



UNIVERSIDAD NACIONAL DE CHIMBORAZO
VICERRECTORADO DE POSGRADO E INVESTIGACIÓN
INSTITUTO DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA
AL APRENDIZAJE DEL IDIOMA INGLÉS

Workbook:
READING TOGETHER
IS BETTER



Source: Students from "Vicente Anda Aguirre" High School.

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READING TOGETHER IS BETTER

PROLOGUE



Source: Students from “Vicente Anda Aguirre” High School.

The “Reading Together is Better” workbook was designed thinking of the students to encourage them to help each other and stimulate them to realize that if they work together everything is easy to achieve. From this point of view, the most important goal is to improve the reading comprehension skill through the cooperative learning method, using three strategies: jigsaw, think pair share and graphic organizers; the readings were created to help student to have a new point of view in their life to face problems and to be a better person. Some activities are based on songs to take advantage of their musical skill because in this institution the students practice to play different musical instruments. So the majority of them love music.

The application of the cooperative method in the process of reading comprehension with the students of 10th year of Basic Education at “Vicente Anda Aguirre” high school helps to demonstrate that it is necessary to implement pedagogical strategies that contribute to the development of English language learning.

OBJECTIVES



General objective

To develop Reading Comprehension Skills for Tenth year of Basic Education students by applying the "Reading Together is Better" workbook through the jigsaw, think pair share and graphic organizers strategies to achieve meaningful learning.

Specific objectives

- To the develop the meaningful learning through different activities of jigsaw strategy in order to improve the reading comprehension of Tenth Year of Basic Education students at “Vicente Anda Aguirre” High school.
- To increase the meaningful learning through different activities of think pair and share in order to improve the reading comprehension of Tenth Year of Basic Education students at “Vicente Anda Aguirre” High school.
- To reinforce the development of meaningful learning through different activities of graphic organizers in order to improve the reading comprehension of Tenth Year of Basic Education students at “Vicente Anda Aguirre” High school.

FOUNDATION

"The development of the cooperative method is based on teamwork in order to achieve knowledge through mutual interaction, active participation and exchange of experiences" (Blanche, 2013).

In the case of students of the Tenth Year of Basic Education, there is the transmission and acquisition of knowledge among all agents involved in the educational process (teachers, students), from which the pedagogical strategies and didactic methodologies are derived.

For the present didactic proposal it was important to determine strategies for teaching performance, but fundamentally for students, because they need to be motivated to work autonomously, supportive, responsible and committed sharing knowledge under the motto "together is better".

From the pedagogical point of view, the workbook called "Reading together is better" is based on the application of active methodologies that contribute to improve reading comprehension skill through the cooperative learning method, using three strategies: jigsaw, think pair share and graphic organizers.

JIGSAW

"The Jigsaw is considered as a piece of a particular puzzle where cooperatively act their peers to jointly come to the resolution of the puzzle. In this type of activities, there are positive elements that allow fostering empathy among partners and reducing conflict in the classroom" (Calderón, 2006).

There is a little variation from the original process to develop the jigsaw strategy in order to take advantage of the time so to develop this strategy is necessary to set up teams of up to six students who will work with an academic material that has been

divided into so many sections as number of the groups in the whole class, then each group have to analyze a section in their first group called the expert group after analyzing, discussing and understanding the section, they will number from one to six in order to organize a new group, (group of ones, group of twos and so on), this new group is called the home group and they will share the understanding of each section to understand the full reading, It implies that if each piece that is performed by each student is essential, then each student is essential to complete the understanding of the complete reading.

The strategy of the puzzle is not the same as the traditional way in which the teams distribute the work and they develop it individually because through this strategy they have to push each other to swim or sink but together.

THINK, PAIR AND SHARE

"Think-Pair-Share is developed with the contribution of small groups of cooperative learning to put students to think through the text of reading, thereby developing thinking skills to arrive at a good level of reasoning individually and Thus sharing their knowledge with others" (Apodaca, 2006)

This is an active participatory and active learning strategy among the members of each group, in order to develop reading and perform the task to solve a problem set up by the teacher. First, students must work individually and then perform the work in pairs or in groups, finally, report the ideas or result to all the students in the class.

In this case, students are more comfortable presenting ideas to a group with the support of a classmate. It allows them to be more motivated in order to improve the reading comprehension.

GRAPHIC ORGANIZERS

"The graphic organizers let to develop the creativity based on the reading and supported by materials according to the subject in an analytical, spatial, intuitive and practical way to reach skills and extract their cognitive abilities" (Landone, 2001).

The structuring of the mental map is simple, for it is important only the creativity of each student or the group that they are going to elaborate, starting from the determination of the main idea, theme, title or concept, later defining the themes which are part of the concept, and then linking lines of different shapes to the graphic, drawings, symbols or keywords.

Group distribution

It is important to assign different teams in the process of learning English because they learn to interact and between peers, they learn to express themselves with greater confidence. The groups will be distributed using different techniques to set up a group, in order to motivate them to help each other, control the time and manage the materials in function of the reading development.

Role assignment

To set up the roles in each team it is necessary to apply some alternatives. One of the alternatives can be voluntary; another is through a raffle and depending on their skills or knowledge.

The most common roles are:

- **Leader:** It is the student who leads the group so that their classmates can integrate and participate according to assigned activity, such as organizing for reading or asking questions to the teacher according to their requirements.
- **Expert:** It is the person who has more ideas or demonstrates greater capacity to guide the group and perhaps for this uses cards to remind the group of steps or activities to be carried out or research topics to be performed.
- **Motivator:** It is the student that elevates the self-esteem to his group, seeking a greater participation through a positive demonstration of their behavior or of expressing suggestions to improve the suggested work.

- **Reporter:** Informs all students in the classroom about their choice, main ideas of new learning or read the summary obtained.
- **Time keeper:** It is responsible for determining the estimated time for the job to be performed and allows the group to know when it is time to move forward.

Cooperative learning, evaluation and self-evaluation



"Evaluation and cooperative learning are directly related to feedback, taking into account the affective dimension, self-esteem, social and communicative skills of the student with the purpose of emphasizing the learning process, which leads to a reflexive assessment About the reading he performs" (Kohonen, 2000).

The self-evaluation that the student makes based on the knowledge acquired in the reading process exert a very powerful effect on the results of English language learning, an aspect that really leads to improving the student's self-confidence, Is acting personally and that with his contribution that incidence has in the group.

In addition, In order to promote solidarity in the acquisition of knowledge, it is determined that the success or failure of the partner affects the individual results of each member, through the evaluation Student team achievement division "The division of students and The team's achievement is considered to be a strategy that contributes to the positive implementation of the cooperative method because the learners have different levels of knowledge, but the moment they gather to organize their information they demonstrate that they have worked to reach a common goal, Starting from the assimilation of new knowledge and mutual help among all of the members according to the topic, through this action are evaluated individually. Finally, each student's grade will be added to obtain the grade of the whole group " (Traver & Traver, 2005).

STUDENT TEAM ACHIEVEMENT DIVISION

Process of Evaluation

Group analysis	Individual evaluation	Add the individual result to get the group grade									
		<p>The group grade 8:5</p> <p>= 51/6 =</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">7/10</td> <td style="padding: 2px;">+</td> <td style="border: 1px solid black; padding: 2px;">8/10</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">9/10</td> <td style="padding: 2px;">+</td> <td style="border: 1px solid black; padding: 2px;">10/10</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">10/10</td> <td style="padding: 2px;">+</td> <td style="border: 1px solid black; padding: 2px;">7/10</td> </tr> </table>	7/10	+	8/10	9/10	+	10/10	10/10	+	7/10
7/10	+	8/10									
9/10	+	10/10									
10/10	+	7/10									

Source: Students from “Vicente Anda Aguirre” High School.

Reading



Source: Students from “Vicente Anda Aguirre” High School.

Reading is a way to acquire the knowledge through the text comprehension and its process has three stages: pre-reading, reading and post-reading.

Pre-reading.- It is the first fast task to understand what is the reading about.

Reading.- It is the stage where the students develop the activities to understand the message of the entire reading.

Post-reading. - It is stage the activities are proposed to know the level of the reading comprehension.

CONTENTS

- Jigsaw Strategy
 - Detecting the new words.
 - Identifying details.
 - Completing the information.
 - Finding facts.
 - Giving an opinion.

- Think pair share strategy
 - Getting fluency by reading songs.
 - Analyzing a song.
 - Making comments.
 - Identifying the title.
 - Reading a song

- Graphic organizers strategy
 - Skimming and scanning a text.
 - Identifying reasons.
 - Developing my critical thinking.
 - Detecting key facts.
 - Analyzing a journal.

READING COMPREHENSION SYLLABUS

1.-COURSE INFORMATION:

TITLE: Reading Together Is Better

LOCATION: “Vicente Anda Aguirre” High School

AREA: Foreign Language

SUBJECT: English

SCHOOL YEAR: 2015-2016

TARGET GROUP: Tenth of Basic Education

COURSE CREDIT: 10

DATES: January, March and May (Two class hours per week.)

2.-CONTACT INFORMATION:

TEACHER: Lic. Silvia Yumbillo

TITLE: English as a foreign Language teacher

PHONE: 0979115833

OFFICE LOCATION: “Anda Aguirre” High School- English teacher’s room.

E-MAIL: silviayumbillo@yahoo.com

3.-TEACHING PHILOSOPHY

“Who opens a school door, closes a prison.” (Hugo) Many years ago it was so easy to open a prison door because the education was an unachievable dream for me; but when I had the first opportunity to educate and become an educator I decided to look for the best strategies and methodologies because the students are more important than the subject and they learn best by involving them to the construction of their own knowledge that is why I applied the cooperative learning methodology and foster my students to help each other and to understand that they are going to swim or sink together.

4.-TEACHING PHILOSOPHY FOR THIS COURSE

The contents of this work book is focused on cooperative learning to involve the students in creating their own knowledge; the reading are written thinking on the problems that the students have in their life, so that along the course they not only will improve their reading comprehension skill but also they will change their point of view about the problems that they

can face and how they can overcome it, moreover to take the advantage of their musical skill some readings are based on songs in order to improve their reading fluency and perform the critical thinking.

5.- COURSE DESCRIPTION

This course is based on a workbook “Reading Together is Better” which was designed to encourage the students to read together and stimulate them to realize that if they work together everything is easy to achieve, by means of the cooperative learning method, using three strategies: jigsaw, think pair share, graphic organizers and student team achievement division to evaluate the students’ perform and foster them to help each and go ahead.

6.- COURSE PRE – REQUIREMENTS: Any pre-requisites

7.- COURSE REQUIREMENTS

The active participation of each group is vital to get the goals in common.

8.- GOALS OF THE COURSE

To develop Reading Comprehension Skills for Tenth year of Basic Education students by Applying the Workbook "Reading Together is Better" through the jigsaw, think pair share and graphic organizers strategies to achieve meaningful learning.

9.- LEARNING OUTCOMES

At the end of the course the students can:

- Detect the new words from different kind of readings.
- Identify details in the readings.
- Complete the information related to different topics from a reading.
- Find facts from a reading.
- Give an opinion based on a reading.
- Get fluency by reading songs.
- Analyze a song.
- Make comments about a reading.
- Identify the title of a reading.
- Develop the critical thinking
- Skim and scan a text.
- Identify reasons in the readings.
- Detect key facts in the readings.
- Analyze a journal

10.- INSTRUCTIONAL METHODS

During this course we will develop the cooperative learning through the jigsaw, think pair share and graphic organizer, each activity follows a process using the three reading stages pre-reading, reading and post-reading and it is evaluated through the student team achievement division (STAD).

11.- MATERIALS AND RESOURCES

- “Reading together is better” Work book.
- Cd
- Radio
- Posters.
- Flash cards.
- Color, pencils, paper, markers and board
- Songs.

12.- STUDENTS RESPONSIBILITIES

They have to:

- Be punctual.
- Participate in class.
- Help their partner
- Be responsible

13.- COURSE CONTENT

TOPIC	CONTENTS	DATES	OUTCOMES	EVALUATION
JIGSAW	<p>Detecting the new words.</p> <p>Identifying details.</p> <p>Completing the information.</p> <p>Finding facts.</p> <p>Giving an opinion.</p>	<p>From January 5th to February 2nd</p> <p>Class hours: 10</p>	<p>Detect the new words from different kind of readings.</p> <p>Identify details and reasons in the readings.</p> <p>Complete the information related to different topics from a reading.</p> <p>Find facts from a reading.</p> <p>Give an opinion based on a reading.</p>	<p>Develop the student team achievement division strategy where the students will work in group supporting each other, then they will analyze the reading in order to face an individual test about the topic finally the teacher will sum up the grades to divide it for the number of the members in each group and they get the final group score.</p>
THINK PAIR SHARE	<p>Getting fluency by reading songs.</p> <p>Analyzing a song.</p> <p>Making comments.</p> <p>Identifying the title.</p> <p>Reading a song</p>	<p>From march 15th to April 12th</p> <p>Class hours: 10</p>	<p>Get fluency by reading songs.</p> <p>Analyze a song.</p> <p>Make comments about a reading.</p> <p>Identifying the title of a reading.</p>	

GRAPHIC ORGANIZERS	<p>Skimming and scanning a text.</p> <p>Identifying reasons.</p> <p>Developing my critical thinking.</p> <p>Detecting key facts.</p> <p>Analyzing a journal.</p>	<p>From May 3rd to 31st</p> <p>Class hours: 10</p>	<p>Skim and scan a text.</p> <p>Identify reasons in the readings.</p> <p>Develop the critical thinking</p> <p>Detect key facts in the readings.</p> <p>Analyze a journal</p>	
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Lic. Silvia Yumbillo

Teacher

UNIT ONE

JIGSAW

EXPERT GROUP



HOME GROUP



Source: Students from “Vicente Anda Aguirre” High School.

DEFINITION:

To develop this strategy is necessary to set up teams of up to six students who will work with an academic material that has been divided into so many sections as number of the groups in the whole class, then each group have to analyze a section in their first group called the expert group after analyzing, discussing und understanding the section, they will number from one to six in order to organize a new group, (group of ones, group of twos and so on), this new group is called the home group and they will share the understanding of each section. It implies that if each piece that is performed by each student is essential, then each student is essential to complete the understanding of the complete reading.

ACTIVITY ONE

TOPIC: Detecting the new words

OBJECTIVE: Detect the new words through the jigsaw strategy to increase the vocabulary.

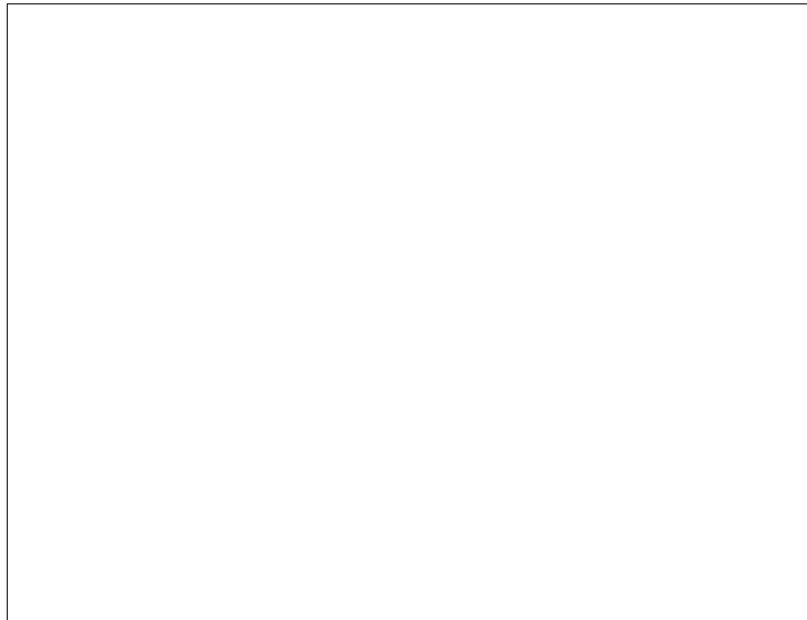
MATERIALS: Reading Together Is Better Book, markers, balloon.

TIME: 2 class hours

WARM UP: Bursting a balloon: The teacher will prepare activities for students to act (example dancing, jumping, reading a question and answering it) and put it inside the balloon. The student will burst a balloon and take out the paper and they have to read the order and act.

PRE- READING

Task 1. Draw the house of your dream.



READING

A PLACE TO LIVE

1. Rocio lives in a big house near the river; his house is white like the snow and has a balcony with a beautiful sight to the green forest.
2. Raul lives in an apartment near the university where he is studying computer system; his apartment has a balcony and a big yard.
3. John is a young boy; he lives in a hut surrounded by plants and different animals. His hut has a big yard but it doesn't have a balcony.
4. Paul lives in a cottage near the lake, surrounded by many trees, breathing pure air and his cottage doesn't have a balcony but it has a yard.
5. Luis was living in Igloo for a week, because he was climbing the Chimborazo Mountain. The Igloo was built by snow and it doesn't have balcony either yard.

TASK 2. Work in groups of six, read about "A PLACE TO LIVE" and analyze just a paragraph to complete the table.

PARAGRAPHS	WRITE THE FOLLOWING ASPECTS		TICK THE FOLLOWING ASPECTS			
	NAME	KIND OF HOUSE	CITY	COUNTRY	YARD	BALCONY
1						
2						
3						
4						
5						

Task 3. Enumerate from 1 to 6, then set up new groups (group of ones, groups of threes and so on...) and help each other to complete the table.

POST –READING

Task 4. Discuss in your group about your house then draw and describe it, finally share in the class.

My house	DESCRIPTION

EVALUATION:

Task 5. Individually, Read the following paragraph and circle the correct definition for the word IGLOO. “Luis was living in Igloo for a week, because he was climbing the Chimborazo Mountain. The Igloo was built by snow and it doesn’t have balcony either yard”

- A. The igloo is a big house with windows and balcony.
- B. The igloo was a big animal that lives in the Chimborazo Mountain.
- C. The igloo is a snow house use as a refuge.

Type of evaluation	Grade		
Qualitative	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	C	A	B

NOTE: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY TWO

TOPIC: Identifying details

OBJECTIVE: Identify details through the jigsaw strategy analyze the story.

MATERIALS: Reading Together Is Better Book, markers, flash cards.

TIME: 2 class hours

WARM UP: Memory bag: The teacher will prepare a bag with 10 objects, and then the students will look at the object and say the word at the end three students will write the objects that they remember finally the student who remembers more words is the winner.

PRE- READING

Task 1.- Look at the boy and circle the phrase that describe him.

- a.- He is crying and shouting.
- b.- He is happy and joyful.



Source: Students from "Vicente Anda Aguirre" High School

READING

A TERRIBLE PUNISHMENT

<p>Group C Thomas is from Riobamba, when he was seven years old; he and his family went to visit a Park in Puyo.</p>	<p>Group A Thomas was alone and scared surrounded by dangerous animals, after waiting for a moment, his family didn't come back for him, so he started to run and cry.</p>
<p>Group B One day, in the morning when Thomas decided to find something to eat in the forest, he saw his father with other men and the policemen, they were trying to find Thomas, his father said: "Forgive me dear Son". Thomas ran towards his father and hugged him and asked for pardon. Finally they forgave each other and went back home. Nowadays they live very happy in Riobamba, thinking over about their actions.</p>	<p>Group E At the end of the day, Thomas found a hut, where he could sleep and drink water. It was a good place to stay safe. He was there for a week without eating, he was cold and hungry, facing dangerous animals like mosquitoes and snakes. It was a terrible experience for him.</p>
<p>Pharagraph D In the park, Thomas was happy throwing rocks to everything; it was not a good idea because a boy was hurt by a rock, consequently his parents decided to leave him in the middle of the forest to punish him.</p>	

Task 2.- Work in groups of six, each group have to read the previous reading , analyze a paragraph and answer the question according to the group.

GROUP	QUESTIONS	ANSWERS
A	Why was Thomas scared in the forest?	
	Did Thomas' family come back to pick him up?	
	What did Thomas do?	
B	Who were in the forest looking for Thomas?	
	What did Thomas do when he saw his father and the policemen in the forest?	
C	Where is Thomas from?	
	How old was Thomas?	
	Where did Thomas and his family go?	
D	What was Tomas doing at the park?	
	Who hurt the boy?	
	Why was Thomas punished?	
E	What did Thomas find at the end of the day?	
	How long was Thomas in the forest?	
	Which animals did Thomas ?	

Task 3.- Enumerate from 1 to 6, then set up new groups (group of ones, groups of threes and so on...)

Task 4.- Help each other to answer the questions and understand the story, to complete the table.

POST –READING

Task 5.- In the same group, read and number the paragraphs to order the story.

<p>Group C Thomas is from Riobamba, when he was seven years old; he and his family went to visit a Park in Puyo.</p> <p style="text-align: center;">1</p>	<p>Group A Thomas was alone and scared surrounded by dangerous animals, after waiting for a moment, his family didn't come back for him, so he started to run and cry.</p> <p style="text-align: center;">○</p>
<p>Group B One day, in the morning when Thomas decided to find something to eat in the forest, he saw his father with other men and the policemen, they were trying to find Thomas, his father said: "Forgive me dear Son". Thomas ran towards his father and hugged him and asked for pardon. Finally they forgave each other and went back home. Nowadays they live very happy in Riobamba, thinking over about their actions.</p> <p style="text-align: center;">○</p>	<p>Group E At the end of the day, Thomas found a hut, where he could sleep and drink water. It was a good place to stay safe. He was there for a week without eating, he was cold and hungry, facing dangerous animals like mosquitoes and snakes. It was a terrible experience for him.</p> <p style="text-align: center;">○</p>
<p>Pharagraph D In the park, Thomas was happy throwing rocks to everything; it was not a good idea because a boy was hurt by a rock, consequently his parents decided to leave him in the middle of the forest to punish him.</p> <p style="text-align: center;">○</p>	

EVALUATION:

Task 6.- Individually, Read and circle the phrase that summarizes the following paragraph. “In the park, Thomas was happy throwing rocks to everything; it was not a good idea because a boy was hurt by a rock, consequently his parents decided to leave him in the middle of the forest to punish him”.

A. - Thomas was very happy with his family.

B. - Thomas was at home with his family.

C.- Thomas was in the park throwing rocks and he hurt a boy so that his parents punished him.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	C	A	B

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY THREE

TOPIC: Completing the information

OBJECTIVE: To complete the information through the jigsaw strategy to analyze and make a comment.

MATERIALS: Reading Together Is Better Book, markers, flash cards.

Time: 2 class hours

WARM UP: Yuck – Yummy: The teacher will prepare cards with different food items and the students will express a sentence using yuck or yummy. And the student who expresses a good sentence is the winner.

PRE- READING

Task 1.- Look at the picture and write healthy or unhealthy under each picture.

Source: Students from “Vicente Anda Aguirre” High School.

READING

GOOD LIFESTYLE

- A** Lifestyle refers to different activities that the society do every day, It is necessary to be conscious about how we take advantage of the time in order to have a good lifestyle, so that stop being a couch potato and practice healthy habits every day. There are wonderful things to have a better life such as: to stay fit, healthy, energized and safe.
- B** Everybody can stay fit being active, for that it is necessary to practice any physical activity and the most important are: running, walking, hiking, swimming or jumping rope. Some researchers say that swimming is the best physical activity because it helps to move the entire body letting thus to control the weight, reduce the stress, and feel fresh and flexible. So, keep in fit practicing any exercise at least 30 minutes every day.
- C** Other significant habit is to keep healthy through the cleanness with easy routines for example: washing the hands after using a toilet and before eating, taking a bath every day, brushing the teeth three times a day, washing the fruit and vegetable to eat and cleaning the home. It helps to keep away from dangerous germs and bacteria which can cause diseases.
- D** Another healthy habit is to be energized through a balanced diet which includes fruits, vegetables, cereals, dairy products, meat, water and it is suggested to have five meals during the day; breakfast, lunch, dinner and two snacks; to help the metabolism in the organism. Besides that, it is vital to sleep 8 hours each night.
- E** The last important habit is to stay safe through obeying rules established by parents and authorities. Simple rules such us: Don't talk to a strange person, use a sweater if it is raining, don't go out alone at nights, tell parents if something makes to feel uncomfortable, don't smoke, don't drink alcohol and don't use drugs, these rules can help to take care of ourselves. Be happy applying some healthy habits in your life to improve your lifestyle.

Task 2.- Work in groups of six, read a paragraph about Good lifestyle and complete the phrases which belongs to your group.

GROUP	PHRASES
A	Lifestyle refers to.....
	It is necessary to advantage of
	We have to practice
	There are wonderful things to have a better life such as:
B	Physical activity helps to
	The most important physical activities are:
	Swimming is the best physical exercise because.....
	The swimming benefits are:
C	The cleanness helps to
	The routines of cleanness are:
	It is healthy to wash the hands afterand before
	Germs and bacteria can cause
D	The balance diet helps to
	A balance diet includes
	It is suggested to have.....
	To have energy is vital to
E	To obey rules can help to.....
	Rules can be established by
	Some simple rules are.....

Task 3.- Enumerate from 1 to 6, then set up new groups (group of ones, groups of threes and so on...) and share the information to complete the phrases. Then help each other to understand the message about the “Good Lifestyle”, to complete the table.

POST –READING

Task 4.- In the same group, read and analyze the most important aspects of healthy lifestyle, then write a comment to share in the class.

COMMENT

.....

.....

.....

.....

.....

EVALUATION:

Task 5.- Individually, read and choose the sentence to complete the phrase.

People in the world need to reflect about how their life is going on

A.- And to be conscious that a little healthy change in the habits helps to have a good lifestyle.

B.- And don't be conscious that a little healthy change in the habits helps to have a good lifestyle.

C.- And to be conscious that to eat junk food, to be dirty and don't exercise helps to have a good lifestyle.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	A	B	C

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY FOUR

Topic: Finding facts

Objective: Identify the information through the jigsaw strategy to analyze some famous people.

Materials: Reading Together Is Better Book, markers, flash cards.

Time: 2 class hours.

WARM UP: Guessing game: The teacher will prepare flash cards about 3 successful people for three students and encourage to the class to guess who are they?. The class will make questions and the student with the card will answer one by one.

PRE- READING

Task 1.-Look at and write their names under each picture.

			
<p>Source: http://socialgeek.co/infografias/</p>	<p>Source: http://reto42k.blogspot.com</p>	<p>Source: http://www.taringa.net</p>	<p>Source: https://www.pinterest.com</p>

READING

OVERCOMING PROBLEMS TO BE SUCCESSFUL

ALBERTO AGUILERA

1. Alberto Aguilera, known as Juan Gabriel was one of the most famous Mexican singers he was born on January 7th, 1950 and died on August 28th, 2016. The saddest problem that he had to overcome was to live without his mother. At five years old his mother left him in a Lay School of Social Improvement for Children where he lived for eight years. After that, he tried to survive on the street even he was in a jail accused unjustly of a rob. During this time he was writing and singing his songs looking for an opportunity to sing and to be successful. But finally, at the year of 1971, his dream became true; he started to sing his songs and to have the opportunity to success. He was a famous singer with more than one thousand songs written and hundreds of singers singing his songs. He had edited and sold one hundred millions of copies around the world and he had won many Grammy award.

MARK ZUCKERBERG

2. Mark Zuckerberg is an American programmer; he was born on May 14th, 1984. When he was studying at Harvard University at nineteen years he and his friends designed a program to meet people but this program failed five times. On May 24th, 2007. Zuckerberg threw the new platform called Facebook and it was expanding around the world; Nowadays Facebook is valued in eighty-two millions of dollars.

LEONARDO DICAPRIO

3. Leonardo DiCaprio is an American actor, he was born on November 11th, 1974, when he was one year old his parents got divorced and he lived with his mother. At four teen he started making advertisements on TV and with a lot of hard working at nineteen he started acting on movies getting great achievements, he has produced many films and after five nominations he won the first Oscar in 2016.

JEFFERSON PEREZ

4. Jefferson Perez is an Ecuadorian athlete, He was born on July 1st, 1974 in Cuenca, he comes from a humble family, and he used to work as shoe polisher and newspaper seller to support their family. He discovered his talent at high school in a physical education exam, even though their economic limitation at fourteen years

old he started training the race walking with Luis Muñoz who helped Jefferson to participate in the champions hips where he won different medals but the most important achievement was at twenty-two years old in 1996 when he won the Golden Medal in Atlanta Olympics Games.

LUCIANA ALEJANDRA LAYEDRA

5. I was looking information about the best teacher in the world but I did not find anything that is why I will write about my friend.

Luciana Alejandra Layedra is an Ecuadorian Mathematics teacher, she was born on August 21st, 1979, she was abandoned by her mother when she was two years old, for that reason Luciana had to live with her grandparents and work washing dishes to help her grandparents but they died when she was twelve years old, alone in the world, three years later her school teacher decide to help giving a job. So Luciana taking advantage of this opportunity she decided to work during the days and study at nights after many years of hard working and study she got the degree as a teacher now she has a better job and a wonderful family.

Task 2.- Work in groups of six, read about “OVERCOMING PROBLEMS TO BE SUCCESSFUL” and analyze just a paragraph to complete the table.

PARAGRAPHS	ASPECTS TO COMPLETE					
	NAME	COUNTRY	OCCUPATION	DATE OF BIRTH	DIFFICULTIES	ACHIEVEMENTS
1						
2						
3						
4						
5						

Task 3.- Enumerate from 1 to 6, then set up new groups (group of ones, groups of threes and so on...) and help each other to complete the table.

POST –READING

Task 4.- In your group, complete the table about a person who have overcome problems to be successful. Share this information in your class.

ASPECTS TO COMPLETE					
NAME	COUNTRY	OCCUPATION	DATE OF BIRTH	DIFFICULTIES	ACHIEVEMENTS

EVALUATION:

Task 5.- Individually, Read the paragraph 5 and circle the correct idea. “I was looking information about the best teacher in the world but I did not find anything that is why I will write about my friend”

- A.-There is information about the world
- B. – There is not information about the best teacher.
- C.-There is information about the best teacher.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	B	C	A

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY FIVE

Topic: Giving an opinion

Objective: Give the opinions through the jigsaw strategy to improve the critical thinking.

Materials: Reading Together Is Better Book, markers.

Time: 2 class hours.

WARM UP: Read the quotation and analyze it.

*You Are The Key To
Your Success
"YOU CAN DO IT!"*



Source: <http://www.lakemunmor-p.schools.nsw.edu.au/>

PRE- READING

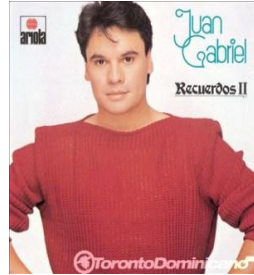
Task 1.- Draw a person who you admire and write his/her name.

A large empty rectangular box with a thin black border. At the bottom of the box, there is a thick horizontal line, creating a space for writing a name.

READING

OVERCOMING PROBLEMS TO SUCCESS

ALBERTO AGUILERA



Source: <http://www.taringa.net/post/musica/19569680/Juan-Gabriel.html>

1. Alberto Aguilera, known as Juan Gabriel was one of the most famous Mexican singers he was born on January 7th, 1950 and died on August 28th, 2016. The saddest problem that he had to overcome was to live without his mother. At five years old his mother left him in a Lay School of Social Improvement for Children where he lived for eight years. After that, he tried to survive on the street even he was in a jail accused unjustly of a rob. During this time he was writing and singing his songs looking for an opportunity to sing and to be successful. But finally, at the year of 1971, his dream became true; he started to sing his songs and to have the opportunity to success. He was a famous singer with more than one thousand songs written and hundreds of singers singing his songs. He had edited and sold one hundred millions of copies around the world and he had won many Grammy award.

MARK ZUCKERBERG



Source: <http://socialgeek.co/infografias/infografia-como-empezo-mark-zuckerberg-vida-del-fundador-facebook/>

- 2.- Mark Zuckerberg is an American programmer, he was born on May 14th, 1984. When he was studying at Harvard University at nineteen years he and his friends designed a program to meet people but this program failed five times. on May 24th, 2007. Zuckerberg threw the new platform called Facebook and it was expanding around the world, Nowadays Facebook is valued in eighty-two millions of dollars.

LEONARDO DICAPRIO



Source: <https://www.pinterest.com/pin/>

3.- Leonardo Di Caprio is an American actor, he was born on November 11th, 1974, when he was one year old his parents got divorced and he lived with his mother. At fourteen he started making advertisements on TV and with a lot of hard working at nineteen he started acting on movies getting great achievements, he has produced many films and after five nominations he won the first Oscar in 2016.

JEFFERSON PEREZ



Source: <http://reto42k.blogspot.com/2011/07/jefferson-perez-un-oro-olimpico-contado.html>

4.- Jefferson Perez is an Ecuadorian athlete, He was born on July 1st, 1974 in Cuenca he comes from a humble family, he used to work as shoe polisher and newspaper seller to support their family. He discovered his talent at high school in a physical education exam, even though their economic limitation at fourteen years old he started training the race walking with Luis Muñoz who helped Jefferson to participate in the championships where he won different medals but the most important achievement was at twenty-two years old in 1996 when he won the Golden Medal in Atlanta Olympics Games.

LUCIANA ALEJANDRA LAYEDRA



Source: the author

5.- I was looking information about the best teacher in the world but I did not find anything that is why I will write about my friend.

Luciana Alejandra Layedra is an Ecuadorian Mathematics teacher, she was born on August 21st, 1979, she was abandoned by her mother when she was two years old, for that reason Luciana had to live with her grandparents and work washing dishes to help her grandparents but they died when she was twelve years old, alone in the world, three years later her school teacher decide to help giving a job. So Luciana taking advantage of this opportunity she decided to work during the days and study at nights after many years of hard working and study she got the degree as a teacher now she has a better job and a wonderful family.

Task 2.- Work in groups of six, read about “Overcoming Problems To Success”.

	PROBLEMS	OPINION
Juan Gabriel	At five years old his mother left him in a Lay School of Social Improvement for Children where he lived for eight years. Do you think that Juan Gabriel was happy during his Childhood? And Why?
Mark Zuckerberg	Mark’s program failed five times. Do you think that he had the idea to give up? And Why?
Leonardo Di Caprio	Leonardo is one of the most famous actors. Do you think that to be a famous actor is easy? And Why?
Jefferson Perez	Jefferson Perez won the Golden Medal in 1996. When he was so tired. How could he overcame it and won the competition?.
Luciana Alejandra Layedra	Luciana used to work washing dishes to help her grandparents. Do you think that Is it good to start working from early age? And Why?

Task 3.- Enumerate from 1 to 6, then set up new groups (group of ones, groups of threes and so on...) in order to share the answers.

Task 4.- Help each other to complete the table.

POST –READING

Task 5.-What is the person that you admire? And why?

The person that I admire is.....
 Because.....

EVALUATION:

Task 6.- Individually, Read the paragraph 5 and circle the best opinion “She decided to work during the days and study at nights after many years of hard working and study she got the degree as a teacher now she has a better job and a wonderful family.”

A.- It was not a good idea to work and study very hard.

B. – It was a good idea to be lazy and did not study.

C.- It was the best decision to study and work to get a better job and go ahead.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	C	A	B

Note: The teacher will sum up the grades of each student to get the group grade.

SELF EVALUATION

At the end of the unit the student can

RUBRIC	ALWAYS 100%	SOMETIMES 50%	NEVER 0%
Be responsible doing the tasks distributed in the group.			
Investigate the assigned contents.			
Analyze and make critical reflection on the development of assigned contents.			
Contribute in the organization of the acquired information.			
Understand the message from the readings.			

UNIT TWO

THINK PAIR SHARE

THINK	PAIR	SHARE
		

Source: Students from “Vicente Anda Aguirre” High School.

Definition:

This is an active participatory and learning strategy among the members of each group, in order to develop reading and perform the task to solve a problem set up by the teacher. First, students must work individually and then perform the work in pairs or in groups, finally, report the ideas or result to all the students in the class.

In this case, students are more comfortable presenting ideas to a group with the support of a classmate. It allows them to be more motivated in order to improve the reading comprehension

ACTIVITY ONE

TOPIC: Getting fluency by reading songs.

OBJECTIVE: To read songs through the think pair and share strategy to get fluency.

MATERIALS: Reading Together Is Better Book, markers, flash cards, matches.

TIME: 2 class hours

WARM UP: The fire: Give a student a burning match and he will say many words as he can until the match ends burning.

PRE- READING

Task 1.- Listen the song and number the paragraphs.

COLD PLAY THE SCIENTIST	
<p>Do not speak as loud as my heart Tell me you love me Come back and haunt me Oh, and I rush to the start Running in circles Chasing our tails Coming back as we are</p> <p style="text-align: center;">○</p>	<p>Nobody said it was easy Oh, it's such a shame for us to part Nobody said it was easy No one ever said it would be so hard I'm going back to the start</p> <p style="text-align: center;">○</p>
<p>I was just guessing At numbers and figures Pulling the puzzles apart Questions of science Science and progress</p> <p style="text-align: center;">○</p>	<p>Come up to meet you Tell you I'm sorry You don't know how lovely you are I had to find you Tell you I need you Tell you I set you apart Tell me your secrets</p> <p style="text-align: center;">○</p>
<p>Nobody said it was easy It's such a shame for us to part Nobody said it was easy No one ever said it would be this hard Oh, take me back to the start</p> <p style="text-align: center;">○</p>	<p>And ask me your questions Oh, let's go back to the start Running in circles Coming up tails Heads on a science apart</p> <p style="text-align: center;">○ 2</p>

Source: <http://www.letraseningles.es/letrascanciones/traduccionessAC/Coldplay-ScientistTraducida.html>

READING

Task 2.- Read the lyric while you are listening to the song and write the most important ideas about the author's feeling.

	MOST IMPORTANT FEELING
My Ideas	
My Partner's Ideas	

Task 3.-Stand up and move around the class while you are listening to the song. When the song stops, sit down with the closest classmate.

Task 4.- Complete the information about My partner's ideas" in the box above sharing the information each other.

Task 5.- Listen the songs and follow reading the lyrics.

POST –READING

Task 6.- In pairs read the song. Student A read and Student B listen to help each other to correct pronunciation.

Task 7.- Listen and sing the song

EVALUATION:

Task 8. - Individually, read a paragraph of the song and choose the correct phrase about the singer's feeling.

"Come up to meet you Tell you I'm sorry You don't know how lovely you are I had to find you Tell you I need you Tell you I set you apart Tell me your secrets"	A.- The singer is telling his secrets.
	B.- The singer is very happy with his love.
	C.- The singer is missing his love.

Type of evaluation	Grade		
Qualitative	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	C	B	A

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY TWO

Topic: Analyzing a song

Objective: Analyze the lyric of the song through the jigsaw strategy to develop the critical thinking skill.

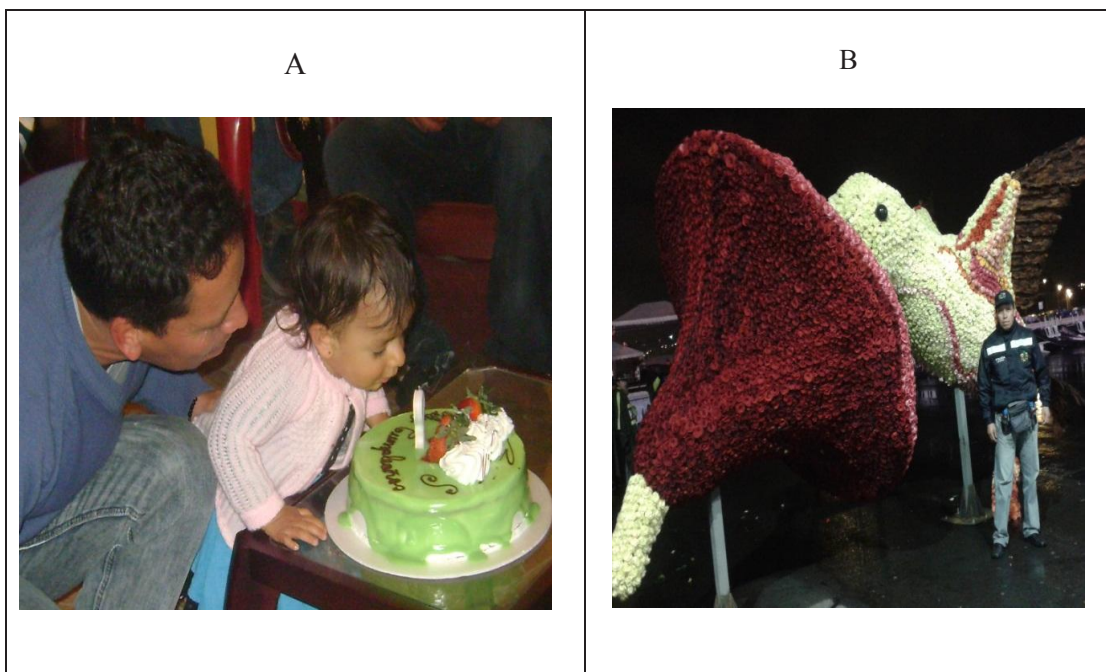
Time: 2 class hour

Materials: Reading Together Is Better Book, marker, Cd. Radio.

WARM UP: Moving: Stand up and walk around the class while listen the music, get a partner and sit down together him or her when the music stops. (3 min)

PRE- READING

Task 1.- Choose the picture which is related to the song.



Source: The author

READING

Task 2.- Read the songs while you are listening and analyze the lyric.

SEVEN YEARS

By: Lucas Graham

<p>Once I was seven years old my momma told me Go make yourself some friends or you'll be lonely Once I was seven years old It was a big big world, but we thought we were bigger Pushing each other to the limits, we were learning quicker By eleven smoking herb and drinking burning liquor Never rich so we were out to make that steady figure Once I was eleven years old my daddy told me Go get yourself a wife or you'll be lonely Once I was eleven years old I always had that dream like my daddy before me So I started writing songs, I started writing stories Something about that glory just always seemed to bore me 'Cause only those I really love will ever really know me Once I was twenty years old, my story got told Before the morning sun, when life was lonely Once I was twenty years old I only see my goals, I don't believe in failure 'Cause I know the smallest voices, they can make it major I got my boys with me at least those in favor And if we don't meet before I leave, I hope I'll see you later Once I was twenty years old, my story got told I was writing about everything, I saw before me Once I was twenty years old</p>	<p>Soon we'll be thirty years old, our songs have been sold We've traveled around the world and we're still roaming Soon we'll be thirty years old I'm still learning about life My woman brought children for me So I can sing them all my songs And I can tell them stories Most of my boys are with me Some are still out seeking glory And some I had to leave behind My brother I'm still sorry Soon I'll be sixty years old, my daddy got sixty-one Remember life and then your life becomes a better one I made a man so happy when I wrote a letter once I hope my children come and visit, once or twice a month Soon I'll be sixty years old, will I think the world is cold Or will I have a lot of children who can warm me Soon I'll be sixty years old Soon I'll be sixty years old, will I think the world is cold Or will I have a lot of children who can warm me Soon I'll be sixty years old Once I was seven years old, momma told me Go make yourself some friends or you'll be lonely Once I was seven years old Once I was seven years old</p>
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Source: <https://play.google.com/music/preview/>

3.- Read again and answer the question for “MY ANSWER” in the chart below.

QUESTION	MY ANSWER	MY PARTNER'S ANSWER
<p>Lucas Graham in his song said that: “Once I was seven years old my momma told me Go and make yourself some friends or you’ll be lonely”.</p> <p>What was your best memory when you were seven years old?</p>	<p>My best memory was..... </p>	<p>The best memory of my partner was..... </p>
<p>What is your best moment shared with your momma?</p>	<p>My best moment shared with my momma was..... </p>	<p>His/hers best moment shared with his/her momma was. </p>
<p>In the song Lucas Graham shares the advice that his parents told him.</p> <p>Write the best advice that you receive from your parents.</p>	<p>The best advice is</p>	<p>The best advice is</p>
<p>Lucas Graham in his song said that: “Soon I’ll be sixty years old, will I think the world is cold”.</p> <p>Write a little description about your future.</p>	<p>..... </p>	<p>..... </p>

4. In pairs, share the information with your partner and complete the second column in the chart above.

POST READING

6. In pairs, prepare an exposition about the best advice that you both have received and share with the whole class.

OUR BEST ADVICE

EVALUATION

Task 7.- Individually, read a paragraph about the Lucas Graham’s song and choose the correct message that the author gives.

“Soon we'll be thirty years old I'm still learning about life. My woman brought children for me So. I can sing them all my songs. And I can tell them stories”

- A. People never finish learning about life and it brings surprises.
- B. People always finish learning about life and it doesn't bring surprises.
- C. People don't need to learn.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	A	B	C

NOTE: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY THREE

TOPIC: Making comments.

OBJECTIVE: To make comments through the think pair and share strategy to improve their critical thinking ability.

TIME: 2 class hours

MATERIALS: Reading Together Is Better Book, markers, flash cards.

WARM UP: Drawing: Prepare a picture and describe it, then, encourage the students to listen and draw it, then show the picture. The drawing similar to the picture will win a prize.

PRE- READING

Task 1.-Look at the picture and answer the question.



Source: <http://es.slideshare.net/francaaa/tony-melendez-1042951>

Who is he?.....

READING

MY INSPIRATION

Tony Melendez is an artistic name of Jose Antonio Melendez Rodriguez; He was born on January 9th, 1969. In Nicaragua; He is a musician who plays the guitar with his feet because he was born without hands as a result of a pill that his mother drank when she was pregnant. He says that he practice many hours to make his music sound like music.

He helped me when I was complaining that I could not drive a car because it was so difficult to understand how to do. After that, I watched a video about Tony who inspired me.

Task 2.- Read the text about my inspiration and answer the question in the first chart.

QUESTIONS	My answer	My partner's answer
Where is Tony Melendez from?
Does Tony Melendez have hands?
What instrument does Tony Melendez play?.
Why was Tony born without hands?
Imagine that you are without hands What would you do?

Task 3.- Work in pairs and complete the information about “My partner answer” in the box above sharing the information each other.

POST –READING

Task 4.- With your partner analyze the phrase that Tony Melendez say “Never say I can’t do it” and make a comment to share in the class.

COMMENT

EVALUATION:

Task 5.– Choose the best comment for the phrase that Tony expresses “To have hands is a miracle”

- A.- People don’t need hands.
- B.- Hands are useful for people.
- C.- Everything is a bless in our lives and we don’t have to complain about simple things.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	C	B	A

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY FOUR

TOPIC: Identifying the title.

OBJECTIVE: To identify the title through the think pair and share strategy to improve the reading analysis.

TIME: 2 class hours

MATERIALS: Reading Together Is Better Book, markers.

WARM UP: Sparkle with spelling. Choose 5 volunteers to play. The words to spell are beginning middle and end. The teacher will say one of this word and the students will spell letter by letter and after the last letter the student will say SPARKLE and the next one will be out of the game. The last student in the game is the winner

PRE- READING

Task 1.- Read fast and identify the beginning middle and end of the text.

(.....) When I was a baby my mother left me with my grandparents. Then ten years later they died so that I had to live with my aunts and uncles but they were tired of me because I wanted to study, fortunately, my school teacher gave me a job, so that, I started working and studying after many years I became an English teacher and I got married .

(.....) Now, I am so happy with my family and my students, thinking that everything is possible if you want.

(.....) My life was very interesting because I learned to overcome many problems and go ahead.

READING

My life was very interesting because I learned to overcome many problems and go ahead.

When I was a baby my mother left me with my grandparents. Then ten years later they died so that I had to live with my aunts and uncles but they were tired of me because I wanted to study, fortunately, my school teacher gave me a job, so that, I started working and studying after many years I became an English teacher and I got married .

Now, I am so happy with my family and my students, thinking that everything is possible if you want.

Task 2.- Read the text above and put a title. Then describe why?

TITLE	REASONS
My title

Task 3.- Work in pairs and complete the information about “My partner’s title in the box above sharing the information each other.

TITLE	REASONS
“My partner’s title

POST –READING

Task 4.- With your partner analyze the best title for the reading and share to the class. Why do you choose that title?

The best Title	Why
.....
.....
.....

EVALUATION:

Task 5. – Circle the best title for the reading.

- A.- My parents.
- B.- My life.
- C.- My natal town

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	B	A	C

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY FIVE

TOPIC: Reading a song.

OBJECTIVE: To read and analyze the song through the think pair and share strategy to improve the reading fluency.

MATERIALS: Reading Together Is Better Book, markers.

TIME: 2 class hours

WARM UP: Categorizing the words: the teacher will mention a category and the students have to add the words. Example: Teacher Fruit: Student: apple and so on.

PRE- READING

Task 1.-Look at the picture and make a comment.



Source: <http://www.sitioandino.com.ar/n/184387/>

READING

MY HEART WILL GO ON (TITANIC)

Writer: Will Jennings

Every night in my dreams, I see you, I feel you
That is how I know you go on.

Far across the distance, and spaces between us
You have come to show you go on.

Near, far, wherever you are
I believe that the heart does go on
Once more, you opened the door
And you're here in my heart,
And my heart will go on and on.

Love can touch us one time, and last for a lifetime
And never let go till we're gone.

Love was when I loved you, one true time to hold on to
In my life we'll always go on.

Near, far, wherever you are
I believe that the heart does go on
Once more, you opened the door
And you're here in my heart,
And my heart will go on and on.

You're here, there's nothing I fear
And I know that my heart will go on.

We'll stay, forever this way
You are safe in my heart
And my heart will go on and on.

Source: http://www.oracleband.net/Lyrics/my_heart_will_go_on.htm

Task 2.-Read and listen to the song, after that complete the phrase. Then compare the answers with the partner.

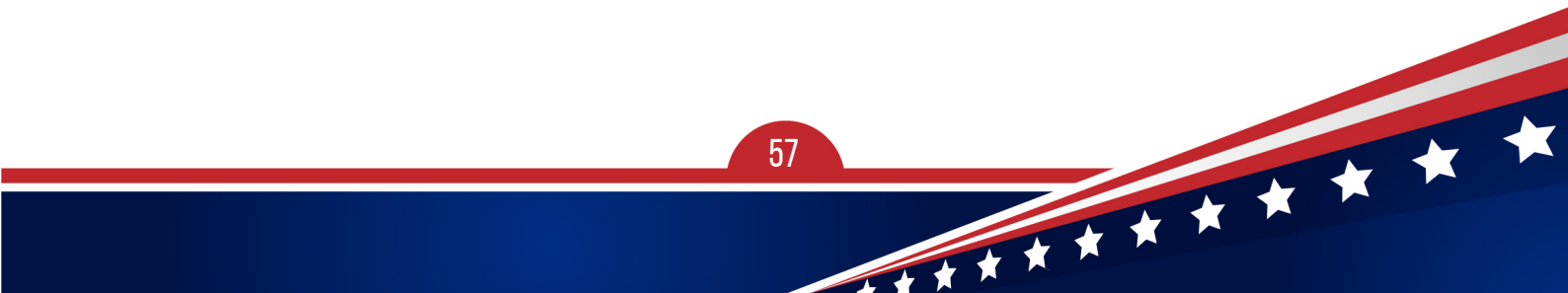
PHRASES	
Love can touch
I believe that
You are safe
You are here

Task 3.- Listen to the song again and check the pronunciation, helping each other to correct the pronunciation (Student (A) read and (B) listen to, and so on)

POST –READING

Task 4.- With the partner, analyze and answer the questions to share in the class.

What do you thing about love?
What can you do for love?



EVALUATION

Task 5. – Circle the best idea for this phrase “Love can touch us one time”

A.- You can’t feel love.

B.-You can feel love.

C.- Love is not for people.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	B	A	C

Note: The teacher will sum up the grades of each student to get the group grade.

SELF EVALUATION

At the end of the unit the student can

RUBRIC	ALWAYS 100%	SOMETIMES 50%	NEVER 0%
Read simultaneously with the partner.			
Demonstrate attention and concentration in the development of reading.			
Read the English text fluently and understand its message.			
Support each other to get a better reading comprehension.			
Identify main and secondary ideas in the reading,			
Express ideas to develop the critical thinking skill.			

UNIT THREE

GRAPHIC ORGANIZER



Source: Students from “Vicente Anda Aguirre” High School.

Definition:

This strategy allows to develop the reading comprehension when students taking notes. However, the graphic organizer can help students structure their thoughts. As well as, it provides a clear overview of a topic. Students find connections and detect orders between individual pieces of information, it is important to mention it has several variables, such as: general information, characters, plot, new vocabulary and themes, motives and symbols. It will help create the structure of mind mapping and it is simple, for it is important only the creativity of each student or the group that they are going to elaborate, starting from the determination of the main idea, theme, title or concept, later defining the themes Which are part of the concept, and then linking lines of different shapes to the graphic, drawings, symbols or keywords.

ACTIVITY ONE

TOPIC: Skimming and scanning a text.

OBJECTIVE: To skim and scan a text through the graphic organizer strategy to identify the ideas.

MATERIALS: Reading Together Is Better Book, markers, flash cards, poster.

TIME: 2 class hours.

WARM UP: Memory Cards: Look at different flash cards, then the student will tell the class the names of the cards that remember.

PRE- READING

Task 1.- Read the following quotation and make comments

**"Sooner or later the discipline
will defeat the intelligence"**



Source: The author

READING

SUCCESSFUL PERSON

People in the world have different ideas about their achievements; some of them just live watching how the days, months and years are spending without doing anything to success, but they are complaining about their bad luck. That is why I propose to change your mind and set up goals to achieve in your lives, everything is possible to get in the life but the most important factor is to be disciplined and it is the result of three issues: organization, cleanness, and punctuality.

Organization means to have everything in order and the ability to fulfill everything correctly creating and following a plan.

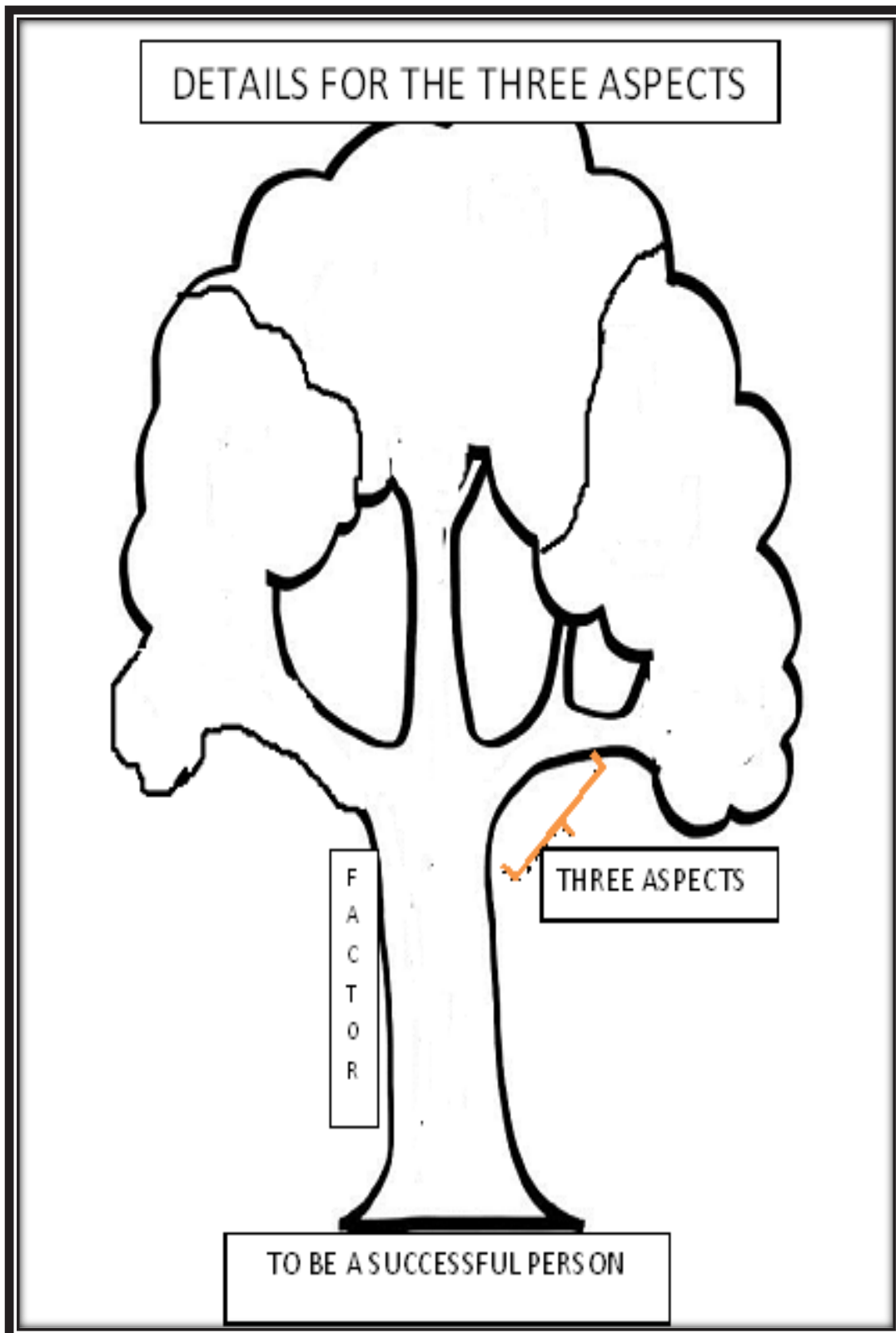
This issue is practiced by Japanese people; they have strict ideas to follow for example they baptize a place for each thing, it could be difficult for Ecuadorian people but it is fundamental to practice.

Other significant issues is to be cleanness, it means not only to clean the spaces where you are living or working, but also it refers to eliminate unnecessary things, such as old clothes or books, it will help you to develop the ability to get rid of old way of thinking and get new ideas, new plans and goals to be a successful person.

Another issue is the punctuality; it helps to develop an activity correctly and on time. People used to say that time are gold and it is right because we have each day 24 hours to make wonderful things, so let's take advantage of the time being punctual and changing our personality.

So that do not forget that it is necessary to practice the organization, cleanness and punctuality to be disciplined and the discipline is the base to success in the life. Let's think that we have wonderful things to be grateful with God and to go ahead overcoming any kind of problem.

Task 2.- Work in groups, read the texts and identify the principal ideas about a successful person tree according to the topics.



Source: The author

POST –READING

Task 3.- In the same group, make a poster about the successful person tree to share in the class.

EVALUATION:

Task 4. - Individually, read the previous text and choose the correct idea.

A.- People can't success in their life

B.- The discipline is the most important factor to success in the life.

C.- Money is not important to buy things.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	B	A	C

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY TWO

TOPIC: Identifying reasons.

OBJECTIVE: To identify the principal reasons through the graphic organizer strategy to develop the reading analysis skill.

MATERIALS: Reading Together Is Better Book, markers, flash cards.

TIME: 2 class hours.

WARM UP: Word dictation: Listen to the spelling of different words about food item and write them, then watch the flash card to confirm the word. The student with all correct words will win a prize.

PRE- READING

Task 1.- Read the following quotation and make comments.

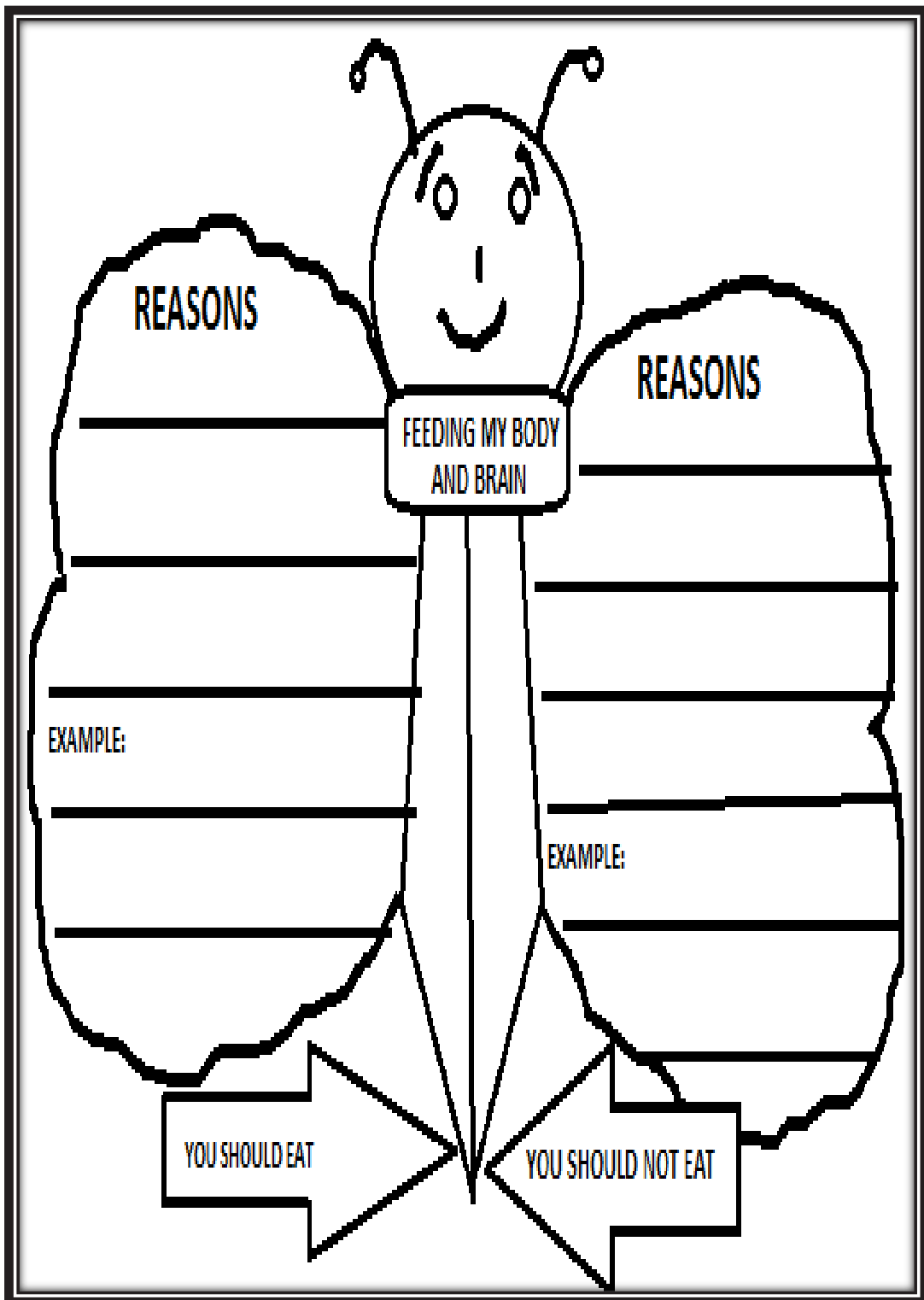
“One apple a day keeps the doctor away”.

READING

FEEDING MY BODY AND BRAIN

Intelligent people eat healthy food to feed the body and the brain with proper nutrients to be stronger and smarter, they do not consume fast food like fry potatoes or coca cola because it increases the fatigue and different illness such us diabetes. So that be careful with your nutrition, try to include in your diet fruit, vegetables, dairy products, cereals, and another important aspect is to drink water to keep hydrated the body, everything that you eat or drink will play an important role in your health, helping you to be a person of high performance in any field.

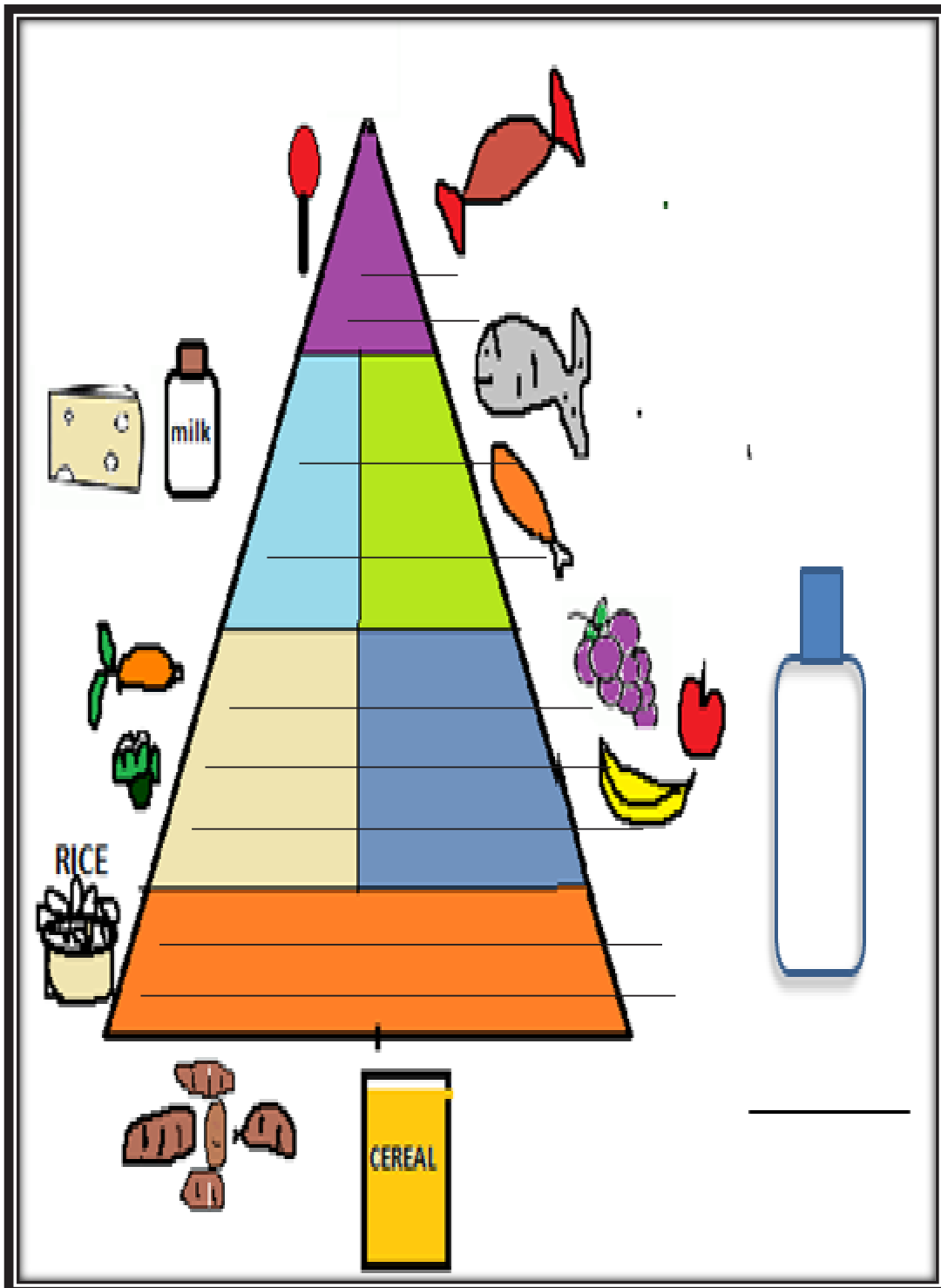
Task 2.- Work in groups, read the texts and complete the reason bee according to the topics.



Source: The author

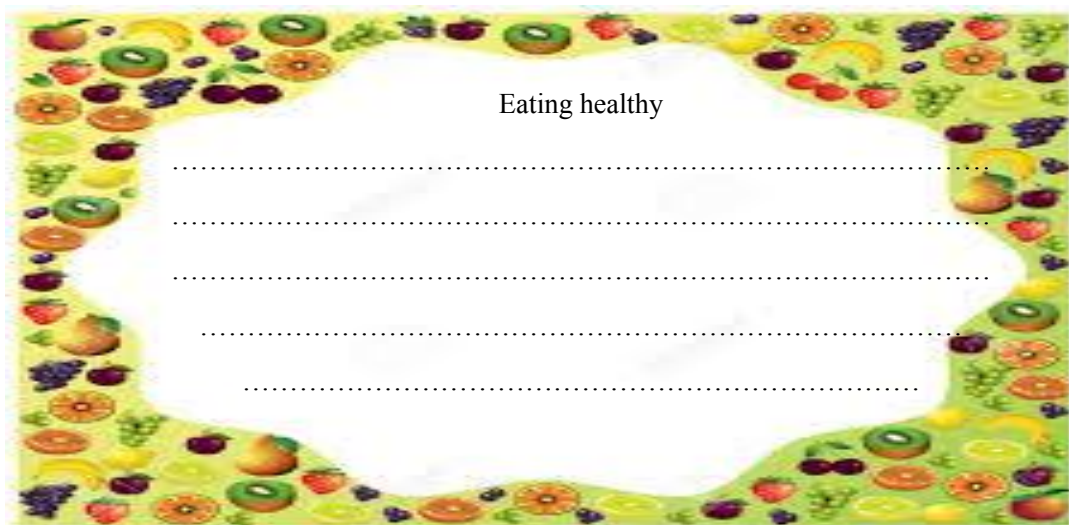
POST –READING

Task 3.- In the same group, look at the picture and write the different food items in the pyramid.



Source: The author.

Task 4.-In the same group write a comment to share in the class about “why is good to eat healthy”.



EVALUATION:

Task 5. - Individually, read the paragraph and choose the correct reason to have a healthy. “Everything that you eat or drink will play an important role in your healthy, helping to be a person of high performance in any field.

- A.- Because a healthy food will help to be a person of high performance in any field.
- B.- Because a healthy food will not help to be a person of high performance in any field.
- C.- Because a healthy food is not necessary to be a person of high performance in any field.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	A	B	C

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY THREE

TOPIC: Developing the critical thinking

OBJECTIVE: To develop the critical thinking through the graphic organizer strategy to improve the reading understanding.

MATERIALS: Reading Together Is Better Book, markers.

TIME: 2 class hours.

WARM UP: The cowboys: The first student say a word, then quickly the second one have to say another word which is related to the first one if the next student can't do it , the first student will say "PUN" to kill him/her and keep on with the next student. The student who is alive is the winner.

PRE- READING

Task 1.- Read the following questions and answer.

QUESTIONS	ANSWERS
Do you like to read?
Do you think that reading is important? Why?
How many books have you read?

READING

WHY I READ



Source: Students from “Vicente Anda Aguirre” High School.

The reading is the basis for success in the life because it will provide the information to understand the knowledge and to develop necessary skills such us to have a good written and a fluently speaking.

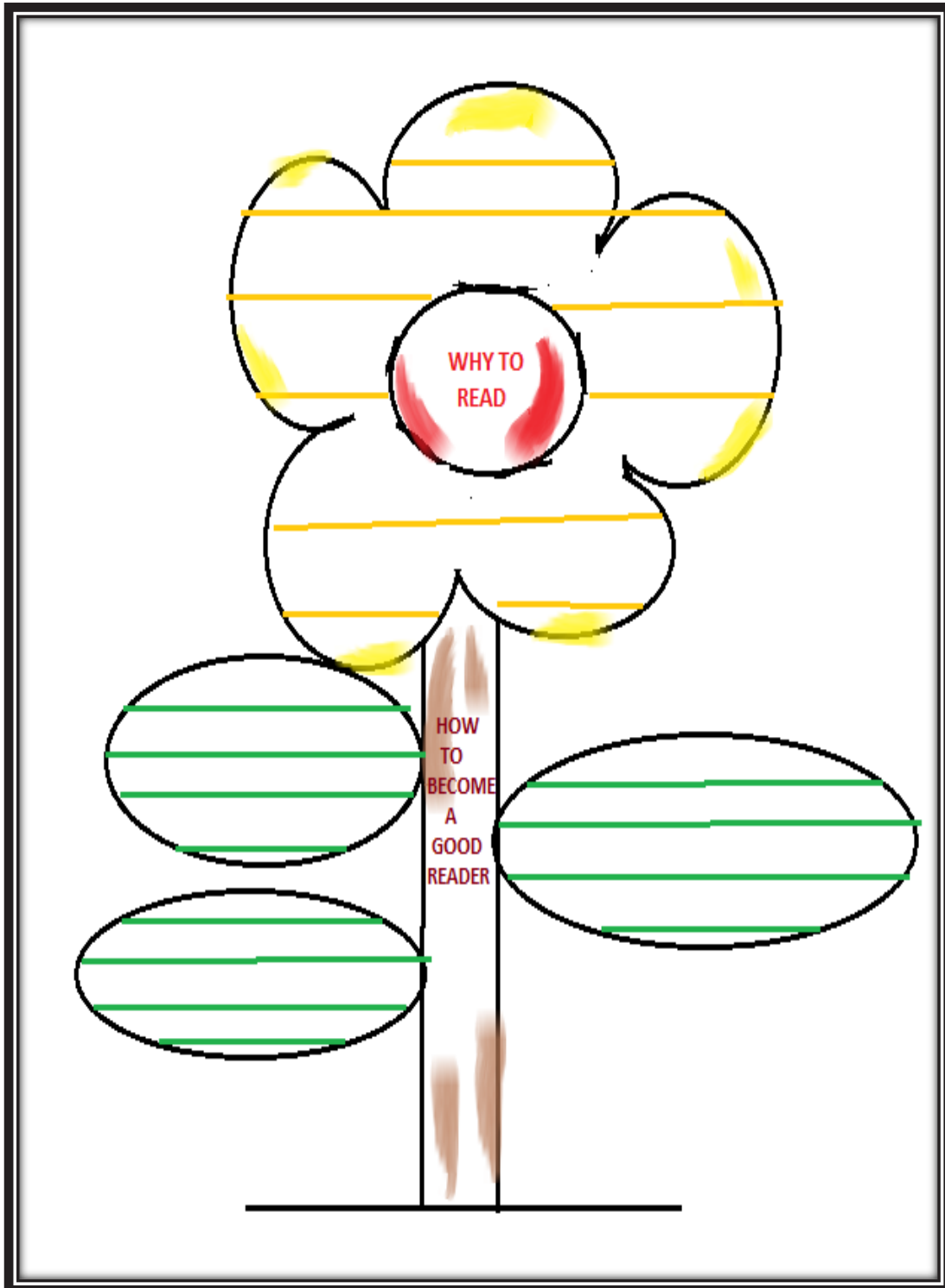
To become good readers it is necessary to follow some clues.

First, the practice is fundamental and it plays an important role in the reading process that is why good readers need to read at least 10 to 15 minutes per day in order to exercise the brain.

The next clue to become a good reader is to choose the appropriate material according to their likes and needs, and it should be easy to start in order to understand everything that you read and enjoy it.

Another important aspect is to use different strategies to analyze what you are reading for example: underline the most important aspects, use a dictionary to understand the new words, share your information with someone else and make comments. These aspects will help to internalize the information and understand how useful is to read. Remember reading is not important it is essential. Just do it.

Task 2.- Work in groups, read the texts and identify the principal ideas about “Why I read” and complete the flower.



Source: The author

POST –READING

Task 3.- In the same group, make a poster about the last activity and share in the class.

EVALUATION:

Task 4. - Individually, read and choose the correct reason to practice reading.

A.- Because reading is the basis to acquire the knowledge and to success in the life .

B.- Because reading is not the basis to acquire the knowledge and to success in the life.

C.- Because reading is the wind in the forest.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	A	B	C

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY FOUR

TOPIC: Detecting key facts.

OBJECTIVE: To detect the key facts through the graphic organizer strategy to develop the reading analysis.

MATERIALS: Reading Together Is Better Book, markers, posters.

TIME: 2 class hours.

WARM UP: More words more prizes: The teacher write a word on the board and the students will write new words using the letter from the previous word, the students with more words will win a prize.

PRE- READING

Task 1.- Look at the picture and comment it.



Source: Students from “Vicente Anda Aguirre” High School.

READING

Dialogue

Peter: Hello.

Jame: Good morning my darling.

Peter: Where is my breakfast?

Jame: Oh, my darling here is it.

Peter: Yuck! What is it? It is nasty. You can't cook, you can't do something well.

Jame: Please, please, don't hit me, forgive me. I will prepare omelet, I know that you love it.

Peter: No, no, I don't want it, you are a fool, Look everything in this house is a mess. I don't want to see you again. See you never! Inept!

Helen: Oh my Goodness, Jame, what happened? Did your husband hit you again?

Jame: No everything is Ok. Helen.

Helen: What!. Do you think that everything is OK? Are you crazy? You have to report to the police, don't stay quiet. You don't deserve to be abused; you are the best creation of God.

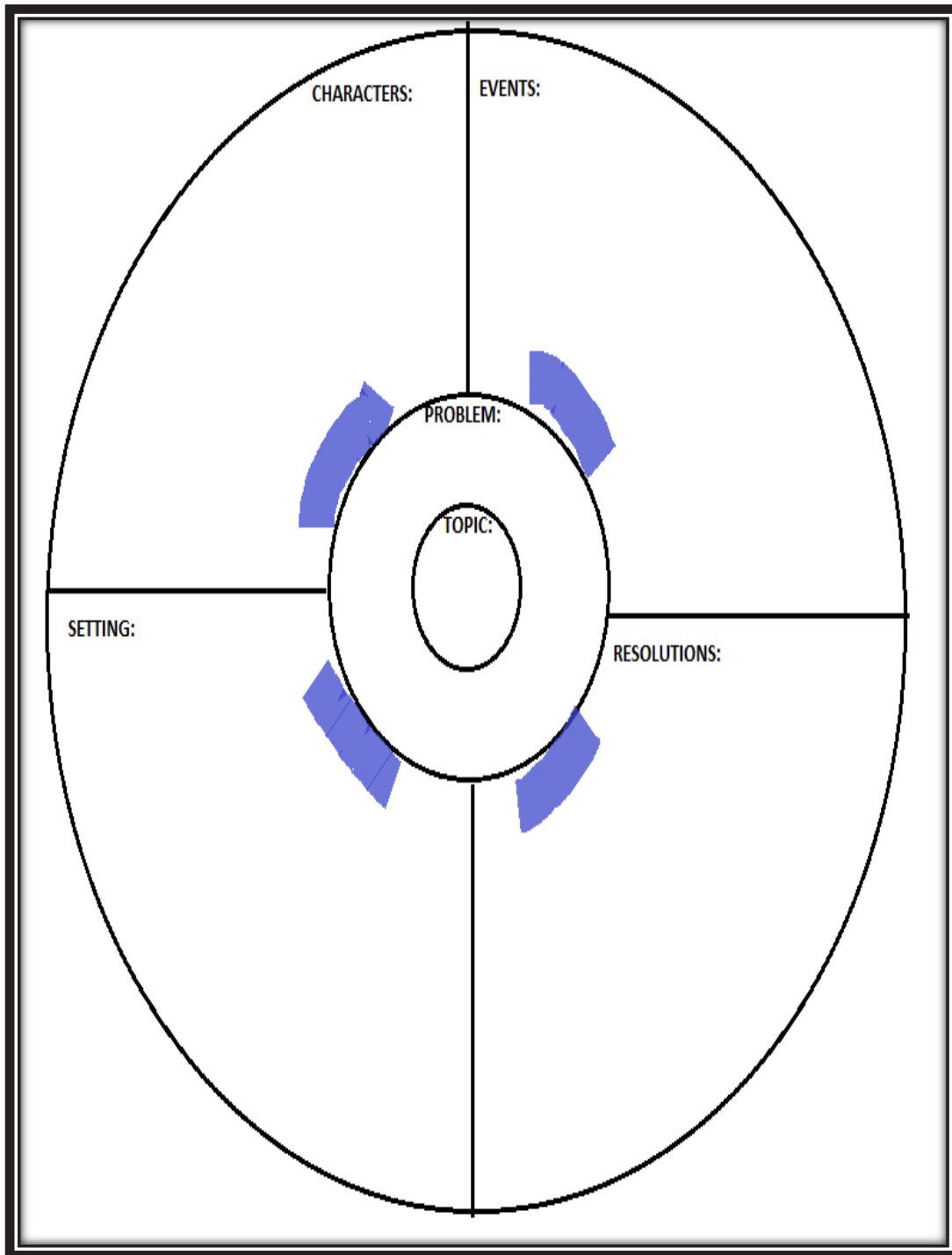
Jame: Yes, I will do that, because I don't want to be hit again.

Helen: All right my dear friend. Stand up and raise your head. Remember nobody has the right to humiliate neither to hit you.

We have to fight to end the violence against women!

Jame: Yes my dear friend, I will change my point of view, Let's stop this kind of violence.

Task 2.- In groups, read the dialogue and complete the wheel.



Source: The author

POST –READING

Task 3.-In the same group, make a poster about the last activity and show in the class.

EVALUATION:

Task 4. - Individually, read and choose the correct topic about the previous dialogue.

- A.- The dialogue is about the mother’s day
- B.- The dialogue is about the violence.
- C.- The dialogue is about the violence against the woman.

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	C	B	A

Note: The teacher will sum up the grades of each student to get the group grade.

ACTIVITY FIVE

TOPIC: Analyzing a journal.

OBJECTIVE: To analyze a journal through the graphic organizer strategy to increase the vocabulary.

MATERIALS: Reading Together Is Better Book, markers, posters, a bag.

TIME: 2 class hours.

WARM UP: Verbs bag: Prepare a bag with 10 flashcards about verbs and ask five volunteers, in front of the class they will pass the bag and one by one the students will choose a card and they have to say a sentences using the verb in the card, if the sentence is correct he/she will keep the card, at the end the winner is the student with more cards.

PRE- READING

Task 1.-Read and answer the question?

Have you ever written a journal?

.....



Source: Students from “Vicente Anda Aguirre” High School.

Source:

READING

DEAR JOURNAL

05-01-15.- In my house my parents are always worried about me, I am sick of them, they think that I am still a baby. But I have a boyfriend even he is older than me I love him so much, he is lovely and good-looking and this weekend we will run away to spend together in Baños.

9-01-15.-The last weekend was so exciting; I traveled to Baños with my boyfriend, and he told me how much he loves me. My parents punished me because of that but it doesn't matter, the most important thing in my life is to make my boyfriend happy.

5-02-15.-I don't know what is happening with me I am feeling so bad, today; I was sleeping in math class and I can't eat the food looks nasty. My parents are worried about it.

9-03-15.- Today, I am so sad because I saw my boyfriend with another girl he doesn't have time for me. I notice that; after we went to Baños, he is another person; I am thinking that he does not love me. In other hands, my parents took me to the hospital and the doctor asked for some exams to clarify why I am feeling sick.

24-03-16.- It is a pity, my parents are so angry with me because the doctor said that I am pregnant. Oh my goodness, I am just 16 years old, I am at high school, how I can take care of my baby. Oh no. I should have listened to my parents' advice. Now, I do not know what to do.

18-06-15.-Someone is growing inside me, my body is changing but I am not ready to be a mother, my family doesn't support me and my boyfriend is with another girl, he rejects me; I don't know how to overcome it. I am alone in this world.

28-08-15.-The time is running soon my baby will be born, I hope my parents will forgive me because I am currently living with my friend but her family is sick of me, I have to do something to overcome this problem.

2-10-15.- Great! My baby was born; she is the most beautiful creation in the world. I will love her forever and ever. But our situation is not good I am still living with my friend and it is so hard to take care of my baby and study alone. The teachers let me attend the class with my baby; she used to sleep in a box, while I am attending to the class. Now, I can't hang out with my friends and I have to be more responsible.



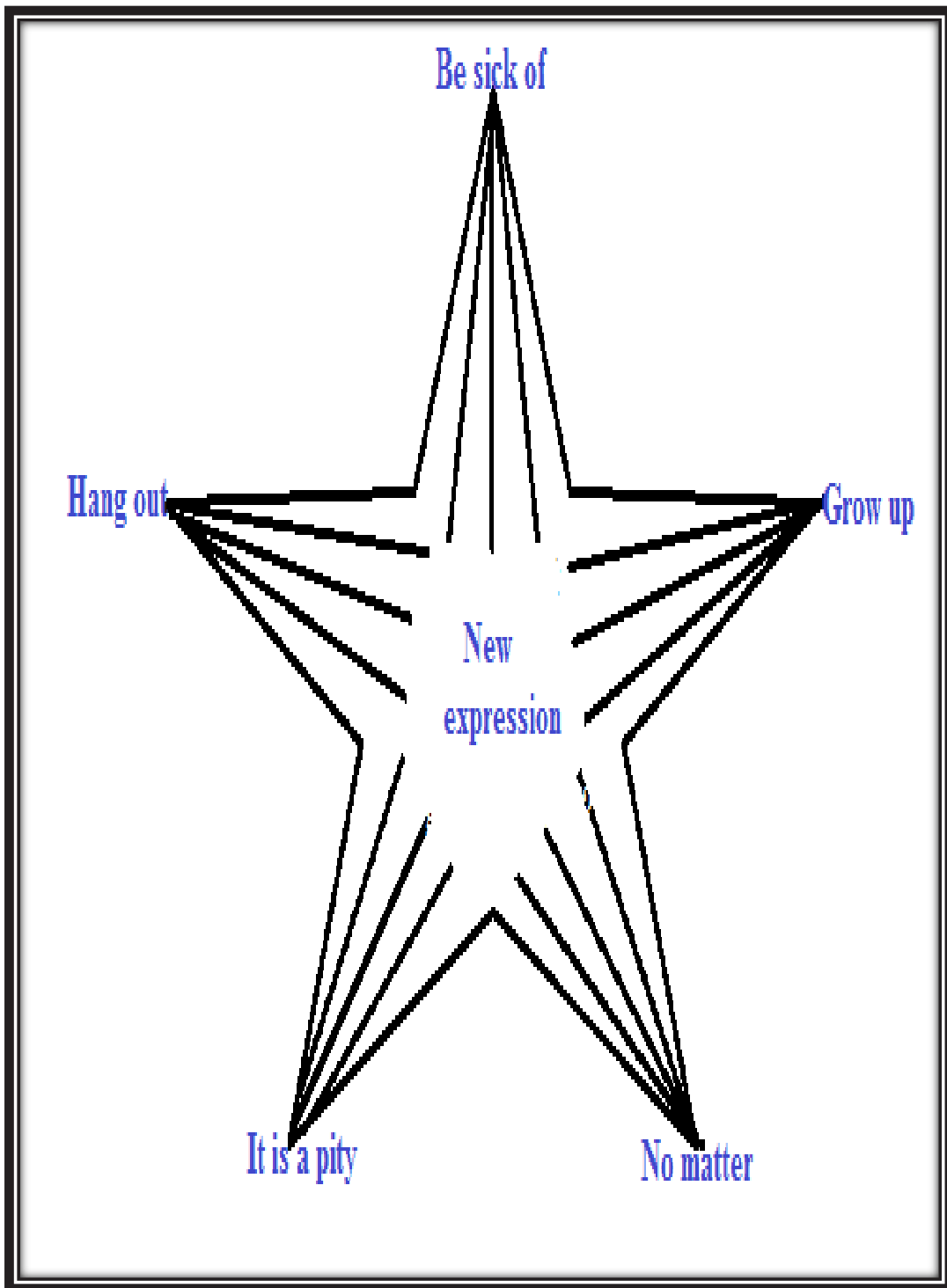
Source: The author

4-01-16.-My daughter is growing up and my parents forgave me I went back home but they set up some rules for me because I did a big mistake taking a wrong decision I regret it but it is no possible to change the reality.

I am grateful to my parents because they gave me a big lesson and a new opportunity to go ahead. I have a big responsibility with my child. She doesn't deserve to suffer for my fault.

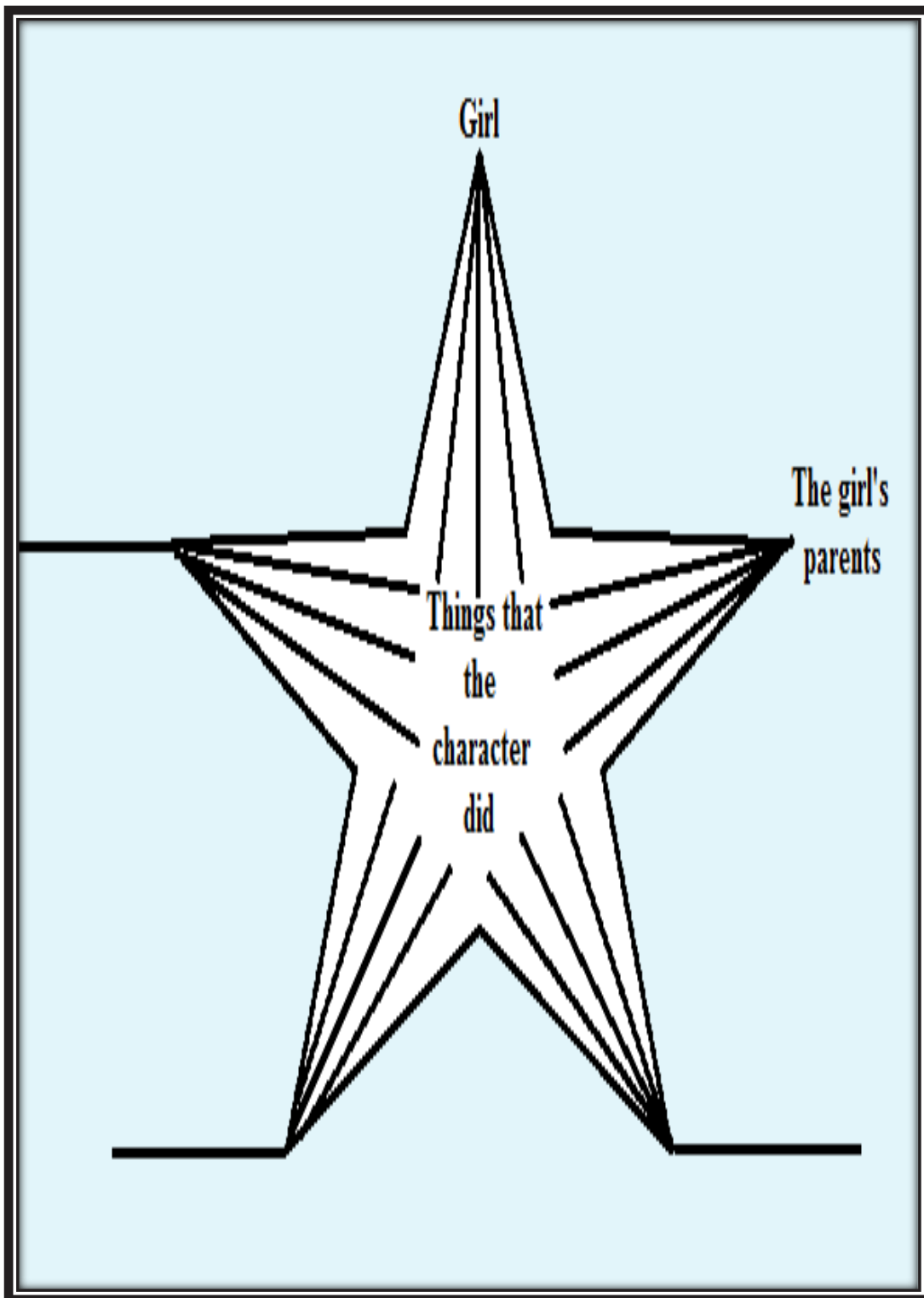
Please my God helps teenagers to take good decisions to avoid problems and have a good future.

Task 2.- In groups, Read the text and write the ideas for the new expressions use the following word star.



Source: The author

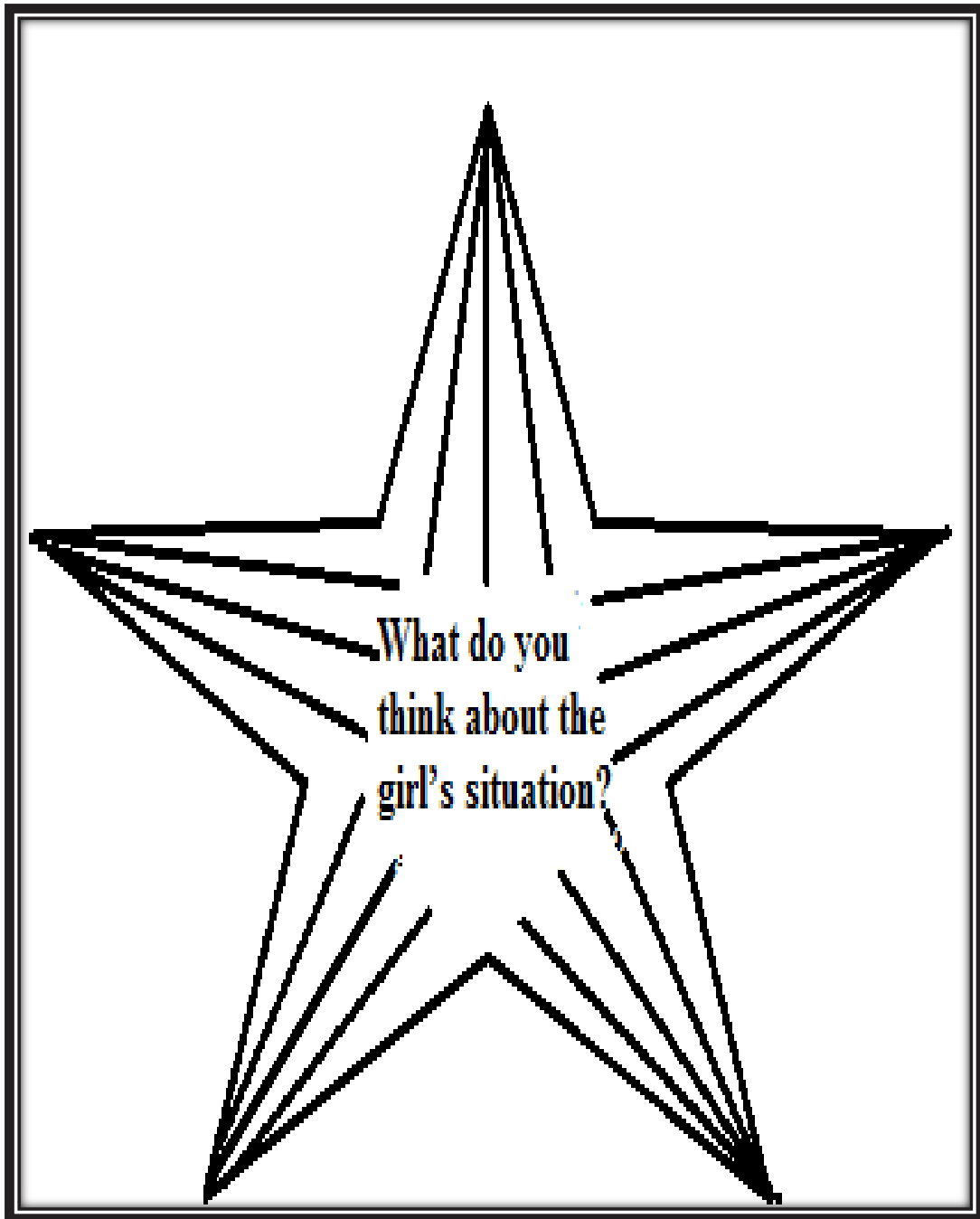
Task 3.- In groups, read the journal and complete the character start.



Source: Students from “Vicente Anda Aguirre” High School.

POST –READING

Task 4.- In your group. Analyze the reading and prepare a poster to answer the question and share in the class.



Source: The author

EVALUATION:

Task 5. - Individually, read and choose to the principal character in the journal.

- A.- The dog
- B.- The parents
- C.- The girl

Type of evaluation	Grade		
	Master the required learning.	Achieve the required learning.	Near to achieve the required learning.
Quantitative	10	7	6
Answer	C	B	A

Note: The teacher will sum up the grades of each student to get the group grade.

SELF EVALUATION

At the end of this unit the student can

RUBRIC	ALWAYS 100%	SOMETIMES 50%	NEVER 0%
Organize ideas through graphic organizers with the partners.			
Identify the new terms of the words to improve vocabulary.			
Express the ideas following the links of the graphic organizer.			
Rebuild the reading using the graphic organizer.			
Understand the meaning of words according to the context of reading.			

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