THE ROLE OF VISUAL LITERACY IN ENGLISH AS A SECOND LANGUAGE LEARNING PROCESS
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INTRODUCTION

This project was based on the role of visual literacy in fifth grade English classes at Cultivando Valores School through project work using Colombian legends as the main topic. The reader will find the evidence which support the inquiry, including those which come from empirical observation taking into account students’ artifacts such as some works made by them, photos taken in classes, journals and teacher’s voice. All of them will be explained and will have some excerpts to show the real material obtained from the classes in which this research took place. Also the proposal contains evidence taken from some research articles which can help to understand better the development of the research project. This information will allow presenting the problem statement along with the research question and the objectives to be achieved at the end of the investigation.
JUSTIFICATION

This project was developed to implement what we consider a different and innovative way to teach English as a second language. Our main idea was to use visual material as the most important tool at the moment of teaching, taking into consideration that visual information receive through our eyes keep in our memory for a long time.

To teach English in our country is common the tendency to highlight the outside culture and the stereotype from development countries as for example Unites States. Thus, we are use to imitate what we see in other countries, however it does not mean that there is not colombian identity; from there, the reason of our project THE ROLE OF VISUAL LITERACY IN ENGLISH AS A SECOND LANGUAGE.

This project is an attempt to rescue what we have in here regarding identity in terms of society and culture as well. The main tool used in the following project are the Colombian Legends, as a way to let people know that English is not only learned by american culture but also through what is ours and whereby we should feel also proud. In this way, it is included into our project whose methodology carried out was the Project Work, the result of the children creations about colombian legends, not as individual people but if as a group that had an objective in common.

In here, we have explored the visual skill, as a strategy for learning, that will be reflected along the whole project, we consider the best option to show children Colombian legends and also to motivate them to work together into the same direction, it is using visual resources. Journals, lessons plan and records were some of the main tools used to carry out this project that will be found below.
According to the above what we intended was to present to the students another point of view about English Learning making this familiar in a real context and using the incredible stories about legends in Colombia that can catch the attention of the students and also can increase the interest on learn a second language.
PROBLEM STATEMENT

According to our experiences as teachers in the practicum and taking into account the requirements of the institution to motivate students to learn English, it seems clear that when English classes were developed without using any visual material students tended to be distracted and the classes did not achieve the better outcomes. Also, it is important to select a big topic in order to develop the classes according to that, because it allows to catch the attention of the students giving better results in the English Classes.

Research Question

How visual literacy can strengthen the English learning process through a Project work based on Colombian Legends in fifth grade at Cultivando Valores School?

Research Objectives

• To reinforce the English learning process through visual material
• To identify the students’ reactions in L2 learning by means of visual materials.
• To analyze the effectiveness of the use of Colombian Legends in the English learning processes.
THEORETICAL FRAMEWORK

As way to illustrate how this project worked on theoretical principles we designed a picture in which is explained the different ways we took into account to the develop our classes based on visual literacy.

This part is divided into four sections. As shown in Picture 1.1 the issue of develop visual literacy in L2 classroom relates four main concepts: Strategy in L2 classroom, L2 curriculum and finally the use of Colombian Legends (Cultural Context) through the development of a Project Work.

Picture # 1
Mind Map of Visual Literacy in L2 Learning
Source: Own
This first section presents visual literacy as a classroom strategy. With regards to this concept there are different opinions about how can visual literacy be useful in the learning process in a L2 classroom. It is know that the implementation of a correct strategy is the key to achieve the goals in a classroom. In this case authors will talk about specifically of the use of visual literacy as a challenge in L2 teaching and learning.

The second part introduces visual literacy as a part of L2 curriculum. It is thought that if visual literacy component is included in the L2 curriculum learning outcomes could be better. Also, it is said that due to around us we can find lot of images, visual literacy as an important part in the curriculum could be a good help for teachers and also for students in their process of teaching and learning a second language.

The third part talks about the use of cultural context as a good strategy in English teaching by having students learn from their own context, with things, places and events that are familiar to them and within which they can make their learning more meaningful.

The final section devoted to visual literacy as part of a Project Based Learning, in this case based on Colombian Legends; with respect to this, visual literacy is seen as a fundamental tool in the class for the development of a project work that allows students to interact in a team towards a common goal, understanding and learning through visual resources and having as central axis a theme known from its daily context that awakens the interest towards the learning of the second language.

The chapter finishes showing different concepts presented by authors who have spoken about visual literacy in the L2 classroom in order to support our proposal. It contains a brief conclusion taking into account the different points of view about the use of visual literacy skills in the learning process of a second language.
VISUAL LITERACY AS AN STRATEGY IN L2 CLASSROOM

Learning strategies are used to help students to understand the topics in an easy way. According to Begoray (2001), “Viewing is an active process of attending to and comprehending visual media such as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture, and paintings” (p. 202). Likewise, Place, Hillyard and Thomas (2008) has stated that “we include visual modes in our teaching practice because of their impact on how students think about themselves as learners and scholars as well as how they think about themselves as members of learning communities” (p. 74). In the same line of thought Wellington and Stackhouse (2011) suggests that “…for visual support use to be sustained, teachers need to understand its rationale; how to use it within a class; and that it allows them to access what the child has learned. Without this knowledge, initial enthusiasm for using visual support in the classroom can be short lived” (p.185).

Results suggest that “visual literacy, it seems, will only become established in language arts classrooms once both teachers and students have opportunities to adopt new strategies and attitudes. Only by building a store of background experiences can expanded theoretical notions of literacy become classroom realities” (Begoray 2011. p. 216).

VISUAL LITERACY AS A PART OF L2 CURRICULUM

Seglem and Witte (2009) reported that “visual literacy must be included within all school curricula if teachers want to adequately prepare students for a world that is surrounded by and driven by images” (p. 224). In the same line of argument, Britsh (2010) states that “preservice teacher education that provides visual experience as the basis for English
language development depends upon the recognition that skill with both image and language are necessary to meet the needs of all child learners” (p. 176). However, Fotovatnia and Omidi (2013) state that by being aware that visual medium can help L2 learners to learn, teachers become motivated to use them in their classes to and to increase learners’ motivation to learn.

Research results about visual literacy as a part of L2 curriculum have demonstrated that “all in all, visual literacy and its assessment are exciting aspects of the new curriculum. They require careful thought, planning and critical reflection in order to achieve the quality education that is the main goal of this curriculum” (Mbelani 2008. p. 108).

**VISUAL LITERACY WITHIN CULTURAL CONTEXT**

According to Sarmiento, M. (2010), “If children are guided to analyze and to interpret meaning from different kinds of images framed in a cultural context and if they are able to infer a purpose, their mental processes can be activated to allow them to internally visualize an image. Such processes might contribute to the development of critical communicative and visual reading skills”.

Sarmiento’s (2010) research study suggests that “taking into account that our world is surrounded by images, students should learn to construct meaning from any type of image as part of their literacy practices which could help develop critical thinking skills”. In the same line of thought, Bamford (2003, p.74) suggests, “the proliferation of images means that visual literacy is now crucial for obtaining information, constructing knowledge and building successful educational outcomes”. The author also points out that visual literacy is the ability
of the individual to be able to read images in a meaningful way and visual images are
becoming the predominant form of communication.

**VISUAL LITERACY THROUGH PROJECT BASED LEARNING**

Haines (1989) states that “projects are multi-skill activities focusing on topics or themes rather than on specific language targets. Of crucial importance is the part which the students play in the initial choice of subject matter and in the decisions related to appropriate working methods, the project time table and the end product. Because specific language goals are not prescribed, and because students concentrate their efforts and attention on reaching an agreed goal, project work provides students with opportunities to recycle known language and skills in a relatively natural context.”.

Considering the above, we can infer that project work allows the active participation of the learners, all of them focused towards a common goal, which can be carried out through a previously known theme in a familiar context, increasing the interest of students while learning the second language.

Briefly, author's results serve to demonstrate that the implementation of visual literacy within the L2 curriculum can become a good strategy in the classroom when teaching a second language, if we consider that children are surrounded by images and are constantly relationship with them. This in turn facilitates and enables the development of critical thinking, which contributes to obtaining good and meaningful learning outcomes.

Also, if we make a combination between visual literacy and the development of a project work within a cultural context, the results when learning second language can be good, considering that our visual literacy is given by what daily is surrounded by us, that is to
say if we take this in our favor in the classroom, learning English can become something familiar which will facilitate its acquisition.
INSTRUCTIONAL DESIGN

Setting

This research project took place in a private school named Cultivando Valores (See Picture 2). The school is located in Soacha, Cundinamarca (Carrera 6 No. 11_51 sur). The socio-strata of the neighbourhood is 2. The school Cultivando Valores is a middle-class school consisting of two Headquarters. Headquarter one has intended for primary school classrooms, the headquarter two is for preschool. This one has 3 floors, where we find the systems room, nursing, library, and the classrooms for the different grades. Each classroom has board, tables and chairs for students and large windows that provide a classroom lighting. Finally the playground consists of a park in which students take their rest and hoisted flag are made.
Participants

The participants for the research were 22 fifth graders between 9 and 15 years old who are in the morning shift from 6 to 2.00 o´clock. Most of them lived near the school, but a few should take transportation to get to this. Students have six hours of English per week, which allow having a good learning process. It is also important to note that the school has a focus on values, forcing students to have a good performance in all classes, regardless of subject matter.

The grade is made up mostly of boys with 22 of them and 8 girls. Among the children we can highlight Ruben, a 15 year old, who has had some problems to advance the courses at the same pace as his partners. Because of his premature birth, he has some difficulty in acquiring knowledge and because he is older than his peers, he has a difficult relationship with them. It is worth noting that he often says that English is not made for him and that he is not interested in learning it.

Another case to highlight is that of Luis, a 13 years old boy who comes from the Atlantic coast of our country and who also expresses his disagreement as to English. On the other hand, we have Samuel 11 years with a diagnosis of hyperactivity that shows in the classroom, talking constantly, playing with any object and listening to music through his hearing aids. Unlike the previous students, he likes English, the music he hears is in English, but his lack of attention impairs his learning.

The rest of the students present an average behavior and attitude according to their ages, some of them let us know that they like English, but that their classes are not very striking, so sometimes they are not interested in learning. With this in mind, it is important to know that the teacher who teaches English is licensed in Pedagogy for Children, but without
any focus on the subject, so she does not have enough knowledge in teaching a second language and bases her classes in what appears in an English book.

- **Instruments**

  The principal data collection instrument of this study is the students’ artifacts (e.g. students’ products derived from class activities). Artifacts will be used in the present project because they have different kinds of activities like drawing activities, performance, role plays and some games that students are going to carry out. These activities will allow the researcher to obtain data on first hand. Additionally, this research proposal will use some photos taken in classes as a sample of the activities carried out, journals and teacher’s voice.

- **Pedagogical Intervention**

  Our pedagogical intervention consists in the development of a Project Work based on Colombian legends and having as central axis the use of images for teaching the second language. The above, due to the requirements of the educational institution, through which we were informed that the students had no motivation in English and that the traditional teaching of the language was not giving the best results.

  Given the above, we applied a needs analysis (see Picture 3) to fifth grade students, with the aim of knowing their perspective on English, the way they would like to learn it, their previous knowledge of Colombian legends and if they liked and finally their opinion about the phrase: “Learn English is funniest if we learn it through legends”. As a result, after reading and comparing student responses, we got the idea of learning English through a topic
like legends, which for them represents part of our country in a mythical and mysterious way, would make English class a more enjoyable and fun time and increase the interest of students to learn the second language.

Being clear the necessity of a change in the teaching methodology of English and after analyzing the answers of the students, we developed a program according to the availability of 6 hours per week we had to dictate our English classes distributing them in the following way: Monday, two hours for vocabulary, Tuesday two hours for grammar and Wednesday would be two hours dedicated to the legends, day we call "Legend Day."

In this way, Monday and Tuesday would learn about the English language as such and on Wednesday, our “Legend Day”, we would relate the themes seen with the legend of the

Picture # 3
Needs Analysis Sample
Source: Own
moment, for which we chose five of the most popular in our country: The One Legged Woman, The Mountain Mother, The Mohan, The Wailer and The Man With The Big Hat.

Each of these legends represents some of the main regions of our country, its culture, its people and its way of life. Colombian legends are the reflex of our country narrated in a mythical and magical way from generation to generation, leaving a beautiful legacy full of stories and fantasy. Unfortunately, these traditions and customs are lost over time and this is one of the reasons why we decided to revive them as a main tool for teaching English in the Cultivando Valores school.

We decided to take three classes (three legend days), to develop each of the legends, one to tell it, another to reflect on it and the last one to represent it, dividing the room into 5 groups assigning a legend to each one. It is worth noting that in order to tell it, we used as many images as we could, with the aim of not using Spanish in the slightest, making the images speak for themselves; In terms of reflection, we tried to relate the legends to some aspect of our daily life that generated some kind of debate and finally by means of a role play, the students according to their legend would represent it in front of the rest of the group.

Finally, for the last delivery, the students will create a frieze with images and writing, on a new version of the legend with which they worked, taking into account all the subjects seen and exposing it in front of their classmates. In the same way, they will have to represent their legend, in front of teachers and parents, narrated by themselves in English, closing the presentation with a Colombian song interpreted in English.

Below we will describe in detail the Project work developed over a period of 18 weeks, using images for teaching and learning English, their evolution and the results obtained from it.
COLOMBIAN LEGENDS
(Project Work)

As a result of the different references of the theoretical framework and after analyzing the results of the needs analysis, we could realize that the topic of Colombian legends could bear good results if we took it as a general theme for the development of our project work. Given the above, after presenting the topic to our students and having clear the five legends to work, we divide the group into 5 assigning each one a legend. After this, each student decorated a folder according to their assigned legend to save the works developed during the semester as could be seen in the Picture 4.

Picture # 4
Folders legends
Source: Own
After the creation of the folders and assigning the subjects of "personal presentation" and "greetings" for the first week, the students filled out a presentation sheet about the legends, drawing their photos and writing some of their main characteristics of their characters (Picture 5).

This first activity focused on the legends was very well received by the students, they really enjoyed trying to imagine the age of their mythical characters, their likes and preferences. Some of them were a little confused, since they had never had an English class based on a Colombian subject, as well known and as interesting as our legends.

Below we will make a detailed description of the English classes based on the Colombian legends, according to the order of the classes already mentioned, having a class to tell the legend, another to reflect and finally one to represent it. You will find in each of the
descriptions a table highlighting the visual material used for teach each legend. Likewise, in the annexes of the work you will find the lesson plan of each class.

Colombian Legends
Source: www.colombia.co
“Colombia, un país de mitos y personajes fantásticos”.
THE ONE LEGGED WOMAN

"Some says the One Legged Woman appears as a beauty who entices men into her lair then traps them as an ugly, wild-eyed woman."

**Telling**

The story of the One Legged Woman is one of the best known in our country, perhaps because our grandparents told us. So many of our students already knew the story in a broad way. Taking this into account, it was the first legend we chose to begin our project, in annex 1 you can find the lesson plan for this session, in which we told in English this wonderful legend.

As warming up, in a sheet with the name of the legend and its respective image, the students had to in turn write the previous knowledge about the legend (see Picture 6). The above with the intention of knowing the different versions that the students had of this legend, since as it is well known, a story that passes from generation to generation, usually acquires several versions, although all agree in the general aspects. This same activity was done with each of the legends.
For the presentation of the legend, we decided to create some flash cards (see Picture 7) in which it would be illustrated by means of an image each one of the events of the legend, in this way, we could make the reading in English at the same time that the images will be shown for the children to relate the said with the seen.
We know that doing a reading in English to fifth graders who do not have a good background in the subject can be an impossible activity because they will not understand practically anything; but accompanying the reading with images we could realize that the students captured what was said, and even related several of the words said with the images resorting to the previous knowledge they had in English. At the end of the reading, we asked the students about the story told and several of them were able to tell it again, using words and short phrases in English.

Finally, we made a round of questions about the legend told in class and relating the theme of "shapes" seen in that week and taking into account the celebration of women's day, we developed a worksheet (see Picture 8) having as main character our dear One Legged Woman.
Reflecting

On this second legend day dedicated to the One Legged Woman, we decided to make a reflection on the legend (see annex 2). For this, as a warm-up, we asked our students about how they could see the One Legged Woman reflected in our present day. Some of them thought of people who in one way or another have lost a part of their body, others opined about women who have problems at home with their husbands.

There was a little discussion about the subject and finally we showed them an animated video about the antipersonnel mines that unfortunately are so common in our country and has left several peasants, children and soldiers without any of its extremities.

After the video, we did an activity called "Minesweeper" (see Picture 9), the same name of the old computer game, whose aim was to press all the boxes without discovering the bomb. For the realization of the game, we put some cards on the board, some of them had a happy face to the back and the others a drawing of a bomb. The students in turns had to go to the front and flip one of the cards; if they discovered the happy face, they could return to their seats, on the contrary, if they discovered the bomb, it meant that he/she had stepped on an antipersonnel mine, so that one of his legs was tied (see Picture 10), preventing movement for the rest of the class.
This activity was very enjoyable for the students, who for a moment and in a playful, but seriously way, could put themselves in the shoes of people who for some reason have lost some of their limbs. At the end of the activity some of the students thought that perhaps the wrath of the One Legged Woman when losing one of her legs was what it took to become the specter of a beautiful woman that scares men. Others commented that it is definitely essential to feel what other people feel in order to understand them.

This activity shows us that working with legends does not mean that we should only emphasize everything to what happened in the past. If we make children think about situations such as antipersonnel mines, it is also another way of working with visual literacy, making them through real activities, can understand circumstances that fortunately or unfortunately we live in our Colombian context.
**Representing**

For the representation of the legend (see annex 3), in the first instance, we asked the students to make a poster (see Picture 11) that represented *the One Legged Woman*, this poster would be pasted in the classroom with the intention of decorating it and that the students were increasingly immersed in the environment of the legends. After it was done, we asked the students to close their eyes and try to imagine for a moment some other version of what happened to this poor woman; after a few minutes the students actively participated giving their possible versions and obtaining extra points from us when using words in English at the moment of speaking.

Some of the versions given, after making the mental image of the new stories, were that instead of losing a leg, had lost an eye or any other part of the body, there were also those who said that *the One Legged Woman* had lost the leg due to an antipersonnel mine, relating
its history to that of the reflection class. Finally, we recorded the students' voices reading the legend in English, who then had to represent it (see Picture 12) in front of the group at the same time that the recording sounded in the background.

In this way we finished the three weeks dedicated to our first legend. The students were very welcome to the classes and looked forward to the legend day to work on it. It should be noted that the One Legged Woman continued to play an important role in the coming classes, since it was the legend that they already knew well and we could compare it with the others.
"Mountain Mother haunts those who steal others people’s land and casts plagues on cattle owners who usurp fields or ignore boundaries."

**Telling**

The story of the *Mountain Mother* is a little different from the other legends who have a history of their past that led to death and by which they are dedicated to disturbing people who cross their path. Her past is not known, we only know that she is a woman dedicated to protecting nature when someone hurts it. Given the above, we wanted to know the previous knowledge of the students about this wonderful legend performing a procedure similar to that done with *the One Legged Woman* (see annex 4). We pasted a number of papers on the wall with the image of the *Mountain Mother* and by turns, after playing hot potato, each of the students had to write something about the legend on the sheet (see Picture 13).
Next, we proceed to tell the legend of this incredible and mysterious woman through the sequence of images (see Picture 14). The students were quite participative although it is a legend that does not have as much terror as the others. Finally taking into account that during the week we worked on the subject of habitats, we drew on the board the possible Colombian habitats (see Picture 15) in which we could find the Mountain Mother.
The students love to draw and see the product of their drawings on the board, so after this, we talk about the possible Colombian places where we could find such habitats, according to the experiences and trips of the students.

Reflecting

We believe that one of the most beautiful and significant reflections was the one developed with Mountain Mother. As we know the main objective of Mountain Mother is to defend the nature of those who hurt, damage or endanger it, which is why we decided to put ourselves in her shoes and take care of a fun character for a week (see annex 5). We distributed one egg per student, each one had to decorate it to make it look like a chick (see Picture 16). At the end of the class each one took his egg home with him, having as task to create a nest (see Picture 17) and bring it safe and sound the next legend day, it means they had to take care of it for a week.
This was not an easy task, many eggs were broken along the way and others did not arrive in the best conditions, but the objective of the activity which consisted in having the ability to take care of something for a while was achieved. Many did not take the activity to a happy conclusion, they really felt bad for what they did and they realized that the mother’s work in taking care of nature 365 days a year is not as easy as it seems.

**Representing**

As with the previous legend, the students made a poster (see Picture 18) of the *Mountain Mother*, in which they highlighted the green color of the nature that identifies it. We also discussed nature care and watched a video on global warming, after which
each student agreed to do a good deed for their environment and to intercede in case someone is doing something wrong against environment (see annex 6).

Finally, the group in charge played the role-play (see Picture 19) of the Mountain Mother for which they used some flowers and dry leaves representing the connection with nature and environment.
Thus, ended the week of the *Mountain Mother*, among eggs with the face of chicks, videos, discussions and environmental awareness. It was a very lively week, in which even the parents participated by helping with the care of our peculiar “little animal”.

**VISUAL SOURCES**

Images
Flashcards
Drawings
Chickens (Eggs)
Poster
Role Play
"Although his description does vary from place to place, he is usually a huge creature, covered in hair with long, claw-like nails."

**Telling**

We decided to continue with the history of the *Mohan*, since like the *Mountain Mother*, it does not have a definite past and dedicates itself to the care of nature, putting it in favor of those who care for it and want the best of it, and against those who do not have the best intentions (see annex 7). Curiously we could realize that although it is not one of the most named, the history of the *Mohan* is well known by the students, that besides knowing what he does, they know some of its peculiarities like the taste for the tobacco (see Picture 20). Taking into account their previous knowledge, telling the story was quite dynamic, as we showed the images (see Picture 21) as we read, the students complemented the story with which they already knew.
Finally, because the Mohan is another fervent protector of nature, so much that he dominates it to his accommodation, for example by multiplying or decreasing the fish to the fishermen, we work the subject of the animals, in a playful way through a big domino (see
The objective was that students could create a perfect domino, organizing animals and using strategies for that organization, i.e., doing what Mohan does daily, watching over nature, its order, equity, and harmony. This was also the opportunity for students to distinguish between the animals of our country and those who are not.

Reflecting

For the reflection of this wonderful legend (see annex 8), we had in mind a documentary recently made about our country called "Colombia Magia Salvaje". This documentary shows clearly the incredible fauna, flora, and unimaginable places that Colombia has, in turn that shows how the man has made a misuse of resources, the consequences we live today and those that we will live in case to continue polluting our environment. We consider that this documentary is very connected with the legends of both the Mountain
Mother and the Mohan who are dedicated to the care and protection of nature and its resources. The students watched it very attentive (see Picture 23), at the same time that they were drawing main ideas, that later would be shared in group, after making their respective translation to English, using vocabulary previously seen in class related to the nature, like the one of the animals and the habitats.

This documentary made several of the students fall into account about the great damage that the human being does to his environment. Also many of them knew great landscapes, resources and animals of our country that had never heard. It was an approach with ours, with what belongs to us while making them aware of how important it is to care for and protect our environment.

**Representing**

After watching the video and making their respective reflection about the environmental situation that our country is experiencing, each student was assigned a region
of our country and taking the role of Mohanes, they had to give possible solutions to the environmental issues, taking into consideration not only aspects of nature, but also of the production of food, the climate among others (see annex 9). It is amazing to see how children as young as 10 or 11 years old are capable of generating simple solutions, starting at home, in favor of the environment. These solutions were reflected in the representation of the Mohan in front of his partners (see Picture 24), demonstrating that through a phrase such as "not throwing garbage" can help to care for the environment. Finished this activity, students as is custom, made the poster of the Mohan (see Picture 25).

Thus ended the week dedicated to Mohan, a mysterious character who loves nature as much as himself, helps good fishermen and curses those who want to hurt nature and whom many claim to have seen him smoking his usual tobacco.
To tell the story of the Wailer (see annex 10), we came up with a warm-up activity called colloquially in our Colombian context "cebollita"; this activity consists of staring into the eyes without blinking with a partner, the person who first blinks loses. It is known as "cebollita", since the onion when we cut it or we have it near makes us cry, as it happens when we stop blinking. The objective was to start the class "crying", an action that characterizes our beloved weeping. Students love this type of challenge and it was a very fun and interesting way to start the class, in which even we as teachers participate, having a little more resistance than our students.

After this activity, the students wrote their main ideas (see Picture 26) about what they already knew about the Wailer and finally we told one of the most well-known versions through the sequence of images (see Picture 27), all of them listened attentively while watching the images with some kind of difficulty due to watery eyes; at that momento, they
understood the difficult situation that *the Wailer* must live having spent so many years in pain crying for her children day and night.

One of the activities carried out this week, was related to the subject of clothing, although in this case, the only one involved was not *the Wailer*, she was accompanied by the other legends. The students became fashion designers for a day, this being because all the legends wore some outdated, dirty and outmoded suits, so their job was to create a new outfit for each of the characters in the legends (see Picture 28). We were pleasantly surprised with the result of the activity, seeing the wonderful drawings made by the students, in which they kept the essence of the legends, but with a much more modern touch. It should be noted that in the end each had to describe his character as in a fashion show, taking into account the clothes, makeup and accessories.
Reflecting

For the reflection of this fascinating legend (see annex 11), we wanted to take into account the issue of single mothers that unfortunately is the reality of many women today, even mothers of our students. The previous because *the Wailer* had to suffer the death of its children since her husband did not have enough money to support them, situation that finally made that she died when trying to save to one of his children with the intention to raise it and to see it to grow next to him. This same reality can be evidenced today, with women who become pregnant with men who never respond for their children, who mistreat them and who finally end up abandoning them.

Before we started the discussion, we asked the students to write some personal information on a sheet of paper without writing down their names and including information about the people with whom they lived, which was what we really wanted to know in an indirect way (see Picture 29). When we collected the papers and read the information, we realized that the vast majority of the students lived alone with their mothers, with their uncles...
or their grandparents, in the absence of the father. Due to the above, when we began to talk about single mothers, which was the reality and daily life for the majority, many people felt alluded to and even dared to tell the stories of their families, thus finding parents drug addicts, mistreated women, mothers that working from Sunday to Sunday to support the house, among others that really contirred our hearts.

After this discussion, we decided to create a curriculum vitae of the Wailer with the intention of trying to get her a job so that when she found her children she could raise them and give them an education. As we can see in the image (see Picture 30), the personal references of the Wailer are the Mountain Mother and the Mohan and since we wanted to make it as real as possible, the students took the phone numbers and called coinciding with the response of a woman. The next day many of them arrived surprised and at the same time a little frightened commenting to everyone who had spoken on the phone with the Wailer. This was a rather funny and interesting anecdote and there was no human power to get out of their heads the experience of the call.
**Representing**

In this part (see annex 12), we decided to start with a fun activity that represented the moment in which the husband of *the Wailer* threw the children into the river; for this, each of the students drew a baby face on a sheet and cut it, then, with the jackets they were wearing, they made the shape of a baby and put the face made beforehand (see Picture 31). After this, the teachers collected the babies, representing the husband of *the Wailer*, and threw them into the "river" that was the place where the students were. They had to catch the babies by preventing them from falling to the ground (river) so they would not drown.
After rescuing the babies from the river, students as costume made the respective poster (see Picture 32) and finally the corresponding group made the representation of this fabulous legend in front of their partners (see Picture 33).

In this way we end the legend of the Wailer, one of the best known in our country and of which there is evidence and testimonies of people who claim to have seen or heard. In fact, some of the students claim that their grandparents once had contact with this beautiful but fearsome woman.
THE MAN WITH THE BIG HAT

“He dressed all in black and rode a black horse and was a stern-faced, well-dressed man who harmed anyone.”

Telling

The history of the Man with the Big Hat was the last one we worked with, but not the least important (see annex 13). Many of the students distinguished him by his famous phrase in Spanish “si te alcanzo, te lo pongo”, others had heard of him but by another name. We could notice this after seeing the different ideas written in the paper that students filled out before starting the history of any legend (see Picture 34). However, the history of the Man with the Big Hat is one of the saddest, a lonely and taciturn man, who used to walk in the streets of Medellin, sitting in a park in the sun and wind, with the particularity of always wearing his big hat black.
Like the other stories we told this one to the students through the images, always emphasizing the solitude in which he lived (see Picture 35). Unlike the other legends, this one seems to have one of the most real antecedents and many inhabitants of Medellín assure to hear it to whistle constantly.
We talked a little about things that might cause us to isolate ourselves from society and we came to the conclusion that our likes are what make us unique and was perhaps the reason why *the Man with the Big Hat* died alone, because maybe he had likes and behaviors very eccentric and nobody could stand him. So we decided to relate this issue in terms of food, including beans, arepa among other foods own of Medellin, home of this man (see Picture 36). The objective of the activity was to pass in front of the board, take an image of a food and paste it in the column that corresponded according to their likes; this activity generated some discord when, for example, someone pasted the meat in the column of dislikes and most liked it. Finally we come to the conclusion that the fact of being different does not have to move away from the others, the key is to accept the other as it is.

Reflecting

As we mentioned before, we work on the history of *the Man with the Big Hat* taking into account the great solitude in which he lived and the one that made him the legend that he is today (see annex 14). We relate his situation to that of many elderly people who, when they grow old, are rejected by their relatives and given to a nursery home in which they finally die alone.
Around the room we glued some images of lonely people with faces of sadness, of different ages and social strata (elders, street people, women, children), the students had to observe the images, to think in a phrase of encouragement, to translate and to write it (see Picture 37). Some of the phrases written by the children were "we are not alone", "do not cry", "raise your spirits", "God loves you", among others.

To conclude, some of the students talked about their experiences in the family, where their parents or uncles had left their grandparents, we also opined about the orphaned children and of the inhabitants of the street that for some reason or others do not have to anyone and are destined to die in solitude. In this way the students could understand a little the reasons that the Man with the Big Hat had and so their spirit continues to plague in the parks of Medellin, after having lived a long but painful and sad life in solitude.

**Representing**

Before ending this last legend (see annex 15), we asked the students if they agreed to leave our loved ones, leaving them in solitude. Many of them said that they would not do it because they would not want any member of their family to run with the same fate as the poor and lonely Man with the Big Hat.
Then the students made a beautiful poster made of charcoal (see Picture 38) and finally represented the history of the Man with the Big Hat, riding his horse, whistling in the parks and chasing those bad and drunken men (see Picture 39).

After having made a journey full of images, stories and reflection, with the legend of the Man with the Big Hat we reach the end of this project work. Below we will describe the final product of this wonderful project and we will give the respective conclusions resulting from the development of this research.

<table>
<thead>
<tr>
<th>VISUAL SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images</td>
</tr>
<tr>
<td>Flashcards</td>
</tr>
<tr>
<td>Poster</td>
</tr>
<tr>
<td>Role Play</td>
</tr>
</tbody>
</table>
The project of the Colombian legends lasted 15 weeks in which we tell not only the history of each of the legends but also that we relate them with real and current issues of our daily life. In addition, the students performed the representation of each of the legends, which allowed them to put themselves in the shoes of these mystical characters and to understand a little the reasons that led them to become in fearsome legends.

As a final product of this project, taking into account the way in which we had worked the legends from fiction to reality, we decided to ask the students a frieze in which they represented in a written and visual form a new version of the legend with the one that worked during the project. Here are some of the best new versions of the legends created by students:

**One Legged Woman**

**The Eye Alone**

The eye alone (see Picture 40) is one of the new versions of the One Legged Woman that tells the story of a woman who worked as a cook for a group of workers, one day felt sick and went to the hospital. That day the workers had no food and were very angry. When the woman arrived at the house, one of the workers took out an eye with
a knife. Since then the Eye Alone is dedicated to persecuting the workers who treat their cooks badly.

**The Hand Alone**

The hand alone (see Picture 41) is the story of a woman who did not like to do anything with her hands which led her to cut them off. Because of this she died and since then she is dedicated to frightening those who do not like to do anything with their hands.
The Mountain Mother

The Mother City

Mother City (see Picture 42) is the story of a woman who was trying to educate children and adults about the care of nature. Seeing that people ignored their recommendations and increasingly contaminated she became tired and decided to move away. Some time later there were earthquakes and catastrophes due to pollution and people begged the mother city to come back and fix everything by promising they would not pollute again. Since then, this city has become an example of environmental care in the rest of the world.

The Mohan

The Hairy

The Hairy (see Picture 43) was a child who was born with a strange appearance, which is why his mother left him in the woods. There he was raised by a family of bears and since then is dedicated to protecting these animals from bad people who want to kill them or mistreat their environment.
**The Borrachón**

The Borrachon (see Picture 44) is the story of a man who lived in the forest with his wife and two children. He liked to drink every night, and when he got drunk, he mistreated his wife and children. One day, after drinking too much, he fell into a river and drowned. Since then he has scared men who drink too much and mistreat their families.
Laughter

It is the story of a woman who died of laughter when her cousin tickled her non-stop. Since then it has frightened those who do not like to laugh (see Picture 45).

The Puppet

It is the story of a woman controlled by her husband as a puppet (see Picture 46). One day her husband did not come home and she went to look for him. He found him with other women and tried to kill him, but his husband drew a gun and killed her first by telling her that she had always been a silly puppet to him. Since then she seduces the unfaithful men and then transforms into a terrifying puppet to kill them.
The Man with the Big Hat

The Young Man in the Magic Hat

The story goes that there was a man who entertained people with his magic hat. One day some bad people hurt him and his family. Since then it is said that appears at night with his magic hat disappearing to bad people (see Picture 47).

These new versions of the legends were the final sample of the students after working with the Colombian legends. In each one of them you can see the effort with which they were made, taking into account the main aspects of the original legend but putting their personal brand. It should be noted that on the day of the final presentation, everyone went to the front
of the room to expose their version of the legend, appropriating stories and even answering questions from their peers with astonishing security. After the presentations, we reflect on the fact that, perhaps, in the same way the existing legends may have arisen, they are an oral tradition that has passed from generation to generation told from one person to another.
REFLECTION

The development of this project was a very enriching experience both in our professional and personal field. From the professional we can say that every pedagogical practice makes us fall in love with our work, to be teachers, to share knowledge, to live with our students, to serve them, to help them and to guide them, without limiting ourselves to teaching, but also being part of their lives, trying to leave a legacy in our students.

From the personal aspect, we can say that the experience of teaching and learning is always rewarding and even more when you see the interest of the students in your classes, the process in which not only learn but also laugh, play and have fun and the great results filled with the incredible imagination and magic that children have.

We must accept that at first, we were afraid to start with this challenge, as we were facing a group that did not like English, had not had good experiences in this class and therefore were predisposed before the arrival of new teachers. In addition, we came with a different way to work, taking a theme as colombian as our legends and transforming it so that through them could learn English, highlighting the use of visual material, above the custom of the English book and use of notebook and board for everything.

However, we can now say that it was worth trying, because both the process and the result were incredible. Students welcomed us with open arms, they were for a few months in the world of English through the legends, they contributed their innovative ideas, they put themselves in the shoes of the fantastic characters, they were immersed in the second language understanding everything through images, videos and a very Colombian environment and finally they invented each one their history, ceasing to be students to become “legends”.
CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

This work was done in order to demonstrate that the use of images as a teaching strategy in the classroom could reinforce and contribute to the learning process of students; in the same way, it was intended to use the cultural context of the children, exploring the Colombian legends through a project work that allowed the students to learn English in a different and innovative way, identifying their reactions to this new type of teaching.

From the above, we can say that the main objective of our work was fulfilled, that is, to use as many visual resources as possible when teaching the second language. As can be seen throughout this work, whatever the subject or situation to study in the classroom, the use of images was essential and was our main tool to get students to understand each of the contents, while we spoke in English.

On the other hand, we have the part of the cultural context, for which we chose the Colombian legends that identify us as part of our wonderful country. It is clear that our main focus was on visual literacy, but we always believed that we should choose a topic that would involve the students and catch them to make the English class more interesting; it is there where our Project work plays a fundamental role that surprisingly had a great acceptance on the part of the students.

Throughout the project, we were able to realize the important effect that has to work with a topic of interest when teaching a second language, since getting the attention of the students is the first great step for the process of learning English to be effective. So, in our "Legends Days" in which we combined the use of images with the themes seen and the legend of the week, we could notice that the students changed their perception about English.
For them English was a class that explained a grammatical theme on the board, then copied it in the notebook, some activities and exercises were done in a book in which the examples were from foreign countries and finally some classes were dedicated to the oral part that of course scared the majority and which only had to follow an already planned parliament. On the contrary, with the subject of the legends, the students went from reading and copying in the notebook to interpreting images while listening to the English language, from books developed in American and British contexts to a theme of cultural tradition in their own country and finally from speak something that they did not even understand to look for the words and the form to express itself so that they could give their opinion about the legends and their repercussions at the present time to their group.

Finally, the whole project result we could see reflected in the friezes made by the students as final work as in the representation of the legends. Although obviously we found some grammatical errors and a bit of spanglish, the important thing is that the objective was fulfilled. The students really felt comfortable working with legends and English to such an extent that in the end they could create new versions of the legends and interpret them in a second language.

In conclusion, we can say that visual literacy is definitely a very good strategy when teaching a second language, since it allows students to understand us without using the translation, Spanish or stopping the class emphasizing on a topic that can be explained very easily through an image. All this, reinforced by a work by projects that gives us the possibility to have a topic of interest in which students can be immersed and actively participate and from which will obtain a final product that as in our case, demonstrate learning.
We believe that our project can serve as an example for teachers who may be faced with students' rejection of English. Our great cultural diversity gives us an infinite number of themes with which we can work and our visual environment, gives us the necessary tools to carry it out.
BIBLIOGRAPHY


Colombian songs were thanks to: Yo me llamo Cumbia en inglés by Katia Lozano. (2017). [video] Available at: https://www.youtube.com/watch?v=KrTxW1rmS5s [Accessed 14 May 2017].


# Annexes: Lesson Plan No. 01

**One Legged Woman**

**“Telling” (Annex 1)**

<table>
<thead>
<tr>
<th>School: Colegio Cultivando Valores</th>
<th>Grade: Fifth</th>
<th>Date: February 15th 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher: Beatriz Henao</td>
<td>Student Teacher (S): Laura Ramirez and Jessica Rodriguez</td>
<td></td>
</tr>
</tbody>
</table>

**Preparation**

**Topic:** The One Legged Woman Legend

**Goal:** Students will be able to understand what the one legged woman legend is about.

**Communicative Focus:**

Getting involved with the One legged woman legend.

**Objectives:**

- To get knowledge about the history of the One legged woman.
- To practice the use of simple past.
- To identify colors and shapes in activities related to the topic.
- To reinforce colors and shapes vocabulary seen in the legend.

**Language Focus:**

- Personal pronouns (He, She, It, They)
- Present Simple: She was a beautiful woman in the town.
  - The father was really surprised.
  - Children were happy in the house.
- Colors and shapes vocabulary: (Primary and secondary colors, circle, square, star, triangle)
- Language Expressions:
  - Once upon a time
  - Die of sadness
  - Eat like a bird
  - Walk on Eggshells
  - As easy as apple pay.

**Time:** 90 minutes

**Classroom Routines:**

- Greeting the students
- Organizing students for the class
- Calling the roll

---

**Class Development**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Time</th>
<th>Activities / Didactic Procedure</th>
<th>Resources and Materials</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
| Warm Up Scanning Activity | 15 min | Teacher will give to students a piece of paper with some questions, in order to identify student’s prior knowledge about the one legged woman. Students will write down what their answers into worksheet. (Thoughts, ideas and perceptions). The questions are the following:  
- What do you thing the One legged woman is about?  
- Have you ever hear about The One legged woman legend?  
- Type two characteristics you thing the one legged woman has. | Pieces of papers, pens, erasers, pencils. |
|-----------------------------------------------|--------|-------------------------------------------------------------------------------|----------------------------------|
| Presentation Story Telling One Legged Woman Legend | 20 min | Story telling  
Teachers are going to tell the One Legged Woman Legend, and students are going to pay attention to the story, in order to get the moment of the story that calls most their attention. The idea is also that students identify vocabulary from the legend. (As colors, places and nouns).  
Teacher will bring the One Legged Woman printed images, in order to tell the story in a really visual way. Also, in order to catch student attention.  
Students will be involved into the story, while they pass around the images to their partners. At the same time that teachers tell the story. | Story images of the legend.  
General Understanding: The teacher will see if the students show a good understanding of the legend at the moment to indicate some aspects related to the story.  
- To be a good listener: Students will listen to their teachers in order to understand what the story is about  
To write known and unknown vocabulary and also to understand the meaning of the words. |
| Practice Stag | 25 min | Students will take out their notebooks in order to answer some questions regarding the legend that they listen about. The questions the students will answer are:  
- What are the main characters of One Legged Woman Legend?  
- What did you like the most from the One Legged Woman Legend?  
- Why did She lose her leg?  
- Where is the One Legged Woman From?  
- What vocabulary did you remember from the story?  
- Do you agree with the One Legend Woman legend? Why? Explain your reasons.  
The class will review student’s answers together. | Paper Markers Dictionary Word cards  
Writing: The teachers will assess the students in aspects relate to:  
Spelling: Students write in a proper way the words avoiding doing grammar mistakes.  
Sentence structure: the teachers will read the sentences and they will observe if the sentences are structurally correct. |
<table>
<thead>
<tr>
<th>Production Stage</th>
<th>25 min</th>
<th>Teacher will give to students a worksheet with the one legged woman picture around her there are going to be some shapes (square, star, circle, and triangle). Students will decorate the picture and they will identify the name of the different shapes that they see in there. Also they will use primary and secondary colors to decorate the picture. Teachers will review the colors and shapes in English to reinforce their vocabulary. Teachers will thank to students for their attention and participation into the activity.</th>
<th>One Legged Woman Worksheet</th>
<th>Sentence structure: the teacher will read the sentences and he will observe if the sentences are well structurally correct. Vocabulary and word choice: the teacher will read the sentences and they will assess if the students use the vocabulary according to the activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing</td>
<td>10 min</td>
<td></td>
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</tbody>
</table>

**Production Stage**

**Closing**
**SCHOOL:** Cultivando Valores  
**GRADE:** Fifth Grade  
**DATE:** February 22nd 2017  
**STUDENT TEACHER (S):** Jesica Rodriguez – Laura Ramirez

### PREPARATION

<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>Landmines in Colombia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL:</strong></td>
<td>Students will be able to express ideas from the one legged woman legend.</td>
</tr>
<tr>
<td><strong>COMMUNICATIVE FOCUS:</strong></td>
<td>Giving opinions about landmines in Colombia</td>
</tr>
</tbody>
</table>
| **OBJECTIVES:** | - To practice the use of present simple  
- To practice new vocabulary related to the topic.  
- To reinforce nouns vocabulary according to the legend. |
| **LANGUAGE FOCUS:** | Personal Pronouns (I-You-He-She-It-We-They)  
Present Simple (I think that-My opinion is-I agree with)  
New Vocabulary (Mines, army, weapon, victims, violence, life) |

### CLASSROOM ROUTINES:

- Greeting song
- Angel of my guard prayer
- Organize the classroom

### CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Stage</td>
<td>10 min</td>
<td>Warm up: Teacher will ask to the students how they could see the One Legged Woman legend reflected in real life. Students will give their ideas, anything that they think for example, in a ghost they saw at any time. The idea is to recognize, legends could be not only a story but if it could be also reflected in our daily and common life with real situations that happening in our current society. Then, they are going to show a video about landmines in Colombia. Students will listen to and watch the video, and then they will participate in a discussion about the landmines in our country. Teachers will explain and give more information about this is a real situation that is happening to many people who live little</td>
<td>Landmines video <a href="https://www.youtube.com/watch?v=ubQKXx8jZxs">https://www.youtube.com/watch?v=ubQKXx8jZxs</a></td>
<td>General Understanding: Teachers will see if the students show a good understanding of vocabulary at the moment to indicate some aspects related to video. To be a good listener.</td>
</tr>
<tr>
<td>STAGE</td>
<td>TIME</td>
<td>ACTIVITIES / DIDACTIC PROCEDURE</td>
<td>RESOURCES AND MATERIALS</td>
<td>ASSESSMENT</td>
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<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Practice Stage</td>
<td>25 mins</td>
<td>Teachers will paste on the board some cards of a Minesweeper game. Some of the cards will have a happy face and others one will have a bomb. Students will pass in front of the board to discover each one of the cards. If a student discovers one card which contains a bomb, teachers will tie one of his/her legs. The student will have to stay during the whole class as the one legged woman. (Without a leg).</td>
<td>Minesweeper game, Rope</td>
<td>Students interactions Teachers will observe if students recognize the turn taking into the game.</td>
</tr>
<tr>
<td>Production Stage</td>
<td>20 mins</td>
<td>Teachers will write down some questions in the board in order to generate a discussion and share ideas in the class. Students will think about the answers and they will participate in the class giving their opinions. Questions will be the following: - How can you contribute to help disable people? - Why do you think there is many disable people in Colombia? - Do you know any disable people closed to you? - What can we do to decrease the warm in our country?</td>
<td>Notebooks, colors.</td>
<td>Speaking: Teachers will listen to the students during the development of the activity and they will assess the students in the some aspects, giving feedback during the activity. Interaction: Teachers will see if students are able to recognize turn the turn taking into a conversation.</td>
</tr>
<tr>
<td>Closing</td>
<td>10 mins</td>
<td>Teachers will give to the girls a little gift because of the Women’s Day Celebration.</td>
<td>Gift</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN No. 03
ONE LEGGED WOMAN
“REPRESENTING”
(ANNEX 3)

SCHOOL: Colegio Cultivando Valores
GRADE: Fifth Grade
DATE: March 1st 2017
STUDENT TEACHER (S): Jessica Rodriguez- Laura Ramirez

COOPERATING TEACHER: Beatriz Henao

PREPARATION

TOPIC: One Legged Woman
GOAL: Students will be able to use English vocabulary through the legend.

COMMUNICATIVE FOCUS:
Giving a message of the One legged woman legend through the use of English language in a real context

OBJECTIVES:
- To use the present simple
- To recognize elements from the context to make sentences related to the topic.
- To put in practice new vocabulary they have been learning in the last sessions.

LANGUAGE FOCUS:
Colors and shapes (Primary and Secondary colors; yellow, blue, red, green, orange)
Shapes: Circle, Square, Triangle, Rectangle, Star)
Personal Pronouns.
I-You-He-She-They-We
Present simple:
I have a red pencil- It is a blue star

CLASSROOM ROUTINES:
Greeting song
Angel of my guard prayer
Organize the classroom

TIME: 90 minutes

CLASS DEVELOPMENT

STAGE | TIME | ACTIVITIES / DIDACTIC PROCEDURE | RESOURCES AND MATERIALS | ASSESSMENT
--- | --- | --- | --- | ---
Presentation Stage | 10 minutes | Warm up: Hang man Game. Teachers are going to choose any word from the One Legged Woman legend. Students will say letters in order to guess what is the word that we are talking about.
Teachers will play a movie about the One legged woman to get students involved in the legend in visual way. Students will pay attention to the video. They will be asked for some particular questions regarding the character in the story. Questions are the following:
Board, markets, eraser. | One Legged Woman Video. [https://www.youtube.com/watch?v=M0IHfjvbUFM](https://www.youtube.com/watch?v=M0IHfjvbUFM) | 1. To write down known and unknown vocabulary.
2. To understand meaning of the words.
3. Student’s reactions to the video

(Speakers, TV set.)
<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Practice Stage | 20 minutes | Students will be asked by the teachers to close their eyes. Teacher will ask students to imagine the one legged woman in a new version. Students will try to describe as much as possible the new version that they are getting in their minds using colors and shapes vocabulary. For example, she has blue glasses. Teacher are going to give extra points, to those students who use and put in practice the colors and shapes vocabulary. | Blindfolds.              | 1. Student’s knowledge about colors and shapes.  
2. Students interpretations from the one legged woman legend  
3. Interaction and Participation. Teachers will see if students are able to recognize the turn taking into the activity. Listening to each other. |
| Production Stage |          | Teacher will give them some material and sources for them to create an artistic poster. Students will create a poster as an artistic representation of the legend. They will use as much vocabulary in their posters, regarding the colors and shapes topic. Teacher will show them some images about the One legged woman legend. Teacher will record student’s voice talking about the one legged woman legend. | The One Legged Woman posters. Audio-Record tool. | Elaboration, support and style: Teachers will read the sentences and they will see if the sentences are correct and comprehensible. Vocabulary and Word choice: Teachers will read the sentences and they will evaluate if the students use a variety of the vocabulary learnt in class. |
# LESSON PLAN No. 04

**THE MOUNTAIN MOTHER**

**“TELLING”**

(ANNEX 4)

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**SCHOOL:** Colegio Cultivando Valores  
**GRADE:** Fifth  
**DATE:** March 8th, 2017  
**COOPERATING TEACHER:** Beatriz Henao  
**STUDENT TEACHER (S):** Laura Ramirez and Jessica Rodriguez

---

## PREPARATION

<table>
<thead>
<tr>
<th>TOPIC: THE MOUNTAIN MOTHER LEGEND</th>
<th>GOAL: Students will be able to describe what the Mountain mother legend is about.</th>
</tr>
</thead>
</table>
| COMMUNICATIVE FOCUS: Listening to what the Mountain mother legend is about. | OBJECTIVES:  
- To recognize and describe the different types of habitats.  
- To identify the main structures of English language in real contexts.  
- To reinforce habits in English topic. |

## LANGUAGE FOCUS:

- Personal pronouns (I-You –He- She-He –It-They-We)  
- Nouns, Nature Elements and habits (Tree, River, Mountain, Sky, Sea, Desert, Stone)  
- Past simple (She lived in the forest) (The river was quiet)

## NETWORK ROUTINES:

- Greeting song  
- Angel of my guard prayer  
- Organize the classroom

---

## CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up:</td>
<td>10 minutes</td>
<td>Warm up: Teachers are going cover student’s eyes and then they are going to give them a name of an animal by pairs. Students with their eyes covered have to make the sound of his/her animals in order to find their pair just by listening to the sounds.</td>
<td>Story through Images</td>
<td>General Understanding: The teacher will see if the students show a good understanding of vocabulary at the moment to indicate some aspects related to vocabulary</td>
</tr>
<tr>
<td>Presentation Stage</td>
<td>25 minutes</td>
<td>This class will be dedicated to the Mountain Mother Legend. For students know the legend. Teachers will present the legend in a very visual way. Teachers will use images to tell the story, following the sequence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activities / Didactic Procedure

<table>
<thead>
<tr>
<th>Stage</th>
<th>Time</th>
<th>Activities / Didactic Procedure</th>
<th>Resources and Materials</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Stage</td>
<td>25 min</td>
<td>Teachers will paste some cards on the board about the one legged woman. The class will play hot potato, the students will pass in front of the board and she/he will write something about the mountain mother legend.</td>
<td>Mountain mother pictures.</td>
<td>Interaction: Teachers will see if students recognize the turn taking during the activity. Spelling: Students write in a proper way the words avoiding doing grammar mistakes.</td>
</tr>
<tr>
<td>Production Stage</td>
<td>25 min</td>
<td>Teacher will paste in the board some images about the different types of habits around the word. They will explain the main differences between each one of them. Students will draw in their notebooks the different types of habits. They will listen to the teachers to learn the correct pronunciation in English.</td>
<td>Habitat Cards</td>
<td>Vocabulary, students will identify the name of the habitats that the class is working on.</td>
</tr>
<tr>
<td>Homework</td>
<td>5 min</td>
<td>Students have to look for some information about thing people do to take care of the nature.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LESSON PLAN No. 05**  
**THE MOUNTAIN MOTHER**  
**“REFLECTING”**  
(ANNEX 5)

**SCHOOL:** Colegio Cultivando Valores  
**GRADE:** Fifth  
**DATE:** March 15th 2017  
**STUDENT TEACHER (S):** Laura Ramirez and Jessica Rodriguez

---

**PREPARATION**

**TOPIC:** Global Warming  
**GOAL:** Students will be able to recognize the danger of global warming

**COMMUNICATIVE FOCUS:**  
Talking about single mothers in Colombia using English language.

**OBJECTIVES:**  
- To recognize the different types of habits in our nature.  
- To use present simple to share ideas about single mothers topic.  
- To practice nature, habitats and nature vocabulary in real contexts.

**LANGUAGE FOCUS:**  
- Personal pronouns (I – You – He – She – It – They – We)  
- Nouns, Nature Elements and habits (Tree, River, Mountain, Sky, Sea, Desert, Stone)  
- Present Simple (I think that – My opinion is – I agree with)

**TIME:** 90 minutes

---

**CLASSROOM ROUTINES:**  
- Greeting song  
- Angel of my guard prayer  
- Organize the classroom

---

**CLASS DEVELOPMENT**

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Stage</td>
<td>10 minutes</td>
<td>Warm up: Teachers will play a video in which students will listen to the sound of different animals. Students will have to say in English the name of the animal that it sounds like. Teacher will say if it is the correct one or if it is wrong. Teachers will present a video about the gestation of an egg, because the egg is one of the elements that could be really helpful to let students understand the different stages of the human life, for example with a little chicken. Students will play attention to the video. Then, the class will share their ideas about the video.</td>
<td>Speakers, TV set. Video animal sounds. Video gestation of an egg</td>
</tr>
</tbody>
</table>
|             | 20 minutes |                                                                                                 | https://www.youtube.com/watch?v=cg0u5TyDkou  
|             |          |                                                                                                 | https://www.youtube.com/watch?v=N46yIdn4ysE |

---

**ASSESSMENT**

- To be a good listener: Students will listen to their teachers and pay attention to the video. General Understanding: Teachers will see if the students show a good understanding of vocabulary at the
<table>
<thead>
<tr>
<th>STAGE</th>
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<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Practice Stage | 25 minutes | Teacher will try to get students aware about the importance of taking care of nature and environment. Students will share their opinions, thought and ideas in order to participate with their point of view. Questions for the discussion are:  
- What do you do to help nature in your daily routine?  
- Why do you consider importance take care of animals?  
- How do you imagine the world in 2090?  
- What do you like from nature?  
- Why do you think that we are making damage to the nature? | Eggs, scissors, wool, glue, markets.                                                                                                                                | Pronunciation: Teachers will listen to the students and they will observe if they say the appropriate pronunciation of words when they will share their opinions.  
Spelling: The teachers will listen to them to check the students with the spelling of unknown words. |
| Production Stage |            | Teacher will bring over eggs to give them to the students. Also, they will give them some material to decorate and get dressed the eggs. Teachers will give to each one of the students an egg. (a real one). Students will have to put it a name as (Juanito). They will be asked to take care of the egg during one week. Students will decorate and dress the egg as they one, getting the egg as a real character, for example a baby, an animal or as one of the main character of any legend. (The wailer, the mountain mother and so on). |                                                                        |                                                                                                                                             |
# LESSON PLAN No. 06
## THE MOUNTAIN MOTHER
### “REPRESENTING”

(ANNEX 6)

**SCHOOL:** Colegio Cultivando Valores  
**GRADE:** Fifth  
**DATE:** March 22nd  
**STUDENT TEACHER (S):** Laura Ramirez and Jessica Rodriguez  
**COOPERATING TEACHER:** Beatriz Henao

## PREPARATION

**TOPIC:** Mountain Mother performance  
**GOAL:** Students will be able to use habitats vocabulary in real contexts.

### COMMUNICATIVE FOCUS:
- Looking Mountain Mother Legend performance

### OBJECTIVES:
- To recognize and describe the different types of habitats.
- To show the understanding about habitats and nature vocabulary
- To put in practice use of present simple in real contexts.

### LANGUAGE FOCUS:
- Personal pronouns (I-You –He- She-He –It-They-We)  
- Nouns, Nature Elements and habits (Tree, River, Mountain, Sky, Sea, Desert, Stone)  
- Present simple (She is the mountain mother, the nature is beautiful)

## TIME:  90 minutes

## CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Stage</td>
<td>10 min</td>
<td>Warm up: As in this class section students will be asked to perform the Mountain Mother legend in front of the class, teachers are going to show them some exercises to get the body relaxed, before start the class. Students will repeat the exercises as the same way that teachers are doing it themselves. Teacher will play a video about global warming. Teacher will ask to students to write down some questions on the notebooks from the video. Students will watch the video and they will be taking notes. Students will answer to the following questions:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                     | 25 min| Stretching exercises  
|                     |       | Speakers, TV set. Global warming video. [https://www.youtube.com/watch?v=Dy2hYcImbOM](https://www.youtube.com/watch?v=Dy2hYcImbOM) | | In this activity the teacher will evaluate their students on the level of vocabulary and if they are able to: 1. To be a good listener. 2. To write known and unknown vocabulary. |
- What are the main causes of the global warming?
- Name three places that are being affected because of the global warming
- Name three animals that are in danger of extinction.
- Why human beings are hurting nature?

<table>
<thead>
<tr>
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<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Stage</td>
<td>25 minutes</td>
<td>Teacher are going to show them some samples of poster from the Mountain Mother legend and also about environmental education. Prior to that, teachers will divide the class in groups. Students will draw a poster about the mountain mother legend. They are allowed to use as much vocabulary possible from the one that we were practicing before, during the last sections of class.</td>
<td>Poster pictures.</td>
<td>Vocabulary and Word choice: Teachers will read the sentences and they will evaluate if the students use the vocabulary according to the topic. Elaboration, support and style: Teachers will read the sentences and they will see if the sentences are correct.</td>
</tr>
<tr>
<td>Production Stage</td>
<td>25 minutes</td>
<td>Teachers will ask to the student to think about how they can make a performance about the mountain mother legend. Teacher will be divided by groups. Students will make a role play about the mountain mother legend.</td>
<td>Speaking: The teacher is going to listen to the students and he is going to assess the students in aspects like: Pronunciation: The students say appropriately the words, its spelling is correct and they avoid doing pronunciation’s mistakes.</td>
<td></td>
</tr>
</tbody>
</table>
**SCHOOL:** Colegio Cultivando Valores  
**GRADE:** Fifth  
**COOPERATING TEACHER:** Beatriz Henao  
**STUDENT TEACHER(S):** Laura Ramirez and Jessica Rodriguez  
**DATE:** March 29th 2017

## PREPARATION

**TOPIC:** THE MOHAN LEGEND  
**GOAL:** Students will be able to identify what the mohan legend is about

**COMMUNICATIVE FOCUS:**  
Listening to the Mohan Legend.

**OBJECTIVES:**  
- To reinforce animals vocabulary.  
- To identify past simple form in a real context  
- To recognize and practice animals vocabulary though the legend.

**LANGUAGE FOCUS:**  
- Personal pronouns (I-You –He- She-He –It-They-We)  
- Animals vocabulary (Dog, cat, horse, lion, dolphin, bird)  
- Past simple (She lived in the forest)  
  (The lion lives in the forest)

**TIME:** 90 minutes

**CLASSROOM ROUTINES:**  
- Greeting song  
- Angel of my guard prayer  
- Organize the classroom

## CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>STAGE</th>
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<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Presentation Stage | 10 minutes | Warm up: Tongue twister  
In this activity teachers will write two tongue twisters in the board. They will say the tongue twister and they will teach how to pronounce them.  
Students will try to memorize the tongue twister from the board.  
They will repeat the tongue twister into the same way as the teachers do it.  
Teachers will bring some worksheets about the Mohan who is the main character for this class section.  
Students will have to write in the paper what kind of information they already have or they think that could be                 | Mohan sheet                | Tongue twisters |
|             | 20 minutes|                                                                                                 |                          |                  |
related to the Mohan legend.

<table>
<thead>
<tr>
<th>STAGE</th>
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<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>25 minutes</td>
<td>This class will be dedicated to the Mohan Legend. For students know the legend. Teachers will present the legend in a very visual way. Teachers will use images to tell the story, following the sequence of the story. Students will pay attention to the teacher really carefully. Students will watch the images and they will pass around the images one by one in that way they will know about the Mohan Legend.</td>
<td>Story through Images</td>
<td>In this activity the teachers will evaluate their students on the level of vocabulary and if they are able to: 1. To be a good listener. 2. To write known and unknown vocabulary. 3. To spell words. 4. To understand the meaning of the words.</td>
</tr>
<tr>
<td>Production</td>
<td>25 minutes</td>
<td>Teacher will bring to the class a dominos game about animals they will explain the rules for the game. Students are going to play the Animal Domino until complete it. RULES: -Student have to say the name of the animal in English -Student will have to spell the name of the animal in English. -Respect your turn -Do not match two different animals with the card.</td>
<td>Dominos game</td>
<td>Speaking: Pronunciation: The teachers are going to listen to the students and he is going to observe if they say the appropriate pronunciation of words when they are going to match the cards. Spelling: The teacher is going to listen to and to check the students with the spelling of unknown words.</td>
</tr>
<tr>
<td>Homework</td>
<td>10 minutes</td>
<td>Students will write in their notebooks which animals from the previous game allow to our Colombia country and which one of them does not. They will organize the animals in the best possible way to give to our nature as the Mohan does.</td>
<td>Notebooks, pencils, pens.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN No. 08
THE MOHAN
“REFLECTING”
(ANNEX 8)

SCHOOL: Colegio Cultivando Valores
GRADE: Fifth
DATE: April 5th
2017
COOPERATING TEACHER: Beatriz Henao
STUDENT TEACHER ($): Laura Ramirez and Jessica Rodriguez

PREPARATION

<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>Nature and environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL:</td>
<td>Students will be able to share ideas about nature and environment through English language</td>
</tr>
</tbody>
</table>

COMMUNICATIVE FOCUS:
Discussing sessions to present ideas.

<table>
<thead>
<tr>
<th>LANGUAGE FOCUS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Personal pronouns (I-You –He- She-He –It-They-We)</td>
</tr>
<tr>
<td>-Present simple and Language expressions: (We think, I consider, They agree, My opinion is)</td>
</tr>
</tbody>
</table>

TIME: 90 minutes

CLASSROOM ROUTINES:
Greeting song
Angel of my guard prayer
Organize the classroom

CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Stage</td>
<td>10 minutes</td>
<td>Warm up: Break phone Teacher will think a sentence that will write down in a piece of paper. Students will say the sentence one by one until the last one. The sentences are going to be: - I saw Susie sitting in a shoe - Denise sees the fleece - Sheena leads, Sheila needs.</td>
<td>Piece of paper, pen.</td>
<td>In this activity the teacher will evaluate their students on the level of vocabulary and if they are able to: 1. To be a good listener. 2. To write known and unknown vocabulary.</td>
</tr>
<tr>
<td></td>
<td>30 minutes</td>
<td>Teacher will play the Colombia Magia Salvaje movie. Students will play attention to the movie. They will catch the</td>
<td>Speakers, TV set. Movie.</td>
<td></td>
</tr>
</tbody>
</table>

(Time) 5 minutes
es

moment that called the most their attention and also they will write down in their notebooks if they have any question regarding the movie to share at the end of the activity.

3. To spell words.
4. To understand the meaning of the words.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Practice Stage | 20 minutes | Teacher will ask some question to the students from the movie in order to contribute to their environmental awareness:  
- How do you think we can improve the care of our environment?  
- What do you like the most from the movie?  
- Do you think Colombia is a rich country? Why?  
- What are the main exotic aspects from our country?  
- Why we should feel proud of our country?  
Students will think about the questions.  
The class will share their ideas. | Notebooks, pens. | Speaking: The teachers are going to listen to the students during the development of the activity and he is going to assess the students in the following aspects, giving feedback during the activity. Pronunciation: The teachers are going to listen to the students and he is going to observe if they say the proper pronunciation of words when they are going to share ideas. |
| Production Stage | 20 minutes | Teacher will explain to the students to prepare one of their representative ideas from Spanish language to English language, using all the vocabulary about animals and nature.  
Students will have the help of the teachers to create the statement maximum one line.  
The class will review the sentences all together.  
Students will stand up one by one to say the sentence in front of their parkers. | Notebooks, pens. | Pronunciation: The students say appropriately the words, its spelling is correct and they avoid doing pronunciation’s mistakes. |
| Closing        | 5 minutes  | The class will do a voting to choose what is the winner statement from the whole class?  
The one with the mayor amount of votes will get a gift. |                                                                       |                                                                           |
SCHOOL: Colegio Cultivando Valores  
GRADE: Fifth  
COOPERATING TEACHER: Beatriz Henao  
STUDENT TEACHER (S): Laura Ramirez and Jessica Rodriguez  
DATE: April 19th

**PREPARATION**

<table>
<thead>
<tr>
<th>TOPIC: Art and performance</th>
<th>GOAL: Students will be able to show environmental care understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATIVE FOCUS:</td>
<td>IMPROVISATION OF THE MOHAN LEGEND USING ENGLISH LANGUAGE.</td>
</tr>
<tr>
<td>LANGUAGE FOCUS:</td>
<td>PERSONAL PRONOUNS (I-You –He- She-He –It-They-We)</td>
</tr>
<tr>
<td></td>
<td>PRESENT SIMPLE: (THE MOHAN IS RESPONSIBLE, SHE IS DISHONEST.)</td>
</tr>
<tr>
<td>TIME: 90 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**CLASSROOM ROUTINES:**
Greeting song  
Angel of my guard prayer  
Organize the classroom

(Time) 5 minutes

**CLASS DEVELOPMENT**

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
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<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Presentation Stage| 10 minutes| Warm up: Find a lie  
Teachers will bring pieces of paper to the students, they will write something from themselves. They will say the sentence to the class and the class will say if it is true or not. For example; (I am 9 years old) True –False.  
Teachers will give to each one of the student the name of a Colombian city. (For example Medellin, Santander, Cartagena, and Bogota). Students will have to think about that city and get some ideas in order to contribute to that city environment with the nature and animals. Teacher will help students to get general information, as an overview about that city. The class will share the ideas. | Pieces of paper  
Pens  
Notebooks, pens.  
Pieces of paper with cities background info. | Writing Sentence Structure: The sentences should be structurally correct.  
Vocabulary and Word choice: Students use a variety of the vocabulary learnt in class.  
Elaboration, support and style: Sentences are correct and comprehensible. |
<table>
<thead>
<tr>
<th>STAGE</th>
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<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
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</tr>
</thead>
</table>
| Practice Stage| 25 min  | Teachers will bring as much material as possible in order to give to the student’s sources to create a poster about the Mohan legend.  
Teachers will show to students some picture to inspire student about how to draw their posters.  
Students will be in their groups, they will create a poster using all the vocabulary learnt in the previous classes. | Mohan pictures.                        | Vocabulary and Word choice: The teacher is going to read the sentences and he is going to evaluate if the students use a variety of the vocabulary learnt in class.  
Elaboration, support and style: The teacher is going to read the sentences and he is going to see if the sentences are correct and comprehensible. |
| Production Stage | 25 min  | Teachers are going to divide the class by groups.  
Students will prepare a role to represent the Mohan legend as much creative as possible.  
They will be allowed to add or modify any aspect from the legend always if it reaches the main purpose which is taking care of animals and nature.  
They will present the role play to the rest of the class. |                                                       | Speaking:  
Listen to the students and provide feedback when it will be necessary.  
Pronunciation: The students say appropriately the words, its spelling is correct and they avoid doing pronunciation’s mistakes. |
| Homework:     | 5 min   | Students will have to watch any program from the Discovery Channel.                              |                                                       |                                                                                                   |
**LESSON PLAN No. 10**

**THE WAILER**

“TELLING”

(ANNEX 10)

**SCHOOL:** Colegio Cultivando Valores

**GRADE:** Fifth

**DATE:** April 26th 2017

**STUDENT TEACHER (S):** Laura Ramirez and Jessica Rodriguez

---

**PREPARATION**

<table>
<thead>
<tr>
<th>TOPIC: The Wailer Legend</th>
<th>GOAL: Students will be able to answer questions about The Wailer Legend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATIVE FOCUS:</td>
<td></td>
</tr>
<tr>
<td>Listening to what the</td>
<td></td>
</tr>
<tr>
<td>Wailer legend is about.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>OBJECTIVES:</td>
<td></td>
</tr>
<tr>
<td>- To be able to talk</td>
<td></td>
</tr>
<tr>
<td>- To practice clothes</td>
<td></td>
</tr>
<tr>
<td>vocabulary though</td>
<td></td>
</tr>
<tr>
<td>the Wailer legend.</td>
<td></td>
</tr>
<tr>
<td>- To identify past</td>
<td></td>
</tr>
<tr>
<td>simple form in short</td>
<td></td>
</tr>
<tr>
<td>sentences.</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE FOCUS:**

- Personal pronouns (I-You – He/She/It–They–We)
- Past simple: (The wailer was alone, the man was afraid)
- Clothes vocabulary. (Dress, Shirt, Shoes, Jacket, Coat, Boots)

**TIME:** 90 minutes

---

**CLASSROOM ROUTINES:**

- Greeting song
- Angel of my guard prayer
- Organize the classroom

(Time) 5 minutes

---

**CLASS DEVELOPMENT**

<table>
<thead>
<tr>
<th>STAGE</th>
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<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
|           | 10 minutes | Warm up; “Little Onion”  
Students will play the little onion game in honor to the legend which the class will be dedicated today (The Wailer Legend).  
Teacher will explain the rules of the game.  
Students will have to play by pairs to compete each other. They will see each other and they will try to keep their eyes opened as much as possible. The first student closing their eyes will be the loser one.  
Teacher will give to the students some pieces of papers. They will find some questions about the Wailer legend.  
Students will answer what they want; based on what they imagine could be the legend about. | Pieces of paper, pens, markets. | Vocabulary: the students manage a good amount of vocabulary related to the clothes, personal pronouns and use of present simple. |
|           | 15 minutes |                                                                                               |                         |                                                                           |
### The questions are:
- What is the meaning of the word “The Wailer”?
- What do you think is the legend about?
- Why do you think “The Wailer” is the title of the legend?
- Do you think wailer is a good or a bad person?

Teacher will review the student’s answer later on.

### Spelling:
Students write in a properly way the words avoiding doing grammar mistakes structure.

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<tr>
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<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Stage</td>
<td>25 min</td>
<td>This class will be dedicated to the Wailer Legend. For students know the legend. Teachers will present the legend in a very visual way. Teachers will use images to tell the story, following the sequence of the story. Students will pay attention to what the teachers are saying really carefully. Students will watch the images and they will pass around the images one by one in that way they will know about the Wailer legend.</td>
<td>Story through Images</td>
<td>General Understanding: Teachers will see if the students show a good understanding of vocabulary at the moment to tell the legend. - To be a good listener: Students will listen to their teachers in order to avoid get confused and lost with the story of the legend.</td>
</tr>
<tr>
<td>Production Stage</td>
<td>20 min</td>
<td>Teacher will bring over some clothes flash cards, just to refresh their prior knowledge about clothes. Student will be given by a worksheet. Teacher will ask to the students to imagine they are fashion designers. Students will design a new look for the Wailer character as much creative as possible, using the clothes vocabulary. Then they will have to present to the rest of their partner what they draw and how.</td>
<td>Clothes, flashcards.</td>
<td>Vocabulary: the students manage a good amount of vocabulary related to the clothes, personal pronouns and use of present simple. Spelling: Students write in a properly way the words avoiding doing grammar mistakes structure</td>
</tr>
</tbody>
</table>
LESSON PLAN No. 11
THE WAILER
“REFLECTING”
(ANNEX 11)

SCHOOL: Colegio Cultivando Valores
GRADE: Fifth
DATE: May 3rd 2017
STUDENT TEACHER (S): Laura Ramirez and Jessica Rodriguez

COOPERATING TEACHER: Beatriz Henao

## PREPARATION

<table>
<thead>
<tr>
<th>TOPIC: Single Mothers</th>
<th>GOAL: Students will be able to use the knowledge learned about the Wailer legend to express ideas and opinions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATIVE FOCUS:</td>
<td>OBJECTIONS:</td>
</tr>
</tbody>
</table>
| Debating about single mothers. | - To recognize main ideas from the Wailer legend in a real context.  
- To use clothes vocabulary from the wailer legend.  
- To report ideas from the single mothers issue, using English vocabulary. |

### LANGUAGE FOCUS:

- Personal pronouns (I-You-He-She-He-It-They-We)
- Present Simple (I think that-My opinion is- I agree with)
- Clothes vocabulary. (Dress, Shirt-Shoes-Jacket-Coat-Boots)

### TIME: 90 minutes

## CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Presentation Stage</strong></td>
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<tr>
<td></td>
<td>5 min</td>
<td>Warm up: Teachers are going to play the Wailer sound calling her babies for a while. Students will have to listen to the audio. Students will say what is name of the legend we are going to talk about.</td>
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<td></td>
<td>20 min</td>
<td>Teacher will give to students some pieces of paper with questions about their personal life. Student will have to answer to the questions: -Who do you live with? -Where do you live? -How old are the people that you are living with?</td>
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<td></td>
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<td></td>
<td>Speakers, TV set.</td>
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<tr>
<td></td>
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<td></td>
<td>Pieces of paper, pens, pencils, eraser, markets, notebooks.</td>
<td>Spelling: Students write in an appropriately way the words avoiding doing grammar mistakes.</td>
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<td></td>
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<td></td>
<td>Sentence structure: teachers will read the sentences and they will observe if the sentences are well structurally correct.</td>
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</tbody>
</table>
- Do agree with having siblings, is good or bad? Why.

<table>
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<tbody>
<tr>
<td>Practice Stage</td>
<td></td>
<td>Teachers will generate a debate regarding the single mothers in our country. They will explain that we do have different types of “Wailers” in here in Colombia, due to the amount of mothers who lived alone with their children, and they have a really difficult life. Students will think about the following questions in order to answer to the debate: - Do you think being single mother is easy or difficult? - Do you know about any case around you of a single mother? - Why do you consider there are many single mothers in our country? - How can we contribute to downgrade the amount of single mothers? - How do you think single mothers feel?</td>
<td>Notebooks and pencils.</td>
<td>General Understanding: Teachers will see if the students show a good understanding of vocabulary at the moment to indicate some aspects related to the activity. Interaction: Teachers will see if students recognize the turn taking in a conversation, where they will be good listeners. Pronunciation: The teacher will say the words in an appropriately way, its spelling is good.</td>
</tr>
<tr>
<td>Production Stage</td>
<td></td>
<td>Teachers are going to write on the board the Wailer curriculum vitae with the help of the students. Students are going to participate, giving ideas about curriculum of the Wailer. Teachers are going to sign the Curriculum vitae of each student.</td>
<td>Notebooks, pencils, erasers.</td>
<td>Vocabulary and word choice: Teachers will read the sentences and they will assess if the students use the vocabulary according to the activity.</td>
</tr>
</tbody>
</table>
LESSON PLAN No. 12
THE WAILER
“REPRESENTING”
(ANNEX 12)

SCHOOL: Colegio Cultivando Valores
GRADE: Fifth
DATE: May 10th 2017
STUDENT TEACHER (S): Laura Ramirez and Jessica Rodriguez

PREPARATION

| TOPIC: Let’s get an art attack! | GOAL: Students will be able to use English vocabulary to express ideas about the wailer legend. |

COMMUNICATIVE FOCUS:
Simulating the wailer legend using English language

| OBJECTIVES: |
| - To be able to use English vocabulary to give a message of the Wailer legend. |
| - To put in practice new vocabulary learned in the last section of classes. |
| - To recognize clothes vocabulary in real contexts. |

LANGUAGE FOCUS:
Personal pronouns (I–You –He– She–He– It–They–We)
- Present simple: (The Wailer is sad, She is alone.)
- Clothes vocabulary. (Dress, Shirt–Shoes–Jacket–Coat–Boots)

TIME: 90 minutes

CLASSROOM ROUTINES:
- Greeting song
- Angel of my guard prayer
- Organize the classroom

(Time) 5 minutes

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Presentation Stage</td>
<td>10 minutes</td>
<td>Warm up: Black and white Teacher will say an order that students have to follow. However the teachers will show the movement into the wrong way. Students should be able to do the teachers actions; they do not have to see the teachers but if listen to what they are asked to do from the teacher. For example; teachers say, touch your heads! But they will touch their eyes. Teacher will ask to students to give them their sweaters in order to do kind of baby with it. Students will pretend the sweaters as real babies.</td>
<td>Student’s sweaters.</td>
<td>General Understanding: Teachers will see if the students show a good understanding of vocabulary at the</td>
</tr>
<tr>
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<tr>
<td>Practice Stage</td>
<td>25 minutes</td>
<td>Teacher will throw the babies around all the class. Students will wailers and they will have to do everything as possible to catch the babies, otherwise will die.</td>
<td>The wailer posters.</td>
<td>General Understanding: Teachers will see if the students show a good understanding of vocabulary at the moment to indicate some aspects related to vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher will give to students’ material and sources to draw a picture about the wailer legend.</td>
<td>Markets, cardboards, colors.</td>
<td>Sentence structure: the teacher will read the sentences and he will observe if the sentences are well structurally correct.</td>
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<tr>
<td></td>
<td></td>
<td>Teacher will bring over to the class some images about the Wailer legend.</td>
<td></td>
<td>Vocabulary and word choice: Teachers will read the sentences and they will assess if the students use the vocabulary according to the activity.</td>
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<tr>
<td></td>
<td></td>
<td>All of them will be taken from the Wailer legend. Students will create by groups their own poster, as much creative as they want using English vocabulary.</td>
<td></td>
<td>Interaction: The teacher will see if students recognize the turn taking in a conversation, where they will be good listeners and they will</td>
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<tr>
<td></td>
<td></td>
<td>They will present their posters to the rest of the class.</td>
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<tr>
<td>Production Stage</td>
<td>25 minutes</td>
<td>Teacher will show the video about the Wailer legend. Teachers will ask to students to think about a way to represent the legend. Students will make a role play about the Wailer legend. They will have to use English language. Teachers will help students to create the role play dialogues.</td>
<td>Speaker, TV set. The wailer video <a href="https://www.youtube.com/watch?v=gULX4i7c1wU">https://www.youtube.com/watch?v=gULX4i7c1wU</a></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>10 minutes</td>
<td>The class will share ideas about how they feel in the class and what they learned from the Wailer legend.</td>
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</tbody>
</table>
SCHOOL: Colegio Cultivando Valores  
GRADE: Fifth  
DATE: May 17th 2017  
COOPERATING TEACHER: Beatriz Henao  
STUDENT TEACHER (S): Laura Ramirez and Jessica Rodriguez

**PREPARATION**

**TOPIC:** The man with the big hat legend  
**GOAL:** Students will be able to understand what the man with the big hat legend is about.

**COMMUNICATIVE FOCUS:**
- Talking about the Man with the big hat legend

**OBJECTIVES:**
- To identify food vocabulary into a short English Reading  
- To recognize sentences with present simple structure  
- To understand the difference between like vs dislike use.

**LANGUAGE FOCUS:**
- Personal pronouns (I-You-He-She-They-We)  
- Food Vocabulary (rice, chicken, spaghetti, soup, salad)  
- Past simple (He was living alone, it was a little town)  
- Like vs. Dislike (I like rice, She does not like salad)

**TIME:** 90 minutes

**CLASSROOM ROUTINES:**
- Greeting song  
- Angel of my guard prayer  
- Organize the classroom  
(Time) 5 minutes

<table>
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<tr>
<td></td>
<td>10 minutes</td>
<td>Warm up: Find someone who … Teachers will bring over pieces of paper with some questions regarding like and dislikes. Students will have to complete the questions, putting the name of a partner with that characteristic. Questions are going to be: Likes sleeping Likes dogs Dislikes carrots Dislikes play</td>
<td>Pieces of paper</td>
<td>In this activity the teachers will evaluate their students on the level of vocabulary and if they are able to: 1. To be a good listener. 2. To write known and unknown vocabulary.</td>
</tr>
<tr>
<td></td>
<td>25 minutes</td>
<td>Story through Images</td>
<td></td>
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</tbody>
</table>
This class will be dedicated to the Man with the Big Hat Legend, for students know the legend. Teachers will present the legend in a very visual way. Teachers will use images to tell the story, following the sequence of the story. Students will pay attention to the teacher really carefully. Students will watch the images and they will pass around the images one by one in that way they will know about the Man with the Big Hat legend.

<table>
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<tbody>
<tr>
<td>Practice Stage</td>
<td></td>
<td>Teachers will bring some worksheets about the Man with the Big Hat legend, who is the main character for this class section. Students will have to write in the paper what kind of information they got from the legend and what they got the legend is about. They will have use as much vocabulary as possible and they will have to write down all the information that they got from the legend and what they remember about it. Teacher will take the papers and they will review them.</td>
<td>Pieces of paper, pens, pencils, eraser, colors.</td>
<td>Vocabulary and word choice: teachers will read the sentences and they will assess if the students use the vocabulary according to the activity.</td>
</tr>
<tr>
<td>Production Stage</td>
<td></td>
<td>Teachers will draw two columns into the board. One of them will be the Like column and the other one will be the Dislike column. Students will be given with some pictures about food and they will have to paste it in the column according to their likes or dislikes. Students will practice the food vocabulary. Teacher will explain the use of the verb like and dislike.</td>
<td>Food pictures.</td>
<td>General Understanding: Teachers will see if the students show a good understanding of vocabulary at the moment to indicate some aspects related to the activity.</td>
</tr>
</tbody>
</table>
LESSON PLAN No. 14  
THE MAN WITH THE BIG HAT  
“REFLECTING”  
(ANNEX 14)  

SCHOOL: Colegio Cultivando Valores  
GRADE: Fifth  
DATE: May 24th  
2017  
COOPERATING TEACHER: Beatriz Henao  
STUDENT TEACHER(s): Laura Ramirez and Jessica Rodriguez  

<table>
<thead>
<tr>
<th>PREPARATION</th>
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</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong> Loneliness</td>
</tr>
<tr>
<td><strong>GOAL:</strong> Students will be able to express ideas about lonely people using English language</td>
</tr>
<tr>
<td><strong>COMMUNICATIVE FOCUS:</strong> Debating about lonely people</td>
</tr>
<tr>
<td><strong>OBJECTIVES:</strong></td>
</tr>
<tr>
<td>- To practice the new vocabulary in order to express ideas related to the topic</td>
</tr>
<tr>
<td>- To use the present simple</td>
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<tr>
<td>- To ask and report existence about like-dislike verb</td>
</tr>
<tr>
<td><strong>TIME:</strong> 90 minutes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE FOCUS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Personal pronouns (I-You -He- She-He -It-They-We)</td>
</tr>
<tr>
<td>- Food Vocabulary (rice, chicken, spaghetti, soup, salad)</td>
</tr>
<tr>
<td>- Present simple (I think, We consider, they agree)</td>
</tr>
<tr>
<td>- Like vs. Dislike (I like rice, She does not like salad)</td>
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</table>

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<th>CLASSROOM ROUTINES:</th>
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<tbody>
<tr>
<td>Greeting song</td>
</tr>
<tr>
<td>Angel of my guard prayer</td>
</tr>
<tr>
<td>Organize the classroom</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<tr>
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<tr>
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</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
</tr>
<tr>
<td>Presentation Stage</td>
</tr>
<tr>
<td>10 minutes</td>
</tr>
<tr>
<td>Warm up: Hot seat</td>
</tr>
<tr>
<td>Teacher will ask to students to do organize the classroom in a circle will the chairs.</td>
</tr>
<tr>
<td>Students will be walking around the chairs as soon as the teachers stop playing the music into the speaker. Students will have to take a place. The one without chair will be sit down in the middle of the circle, and so on, until get the last student.</td>
</tr>
<tr>
<td>Teacher will play a video about loneliness how it feels like. Students will play attention to the video.</td>
</tr>
<tr>
<td>Speakers, music.</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=BjRRrG8Vr6I">https://www.youtube.com/watch?v=BjRRrG8Vr6I</a></td>
</tr>
<tr>
<td>General Understanding: The teacher will see if the students show a good understanding of vocabulary at the moment to indicate some aspects related to vocabulary.</td>
</tr>
<tr>
<td>1. To be a good listener.</td>
</tr>
<tr>
<td>2. To write known and unknown vocabulary.</td>
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<tr>
<td>STAGE</td>
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<tr>
<td>--------------</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>Production</td>
</tr>
</tbody>
</table>
LESSON PLAN No. 15
THE MAN WITH THE BIG HAT
“REPRESENTING”
(ANNEX 15)

SCHOOL: Colegio Cultivando Valores
GRADE: Fifth
DATE: May 31st
2017
COOPERATING TEACHER: Beatriz Henao
STUDENT TEACHER (S): Laura Ramirez and Jessica Rodriguez

PREPARATION

TOPIC: Loneliness
GOAL: Students will be able to use like and dislike forms in real situations.

COMMUNICATIVE FOCUS:
- Simulating the feeling of loneliness

OBJECTIVES:
- To reinforce like and dislike forms use.
- To use food vocabulary in real contexts.
- To practice new vocabulary learned in the last sections.

LANGUAGE FOCUS:
- Personal pronouns (I - You – He - She - It - They - We)
- Food Vocabulary (rice, chicken, spaghetti, soup, salad)
- Past simple (He was living alone, it was a little town)
- Like vs. Dislike (I like rice, She does not like salad)

TIME: 90 minutes

CLASSROOM ROUTINES:
Greeting song
Angel of my guard prayer
Organize the classroom

(CLASS DEVELOPMENT

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</thead>
</table>
| Presentation Stage | 10 minutes | Warm up: Guess the picture
Teacher will explain the rules of the game.
One student will pass in front of the board, he/she will take out
one word from the teacher’s bag, with many name of things. The
student will have to draw the picture.
The rest of the class should guess what he/she is drawing about.
-Student cannot speak out.
-The class has 3 minutes to guess the word.
-The word should be said exactly as the same as the teachers have it. | Board, markets, bag, pieces of paper. | |
Teacher will play a video about loneliness. Students will have to answer the questions in the video. In this way, we will discover if students do feel loneliness. Students will watch the video in order to test the loneliness level in them.

https://www.youtube.com/watch?v=p9Urng_hGF8

**General Understanding:** The teacher will see if the students show a good understanding of vocabulary at the moment to indicate some aspects related to the activity.

<table>
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<tr>
<td>Practice Stage</td>
<td>25 minutes</td>
<td>Teachers will bring as much material as possible in order to give to the student’s sources to create a poster about the Man with the Big hat legend. Teachers will show to students some pictures to inspire student about how to draw their posters. Students will be in their groups, they will create a poster using all the vocabulary learnt in the previous classes</td>
<td>The Man with the Big hat pictures.</td>
<td>Sentence structure: the teacher will read the sentences and he will observe if the sentences are well structurally correct. Vocabulary and word choice: the teacher will read the sentences and he will assess if the students use the vocabulary according to the activity.</td>
</tr>
<tr>
<td>Production Stage</td>
<td>25 minutes</td>
<td>Teachers are going to divide the class by groups. Students will prepare a role to represent the Man with the Big Hat legend as much creative as possible. They will be allowed to add or modify any aspect from the legend always if it reaches the main purpose which is taking care of people who feel alone. They will present the role play to the rest of the class.</td>
<td></td>
<td>Speaking: Listen to the students and provide feedback when it will be necessary. Pronunciation: The students say appropriately the words, its spelling is correct and they avoid doing pronunciation’s mistakes. Fluency: Listen to the students and see if the students have great gaps and pauses at the moment of speaking.</td>
</tr>
</tbody>
</table>