



UNIVERSIDAD ESPECIALIZADA DE LAS AMÉRICAS

College of Special Education and Pedagogy

School of Pedagogy

Degree work submitted to achieve the Bachelor's Degree

in

English Language Teaching

Educational Project

Didactic Activities to Improve the Learning of English Reading
Comprehension in 5th Grade Students

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DEDICATION

I want to thank God for not abandoning me at this very important moment in my life for a long time, for giving me health and life forces even when I was about to die.

Also, I want to thank a very special person, my mother Itzel Caceres, who dedicated her youth, so that I have become the person that I am today, and my Father Félix Mojica for being always there. My brothers for making me smile when there was no reason, especially my beautiful grandmother Pastora Rios and my great grandfather Eraldo King who I love so much. To my beloved boyfriend Alexander Taitt who preferred to leave important things to support me. Finally, I thank to my aunt Magalys, my uncle Guillermo King, all my colleagues and those who at some point gave me their unconditional support. I love them all.

Mojica Caceres, Cesia Elizabeth

DEDICATION

I want to thank God for help me to pass this career, which was another goal I set for myself, it was not easy but I continued until the end.

Also, I want to thank to my father, and my family that gave me support every moment, I also dedicate it to myself for striving every day, because, I have spent a time away from my city for work reasons, despite the assignments that sometime made it impossible for me to go ahead and a lot of work I had to do, but I successfully completed this wonderful career that I know will help me to dedicate my knowledge to those people who need it.

Berrugate, Lizmineth Del Carmen

ACKNOWLEDGMENT

We want to thank all the teachers by whom we were guided. Without their contributions and knowledge, would have been impossible to realize this project. To our coordinator Professor Zelfa Pinilla, who was in each of our processes, offering encouragement, whether advising us, with a lot of wisdom, humility, positive attitude and professionalism in any time.

To our classmates who share wonderful moments, tears, joys, and mutual support, in the same way to our families who gave us their support, God bless.

Mojica Cáceres, Cesia Elizabeth
Berrugate, Lizmineth Del Carmen

INTRODUCTION

This project is entitled "Didactic Activities to improve the learning of English reading comprehension in fifth grade students of the Escuela Bilingüe Reino de los Países Bajos Holanda Morning shift." The project is the result of the degree work that the university requests once the Bachelor's degree in English teaching has been completed.

The didactic strategies are resources that motivate the students, so that at same time they easily understand readings in English. It is very important to use different strategies in the classroom. Since we find students of different levels of English, for this reason, the teacher should be prepared to provide the appropriate material or materials to the students and give clearly explanations when she or he uses readings in the classroom.

Reading should never be separated from comprehension, as the main objective of reading in comprehension. This is why we want in this project the relation between reading skills and comprehension. It is true that reading also involves fluency and expression, but this is related to oral reading as well.

To better understand the benefits of reading it is appropriate to mention that exploits the background knowledge, what it is known about the topic. Use techniques to help teachers and students to build a strong vocabulary base. Reading helps to increase reading rate where the focus is on fluency not speed. Reading helps to transform strategies into skills (automatic and unconscious).

Some types of assessment to have students comprehend what they are reading is by using quantitative approaches like comprehension tests, reading rate data or in the case of qualitative approach like reading journals responses, reading interest surveys, responses to reading checklists.

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CHAPTER I

CHAPTER I: THEORETICAL FRAMEWORK OF THE PROJECT

1.1 Theoretical Framework of the project

Understanding what it is being read is one of the fundamental skills of English language teaching in Panama as a second language. However, this has become a challenge in recent years due to the scarce habit of reading and the lack of affective strategies to teach meaningful reading.

One of the main problems in learning the English language in Panama is in teaching reading, since in the first levels of schooling students have too much trouble understanding the words and much more complete sentences that in many cases can be given.

Richards, (2017) points out that:

A test conducted by the Ministry of Education to third-grade students revealed deficiencies in reading students from both public and private schools. Gina Garcés, of the MEDUCA reported that the test was applied to 62.193 third-grade students from 3.077 Educational centers and the result determined that 40% of students have problems and maintain a level of reading of first grade children. He also explained that in the particular sector 21% of students do not achieve an expected level, while in the official sector 48% of students are deficient.

These figures are really alarming because it means that a large percentage of students are having many problems to move forward in this important step that is reading, as it is one of the main bases in the English language.

In many countries of the world there is a great concern in terms of reading comprehension, one thing is reading and another thing is understanding what is being read, and the factors that affect compression in children are not really known, some people blame to the technologies, they blame the techniques for

the teaching of the reading, they blame the teachers, they blame the parents and others to the government for many times not investing in the education.

(Nation & Snowling, 2000), quoted by Spencer & Wagner points out that:

It is estimated that approximately 10% of children have poor reading comprehension in spite of relatively normal decoding skills; these individuals are also referred to as poor comprehenders, less-skilled comprehenders, and unexpected poor comprehenders in the literature. The proportion of children may be larger in second-language learner populations.

It is really sad to see that those who lack this ability the most are children who are learning the English language as a second language, since for them it is difficult to adapt to a new language which they must develop step by step.

Comprehensive reading is such an important thing for everyone, especially for the little ones since they learn to read they process in their minds word by word, it is not such an easy process for them, but it is not impossible either, the comprehension of a text helps that children in this case can express themselves and have different opinions about a text.

August & Shanahan, (2006), quoted by Spencer & Wagner points out that:

Reading comprehension is defined as the process of engaging with text for extracting and constructing meaning and is strongly correlated with future academic and life outcomes yet, a significant proportion of second-language learners are at an increased risk of developing reading problems in the future.

1.2 Diagnosis of the current situation

In order to know the level of knowledge of the educators in terms of the didactic strategies of teaching English with reading comprehension, we apply a simple survey, in that way to direct the work towards an effective proposal for all.

The Escuela Bilingüe Reino de los Países Bajos Holanda was recognized as a bilingual educational center by the Panama Bilingüe program which is a government initiative, the center has morning and afternoon shifts.

The school is well known for its school activities such as the Festicrec Pedagogical Project; project of values, the participation of the students in different competitions (drawing, oratory), But it should be noted that the center does not have a project that will encourage students to enhance their reading comprehension skills in the English language.

Therefore, this research project offers some specific strategies to improve the cognitive process in reading comprehension in EFL. The research project will be mainly developed with fifth grade students in the English course. The Panama Bilingüe program has an hourly intensity of 26 to 30 hours weekly classes, for fifth grade students. They are, on average, of 10 years old. However, when faced with a subject like English, a language that is not the mother tongue it is not easy for students. Therefore, students begin to feel a stressed that generates difficulties in learning. For this reason, the project of this research is based on seeking new didactic strategies in order to enhance reading comprehension skills.

1.3 Justification

We have chosen is because as teachers of English in the regular system and from the Panama Bilingüe program, we face reality within the classrooms, and we think that our strategies will be a valuable contribution to the educational community and furthermore for future teachers and the program itself.

In addition, it is of paramount importance to implement this project because it is necessary to motivate the teachers to know different ways of applying didactic strategies for reading comprehension in English.

Through motivated teachers, students will benefit by having readings in English in order to comprehend but in a fun way.

The learning of the English language becomes a fundamental element of reading, being one of the basic skills that, when complemented with listening, writing, and oral production, brings benefits to reading comprehension.

However, reading generates many advantages. That is, when you read often in English, you assimilate the language and decrease the flaws of reading comprehension of texts.

Given the existing problem of reading comprehension, the teacher must help the student to improve the ability to comprehend the text through strategies that allow them to convert the reading comprehension into a competition not only for a better academic performance, but also as a tool for effective communication in the English language as a second language.

Reading as a strategy in itself provides and develops the skills of the reader, and broadens the ability to understand the text. Therefore, it is justified for the teacher to give due importance to this skill by reinforcing the habit of comprehensive reading by means of dynamic, creative, and consistent teaching methods with the skill that is intended to be developed.

It is of relative importance to motivate teachers to work with students and have them engaged in their work at all times in order to develop their comprehension, work with vocabularies or key words as well in context, follow up

with activities to ensure language acquisition. By working these areas, teachers and students will work collaborative on comprehension and interest in reading.

1.4 Project Objectives:

We have two types of objectives for the project: general and specific objectives for the educational project.

1.4.1. General Objective:

- To design didactic activities to improve the learning of reading comprehension in the English language that facilitate fifth grade students of Escuela Bilingüe Reino de los Países Bajos Holanda

1.4.2. Specific objectives:

- Identify the reading comprehension needs presented by the students in order to label the level of reading comprehension by teachers' instructions.
- Define the limitations shown by students in the classroom in terms of reading habits to evaluate their proficiency in this level rewards to reading comprehension in English.
- Establish and introduce comprehension strategies or skills through different reading activities to students.

1.5 Deadline

This project lasted sixteen weeks (16) approximately, starting in the month of December 2018 to March 2019.

1.6 Beneficiaries

The center has a morning and an afternoon shifts with a total of 1.100 students. We want to refer to the fifth grade, there is a sum of 150 students, the morning shift has 79 students, 36 girls and 43 boys, and the afternoon shift has 76 students, 40 girls and 36 boys.

1.6.1 Direct

This project will benefit English teachers and more than 60 students from 5th grade Students of the Escuela Bilingüe Reino de los Países Bajos Holanda.

1.6.2 Indirect

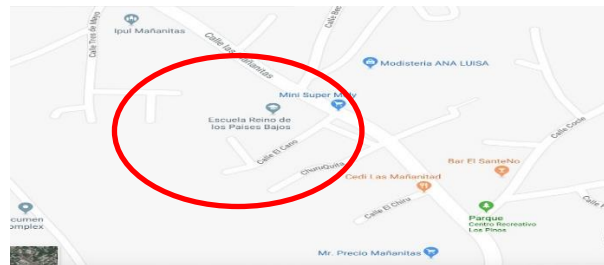
The Escuela Bilingüe Reino de los Países Bajos Holanda, MEDUCA, and Panamá Bilingüe Program.

1.7 Physical location

This project will take place in the Escuela Bilingüe Reino de los Países Bajos Holanda located in the province of Panama, region of Panama Center, district of Panama, Township of the Mañanitas, Main Street.

Illustration N°1

Location of the Escuela Bilingüe Reinos de los Países Bajos Holanda.



Source: Captured photo of Google Maps

1.8 Institutional framework of the project

MEDUCA: First entity responsible for directing all schools of different levels to meet the overall objectives of education Panama as a republic.

Description: A relevant educational system that meets the requirements of the medium with its curricular structure, physical and technological infrastructure; He has forged lasting partnerships with civil society and the productive sector; which it has established an internal, effective and transparent organization; and it has managed to institutionalize changes in state policy, ensuring its continuity and development.

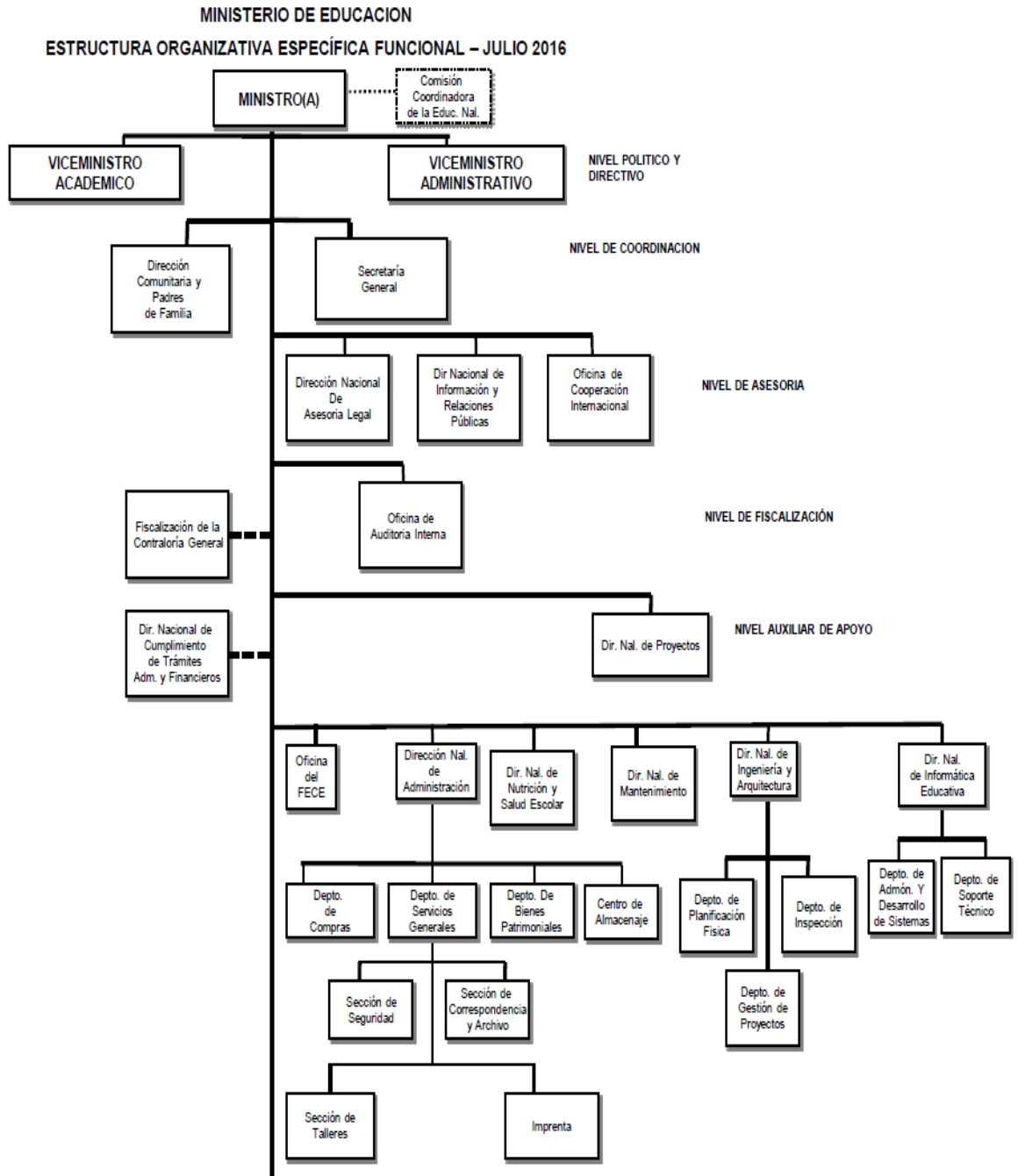
Mission: Ensure excellent educational system, based on values, fairness and responsibility, supporting the best materials, financial and professional resources conducive to attaining solid humanistic knowledge, technological, scientific and

life skills in order to contribute to the comprehensive and ongoing training of people and the country's development.

View: Regional reference institution recognized by the integral formation of multilingual citizens, values and life skills that contribute to the development of the country.

Administrative structure: Minister of Education: Marcela de Paredes. Academic Vice Minister of Education: Carlos Staff. Administrative. Vice Minister of Education: Maria Castro. A Regional level: Regional Directorate Prof. Petra Serracín. Deputy Managing Director: Enrique Bernal. Teaching assistant technical director: Luis Londoño.

Organization chart 1. Government structure



Source: Department of Institutional Development, 2018.

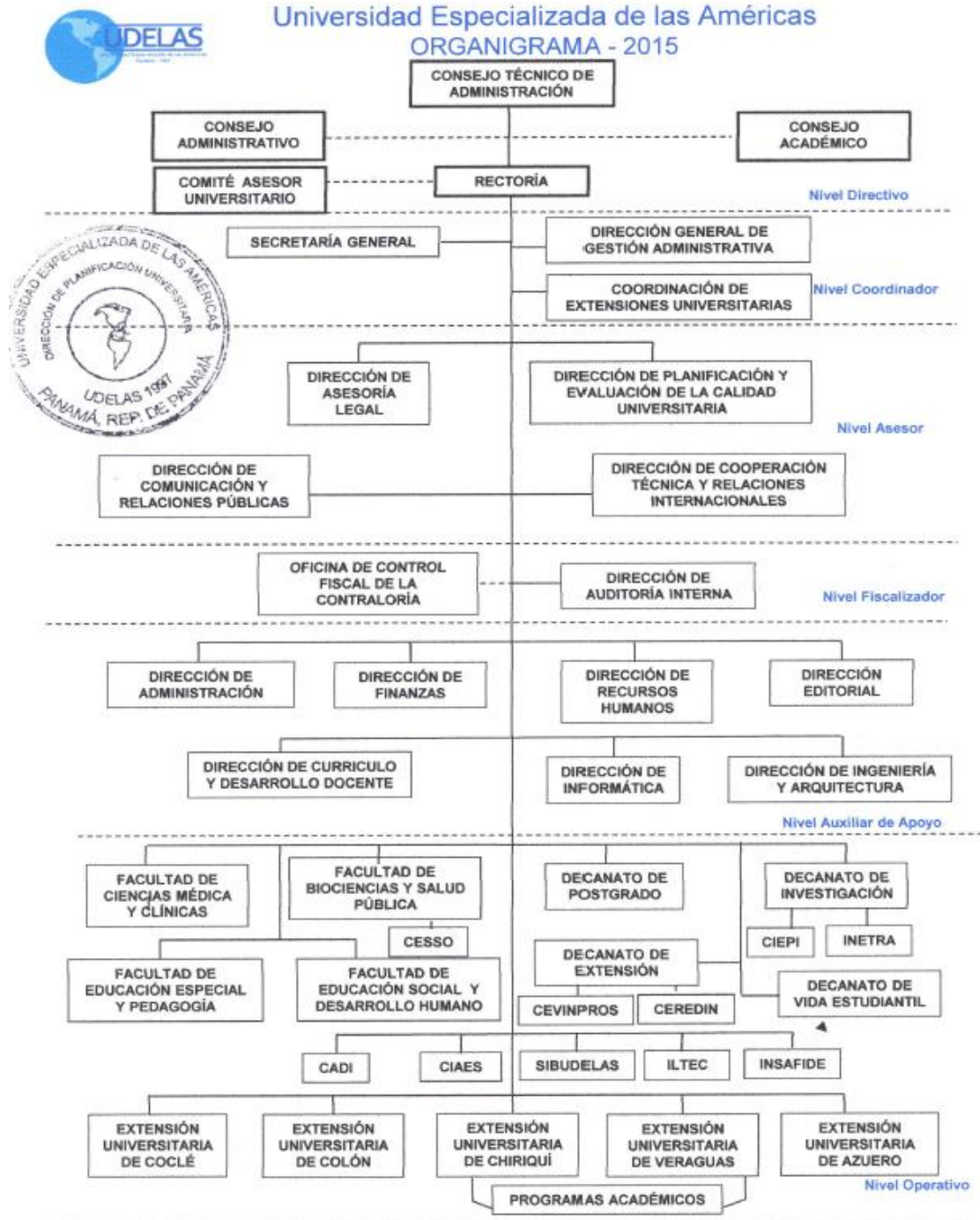
UDELAS:

Description: Entity that is involved in the formation of individuals holistically, assessing the needs of Panama through its graduates to contribute to the education of the province through a suggested and reviewed during an extensive process and adapted to the English language tool.

Mission: Universidad Especializada de Las Americas is an official institution of higher education, outreach, innovative in teaching, research, extension and management; created to train competent professionals, entrepreneurs with scientific knowledge and human quality, committed to the development of the country.

View: Being a university of professional excellence and social sense and attention to diversity, with national and international recognition; leader in the training of specialized human resources and knowledge generation and technological innovations, capable of proactively intervene in solving social problems of the country and Latin America.

Organization chart 2. Administrative structure



Source: UDELAS website.

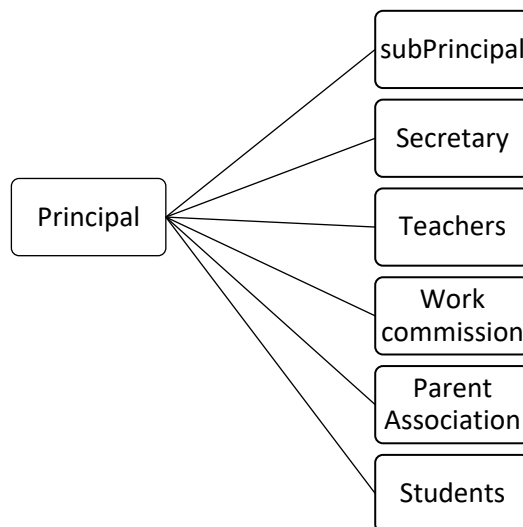
SCHOOL:

The Escuela Bilingüe Reino de los Países Bajos Holanda was chosen for the research project of didactic activities to improve the learning of reading comprehension of the English language in fifth grade students, since the school is of educational excellence and has various activities on campus and in the 2018 school year, it was hosted as a bilingual college.

Mission: To provide a comprehensive education based on values, developing competencies that promote collaborative work, involving the different sectors of society.

View: To be a model school at the forefront of scientific knowledge, technological and humanistic also they are Promoting pedagogical practices that facilitate the teaching-learning process.

School organization chart 3.



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

CHAPTER II

CHAPTER II: THEORETICAL FOUNDATION OF THE PROJECT

Definition and Theoretical foundation

2.1 Teaching strategies for reading comprehension

There are several ways to teach students how to understand what they read, but for this it is important to do it with didactics and with techniques that help the development of this ability, didactics help teach but in a fun way that captures the attention of students about what you want to convey.

According to the article Navarro & Pineiro, (2010), points out that:

Didactic comes from the Greek language “didaskein”. It means teaching and “tékne” suggests art; “art of teaching”. Didactic refers to the principles, phenomena, forms, precepts, and laws of teaching with no subject in particular. A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human begins through the understanding and permanent change of the social communicative developments and the receiving and appropriate growth of the teaching and learning process.

In order to obtain good reading comprehension results, it is important that as teachers we update our knowledge daily with different teaching strategies so that with a pedagogical discipline we can have extraordinary changes in the reading comprehension of the students.

2.1.1 Why are teaching strategies important?

Teaching strategies are important because they can help students to learn in a funny way, using different activities or techniques for teaching a specific skill,

make the classes easier, also it help to create a good environment, interaction and experiences, but to achieve this it is important to use appropriate strategies.

There are quotes about different authors who talk about a wide variety of teaching strategies and activities to support students to be more responsible for their own teaching-learning process and improvement, such as:

Meyers & Jones, (1993), quoted by the website gmue.edu in, points out that:

Active Learning

Active learning as learning environments that allow students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, roleplaying, and other activities. These require students to apply what they are learning. (p.xi)

It is important to know that students not only learn by watching or listening to what their teachers say but also learn through different activities which they identify as games, which makes their learning process for reading comprehension more attractive and fun for them. .

It is extremely important that students have the ability to think maturely, with their own efforts and that they can reason about what they read without having to wait for someone to think for them.

Glaser (1941), defines critical thinking as follows:

Critical Thinking

The ability to think critically, as conceived in this volume, involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends.

2.1.2 Reading comprehension definition

Comprehension is being able to understand something that we may know more but we do not know its meaning, it also allows us to know more about the subject, and thus be able to convey a correct message.

John Kruidenier, (2002), elaborated that:

Comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also a strategic process, which can be taught. As comprehension takes place, words are decoded and associated with their meaning in the reader's memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one word, phrase, or sentence are not lost before the next is processed. p. 77

It is crucial how students feel and shift emotionally to what they're learning, that they need attention and that they need to be supported with techniques that can help them understand quickly and efficiently, because it's a process that works with their brain.

Good understanding tends to explain ideas and thoughts so that they can be articulated in a clear way, it often is hard for learners to study and learn to understand, and it is also challenging for educators to be able to teach their students so that comprehension is an intentional process in which both parties should function.

(k12reader, s.f), indicate that:

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated, the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual

sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur, independent of the other two elements of the process.

Reading comprehension goes hand by hand with different aspects and connections that we often see insignificant, so we must understand and know its definition to be able to transmit and teach students so that they learn to properly understand the text provided to them.

2.1.2.1 Why is reading comprehension important?

As teachers, we have to be clear that reading is so important for help in the mental development of the students, but the comprehension is more than important because it help students to understand and analyze a specific situation in a text.

An article posted by (Rutzler, 2017), indicate that:

Although many children can read, reading and reading comprehension are two different things. While reading involves translating and decoding text into sounds and spoken words, reading comprehension involves taking what was just read and deriving meaning from those words. In simpler terms, reading comprehension is the ability to read, understand, process, and recall what was just read. The importance of reading comprehension: having excellent reading comprehension skills is crucial. It increases the moment and effectiveness of reading and helps not only academically, but also professionally, and in a person's personal life.

Reading comprehension does not just understand how to tell what we are reading, but that we can comprehend what we are doing, because it is not a

simple act of thinking, but it is an ability and a mechanism, which lets us acquire the information we are studying while reading a text.

2.1.2.2 Difficulties or disabilities in the reading comprehension.

There are many difficulties or disabilities in reading comprehension which affect our students and we have to be clear for identify them and help our students.

(NCLD, s.f), The National Center for Learning Disabilities Quoted by the website Scholastic Parents indicates that:

Learning disabilities can range from mild to severe and, although they affect each person differently, most fall into two broad areas:

1. Language and reading problems, including dyslexia (difficulty decoding language) and dysgraphia (difficulties relating to handwriting, spelling, and composition).
2. Information processing disorders, including auditory or visual processing disorders. Despite normal vision and hearing, kids with these disorders have trouble with language development, reading, writing and mathematical ability.

It is important because, as educators, they understand and recognize in detail that there are many variables that can affect learning disabilities, in this case, the issues of reading comprehension, as stated in the previous quotation, there is an information process disorder that affects many students, and we need to be careful when we see these situations so that they can be notified and provided with an appropriate solution.

Many times the difficulty within the concept of reading complicates what students should understand; in addition, it prohibits, deprives and limits the fluency of reading at a given time.

(Merriamwebster, 1828), points out that: "Difficulty is the quality or state of being hard to do, deal with, or understand: the quality or state of being difficult".

Dyslexia is one of the big problems that some students have at the time of reading since this disability decreases the ability of students to read, this disability is not suffered by all students, sometimes there may be one, two or more students in a classroom with this reading disability that prevents their ability to understand and develop effectively.

According to (Understood.org, 2018) points out that: "Dyslexia: is a specific learning disability in reading. Kids with dyslexia have trouble reading accurately and fluently. They may also have trouble with reading comprehension, spelling and writing".

Visual difficulties also impede the growth of reading skills, because if students cannot see what is presented in the document, they will never be able to understand what the text says, and this greatly influences students and influences them both physically and spiritually, so they begin to feel isolated from others.

(Churchill Center & School, s.f), indicate that:

Visual processing disorder can cause issues with the way the brain processes visual information. There are many different types of processing disorder and many different symptoms, which can include trouble drawing or copying, inability to detect differences in shapes or letters, and letter reversals. Visual processing disorders (VPDs) affect many students diagnosed with language-based learning disabilities.

2.2 Intervention Proposal.

2.2.1 Title of the Proposal of the project

Didactic activities to improve English learning of reading comprehension in 5th grade students at Escuela Bilingüe Reino de los Países Bajos Holanda from the morning shift.

2.2.2 Presentation of the project

This project has been directed from the perspective of strategies for reading comprehension in the English language, with these strategies students can better understand the context that is provided to them. Putting this project into practice is intended to provided strategies or activities that improve the reading comprehension that are the object of this project.

2.2.3 Justification of the project

Reading comprehension is vital in human life, since it is one of the basic skills or abilities that we require in the educational field because they help to develop the abilities of the students. The strategies of reading comprehension are an engine that favors the formation, preparation, or teaching of this skill, therefore, in this project we offer teaching strategies that allow to improve the reading skills of the students. Also, it can be mentioned, that creating an environment of good relationships, coexistence, and tolerance among other values can enhance students' ability and interest in reading.

2.2.4 Objectives of the Project

2.2.4.1 General Objectives of the Project

To Present didactic activities in order to improve reading comprehension in the English language teaching in the fifth grade students of Escuela Bilingüe Reino de los Países Bajos Holanda.

2.2.4.2 Specific Objectives of the project

- To elaborate active activities that will be held by teachers to improve reading skills in the students.
- Describe the procedures that require teaching activities to enhance reading skills on students.
- Use the hours of classes for the appliance of didactic activities to enhance reading skills on students.

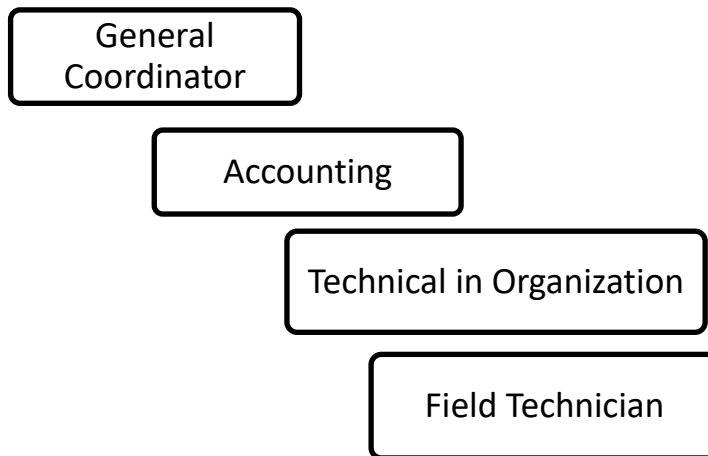
2.2.5 Methodology used in the project

- It is very important to point out that the strategies will be applied in the Escuela Bilingüe Reino de los Países Bajos Holanda.
- The strategies will be applied in different classrooms, in an atmosphere of respect, collaboration and above all fun.
- Students will be the main beneficiaries of the strategies.
- Only an estimated number of eight strategies will be applied, because the teachers cannot give us all the hours we need to apply all the strategies since they need to give their classes.

- Before the implementation of these strategies, teachers and students will be informed of what they are and how they will participate in them.
- The application session will last 15 to 30 minutes per strategy.
- During that time, a specific number of strategies will be applied for each 5th grade classroom, and according to the permission granted by the teachers.
- In the application of the strategies it is estimated that the vast majority of students can participate.

2.3 Organizational structure and Project management.

Organization chart 4.



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

- **General Coordinator:** Needs to be a well-organized person, preferably a professional in teaching in English. Its function is to coordinate the whole project so that the objectives are met and can be applicable in the schools.

- **Accounting:** Needs to be a professional person with knowledge in accounting, in order to be responsible for ensuring and managing the purchases that are needed and keep a record of them.
- **Technical in organization:** Needs to be a person who knows very well about education and who has studied in English. In charge of doing everything possible so that esc project activity can be carried out.
- **Field Technician:** Need to be a professional in English education to be able to manage the project with students' participation and English teachers.

2.4 Operational specification of the activities and tasks to be performed.

Chart 1

Objectives of the Project	Main Activities of the Project
To elaborate didactic activities that will be used by teachers to enhance reading skills and lecture comprehension in the students.	Some teachers were very interested with the didactic strategies, and all the students were excited when we applied the strategies.
Describe the procedures that require teaching activities to promote the growth of reading skills.	We gave to the students all the instructions needed for each strategies we used.
Use the hours of classes for the application of didactic activities to improve reading skills.	Was very important to use the English hours to apply it because in this moment they were involved with the language.

Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

2.5 Products

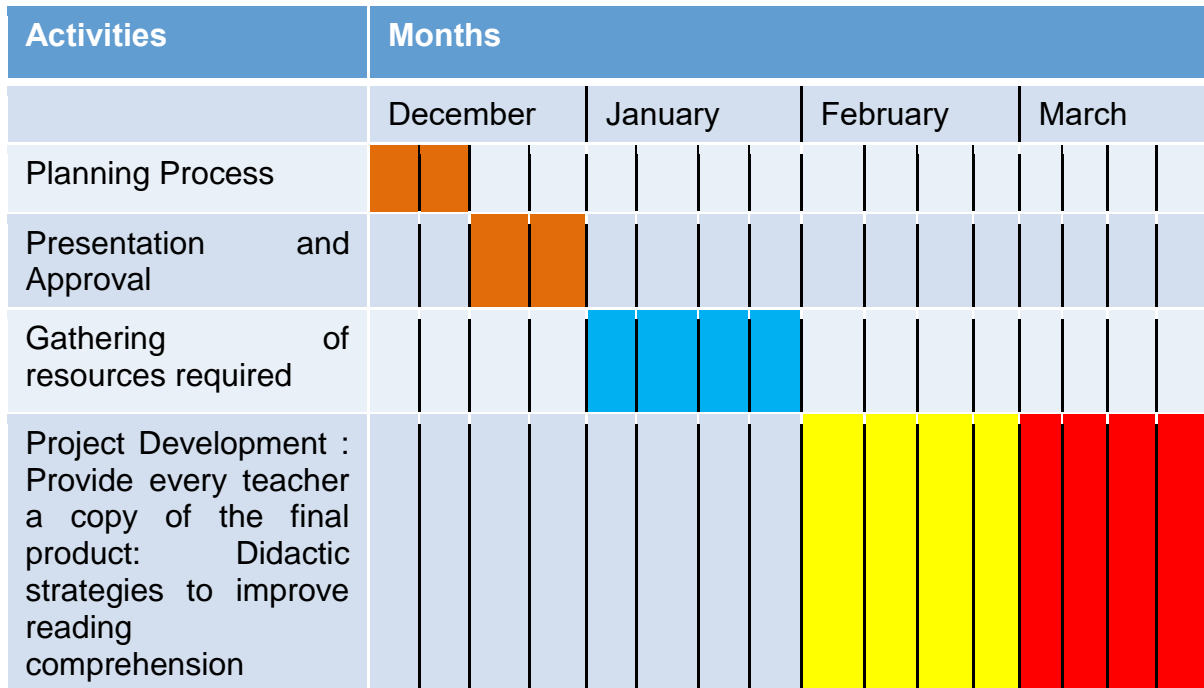
Chart 2

Objectives of the Project	Products of the Project
To elaborate didactic activities that will be used by teachers to enhance reading skills and lecture comprehension in the students.	Some teachers were very interested with the didactic strategies, and all the students were excited when we applied the strategies.
Describe the procedures that require teaching activities to promote the growth of reading skills.	We gave to the students all the instructions needed for each strategies we used.
Use the hours of classes for the application of didactic activities to improve reading skills.	Was very important to use the English hours to apply it because in this moment they were involved with the language.

Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

2.6 Schedule of the Project

Chart 3



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

2.7 Budget.

Material resources

Natural resources are the different physical, concrete and solid means that allow providing different products and services such as raw materials, equipment, tools, and facilities.

Chart 4

Item	Amount	Detail of expense	Cost
Material/resources			
Ream of paper	3	4 x 3.50	14.00
Ream of color paper	2	2 x 2.00	4.00
Color ink	3	3 x 9.00	27.00
Black ink	1	1 x 9.00	9.00
Markers	1	1x 2.00	2.00
Scissor	2	2 x 0.75	1.50
Glue	1	1 x 0.55	0.55
Cold glue	2	2 x 1.25	2.50
Stickers	4	4 x 1.25	5.00
Foamy	4	4 x 0.50	2.00
Carton board	2	2 x 0.75	1.50
Total			69.05

Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Human resources

Human resources are the set of employees and collaborators who work in a company with the purpose of coordinating, planning and organizing the team of workers that make up a company.

Chart 5

Human Resources	Amount	Cost
Principal	1	3500.00
Sub principal	1	1700.00
Secretary	1	600.00
Teachers	1	1300.00
Total		7,100.00

Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Financial Resources

Financial Resources is related to the funds (money) of a specific company or society as well.

Chart 6

Description	Amount
Material Resources	69.05
Human Resources	7.100.00
Financial Resources	7,169.05

Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

2.7.1 Teaching Activities applied to perform this Educational Project

**DIDACTIC
ACTIVITIES TO
IMPROVE READING
COMPREHENSION**



Activity N° 1 Loving opinions

Level: Beginning

Pre-post-reading activity.

Objective: This strategy is to give students the opportunity to understand the write a title of an opinion provided or have different ideas through their own opinions but also the opinions of others.

Procedure:

1. It awakens the interest of the students with the title of the reading.
2. Ask students who can imagine the title of the reading.
3. Ask them to draw briefly what came to their minds about what the reading might be.
4. Ask them to share their opinions about what they drew with two colleagues.
5. All students must place the page on the board.
6. Give each student the reading individually and tell them they can start reading.
7. The teacher must make sure everyone has read.
8. Finally students should share their opinions with the teacher about reading and the teacher will look at the pages placed on the board to see which student was closest to what they thought the reading was about.

- This is a way to create interaction and good relationships between classmates, in addition each one understands in different ways and that should be appreciated.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 2 Knowing the unknown

Level: Beginning

Pre-reading activity.

Objective: This strategy consists in having the student scan the text without realizing it, but rather than scanning, we want that by means of the search of words, which do not know their meaning, students can notice the reading that is provided once they are known the words.

Procedure:

1. Students are given a reading of the topic to be discussed.
2. Students will have two minutes to analyze the title.
3. Instruction is that students should look for words unknown to them in reading.
4. Students should underline, circle, or highlight in different colors those words unknown to them.
5. Students must write five times each word selected.
6. Students should look up the selected words in the dictionary and write their meaning.
7. Students should write a simple sentence with each word selected.
8. The student must be sure to understand each word once investigated.
9. If students do not understand a word, they should contact their teacher and ask for an explanation.
10. The teacher should make sure that students understand each word.
11. Finally the students are ready to read and understand the text that is provided to them.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 3 Use your imagination

Level: Beginning

Objective: This strategy is that students have the option to imagine everything they understand from the reading and then share with others what they imagined. In this activity, the teacher will read to students.

Procedure:

1. Before beginning the reading, the teacher will give brief instructions to the students.
2. The teacher will ask the students to pay close attention to the reading they will hear next.
3. The teacher tells students to close their eyes and start thinking on what they most understand from reading.
4. It is recommended that the teacher uses emotions; his/her voice, and gestures to make reading as imaginable as possible.
5. At the end of the reading the teacher should ask the students to share what they imagined with other classmates.
6. Finally the teacher must be attentive to what his students share among them and also if he can give a wonderful opinion.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 4 Read and show pictures of difficult words.

Level: Beginning

Objective: This strategy is based on being able to show students pictures of words of reading that may be difficult for them according to what they are listening to. The teacher has an arduous task hours or days before reading the text to the students, since he or she must read the reading and look for the words that can be difficult for the students, and in white pages, he or she must draw or paste images of those words. If the teacher wants good reading comprehension results in his students he or she should make an effort.

Procedure:

1. The teacher should read to his students the title of the reading.
2. The teacher must begin reading.
3. As the teacher is reading, you can pause briefly each time you encounter one of the words you chose and illustrate.
4. Once you make that pause you should show the students the word and its respective image.
5. Next the teacher should follow the reading until it ends.
6. If at the time of reading the students do not understand a word that is not within which the teacher chose, the teacher should pause and explain it.
7. Finally the students will have a good understanding of what was read in the reading.
 - This strategy requires time and dedication to obtain effective results.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 5 Lecture sound

Level: Beginning

Objectives: This strategy consists in putting a suitable instrument while students read their reading, which will encourage their relaxation and help them to understand a little more the text that is provided. Nowadays there are many programs in which you can download music or sounds legally.

For example: If the reading is about the ocean you can look for sounds or instrumentals that deal with the sound of waves.

Procedure:

1. The teacher must assign students a specific reading.
2. The teacher should let the students know that the sound he / she will make is in accordance to the reading.
3. For example, the reading is about wild animals, try to look for sounds related to wild animals.
4. The teacher should not put the instruments or sound too loud, as it can be harmful to the ears of the students, for that reason should put the sound at a medium or appropriate level.
5. The teacher must ensure that all students are comfortable with the sounds.
6. Finally the teacher must make a diagnosis to his students to check how much they understood the text.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 6 The right position.

Level: Beginning

Post-reading activity.

Objectives: This strategy is that after reading students are able to form sentences that belong to the reading in its correct order through this didactic game, this will show if they really understood the text. In this case we created a small reading paragraph to give an example.

For example: Let's suppose that the reading is called: "The apple of the garden of mom", and one of the paragraphs says as follows: My mom has a beautiful garden where there is a tree that only produces an apple, we are all sad because only one person can eat that apple, the tree does not produce more apples, for that reason we thought to cut it.

We have no idea of this incredible situation, we had never seen anything similar, each harvest season only one in the family has the opportunity to eat that delicious fruit, but we are tired of waiting for a miracle...

Procedure:

1. The teacher must assign students a specific reading.
2. In this case the reading is about the apple of the garden of mom, the teacher must take several short sentences from that reading.
3. It is the responsibility of the teacher to choose the different sentences or sentences hours or days before reading to apply this activity or strategy.
4. In this case we will extract four sentences from the paragraph of the reading, for example:

- My mom has a beautiful garden.
- There is a tree that only produces an apple.
- Only one person can eat that apple.
- The tree does not produce more apples.

5. We will form four groups of students since only four sentences were chosen.

6. Each group will be formed according to the number of words that are within the sentence or sentence, for example: group 1 has 6 students since the first sentence has 6 words.

7. The teacher will work first with group n ° 1 and group n ° 2 to have an order in the classroom.

8. The teacher will give each of the students of group 1 and 2 the different words in a disorderly manner; the chosen phrase was "My mother has a beautiful garden". Student # 1 will have the word "mom" student # 2 will have the word "beautiful", student # 3 "garden", student # 4 "a", student # 5 "will have" and finally the student # 6, the word "My".

9. The instruction is for the teacher to ask his students to see the word each one has and to form the sentence correctly.

10. The first group to finish and form the sentence correctly will be the winner and they must choose a leader to correctly read the phrase to all.

- This strategy will help students in the interaction and understanding of texts, phrases, sentences, or words in a dynamic way.
- Keep in mind that the teacher must write each word on different pages, with a legible letter.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity N° 7 Everybody read.

Level: Beginning

Objectives: This strategy is that all students can understand the text in a fun and different way; everyone will have the opportunity to participate in the reading.

We will take again as an example the reading "The apple of the garden of mom" says as follows: My mom has a beautiful garden where there is a tree that only produces an apple, we are all sad because only one person can eat that apple, the tree does not produce more apples, for that reason we thought to cut it.

We have no idea of this incredible situation, we had never seen anything similar, each harvest season only one in the family has the opportunity to eat that delicious fruit, and we are tired of waiting for a miracle...

Procedure:

1. The teacher must assign students a specific reading.
2. We have the example of "Mama's garden apple". The teacher should take care that this strategy is fun.
3. Take pictures of the reading or put it in document camera, data show, PowerPoint, or any application where everyone can see.
4. The teacher should read the title and begin with the first paragraph, then ask a student to continue reading, in this way ask each student to follow the reading.
5. Making general readings captures students' attention, helps them to understand and urges them to want to continue reading, since it is something that is done step by step, and everyone wants to participate.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 8 Words and mini pictures

Level: Beginning

Objectives: This strategy consists of capturing students' attention and having a clear understanding of the text that is provided to them, in a dynamic and different way.


The teacher can create sentences, paragraphs, and even a wonderful story, meshed with words and images if you want to achieve positive results.

Procedure:

1. The teacher must create their own sentences, sentences, paragraphs, or history.
2. Once the sentences, phrases, paragraphs, or history are created, put them on a page, brochure, poster, notebook, or wherever you want your students to read.
3. The teacher must demonstrate how this type of reading is done.
4. The teacher must ask to students.
5. The teacher should be able to take an individual tour of how to carry out the comprehension of reading with images.

Here we will show you an example of how you can create short sentences that will help students understand a created text.

1. The  is color  and  .

2. My favorite fruit is  because is color  and  .

3. I like to eat  and .

- In this case we use simple sentences with the theme of fruits and colors, we also use simple and easy to identify images.
- The teacher will have a great job if he wants something different, fun and innovative.
- It is very important that students have prior knowledge of the images they will interpret in the reading.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 9 The correct letter

Level: Beginning

Post-reading activity

Objectives: This strategy is that students can recognize, assimilate, understand and join each letter to form the words that the teacher provides after the reading that is presented.

Procedure:

1. The teacher must assign students a specific reading.
2. When the reading is finished, the teacher must have prepared the different words taken from the reading.
3. The teacher will form small groups of students, depending on the number of letters that each word has.
4. Suppose the word is "Apple" that word was extracted from the text and is composed of five letters, then the teacher should call five students and give each one of the letters that make up the word.
5. Students should not know what word is, but should find a way to find their partner with the appropriate letter until they can form the word "Apple" between them.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts. This activity can be adapted to different topics, increase knowledge, improves learning, makes the class fun and provides a better understanding of the text.

Activity Nº 10 Looking for my partner.

Level: Beginning

Pre and post-reading activity

Objectives: This strategy consists of students understanding the meaning of the words and images presented to them so that they can understand the text.

Procedure:

1. The teacher must assign students a specific reading.
 2. The teacher can choose a number of words before or after reading and prepare images or be willing to draw.
 3. The teacher should divide the board into two parts with a marker.
 4. In the first part he will write a certain amount of words in a disorderly way, and in the other part he will draw or paste the images that correspond to those words, but they will also be disordered.
 5. The dynamic is that the teacher will choose several students who will participate in placing the image along with the correct word.
 6. If the student makes a mistake, he must wait for another turn.
 7. If the student wins, he can be rewarded for his effort.
- It is not necessary for the student to be rewarded with prizes, there are many ways to reward, such as: congratulations, extra points and much more.
 - This strategy encourages students and helps them to better understand a text; in addition it can be used as a pre and post reading activity.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 11 Questions/ Answers after readings

Level: beginning

Objective: Practice logical thinking; to reinforce question forms, to integrate knowledge.

Procedure:

First the students need to know everything about the Reading, then write three questions and answers only yes or no. Continue to give example until students understand the main idea about that Reading. Assess to students' ability to formulated appropriate questions. Assist with the structure of the questions. After the answer has been guessed of the questions are spent, give examples of the most useful kinds of questions, working from very general to more specific as more is known. Questions can be useful because they:

- Give a main idea of the reading
- Give interest in the reading
- Give students ability to think about the reading
- Practice students' understanding of the lecture

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity N°12 Learned vocabulary after read the Reading

Level: beginning

Objective: Improve and increase vocabulary and concentration skills between students.

Procedure:

This is a great warm up activities also it can be used in other subjects. Students may work in pairs choosing one person to write the Words the others tell. How many verbs/noun did you find in the Reading? Have students write the best they can, without asking you for spelling assistance. They can write the words on the chalkboard so all can check spelling.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 13 Idea organizers

Level: beginning

Objective: Students analyzes and tell the main concepts of the article.

Procedure:

1. Help students focus on Reading.
2. Give students with tools they can use to retell the main idea and supporting sentence in a text.
3. Help students write and organize a summary in a correct way.
4. Eliminate unnecessary information.

Idea organizers

Title: _____ Author: _____

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity N° 14 Comprehension research

Level: beginning

Objective: Students will be able to discern when they read the article. Students which are expertise at research their comprehension knows when they discern or not.

Procedure:

1. To be clear in their reading understanding.
2. Teacher explains what students cannot discern from articles.
3. Use specific words to explain clear.
4. Think aloud help students to improve their comprehension.
5. The images during Reading can improve comprehension.
6. Read more slowly
7. Look at illustrations.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity N° 15 Connection texts

Level: beginning

Objective:

Students will be able to think about the main idea of the topic.

Procedure:

This activity helps students to figure out the theme of the story, making connections with other texts.

1. How is the topic related to other texts that you have read?
2. How does this story connect to our life?
3. What is the main message in the story?

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity N° 16 Mind imagination

Level: beginning

Objective: Students will be able to create visual image brings the reading alive and make the story more memorable.

Procedure:

1. Helps students read aloud.
2. Describe the images while they are reading.
3. Students can draw in their imagination.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 17 Reading opinion

Level: beginning

Objective: Students will be able to responses on a graph and write down the information in sentence, creating a brief news article.

Procedure:

1. Create your own opinion about the reading.
2. Write elicited ideas.
3. Keep track of the main characters.
4. What are the problem and solution of the reading.
5. After read create a newsletter for Reading and discuss in class.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 18 Vocabulary review before read

Level: beginning

Objective: Students will be able to reinforce verbs, noun, and adjective of the article.

Preparation: Use construction paper, write the words learned and post the signs around the classroom.

Procedure:

1. Send students one by one to various areas designed by the signs and name the Word.
2. After read the Word, the students write it on the chalkboard.
3. Play continues until the students have two or three chances to move around the room.
4. Students learn new words before read the Reading.
5. Helps students to understand the Reading clearly.
6. Motivate the students to read.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity Nº 19 The Reading act

Level: beginning

Objective: Students will be able to aid grammar or spelling rules, Word order, lines of reading or articles.

Procedure:

This is a useful strategy where you have an item that you want students memorize.

1. Helps students to write the correct word on the board.
2. Motivate to read it in the class.
3. Have several students read it individually.
4. Commits students to learn more words.
5. The students memorize the words with correct grammar.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

Activity N° 20 Picture game before read

Level: beginning

Objective: Students will be able to develop logical thinking, to motivate the students' skills.

Materials: Pictures game sheet

Preparation: make enough copies of the game sheet for each student in the class.

Procedure:

1. Teacher states four clues.
2. The student who guesses correctly gives four clues.
3. Write the structures on the chalkboard.
4. Correct the grammar
5. Correct the pronunciation.

Observation: It is recommended that readings could be adapted to the students' language level. Understanding should be easier according to their age for a better comprehension of texts.

2.7.2 Evaluation of activities.

Students' evaluation

Chart 7

	Yes	No	Some of them
Are students excited to participate in the strategies?			
Do the students understand the instructions?			
Do the students want to participate in all of the strategies?			
Do the strategies catch their attention?			
Do they have fun while they realize the strategies?			
Are they collaborative?			

Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Teachers' evaluation

Chart 8

	Yes	No
Were you interested in strategies to improve reading comprehension?		
Would you apply these strategies in your classes?		
Did the students show interest?		
Do you think these strategies are useful to improve reading comprehension?		

Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

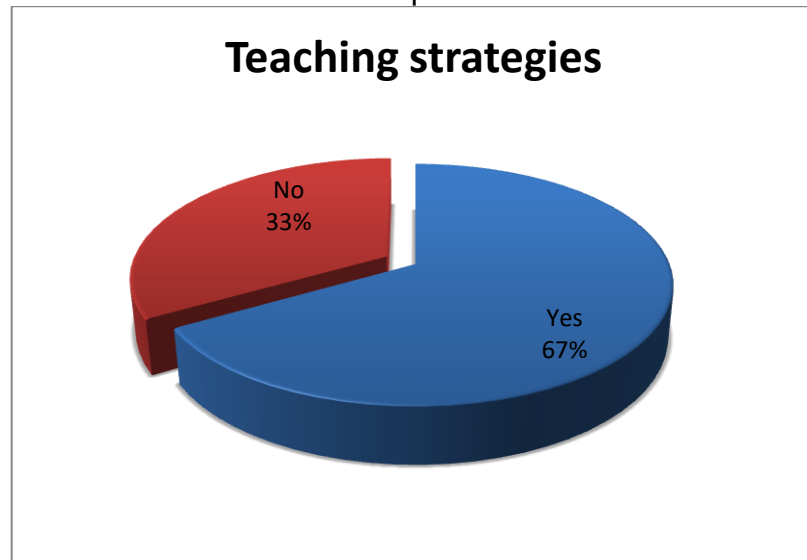
CHAPTER III

CHAPTER III. ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, we want to present the mechanism used to get the effective results.

1. Do you know what a teaching strategy is?

Graph 1



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

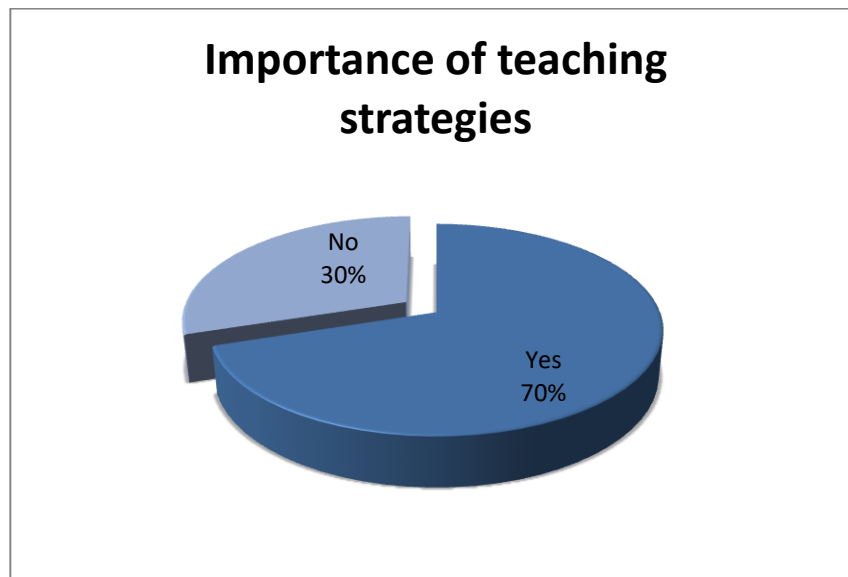
Chart 9

Teachers	Quantity	Percent
Yes	4	67%
No	2	33%
Total	6	100%

Analysis: In the chart N° 9, shows that 67% of teachers know what teaching strategies are, and a 33% who do not know what teaching strategies are.

2. Do you know the importance of teaching strategies?

Graph 2



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

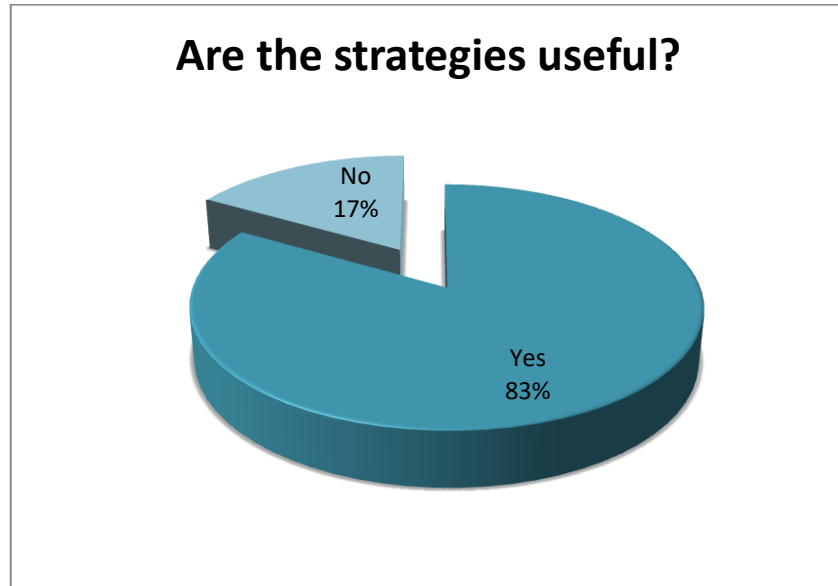
Chart 10

Teachers	Quantity	Percent
Yes	4	70%
No	2	30%
Total	6	100%

Analysis: In the chart N°10, shows that 70% of teachers know the importance of teaching strategies, and a 30% who do not know the importance of teaching strategies.

3. Do you consider that teaching activities are useful?

Graph 3



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

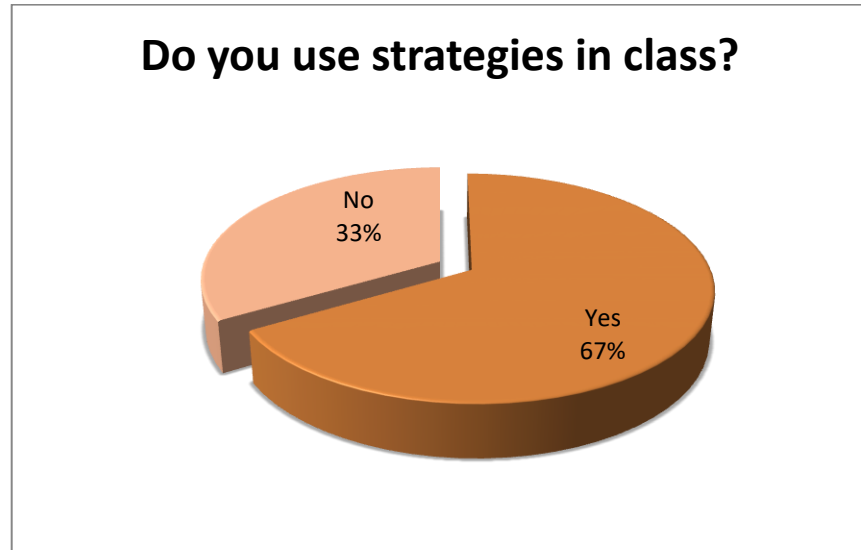
Chart 11

Teachers	Quantity	Percent
Yes	5	83%
No	1	17%
Total	6	100%

Analysis: In the chart N°11, shows that 83% of the teachers consider that teaching strategies are useful, and 17% do not consider that teaching strategies are useful.

4. Do you use teaching strategies in classes?

Graph 4



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

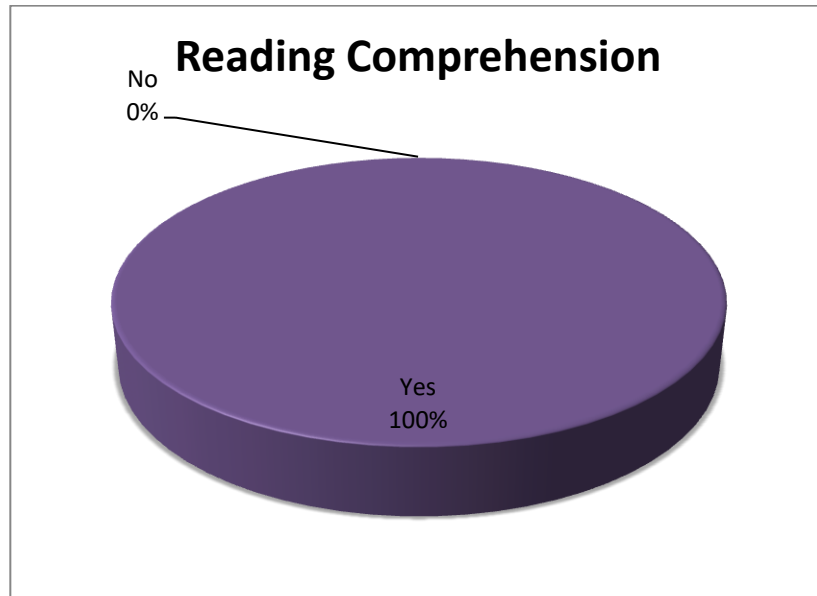
Chart 12

Teachers	Quantity	Percent
Yes	4	56%
No	2	44%
Total	6	100%

Analysis: In the chart N°12, shows that 56% of the teachers use teaching strategies in classes, and 44% do not use teaching strategies in classes.

5. ¿Do you know what Reading comprehension is?

Graph 5



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

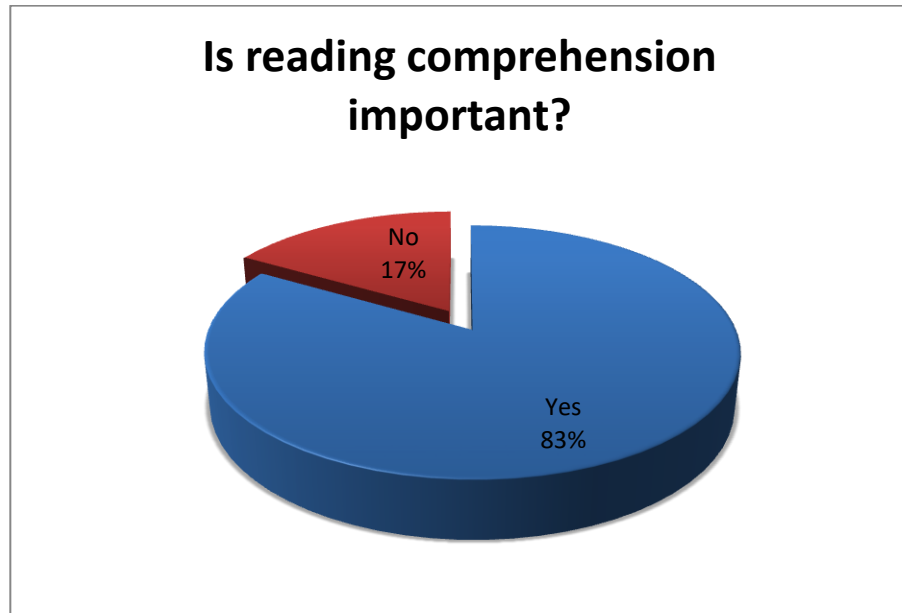
Chart 13

Teachers	Quantity	Percent
Yes	6	100%
No	0	0%
Total	6	100%

Analysis: In the chart N°13, shows that 100% of the teachers know what reading comprehension is.

6. Is Reading comprehension important for students?

Graph 6



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

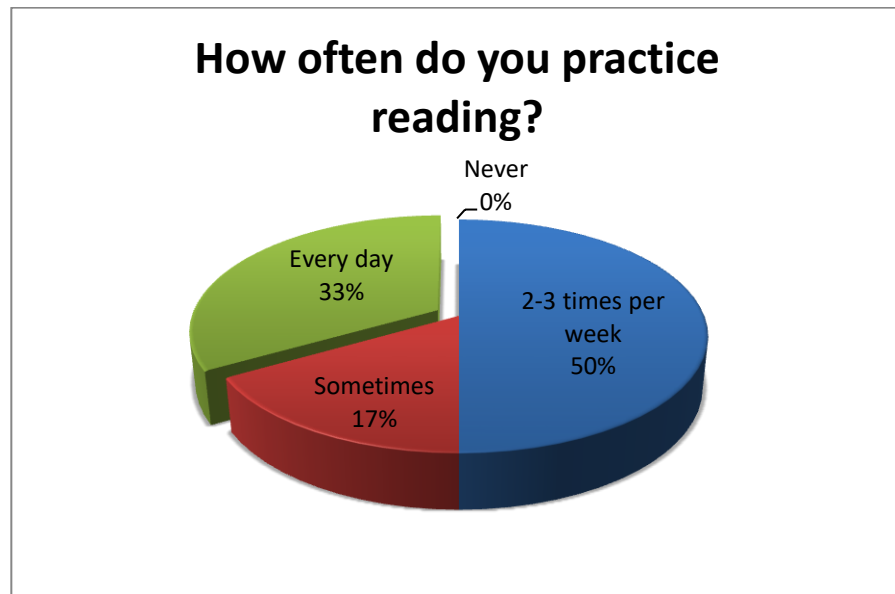
Chart 14

Teachers	Quantity	Percent
Yes	5	61%
No	1	39%
Total	6	100%

Analysis: In the chart N°14, shows that 61% of the teachers considered yes and 39% consider no.

7. How often do you practice Reading with your students?

Graph 7



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

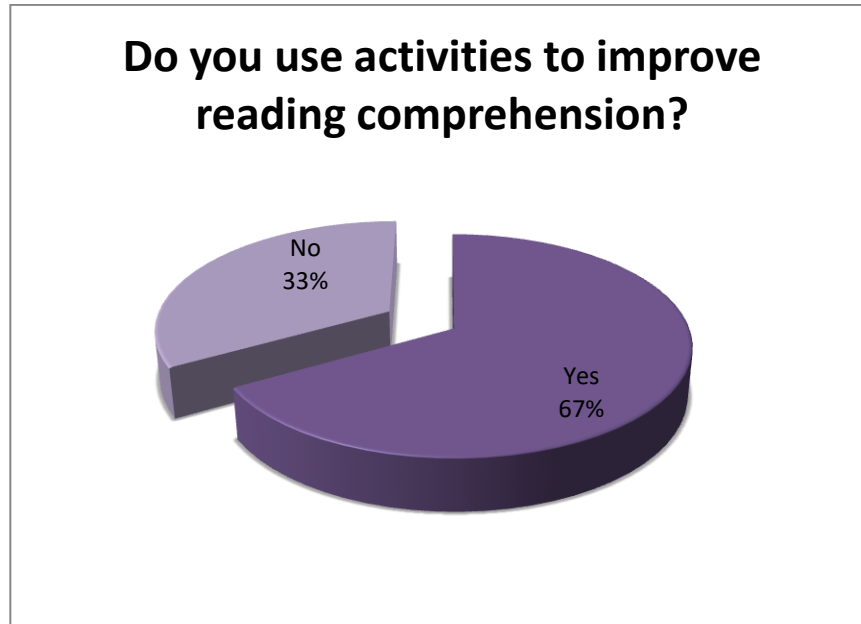
Chart 15

Teachers	Quantity	Percent
2-3 times per week	3	50%
Sometimes	1	17%
Every day	2	33%
Nunca	0	0%
Total	6	100%

Analysis: In the chart N°15, shows that 50% of teachers practice reading with their students 2(two) to 3(three) times per week, 17% of the teacher sometimes practice reading with their students, 33% of the teachers practice reading with their students every day, and 0% Never.

8. Do you use activities to improve Reading comprehension in your students?

Graph 8



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

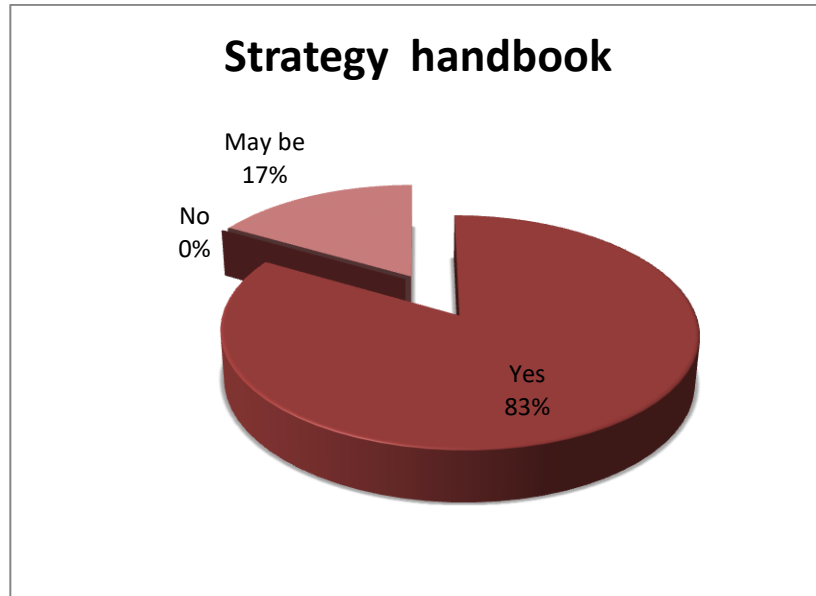
Chart 16

Teachers	Quantity	Percent
Yes	4	67%
No	2	33%
Total	6	100%

Analysis: In the chart N°16, shows that 67% use activities, and 33% do not use activities to improve their students' reading skills.

9. Would you like to have a handbook of strategies for Reading comprehension of students?

Graph 9



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

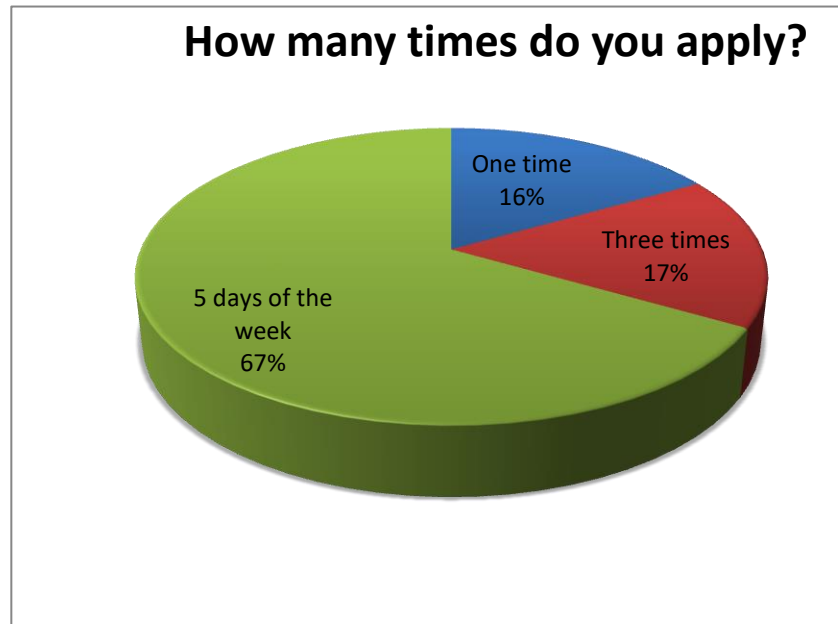
Chart 17

Teachers	Quantity	Percent
Yes	5	80%
No	0	0%
May be	1	20%
Total	6	100%

Analysis: In the chart N°17, shows that 80% of the teachers would like to have a handbook of strategies for Reading comprehension of students, and 20% maybe would you like to have a handbook of strategies for Reading comprehension of students.

10. How many times a week do you apply strategies to improve student's reading comprehension?

Graph 10



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Chart 18

Teachers	Quantity	Percent
One time	1	16%
Three times	1	17%
5 days of the week	4	67%
Total	6	100%

Analysis: In the chart N°18, shows that 16% of teachers apply strategies one time per week, 17% apply strategies three times per week, and 67% apply strategies 5 days of the week.

CONCLUSION

Based on the findings, we can conclude with the following:

- Teaching strategies are an impulse for students to feel motivated in reading and other skills focus on activities that will create maximum effects on our students.
- In addition, when we used the different strategies we could see the change in the improvement that the students had in order to enhance our students' abilities in reading comprehension.
- Teachers of both English and Spanish were very motivated to apply in the future these strategies in their daily classes that will help them to build strong vocabulary base and comprehension in readings.
- Reading comprehension is a food for the brain, both for the little ones and adults, it is important to exercise and enrich our knowledge with the contents that are in a reading. Studies have shown that reading increases our vocabulary, decreases the risk of suffering from Alzheimer's disease, and improves memory, but one of the most important things is that if we have all these benefits is that if we understand what we read we will always have interesting topics to analyze and talk.

RECOMMENDATIONS

We recommend to English teachers of the Escuela Bilingüe Reino de los Países Bajos Holanda, other schools or people who have access to this project or one of our manuals the following:

- Practice at least one of these strategies a day to help students improve reading comprehension based on mutual collaborative work.
- Use appropriate reading for the age of the student, this will help to increase reading rate where the focus is on fluency not speed.
- Share strategies with colleagues from other degrees or other entities.
- In the case that you want to apply some of these strategies to a lower degree, you are allowed to adapt them.
- Reading cannot be apart from reading comprehension, as the goal of reading is the comprehension ability. It also involves fluency and expression in order to have a process to improve activities and assessment as well.

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APPENDIX

CERTIFICATION

SURVEY



Universidad Especializada de las Américas
Facultad de Educación Especial y Pedagogía



Bachelor's Degree in Teaching English

Survey

Objectives: Dear participant, the English School is developing a research in educative fields; therefore, we are asking your collaboration to answer the following questions. In the same way, we grant you strict confidence in all the information gathered here.

Instructions: Read carefully, answer conscientiously, it is important that you fill each of the questions and answer with an (X) the followings.

Teachers' Skills

1. Do you know what a teaching strategy is? Yes No.
2. Do you know the importance of teaching strategies? Yes No.
3. Do you consider that teaching strategies are useful? Yes No.
4. Do you use teaching strategies in classes? Yes No.
5. Do you know what Reading comprehension is? Yes No.
6. Is Reading comprehension important for students? Yes No.

Use, application and perception

7. How often do you practice Reading with your students?
 2-3 times per week Sometimes Every week Never.
8. Do you use strategies to improve Reading comprehension in your students?
 Yes No.
9. Would you like to have a handbook of strategies for Reading comprehension of students?
 Yes No Maybe.
10. How many times a week do you apply strategies to improve student's reading comprehension?
 One time Three times 5 days per week.

THANK YOU FOR COMPLETING THIS SURVEY

**MATERIALS USED IN THE
APPLICATION OF ACTIVITIES FOR
THE PROJECT**

The illustrations help us to have accurate evidence of what we do. That is why we decided to put the following illustrations.

Analysis: First, we proceeded to create the strategies that we wanted to apply and demonstrate to the students. We choose different materials for the creation of them. It is important to note that it could not be performed at a level of perfection as we wish since it was not amount of economy we needed. We used striking stickers for the students and also the stickers were about animals and fruits.

Illustration N°2



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

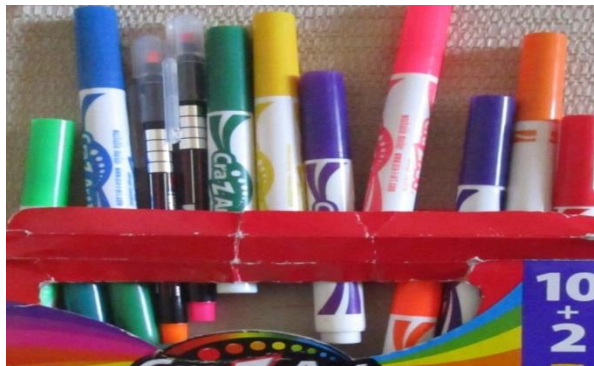
Analysis: We used frosty foamy and color papers for the creation of some of the strategies. When we used light and striking colors we attract the attention of our students.

Illustration N°3



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°4



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: We used water markers that were not harmful for the skin. We used vivid colors so that the students could see the letters well without any trouble.

Analysis: We used cardboards so that when we paste the images they were firm and they were durable, we also used scissors, cold rubber, pencil, sharpener, pen and stapler.

Illustration N°5



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°6



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: This picture shows the process we did to create the strategy number four called: Read and show pictures of difficult words.

Analysis: In the following picture we proceeded to cut each of the figures designed for the activity number four.

Illustration N°7



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°8



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: In this image we proceeded to write the names of each one of the animals, with a clear and large letter.

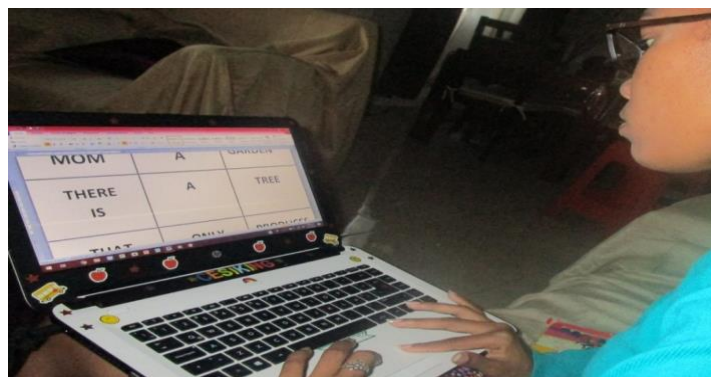
Analysis: This was our final result for the creation of strategy number four called: Read and show pictures of difficult words.

Illustration N°9



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°10

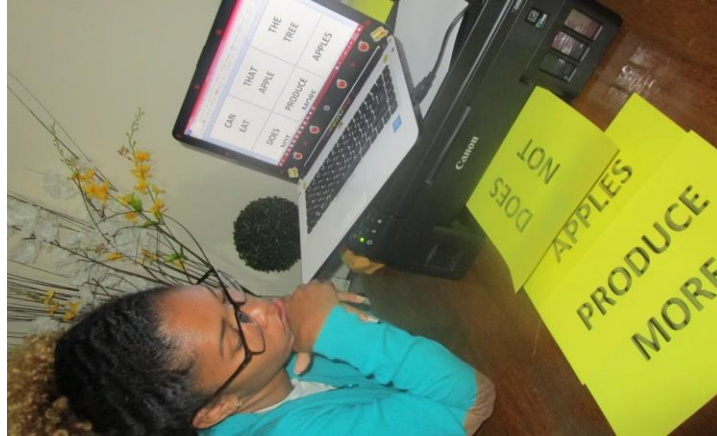


Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: The following image shows the creation of the strategy number six called: The right position and it was based in a short story.

Analysis: In this image you can see the process of printing each of the words that were needed to make the activity number six.

Illustration N°11



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°12



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: Finally, we pasted each of the words printed on a cardboard so that they were firm and resistant.

Analysis: This image shows the steps we used to create the strategy number ten called: Looking for my partner.

Illustration Nº13



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration Nº14



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: Finally, we show the result after having pasted the images on the cardboard, we cut them and they were firm.

Analysis: In this image we show the creations of the strategy number 9 the correct letter. We used light color papers and white paper.

Illustration N°15



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°16

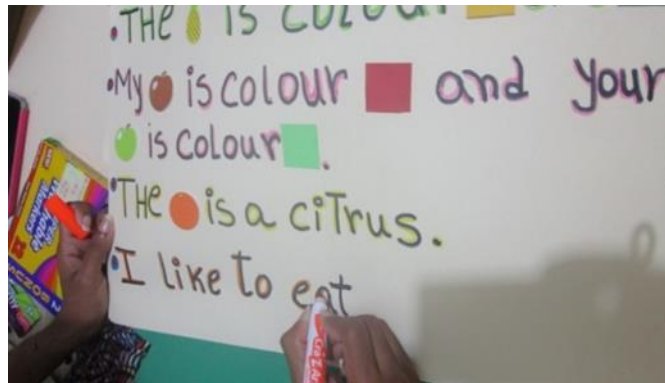


Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: Finally, here we have the results, we also had to pasted in a cardboard, then cut them.

Analysis: It was the moment when we created the strategy number eight called: Words and mini pictures, here we used a light folder, light markers but also a black marker, so that the letters were visible.

Illustration N°17



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

APPLICATION OF ACTIVITIES TO STUDENTS

Analysis: We presented the application and the results of the activities applied in the classrooms to the students of fifth grade, it was a very beautiful experience and students were motivated. In this image we show the moment when students were working in the strategy number one called: Loving opinions.

Illustration N°18



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: This image show the moment when the students were working in the strategy number one, loving opinions, everybody shared a different opinion and we really appreciate each one.

Illustration N°19



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°20



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: Students really enjoyed every moment the strategy called loving opinions, they also expressed to us that they felt very happy that we listened to everyone's opinions.

Analysis: In the following two images we show students sharing what they imagined with other classmates, this is the strategy called use your imagination, it was wonderful to saw them how they worked.

Illustration N°21



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°22



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: The students read the short story called Mom's garden apple, it was a great experience for them.

Illustration N°23



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°24



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: The students were sharing their opinions about the reading mom's garden apple.

Analysis: It was an amazing activity for the students, we saw the students laughing and enjoying, sometimes they were wrong but they ask for a new opportunity to play, this activity is called looking for my partner.

Illustration N°25



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019

Illustration N°26



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: In the following two images we show the moment when we applied the strategy number eight called word and mini pictures, it was a funny activity for the students.

Illustration N°27



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°28



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: In the following two images we show the strategy word and mini pictures, and it was one of the easiest strategies to apply, the students read the sentences and they understood immediately and they felt so proud to participate in it.

Illustration N°29



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°30



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: In the following two images we show students enjoyed this activity called the correct letter, because they worked in small groups, depending of the amount of letters that each word has.

Illustration N°31



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°32



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: Finally, in this image we show how the students finished, ordering and completing the amount of words and also they learned the meaning of this words.

Illustration N°33



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°34



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: This image shows how we make a review with the students about some specific words, we showed the image and they had to read them.

Analysis: In this image we show the moment when we applied the strategy read and show pictures of difficult words, we read to the students and when they ask for the meaning a specific word we show them pictures about what we mention and they were clear.

Illustration N°35



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°36



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: Here we show the application of the strategy the right position after the students read the short story Mom's garden apple.

Analysis: Finally, the students were so happy because they completed the sentence, and the others that were sitting motivated those ones who were participating.

Illustration N°37



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°38



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Analysis: In the strategy questions and answer after read, students felt self-confidence, after they read the topic and they were capable in answering questions. In this way, we can motivate with reading and get good results with our students.

Analysis: This image show the moment when we applied the strategy idea organized, with this activity, it helps students to understand clearly the topic of Reading. Since students are clearly illustrated with the main idea of reading.

Illustration N°39



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

Illustration N°40



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019

Analysis: With the strategy reading opinion we commit students to create their articles using their opinion, then discuss in the classroom, in this way we motivate the student to understand reading easily.

Analysis: Picture game before read with this option, we expose students to opportunities to develop their reading comprehension through activities.

Illustration N°41



Source: Cesia Mojica/Lizmineth Berrugate /Graduating students /2019.

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