare my mind for that. I will have to leave my old house, the goods moments that I spent there. On the other hand, I think that moving out is good. I will have new friends. Also, I will go to a new school. And my mother told me that we will go to the beach every weekend.

My sister also wants to move out. She said that she will enjoy a suntan on a shiny day. She really likes the beach. I will go the beach with her and my mother.

My uncle will buy the house, so we will leave the furniture. Then, when we arrive at La serena, my parents and I will go shopping and we will buy thing to decorate our new house. We will begin a new life in a beatiful place. In la Serena I will study to be a doctor because doctors always are worried about people's health. Or maybe I will study to be a vet because I love animals. The thing is to study because I want to do something for people or animals. Well, I will wait for your visit. We will have a lot of fun. Take care!

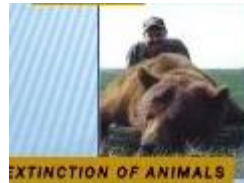
### III. Answer the comprehension questions.

- 1). Where will Lucy live?
- 2). What will Anna enjoy?
- 3). Who will buy the house?
- 4) What will Lucy study?

### LESSON PLAN 3

<b>Class: 1<sup>ro</sup> “B”</b> <b>N<sup>o</sup> Students: 16</b>	<b>School year: 2021-2022</b>				
<b>Language Level: A2.2</b>	<b>Topic: Oral Communication. Let's do our part</b>				
<b>Date: May, 13<sup>th</sup>, 2022</b>	<b>Type of institution: Public</b>				
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Friday, 16h35 – 17h45</b> <b>Time per lesson: 60 minutes</b>				
<b>Lesson Objectives</b>		<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>to talk about environmental problems and it's solutions</li> </ul>		<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> <li>Book</li> </ul>			
<b>Warm-up and Objective Discussion</b>					
<p>Flashcards: Present interesting pictures and ask students to look carefully. Student's try to join the image and it's solution</p> <p>Form groups of 3 members and ask them to discuss and recover their previous knowledge. Write all student responses on the board. Explain that during class, they will learn to talk about environmental problems and possible solutions using the future simple.</p>					
<b>Instruct (Teach) and Model</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> Explain the meaning of each image Explain to the students that you are going to tell them a passage. Ask them to take notes.					
<b>Guided Practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Divide students into groups of four. Student discuss the name of the picture guess the meaning of the picture					
<b>Independent practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
One member of the group will present all the answer					
<b>Assessment</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
The group that has less mistakes is the best.					

## Annexes



## Annexes

### Word bank

(air) pollution – ozone layer depletion –  
 endangered species – deforestation –  
 acid rain – floods – hurricanes – global  
 warming – recycling – melting poles –  
 oil spills – draughts –

Without the Earth we have nowhere to live, along with many other organisms. If we don't save the Earth now maybe our children or grandchildren might not be able to see it for long. Our atmosphere is weakening and we have to do something about it fast.

We could plant more trees to create more oxygen to keep the bad air away from the atmosphere, or we could just stop cutting down the rainforest. We are living and we need the space but we aren't the only species on this earth. Saving the rainforest is not only good for us and the atmosphere but also good for the many different species that it homes.

We could try to get as many people as possible to switch to hybrids and other energy saving things to use less fossil fuel for energy and relying more on solar and wind energy. Fossil fuels are destroying our earth and we need to limit the use of it.

Recycling is a great and easy way to help our precious planet. Everyone can help, all they have to do is follow three simple rules; Reduce, Reuse, Recycle!

The world is precious and we need to keep it that way.

**B) Now, and using the words from the *Word bank*, identify the environmental problems the pictures suggest. More than one answer is possible.**









## LESSON PLAN 4

<b>Class: 1<sup>ro</sup> “B”</b> <b>N<sup>o</sup> Students: 16</b>	<b>School year: 2021-2022</b>				
<b>Language Level: A2.2</b>	<b>Topic: Reading Comprehension</b> (Sequencing)				
<b>Date: May, 16<sup>th</sup>, 2022</b>	<b>Type of institution: Public</b>				
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Monday, 16h00 – 16h35</b> <b>Time per lesson: 35 minutes</b>				
<b>Lesson Objectives</b>		<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>To develop reading comprehension skills (sequence events)</li> </ul>		<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> </ul>			
<b>Warm-up and Objective Discussion</b>					
<p>to Z game: The teacher divides the class into two teams and writes some letters of the alphabet on the board. The students have to think of words already learned but at the same time that they start with the letters of the alphabet that the teacher wrote, in the end the team that correctly spelled words is the winner.</p> <p>Explain that during class, they will learn to practice reading comprehension by using sequence connectors</p>					
<b>Instruct (Teach) and Model</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p><b>Instruct/ Teacher Modelling</b>            Teacher presents flashcards with the vocabulary to work on during the class, and explains the meaning of each one            Teacher explains the most common sequence connectors through flashcards and examples            Explain to the students that you are going to tell them a recipe. Ask them to pay attention.</p>					
<b>Guided Practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Divide students into groups of four. Student discuss the order of the passage. Monitor their progress and ask questions and read the story again if it's necessary.					
<b>Independent practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
One member of the group will present the passage in a correct form and using sequence connectors					
<b>Assessment</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
The group that has less mistake is the best.					

## Annexes

How to make a cup of tea?



**FIRST**  
**FIRSTLY**

First, we boil some water



**SECOND**  
**SECONDLY**

Second, put the teabag in the water



**THIRD**  
**THIRDLY**

Third, add some sugar and milk



**FINALLY**

Finally, add a biscuit and enjoy it

### GLOBAL WARMING

Firstly, global warming is caused by the increase of carbon dioxide levels in the earth's atmosphere and a result of human activities that have been causing harm to our environment for the past few centuries now.

Secondly, global warming is something that can't be ignored and steps have to be taken to tackle the situation globally.

Finally, the best method to prevent future damage to the earth, cutting down of more forests should be banned and afforestation should be encouraged.



## LESSON PLAN 5

<b>Class: 1<sup>ro</sup> “B”</b> <b>N<sup>o</sup> Students: 16</b>	<b>School year: 2021-2022</b>			
<b>Language Level: A2.2</b>	<b>Topic: Climate Change (Zero Conditional)</b>			
<b>Date: May, 17<sup>th</sup>, 2022</b>	<b>Type of institution: Public</b>			
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Tuesday, 17h10 – 18h20</b> <b>Time per lesson: 70 minutes</b>			
<b>Lesson Objectives</b>		<b>Resources</b>		
Students will be able: <ul style="list-style-type: none"> <li>To express general truths through the use of zero conditional.</li> </ul>		<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> <li>Book</li> </ul>		
<b>Warm-up and Objective Discussion</b>				
<p><b>Sentence scramble:</b> Teacher writes a sentence on the board in a random order. Student to unscramble the words and read the sentence aloud correctly wins.            “If you are determined to learn, no one can stop you” <b>Zig Ziglar</b>            Explain that during class, they will learn to talk about general truths by using zero conditional</p>				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p><b>Instruct/ Teacher Modelling</b>            Teacher explains the structure and use of zero conditional through flipchart            Teacher explains the reading activity through instructions and examples.</p>				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>In pairs students read a passage about global warming            Students identify the structure of zero conditional through the passage about global warming            Monitor their progress and ask questions and read the story again if it's necessary.</p>				
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>Students complete the activities based on passage such as complete the meaning of the sentence</p>				
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>Students match the sentences about zero conditional trough worksheet</p>				

## Annexes

### GLOBAL WARMING

**Read carefully the following text and identify the structure of zero conditional.**

Scientists all around the world have warned about the terrible consequences for our survival if we do not start changing the way we use natural resources.

**For example:**

a. **If** population growth **continues** this fast, there **are not** be enough food for everybody in the future.

b. **If** we have high CO<sub>2</sub> concentration levels, the sun's heat does not go back into space and stays on the planet.

c. **If** the sun's heat stays, it produces a greenhouse effect and global warming.

d. **If** humans destroy ecosystems, many species lose their homes forever. Now, two in five amphibian species are at risk of extinction

e. **If** farmers do not stop using toxic chemicals on crops, many pollinator insects disappear. In some regions, one in ten insect species are in danger of extinction.

**Look carefully at the pictures and complete the sentences.**



**If you recycle the garbage, .....**



**If you cut the trees,**



**If you use solar panels,**

**2. MATCH ALL THE SENTENCES.**

- |                           |                             |
|---------------------------|-----------------------------|
| 1. IF YOU EAT FAST FOOD,  | A) SHE WAKES UP EARLY       |
| 2. IF YOU STUDY HARD,     | B) IT BOILS.                |
| 3. WHEN SHE WORKS EARLY,  | C) IF IT IS IN THE SUN.     |
| 4. I ALWAYS WEAR A JACKET | D) YOU GET GOOD GRADES.     |
| 5. HE NEVER BUYS LUNCH    | E) IF HE DOESN'T HAVE CASH. |
| 6. WHEN YOU HEAT WATER    | F) WHEN IT IS COLD.         |
| 7. DOES ICE MELT          | G) YOU GAIN WEIGHT.         |

## LESSON PLAN 6

<b>Class: 1<sup>ro</sup> “B”</b> <b>Nº Students: 16</b>	<b>School year: 2021-2022</b>			
<b>Language Level: A2.2</b>	<b>Topic: Climate Change (First Conditional)</b>			
<b>Date: May, 20<sup>th</sup>, 2022</b>	<b>Type of institution: Public</b>			
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Friday, 16h35 – 17h45</b> <b>Time per lesson: 60 minutes</b>			
<b>Lesson Objectives</b>	<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>• To identify the form and general use of the first conditional (talking about possible actions and situations in the future)</li> <li>• To review and extend vocabulary for talking about climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Worksheets</li> <li>• Board</li> <li>• Markers</li> <li>• Book</li> </ul>			
<b>Warm-up and Objective Discussion</b>				
<p><b>Hangman:</b> The teacher selects five students to stand at the front of the room and writes five recently learned words on the board and let the students take it in turns to guess a letter</p> <p>Explain that during class, they will learn to talk situation in the future by using first conditional</p>				
<b>Instruct (Teach) and Model</b>	○ <b>R</b>	○ <b>W</b>	○ <b>L</b>	○ <b>S</b>
<p><b>Instruct/ Teacher Modelling</b></p> <p>Teacher gives some key climate change vocabulary trough flashcards</p> <p>Teacher explains the form of first conditional through flipchart</p> <p>Teacher explains the general use of first conditional through flipchart and examples</p> <p>Explain to the students that you are going to tell them a passage. Ask them to take notes.</p>				
<b>Guided Practice</b>	○ <b>R</b>	○ <b>W</b>	○ <b>L</b>	○ <b>S</b>
<p>Divide students into groups of four. Student discuss the structure of first conditional. Students write some sentences using first conditional. Monitor their progress and ask questions and read the story again if it's necessary.</p>				
<b>Independent practice</b>	○ <b>R</b>	○ <b>W</b>	○ <b>L</b>	○ <b>S</b>
<p>One member of the group will present their sentences</p>				
<b>Assessment</b>	○ <b>R</b>	○ <b>W</b>	○ <b>L</b>	○ <b>S</b>
<p>The group that has less mistake is the best.</p>				

## Annexes



Scientist



Growth



Greenhouse effect



Ecosystem



Farmer- Chemicals



Pollinator insects



Plastic



Poles

### What If...?

Read the following. Observe the use of zero and first conditionals.

Scientists all around the world have warned about the terrible consequences for our survival if we do not start changing the way we use natural resources.

- a. If population **growth** continues this fast, there will not be enough food for everybody in the future.
- b. If we have high CO<sub>2</sub> concentration levels, the sun's heat does not **go back** into space and stays on the planet.
- c. If the sun's heat stays, it produces a greenhouse effect and global warming.
- d. If humans destroy ecosystems, many species lose their homes forever. Now, two in five amphibian species are at risk of extinction.
- e. If farmers do not stop using toxic chemicals on **crops**, many pollinator insects will disappear. In some regions, one in ten insect species are in danger of extinction.
- f. If we do not reduce plastic use, our oceans will have more plastic items in them than animals.
- g. If the temperature of the planet **increases**, ice from the poles will

Look carefully the images and write sentence by using the first conditional (futures possibilities or situations)



.....



.....



.....

## LESSON PLAN 7

<b>Class: 1<sup>ro</sup> “B”</b> <b>Nº Students: 16</b>	<b>School year: 2021-2022</b>			
<b>Language Level: A2.2</b>	<b>Topic: Reading comprehension</b> (main idea- key details)			
<b>Date: May, 24<sup>th</sup>, 2022</b>	<b>Type of institution: Public</b>			
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Tuesday, 17h10 – 18h20</b> <b>Time per lesson: 70 minutes</b>			
<b>Lesson Objectives</b>		<b>Resources</b>		
Students will be able: <ul style="list-style-type: none"> <li>To identify main ideas and supporting details by using graphic organizers</li> </ul>		<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> <li>Book</li> </ul>		
<b>Warm-up and Objective Discussion</b>				
<b>Simon says:</b> The teacher gives some instructions and the students must follow them, the students who lose sit down and those who remain standing are the winners Explain that during class, they will learn to identify main ideas and key details				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> Teacher presents flashcards with the vocabulary to work during the class Teacher explains what is main idea and what are supporting details through examples and flipchart Explain to the students that you are going to tell them a passage about the storms. Ask them to take notes.				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Ss share the information and complete the activities through worksheet				
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students identify the main idea and supporting detail by using graphic organizers, the passage will be stucked on the board in a ramdon order and students need to identify and them write in their worksheet				
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students read and complete the questions based on the passage.				

## Annexes



Storm



Drops



Thunder



Lightning



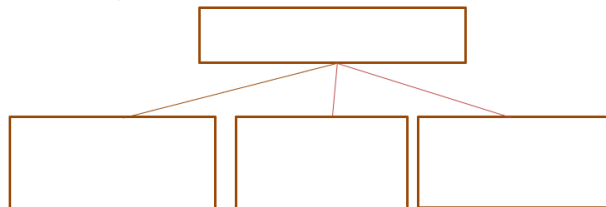
Sky



Clouds

## The Storm

The rain began early in the morning. It fell as hard drops, one after another. The sky was full of dark purple clouds. Thunder began as a soft rumble and became louder and louder. Lightning crashed every few minutes, making the sky a brilliant white.



## Dolphins



Dolphins are mammals that live in the ocean. Mammals are different than fish, reptiles or birds. As a mammal, dolphins breathe oxygen, even though they live in water. Because they are mammals, a dolphin mother gives birth to a live baby, unlike reptiles and birds who lay eggs. A dolphin mother also feeds her baby milk like other mammals.



## Find the Main Idea Planets in the Solar System

There are eight planets in the Solar System, and each one is very different. Some planets, like Jupiter and Saturn are very large. Others, like Mercury and Mars are smaller. Jupiter has moons that are larger than Mercury. The planets also have different atmospheres. Uranus, Jupiter and Saturn have atmospheres of hydrogen and helium. The atmosphere on Venus is made up of carbon dioxide. Earth has a nitrogen and oxygen atmosphere. Neptune's atmosphere is mostly hydrogen. The planets also have different temperatures. Uranus is the coldest and Venus is the hottest.



Write the main idea of the paragraph in your own words.

---

---

Write two supporting ideas for the main idea.

1. 

---

---

2. 

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## LESSON PLAN 8

<b>Class:</b> 1 <sup>ro</sup> “B” <b>Nº Students:</b> 16	<b>School year:</b> 2021-2022			
<b>Language Level:</b> A2.2	<b>Topic:</b> Future Tense to be going to			
<b>Date:</b> May, 27 <sup>th</sup> , 2022	<b>Type of institution:</b> Public			
<b>Teacher Student:</b> María Fernanda Ayala	<b>Schedule:</b> Friday, 16h35 – 17h45 <b>Time per lesson:</b> 60 minutes			
<b>Lesson Objectives</b>	<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>• To develop a deeper understanding of the use of the future with 'going to'</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Worksheets</li> <li>• Board</li> <li>• Markers</li> <li>• Book</li> </ul>			
<b>Warm-up and Objective Discussion</b>				
What does your name mean? Students form new words with each letter of their name using previously taught vocabulary Explain that during class, they will learn to practice positive sentence by using going to				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> Teacher presents flashcards with the vocabulary to work during the class Teacher explains the structure and the usages of going to through flipchart Explain to the students that you are going to tell them a passage. Ask them to take notes.				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students reading a passage about the environment and complete the activities based on it (reading components: sequence a passage)				
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
One student will present the correct form of the passage				
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students complete the activities through worksheet				

## Annexes



Biodegradable



Grocery Store



Appliances



Bulbs



Compost bin



Scraps



Harvest



Clothing



Car pooling

### How to protect the Earth at Home

Read the following text and answer the questions that follow it.

- Take a realistic approach to protecting the earth and first consider what you can do in your own home. This is much more manageable than taking on the world. It is in these simple everyday steps that one can make an impact. By setting a good example for your children, you are fostering a sense of stewardship that will last generations to come.
- Use cloth bags at the grocery store and for all your grocery needs. Store them in the trunk of your car so you always have them on hand. You don't have to limit their use to the grocery store. If you don't have a cloth bag with you when you are shopping, ask yourself if you need a bag at all.
- Set up a compost bin. Add a few less things to the landfill by composting your kitchen scraps. All plant-derived foods, coffee grounds and tea leaves can be composted. Have a small container in your home to place items in. When the storage container gets full, transfer the waste to an outdoor bin. Use the resulting rich fertile soil in the garden.
- Reduce the use of car travel. Consider using public transportation, walking, car pooling and bike riding to get to where you want to go. If you must travel by car, shop for a fuel efficient/hybrid vehicle and keep up-to-date with emissions checks.
- Make your own non-toxic cleaning products. Doing this will reduce the use of plastics because you are reusing plastic containers to hold the cleaning products. The ingredients are also biodegradable which means it is gentler on the environment.
- Explore the idea of purchasing energy-efficient appliances. They may cost more upfront but in the end you will save money because they use less energy. Replace regular light bulbs with their energy-efficient counterparts. You pay a little more, but the life of the bulb is significantly longer.
- Grow an organic garden. Being able to rely on yourself for fresh produce is very rewarding. Share your harvest with neighbors, can and preserve the excess for years to come. If you don't have the space or time to grow a garden, shop locally and support local farmers.
- Reuse clothing. When possible, look for hand-me-downs for your children's clothing. Shop resale shops, garage sales and pass clothing items on to friends and family. Consider doing this with toys too. When you do buy toys, choose ones that are built to last. So many of the plastic toys available fall apart quickly and end up in the trash.

Date:

A) Match each of the following pictures with one of the paragraphs from the text. Write the number in the circle.

Protect the Earth!

Underline the correct verb phrase.

- Sofia is going/ are going to go shopping on Sunday.
- My parents is going/ are going to visit me tomorrow.
- They is going/ are going to go camping this summer.
- It is going to/ are going to get warmer.
- We is going/ are going to invite many people to our party.

Complete the sentences with the phrases from the box.

on the weekend | birthday party | going to go | buy her a present | concert ticket

Silvia is a university student. During the week she studies very hard. \_\_\_\_\_ she usually does something fun. Next Saturday is her birthday. She is going to have a \_\_\_\_\_ and is going to invite all her friends. Usually, she likes camping but this time they are \_\_\_\_\_ dancing because the weather is going to get colder. On Friday Silvia's friends are going to \_\_\_\_\_. She likes music, so a \_\_\_\_\_ will be a good idea.

## LESSON PLAN 9

<b>Class:</b> 1 <sup>ro</sup> “B” <b>Nº Students:</b> 16	<b>School year:</b> 2021-2022			
<b>Language Level:</b> A2.2	<b>Topic:</b> Recycling			
<b>Date:</b> May, 30 <sup>th</sup> , 2022	<b>Type of institution:</b> Public			
<b>Teacher Student:</b> María Fernanda Ayala	<b>Schedule:</b> Monday, 16h00 – 16h35 <b>Time per lesson:</b> 35 minutes			
<b>Lesson Objectives</b>	<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>To use lexical items related to recycling within simple structures such as: we can recycle/we can't recycle</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> <li>Book</li> </ul>			
<b>Warm-up and Objective Discussion</b>				
<p><b>Scrambles words:</b> Students scramble 5 words related to recycling, whoever has the least errors in writing is the winner</p> <p>Explain that during class, they will learn vocabulary related to recycle and the structures can/can't.</p>				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p><b>Instruct/ Teacher Modelling</b></p> <p>Teacher presents flashcards with the vocabulary to work during the class</p> <p>Teacher explains two items that can use to talk about recycling trough examples</p> <p>Explain to the students that you are going to write sentences with the structures can/can't. Ask them pay attention.</p> <p>Explain to the students that you are going to read a passage and after answer questions based on it.</p>				
<b>Guided Practice</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students write sentences in their notebook using the two items: we can recycle/we can't recycle`				
<b>Independent practice</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Students take turns to present their sentences orally</p> <p>Students reading a passage about the environment and complete the activities based on it (reading components: Direct Recall Questions)</p>				
<b>Assessment</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
The group that has less mistake is the best.				

## Annexes



Greener place



Soda cans



Reduce, Reuse Recycle



Plastic containers



Waste



Rubbish

Let's read the passage and circle the correct answer.



### REDUCE, REUSE, RECYCLE

There are 3 ways to make the Earth a greener place: Reduce, reuse and recycle. When people reduce, it means they are using less of something. This means less waste. Turning off the water when we brush our teeth is a way of reducing. We don't waste water by doing this. Reusing is to use the things we already have again. We can use re-usable shopping bags made of cloth instead of plastic bags when we go to a supermarket. Using both sides of the paper is also a way of reusing.

Finally, we can recycle. Recycling is to create new materials from old ones. Materials like paper, plastic and metal can be recycled. You can recycle the things like newspapers, soda cans, plastic containers and magazines.

If we want to live in a green and clean world, we must take care of our world.

1. What is the title of the passage? a) The ways to reuse things b) The benefits of recycle things c) The recycle materials d) Reduce, Reuse, Recycle	2. What is the meaning of reduce? a) To use again b) To use less c) To make new d) To use more
3. We reduce water by _____. a) Turning off the water when we brush our teeth. b) Playing with water. c) Watering the flowers with lots of water. d) Turning on the water when we don't need it.	4. What should we do when we go to the market, if we want to reuse? a) Use plastic bags b) Use cloth bags c) Use a basket d) Use paper bag.
5. To create new materials from the old ones is called _____. a) RECYCLE b) REUSE c) REDUCE d) WASTE	6. What kind of materials can you recycle? a) Oil b) Leftover food c) Paper, plastic and metal d) Fruits and vegetables

Draw a line from each word to the correct meaning

- recycle



Most bottles and food packaging are made from this

- paper



To use something again, rather than buy a new one.

- plastic



To make smaller or less of something.

- reuse



Waste, trash, items we do not need or want.

- rubbish



To make something old into something new.

- reduce



Made from trees,  
we use and write on this a lot

## LESSON PLAN 10

<b>Class:</b> 1 <sup>ro</sup> “B” <b>N<sup>o</sup> Students:</b> 16	<b>School year:</b> 2021-2022			
<b>Language Level:</b> A2.2	<b>Topic:</b> What is happening with pollution in our country?			
<b>Date:</b> June, 31 <sup>th</sup> , 2022	<b>Type of institution:</b> Public			
<b>Teacher Student:</b> María Fernanda Ayala	<b>Schedule:</b> Tuesday, 17h10 – 18h20 <b>Time per lesson:</b> 60 minutes			
<b>Lesson Objectives</b>	<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>• To identify true or false statements by using affirmative and negative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Worksheets</li> <li>• Board</li> <li>• Markers</li> <li>• Book</li> </ul>			
<b>Warm-up and Objective Discussion</b>				
<p><b>Letter string dictation:</b> The teacher dictates each letter of each word that will be learned during the class or that has already been taught.</p> <p>Explain that during class, they will learn to identify true or false statement based on a passage</p>				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p><b>Instruct/ Teacher Modelling</b></p> <p>Teacher presents flashcards with the vocabulary to work during the class, and explains the meaning of each one</p> <p>Explain to the students that you are going to tell them a passage. Ask them to take notes</p>				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>Divide students into groups of four. Student discuss the statements are true or false. Monitor their progress and ask questions and read the story again if it's necessary</p>				
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>One member of the group will present the statements</p>				
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>The group that has less mistakes is the best</p>				

## Annexes



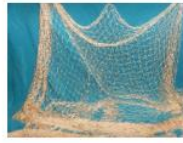
Ocean



Slim



Vet



Fishing nets



Chubby



Debris



Strong

### Galapagos Islands



Galapagos Islands

#### Pacific Ocean Garbage Patch

It is a gigantic floating island of plastic garbage in the north of the Pacific Ocean. It is located between California and Hawaii. It is approximately 1,600,000 km<sup>2</sup> large (Ecuador is 283,560 km<sup>2</sup>) and is mostly composed of big pieces of plastic. Researchers say that some of that garbage came from the 2011 tsunami in Japan.

Besides the Pacific Ocean Garbage Patch, there are thousands of little plastic islands floating in the ocean. Most of them are mainly fishing nets and debris from rivers. It is important to start reducing plastic use. We all can help!

*The Ocean Cleanup, 2019*

Listen to a marine biologist talk about plastic pollution. Decide if each sentence is True (T) or False (F). If the sentence is false, correct it to make it true.

#### PERSONAL INFORMATION: READING -part 1-

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

Read the text:



Hi! My name is Eric. I am 11 years old. I have two sisters. Their names are Rachel and Carrie. Rachel is 18 years old. She is tall and slim. Carrie is 15 years old. She is short and chubby. My sisters are very nice!  
My mum's name is Susan. She is 35 years old. My mother is short and slim. She has got long, curly and brown hair. My mum is a doctor, she helps people! My father's name is Richard. He is 40 years old. He is very tall and strong. He has got short and blond hair. He is a vet, he loves animals!

\*Write TRUE (T) or FALSE. (F)

1. The boy's name is Erica.
2. He is 10 years old.
3. He has got three sisters.
4. Rachel is 15 years old.
5. Carrie is 15 years old.
6. His mum's name is Richard.
7. His dad's name is Susan.
8. His dad is a vet.
9. His mum is a doctor.
10. Eric loves animals.



## LESSON PLAN 11

<b>Class: 1<sup>ro</sup> “B”</b> <b>Nº Students: 16</b>	<b>School year: 2021-2022</b>			
<b>Language Level: A2.2</b>	<b>Topic: Reading Comprehension:</b> Sequence Events			
<b>Date: June, 3<sup>rd</sup>, 2022</b>	<b>Type of institution: Public</b>			
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Friday, 16h35 – 17h45</b> <b>Time per lesson: 60 minutes</b>			
<b>Lesson Objectives</b>		<b>Resources</b>		
Students will be able: <ul style="list-style-type: none"><li>• To use sequence words to describe the order of events in a story.</li></ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Worksheets</li> <li>• Board</li> <li>• Markers</li> <li>• Book</li> </ul>			
<b>Warm-up and Objective Discussion</b>				
Ask students to describe their morning routine before coming to school. Let two or three students share their routines with the group. Explain that today they will learn the word sequence				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p><b>Instruct (explain)</b> Teacher presents flashcards with the vocabulary about daily routine and share with them the sequence of the morning routine. After you have finished describing your morning routine, "accidentally" drop all of the picture cards on the floor. Pick up the cards and hang them up out of order on the board using magnets or tape Ask the students if they can help you put the cards in the correct order</p> <p><b>Model</b> Guide them towards using the sequencing words. For example, ask questions such as, "What happened last? What happened first?" When the cards have been correctly sequenced by students, explain that you heard the students use some special words. The words first, next, then, and last are sequencing words. Explain that these words help tell us the order in which events happened Retell the sequence of your morning routine again using the sequence words Place the sequence word index cards above or below each picture. Emphasize again that these key words tell the reader about the order of the story</p>				
<b>Guided Practice</b>				
<p>Tell the students that you have more stories that need to be put in order and labeled This time, show the students the Picture Sequencing worksheet. Discuss what is occurring in each picture Have each student work with a partner to determine which two events likely occurred first. As a group, write a sentence to describe the events. Make sure to use sequencing words. Tip: allow students to cut out the events, put them in order, paste them on a white construction sheet, and then write the sentences if they need additional support with sequencing the events</p>				

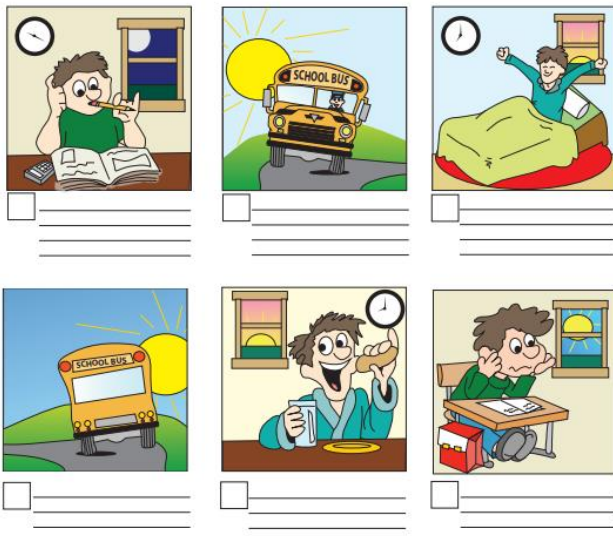
<b>Independent practice</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Give each student a Draw a Story worksheet. Have students create at least three more events to complete the story. Have students label each picture with a sequence word.				
<b>Assessment</b>	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Ask students to use sequence words to describe the pictures they drew To assess student understanding over the course of the lesson, walk around the room while students are working.				

**Annexes**



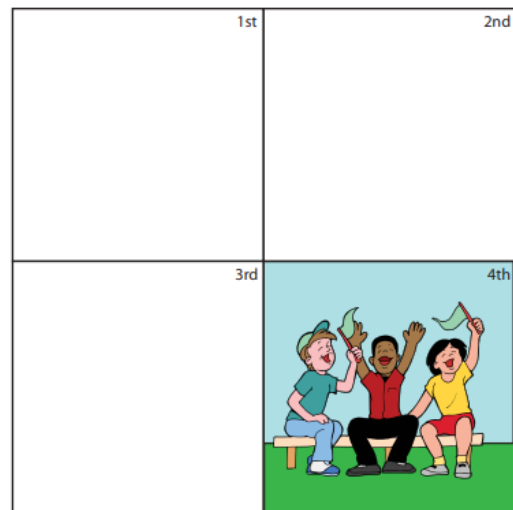
**Picture Sequencing**

Put the six pictures below in order starting with which event happened first. After you have ordered the pictures write a few sentences about what is happening in each.



**Draw a Story**

Draw a picture in each square to tell a story. Draw what happens first, second, and third to go along with the picture shown fourth.



## LESSON PLAN 12

<b>Class:</b> 1 <sup>ro</sup> “B” <b>Nº Students:</b> 16	<b>School year:</b> 2021-2022			
<b>Language Level:</b> A2.2	<b>Topic:</b> Reading comprehension: Main idea and Details			
<b>Date:</b> June, 7 <sup>th</sup> , 2022	<b>Type of institution:</b> Public			
<b>Teacher Student:</b> María Fernanda Ayala	<b>Schedule:</b> Tuesday, 16h35 – 17h45 <b>Time per lesson:</b> 60 minutes			
<b>Lesson Objectives</b>	<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>• To identify the main idea and supporting details of a short informational text</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Worksheets</li> <li>• Board</li> <li>• Markers</li> <li>• Flashcards</li> </ul>			
<b>Warm-up and Objective Discussion</b>				
Lead a brief discussion with students on why it is important to read and comprehend informational text Tell students that it is not only important to read informational text from textbooks, but also from their peers Explain to the students they will be reading and analyzing an essay about football written by a middle school student				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> Show students a teacher model of the Bubble Story Organizer with the main idea and supporting details of a text, previously shared whole-class Point out how the noted details support the main idea and clarify any questions students may have Arrange students into pairs and explain that they will be partner reading the essay. Suggest that a good way to partner read is to take turns reading paragraphs Hand out The Football Game worksheet to each student Tell students that they will be reading to find the main idea and supporting details				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Tell students that when they are done reading, they need to raise their hands, then go on to complete numbers 1 and 2 While the students are partner reading and completing numbers 1 and 2, walk around the room to make sure students are staying on task. Help when needed. As students start to raise their hands, scan their work to make sure they underlined the main idea and highlighted at least five supporting details If students are ready to go on to number 3, have them return to their own seats and give them each a copy of the Bubble Story Organizer				

<b>Independent practice</b>	○ R	○ W	○ L	○ S
Have students complete the Bubble Story Organizer (number 3) independently				
<b>Assessment</b>	○ R	○ W	○ L	○ S
Use the Bubble Story Organizer as an informal assessment tool				

## Annexes

Name: \_\_\_\_\_

Directions: With your partner, partner read the essay written by a middle school student below. Then, complete numbers 1 through 3.

### The Football Team

A team is a group of people with a common goal. A school's football team has two goals. One goal is to win. That is what the team wants to do. The other goal is to build character. Character is what a person values, how a person relates to others. That is why schools have football teams. They want to help students build good values.

There are many character traits that a football player can develop. One is leadership. The quarterback of the team is a leader. The quarterback makes choices—which play to make, who will get the ball. The quarterback has a big job. The quarterback has to inspire the players to work together. If they are losing, the quarterback has to work even harder, to give the players hope they still can win.

There is another leader, too. He is the leader of the defensive group. When the defensive group is playing, that means the team may lose points. So the leader has to keep the team members working together to stop that.

Each team member builds character. They learn to cooperate. They learn to make good decisions. They work hard. They practice every day. They learn to follow the rules. If a team member does not follow the rules, the entire team suffers. Each team member has a position. Each position is part of winning. No one player has the ability to win the game for the team. Only if the team works together does a team win. People often say, "There is no I in TEAM."

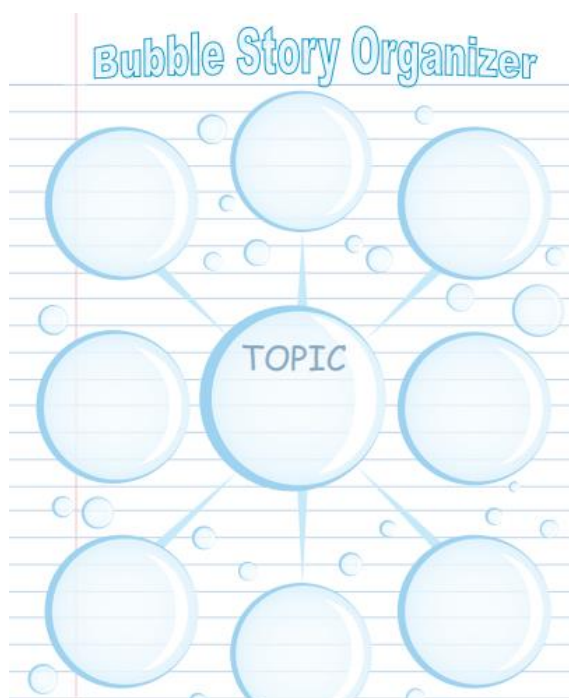
Whether the team wins or loses, at the end of the game they congratulate the other team. That is called sportsmanship. While they fight to win during the game, it is just a game. They cannot be angry with the other team. If they are, they'll hear from their coach.

The coach makes sure the team reaches the school's goal. The coach cares about the whole team. The coach gives each player advice. When the team wins, everyone celebrates, and the coach is glad. But after the season is over, the coach is still happy. The coach gets to see the players as they go to school every day. The character they have built is part of their success in school, too. Some coaches say that if you go into a classroom at their school you'll be able to tell the players. It is not that they are bigger than the other students. It is the ones who are helping other students work. Teamwork is part of their lives.

1. What is the main idea of the passage? Find it and underline it then write it here:

2. Highlight at least five statements that support that idea.

3. Complete the Bubble Story Organizer to organize the information you completed in numbers 1 and 2.



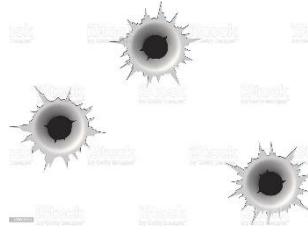
### LESSON PLAN 13

<b>Class: 1<sup>ro</sup> “B”</b> <b>Nº Students: 16</b>	<b>School year: 2021-2022</b>			
<b>Language Level: A2.2</b>	<b>Topic: Auxiliary will vs be going to</b>			
<b>Date: June, 9<sup>th</sup>, 2022</b>	<b>Type of institution: Public</b>			
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Thursday, 15h00 – 15h40</b> <b>Time per lesson: 40 minutes</b>			
<b>Lesson Objectives</b>	<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>• To practice basic grammatical structures for talking about future plans and decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Worksheets</li> <li>• Board</li> <li>• Markers</li> <li>• Flashcards</li> </ul>			
<b>Warm-up and Objective Discussion</b>				
<p>Tingo-tango. The teacher gives a ball to the first student. The student passes the ball as fast as he/she can. When the teacher says tingo, they must stop and the student who kept the ball must answer a question</p> <p>Tell students that they will be learn differences between will and going to</p>				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p><b>Instruct/ Teacher Modelling</b></p> <p>Teacher presents and explains the grammatical structure and uses of will and going to</p> <p>Teacher presents flashcards with the vocabulary and explains the meaning</p> <p>Retell the sequence words by using examples</p>				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>Students in pairs practice through worksheet the basic uses and structure of will and be going to</p> <p>In pairs students read the short text about Matt the dog, next cut and order the story</p>				
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>Have students write sentence by using sequence words independently</p>				
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<p>Ask students to use sequence words to describe the pictures they cut and paste on the worksheet</p>				

## Annexes



**Dig**



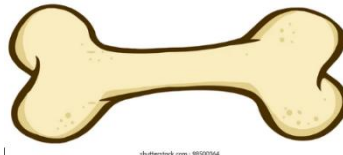
**Holes**



**Yard**



**Hid**



**Bone**



**Chew**

### WILL vs GOING TO

**Name:**

**Date:**

**I Fill in with the correct form of will or going to.**

1 Based on their findings, scientists say we \_\_\_\_\_ have a bad winter this year.

2 The driver \_\_\_\_\_ help you with your bags.

3 That dog \_\_\_\_\_ bite you if you tease it.

4 My sister \_\_\_\_\_ study at Harvard next year.

5 I can't decide. I guess I \_\_\_\_\_ buy the blue dress.

**II. Read the sentences and choose the best answer.**

1. Global warming .... continue to get worse.

a. is going to    b. will    c. both are correct.

2. If you are hungry, I ..... make you a sandwich.

## Matt the Dog

Matt is a dog. He likes to dig holes. One day, Matt was digging a hole in his back yard. Soon, he found a bone that he hid in the ground the day before. Matt was so happy that he began running around with the bone in his mouth. When he got tired of running, Matt started to chew on the bone. Later, he went to take a nap.

**Put the events of the story in order.**

1

2

3

4

5

## LESSON PLAN 14

<b>Class: 1<sup>ro</sup> "B"</b> <b>N<sup>o</sup> Students: 16</b>	<b>School year: 2021-2022</b>			
<b>Language Level: A2.2</b>	<b>Topic:</b>			
<b>Date: June, 10<sup>th</sup>, 2022</b>	<b>Type of institution:</b> Reading comprehension: Main idea and supporting details of a text			
<b>Teacher Student:</b> María Fernanda Ayala	<b>Schedule:</b> Friday, 14h20 – 15h40 <b>Time per lesson:</b> 60 minutes			
<b>Lesson Objectives</b>		<b>Resources</b>		
Students will be able: <ul style="list-style-type: none"> <li>To identify true or false statements by using affirmative and negative sentences</li> </ul>		<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> <li>Book</li> </ul>		
<b>Warm-up and Objective Discussion</b>				
Display the cover of a well-known book to your class. Ask the students what they think the book is about. Say, "This book is about _____. Since it is mainly about _____, this is the main idea." Explain that today they will learn more about how to decide what a book is about using some fun activities				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> Present the Find the Main Idea worksheet and read aloud the first short story ("Susie and the Frisbee") aloud to the class Model identifying the main idea Read aloud the second story, this time having students turn and talk to a partner to identify the main idea As a class, find the supporting details. Underline the supporting details so that students can visualize where they are in the story Explain that now you will be reading another short story. This time students will practice identifying the main idea on their own. Pass out the Find the Main Idea: Apples worksheet and read the text aloud.				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Gather the class back together. Invite students to turn and talk to share the supporting details they found with a partner. Have student pairs share out the supporting details they identified with the whole group				
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Have students complete the worksheet on their own				
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>



At the end of the lesson, collect student worksheets and assess whether students were able to accurately identify the main idea and supporting details

## Annexes

### FIND THE MAIN IDEA



The **main idea** is the most important idea of a story or paragraph. The main idea tells what the story or paragraph is mostly about. Read the stories below carefully and circle the correct main idea of each.

Susie threw the Frisbee for Pete. The Frisbee landed in a tall tree. It was stuck in the branches. Pete barked and barked. Then a gust of wind blew the Frisbee loose. Pete finally caught the Frisbee. He stopped barking and started wagging his tail instead.

What is the main idea?

1. Pete barks at squirrels in the tree
2. Pete is excited to play fetch with his toy.

### Find the Main Idea: Apples

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided.



Apples grow on trees. There are lots of different kinds of apples. Some apples are sweet and others are sour. Apples can be red, green, yellow, or a mix of colors. Apples can be made into pie, applesauce, or eaten on their own. But no matter what kind, all apples grow on trees.

Main idea:

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### Main Idea: Farmers

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

Read each sentence. Cut the sentences out and decide which sentence is the main idea and which are the supporting details. Glue the sentences in order in the boxes provided.

Main Idea:

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

Farmers grow vegetables that people buy and eat.

Farmers plant vegetable seeds in the fields.

Farmers harvest the vegetable plants.

People buy the vegetables and eat them.

## LESSON PLAN 15

<b>Class: 1<sup>ro</sup> “B”</b> <b>N<sup>o</sup> Students: 16</b>	<b>School year: 2021-2022</b>			
<b>Language Level: A2.2</b>	<b>Topic:</b>			
<b>Date: June, 14<sup>th</sup>, 2022</b>	<b>Type of institution: Achievement Level Test</b>			
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Tuesday, 16h35 – 17h45</b> <b>Time per lesson: 60 minutes</b>			
<b>Lesson Objectives</b>		<b>Resources</b>		
Students will be able: <ul style="list-style-type: none"> <li>To measure students’ level of reading, writing, grammar and vocabulary skills</li> </ul>		<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Book</li> </ul>		
<b>Warm-up and Objective Discussion</b>				
Charadas: Students take turns acting out a picture provided by the teacher while their classmates try to guess what it is.				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> Teacher presents flashcards with the vocabulary and explains the meaning of each one  Explain that you are going a reading the story and students take notes				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Divide students into groups of four. Student discuss the statements are true or false. Monitor their progress and ask questions and read the story again if it's necessary.				
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students complete the activity based on it Students write sentences to describe future events by using future tenses Students complete the last activity based on vocabulary				
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students make a self-evaluation based on what they have learned in the module 1				

## Annexes

### Factories



**Dangerous**



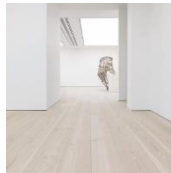
**Grass**



**Glass**



**Vacuum  
cleaners**



**Floor**



**Take a nap**



**Robot  
pets**



**Tricks**



**Yard**



**Patrol**



**Built-  
in camera**

### Achievement Level - Reading

#### Individual activity

1 — Read the text about robots and answer the questions that follow.

#### Robots

Will we have robots at home? There already are many kinds of robots! Big factories use a variety of robots that help put pieces together and do things that are dangerous for people.

Some countries have robots that do things for people at home; for example, there is a robot that can cut the grass while you relax with a glass of lemonade! Also, there are robotic vacuum cleaners. They clean the floor by themselves.

Now, many cars have GPS (Global Positioning Systems) in them. A car with a GPS system can give you directions on how to go somewhere, tell you where the closest gas station is, and, some day in the future,

it will drive itself. You will take a nap or read while the car drives itself to your destination.

There are some companies in the world that are going to build robot pets, and many of them will be in homes around the world. The Sony Company built a dog called Aibo that can sit and do lots of tricks. Some people are going to buy one of those dogs so they have a good robotic friend at home. Aibo is also a great guard dog. He can patrol the yard and take pictures of anything suspicious with a built-in camera. As you can see, we will probably have lots of robots around us in the future.

<https://bit.ly/2Q1uy5S>

Write **True (T)** or **False (F)**. If it is false, correct the statement to make it true.

- a. There are no robots in homes at this moment.
- b. It is necessary for a person to control a robotic vacuum cleaner.
- c. Big factories still have people doing everything.
- d. There is a robot that can help you to have nice grass.
- e. Robot pet dogs could stop people from getting into your house.

### Achievement Level - Writing/Grammar

#### Individual activity

2— Complete the following sentences to say the same as the one given. Use only a few words with the future tense.

- a. My friends are planning to travel to Egypt next year.  
My friends \_\_\_\_\_ to Egypt next year.
- b. Some people predict the use of flying cars in the future.  
Some people say \_\_\_\_\_ in the future.
- c. It is almost 3 pm! My train leaves in half an hour.  
My train \_\_\_\_\_.
- d. I have trouble with my Math homework.  
My friend \_\_\_\_\_ tonight.

### Achievement Level - Vocabulary

#### Individual activity

3— Use each of the following words in an original sentence to show that you understand what they mean.

- a. Soul \_\_\_\_\_
- b. Threat \_\_\_\_\_
- c. Accomplish \_\_\_\_\_
- d. Support \_\_\_\_\_
- e. Due to \_\_\_\_\_

I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation	I check ✓ the box that most applies to me			
	I do it very well	I do it somewhat well	I can improve	I can't do it without help
Talk about the environment				
Write a cause-effect paragraph				
Use zero and first conditional				

## LESSON PLAN 16

<b>Class: 1<sup>ro</sup> “B”</b> <b>Nº Students: 16</b>	<b>School year: 2021-2022</b>			
<b>Language Level: A2.2</b>	<b>Topic: Feedback: Zero - First Conditional</b>			
<b>Date: June, 16<sup>th</sup>, 2022</b>	<b>Type of institution: Public</b>			
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Thursday, 15h00 – 15h40</b> <b>Time per lesson: 40 minutes</b>			
<b>Lesson Objectives</b>	<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>• To describe general truthsthrough by using zero conditional</li> <li>• To describe possible actions and situations in the future by using first conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Worksheets</li> <li>• Board</li> <li>• Markers</li> </ul>			
<b>Warm-up and Objective Discussion</b>				
<p>Tell me 10 things: Teacher gives a category andthen tell them to give you 10 things that could go under that category, for example: If the category is a fruit, they could name apples, bananas, strawberries, blueberries, oranges, etc.</p> <p>Explain that during class, they will learn zero conditional</p>				
<b>Instruct (Teach) and Model</b>	○ <b>R</b>	○ <b>W</b>	○ <b>L</b>	○ <b>S</b>
<p><b>Instruct/ Teacher Modelling</b></p> <p>The teacher explains the grammatical structureand uses of zero and first conditionals Write some sentences on the board and explain the differences and usages</p>				
<b>Guided Practice</b>	○ <b>R</b>	○ <b>W</b>	○ <b>L</b>	○ <b>S</b>
<p>In groups on three students write sentences by suing zero and fist conditional Practice the structure and usages in the worksheets</p>				
<b>Independent practice</b>	○ <b>R</b>	○ <b>W</b>	○ <b>L</b>	○ <b>S</b>
<p>One member of the group will present their sentences</p>				
<b>Assessment</b>	○ <b>R</b>	○ <b>W</b>	○ <b>L</b>	○ <b>S</b>
<p>The group that has less mistakes is the best.</p>				

## Annexes

### **ORGANIZE TO BUILD TYPE ZERO CONDITIONAL SENTENCES.**

1. GATES /VERY ANGRY/ IF / FARMERS / GET /THE BARN / YOU /OPEN / LEAVE / IN

2. A SEAT BELT / DIE/ MORE/ YOU /USE / CHANCE / HAVE / OF / IF / YOU DON'T/

3. IF/ TASTES /YOU/ SWEET / IT /ADD SUGGAR

Complete the sentences with the first conditional form of the verb in brackets.

- 1 If you buy the puzzle, I  (help) you do it.
- 2 If Grandma  (come) for a visit this weekend, we will play cards.
- 3 I  (buy) a new toy dinosaur if Mum gives me the money for one.
- 4 If they  (not get) here soon, we'll leave without them.
- 5 Gerard will save us a seat at the theatre if we  (ask) him to.
- 6 If they don't clean this pool, I  (not swim) here again.
- 7 I  (cook) some pizza if you are hungry later.
- 8 If Sarah  (not do) her homework properly this time, Dad will be really annoyed.

## LESSON PLAN 17

<b>Class: 1<sup>ro</sup> “B”</b> <b>Nº Students: 16</b>	<b>School year: 2021-2022</b>				
<b>Language Level: A2.2</b>	<b>Topic: Feedback: Present Simple</b>				
<b>Date: June, 17<sup>th</sup>, 2022</b>	<b>Type of institution: Public</b>				
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Friday, 14h20 – 15h40</b> <b>Time per lesson: 60 minutes</b>				
<b>Lesson Objectives</b>		<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>To describe routines, by using present simple</li> </ul>		<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> </ul>			
<b>Warm-up and Objective Discussion</b>					
Guess the image: The teacher will put the images on the board, and the students will observe and guess meaning of the image. Explain that during class, they will review grammar about present simple					
<b>Instruct (Teach) and Model</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> The teacher explains the grammatical structure and use of present simple through flipchart and examples Read morning Routine aloud, emphasizing pronunciation and tone of voice and students follow the reading.					
<b>Guided Practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Divide students into groups of four. Student discuss the structure of present simple. Monitor their progress and ask questions and read the story again if it's necessary.					
<b>Independent practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
One member of the group will explain the structure of present simple					
<b>Assessment</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students match the picture with the routines and order the sentences by using present simple tense					

## Annexes

### Morning routines



Hello! My name is Jim and I am going to tell you about my morning routines. Well, I wake up at quarter to seven and **get up** at seven o'clock, then I have a shower and **get dressed**. Next I **have cereal** for breakfast. After that I **brush my teeth**. At eight o'clock I **go to school** where I learn many interesting things.

I. Circle "a" or "b".

1. What's the boy's name?

- a) Jim                      b) Joe

2. What time does he wake up?

- a) at 6:45 a. m              b) at 7.00 a. m

3. What does he have for breakfast?

- a) bread and butter        b) cereal



## Daily Routines

Match words and pictures.

1. Dry my hair.



2. Brush my hair.



3. Go to the bathroom.

4. Take a shower.



5. Eat lunch.

6. Study.



7. Take a bath.

8. Go to bed.



9. Brush my teeth.

10. Get up.

## LESSON PLAN 18

<b>Class: 1<sup>ro</sup> “B”</b> <b>Nº Students: 16</b>	<b>School year: 2021-2022</b>				
<b>Language Level: A2.2</b>	<b>Topic: Feedback: Past of to be</b>				
<b>Date: June, 21st, 2022</b>	<b>Type of institution: Public</b>				
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Tuesday, 16h35 – 17h45</b> <b>Time per lesson: 60 minutes</b>				
<b>Lesson Objectives</b>		<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>To describe an action or a situation - an event - in the past by using was-were</li> </ul>		<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> </ul>			
<b>Warm-up and Objective Discussion</b>					
What did yesterday? The teacher asks the question and the students answer trying to use past tenses Explain that during class, they will review grammar about past of to be					
<b>Instruct (Teach) and Model</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> The teacher explains the grammatical structure and use through examples The teacher explains the three ways of past of verb be Teacher will read the reading twice and the students need to pay attention.					
<b>Guided Practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
In pairs, the students will choose one of the dialogues and they will identify the structure of the past to be and practice the ability to read					
<b>Independent practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
After read and discuss students answer some question independently					
<b>Assessment</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Each column of students will form a sentence and stick it on the board, after this we will identify the structure of was and were					

## Annexes

Use:  
For actions or a situation - an event - in the past

Was/were	
I	WAS
YOU	WERE
HE	WAS
SHE	
IT	WERE
WE	
YOU	
THEY	

**AFFIRMATIVE**

Structure: S + was/were + C	I was a huge fan. They were at home She was a student. They were doctors. I was a good football player
--------------------------------	--

**NEGATIVE**

Structure: S + was/were + not + C S + wasn't/weren't + C	I wasn't a huge fan. They weren't at home She wasn't a student. They weren't doctors. I wasn't a good football player
--	---

**INTERROGATIVE**



Structure: Was/Were + S + C	Was I a huge fan? Were they at home? Was she a student? Were they doctors? Was I a good football player?
--------------------------------	--

**Student A:** Where were you last night?  
**Student B:** I was at work.  
**Student A:** Really? I was at your shop. You weren't there.

**Student A:** How was the test?  
**Student B:** It was really hard.  
**Student A:** How long was it?  
**Student B:** There were about 20 problems.

### 1. True or false?

Read and circle true or false for these sentences.

	<p>Yesterday I <b>was</b> on a trip with my family. We <b>were</b> at the beach all day. My parents <b>were</b> happy because they <b>weren't</b> at work. It <b>was</b> a hot day so the water <b>wasn't</b> very cold. My sister <b>was</b> in the sea all morning. It <b>was</b> a great day!</p>	

- |   |             |              |
|---|-------------|--------------|
| a. He was at the beach yesterday.         | <i>true</i> | <i>false</i> |
| b. His parents were <b>sad</b> happy.     | <i>true</i> | <i>false</i> |
| c. It was a <b>cold</b> hot day.          | <i>true</i> | <i>false</i> |
| d. His sister was in the sea all morning. | <i>true</i> | <i>false</i> |
| e. It was a <b>bad</b> great day.         | <i>true</i> | <i>false</i> |

1.

yesterday. He here was

2.

was asleep night. I by 11 o'clock last



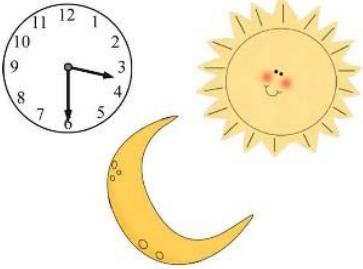

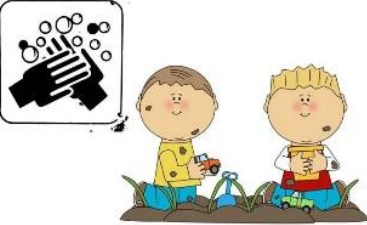
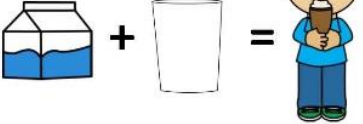
3.

in We year. the same class in weren't



## LESSON PLAN 19

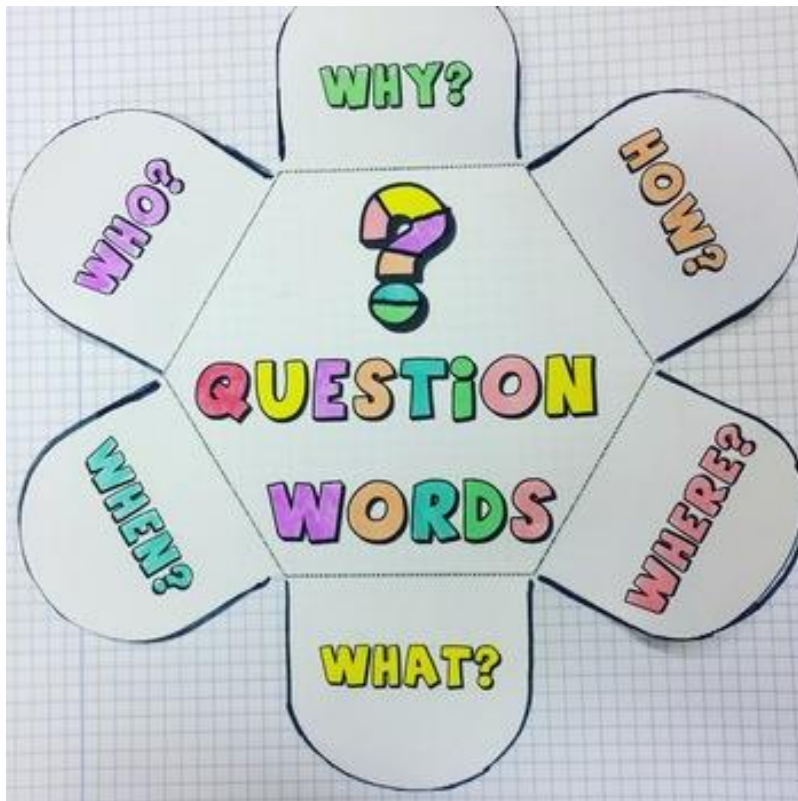
<b>Class:</b> 1 <sup>ro</sup> "B" <b>N<sup>o</sup> Students:</b> 16	<b>School year:</b> 2021-2022			
<b>Language Level:</b> A2.2	<b>Topic:</b> Reading comprehension: Wh-Questions' words			
<b>Date:</b> June, 23 <sup>rd</sup> , 2022	<b>Type of institution:</b> Public			
<b>Teacher Student:</b> María Fernanda Ayala	<b>Schedule:</b> Thursday, 15h00 – 15h40 <b>Time per lesson:</b> 60 minutes			
<b>Lesson Objectives</b>		<b>Resources</b>		
Students will be able: <ul style="list-style-type: none"> <li>To construct interrogative sentences and understand the use of "Wh-question' words.</li> </ul>		<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> <li>Book</li> </ul>		
<b>Warm-up and Objective Discussion</b>				
Broken Telephone: The teacher says the sentence to the first student, then he/she goes to the next student until reaches the last student, finally the last student will say the message out loud Explain that during class, they will learn to answer specific questions beaded on a text				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> The teacher explains the wh questions words through images and examples ❖ Explain to the students that you are going to draw a book of petals in each petal the teacher will put a wh question word and under it they will write a question				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Divide students into groups of four. Students draw a book of petals; in each petal they will put a wh question word and under it they will write a question Students take turns reading their sentences and asking any of their classmate's After, the selected student will answer the question and read their question to another classmate.				
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students read the story and answer the questions below				
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
At the end of the lesson, collect student worksheets and assess whether students were able to accurately answer wh questions words				

Annexes

<p><b>Who</b> is a person</p> 	<p><b>What</b> is a thing or an action</p> 	<p><b>When</b> is a time</p> 
<p><b>Where</b> is a place</p> 	<p><b>Why</b> is the reason something happened</p> 	<p><b>How</b> is a number, or the way something is done</p> <p>2 or</p> 

# QUESTION WORDS

<b>WHO</b>	<p><b>Usage:</b> used to ask the <b>person</b> who did the action.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Who is the Present of Brazil?</li> <li>• Who will be the winner?</li> </ul>
<b>WHAT</b>	<p><b>Usage:</b> used to ask for <b>information</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• What does this sentence mean?</li> <li>• What dress are you wearing tonight?</li> </ul>
<b>WHEN</b>	<p><b>Usage:</b> used to ask the <b>time</b> of an event/action.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• When can I see you again?</li> <li>• When is the next World Cup?</li> </ul>
<b>WHERE</b>	<p><b>Usage:</b> used to ask for the <b>location</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Where were the keys?</li> <li>• Where do you live?</li> </ul> 
<b>WHY</b>	<p><b>Usage:</b> used to ask for a <b>reason/cause</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Why did you break the glass?</li> <li>• Why haven't you called?</li> </ul>
<b>WHICH</b>	<p><b>Usage:</b> used when there is a <b>choice</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Which of these pens is the best?</li> <li>• Which author do you enjoy?</li> </ul>
<b>WHOSE</b>	<p><b>Usage:</b> used to show <b>possession</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Whose child is this that has a cough?</li> <li>• Whose bag is this?</li> </ul>
<b>HOW</b>	<p><b>Usage:</b> used to <b>explain a process</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• How do you learn English?</li> <li>• How has the weather been?</li> </ul> 



Name: \_\_\_\_\_ date: \_\_\_\_\_

Directions: Read the passage 3 times. Color in a star after each read and then answer the questions.

### PETE THE PENGUIN

Pete the penguin is swimming in the ocean in the morning. He is looking for fish in the water. He sees Mya on the ice looking for fish too.

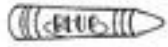
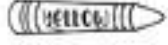


### ANSWER THE QUESTIONS

1. Who is swimming in the morning?
  - Jay
  - Sam
  - Pete
  
2. What does he look for?
  - fish
  - bananas
  - friends
  
3. Where is Pete swimming?
  - In the backyard
  - at the mall
  - In the ocean

### FIND THE EVIDENCE

Go back and highlight

- the word penguin 
- the word morning 

LEVEL ONE



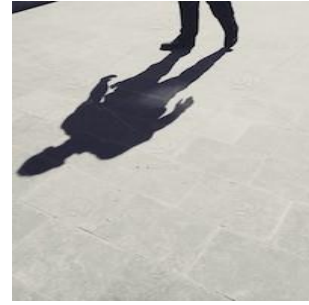
## LESSON PLAN 20

<b>Class: 1<sup>ro</sup> “B”</b> <b>Nº Students: 16</b>	<b>School year: 2021-2022</b>				
<b>Language Level: A2.2</b>	<b>Topic: Reading comprehension:</b> Specific details				
<b>Date: June, 24<sup>th</sup>, 2022</b>	<b>Type of institution: Public</b>				
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Friday, 14h20 – 15h40</b> <b>Time per lesson: 60 minutes</b>				
<b>Lesson Objectives</b>		<b>Resources</b>			
Students will be able: <ul style="list-style-type: none"> <li>To describe specific information or details by using wh question words</li> </ul>		<ul style="list-style-type: none"> <li>Pictures</li> <li>Worksheets</li> <li>Board</li> <li>Markers</li> </ul>			
<b>Warm-up and Objective Discussion</b>					
Letter string dictation: The teacher dictates each letter of each word that will be learned during the class or that has already been taught Explain that during class, they will learn to write specific information					
<b>Instruct (Teach) and Model</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Instruct/ Teacher Modelling</b> Teacher presents flashcards with the vocabulary to work during the class Teacher read a passage about Marc Jerrams					
<b>Guided Practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Divide students into groups of four. Students read the passages and answer the questions based on them					
<b>Independent practice</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students read the passage and match the columns					
<b>Assessment</b>		<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Students report the questions and answers					

## Annexes



Lake



Shade



Cave

### READ THE TEXT ABOUT MARC JERRAMS:



This is a short story about Marc Jerrams. Marc is from England. He lives in a small town Docwell. His address is 19 Greenhill Street and the post code is 90 876. He is a student. He is ten and he is in class four. His teacher is Mrs. Spark. Marc's favourite subjects are English and History. He has English on Tuesday and Friday and History on Wednesday. Marc has a blue school bag and pen, but his favourite colour is green. He has a new phone. His number is 792 341 859. He has a dog Patch.

What's Marc's surname? .....

Is Marc English? .....

What's Marc's address? .....

What's his post code? .....

Is he a teacher? .....

How old is Marc? .....

Are school bags his favourite objects? .....

Is English on Tuesday? .....

When is History? .....

What is Marc's favourite colour? .....

What's Marc's phone number? .....

a\_e

## Cake at the Lake

Dave and Jake went to the lake. Jane was at the lake, too. Jane's mom gave her a cake to take to the lake. Dave, Jake, and Jane looked for a place to have cake. They found a cave. They got out of the sun in the shade of the cave. They put the cake on plates and ate. You could see frosting on Jake's face!



① Who went to the lake?

---

---

② What did Jane take to the lake?

---

---

③ Why did they eat cake in a cave?

---

---

"Hello, I'm Emma. I'm 14. I am a student at San Ceferino school. It is in Neuquén. I think it is an interesting school because it is not a regular school. The school is not a modern building. It is an old house. A very large house. There is a big classroom with a computer for each student. Another interesting fact is that there is an animal inside the school. This animal is like a pet for the students. It is an owl. We call it "Antonio". I like our school and Antonio."

- |  |                                    |
|--|------------------------------------|
| a. <b>Who</b> is Emma?                   | 1. It is Antonio.                  |
| b. <b>How old</b> is she?                | 2. It is in Neuquén.               |
| c. <b>What's</b> the name of the school? | 3. It is an owl.                   |
| d. <b>Where</b> is the school?           | 4. She is a student.               |
| e. <b>What's</b> inside the school?      | 5. She is 14.                      |
| f. <b>What</b> animal is it?             | 6. The name is San Ceferino.       |
| g. <b>What</b> is the animal's name?     | 7. An animal is inside the school. |

## LESSON PLAN 21

<b>Class: 1<sup>ro</sup> “B”</b> <b>Nº Students: 16</b>	<b>School year: 2021-2022</b>			
<b>Language Level: A2.2</b>	<b>Topic: Posttest</b>			
<b>Date: July, 1<sup>st</sup>, 2022</b>	<b>Type of institution: Public</b>			
<b>Teacher Student: María Fernanda Ayala</b>	<b>Schedule: Friday, 14h20 – 15h40</b> <b>Time per lesson: 60 minutes</b>			
<b>Lesson Objectives</b>		<b>Resources</b>		
<ul style="list-style-type: none"> <li>• Prosttest Administration</li> </ul>		<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Board</li> </ul>		
<b>Warm-up and Objective Discussion</b>				
Teacher presents the objective of the class to measure students’ knowledge regarding reading comprehension components. Tell the importance of reading comprehension for English language learning				
<b>Instruct (Teach) and Model</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
Present the test to the students and explains how to fill it Explain the objective of each question				
<b>Guided Practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Independent practice</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>
<b>Assessment</b>	<input type="radio"/> <b>R</b>	<input type="radio"/> <b>W</b>	<input type="radio"/> <b>L</b>	<input type="radio"/> <b>S</b>

## Annexes



UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
POST TEST

**Student's name:**

**Course:**

**Date:**

**Objective: MAIN IDEA**

- 1. Read the passage and then choose the best answer to the question. Answer the question on the basis of what is stated or implied in the statement or passage (2.5 p)**

Mark loves to walk in the woods. He enjoys looking at the trees and smelling the flowers. Mark also likes to watch the squirrels run through the trees

*a. What is the main idea of the text?*

- Mark loves to walk in the woods.
- Mark enjoys playing baseball
- Mark is an active young man

**Objective: KEY DETAILS**

*b. Which of the following statements is a supporting detail to the main idea?*

- He enjoys looking at the trees and smelling the flowers.
- Mark lives in the city.
- Mark likes birds

**Objective: MAIN IDEA**

- 2. The earth's surface is constantly changing. All over the world everyday there are earthquakes, floods and volcanoes that quickly change our world. Some changes are too small to see. Others cause tremendous damage and costs millions of dollars to clean up. (2.5 p)**

*a. What is the main idea?*

- It is expensive to clean up the damage
- Sometimes we can't see the changes.
- The Earth's surface is always changing.

**Objective: KEY DETAILS**

b. Which of the following sentences is a supporting detail?

- Sometimes we can't see the changes.
- The Earth's surface is always changing.
- There are earthquakes, floods and volcanoes that quickly change.

Objective: ABILITY TO SEQUENCE A PASSAGE

3. Read this story again, paying attention to the sequence of events, from first to last. (2.5p)

**Terrence Learns How We See Color**

Terrence was excited about his new watercolor set. He loved to draw and paint. He liked to draw and paint race cars, airplanes, and trucks. He liked to use all kinds of colors in his pictures. He was learning how to mix colors together to make new and interesting colors. He showed one of his new pictures to his dad one day. His dad said, "These are such amazing colors! Do you know how our eyes see different colors?" Terrence had never thought about that before, but he was interested. "No," he said. "We just see them, I guess." "Well," said his dad. "It's a little more complicated than that." "Tell me, then!" Terrence said. "Maybe it will help me learn how to mix cool new colors." "All right," Terrence's dad said. "But first you need to know about light. A light beam is made up of smaller beams of different colors. Our eyes see these many-colored beams as colorless. But when a light beams hit an object, our eyes see that object as a certain color. This is because the object absorbs all of the color beams except one. The color that isn't absorbed is the color we see." Terrence thought about all this for a bit. He thought he understood what his dad was saying. "What else can you tell me about color?" he asked. "I think you're really going to like hearing about how the color wheel works," his dad said. "But right now, it's time for dinner."

Write the numbers 1 through 8 in the boxes beside the events to show the sequence of what happens when Terrence makes a color wheel, from first to last.

1-8?

Terrence showed one of his new pictures to his dad.	
Terrence's dad said that when a light beam hits an object, the object absorbs all of the color beams except one.	
Terrence was excited about his new watercolor set.	
Terrence's dad asked him if he know how our eyes see different colors.	
Terrence was learning to mix colors together to make new and interesting colors.	
The color beam that is not absorbed when a light beam hits an object is the color our eyes see.	
Terrence asked his dad what else he could tell him about color.	
Terrence's dad said that a light beam is made up of smaller beams of different colors	

4. Write the number 1 in the box beside what happened first. Write the number 2 in the box beside what happens second. Write the number 3 in the box beside what happens third. Write the number 4 in the box beside what happens last. (2.5p)

a.

1-4?

Patty went to the market carrying her pail of milk on her head.	
Patty thought she would sell the chicken eggs to buy a dress.	
Patty thought she would buy chickens with the milk money.	
Patty tossed her head, the pail fell, and the milk spilled.	

*b.*

*1-4?*

The fox asked the tiger to explain how he got trapped.	
The fox let the tiger out of the cage, and tiger wanted to eat him	
The tiger went into the cage, and the fox shut the door.	
A tiger begged a fox to open the cage he was trapped in.	

***THANKS FOR YOUR COLLABORATION!***