



## ***“Wolf Trials”*: Connecting perspectives. Introducing the concept of Intertextuality in the Classroom.**

**A Literature Workshop on Jon Scieszca’s *The True Story of the Three Little Pigs***

Trabajo de Titulación para optar al Título de Profesor de Inglés y al Grado de Licenciado en Educación

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Thanks for everything.

## INTRODUCTION

Kids are nowadays overexposed to many meaningless stimuli. As a direct consequence, kids are growing up faster and losing, little by little, one of the best things that characterize them, a boundless sense of wonder. Since the Internet has become a vast source of entertainment and with that it comes immediate gratification, it seems today reading has been left behind by many children. Although in Chile students have compulsory readings throughout their elementary and part of their high school education, they are not compelled to do the same in the EFL classroom. In addition, most adults do not realize that what their children receive ends up shaping their minds as they grow up, and when the inputs that they receive do not challenge their mindset, they just end up incapable of creating new ideas, thinking outside the box or even developing appropriate habits. Everything is attractive and fun, and even challenging when it comes to games; indeed, it is, since that is the way children learn best. However, when it comes to literature, nothing has really changed. Kids nowadays are not encouraged to go in deeper thoughts because they are thought to be incapable of doing so. However, Nazan Tutas (2006) states that literature provides a powerful tool for teaching – more specifically, critical thinking – as it “offers students the opportunity to actively engage in texts.” (p.94). Literature can give students the opportunity to increase their levels of understanding and, consequently, to acquire higher levels of thought. What people need to discern is that some of these so-called “childish books” have a deeper meaning by giving their stories a second view; for instance, a valuable life lesson such as “not everything is what it seems”. This is what happens in Jon Scieszka’s (1989) *The True Story of the Three Little Pigs*. At first glance, one can consider that the book is just another version of one of the most famous, retold stories of all times; however, if one takes the time to study the story,

they will notice something different: no one ever consider more than one point of view at a time. Even more, it is more difficult to find stories which take into consideration the antagonist's opinion. Educational institutions should address this issue by encouraging students to read, to do so more critically by providing them with the necessary instruments, and by offering them the possibility to challenge themselves.

This project will lay major emphasis on children's literature, where the aforementioned picture book, *The True Story of the Three Little Pigs*, will become the root material for the design of a whole unit of this English workshop of the foreign language course delivered to both groups of a fifth grade class (groups A and B) formed by seventy students between the ages of ten and eleven, from Colegio Rubén Castro, located in Santa Inés, Viña del Mar.

## THEORETICAL FRAMEWORK

### Literature

Literature has been a widely discussed concept over the centuries. And since it has too wide a scope of possibilities and different interpretations have been made by many people, it cannot be defined in an exact way what characterizes a text as literary. Even today there is no exact definition of it, but we can find some features given by numerous authors that can provide us a clearer notion of what literature might be.

Culler (1997) tries to answer the question of what makes a text literary by focusing on a set of features that determines the nature of it. Unfortunately, the immense variety of texts that readers accept as literary does not resemble the concept itself. In fact, many of them describe just the opposite: non-literary kinds. And despite what he notes that “the reasons are not far to seek: works of literature come in all shapes and sizes and most of them seem to have more in common with works that aren’t usually called literature than they do with some other works recognized as literature” (20), the idea of defining literature as one specific type is far from being finally answered. In that respect, Widdowson highlights the importance of questioning not the definition itself, but what characterizes and differentiates literature from anything else: By the late-twentieth century, “literature”, as a concept and as a term, has become so problematical –either through ideological contamination as the high cultural “Canon”, or, conversely, through demystification and deconstruction by radical critical theory– that it approaches the unuseable, at least without contorted apologetics. Perhaps the only way to represent it, as *passé* presence or determinate absence,

us “under erasure”, thus: ~~Literature~~ (Widdowson). For his part, Widdowson points out another problem: what is understood by literature is in constant negotiation and change. Therefore, it is almost impossible to give a certain definition of what literature is, given that the concept is not “restrictive” when talking about interpretations of it (7). The lack of a clear set of fixed ideas or characteristics that guide experts to delineating the boundaries of the definition makes the task even more difficult to accomplish. That is why it is so difficult to trace the parameters or characteristics for a broader concept as literature is. However, what is clear is what literature does offer instead. Hillis Miller (2002) defines literature as a certain use of words or other signs that exist in some form or other in any human culture at any time. He states that “Literature exploits a certain potentiality in human beings as sign-using animals,” (p.15). Considering the aforementioned, it can be implied that the words used in literature represent a power to add significance in the absence of a referent. According to him, this power opens a virtual reality on the readers’ minds when they are exposed to literature. This exposure can be defined as experiences, where readers can look for some amount of entertainment or pleasure, and where their efforts in the endeavor will be not only rewarded, but also, at the same time, they will feel that “the results of [...] their reading efforts will be “worth it” (Culler, 27). As a result, a literary text turns out to be an open structure, especially in genres where the books allows the inclusion of images as text, where the book itself as an object has many non-verbal or paratextual elements that functions as an “entrance gate” to what readers will read.

Regarding the aforementioned, and for the sake of this project, the definition of literature will have relation to what Aidan Chambers proposes: “[...] Literature is about written language; that's what makes it different from everything else. And written language in book form is about sustained, passionate contemplation. As we read, we feel strongly and are



affected by the vision that we inhabit and that inhabits us. Yet, mysteriously, at the same time, we can also stand back and consider what it is that is happening to us. We take part in the event—indeed, we *are* the event; it can take place nowhere else but in us—but we are outside it as well, looking on” (Chambers, 18).

In other words, literature is what literature does. And the importance of what it does, in its broadest sense, is what readers perceive through the contemplation of literary works. This means that every time a reader approaches a literary work, it comes down as an experience that transcends the verbal level, and it is presented as an element that is not limited to its written form but as an aspect that goes beyond the text itself. What readers see —read- on every page turn into something indefinable that causes aesthetic pleasure. Therefore, taking into account what just has been said, As long as they feel part of what they are reading, they can experience what the authors want to portray and they can reflect not only on the story but also on their lives as well.

## **Children's literature and Young Adult Literature (YAL)**

Teaching English through literature had been widely discussed among critics, teachers and writers; however, little has been said about the audience. And in conjunction with the definition of literature, there are some specific classifications of literary works depending on the target audience they are intended to be. In a very broad sense, three major groups or categories can be traced: children's literature, young adult literature (YAL) and adult literature. And despite each one of them has their own format and textual conventions characteristics and their own development of different elements in the text itself, they are not exclusive. In fact, some features of these categories can be found intertwined with each other.

It is claimed that children's literature as a genre dates back to the beginning of the nineteenth century, with the development of the image of the romantic child, an idealized vision of the "unsullied freshness of childhood" (Thacker, 13), with the "desire to recapture an innocent apprehension of the world" (13). Following the same idea, it is under these circumstances that the relationship between writer and reader is consolidated. The emphasis is placed on the "idealized relationship between adult author and child reader, formed out of the Romantic aesthetic, which serves as a model for subsequent writing for children in English" (Thacker, 13) in order to inculcate in kids a set of moral values and education.

On the contrary, Peter Hunt describes the genre as "[...] every critic who uses the term: books which are good for children and most particularly good in terms of emotional and moral values" (Hunt, 16). Along with this definition, he highlights the value of these literary works in relation to the positive impact in their lives as they help to form, mold and develop a strong basis to build up their future selves. Likewise, it is worth mentioning that

Hunt highlights the basis for children's literature by the importance of its readership instead of by its structure.

Although this workshop is aimed at young learners (fifth graders) and there is a special literary genre targeted at this age group called Children Literature, the elements presented in this particular category can be used with teenagers or can be found in Young Adult Literature (YAL). In fact, there are some themes embedded in Children Literature that are mostly related to the YAL genre. However, these themes are mostly depicted as the moral at the end of the fairy-tales: *Accepting Differences*, *Guilt or Innocence*, *Animals and the Environment*, among others. What marks the boundaries between one genre and the other is how these themes are portrayed in the story, and how they mold and define the story.

## **Content and themes**

### **Picture Books**

Picture books cannot be defined before briefly referring to what the concept of *imagery* is. A first approach to the concept lies According to the definition presented in Literarydevices.net, “Imagery refers to the use of figurative language to represent objects, actions and ideas in such a way that it appeals to our physical senses”. In simple words, it refers to every visual representation of the language itself. However, the fact that it appeals to our senses and help to visualize the content of any literary work does not mean that it is presented or shown simplistically. It is truth that it is in the very nature of picture books to be “intended for the least experienced of audiences—young children; and therefore, defined as a representation of a combination of verbal texts and visual images” (Nodelman in Hunt, 70). However, it is actually how these little readers approach the text–story where the element of complexity is. And as Walls adds, “whenever a writer shows consciousness of an immature audience, in the sense of adapting the material of the story or the techniques of the discourse for the benefit of child readers, that writer might be said to be writing down, that is, acknowledging that there is a difference in the skills, interests and frame of reference of children and adults.” (Wall, 15) It is a must for writers to adjust the texts to fit with the reader’s capacities and understanding, and therefore, facilitate the assimilation of the content of the text. In addition, when reading picture books, “children are encouraged to situate themselves inside the text by identifying with a principal character and its construction and experience of the world.” (Stephens, 4) This identification can be depicted

as an exercise of self awareness and leads to thinking of literature as a guide for modeling  
their own experiences and grow up together.

## **A Reading of Jon Scieszka's *The True Story of the Three Little Pigs***

*The True Story of the Three Little Pigs* is a picture book written by the American children's book writer and elementary school teacher Jon Scieszka, illustrated by Lane Smith, and published in 1989. It is worth mentioning that most of his famous collections such as *The Stinky Cheese Man and Other Fairly Stupid Tales* and *Math Curse* were written in conjunction with him. In addition, and despite many elements from the original story, such as characters and even, some dialogs are kept the same, the book is still remarkable for its clever and humorous style.

The story starts with the protagonist, Alexander T. Wolf, trying to explain to the readers his side of the story on what really happened when he met the three little pigs. Through a simple, yet precise language accompanied by wonderful and vivid illustrations, Scieszka's writing not only aims for entertaining, but also for educating and transmitting messages to his young audience. As he declares in an interview has everything a good picture book should have: good illustrations mixed up with short written texts involving likable and relatable characters.

Scieszka's experience as an elementary teacher and his interests for kids shaped his work as a writer. During an interview in Barnes & Nobles' program, he declared that "the job that really formed my stories the most was being a teacher, an elementary school teacher because there's nothing like hanging out with kids to really let you know how smart they are." His interests in kids' wants and needs and his constant efforts to change the way people read. Another aspect worth mentioning is that in 2008, Scieszka was named the

nation's first National Ambassador for Young People's Literature by the Librarian of Congress. During his two years as Ambassador, it was his job to raise "national awareness of the importance of young people's literature as it relates to lifelong literacy, education and the development and betterment of the lives of young people."<sup>1</sup>

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<sup>1</sup> Retrieved from <http://read.gov/cfb/ambassador/about.html>, September 20<sup>th</sup>, 2016

## NEEDS ANALYSIS

To create a syllabus for this workshop and to gather valuable information about the target audience's needs and wants, a needs analysis was carried out. The analysis was conducted through 1) a survey<sup>2</sup> that was applied to both groups of a 5th grade, and 2) a semi-structured interview<sup>3</sup> to some of the study subjects. The survey and the semi-structured interview were held at Colegio Rubén Castro in Viña del Mar in October 18, 2016. The main purpose behind the application of these instruments was to find out the students' point of view about learning a second language (English) and thoughts on learning English through reading. In addition, this survey was conducted as a way of representing students' interests and reading habits.

Considering that the students do not master the second language yet, and to facilitate the understanding of the questions for the interviewees, both the survey and the semi-structured interview were conducted in Spanish. Seventy students participated in them, and the most relevant data collected is presented below.

Since two groups –5<sup>th</sup> grade A and B– were considered when conducting the instruments (Survey and Interview), they are going to be represented and differentiated with different colors:

5 <sup>th</sup> Grade A (34 students)
5 <sup>th</sup> Grade B (36 students)

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<sup>2</sup> See annex 1: Survey (Needs Analysis)

<sup>3</sup> See annex 2: Semi-structured interview



## Survey statements

### 1. I like reading in my free time

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

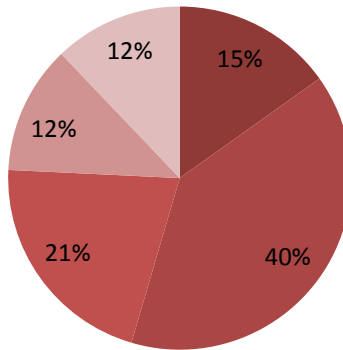


Figure 1.1. Results from question #1, Survey conducted on students from 5<sup>th</sup> grade, group A.

### 1. I like reading in my free time

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

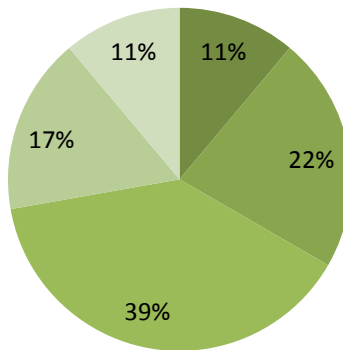


Figure 1.2. Results from question #1, Survey conducted on students from 5<sup>th</sup> grade, group B.

Regarding the importance of having reading habits, the average percentage of students who enjoy reading in their free time is 44%. This means that students, in general, do not show or have reading habits. Given that their ability to read is still too restricted due to the lack of

experience in the target language, this workshop might help and guide them toward a new goal: enjoying reading and encourage them to read in English.

## 2. I only read books with pictures

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

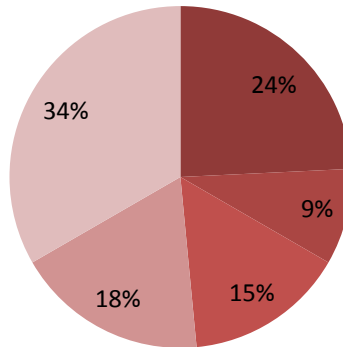


Figure 2.1. Results from question #2, Survey conducted on students from 5<sup>th</sup> grade, group A.

## 2. I only read books with pictures

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

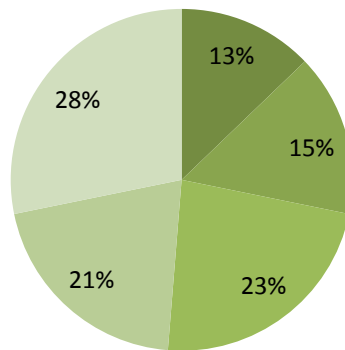


Figure 2.2. Results from question #2, Survey conducted on students from 5<sup>th</sup> grade, group B.

When students were asked about their reading preferences –specifically *picture books*–, it was expected that just a minor percent of them actually read them. At first, they did not understand the question. Therefore, the query was posed in groups as part of a conversation. The students were explained what is understood by picture books and some

examples were provided. Surprisingly, and as the charts show, in both groups, at least a third part of the whole group enjoys reading this genre.

### 3. I reject reading long books

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

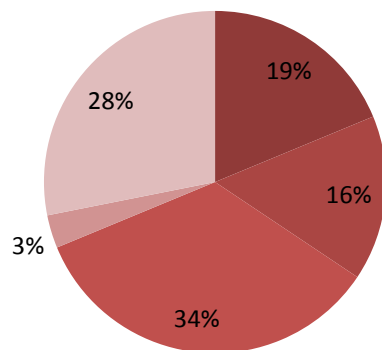


Figure 3.1. Results from question #3, Survey conducted on students from 5<sup>th</sup> grade, group A.

### 3. I reject reading long books

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

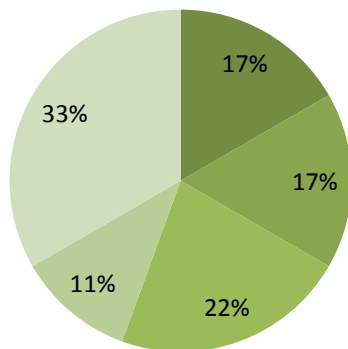


Figure 3.2. Results from question #3, Survey conducted on students from 5<sup>th</sup> grade, group B.

It was expected for them not to like long books. Since fairy tales are short, the results can be interpreted as a reinforcement to work with this kind of stories without any inconvenience.

#### 4. I like reading fairy tales

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

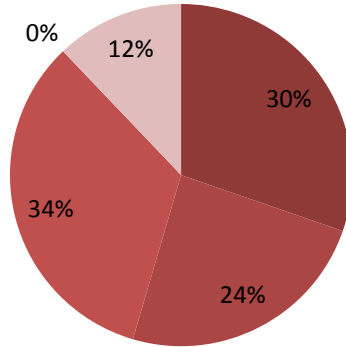


Figure 4.1. Results from question #4, Survey conducted on students from 5<sup>th</sup> grade, group A.

#### 4. I like reading fairy tales

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

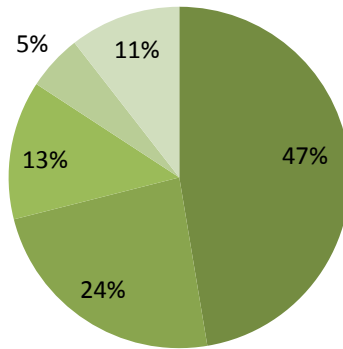


Figure 4.2. Results from question #4, Survey conducted on students from 5<sup>th</sup> grade, group B.

These results help to clarify the importance of using attractive literature (texts) for young readers. Fairy tales generally show case archetypal characters and situations that tend to be more familiar for inexperienced readers. They manage to function as an excellent starting point for developing reading habits and moving towards reading more complex texts

independently since what they offer to its audience help them perform better as a result of their exposure to literature and provide accessible lessons to be learned.

### 5. I like reading fantasy books: fables, fairy tales, legends, myths, etc.

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

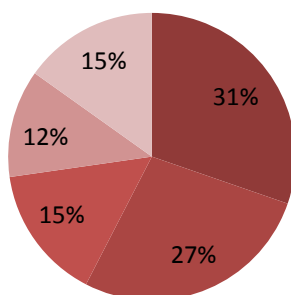


Figure 5.1. Results from question #5, Survey conducted on students from 5<sup>th</sup> grade, group A.

### 5. I like reading fantasy books: fables, fairy tales, legends, myths, etc.

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

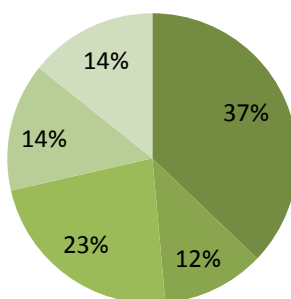


Figure 5.2. Results from question #5, Survey conducted on students from 5<sup>th</sup> grade, group B.

As stipulated in *Figure 4.1* and *4.2*, it is quite favorable for the project that the students actually like reading fairy tales. As it can be observed, around fifty percent of the class has

fun by reading this genre, turning the work based on it more attractive for the students and easier for the teacher. Once they become familiar with certain tropes, the students can be perfectly be taught to go beyond the text. This can function as an excellent instance in which they start learning how to think and interpret critically.



## 6. I only read when I need to do my academic duties

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

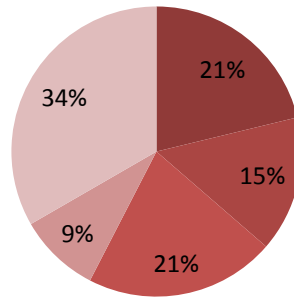


Figure 6.1. Results from question #6, Survey conducted on students from 5<sup>th</sup> grade, group A.

## 6. I only read when I need to do my academic duties

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

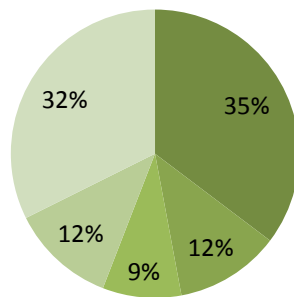


Figure 6.2. Results from question #6, Survey conducted on students from 5<sup>th</sup> grade, group B.

Despite this evidence has contradicted our expectations on the study subjects, the results are not surprising if it is considered their previous answers. Since they do not show a clear interest in reading, it is understandable that they only read when they are told to do so. However, it is also expected that through this workshop, the situation might change and help making up their minds.

## 7. I prefer others to read for me rather than to read on my own

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

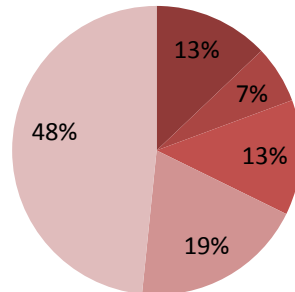


Figure 7.1. Results from question #7, Survey conducted on students from 5<sup>th</sup> grade, group A.

## 7. I prefer others to read for me rather than to read on my own

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

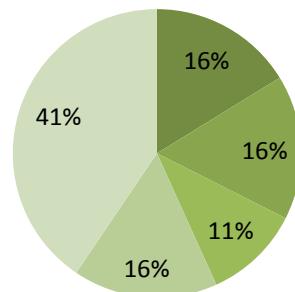


Figure 7.2. Results from question #7, Survey conducted on students from 5<sup>th</sup> grade, group B.

As it happened in previous questions, the students did not understand at first what they have been asked. Therefore, the question was conducted the same way question #2 was: through a group discussion. And according to the data obtained, it can be speculated that students have not struggled with reading but the language that they have not mastered yet. Reading is a complex process, even in their native language. Therefore, the tendency of

rejecting any approach to a book might be connected to the frustration from not understanding what they read. This leads us to the conclusion that the main barrier to enjoying reading is comprehension. This can be supported by the data shown in *Figures 6* and *7*, where a fair balance between what the students think of reading and how they deal with it is described.

## 8. I like going further of what I have read or I have been told

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

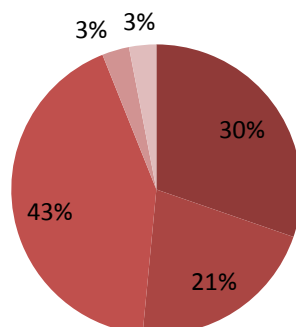


Figure 8.1. Results from question #8, Survey conducted on students from 5<sup>th</sup> grade, group A.

## 8. I like going further of what I have read or I have been told

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

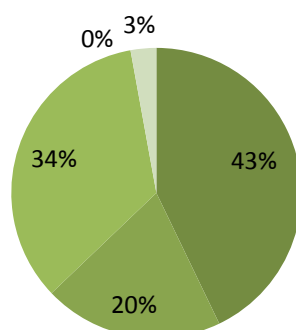


Figure 8.2. Results from question #8, Survey conducted on students from 5<sup>th</sup> grade, group B.

This can be considered a direct consequence of their lack of interest in reading. They show no motivation to go beyond when approaching a new matter or subject. Taking into consideration the data from this question, this is going to be one of the main focuses during the application of this workshop: to help them awake the curiosity for going further the explanation.

### 9. I believe that reading helps to develop your comprehension of complex issues

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

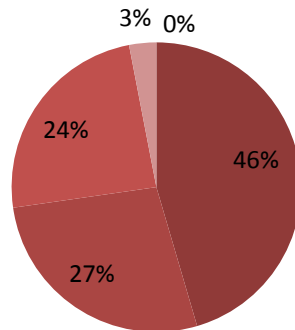


Figure 9.1. Results from question #9, Survey conducted on students from 5<sup>th</sup> grade, group A.

### 9. I believe that reading helps to develop your comprehension of complex issues

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

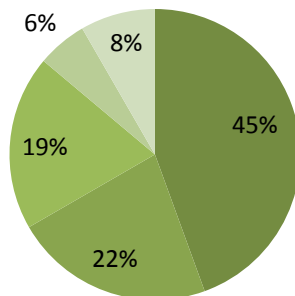


Figure 9.2. Results from question #9, Survey conducted on students from 5<sup>th</sup> grade, group B.

It is quite favorable to the development of the activities of this project that students are actually aware of the importance and the benefits of reading. Since one of the main goals pursued is helping to develop the students' critical thinking, the fact that they are conscious about it facilitates its comprehension.

## 10. I think that reading is a good learning method

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

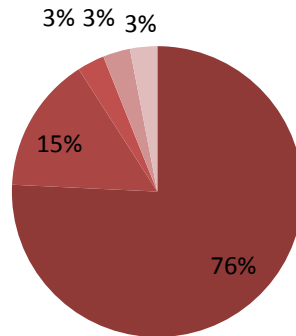


Figure 10.1. Results from question #10, Survey conducted on students from 5<sup>th</sup> grade, group A.

## 10. I think that reading is a good learning method

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

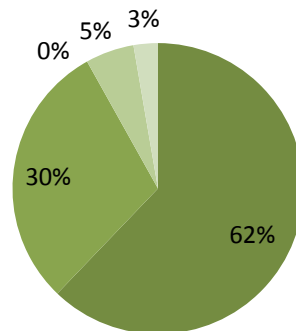


Figure 10.2. Results from question #10, Survey conducted on students from 5<sup>th</sup> grade, group B.

To this question, it was favorably and unexpectedly received because a huge percentage of them (84% of the students) think that reading is actually quite useful in the EFL classroom. When they were asked about the reason behind their answer, they reply “because it helps you to understand better the ideas and also, to remember contents”.

## 11. I do not like reading in class

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

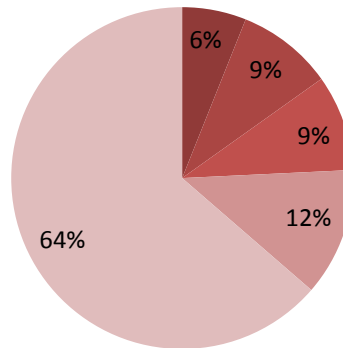


Figure 11.1. Results from question #11, Survey conducted on students from 5<sup>th</sup> grade, group A.

## 11. I do not like reading in class

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

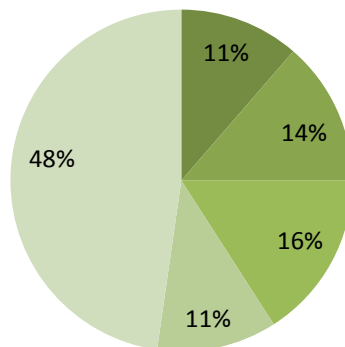


Figure 11.2. Results from question #11, Survey conducted on students from 5<sup>th</sup> grade, group B.

Students were asked whether they like to read in class or not. Surprisingly, the unexpected average of 67% percent of them said that they actually like reading in class while only 20% answered that they do not like doing it. This helps to understand that their lack of interest in reading doesn't come from reading itself. Considering the aforementioned, it can be sketched out the reason might be related to what they are told to read.

## 12. I feel nervous when reading in front of my classmates.

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

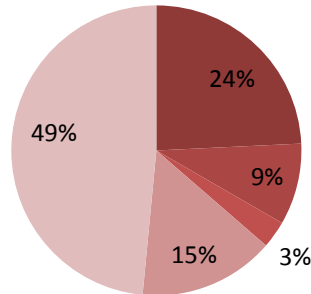


Figure 12.1. Results from question #12, Survey conducted on students from 5<sup>th</sup> grade, group A.

## 12. I feel nervous when reading in front of my classmates.

■ Totally Agree ■ Agree ■ Indifferent ■ Disagree ■ Totally Disagree

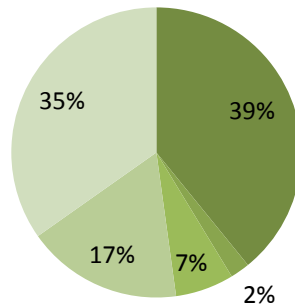


Figure 12.2. Results from question #12, Survey conducted on students from 5<sup>th</sup> grade, group B.

An important question had to do with students' willing in sharing their opinions, feelings and thoughts among their classmates. More than thirty percent states that they feel anxious or nervous when talking in front their classmates. This information tells us that most of the students might be interested in doing so, but they are too shy or introverted to actually show their point of view among their partners.



## Interview

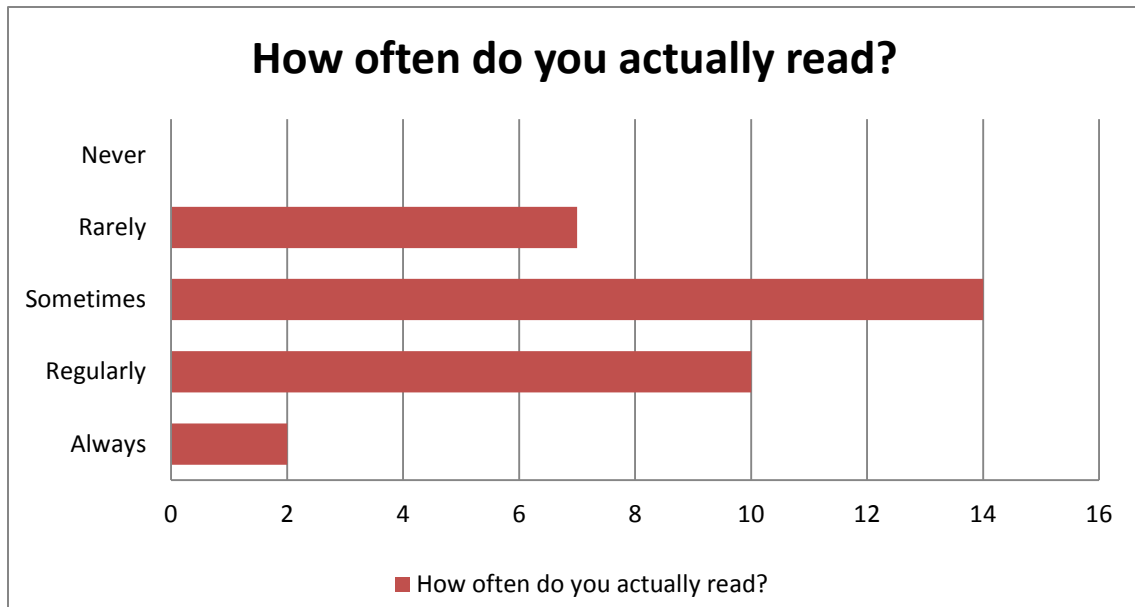


Figure 13.1. Results from question #1, Interview conducted on students from 5<sup>th</sup> grade, group A.

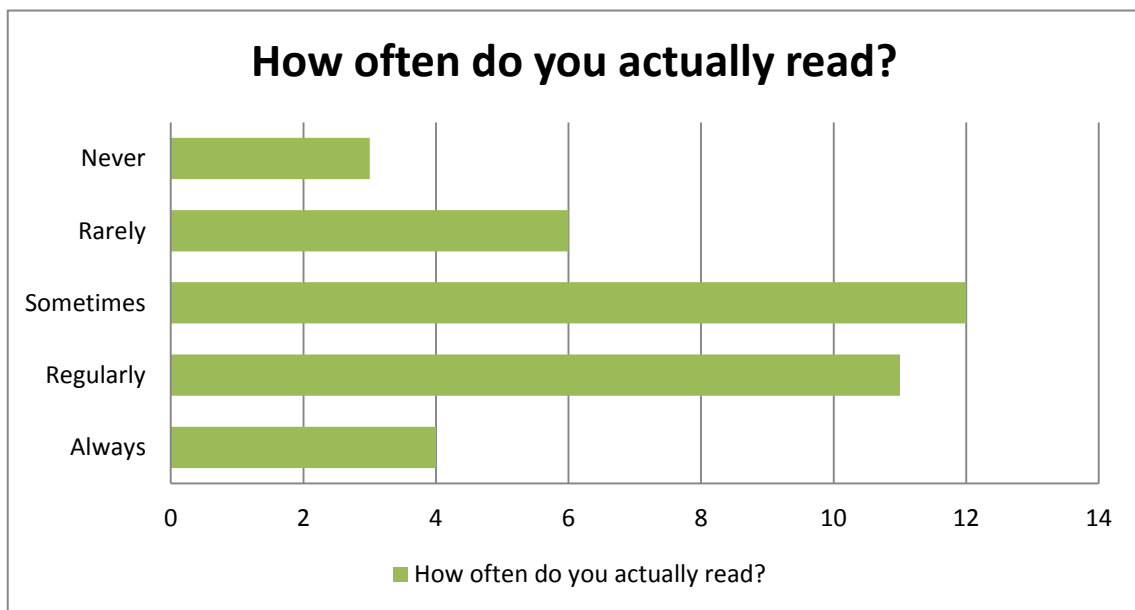


Figure 13.2. Results from question #1, Interview conducted on students from 5<sup>th</sup> grade, group B.

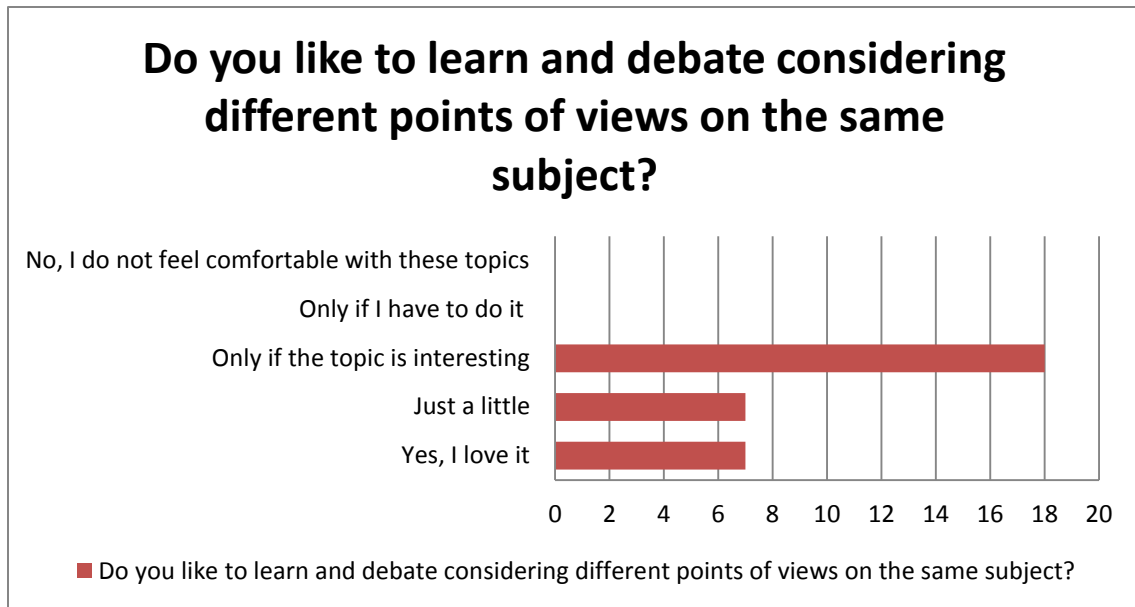


Figure 14.1. Results from question #2, Interview conducted on students from 5<sup>th</sup> grade, group A.

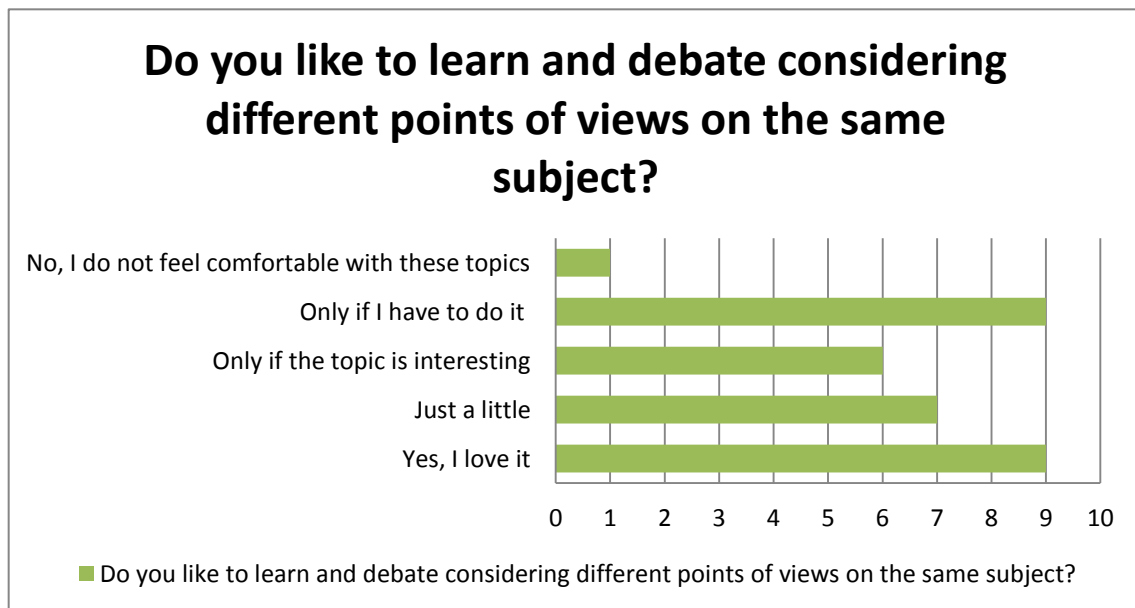


Figure 14.2. Results from question #2, Interview conducted on students from 5<sup>th</sup> grade, group B.

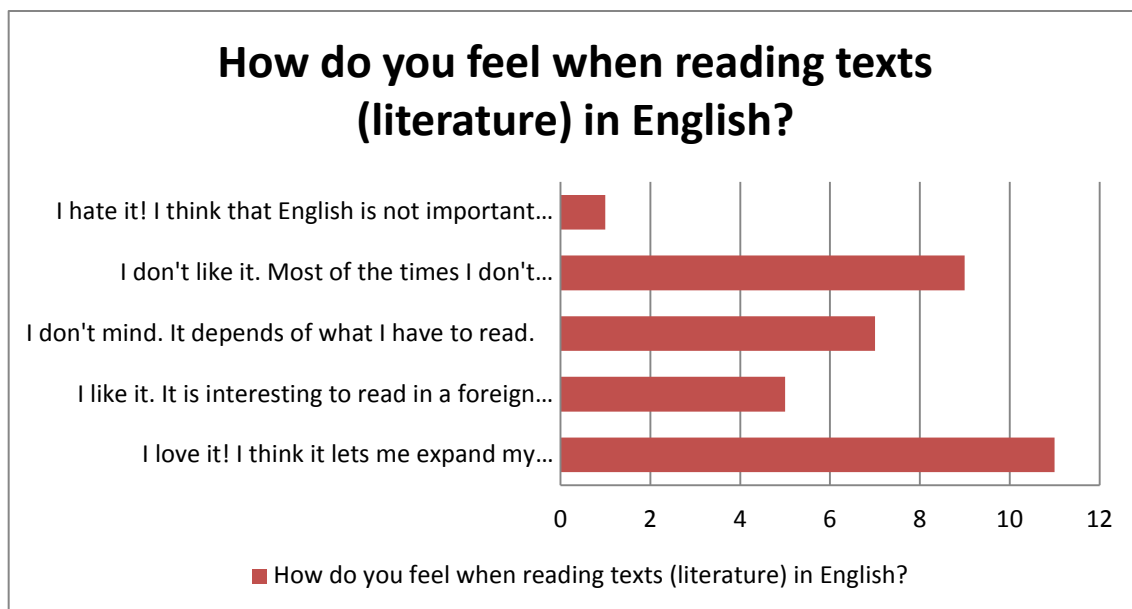


Figure 15.1. Results from question #3, Interview conducted on students from 5<sup>th</sup> grade, group A.

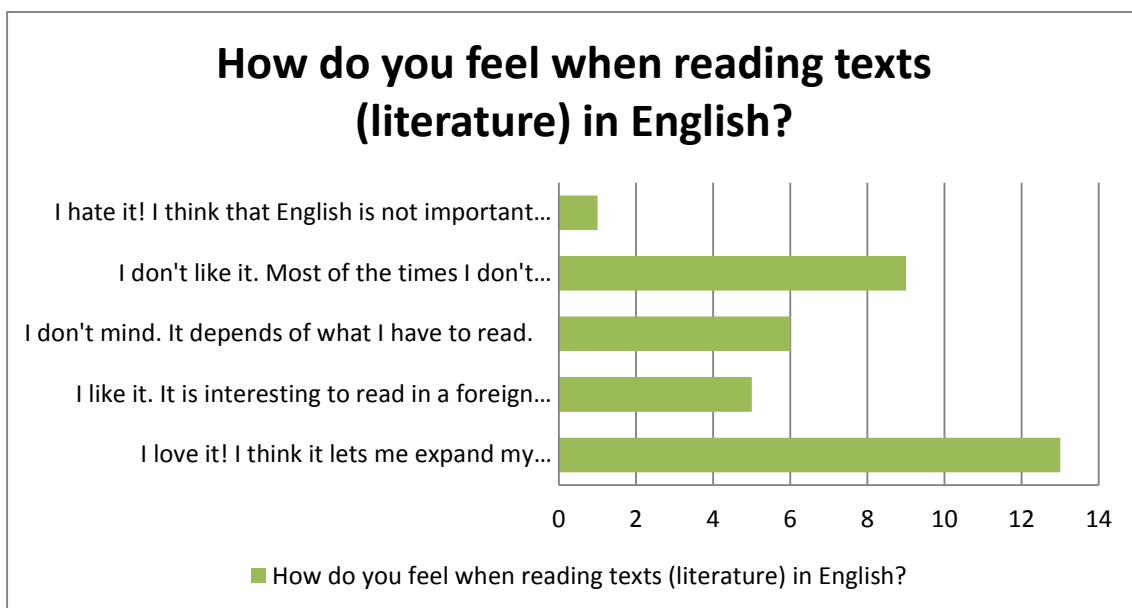


Figure 15.2. Results from question #3, Interview conducted on students from 5<sup>th</sup> grade, group B.

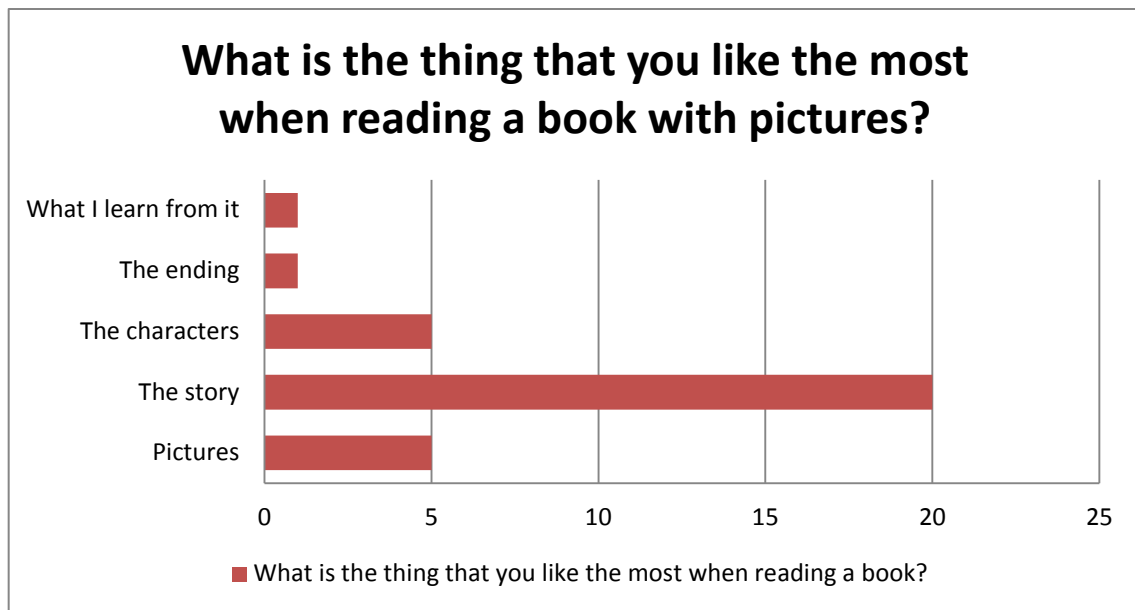


Figure 16.1. Results from question #4, Interview conducted on students from 5<sup>th</sup> grade, group A.

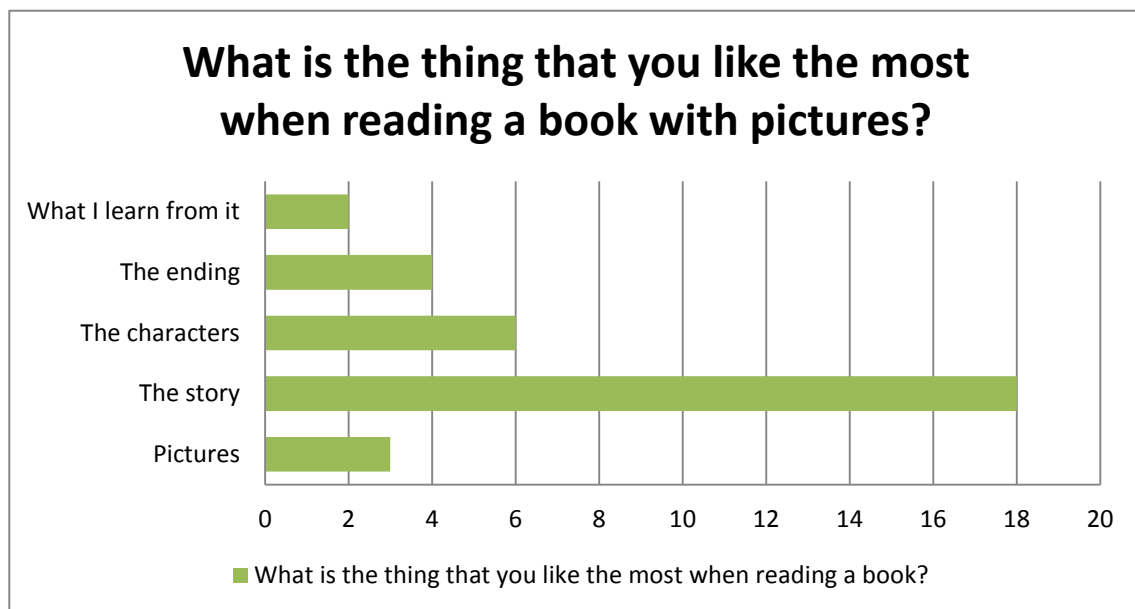


Figure 16.2. Results from question #4, Interview conducted on students from 5<sup>th</sup> grade, group B.

## Analysis

The analysis shows that many students –at least one third of the whole class in both groups– do not have their reading habits fully developed. This may be interpreted as both a possibility and a challenge to engage and motivate them to stimulate their autonomy, and to awaken the enjoyment of reading. In addition, practicing reading class to class will help the students to develop their own self-esteem, and acquire new vocabulary. Another important aspect to consider is what students stated when asked about their preferences when reading books (as seen in *Figure 16.1* and *16.2*). To know what they are truly interested in will come in handy when creating activities. This can broaden the participation in class since their interests will be taken into account and their own performance on the subject will be benefited immensely from the reinforcement of the receptive skills (reading and listening in storytelling) to the improvement of the students' productive skills (speaking and writing). Making the best out of this experience will enhance their understanding of the language. Simultaneously, students will learn English as they develop all four skills through different activities that include role play, storytelling, describing characters (when acting as judges or the jury) and re-telling and re-creating stories.

## **Rationale**

Considering the aforementioned evidence, the book *The True Story of the Three Little Pigs*, as well as the other fairy tales, can be exploited inside the classroom in the following ways:

- Promoting/fostering the students' participation in class through group reading sessions, in which the teacher will read aloud and the students will be following the story in their books. The main purpose of this kind of exercise is to help the students (little by little) to overcome their fear to talk in front of their classmates. Later, the teacher will randomly ask to any student to be part of the reading of a story. This is considering the 37% that claim to be afraid of reading in front of an audience.
- Role-play activities and working on specific characters (descriptions) and re-telling/re-creating the story in the classroom. These activities will help reinforce how they work in groups (teamwork) and improving their decision-making skills; besides, the focus on the story is taking into account the preference of 55% of both groups.
- To create and re-tell the ending of a story encourages the students' creativity, their performance as part of a group (teamwork), and their ability to question about the veracity of what they read and listen, among others. Considering that the students are young, these activities will let them have a good time while learning; and at the same time, it will encourage soft skills (interpersonal, social, communication skills).

The creation of this course has students' lack of proper reading habits as its basis. Most students do not read frequently, and most times because of an academic obligation. This course considers students' needs and suggestions to choose as main material the book *The True Story of the Three Little Pigs*, as well as the other fairy tales. Scieszka's book, as well as other well-known fairytales, is addressed to children in terms of structure, language and format—the latter because of the illustrations included. These features make it easier to comprehend and more attractive for students to work with, especially as means for a first approach to reading in L2. The themes presented in this story will be used as basis to develop students' critical thinking and formation of personal opinions. Linguistic skills will be reinforced through activities such as role play, reading sessions, re-writing parts of the story, among others. In addition, soft skills (interpersonal, social, communicative ones) will be enhanced through promoting group and team work.

## DESCRIPTION OF THE SCHOOL

The institution in which the workshop is intended to take place is the Colegio Rubén Castro, aka the object of study, which is a all-boy particular subsidized institution located at (avenida El Bosque N°1388) Santa Inés, Viña del Mar. The school offers –under the premise of the importance of Single-Sex Education– an integral approach to education supported by the continuing growth of learners and teachers.

In terms of infrastructure, the school consists of a building with two classrooms per class (twenty-four in total, considering that there are two groups per level), three schoolyards (two for elementary and the other for high school students), a gym that is also used as an auditorium, a cafeteria, a library, the teachers' room, a nursing room, the principal's office, a science lab, two computer labs, and the respective offices for administrative personnel. Besides, as it is a Catholic school, it has access to the chapel next to the university campus "Teresa Brown de Ariztía".

### Visión Rubencastrina

El termino principal que recoge el sentido esencial del espíritu fundacional como inspirador de la gestión educativa, abierta por su gratuidad a quienes difícilmente pueden acceder a ella, es la búsqueda permanente de la excelencia humana, como un correlato natural de la excelencia académica.

A lo largo de la historia institucional, este sello indeleble de su espíritu, obliga por igual a los alumnos, a sus familias y a sus maestros, a concurrir con un esfuerzo sostenido y dando a todos lo mejor de sí, en procura de una formación integral y armónica de la persona en el



contexto de la visión cristiana de la existencia que tiene como meta el logro de la excelencia humana, plasmando así, una gestión educacional esencialmente humanista.

### Misión Rubencastrina

Educar, en la perspectiva cristiana, es orientar la formación de la persona considerando todas sus dimensiones y esto equivale a mostrar, a quien se educa, “la verdad completa sobre el hombre”.

Sobre ese fundamento, el colegio postula como finalidad esencial de su gestión educativa la formación, integrada, armónica, y gradual del niño y el adolescente en todas sus dimensiones: biopsicológica, social y trascendente, en el contexto de su realidad socio-cultural y en una acción concertada de familia y colegio.

De acuerdo a nuestro Proyecto Educativo, la totalidad de lo que intencionalmente orienta y se utiliza en la tarea de educar: principios fundacionales, criterios, plan y programa de estudios, estructura orgánica, principios y normas de convivencia escolar, metodologías y modelos de gestión pedagógicas y relación educativa, deben ordenarse a esta finalidad esencial.

Las tres dimensiones señaladas, biopsicológica, social y trascendente, se configuran como una unidad en la persona como ser único e irrepetible, que crece y madura con la orientación y ayuda de la acción pedagógica de padres y maestros, según la edad y el contexto en que vive, en la perspectiva de una excelencia educativa que tiene como meta la plenitud humana. Lo anterior, implica que el diseño del Proyecto Curricular, cuyo carácter integrado y equilibrado con un énfasis en la interdisciplinariedad, le otorga un fuerte sello humanista a la gestión educativa, debe tener como finalidades fundamentales:

- La educación integral de la persona.
- Una educación social centrada en la persona y comprometida en la construcción del mundo a escala humana.
- Una educación ética y abierta a lo trascendente.

## SYLLABUS DESIGN

### Course description

The course will be developed as an extracurricular workshop mainly addressed to young students between the ages of 10 and 11 (5th Grade). The emphasis will lie on learning how to build up their own opinion based on what they truly think or believe instead of being fixed by someone else. This will enable them to discuss and reflect on different themes embedded in fairy tales with their classmates; furthermore, they will connect and contrast Scieszka's 1989 *The True Story of the Three Little Pigs*' themes to situations they are familiar with. To accomplish this, students will not only study them through a sequence of in-class activities that will let them share different points of view, exchange ideas, emotions, feelings and thoughts inside the classroom, but also by working on with well-known fairy tales as "*The Three Little Pigs*" and alternative versions of well-known stories as Scieszka's book. Through this workshop, it is expected that the students will questions at least some situations in the story and how different this version is from other fairy tales they may know and read, to question up to what point these stories are related to real-life situations that are close to them. Finally, students will improve their performance in the target language (English) by doing role-plays, guided discussions, handicraft activities different (and possible) endings to the same story. They will develop critical thinking and collaborative work, along with the enhancement of their speaking skills through the presentation of their works. The workshop will be conducted once a week for 90 minutes, as an extracurricular course.

## Objectives and Learning Outcomes

### *General Objective:*

- To promote critical thinking through an assisted reading of Jon Scieszka's *The True Story of the Three Little Pigs*.

Students will become aware of the importance of [independent] learning and the analysis of ideas -how to discriminate based on their own criteria and not by the influence of others' ideas.- Moreover, and through the revision of themes embedded in the book and by relating the tale to their own acknowledgement of the consequences of their actions will not only foster a different way of reading fairy tales, but also will help the students to realize that there is always more than one version of the same story and this might change depending on who tells it. This will be achieved through different theme-related activities that will enhance the axiological components in the classroom, which are going to be introduced and discussed during most of the workshop. Important themes to be covered: taking responsibility of our actions (every actions has a reaction/consequence), empathy for others' feelings/thoughts (respect their pair's opinions), the existence of multi-voiced stories and alternative endings, among others. Everything will ultimately help to create the habit of reading and learn to enjoy reading in English.

### ***Specific Objectives:***

Students will be able to:

- Learn to how to build up and express their own thoughts, feelings, ideas, or points of view regarding the story presented by making comments, expressing ideas and using the expression learned in the workshop.
- Discuss and exchange ideas with their classmates through pair, group and class discussion.
- Improve and expand their vocabulary by working with a bigger supply of words related to the story (sneeze, run out, straw, huff, snuff, stick, etc.).
- Listen carefully to their classmates' opinions.
- Compare some of the situations presented in the picture book to real-life issues.
- Participate actively in the activities of the class by asking questions or making comments.
- Work effectively and respectfully within their classmates when grouping.

### ***Expected Learning Outcomes:***

By the end of this course, the students will:

- Present (read) a story (or part of it) in English in front of an audience.
- Work effectively with others in groups when asked to do it.
- Identify vocabulary in English related to actions and adjectives in oral and written texts.
- Retell/recreate stories using their creativity and imagination.
- Apply some organizational strategies when writing a story (e.g. first, then, last).
- Express their point of view to others.

## Course Requirements

### 1. Rules

As any extracurricular activity, it is expected from students who participate to be committed to the workshop; this means that they agree with the following:

**a) Attendance:** Students are required to attend every session; in case they miss any, they must justify their absences (have a medical note or a written justification from their parents for having missed a session). It is expected from the students who miss any session to catch up with the contents covered. As this workshop has a class-to-class evaluation, students must meet an 80% of attendance. In case a student do not meet the attendance requirements, he will have a negative annotation in the school's book for irresponsibility and will lose the chance to add another grade.

**b) Materials:** All students are required to have their own copy of the book *The True Story of the Three Little Pigs* by Jon Scieszka and the other fairy-tales (printed versions), as well as other craft materials. Students are required to bring the books (stories) each class. In the case a student does not bring the materials required, he will be penalized in the final product.

**c) Use of telephones:** As a policy to promote respect and stay fully attentive in class, students must have their phones off or in silence during the workshop. If any

student is surprised using his phone without permission, it will be taken from the student and the tutor will have to go to the school to get it back.

## **2. Course readings:**

- a. Course Materials: *The True Story of the Three Little Pigs* Picture book & *The Three Little Pigs* Picture book.
- b. Additional Materials: Worksheets, craft materials (cardboard, markers, color pencils, etc.), Alexander T. Wolf (puppet), and a recorder (video recorder).

## **3. Assessment:**

The different assignments and student's participation will constitute a 30% of the final score of the workshop. The 70% resting will be divided in creating an alternative ending for the story through the use of storytelling, writing and drawing and presenting it to the class.

**Late assignments:** Since students are expected to work in class, they will not have the opportunity to bring their late assignment the following class, unless they aren't able to attend a class and give a proper and acceptable reason (e.g. for a doctor's appointment, they must present a doctor's note). If that is the case, and considering the level of the students (elementary), the teacher will send a note to the student's parents explaining the objectives of the assignment. The student must do it at home, but he/she will have the opportunity to check his/her work with the teacher and classmates before handing it in. During this workshop there will be no tests; only assignments/tasks are going to be evaluated as a

process and a final evaluation, which is going to be the presentation of their version of the ending of the story.

**Academic misconduct:** The teacher of this workshop will uphold the fundamental values of honesty, respect, fairness, and responsibility as described in the *Código de Conducta del Estudiante*. However, the rules are going to be presented and they will also be reminded at the very beginning of the course. Students involved in this workshop are expected to always behave in a good way and be cooperative. Any action or attempted action that may result in creating an unfair advantage/disadvantage for any student will compromise the final grade of the student. This includes a wide variety of behaviors: such as cheating, plagiarism, interrupting the work of others, among others. If there is an academic misconduct, the teacher in charge will call the lead teacher to discuss the misconduct and decide on an adequate form of punishment.

### **Grading Procedures**

Speaking activities	10%
Writing activities (Alternative ending for the story)	20%
Handcraft activities	20%
Classroom assignments (work-in-class activities)	20%
Students' participation	10%
Final Project participation	20%



## MACRO PLANNING

### Overview

	Unit	Objectives	Content	Methodology
4 sessions	<b>1. Once Upon... Again</b>  Introduction to the course, general notion and background of the stories.	<ul style="list-style-type: none"> <li>To be familiar with some fairy tales, specifically “The Three Little Pigs”.</li> <li>To reinforce verbs related to actions in the past such as “built,” “knocked,” “sneezed,” etc.</li> <li>To present ad work with vocabulary related to the fairy tales that are going to be used.</li> </ul>	<ul style="list-style-type: none"> <li>Reading of the fairy tale: <i>The Three Little Pigs</i>.</li> <li>Vocabulary from fairy tale.</li> <li>Grammar: Present Simple and Simple Past (form, rules and examples)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-centered class (not only to foster their participation when reading, but also to reinforce vocabulary).</li> <li>While the teacher reads aloud in the class, the students will follow the story.</li> <li>Group crafting activity (creating a wolf).</li> </ul>
3 sessions	<b>2. Who’s the Bad Guy?</b>  Important concepts about perspective and personal opinion.	<ul style="list-style-type: none"> <li>To make students to express their opinions about a character in particular (the wolf).</li> <li>To make students to role-play as judges and the Jury.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive adjectives (e.g. little, big, bad, terrible, rude, etc).</li> <li>Time expressions and sequential transition words.</li> </ul>	<ul style="list-style-type: none"> <li>Student-centered class in which they will express their opinion through a role-play.</li> </ul>

3 session	<b>3. Re-telling the World</b>  Share and exchange opinions and ideas.	<ul style="list-style-type: none"> <li>Express their opinion while suggesting changes in one of the structures of a fairy tale (beginning, middle or endings of a fairy tale).</li> </ul>	<ul style="list-style-type: none"> <li>Developing critical thinking.</li> <li>Teamwork.</li> <li>Expressing opinion.</li> <li>Re-writing stories.</li> </ul>	<ul style="list-style-type: none"> <li>Student-centered class.</li> <li>Group discussion.</li> <li>Students will present their own endings of their stories.</li> </ul>
3 Session	<b>4. From Story to History</b>  Contrast between Official and Non-Official version of the history of Chile.	<ul style="list-style-type: none"> <li>Establishing the analogy between story and history.</li> <li>To assess the relation between the concepts of Official and Non-Official History.</li> <li>To make students think critically on how our history might change/would have changed if some events in history should have ended differently.</li> </ul>	<ul style="list-style-type: none"> <li>Developing critical thinking.</li> <li>Expressing opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Student-centered class.</li> <li>Group and class discussions.</li> </ul>
2 Sessions	<b>5. Final Project</b>	<ul style="list-style-type: none"> <li>Reflect, describe and present what the students have done during the semester in the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Developing critical thinking.</li> <li>Expressing opinions.</li> <li>Collaborative work.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibition of all the products and contents covered during the semester.</li> </ul>

## Class-by-class planning

The following charts show the objectives, contents, and general activities corresponding to each of the lessons of the workshop. The activities follow the Engage-Study-Activate (ESA) model.

<div data-bbox="240 779 472 1325"> </div> <div data-bbox="215 1499 493 1533"> <p><b>Once Upon... Again</b></p> </div> <div data-bbox="152 1610 560 1711"> <p><i>Introduction to the course, general notion and background the stories</i></p> </div>	Session 1	
	Objectives	- Students will be able to read and comprehend the fairy tale ( <i>The Three Little Pigs</i> ) that is going to be used during the whole unit.
	Content	In this session, students will: - get acquainted with the course through the course description (presentation of the workshop). - get acquainted with the fairy tale <i>The Three Little Pigs</i> through its reading and general discussion. - share their first impressions on the main characters and the story.
	Tasks/activities	<b>ENGAGE</b> <i>Our room, our rules! We decide, we respect.</i>  1. The description of the course is presented to the students through a PowerPoint Presentation. 2. The teacher gives each student a piece of paper where they will have to write one word they consider important during the workshop (e.g. respect). Students get together in groups of 4 to 5 students, share their words and use them to write a rule that they think is worth considering (to facilitate the activity for the students, Spanish will be allowed to be used. However, the rules will be written in English on the cardboard). 3. Once they are ready, the rules will be written on a big piece of colored cardboard and place them where everyone can read them. Once the rules are placed, the teacher will talk about them to make the students understand why they need them and ultimately, to help them remember them.

		<p><b>STUDY</b></p> <p>4. Using a projector, and through a PowerPoint Presentation, the basics of fairy tales will be presented to the class. Examples will be provided to clarify the understanding of the elements found in fairy tales so the students can follow the stories without further inconveniences.</p> <p><b>ACTIVATE</b></p> <p>5. Students will be selected to read aloud a section of the tale <i>The Three Little Pigs</i><sup>4</sup>.</p> <p>6. While reading, students will be asked to identify the elements covered before.</p> <p>7. Students will be asked for their opinions and thoughts regarding some of the events from the stories (considering their understanding and performance in the target language, some Spanish will be allowed).</p>
	<b>Session 2</b>	
	Objectives	- Students will be able to reinforce their vocabulary by working with verbs related to actions in the past presented in the fairy tale (e.g. “built,” “knocked,” “sneezed,” etc).
	Content	<p>In this session, students will:</p> <ul style="list-style-type: none"> <li>- get acquainted with new vocabulary from fairy tales.</li> <li>- get acquainted with some of the English tenses (Simple Present and Simple Past) by contrasting their forms, rules and examples.</li> </ul>
	Tasks/activities	<p><b>ENGAGE</b></p> <p>1. Make students remember the story they have read the previous class. To activate prior knowledge, students will be asked to mention one thing they remember about last class.</p> <p><b>STUDY</b></p> <p>2. The teacher asks the students about some actions presented in the story. By reorganizing pictures from the fairy tale in its chronological order, students will differentiate</p>

<sup>4</sup> See Annex 3: Fairy tale “*The Three Little Pigs*”

		<p>between actions occurring in the past and present.</p> <p>3. Students contrast Simple Present and Simple Past by their form, some rules and examples with verbs from the story (e.g. “to build,” “to knock,” “to sneeze,” etc).</p> <p><b>ACTIVATE</b></p> <p>3. Students apply what they have learned while playing “<i>Racing Past</i>”<sup>5</sup>.</p> <p><b>Note:</b> At the end of the class, the students are told to:</p> <p>a) group up with four other classmates (the idea is to have 7 groups of 5 students each).</p> <p>b) bring the following materials for next class: color pencils/markers, scissors, glue sticks (stick-fix or any other glue), colored cardboard sheets, paper bags.</p>
	<b>Session 3</b>	
	Objectives	<p>In this session, students will:</p> <ul style="list-style-type: none"> <li>- be able to reinforce their vocabulary by working with adjectives from the fairy tale (e.g. “bad,” “terrifying,” “angry,” etc).</li> <li>- do collaborative work in groups by creating a paper bag puppet of a character (wolf).</li> </ul>
	Content	<p>In this session, students will:</p> <ul style="list-style-type: none"> <li>- get acquainted with new vocabulary (adjectives) from fairy tales.</li> <li>- improve teamwork and collaboration skills.</li> <li>- use fine motor skills and their creativity through the creation of a paper bag puppet.</li> </ul>
	Tasks/activities	<p><b>ENGAGE</b></p> <p>1. The class will be in charge of Dave, the blacksmith of puppets. Students are asked for the materials mentioned last class. He tells the students they are going to create a paper bag puppet of the wolf.</p> <p><b>STUDY</b></p> <p>2. The class will be divided in 7 groups of 5 students each for working in the paper bag puppet. Once they are in groups, students</p>

<sup>5</sup> See Annex 4: *Racing-past Board Game*

		<p>receive a list of adjectives from the fairy tale. The blacksmith explains that the puppet should show at least 3 adjectives from the list given.</p> <p><b>ACTIVATE</b></p> <p>3. Students are assigned a space of the room for each group to work on their puppet.</p> <p>Note: at the end of the class, the students are told that the puppet is going to play an important role during next sessions.</p>
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# 2

## Who's the Bad Guy?

*Important concepts about perspectives and development of personal opinion.*

Session 1	
Objectives	- By Introducing Scieszka's " <i>The True Story of the Three Little Pigs</i> ," students will get acquainted with the concept of "perspective" by working on with a different version of the fairy tale already covered in class ( <i>The Three Little Pigs</i> ).
Content	In this session, students will: <ul style="list-style-type: none"> <li>- share their first impressions on the new story after reading the original version.</li> <li>- be introduced to another version of a story they already know ("<i>The True Story of the Three Little Pigs</i>").</li> <li>- learn to analyze and critically evaluate ideas, arguments and points of view through group discussion.</li> </ul>
Tasks/activities	<p><b>ENGAGE</b></p> <p>1. The cover of the book is projected on the whiteboard and the students will be asked to guess what the story is about.</p> <p><b>STUDY</b></p> <p>2. By using a projector, Scieszka's book (<i>The True Story of the Three Little Pigs</i>) will be presented to the class and, by taking turns, everyone will have the opportunity to read aloud while the rest of the class follows the story.</p> <p>3. Students will be asked to work in pairs and compare and contrast the version covered in this class with the version they have read in previous classes.</p> <p><b>ACTIVATE</b></p> <p>4. There will be a guided group discussion where students will analyze both versions and decide whether the version they have read is the "true story".</p>
Session 2	
Objectives	Students will: <ul style="list-style-type: none"> <li>- get acquainted with new vocabulary related to a trial (e.g. Judge, Prosecutor, The Jury, and the Defendant Lawyer).</li> <li>- do collaborative work in groups by working</li> </ul>

		on the preparation of a role play based on a <i>Trial</i> .
	Content	<p>In this session, students will:</p> <ul style="list-style-type: none"> <li>- be able to reinforce their vocabulary by working with descriptive adjectives.</li> <li>- learn how to express preferences.</li> <li>- learn to analyze and critically evaluate ideas, arguments and points of view through group discussion.</li> <li>- learn how to build up and express their own point of view.</li> </ul>
	Tasks/activities	<p><b>ENGAGE</b></p> <ol style="list-style-type: none"> <li>1. Students will watch a short video called “Three Little Pig Advert”. (<a href="https://www.youtube.com/watch?v=vDGrfhJH1P4">https://www.youtube.com/watch?v=vDGrfhJH1P4</a>)</li> <li>2. Students are asked to describe what they have watched.</li> </ol> <p><b>STUDY</b></p> <ol style="list-style-type: none"> <li>3. Introduction of the structure of a trial and vocabulary related to it.</li> <li>4. Some examples of Trials are presented to students and they are told to identify the parts covered in the previous exercise.</li> </ol> <p><b>ACTIVATE</b></p> <ol style="list-style-type: none"> <li>5. Students will start working on their own trial. They are told to group up with the classmates they have already worked with during the creation of the paper bag puppet of the wolf. Once they are grouped, they will have to decide who is going to play the role of the Judge, The Jury, the Defendant Lawyer and the Prosecutor.</li> <li>6. Students will work on the script of the trial of the “<i>Big, Bad Wolf</i>” using the examples covered in class + some examples of dialogs projected so they can use them to create theirs.</li> </ol> <p>At the end of the class, students are going to be told to bring the paper bag puppet next class.</p>
Session 3		



	Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>- apply everything they have learned through a representation of a trial (role-play).</li> <li>- do collaborative work in groups by working on the representation of a role play based on a <i>Trial</i>.</li> </ul>
	Content	<p>In this session, students will:</p> <ul style="list-style-type: none"> <li>- learn to analyze and critically evaluate ideas, arguments and points of view through group discussion.</li> <li>- learn how to build up and express their own point of view.</li> <li>- do collaborative work in groups by representing their roles in front of the class.</li> </ul>
	Tasks/activities	<p><b>ACTIVATE</b></p> <ol style="list-style-type: none"> <li>1. Students are asked for the material mentioned last class (paper bag puppet of the wolf).</li> <li>2. As a final product, each group will take turns to present their trial (this will take no more than ten minutes per group).</li> </ol> <ul style="list-style-type: none"> <li>- To wrap-up, there will be a group discussion on whether they think the wolf is a bad character or not.</li> </ul>

# 3

## Re-telling the World

*Share and exchange opinions  
and ideas.*

Session 1	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>- get familiar with the structure of a story.</li> <li>- apply everything they have learned about the structure of a fairy tale.</li> </ul>
Content	<p>In this session, students will:</p> <ul style="list-style-type: none"> <li>- learn and apply what they have learned about fairy tales, specifically, their structure.</li> </ul>
Tasks/activities	<p><b>ENGAGE</b></p> <ol style="list-style-type: none"> <li>1. Students will watch a short video called “3 Pigs,” which is an alternative animated version of the original story. (<a href="https://www.youtube.com/watch?v=4F8vWWcTPnE">https://www.youtube.com/watch?v=4F8vWWcTPnE</a>)</li> <li>2. Students are asked to describe what they have watched. This time, using the vocabulary they have learned.</li> </ol> <p><b>STUDY</b></p> <ol style="list-style-type: none"> <li>3. Students will analyze and identify the main parts of a fairy tale by playing “<i>unscrambling the story</i>”. They will have to re-organize the story by putting the fragments of a short fairy tale in order. First, they will do this exercise as a class. Then, they will work in pairs with some more.</li> </ol> <p><b>ACTIVATE</b></p> <ol style="list-style-type: none"> <li>4. Students will be assigned with one short fairy tale (different from the ones they have been working on during previous classes) and they will be asked to identify the parts (structure) of the story in short fairy tales and then, in pairs, they will compare results.</li> <li>5. At the end of the class, students will be asked to bring the following materials for next class: color pencils/markers, scissors, glue sticks (stick-fix or any other glue), colored cardboard sheets, and sheets of paper.</li> </ol>

	Session 2	
	Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Express their opinion while suggesting changes in one of the parts of the structures of a fairy tale (beginning, middle or endings of some fairy tales).</li> </ul>
	Content	<p>In this session, students will:</p> <ul style="list-style-type: none"> <li>- use their creativity through the re-creation of a story (re-write).</li> <li>- use fine motor skills and their creativity through the creation of their own version of a fairy tale.</li> <li>- share their ideas and opinion on the new story created.</li> <li>- improve teamwork and collaboration skills.</li> <li>- analyze and critically evaluate ideas, arguments and points of view through pair discussion.</li> </ul>
	Tasks/activities	<p><b>ENGAGE</b></p> <p>1. Students will work with some examples on different versions of the same story (<i>The Three Little Pigs</i>). They will have as a main reference Scieszka's version. They will compare and contrast in which aspects they are similar and in which they are not.</p> <p><b>STUDY</b></p> <p>2. Then, students will be asked to pair up with other classmate and choose one of the fairy tales from the list given by the teacher.</p> <p>3. Students will read the fairy tale and while discussing what they think about it.</p> <p><b>ACTIVATE</b></p> <p>4. The teacher will assign which of the main parts of a story (beginning, middle or ending) the students have to change with the purpose of creating their own version of the fairy tale.</p>
	Session 3	
	Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>- wrap-up the activity they started doing last class.</li> <li>- present their versions to their classmates.</li> </ul>

	Content	<p>In this session, students will:</p> <ul style="list-style-type: none"> <li>- use their creativity through the re-creation of a story (re-write).</li> <li>- use fine motor skills and their creativity through the creation of their own version of a fairy tale.</li> <li>- share their ideas and opinion on the new story created.</li> <li>- improve teamwork and collaboration skills.</li> <li>- analyze and critically evaluate ideas, arguments and points of view through pair discussion.</li> </ul>
	Tasks/activities	<p><b>STUDY</b></p> <p>1. Each pair will have 20 minutes to finish their version (mini book) of a fairy tale.</p> <p><b>ACTIVATE</b></p> <p>2. Each group will take turns to present their version and tell the story.</p>

# 4

## From Story to History

*Contrast between Official and Non official version of the history of Chile.*

Session 1	
Objectives	Students will: - Establishing the analogy between what they have learned about the concept of “story” and what they know about the concept of “history”.
Content	In this session, students will: - compare and contrast the concepts of “Story” and “History”. - have a class discussion about some events in history of Chile.
Tasks/activities	<b>ENGAGE</b>  1. A comparative chart is projected and presented to the students to clarify the main differences between what it is known as Story and History.  <b>STUDY</b>  2. The students identify through extracts/short paragraphs if what they are reading is part of a story or part of history.  <b>ACTIVATE</b>  3. The students are asked to group up with three/four other classmates and turn an extract from a historical event into fantasy.
Session 2	
Objectives	Students will: - assess the relation between the concepts of <i>Official</i> and <i>Non Official History</i> .
Content	In this session, students will: - be introduced to the concepts of <i>Official</i> and <i>Non Official History</i> - share their ideas and opinion on the new story created. - improve teamwork and collaboration skills.
Tasks/activities	<b>ENGAGE</b>  - Students will be introduced to the concepts of <i>Official</i> and <i>Non Official History</i> . Key concepts and characteristics are presented to the class through a PowerPoint presentation. Examples will be provided to help them identify and differentiate one from the other.

		<p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>- Students will gather in pairs and they will be given a sheet of paper with 2 extracts of an event in history. They will have to discuss and decide which of the extracts represents what is known as <i>Official</i> and <i>Non Official History</i>.</li> </ul> <p><b>ACTIVATE</b></p> <ul style="list-style-type: none"> <li>- After checking the results of the previous task, students are asked for more examples in which the concepts they were working on can be found or be applied.</li> </ul>
	<b>Session 3</b>	
	Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>- think critically on how our history might change/would have changed if some events in history should have ended differently.</li> </ul>
	Content	<p>In this session, students will:</p> <ul style="list-style-type: none"> <li>- share their ideas and opinion on the new topic.</li> <li>- analyze and critically evaluate ideas, arguments and points of view through group and pair discussion.</li> <li>- express their own point of view.</li> </ul>
	Tasks/activities	<p><b>ENGAGE</b></p> <ul style="list-style-type: none"> <li>- Students will be asked to think one thing (concept, idea, thought, etc) regarding the new topic (to recall prior knowledge) and write it in a piece of paper. Then, they will exchange their paper with other classmate and talk about the information of the paper they received.</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>- Students will gather in groups and discuss whether our history (as we know it and how it is taught) would have changed if the ones who would have won weren't the Spanish but other conquerors or the Mapuches.</li> </ul>

		<b>ACTIVATE</b> <ul style="list-style-type: none"><li>- They will be asked to share what they discuss in groups with the entire class. Since each member of the group has to talk, each participant in the group will take part in sharing their thoughts and opinion.</li></ul>
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	Description
<div data-bbox="175 380 506 940" data-label="Section-Header"> <h1>5</h1> </div> <div data-bbox="266 1100 444 1136" data-label="Section-Header"> <h2>Final Project</h2> </div>	<p>As a final project, the students will present a product based on the contents covered during the workshop. The classroom will be divided in four sections (one for every unit) decorated with elements that portray every single unit covered. The Student must choose to be in charge of one of the different sections.</p> <p>The sections are:</p> <p>Unit 1: The Wolf Puppet corner. There will be a place in the classroom where the puppets will be exhibited as a piece of art to be contemplated. Pictures are allowed.</p> <p>Unit 2: Photos and videos about the Trial they performed. The videos and photos will be projected for the school community to see some of the reflections and the work done during the unit.</p> <p>Unit 3: Books with their own versions of the fairy tales. The books will be open for people to look at them.</p> <p>Unit 4: A presentation in which some students will act out to describe the main differences between the concepts of Official and Non-official History.</p> <p>The classroom will be open for every person within the school community to see the final projects, specially their tutors/parents.</p> <p>This marks the end of the workshop.</p>



## MICRO PLANNING

### Sample Lesson 1

<b>Unit:</b> 1 – Once upon... Again! <b>Session/Topic:</b> 3 <sup>rd</sup> session, teamwork, handcrafting. <b>Objective:</b> Students will be able to reinforce their vocabulary by working with adjectives from the fairy tale (e.g. “bad,” “terrifying,” “angry,” etc) and do collaborative work in groups by creating a paper bag puppet of a character (wolf). <b>Model of the lesson:</b> E-S-A (Engage, Study, and Activate) <b>Supplementary material:</b> Data projector, computer, handouts (lists of adjectives), video, speakers.			
STAGE/TIME	STUDENT’S ROLE	TEACHER’S ROLE	MATERIAL
ENGAGE 10 minutes	<p>Students get ready and place the materials on their desks.</p> <p>Students observe the pictures projected and attend to Dave’s (Teacher’s) instructions.</p>	<p>Teacher introduces the lesson by introducing Dave, The Puppet Blacksmith.</p> <p>Dave (the teacher) asks the students if they brought the materials mentioned last class.</p> <p>Then, Dave tells the students they are going to create a paper bag puppet of the wolf.</p> <p>Some pictures of paper bag puppets are shown to the students so they have an idea of what they are going to create.</p>	<p>Paper bag puppet pictures.</p>
STUDY 20 minutes	<p>Students group up and get their materials ready for the activity.</p>	<p>Dave tells the class to group up with the classmates (4 other students) for working in the paper bag puppet. Then, he explains through a video  <a href="https://www.youtube.com/">https://www.youtube.com/</a></p>	<p>List of adjectives from the fairy tale.</p>

	<p>Students receive the sheet of paper (list of adjectives) and decide which words they are going to use to elaborate their paper bag puppet of the wolf.</p> <p>Students share their ideas and discuss the elaboration of the paper bag puppet.</p> <p>Note: Students can ask questions about vocabulary or the design of the puppet.</p>	<p><a href="https://www.youtube.com/watch?v=p-bMu9lyVu4">watch?v=p-bMu9lyVu4</a>) how to make a paper bag puppet.</p> <p>Once they are in groups, the teacher (with the assistance of Dave) gives the students a list of adjectives from the fairy tale “<i>The Three Little Pigs</i>” and some others related to it.</p> <p>The blacksmith (the teacher) explains that the puppet should show at least 3 adjectives from the list given.</p> <p>Once the students are ready with the selection, Dave (the teacher) will give the students a blank sheet of paper for them to sketch out their puppet.</p> <p>The teacher monitors the groups and answers questions from the students.</p>	
<p>ACTIVATE 60 minutes</p>	<p>In groups, students create a paper bag puppet of the wolf with some of the characteristics (adjectives) selected from the list given.</p> <p>Students will present their puppet at the end of the lesson.</p> <p>Students copy the two pieces of homework on their notebooks.</p>	<p>The teacher will assign a space of the room for each group to work on their puppet.</p> <p>The teacher monitors and guides the activity.</p> <p>Note: at the end of the class, the students are told that the puppet is going to play an important role during next sessions. So, they have to keep it “safe” until they are asked to bring it to class.</p>	-

## Tasks and class materials – Sample lesson 1

### Paper bag puppets examples



Retrieved from  
<http://www.guidepatterns.com/paper-bag-puppets.php> on December 12<sup>th</sup>, 2016.



Retrieved from  
<https://es.pinterest.com/nikenfernanda/diy-paper-bag/> on December 12<sup>th</sup>, 2016.



Retrieved from  
<https://es.pinterest.com/pin/308144799473687542/> on December 12<sup>th</sup>, 2016.



Retrieved from [http://www.sawyoo.com/post\\_three-little-pigs-puppet-templates\\_392001/](http://www.sawyoo.com/post_three-little-pigs-puppet-templates_392001/) on December 12<sup>th</sup>, 2016.

List of adjectives from the fairy tale:

**Instructions:** in groups, discuss and decide at least 3 adjectives from the list below to be part of your wolf's description. Remember that when making the puppet!

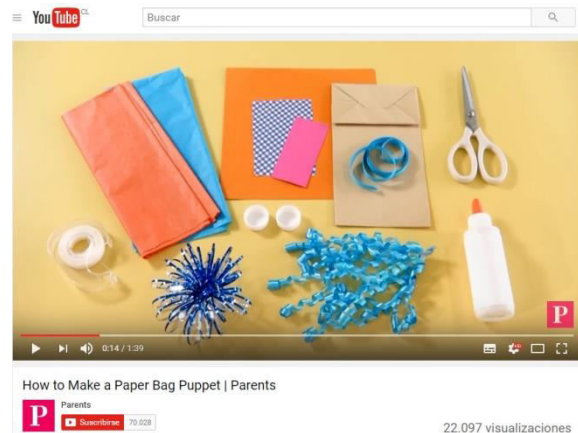
Angry  
Terrifying  
Attractive  
Clumsy  
Arrogant  
Evil  
Sad

Old  
Young  
Elegant  
Brave  
Depressed  
Grumpy  
Scary

Little  
Smart  
Big  
Fearless  
Energetic  
Mighty  
Tiny

Big  
Adorable  
Bad  
Mysterious  
Enthusiastic  
Modern  
Tired

Video: How to Make a Paper Bag Puppet  
Parents Channel on youtube.



Video retrieved from <https://www.youtube.com/watch?v=p-bMu9lyVu4> on December 11<sup>th</sup>, 2016

Instructions<sup>6</sup> when preparing the paper bag:

1. Look at your paper bag. It should be closed and flat like a piece of paper. Just like when they are brand new.
2. On one side, it's all smooth. This will be the BACK of your puppet  
**It's important that you get the back and front straight at the beginning!**
3. On the other side there's a flippy tab (which is typically the bottom of the bag when you're carrying things around...)
4. This flippy tab will be the **HEAD**.
5. Lift the flippy tab up a bit. Underneath of the tab will be the **mouth**.
6. When you put your hand in the bag, you'll be able to make the puppet talk.
7. Look at the rest of the front of the bag. (The 3/4 or so of the bag below the part with the flippy tab) This will be the **BODY**.
8. Look at the sides of the bag. There should be a FLAP of paper.
9. We'll be slipping the arms into this flap, though it isn't a big deal if they glue them right to the front of the body.

**OK, now that we're comfy with our bags, let's craft!**

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<sup>6</sup> Instructions retrieved from [http://www.dltk-teach.com/rhymes/paper\\_bag\\_wolf\\_puppet.htm](http://www.dltk-teach.com/rhymes/paper_bag_wolf_puppet.htm) on December 11<sup>th</sup>, 2016.

## Sample Lesson 2

**Unit:** 2 – Who’s the Bad Guy?

**Session/Topic:** 2<sup>nd</sup> session, Critical Thinking, Descriptive Adjectives, Expressing preferences, personal opinion/point of view, teamwork.

**Objective:** Students will get acquainted with new vocabulary related to a trial (e.g. Judge, Prosecutor, The Jury, and the Defendant Lawyer) and do collaborative work in groups by working on the preparation of a role play based on a *Trial*.

**Model of the lesson:** E-S-A (Engage, Study, and Activate)

**Supplementary material:** Data projector, computer, handouts (lists of adjectives), videos, speakers.

STAGE/TIME	STUDENT’S ROLE	TEACHER’S ROLE	MATERIAL
ENGAGE 10 minutes	Students watch a short video called “Three Little Pig Advert”.	<p>Teacher introduces the lesson with a video of the trial of the characters from a well-known fairy tale (the three little pigs).</p> <p>The teacher asks the students to describe what they have watched.</p> <p>The video is played one more time for the students and it is paused during the trial scene.</p> <p>Then, the teacher tells the students that they are going to act out a similar situation but with a different character. The teacher mentions the puppet (wolf).</p>	<p>Video of the three little pigs’ trial (advert) (<a href="https://www.youtube.com/watch?v=vDGrfhJH1P4">https://www.youtube.com/watch?v=vDGrfhJH1P4</a>)</p>
STUDY 25 minutes	<p>Students group up in groups of 4 or 5 and get ready for the activity.</p> <p>Students watch a short video called “Kids in Court”</p>	<p>The teacher tells the class to group up with other classmates (3-4 other students) for working in the role play. Then, he explains through a video, what is and how a trial works.</p> <p>Once they are in groups, the teacher describes the structure of a trial and</p>	<p>“Kids in Court” descriptive video of a trial and the elements of a court. (<a href="https://www.youtube.com/watch?v=EsWF5p41Sfs">https://www.youtube.com/watch?v=EsWF5p41Sfs</a>)</p> <p>Handout with vocabulary related to a trial.</p>

	<p>Students receive a sheet of paper (trial's vocabulary) and decide who is going to act out the different roles in the presentation (Judge, Jury, Prosecutor, and Defendant Lawyer).</p>	<p>vocabulary related to it.</p> <p>The teacher shows a video as an example of Trials and the students are told to identify the parts covered in the previous exercise.</p> <p>To expand their vocabulary and facilitate their group discussion, the teacher projects some expressions to help them express their preferences and their point of view.</p> <p>Then, the teacher tells the students to decide which member of the groups is going to perform as the Judge, the Jury, the Prosecutor, and the Defendant Lawyer.</p>	<p>A PPT with the parts of a Court Trial and examples.</p> <p>“Batman The Animated Series’ Trial” A video in which students will identify the parts (steps) in a Court Trial.  <a href="https://www.youtube.com/watch?v=MnLA4Iw7FHA">https://www.youtube.com/watch?v=MnLA4Iw7FHA</a>)</p>
<p>ACTIVATE 55 minutes</p>	<p>Students share their ideas and discuss the elaboration of the role play.</p> <p>Students will work on the script of the trial of the “<i>Big, Bad Wolf</i>” using the examples covered in class + some examples of dialogs projected so they can use them to create theirs.</p>	<p>Once the students are ready with the selection, the teacher will give the students a blank sheet of paper for them to sketch out their presentation.</p> <p>The teacher monitors the groups and answers questions from the students.</p> <p>Note: At the end of the class, students are going to be told to bring the paper bag puppet next class.</p>	-



## Tasks and class materials – Sample lesson 2

### “Three Little Pigs Advert”



Cannes Lion Award-Winning "Three Little Pigs advert"

Link<sup>7</sup>: <https://www.youtube.com/watch?v=vDGrfhJH1P4>

### “Kids on Court”



Link<sup>8</sup>: <https://www.youtube.com/watch?v=EswF5p41Sfs&t=109s>

<sup>7</sup> Video retrieved on November 16<sup>th</sup>, 2016.

<sup>8</sup> Video retrieved on December 10<sup>th</sup>, 2016.



## VOCABULARY LIST <sup>9</sup>

### Legal Proceedings

**Stand trial** – to go into court and have a judge or jury decide if you are guilty or innocent  
*e.g. The police caught the suspect, and he will stand trial tomorrow.*

**Case** – a single trial; a situation that is decided in court  
*e.g. Prosecutors often work on several cases at the same time.*

**Accuse\* (v.)** – to suggest that a particular person is guilty  
*e.g. The prosecutor accused the defendant of stealing the victim's car.*

**Charge (n.)** – the official crime that a suspect is accused of  
*e.g. The suspect is disputing the charges and arguing that he is innocent.*

**Charge (v.)** – to officially accuse a person of committing a crime  
*e.g. The prosecutor officially charged the suspect with murder yesterday.*

**Allege\* (v.)** – to claim that someone did something wrong (although there may be no proof)  
*e.g. The prosecutors allege that the suspect shot the criminal with a stolen gun.*  
*e.g. The alleged\* murderer will stand trial tomorrow.*

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\*Usage note: You say “accuse someone of committing a crime”, and “allege that someone committed a crime”.

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Participants:

<b>Judge</b>	The chief member of a court. The one who presides over the case. He or she decides on the punishment (final decision).
<b>Jury</b>	An official who can conduct hearings and decide on cases in a court of law. He or she determines if a person is guilty or innocent.
<b>Lawyer</b>	A person who represents other people in a court of law.
<b>Prosecutor</b>	Someone who brings charges in court against someone.
<b>Defendant</b>	A person against whom a charge is brought in a court of law.

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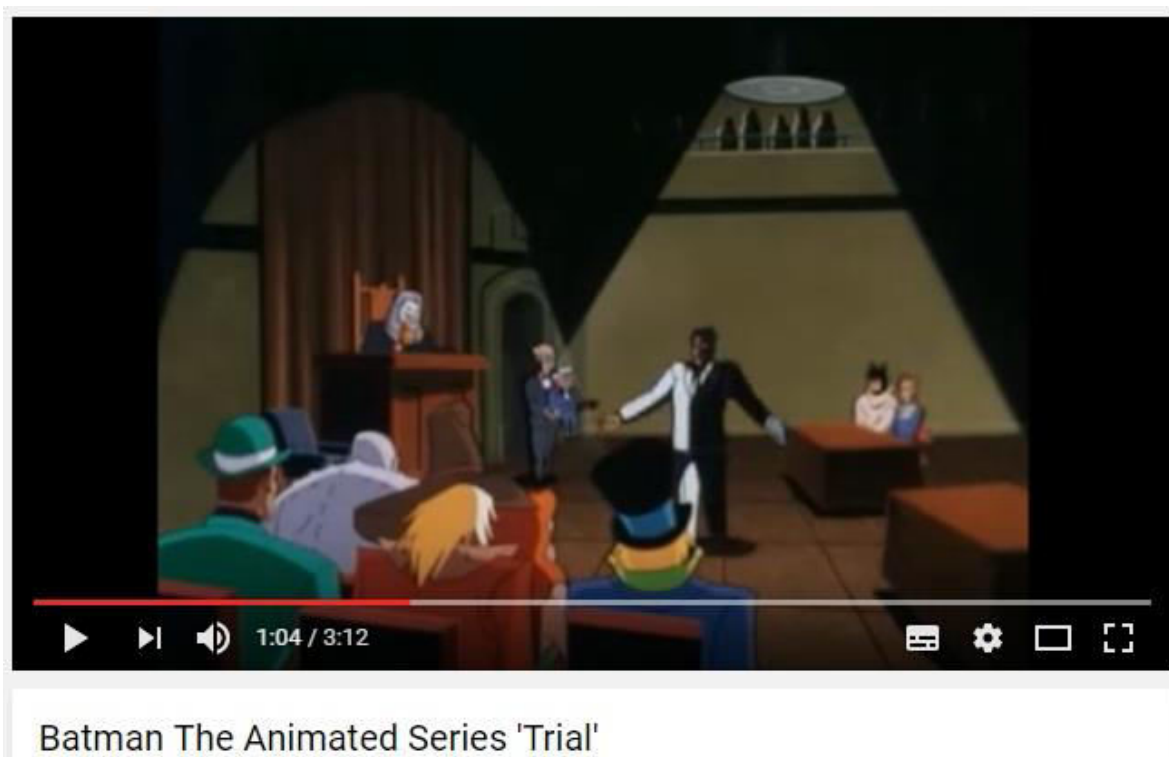
<sup>9</sup> Vocabulary retrieved from <http://stickyball.net/esl-vocab.html?id=478> and <https://quizlet.com/5173854/trial-vocabulary-flash-cards/> on December 11<sup>th</sup>, 2016.

## Parts of a Court Trial<sup>10</sup>

There are four main<sup>11</sup> stages to a trial. In sequence, they are:

1. **Pleading Stage** - filing the complaint and the defense's motions.
2. **Pretrial Stage** - discovery process, finding of facts.
3. **Trial Stage** - seating of the jury, testimony on behalf of the plaintiffs and testimony on behalf of the defendants.
4. **Post Trial** - concluding arguments, judge's charge to the jury, jury deliberations, announcement of judgment, motions for new trial or appeal.

Batman, the Animated Series' Trial



Link: <https://www.youtube.com/watch?v=MnLA4Iw7FHA>

<sup>10</sup> Information retrieved from [http://serc.carleton.edu/woburn/issues/trial\\_process](http://serc.carleton.edu/woburn/issues/trial_process) on December 10<sup>th</sup>, 2016.

<sup>11</sup> Examples will be provided in a PowerPoint Presentation.

### Sample Lesson 3

<b>Unit:</b> 3 – Re-telling the World <b>Session/Topic:</b> 1 <sup>st</sup> session, Structure of a fairy tale. <b>Objective:</b> Students will get familiar with the structure of a story and apply everything they have learned about the structure of a fairy tale. <b>Model of the lesson:</b> E-S-A (Engage, Study, and Activate) <b>Supplementary material:</b> handouts with some short fairy tales, projector, speakers, and video.			
STAGE/TIME	STUDENT'S ROLE	TEACHER'S ROLE	MATERIAL
<b>ENGAGE</b> 15 minutes	Students watch a short video called "3 Pigs".	Teacher introduces the lesson with a video of an alternative animated version of the story of the <i>Three Little Pigs</i> .  The video will be played twice.  The teacher will ask the students to describe what they have watched. This time, using the vocabulary they have learned.	Alternative animated version of the original story "3 Pigs". <a href="https://www.youtube.com/watch?v=4F8vWWcTPnE">https://www.youtube.com/watch?v=4F8vWWcTPnE</a>
<b>STUDY</b> 35 minutes	Students will analyze and identify the main parts of a fairy tale.	Students will be assigned with one short story tale (different from the ones they have been working on during previous classes) and they will be asked to identify the parts (structure) of the story in short fairy tales.  Then, they will be told to look for a classmate who has the same story and in pairs, they will compare results.	Handout with a short fairy tale (3 different stories) for each student.
	Students will analyze and identify	The teacher tells the students that they are going	Handout with a short scrambled

<p>ACTIVATE 40 minutes</p>	<p>and reorganize the main parts of a fairy tale by playing “<i>unscrambling the story</i>”.</p> <p>Then, when “playing” individually, they will have to find a classmate who is “playing” with the same scrambled story and they discuss the order they gave to them and through a pair discussion, they will reach a decision or an agreement about the right order.</p>	<p>to play “<i>unscrambling the story</i>”. There, they have to re-organize the story by putting the fragments of a short fairy tale in order. First, they will do this exercise as a class. Then, they will work individually and compare the results with someone else.</p> <p>At the end of the class, students will be asked to bring the following materials for next class: color pencils/markers, scissors, glue sticks (stick-fix or any other glue), colored cardboard sheets, and sheets of paper.</p>	<p>fairy tale per couple (4 different stories).</p>
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## Identifying the parts of a story<sup>12</sup>

*Sample Story to work as a class*

(Tittle)

A friend in need is a friend indeed.

*Special beginning and/or ending words (Once upon a time...and they lived happily ever after. Sometimes, there's a surprise ending...)*

*Good character*

*Do you see a kind, innocent character? Is the good character clever? Is s/he helped by others?*

*Evil character*

*Do you see a witch? A demon? An evil stepmother? A sinister gnome? In the end, the evil character usually loses somehow...*

*Royalty*

*Is there a castle? A prince? A princess? A king? A queen?*

*Poverty*

*Do you see a poor working girl, a poor family, a poor shepherd? – Do you see poor people trying to eke out a living to have enough to eat*

*Magic and Enchantments*

*Do you see magical things happening? Do you see talking animals/objects? You might see fairies, trolls, elves, goblins, etc.*

*Reoccurring Patterns / Numbers*

*Do you see any patterns? Often, you'll see things, phrases, tasks appear in "threes," "sixes," and/or "sevens"*

*The presence of a Moral*

(Introduction)

**Once upon a time** there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion.

(Body)

Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill

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<sup>12</sup> Stories retrieved from <http://www.english-for-students.com/Very-Short-Stories-for-Children.html> on December 11<sup>th</sup>, 2016.

it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.

(Ending)

On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. There after, the mouse and the lion became friends. They lived happily in the forest afterwards.

**Moral: A friend in need is a friend indeed.**

## Identifying the parts of a story

*Sample Story to work individually*

### Story #1

## A Town Mouse and A Country Mouse

A Town Mouse and a Country Mouse were friends. The Country Mouse one day invited his friend to come and see him at his home in the fields. The Town Mouse came and they sat down to a dinner of barleycorns and roots the latter of which had a distinctly earthy flavour.

The flavour was not much to the taste of the guest and presently he broke out with "My poor dear friend, you live here no better than the ants. Now, you should just see how I fare! My larder is a regular horn of plenty. You must come and stay with me and I promise you shall live on the fat of the land."

So when he returned to town he took the Country Mouse with him and showed him into a larder containing flour and oatmeal and figs and honey and dates.

The Country Mouse had never seen anything like it and sat down to enjoy the luxuries his friend provided. But before they had well begun, the door of the larder opened and some one came in. The two Mice scampered off and hid themselves in a narrow and exceedingly uncomfortable hole. Presently, when all was quiet, they ventured out again. But some one else came in, and off they scuttled again. This was too much for the visitor. "Good bye," said he, "I'm off. You live in the lap of luxury, I can see, but you are surrounded by dangers whereas at home I can enjoy my simple dinner of roots and corn in peace."

Moral : Safety is the first importance.

## Identifying the parts of a story

*Sample Story to work individually*

### Story #2

## The Crow and The Necklace

Once a crow and his wife built their nest atop a huge banyan tree beside a river. They were very happy there. But when the female crow laid her eggs, they were in for an unpleasant shock. A huge snake who lived in a hole at the bottom of the tree came up and ate all their beautiful eggs. The crows were helpless with anger and pain. "You can't let this wicked snake eat our children anymore," cried the female crow bitterly. "You have to find a way to save them from him," she said.

"Let us go to our friend the jackal. He is very clever. He will surely be able to help us with a solution," said the male crow. They both flew to the cave in the forest where their friend the jackal lived. The jackal saw them coming. "Hello my friends. Why do you look so sad and worried? Can I help you in any way?" he asked.

"Every time my wife lays eggs in our nest, a wicked snake living at the foot of the tree eats them up," explained the crow. "We want to get rid of him and save our children. Please tell us what we can do." The jackal thought for some time. "I know what you should do," said the jackal and he told the plan to the crows. It was a habit of the queen to come with her maids for a bath to the river. When they did so, they removed all their clothes and jewels and placed them on the river bank. On the following day the queen and her maids as usual entered the river.

"You know what to do right?" asked the crow to his wife. "Yes," she answered. Both of them flew over the pile of clothes and jewels. The female crow swiftly picked up a precious pearl necklace in her beak. At the same time the male crow began to caw loudly to gain the attention of the queen and her maids.

"Oh, those crows have taken my pearl necklace," cried the queen. "Guards!" she cried. "Get that necklace back from those pesky crows." Her guards chased the crows shouting loudly.

The crows flew straight to the banyan tree with the guards close behind. Hearing all the noise, the snake came out of his hole at the foot of the tree. Immediately, the female crow dropped the necklace right where the snake was. "Look out! There is a huge snake near the necklace," alerted one guard. Before the snake could realise what was happening, the guards attacked him with sharp spears and killed him. The guards then picked up the necklace and took it back to their queen.

The crows thanked their friend the jackal for helping them get rid of their enemy. They lived happily with their children.



## Identifying the parts of a story

*Sample Story to work individually*

### Story #3 The Lazy Dreamer

Once, in a small village, there lived a poor Brahmin. He was very learned, but did nothing all day. He lived on the alms the villagers gave him every day.

One day, as usual, the Brahmin got up in the morning, performed his morning rituals and set out to beg for alms. As he went from door to door, people gave him several things. Some gave dal. Others gave him rice and yet others gave him vegetables. But one generous lady gave the Brahmin a large measure of flour.

“Ah! What good luck. I will not have to beg for alms for a long time,” thought the Brahmin to himself.

He went home and cooked his lunch. After he had eaten, the Brahmin put the flour into a large mud pot and hung it near his bed. “Now, it will be safe from rats,” he said to himself as he lay down in his cot for an afternoon nap.

He began to think, “I will save this flour until there is a famine. Then I will sell it at a very good price. With that, I will buy a pair of goats. Very soon, I will have a large flock of goats. With their milk, I will make more money. Then I will buy a cow and a bull. Very soon I will also have a large herd of cows. Their milk will fetch me a lot of money. I will become very wealthy. I will build for myself, a huge palace and get married to a beautiful woman... Then we will have a little son. I will be a proud father. In a few months my son will start crawling. He will be mischievous and I will be very worried that he may come to some harm. I will call out to my wife to take care of him. But she will be busy with house work and will ignore my call. I will get so angry. I will kick her to teach her a lesson like this...”

The Brahmin threw out his leg up. His foot hit the pot of flour hanging overhead and it came down with a resounding crash, spilling the flour all over the dirty floor. The lazy Brahmin realised that his foolishness and vanity had cost him a precious measure of flour. The laziness and foolishness taught him a lesson. Thereafter he lived an active life which took to heights.

## Identifying the parts of a story

*Sample Story to work individually*

### Story #3

## You cannot please everyone

A man and his son were once going with their Donkey to market. As they were walking along by its side a countryman passed them and said: "You fool, what a Donkey for but to ride is upon?"

So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men. One of whom said: "See that lazy youngster. He lets his father walk while he rides." So the Man ordered his Boy to get off and got on himself. But they hadn't gone far when they passed two women. One of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along."

Well the Man did not know what to do. But at last he took his Boy up before him on the Donkey. By this time they had come to the town and the passers-by began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said:

"Aren't you ashamed of yourself for overloading that poor Donkey of yours - you and your hulking son?"

The man and Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the Donkey's feet to it and raised the pole and the Donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole. In the struggle the Donkey fell over the bridge and his fore-feet being tied together, he was drowned.

"That will teach you," said an old man who had followed them.

## Identifying the parts of a story

*Sample Story to work individually*

### Story #4 A Wise Old Owl

Once upon a time, there was an old owl that lived in an oak. Every day he saw incidents happening around him. Yesterday he saw a boy helping an old man to carry a heavy basket. Today he saw a girl shouting at her mother. The more he saw the less he spoke.

As he spoke less, he heard more. He heard people talking and telling stories. He heard a woman saying that an elephant jumped over a fence. He also heard a man saying that he had never made a mistake.

The old owl had seen and heard about what happened to people. Some became better and some became worse. But the old owl had become wiser each and every day.

Moral of the story:

You should be observant, talk less but listen more. This will make you a wise person.

## Unscramble stories!

The object of this exercise is to place the parts of the tale in the correct order to form a complete and coherent story.

**Instruction: read the sentences below and re-organize them to form a complete and coherent story.**

### Story #1 Who bell The Cat?

1. They arranged a meeting soon. They looked for an idea to escape from the cat. In the end, they decided to bell the cat.
2. In the very next day the cat got some tiny rats for its breakfast. The rat family got worried of the loss of their dear ones.
3. Once upon a time, a rat and its big family were living in a baker's shop. They scraped the buns and cakes in the bakery.
4. Then one of the elder rats asked them, who is ready to bell the cat? Nobody said yes.
5. Instead they kept quiet.
6. The baker tried his best to put an end to the nuisance of the rats. But all were in vain. At last he brought their real enemy-the cat to solve the problem.

## Unscramble stories!

### Story #2 Two Goats

1. "Go back," said one goat to the other, "There is no room for both of us". "Why should I go back?" said the other goat. "Better you must go back."
2. One day a goat was crossing this bridge. Just at the middle of the bridge he met another goat. There was no room for them to pass.
3. There were once two goats. They lived over a river. There was a very narrow bridge.
4. "We will see about that", said the first goat and he put down his horns to fight. "Stop!" said the second goat.
5. "You must go back", said the first goat, "because I am stronger than you." "You are not stronger than I", said the second goat.
6. Then the wise one laid down on the bridge and the other goat walked highly over him. So they crossed the bridge comfortably and went on their ways.
7. "If we fight, we shall both fall into the river and be drowned and instead I have a plan. I shall lie down and you may walk over me."

## Unscramble stories!

### Story #3 Silly Little Mariam.

1. MORAL : Shadows are not realities.
2. When she woke up it was night already. She peeped into the pond but could not see her reflection. She got a big doubt, "Am I really here or not? Well! Let me ask at my home".
3. She went to a pond nearby and quenched her thirst. She felt very tired and drowsy. She slept right there on the banks of the pond.
4. She went home and found the door closed. She called out "Is Mariam in there?" A sleepy voice replied, "Oh! She must be in bed". Mariam thought, "If Mariam is at home, I am not Mariam". Saying this, she went away.
5. There lived a little girl Mariam who was very silly and lazy. Often she used to wander hither and thither with no purpose. Once, as she went wandering she felt very thirsty.

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# **APPENDIX**



## Annex 1: Survey (Needs Analysis)

Curso:

.....

Colegio:

.....

Fecha:

.....

Examinador/a:

.....

El presente cuestionario tiene por objetivo conocer tu opinión sobre aspectos relacionados con la importancia de la lectura en tu vida. Para ello se presenta un conjunto de frases acerca de cosas que pueden o no agradarte, con las que puedes o no puedes estar de acuerdo. Tu opción debe ser fiel descripción de tu personal forma de pensar, sentir o preferir en este momento; no de acuerdo a lo que tú consideras que deberías pensar, sentir o preferir.

### Instrucciones:

1. No dejes ninguna afirmación sin responder.
2. Tu respuesta deberá reflejar tu personal forma de pensar, sentir y actuar frente a cada afirmación que estés respondiendo en ese momento.
3. Utiliza la hoja de respuestas a continuación para marcar tu preferencia.
4. Responde de acuerdo a las cinco alternativas presentes:

( TA ) TOTALMENTE DE ACUERDO

( A ) DE ACUERDO

( I ) INDECISO O INDIFERENTE

( D ) EN DESACUERDO

( TD ) TOTALMENTE EN DESACUERDO

5. Solo tendrás que marcar con una “X” en la hoja de respuestas frente a cada una de las cinco alternativas.
6. Solo debes marcar **UNA SOLA RESPUESTA** por cada afirmación, preocupándose de que el número de la afirmación o frase coincida con el número de la respuesta.
7. Si deseas anular una respuesta, debes borrarla, rellenándola, y luego anotar con una “X”, aquella que sea de tu elección.

Recuerda:

1. No dejes ninguna afirmación sin responder.
2. Marca con una “X” tu respuesta. Solo debes de marcar **UNA SOLA RESPUESTA** por cada afirmación, preocupándose de que el número de la afirmación o frase coincida con el número de la respuesta.

**Si tienes dudas al respecto durante el desarrollo del cuestionario, no dudes en consultar con el profesor / examinador.**

#	Afirmación
1	Me gusta leer en mis tiempos libres.
2	Solo me gusta leer los libros que contienen dibujos.
3	Siento rechazo por los libros extensos.
4	Me gusta leer cuentos.
5	Me gusta leer libros de fantasía: fábulas, cuentos de hadas, leyendas, fantasía.
6	Sólo leo cuando necesito realizar mis deberes académicos (tareas, estudiar para pruebas, etc.)
7	Prefiero que me lean en voz alta a leer por mi cuenta.
8	Me gusta indagar más de lo que he leído o me han contado.
9	Creo que la lectura ayuda a desarrollar la comprensión de temas complejos.
10	Considero que la lectura es un buen método de aprendizaje.
11	No me gusta leer en clases.
12	Me siento nervioso al leer frente a mis compañeros.

Respuestas:

#	Respuestas				
	TA	A	I	D	TD
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

## **Annex 2: Semi-structured interview**

En esta sección, deberás de seleccionar la alternativa que más se acomode a tu pensar forma de pensar. No dejes ninguna pregunta sin responder. Recuerda que no existe respuesta errónea.

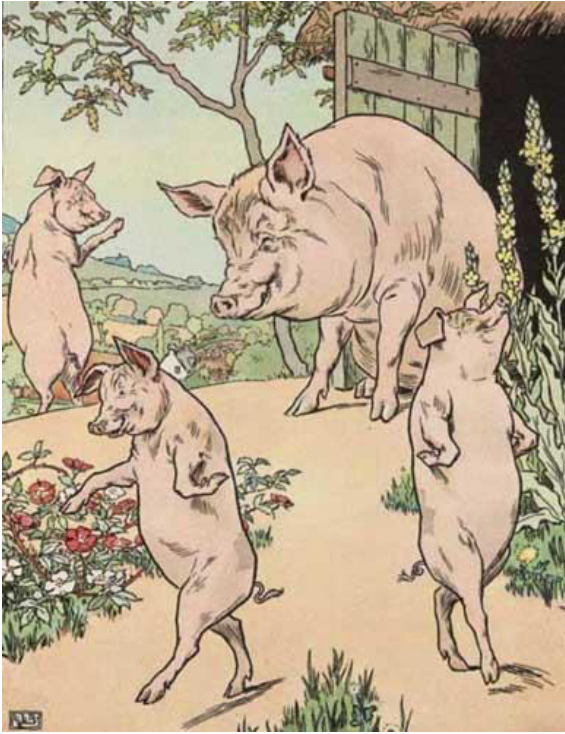
- 1. ¿Con qué frecuencia lees por gusto?**
  - a. Siempre
  - b. Regularmente
  - c. A veces
  - d. Rara vez
  - e. Nunca
  
- 2. ¿Te gusta conocer y debatir (discutir, tratar, hablar) diferentes puntos de vista respecto a un mismo tema?**
  - a. Sí, me encanta.
  - b. La verdad, solo un poco.
  - c. Solo si el tema es interesante.
  - d. Solo si me obligan.
  - e. No, no me siento cómodo al tratar este tipo de temas.
  
- 3. ¿Cómo te sientes al leer literatura (textos) en inglés?**
  - a. Me encanta. Siento que permite expandir mi conocimiento en una lengua extranjera.
  - b. Me gusta. Encuentro interesante/attractivo el leer en inglés, pero no en el ámbito académico.
  - c. Me es indiferente. Dependiendo del tipo de lectura es posible que me interese o no.
  - d. No me agrada. La mayor parte del tiempo no entiendo lo que leo.
  - e. Lo detesto. Siento que el inglés no es importante para mí.
  
- 4. ¿Qué es lo que más te gusta al momento de leer un libro?**
  - a. Las imágenes
  - b. La historia
  - c. Los personajes
  - d. El final (entiéndase por la conclusión de la historia y no por el hecho de haber terminado el libro)
  - e. El aprendizaje

**¿Deseas hacer algún comentario respecto a la entrevista, el tema o algún otro aspecto que quieras compartir?**

### Annex 3: Fairy tale

## “The Three Little Pigs<sup>13</sup>”

Illustrated by by L. Leslie Brooke



Once upon a time there was an **old** Sow with three **little** Pigs, and as she had not enough to keep them, she sent them out to seek their fortune. All three pigs decided to build a house, and set off to the brickworks to buy some bricks.

But soon the three little pigs came across a Man carrying a bundle of straw.

The first little pig said to himself:

“Now I won’t need to walk so far to the brickworks! I’d much rather do less work, and then spend the rest of my afternoon relaxing.”

So the first little pig said to the Man carrying straw:

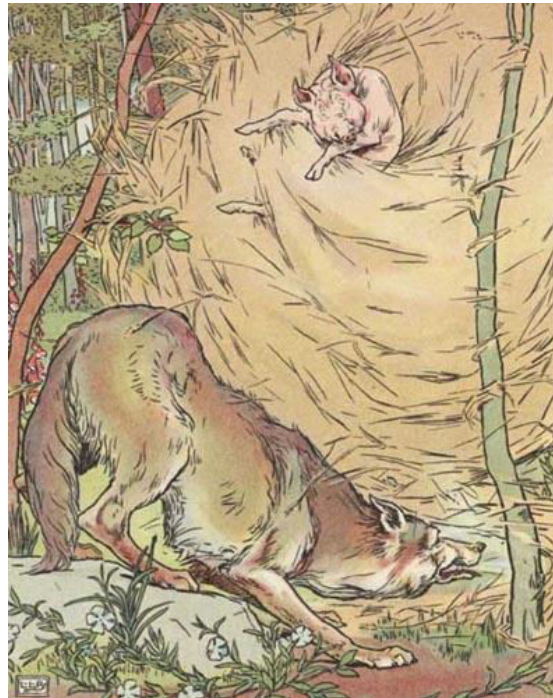
“Please, Man, give me that straw to build me a house.”

The Man did, and the little Pig quickly built a house with it right where he stood, and then settled down and prepared to have a sleep for the rest of the afternoon.

Presently came along a Wolf, and knocked at the door, and said, “Little Pig, little Pig, let me come in.”

To which the Pig answered, “No, no, by the hair of my chinny chin chin.”

“Then I’ll huff and I’ll puff, and I’ll blow your house in!” said the Wolf.

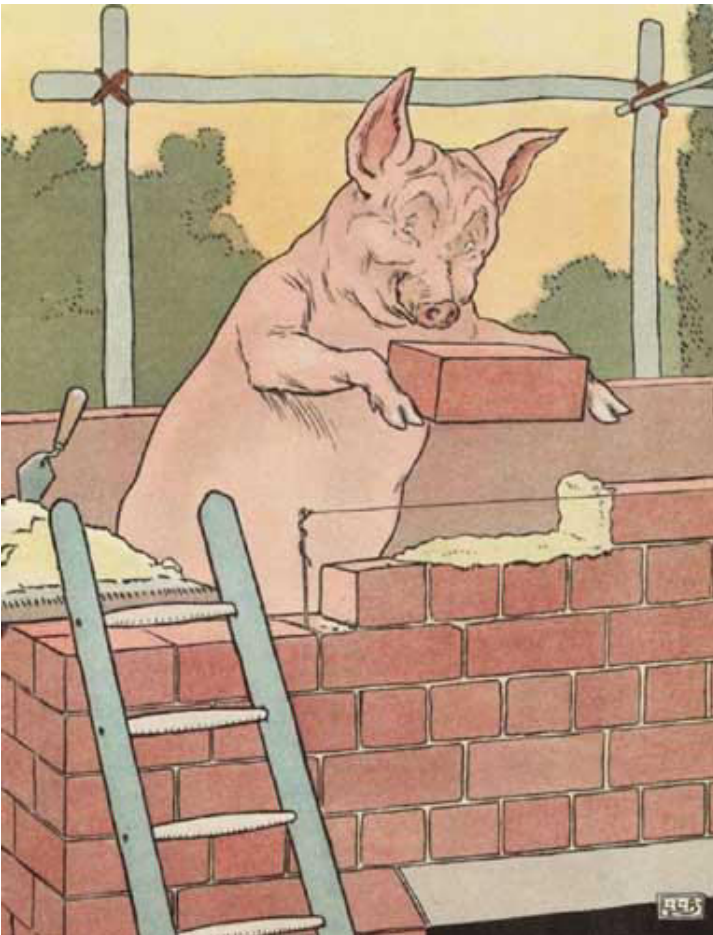


<sup>13</sup> Story retrieved from <http://storyberries.com/the-three-little-pigs/> on December 9<sup>th</sup>, 2016.

So he huffed and he puffed, and he blew his house in. Alas! because the house had not been very well made, it fell down, and the wolf was able to eat the little Pig up in an instant.

Meanwhile the second and third Pig were still on their way to the brickworks. When they passed a Man with a bundle of sticks, the second little Pig said to himself:

“Now I won’t need to walk so far to the brickworks! Sticks are stronger than straw – I think they’ll do the job, but anyway, I’m tired now. I’d much rather do less work and then spend the rest of my afternoon relaxing.”



So the first little pig said to the Man carrying the sticks:

“Please, Man, give me those sticks to build me a house.”

The Man did, and the little Pig quickly built a house with it right where he stood, and then settled down and prepared to have a sleep for the rest of the afternoon.

Then along came the Wolf and said, “Little Pig, little Pig, let me come in.”

“No, no, by the hair of my chinny chin chin.”

“Then I’ll puff and I’ll huff, and I’ll blow your house in!”

So he huffed and he puffed, and he puffed and he huffed, and at last he blew the house down, and ate up the second little Pig.

Finally the third little Pig reached the brickworks, where he met a Man with a load of bricks. He said:

“Please, Man, give me those bricks to build a house with.”

The Man kindly gave him the bricks, and he built his house with them a little way over, carefully, and taking the time to do it well.





“Very well,” said the little Pig, “I will be ready. What time do you mean to go?”

“Oh, at six o’clock.”

Well, the little Pig got up at five, and got the turnips and was home again before six. When the Wolf came he said, “Little Pig, are you ready?”

“Ready!” said the little Pig, “I have been and come back again, and got a nice pot-toll for dinner.”

The Wolf felt very **angry** at this, but thought that he would be up to the little Pig somehow or other; so he said, “Little Pig, I know where there is a nice apple-tree.”

“Where?” said the Pig.

So the Wolf came, as he did to the other little Pigs, and said, “Little Pig, little Pig, let me come in.”

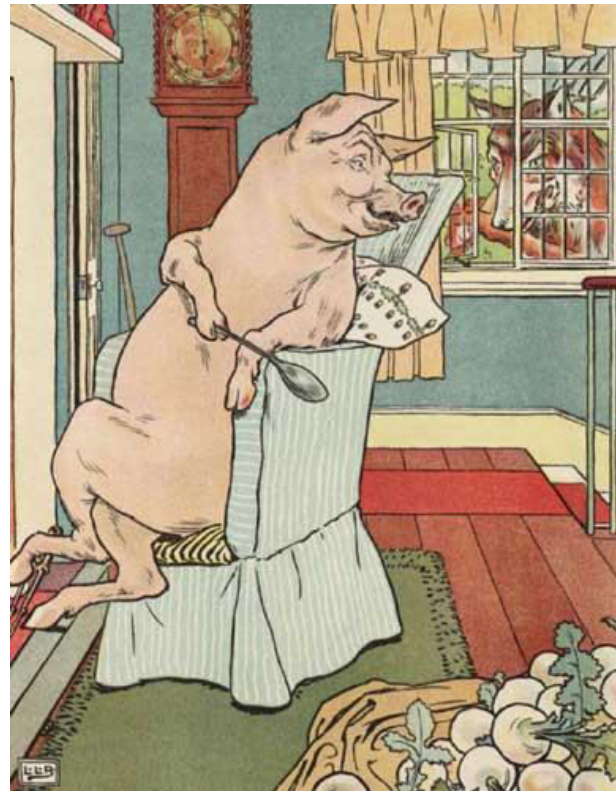
“No, no, by the hair of my chinny chin chin.”

“Then I’ll huff and I’ll puff, and I’ll blow your house in.”

Well, he huffed and he puffed, and he huffed and he puffed, and he puffed and he huffed; but he could not get the house down. When he found that he could not, with all his huffing and puffing, blow the house down, he said, “Little Pig, I know where there is a nice field of turnips.”

“Where?” said the little Pig.

“Oh, in Mr. Smith’s home-field; and if you will be ready to-morrow morning, I will call for you, and we will go together and get some for dinner.”



“Down at Merry-garden,” replied the Wolf; “and if you will not deceive me I will come for you, at five o’clock to-morrow, and we will go together and get some apples.”



Well, the little Pig woke at four the next morning, and bustled up, and went off for the apples, hoping to get back before the Wolf came; but he had farther to go, and had to climb the tree, so that just as he was coming down from it, he saw the Wolf coming, which, as you may suppose, frightened him very much. When the Wolf came up he said, "Little Pig, what! are you here before me? Are they nice apples?"

"Yes, very," said the little Pig; "I will throw you down one." And he threw it so far that, while the Wolf was gone to pick it up, the little Pig jumped down and ran home.

The next day the Wolf came again, and said to the little Pig, "Little Pig, there is a Fair in the Town this afternoon: will you go?"

"Oh, yes," said the Pig, "I will go; what time shall you be ready?"

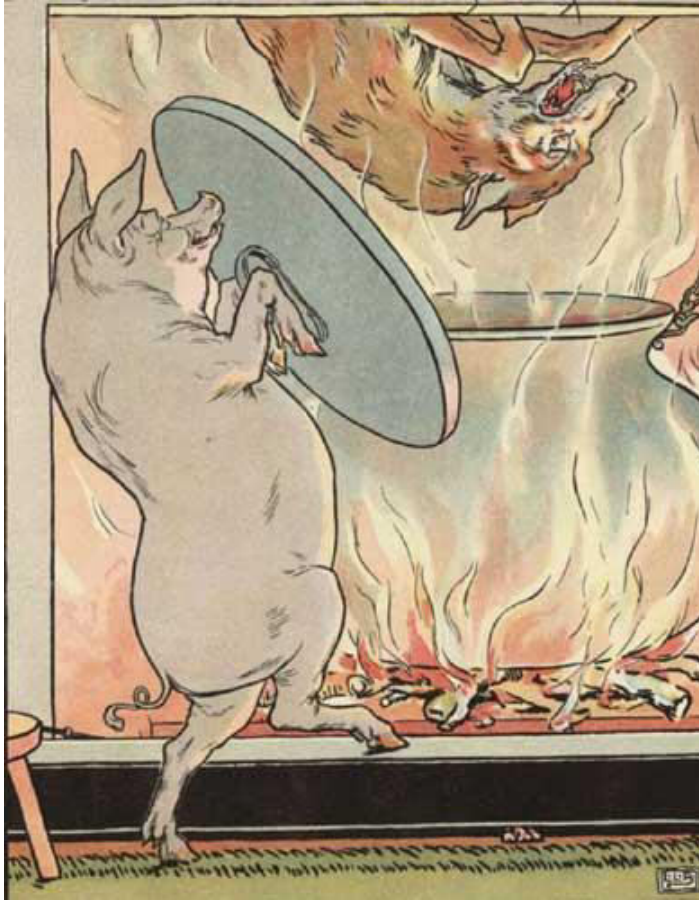
"At three," said the Wolf.

So the little Pig went off before the time, as usual, and got to the Fair, and bought a butter churn, and was on his way home with it when he saw the Wolf coming. Then he could not tell what to do. So he got into the churn to hide, and in doing so turned it round, and it began to roll, and rolled down the hill with the Pig inside it, which frightened the Wolf so much that he ran home without going to the Fair.

He went to the little Pig's house, and told him how frightened he had been by a great round thing which came down the hill past him.







Then the little Pig said, "Hah! I frightened you, did I? I had been to the Fair and bought a butter churn, and when I saw you I got into it, and rolled down the hill."

Then the Wolf was very angry indeed, and declared he would eat up the little Pig, and that he would get down the chimney after him.

When the little Pig saw what he was about, he hung on the pot full of water, and made up a blazing fire, and, just as the Wolf was coming down, took off the cover of the pot, and in fell the Wolf. And the little Pig put on the cover again in an instant, boiled him up, and ate him for supper, and lived happy ever after.



## Annex 4: Activity game

# Racing Past<sup>14</sup>

<b>Aim:</b>	Talking about past actions.
<b>Materials:</b>	1 copy of Racing-Past Board for each pair of students. 1 dice per pair. 1 piece of paper and colored pen per person (different colors for each player). 2 counters/tokens per pair.
<b>Duration:</b>	25-30 minutes.
<b>Language focus:</b>	Last weekend/on Saturday/Sunday/Monday... I/She/we... Went/played/built/watched... To the cinema/to the park/a film/football/a book.
<b>Aim of the game:</b>	To make as many complete sentences as possible in the time given.

### Introduction:

Ask the class what they did last weekend, on Monday, etc. Write the answers on the board. Make sure the students can see the difference in the verb endings. Ask them about other days of the week so that they get the chance to practice using “On...”

### Hot to play the game:

1. Give out a copy of Racing-Past Board to each pair. The students place their counter (tokens) on START. Student A throws the dice and move along as many circles as the numbers shown on the dice. Players can move either vertically or horizontally but not diagonally. Student A notes down the word in the circle he arrives at, in his piece of paper and marks the circle on the copy with a colored pen. Student A now “owns” this circle and only he can pass through it to move onto other circles.
2. Student B now throws the dice and moves across the number of circles indicated on the dice. Again, he notes down the word he arrives at on a piece of paper and colors in this circle using a different color from student A.
3. The students take it in turns to throw the dice and gradually occupy circles. They also start making sentences with the words they have “occupied or own”. Each sentence should only consist of “occupied words”.

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<sup>14</sup> Activity retrieved from Toth, M. (1995). *Children’s Games: A Teacher’s Resource Book of Games for Young Learners of English*. Macmillan Publishers Limited. P. 48.

4. You can stop the game after a minimum of 20 minutes. The students count up the number of words they have in complete sentences and try to add in any of the words which are NOT yet occupied. The winner in each is the player with the most words in correct sentences.

Note: it is advisable to monitor the pairs, to check that the sentences that are making are correct and to clarify any doubts that students may have.

# Racing-Past Board

**START**

