



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

**FACULTAD DE EDUCACION
CIENCIAS DE LA EDUCACION
MENCION INGLES**

RESEARCH PROJECT:

**THE USE OF HANDS ON ACTIVITIES IN THE DEVELOPMENT OF ENGLISH
READING SKILLS THROUGH PEDAGOGICAL INTERACTIVE GUIDANCE IN
FOURTH GRADE AT “UNIDAD EDUCATIVA BAUTISTA ISRAEL” PRIMARY
SCHOOL**

PREVIO A LA OBTENCION DEL TITULO DE:

LICENCIADA EN LENGUA INGLESA MENCION EN ENSEÑANZA

Y

ADMINISTRACION DE SISTEMAS EDUCATIVOS EN TEFL

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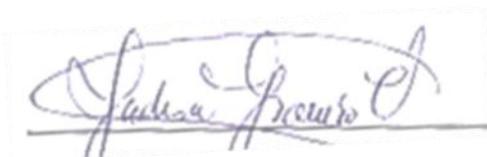
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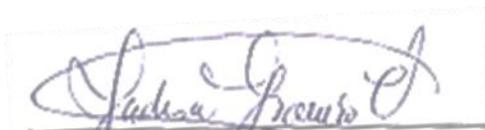
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A handwritten signature in blue ink, appearing to read 'Yadira Granizo Vargas', is enclosed in a rectangular box. Below the box is a horizontal line.

MSc. YADIRA GRANIZO VARGAS

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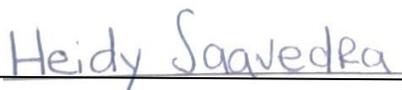
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VIVIAN NATHALIE PABON IZURIETA

Autora

DEDICATION

This project is dedicated to God, my family and Carlos who always supported me in life and I really appreciate any thing that they though me.

Heidy Arleth Saavedra Ordoñez

ACKNOWLEDGEMENTS

I would like to express my entire gratitude to God and Virgin Mary because with their blessings I can achieve any goal in life. Similarly, my family which through the pass of the years have been teach me that all the objectives can be reach with effort and responsibility also, they everyday motivate me to be a better person. I am very grateful with my parents, my mom Adilma for their constant motivation and love, my dad Jimmy for his advices and also my sisters Jeimmy and Kiara for their unyielding support.

In Addition, I would like to thank Carlos who every day supported me emotionally to finish my Research project and get my degree; he is the people who always believe in me. Also it is dedicated to my friends who have been there any time that I really needed some of them are Erika Rosero, Carlos Jimenez, Genesis Yanez and Monica.

Finally, every result in this research project could not be possible without the support of some teachers, who help me in any doubt at university teachers like Msc. Mario Mejia , Msc. Janeth and Msc. Francisco Villao will always been in my heart and never forget them.

Heidy Arleth Saavedra Ordoñez

Dedication

This humble work is dedicated to my family, especially to my mom, my daughter, and special feeling of gratitude to my loving boyfriend Fabian Alcivar who helps and supports me all the time. They are my inspiration and my reason to finish my career. Similarity, I dedicate this work to my friends Perla Gomez and Gina Echanique due they were my support during my studies at university and taught me that I can reach everything that I want.

VIVIAN NATHALIE PABON IZURIETA

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VIVIAN NATHALIE PABON IZURIETA

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ABSTRACT

This project is aimed at demonstrating how Hands- on Activities is an alternative resource to develop strategies in ESL teaching, the goal of this study is to help learner's improve Reading skills through pedagogical interactive guidance. Field research has been applied to detect how difficult it has been for the students comprehend reading from different textbooks. In order to have an evidence of the problem, surveys were applied to some teachers, students and parents. The main problem is how teachers use reading strategies at this level. Thus, the objective of this study was to determine if these kinds of activities could help the level of reading in them. This empirical study adopted some methods regarding to the collection data; a questionnaire, a pre test was used in order to evaluate the level of reading Comprehension, showing how the lack educator's strategies were factors that generated language anxiety in students. The following step was the implementation of Hands on Activities through interactive guidance as a solution to the poor level of reading. This purpose that includes activities, educator's guidance, and strategies should improve learner's creativity, motivation and comprehension. To sum up, the result was favorable, through a post test have been proved that this purpose catch the leaners' attention, vocabulary is more extensive and also, they can identify and retain the main idea of lectures. This study demonstrates how Hands-On Activities through pedagogical guidance help in the development of rading skills and also, it has a positive impact in learners.

Keywords: Hands on activities, Reading, Interactive guidance

Introduction

Reading is an essential part of language instruction at every level, the mind, imagination and creativity will be developing through this skill. This research is about an institution which not exceeded of two hundred students and teachers until two years ago. The new staffs of teachers have the opportunity to work with elemental English with simple instructions in which students learn English little by little. In this case students manipulate their own work in order to construct their own knowledge.

People have complication with reading. Many people say that reading is difficult to understand, and also, comprehend a lecture is a waste of time. Although, is important to know that Reading is an important skill and necessary in job's interviews. It has some benefits, such as helps to expand the mind and creativity. Read a book or articles are really important because it help to increase our knowledge and give opinions about any topics.

Some researchers say that the most important business was achieved for bilingual people. How important could be English around the world and how to people achieve the success in education or business talking or writing in English, also not only is necessary for communication, it is indispensable in order to be a tourist in a foreign country .

The aim of this project is to determine and implement the most applicable activities to increase vocabulary, concentration, techniques and speed. Students have the opportunity to combine all the elements in order to become a good reader. Moreover, this thesis attempts to provide a safe environment where students can take the risk to choose their own books. The structure of this research project will be established in the following way:

Chapter one explores the background of the problem which starts from the analysis of the data obtained, the causes that are developed and which the researcher considers most relevant, the general objectives and those that help in the structure and elaboration of the project, also the research questions, which are the questions that refer to the subject of the research and of the proposed variables.

Chapter two deals the literature review which includes theories of the proposed method .The different concepts that have already occurred regarding the topic that has been raised, the theoretical bases which will expose and analyze the different research theories based on the research project.

Chapter three focuses on the methods, techniques and resources that are involved in the project. That means that the research population, sample and surveys that demonstrate the analysis should be presented in this chapter also the analyzing and interpreting results of surveys through charts and graphics based on Excel.

Chapter four provides the benefits and the purpose of the problem. Moreover, the problems and limitations that authors face during the investigation, and the possible recommendations that may be taken into consideration in future works.

1. Study Approach

1.1 Background of the problem.

The Unidad Educativa Bautista Israel is a private high school located at Victor Emilio Estrada e Higueras streets in the north of Guayaquil city. The population of this high school is around 199 students. The institution works in the morning, from Monday to Friday. There are only two English teachers in the whole school. It is valuable to mention that the entity does not count with an English department.

During the learning process at “Unidad Educativa Israel”, teachers were noticed that educators did not focus on the other skills such as Reading, also the way that they acquire a second language is not significance and different, the majority of the educators were not creative and they were not applying the correct strategies at fourth level, under those circumstances learners did not feel motivated to learn this subject.

Teachers observed that lack of strategies like reading comprehension, critical thinking and poor vocabulary affect reading acquisition at this grade, and as a consequence students are failing in this subject. The inappropriate materials and the shortage motivation also have a lot influenced in learning. Reading at the beginning is not easy at all and with no interactive pedagogical guidance is difficult that learners comprehend lectures and resolve simple tasks.

However, there are some students that understand some words but they find some difficulties at the moment to interpret the ideas about what they read. In response to this problem the writers want to show through this research, how the appropriate activities can help them to immerse in the world of reading, and how teachers can catch learner’s attention in class.

The purpose of this research is to find and apply new and interesting ways in which they increase Reading interest, through Hands on Activities. Within this propose, students are going to have the opportunity to express and manipulate materials in order to get a better comprehension and learning step by step.

1.2 Statement of the Problem

How the uses of Hands-On Activities through pedagogical interactive guidance influence the development of English reading skills in fourth grade at “Unidad Educativa Bautista Israel” primary school?

1.3 Objectives

1.3.1 Broad

To determine how the use of Hands on Activities help in the Development of Reading Skills.

1.3.2 Specific

- ❖ To identify the factors that produce reading failure in students in order to apply the correct strategies.
- ❖ To analyze the method to be used in order to produce effective Reading comprehension in students.
- ❖ To select the specific Hands on activities to be applied in 4th grade for the purpose to learners improve vocabulary through Reading.
- ❖ To evaluate students in order to determine the effectiveness of the proposal.
- ❖ To develop an interactive pedagogical guidance in order to asses students in the Reading process.

1.4 Significance or justification of the study

This study wants to show the importance of Hands On activities in the development of English Reading skills. Moreover, this research contribute with the new curriculum of the (Ministerio de Educacion, pag 52) , which promotes that students must be in a constructivism environment in order to learn the second language in a dynamic and enthusiastic way, elaborating their own materials with their own hands.

Teachers only guide students through specific clues and also provide them; the appropriate tools. The offered materials help student's improve reading skills through a didactic and pedagogic process of learning.

Furthermore, this research is useful for educators at this institution, for the reason of; through this pedagogical guidance they can improve their teaching strategies and could bring learners the opportunity to be responsible to create their own knowledge. For this reason, this project offers a variety of strategies and activities which helps to improve learner's motivation and Reading skills.

Those kinds of activities are an opportunity to motivate learners to read and comprehend a piece of text and at the same time, improve their vocabulary. Students, with lower level of English will express their creativity, feelings, and thoughts without fear of making mistakes. As well as, this experience will be rewarding for them in the future.

To sum up, the development of this project is so relevant for students at Unidad Educativa Bautista Israel, which don't feel motivation in Reading subject created by lack of teaching strategies in class. In addition, students have to be able to read and express their opinions and answer without any problem. This innovative proposal wants to show how students change learning perception, and feel motivated to share opinions with an increased vocabulary produced by Reading Comprehension.

1.5 Scope and delimitations of the study

CHART 1

Institution	Unidad Educativa Israel
Location	Urdesa Victor Emilio Estrada e Higuera
Province	Guayas
City	Guayaquil
Parish	Tarqui
Course	4th Grade
Number of students	19

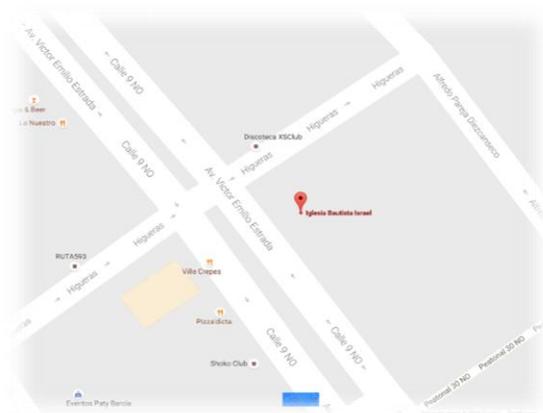


Figure 1

Location map of the institution.



Figure 2

Unidad Educativa Bautista Israel.

1.6 Research Questions

- 1.-** What are the learning techniques that help to develop reading skills in fourth grade?
- 2.-** Why the use of hands on activities are so important in the development of reading skill?
- 3.-** What are the teachers' procedures to motivate students read in the classroom?
- 4.-** How does reading guidance influence in children cognitive development?
- 5.-** What is the impact to teach reading through pedagogical interactive guidance?
- 6.-** Why is important to use hands on activities with children?
- 7.-** How the lack of critical thinking affect students reading accuracy?
- 8.-** What are the advantages of having parents support at home in the development of reading skill?
- 9.-** What are the advantage to start reading at early age?
- 10.-** How are reading lessons currently held in students from 4th grade at Unidad Educativa Israel?

1.7 Variables and Indicators

CHART 2

Independent Variable	DIMENSIONS	INDICATORS
	Educational Field	Problems in second language acquisition. The interference of Mother tongue in learning a second language.
The use of Hands On Activities	Brief theories of learning.	✓ Cognitivism ✓ Constructivism

CHART 3

Dependent Variable	DIMENSIONS	INDICATORS
<p>The development of English reading skills</p>	<p>Reading Skills Development</p>	<p>The Reading process</p> <ul style="list-style-type: none"> ✓ Bottom up processing in Reading. ✓ Top Down processing in Reading. <p>Essential components of Reading Skills.</p> <ul style="list-style-type: none"> ✓ Phonics Instructions ✓ Phonemic Awareness ✓ Instant Recognition ✓ Context Clues ✓ Syntactic or Word Order Clues. ✓ Picture Clues. <p>Vocabulary and Reading Comprehension</p>
	<p>Teacher Guidance</p>	<p>Strategies for a successful reading comprehension.</p> <ul style="list-style-type: none"> ✓ Visualising ✓ Monitoring ✓ Predicting ✓ Summarising ✓ Questioning.

Source: National Reading Panel

2. THEORETICAL FRAMEWORK

2.1 Literature Review

Introduction

This theoretical research is based on the development of English reading skills through the use of hands on activities. The objective inside of classroom is motivating students, using their own knowledge and creativity in order to improve their reading skills and also, through everyday practice they are going to learn how to become a good reader. Furthermore, Hands on activities can be one of the most useful resources to improve reading skills. Those activities are very easy to manage and students could learn in a better way.

However, hands on activities are common tools around the world. Those kinds of activities help learners a lot but, it is necessary that educators help learners to improve their skills in a different manner. In the way that students can get a better learning and achieve the desire goal.

The opportunities that hands on environment offer, could be very favorable to students in learning. The materials that will be used inside of classroom can help learners improve problem solving, similarities and differences, etc. This alternative is really practical in the improvement of relation between teacher and students and, also it produces a deeper understanding.

The correct use of Hands-on materials helps students to manipulate and observe what they are doing, they are going to capable to think and create their own learning. Kinesthetic and cognitive intelligence will be developed in this process. It is a good technique in order to reinforce knowledge, improve reasoning and develop creativity but it should be according of children development and curriculum. (Ministerio de Educación)

Through the pass of the years, educators have been searching new ways to prove the effectiveness of the use of Hands on Learning in second language acquisition. An article published by (Corrales, 2008) called *getting your hands on learning: manipulative tools in content ESL/EFL instruction*, demonstrate how important manipulative activities are and how it can be a different experience inside of the classroom. In her article explain how classes actually are, how students do not feel motivated studying in sitting rows without any attention to others, which is similar to the environment that involved students in fourth grade at this school.

On the other hand, teachers have tried to motivate students developing new techniques in which all students are involve in learning but what is the meaning of Manipulative and what is the role in this research?. Manipulative are defined as hands-On Materials that learners use in learning. The article demonstrate how learners manipulative things and feel capable to transform their knowledge by their own also, it show activities such as puzzles, cards, questions that increase their learning through Hands On Activities, in order to capture learner's interest and change the way that teacher motivate students those activities are really interesting in order to apply in classroom.

In January 28, 2009 (Purdue University, 2009) published a study called '*Hands-on projects may be best way to teach engineering and technology concepts*'. In this research were evaluated five classes of 8th graders through a science Project, the objective was focused in use less textbook and applies as an alternative, Hands – On Projects in a rural Indiana school. The instruction was, the building a water purification device, through practice and common method learning. The researchers in this article demonstrate that students in Hands on Environment produce better understanding and have greater achievements instead of students that use the common lesson of lecturing.

2.2 THEORETICAL FOUNDATIONS

2.2.1 The Mother tongue interference in ESL

The native language of a person commonly called L1 is referred to the dialect which a person acquired at the moment that he or she births. The knowledge is acquired through the listening process transferred by their parents or daily situations. A child who is in the acquisition process is able to express his perspectives, feelings or ideas without trouble because the conditions in which this child is growing is already exposed to learn daily. (Krashen, 1987) Cited by (Schütz, 2017).

In the process to learning a new language (L2) there is a huge difference instead of an acquisition learning process by reason of learners are not in a real conversation with a native person or foreign students. L2 is a result of several tasks following patterns of learning, the learner is conscious that he or she is learning a new language and can do any grammar task but producing some mistakes in contrast to a child who acquires knowledge. It is fundamental to know that explicit learning and implicit one are processes that are really involved in Language Learning process. (ZACARIAN, 2010)

In L2 Explicit Learning, student is aware that his or her learning was adapted or modified. By way of contrast, In Implicit process the learning is modified without any learner awareness. (Term, 2007)

Exists a comparison about L1 and L2, not only with the exposed in previous paragraphs also, the cognitive differences and the affective ones, also are different. For example, The L2 students could be children or adults, they want to learn new knowledge and put effort on it, in contrast to L1. Language acquisition do not produce a negative results, however, in L2, the classroom setting could affect the learning. Moreover; L1 process is extremely easy and fast at the moment to acquire new knowledge in the opposite of L2 which is a slow and detailed process. (Term, 2007)

If a person shows enthusiasm in modifying or improving the grammar part of his or her primary language could be possible but, at the moment that anybody wants to learn a second language this mother tongue could interfere in ESL acquisition.

One of the common errors in the acquisition of second language is that the morphology structure of some words could be changed at the moment to explain something in other language due that some language pluralized some words in a different ways from others. Furthermore, the diverse syntax that native language contains probably is distinct to the second language that is been acquiring producing understanding problems.

Other aspect in which second language acquisition could be affected is the pronunciation or the accent that a person acquires of his or her primary language; it is necessary to understand the importance of speaking skill in communication, If those kind of problems appears is fundamental to reinforce pronunciation and vocabulary in order to, determine the errors in the minimal parts of sounds that affect the appropriate meaning of a word.

Furthermore, writing also would be affected for target language. It is one of the difficult skills for foreign students and plays an essential role in others skills, such as Reading learning, due some question must be answered through writing. Some of the characteristics that a learner acquires from L1 probably will be exposed on future simple compositions. (Mounya, 2010)

Errors that ESL students produces in writing are not positive, producing confuse in the way of how they should express their opinions, also the L1 grammatical structure and sometimes the spelling, is not similar to the second language that student is learning. In order to solve those kinds of problems, some activities are really helpful for learners in writing and also, others skill.

2.2.3 Theories of learning.

Behaviorism

Through the pass of the years more theories in schools have been applied, in order to reach the specific objectives in ESL, developing one of the variables exposed before it is important to have an idea of the most important and relevant theories that explain how learning's occur and how it could be applied in this research such as Behaviorism, Cognitivism and Constructivism.

At early twenty centuries, one of the person who attributed in the educational field and the father of behaviorism, J.B.Watson, exposed a famous educational theory that subsisted through the pass of the years, also Pavlov, Thorndike and B.F Skinner contribute to this influential theory. Behaviorist theory is observable, and it is based on the behavior of learner or animal which is observed how their behaviors change through the habitat or situation. In Pavlov theory, animal and humans are treated with the same positive and negative stimulus and also he is one of the initial people who propose classical conditioning. Moreover, Behaviorist such as skinner considers that educators should provide to learners a response to specific stimuli in the learning process. The behavior's reaction will define that the behavior will be recurrent or occurs one more time.

Skinner, who was persuaded by Watson theory, believed that behavior could be operant or conditional. Furthermore, Skinner proposed in his theory that Stimulus produces a response. (Skinner, 1976). Skinner theory on ELT application based on Skinner model is based on Operant-Response process, and any theory could be applied without complication and could be successful if it is slowly reinforced and following steps. (Brown, 2007)

Meanwhile, the weakness or failing that behaviorism had at that time, permitted that another theory will be created at 1960's.

Cognitivism

In contrast to Behaviorism, Cognitivism theory is centralized in learning procedure, construction and mental processes instead of observing human or animal behavior. It is focused on the mind's study in which the perception and memory are involved in order to construct a new knowledge.

The stimulus and response that Behaviorist proposed are different to Cognitivist process. Jean Piaget, the first psychologist who elaborated different researches and the most relevant about cognitive study, differs from other theories about learning. The Child development in the cognitive stage of learning, depends at the moment of child born with a simple cognitive structure in which the following learning is supported (Piaget, 1936) Cited by (McLeod, 2015).

In Piaget theory he divided learner through stages, each stage involve their own skills in order to construct knowledge also, he defined specific and important componets in order to support his theory. However, it is important to know that not only Piaget exposed the cognitive role of knowledge also Chomsky and Gardner contributed in the development of this theory.

Howard Gardner, a brilliant person, teacher of the most recognized universities in USA, and who was influenced by Piaget and Jerome brunner believed ,that children born with a multiplicity of intelligences such as Linguistic, Logical, Visual, Musical, Naturalist, Kinasthetic, Intrapersonal and extrapersonal Intelligence. This theory based on cognitive part of learning is really recognized and it was selected as a new model of learning. (Garner, 2008)

To sum up, the contribution of those theorists in cognitivism field not only produce succesfull results in education also, it changes the perspective of learning through his theory, it not only contributes in educational field also the psychology one have been improve through his apportation. Exist some people to criticize this cognitive approach but, others researchers believe that is an incredible tool in order to recognize student's intelligences.

Constructivist theory

Constructivism explains how the knowledge is constructed by people. It is based on their previous experiences and related with environment in which the learner is their own knowledge creator. “A key assumption of constructivism is that people are active learners and develop knowledge for themselves” (Geary, 1995) cited by, (Schunk, 2012)

At the moment that learner is inside of the construction process, the teacher has a fundamental role over students but, in this case as a facilitator, helping learners construct knowledge according their needs. Educator only guides students through suggestions or giving directions.

Theorists such as Vygotsky and Piaget also contribute on Constructivism. Their theories share some similarities but differ in any points.

Piaget, who exposed, the theory of cognitive development, also develops his theory of constructivism. In his theory he defines that children are responsible in knowledge creation. According to Piaget, the child is able to construct his point of view according to the environment in which he or she is growing or through experiences (Piaget, 1936) cited by, (McLeod, 2015).

The organization of those experiences (Schemes) can assist in order to the equilibrium could be accomplished. In classrooms which develop piagetian theory, the role of the professor is not only selecting tasks for all the students, the educator must develop activities according students intelligences.

The experiences that learners produce through their facilitator (teacher) can help in the knowledge creation. In addition, it is important to know that one of the ramifications that could get that learners achieve this goal later is through Hands-On experiences.

As was mentioned before the role of teacher not only is a facilitator, also teachers need to adjust to the students’ needs, that could be applying, the proximal zone of development proposed by Vygotsky or observing the students relationship.

Hands on Learning is relevant in constructivism part of learning, not only because is more applied in schools, also it is defined as a suitable method. One example in order to have a better idea of the importance of Hands On learning is when a child is learning skateboarding, it is not acceptable that student sits in a school's chair receiving 4 or 5 hours of classes about how to use a skateboard, it is necessary that students have an idea but is more necessary that he or she grows in skateboarding environment learning through falls and repetitions but, learning by him or herself. That is a good example of how this method is developed.

Also this kind of method offers a variety of benefits to learners one of them is the way in which the learners are stimulated through Hands on environment, producing a better understanding and retention but, those only could be achieved through through the use hands on learning. Moreover, students in hands on environment can feel free to express their ideas, feel motivated and their learning's interest increase, the problem solving that students are developing through this method, can help to students in daily life situations

Equally important, learners who enjoy movements and Hands on Activities are developing a Kinesthetic Intelligence.

2.2.4 The Reading process

Some researchers, through the pass of the years, have been tried to demonstrate how reading occurs. They exposed the elements that will be necessary in order to read magazines or books such as, the reader, the instrument in this case, the piece of reading and, also comprehension. Furthermore, psychologist, explain the benefits that a person acquire at the moment to read something and it is importance on learning.

However, it is produced for the inadequate reading instruction that learners receive everyday in class. When those negative problems are noticed immediately, it can be prevented using the correct strategy or approach in order to, assist children in their reading difficulties. Educators needs to find the appropriate way in order to achieve the desire goal.

Moreover, grammar is also necessary in Reading comprehension process. The grammar's failure is one of the factors that could not permit learners to scaffold to another step. The grammatical errors, the confusing of verbs tense and also poor vocabulary produces that they do not have a clear idea of what they are reading. That is the moment in where teachers should observe learners, identify the problem and apply solutions.

First of all, it is important to explain how Reading is acquired in order to apply a correct strategy. Reading at the beginning is hard; teachers have to teach instruction in systematic phonics in order to, teach students' reading for the reason of, the writing system is alphabetic. All of the skills, strategies that have been shown in this research are related of the importance to following processes in order to teach Reading subject. The objective of this project is showing how the use the Hand-On activities and the selection of appropriate strategies will be useful in the learner's Reading development.

Theorists through the pass of the years have been exposed their theories about how Reading occurs, in order to understand a text or decipher a message exists two kind of processing that plays an essential role in Reading Comprehension and also, could be a guide in strategies selection process, those are Bottom up and Top down processing. In order to explain more detailed what this process means is important to understand the differences between this process and Top down.

Bottom up processing in Reading

Bottom up, known as an oldest process explore the linguistic part of learning; the grammar, sounds and also word recognition explain the way in a person constructs knowledge in order to achieve comprehension. Bottom-up processing refers, that the learning begins to the bottom with the basic and specific in order to, create the concept that will be elevated a high level of learning. (Lovrich, 2004). This kind of process is essential in the letters collection and words, in order to up to the next knowlege level. It is important to remember that bottom-up processing is a Reading essential part in order to decode unknown words and also text analysis.

Top Down processing in Reading

In opposition to Bottom up, this processing explains how the prior knowledge can help at the moment to understand a message and also, how the message could be identified instead it is unfinished. (Peterson, 2001). Learners also they fill in their gaps with their own meaning and their understanding is not based on the grammatical part of learning.

In other words Top down processing refers that our knowledge begins with a huge or general idea of something, and then people focus on specific details of information or knowledge. In this processing the sensory part of the body is been used and the motivation is one of the factors wich form part of Top Down learning. (Bernstein, 2011).

In the Reading process, one of the principal structures in order to decipher a message is the understanding relationship between letters and phonemes, in a part of word construction. In this research below you can observe specific definitions of important parts in reading process.

2.2.5 Essential Components of Reading Comprehension.

Reading is acquired through a variety of complex procedures in which learners could improve comprehension in a successful way. It is also defined, as a cognitive process of learning, in which with the essential components, lectures can be developed correctly. The importance of the instructions in the Reading process is fundamental in order to decode messages, understand stories or articles. These components such as Phonics Instructions, Phonemic Awareness, Instant Recognition Context, Syntax and Picture Clues are really helpful in order to become good readers.

Phonics Instructions

Through the instruction of systematic phonics, the grapheme phoneme is one of the beginning part of teaching reading, the correct and appropriate use of it, will helpful in the decoding process, also the phonic awareness contribute in the phonemes process such as how the phonemes are spelled, /s/ /i/ /n/ /g/ and how the construction of these letters are necessary in Word construction. (Ehri, 2003)

Phonics instruction not only is useful in the Word recognition process also the comprehension is necessary to be achieved but is necessary to know that in order to comprehend a text exist more abilities that are important, that is the case of vocabulary with the appropriate meaning and the remembering about the text read before. (Ehri, 2003)

How students decode unknown words or the letter's conversion process is divided in their respective methods and approaches. (National Reading Panel, 2000). It is really helpful because learners not only can recognize the words also their understanding is improving class by class also they acquire fast spelling and can explain the relation in Word-sound.

Phonemic Awareness

Phonemic Awareness is one of the results in the part of phonics instruction, it is really necessary in the Reading process and through this ability learners can identify and work with the individual sounds of words. It is one of the beginning steps in order to become good readers. (Shaywitz, 2003).

The alphabet contains 26 letters but, phonemes are the double than letters. Using strategies such as songs and games this ability could be achieved properly. In the development of this ability, it is important to know the correct use of phonemic awareness because it introduces a connection between phonemic awareness in spelling tasks and Reading comprehension. (Shaywitz, 2003).

Through Phonemic Awareness, learners can immediately identify something, hearing a sound or read words in a textbook or story and also, the ability to work with sounds phonemes is developed. As mentioned before, it is really important for learners because, they improve comprehension and also word recognition; through this skill they are able to spell words.

The application of the activities could be rhymes; wordplays should be also applied according to the class level and learner's necessity, in order to produce an effective phonemic awareness. (Yopp, 2000) .Those kind of activities also should be asses through pedagogical guidance. There are interersting web pages that could help learners at the moment to select student's task.

At the moment that learner recognizes phonemes; the word recognition takes part in the reading process. This ability form part of the word recognition of a text, through this skill, educators should give learners the freedom to feel comfortable with the tasks and the lectures that teachers provide, it is necessary to select lectures that involve the other important aspects in Reading that were mentioned before such as, phonemic awareness and phonics instruction.

In addition, there are some skills and strategies that readers use to identify printed words in a book, letters, newspaper etc. Those are Instant Recognition, Context Clues, Word Structure Clues, and Analogy Clues.

Instant Recognition

It is defined as a skill that could be developing through word recognition. For instance, advanced readers can identify words immediately and they can understand a text speedily without any trouble but, in a student that begins to read cannot recognize words instantly, only through repetitions their vocabulary grows and their understanding process is improved. It is important to know that word recognition strategies will help learners in an immediately way in the process of understanding. Teachers must select the appropriate activities such as games repetitions in order to help learners in the process of word recognition and spelling. Also this skill could be developing in better way according to the amount of texts that learners read (Cunningham, 1995) cited by, (Allington, 2000)

Context Clues.

Other strategy in the part of word recognition acquisition is Context clues. That is a good strategy in which students use clues in order to, identify meaning. Three different categories of context clues are identified in this process.

Through Semantic or Meaning clues the author help learners giving hints in the process of identifying unusual and unknown words in a text or story; it could appear in the same sentence or in the following because learners develop their own vocabulary through reading.

For example “My rabbit likes to eat _____,” given the sentence context and what most of us know about food, words like fruit, fish, carrots etc could be the answer. (Cunningham, 1995) Cited by (Nordquist, 2016)

Syntactic or Word Order Clues.

This clue is more based in the grammar structure of learning. Through this clue learners can identify in which way, a word is used in a grammatical construction. In order to explain more detailed what is the difference between Semantic and Syntactic, the researcher will use the previous example in that sentence, the word order could indicate that the missing word was a noun because it not could sound real that the answer was adjective or a verb. (Cunningham, 1995)

Picture Clues.

That is simplex part of word recognition. This is a strategy that helps learners in process of reading comprehension because, students at school use illustrations in the process of identify a word. It is important to know that context Clues are really necessary in the Reading (Ehri, 2003) but, sometimes it is not enough effective to predict the specific word however, through the combination of other clues the word recognition goal could be achieved in an effective way.

Another skill which is acknowledged in the process of identifying printed words are Word Structure Clues and Analogy Clues ; The first it is more related in the relationship of prefixes, suffixes and inflectional endings in word recognition part instead that Analogy Clues which is more focused in the determination of unknown words. (LessonSense.com)

2.2.6 Vocabulary and Reading Comprehension.

Vocabulary is relatively important in order to achieve Reading Comprehension; it could be defined as one of the largest challenges in second language learning. Moreover, vocabulary also demonstrate its importance, it is the key to communicate in a successful way with other people. Words are the currency of communication.

A strong vocabulary improves all areas of communication such as Listening, Speaking, Reading and Writing. Furthermore, extensive vocabulary will improve the thinking ability.

When teachers talk about reading comprehension show the importance of their strategies and at the same time explain how the correct use of it will be necessary in the equipment learning process in order to comprehend what the text is about. Some researchers said that is really important to involve strategies inside the reading class. Those strategies are implemented in the classroom and also they are very common and familiar in English classes.

Some of them are:

- ✓ Making Connections
- ✓ Visualising
- ✓ Monitoring
- ✓ Predicting
- ✓ Summarising
- ✓ Questioning

Considering the student's need, teachers use the appropriate strategy in order to create an active reading class. If the learner can follow the strategies, they can improve their reading comprehension in an effective way. Furthermore, task and questions are part of this work seeing that, those are useful tools in the learner's understanding.

2.2.7 Six strategies for a successful reading comprehension.

Making connections

This strategy involves experiences, knowledge, emotions and understanding. Readers at the moment that they are reading draw a prior knowledge on their head in order to understand the situations in the paragraph. That is an easy and successful way to engage learners to understand stories and improve comprehension because, the student make connections the real situation with the story.

In order to apply the strategy in school, it is necessary that the educator follow the process and help learner in the use of it, asking question about the lecture what they know about the topic or about the characters also, it is necessary to reinforce vocabulary; try to explain the meaning of words that probably appears in the text could be through the use of flashcards or songs. In addition, prepare learners with pictures or charts before to start reading in order to have a better result in making connection process.

Visualising

Learners visualize picture or photos in their brain, at the moment that they are reading a text or story. This ability could learners identify faster what is happening in the lecture. Through this strategy, the comprehension will be more complete and the retention of the text is longer, if the strategy is been developing correctly, this process could be automatic. (Goudvis, 2000)

Firstly, it is necessary that educator select the visualizing activities, it could be with flashcards, videos or cards. Cards is a good strategy to create relationship between images and remembering, students could elaborate cards drawing on their about the new vocabulary that will be used in the story, in that way they could learn the meaning producing a better understanding at the moment that they read the story. This clue card belongs to the student that means that it could be used for their when they are reading such as a dictionary.

In the same form that the other strategies it needs practice in order to reduce Reading comprehension time.

Monitoring

Learners at the moment that they are reading could identify and separate what they understand and put away the parts in which the understanding could not be achieved, through this ability they can select the strategy in order to reach the comprehension goal. (Adler, 2001). This strategy helps learners to have a better idea about the paragraph that he or she is reading. Through monitoring, students clarify the word that produce trouble for example the word thick, learners monitor the sentence which it belongs 'The thick cat went to the hospital, after that they restate and transform the meaning in words that he or she could understand 'Oh it could be something about the cat' also the students observe before sentence and after sentence to confirm if the word refers to the subjects. Monitoring is a little complex but produce better understanding in stories and little articles.

Predicting

Some researchers say that predictions is one of the most recognize strategies in which comprehension could be achieved. Moreover, it involves images, activities, titles in order to try predict future pages of the book or story, anticipating the next main idea of the piece of reading that they will be read. Predicting is more than guess what could happen in the next pages, it increase learners interest producing students always want to win in the predicting questions in class. In addition, it encourages that learners re-read paragraph several times in order to understand in better way.

In order to develop making predictions is necessary that educator help and monitor the process for example, before start reading look the pictures that appears in the story, it could be the cover of the story book in order to they could predict or have an idea about what the story is about. Secondly, a simple diagram of predictions could be a useful tool, students give their predictions and educator writes in the blank spaces of the diagram, it is an organized way in order to have a better result. Other activity could be the use of magazines or videos, teachers record a video and stop in some scenes in order to students could practice predicting before to apply in reading.

To sum up, this strategy help to improve learner's imagination, also motivation could grow producing a comprehensive ability.

Summarising

The summarize strategy will help learners to analyze in the text, the main idea, and also, translate it to their own words, creating their own knowledge about a piece of reading. In this process students can collect the necessary information that will be useful in the next activities, or put away the irrelevant information in the reading. This strategy also, could be developed, comprehension is a slow process.

First of all, summarizing help to learners identify the main idea of the story, what the story is about. Secondly, student separates the main idea to the other ideas, eliminating to the summarizing, unnecessary information in order to remember only the important of the lecture. At the beginning, it should be cooperative to teachers and learners because this is a not easy process; it needs a lot of practice and teacher supports. It could be practiced in small groups in order that students share to other students their opinion and generate only one summarizing. It could be a good exercise in order to practice summarizing.

Questioning

Questions are always useful at the moment to evaluate the comprehension in a person, not only are necessary in educational field also, in daily life it could be necessary in order to get a solution or answer. Generating and answer questions as strategy will be favorable in order to determine if a piece of reading is understood in a correct way.

This strategy could be applied no only at the end of the text, it depends of the educator, if he or she thinks that it is necessary to evaluate at the beginning or at the intermediate of the lecture, it could be applied without any problem. Educators must help in the questioning process in order that not only teacher ask question also learns learn to ask their own questions producing that the process will be effective inmediately in contrast to the other strategies. Questioning is an easy way to comprehend sentences of a paragraph.

Reading Strategies at school are really important not only to get good grades or to comprehend this subject, also it is necessary in order to prevent future disabilities such as dyslexia in learners and educators but is necessary evaluate reading process.

2.3 Conceptual Framework.

In order to have a clear idea of the some terms that have been used in this study authors provide the definitions below.

Teaching Learning process: It is the heart of education, the fulfillment of the aims and objectives of education depends on this process. Teaching and learning are related terms. Through this process educators use strategies methods and approaches to explain a topic producing learner's knowledge.

Vocabulary: It is all about words in a language or a special set of words you are trying to learn.

Reading Skills: It is the acquisition skills process and the most relevant in ESL. Through Reading others skills could be developed correctly. Moreover, it is the process to convert symbols into words.

Hands on activities: Activities in which learning experience is developed and let the learner's grow in a different and interesting way.

Grammar: One of the language systems. It could be defined an important part of L2. It contains grammatical structures in the process of learning.

Pedagogical Interactive Guidance: A resource that produces better understanding based on interactive activities.

Kinesthetic Intelligence: One of the ways in which learners increase their knowledge through experiences and physical activities.

3. RESEARCH METHODOLOGY AND FINDINGS

3.1 Type of research description

Within the methodological aspects can be included to the process of data collection.

The type of the study based on the inquiry mode is:

Qualitative: The process has been observable through observation sheets.

Quantitative: Questionnaires, surveys and pre-post test could be favorable in the data collect process.

Based on the Objectives y Variables this study is:

Descriptive: It offers descriptions of the activities and strategies applied in 4th grade.

Correlational: It provided a relation between two variables Hands on Activities as a dependent and the independent, Reading Skills through pedagogical Interactive Guidance.

Exploratory: It examined the strategies in Reading skills development.

Explanatory: It explained how the use of Hands on Activities could help in Reading skill process.

3.2 Methods and Techniques

A method is the practical application of theories exposed by theorists; it is more related to procedures. When a teacher use a method, the instruments that have been chosen in order to educate students must be appropriate in order to, accomplish their needs. Methods are based on selecting approaches and employing a set of procedures inside of classroom.

In other words, a teacher has to be creative at the moment to select the appropriate method or techniques, they are really useful in teaching but it is important to remember that teaching is more than techniques or methods, the practice is one of the most important steps in order to construct new knowledge.

The researcher exposes the most common techniques in the selection of the most appropriate technique according to student's level some of them are Data Collection and Data Analysis techniques:

Data Collecting Technique it is more related to the way in which a researcher will be collecting the necessary information, which will be used in a research in order to evaluate any problem. In contrast to, Data Analysis Technique in which Qualitative work will involve educator's observation, as you can see on appendices. In contrast to quantitative study which develops others instruments in the data analysis process.

In the elaboration of this project, the researchers decided that based on the inquiry mode that it is Qualitative due; the process has been observable in every evaluation period through observation sheets selected by athors.

At the same time it is Quantitative due, the selection of questionnaires, surveys and pre-post test used in the data collect process.

On the other hand, there are many methods in teaching, such as direct method, grammar translation method, communicative language teaching, and so on but, in order to achieve the goal in this study, the researcher have been selected a no common method and have been decided that Montessori Method was the most according to learner's need at Unidad Educativa Israel.

An approach that began at 1990's and was developed for one of the first physician female, Maria Montessori, explain that the children's mind are like a sponge which absorb new knowledge immediately and quickly. (The Washington Post Company, 2004).

Her theory has been based that a child who grows in an independence environment produces better understanding.

Moreover, Hands on environment plays an important role in students learning through Montessori Method, the learning freedom that exist in those classrooms not only expose that child can do anything that they prefer, the order and responsibility that is being developing through tasks selected by educators. Also, the materials will be accomplished following an order and teaching learner's independence.

No more students sitting in rows and listening big paragraphs of structured knowledge, through this approach, Montessori's students will be encouraged learning with a variety of interactive activities absorbing knowledge through experiences. In the same way, Hands on activities produce that learner's brain work faster than others approaches. Connecting a brain with this approach, Montessori explains that it could be developing with sensory materials, moveable activities and enticing assignments.

3.3 Research instruments

Comprehension is the desire goal that will be achieved in this project. Students will be surveyed at the beginning of this project because; surveys help to determine what the specific failure in this course is. As was mentioned before, the level of English at Unidad Educativa Israel is not excellent, that is why the researcher has decided to take a survey with the purpose to have the clear idea of the problem.

In order to achieve this goal is necessary the collecting information process before applying strategies in order to achieve the desire goal. Some of them are:

Direct observation: Through this observation, the researcher can notice the way that the teacher and students are working and, at the same time educators can observe their strength and weaknesses. The teachers' role is very important because, the teacher are going to give feedback if it is necessary and also, they can guide learners when they are lost in the language learning process.

Surveys: Prepare short reading test in order to help teachers identify the level of the problem in order to find the correct solution. It is necessary that students will be evaluated by surveys at the beginning of this project, in order to have a clear idea about what strategies will be necessary in their grade. Surveys are necessary because, investigators can observe the real necessities through this instrument.

Pre-test and Post-test : In order to evaluate how students have been improve their reading skills, the researcher decides to take two type of test. One test should be taking at the beginning of this project and, the other one at the end of the quimester. It helps to know if the project is working well.

Materials: Prepare and select the correct material take time but, it is necessary to use the correct activities in order to help and achieve desire goal. The materials should be prepared by educator and it will be elaborated according to the unit and the level of the students. For that reason, teachers must be planning the class in order to get better result.

Questionnaire: The questionnaire should be easy and it must contain clear and simple instructions. Through questionnaires, learners feel more confidence about a test. That is a perfect way to help them, in their reading understanding. Also, teachers should make the exams according to the student's proficiency in this school. As teachers know, the easy and effective way to evaluate students is using multiple choice questions.

3.4 Research population and sample

This proposal was conducted at Unidad Educativa Israel since one of the researchers started working as an English teacher. The teacher could notice the low level that the group has. In this way, the researcher asked for the permission to the principal of that institution mentioned above, Lcda. Susy Llamuca, supervise the investigation with that group of students. The research population sample was applied to thirty students of 4th grade which is divided among 7 girls and twenty three boys whose age was between 8 and 10 years old.

Moreover, the author notices that the English curriculum requires involving all the skills but, in this school students' reading skills are not excellent. For that reason, English teachers want to improve their reading through activities. The investigators selected this grade because their reading levels are lower than others. The reason could be the innapropriate reading materials and the poor motivation that students present in classes. Teacher know that they have the potential to do things better, just needed to increment their interest through activities in this case using hands on activities.

CHART 4

No.	Class (Group)	Classification	Number of Students
1.-	4 TH GRADE		19
3.-	Director		1
4.-	English teacher		5
	Total		25

Source: Unidad Educativa Bautista Israel

3.5 Sources, resources, and timeline

Different resources were contributed in this project. The first resource was the human resource established by the authors of this project. The second resource was the technological resource which includes short stories, online activities tested with the students, and different hands-on activities that help to construct their own knowledge. Lastly, the diverse of handmade materials will help students to increase their level and to be a good reader.

CHART 5

Type of resource	Resource
Human	2 researchers
Technological	<ul style="list-style-type: none"> • In focus • Laptop • Cd player • Photocopier
Bibliographics	Worksheets Story book Flashcards

Source: Unidad Educativa Israel - This table includes human, technological, and bibliographic resources.

Timeline

CHART 6

Dates	Activity performed	Items used
July 5th, 2016	Class Observations	Observation Sheet
July 10th, 2016	Pre-test to Students	Pre-test
August 1st, 2016	Survey to Students	Survey
August 5th, 2016	Survey to Teachers	Questionnaire
August 8th, 2016 –January 28th, 2017	Application of Method in 4 th grade	Lesson Plans
February 21, 2017	Post-test to Students	Post-test
February 28, 2017	Final Observation	Observation sheet

Timeline of activities performed during the research. This table includes the detailed schedule of the research.

3.6 Results Finding and Analysis

APPLICATION OF THE INVESTIGATION INSTRUMENTS SURVEY TO THE STUDENTS

Specific Instructions: Write a “check mark” on the answer you consider the most appropriate on each one of the required questions.

CHART 7

	1	2	3	4
1.-Do you like Reading classes?	Yes	NO		
2. - How often do you read?	Very Often	Sometimes	Rarely	Never
3. - Do you consider reading as an important subject?	Very Important	Important	Moderately Important	Not Important
4. - I find interesting online activities.	Strongly Agree	Agree	Undecided	Disagree
5. – I prefer hands on activities instead of book exercises.	Strongly Agree	Agree	Undecided	Disagree
6. – Any time I find a new word I get frustrated and stop reading.	Strongly Agree	Agree	Undecided	Disagree
7. – I believed that the use of interactive platforms engage students.	Strongly Agree	Agree	Undecided	Disagree
8. – I think that kinesthetic activities are interesting and enjoyable.	Strongly Agree	Agree	Undecided	Disagree
9. – It is fun study Reading through act outs.	Strongly Agree	Agree	Undecided	Disagree
10. - I like to study Reading by using of interactive platforms.	Strongly Agree	Agree	Undecided	Disagree

Sample: 19 students

Course: 4th Grade

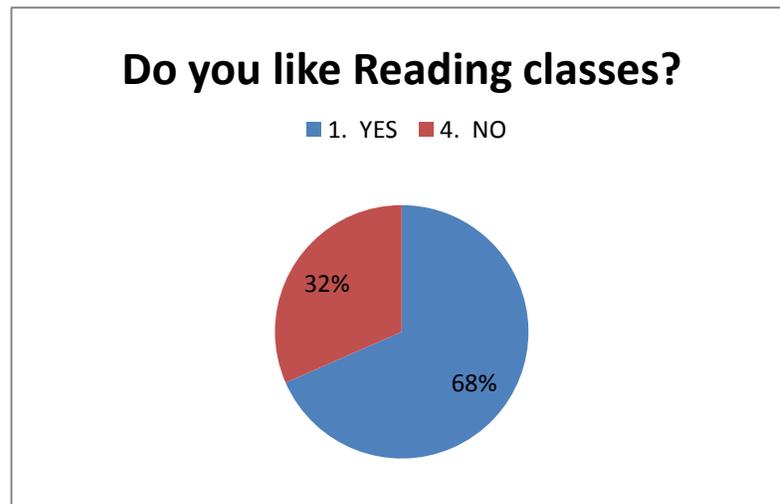
Question: 1) Do you like Reading classes?

CHART OF FREQUENCY

Table 1. Reading classes

ALTERNATIVES	FREQUENCY	PORCENTAGE
1. YES	13	68%
4. NO	6	32%
TOTAL	19	100%

Graphic 1 Reading classes



Title: 1) Do you like Reading classes?

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidi Saavedra Ordoñez

Analysis: According to the chart the majority of the students feel attraction to reading classes because it is a good opportunity in which they feel free to create or invent new characters of their own story. Moreover, learners enjoy hands on activities applied on Reading subject. However, a 32% of students feel worried reading stories and they prefer others subjects that not involve a lot of paragraphs or books.

Sample: 19 students

Course: 4th Grade

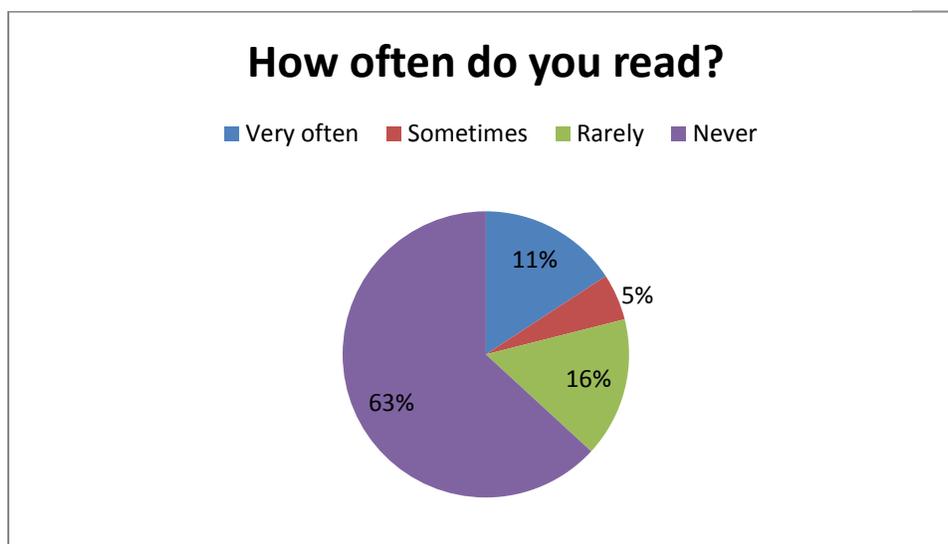
Question: 2) How often do you read?

CHART OF READING FREQUENCY

Table 2. Frequency of Reading

ALTERNATIVES	FREQUENCY	PORCENTAGE
Very often	3	16%
Sometimes	1	5%
Rarely	3	11%
Never	12	63%
TOTAL	19	100%

Graphic 2. Frequency of Reading



Title: 2) How often do you read?

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidi Saavedra Ordoñez

Analysis: Through this chart, we can notice that the majority of students does not prefer reading; they feel frustrated because, they do not read well and they are not able to comprehend an easy paragraph or a little story. Moreover, the 16% shows the effort trying to read something, without being worried if they do not understand the whole story. However, the 5 % of learners surveyed shows that sometimes they feel motivated to read stories or paragraph and also, answering questions in front of the class without fear.

Sample: 19 students

Course: 4th Grade

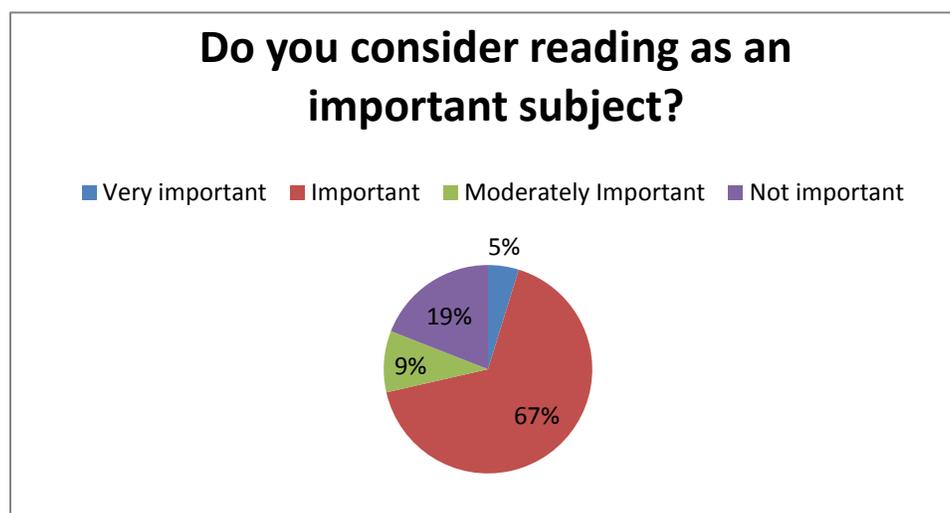
Question: 3) Do you consider reading as an important subject?

CHART OF FRECUENCY

Table 3. Reading as an important subject

ALTERNATIVES	FREQUENCY	PORCENTAGE
Very important	1	5%
Important	14	67%
Moderately Important	2	9%
Not important	4	19%
TOTAL	19	100%

Graphic 3. Reading as an important subject



Title: 3) Do you consider reading as an important subject?

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidi Saavedra Ordoñez

Analysis: This graphic indicates that 67% of learners believe that Reading is an important subject. However a 19% of learners think that is not an important subject because, they believe that it is a difficult skill to achieve and most of the time they produce mistakes in the reading exercises. Moreover, they do not feel motivated to participate in tasks, reading aloud, giving their opinions about the lectures or answering the book's exercises. The only 5 % of students surveyed believe that it is very important and their never missed the enthusiasm in Reading.

Sample: 19 students

Course: 4th Grade

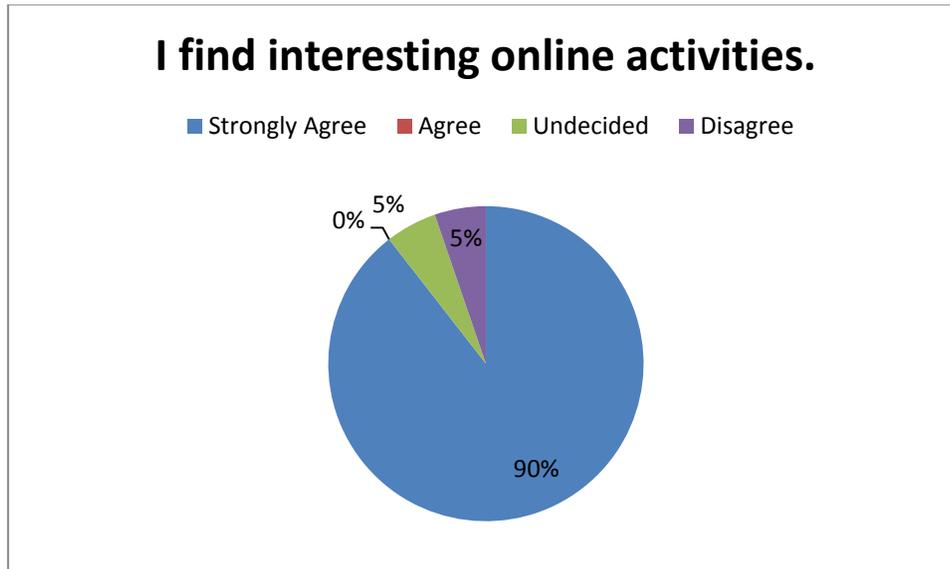
Question: 4) I find interesting online activities.

CHART OF FREQUENCY

Table 4. Interest of Online activities

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	17	5%
Agree	0	0%
Undecided	1	0%
Disagree	1	19%
TOTAL	19	100%

Graphic 4. Interest of Online activities



Title: 4) I find interesting online activities

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidi Saavedra Ordoñez

ANALYSIS: The majority of students find interesting online activities, they feel motivated to participate in classes and also, they always want to be the winner on games activities. Students at 4th grade always prefer activities designed by platform because they think that is an enjoyable way to learn Reading. On the other hand, there is a little percent that do not like it due, they do not like reading subject and also they think that it is a waste of time read something and they prefer do not participate in technological tasks.

Sample: 19 students

Course: 4th Grade

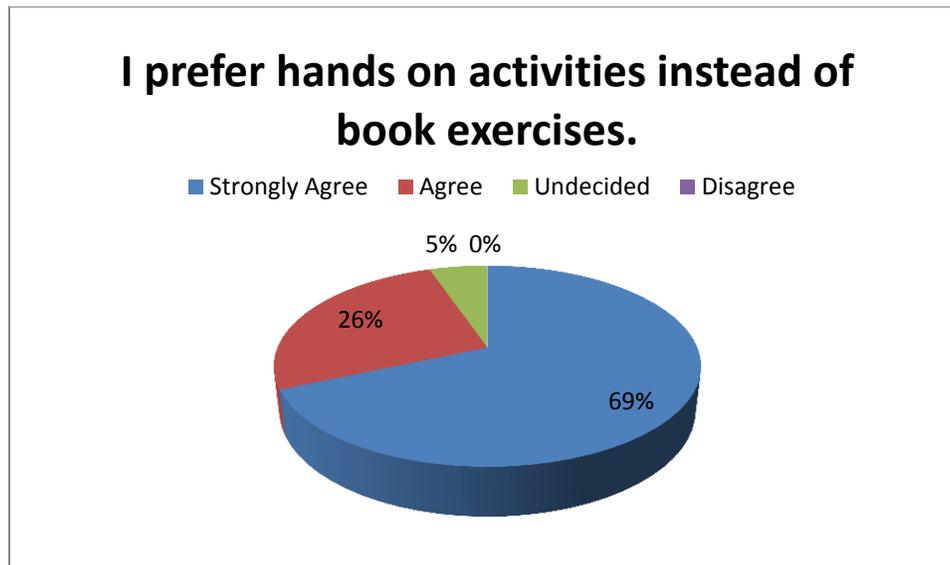
Question: 5) I prefer hands on activities instead of book exercises.

CHART OF FREQUENCY

Table 5. Activities preferences

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	13	69%
Agree	5	26%
Undecided	1	5%
Disagree	0	0%
TOTAL	19	100%

Graphic 5. Activities preferences



Title: 5) I prefer hands on activities instead of book exercises.

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidy Saavedra Ordoñez

Analysis: The majority of the students prefer Hands on activities instead of book exercises, they think that those kind of activity offers a variety of innovative strategies in Reading subject. Moreover, they believe that it is a good opportunity to have fun inside of classrooms and also, to express their critical thinking in front others. A 26% agree to the use of hands on activities inside of classroom but, a 1% of students surveyed demonstrate that they are undecided because, they are fear to participate and express their ideas in front others.

Sample: 19 students

Course: 4th Grade

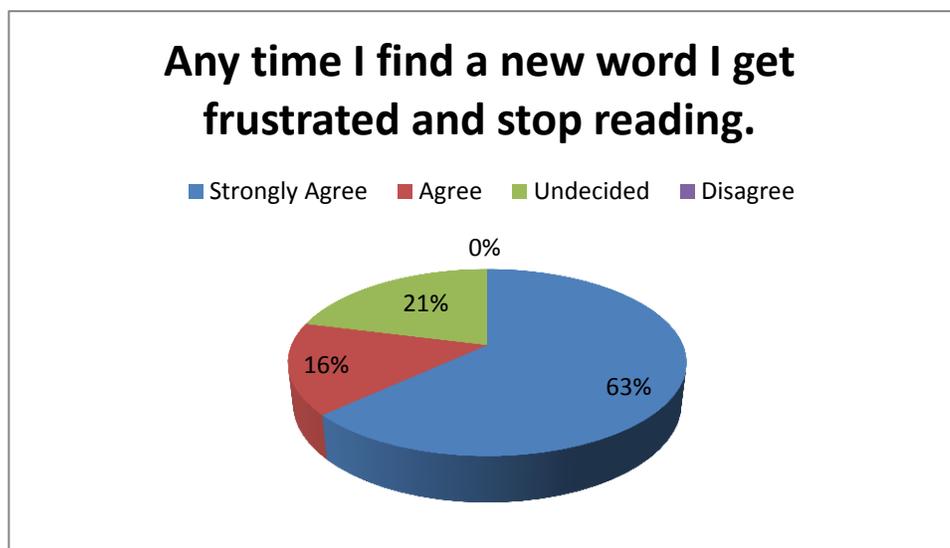
Question: 6) Any time I find a new word I get frustrated and stop reading.

CHART OF FREQUENCY

Table 6. Reading frustration

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	12	63%
Agree	3	16%
Undecided	4	21%
Disagree	0	0%
TOTAL	19	100%

Graphic 6. The use of platforms



Title: 6) Any time I find a new word I get frustrated and stop reading.

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidi Saavedra Ordoñez

Analysis: This chart shows that the 63% of learners at 4th grade are strongly agree with the frustration that they feel at the moment to find a new word in paragraph or a whole story. Moreover, a 16% of students are agreeing with the question and they decide to stop reading when it occurs in classes. In contrast to the 21 % of the surveyed students which they are undecided because, sometimes they do not know how to act in those cases; they decide to follow the reading without text comprehension.

Sample: 19 students

Course: 4th Grade

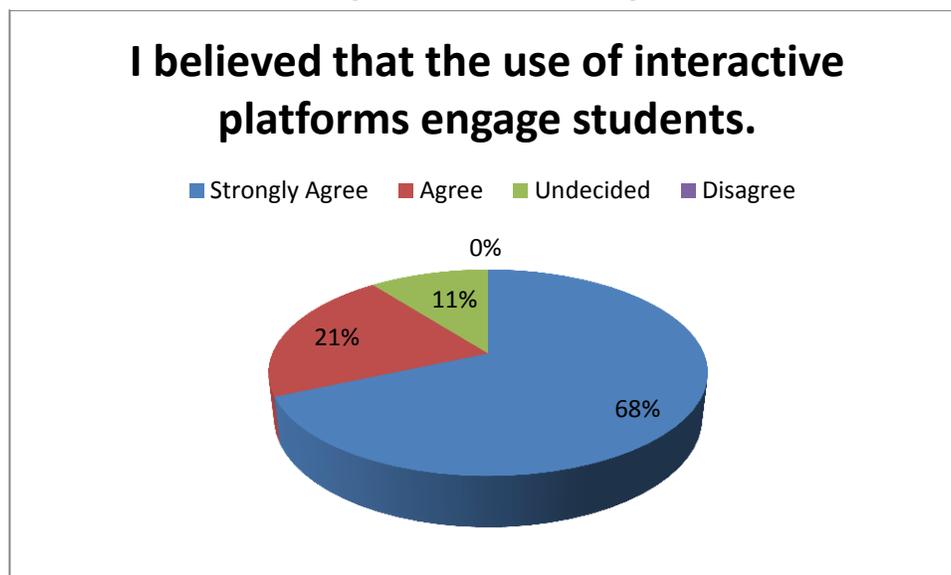
Question: 7) I believed that the use of interactive platforms engages students.

CHART OF FREQUENCY

Table 7. The use of platforms

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	13	68%
Agree	4	21%
Undecided	2	11%
Disagree	0	0%
TOTAL	19	100%

Graphic 7. The use of platforms



Title: 7) I believed that the use of interactive platforms engages students.

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidy Saavedra Ordoñez

Analysis: The 68% of students at 4th grade believed that the use of interactive platforms is an excellent tool inside of classroom. Learners enjoy the use of it because they think that it is a good strategy in order to catch their attention. On the other hand, the 11% shows that they are undecided with the use of platforms in classes, because those every day activities are according to the subject and they do not feel attraction to answer character's question.

Sample: 19 students

Course: 4th Grade

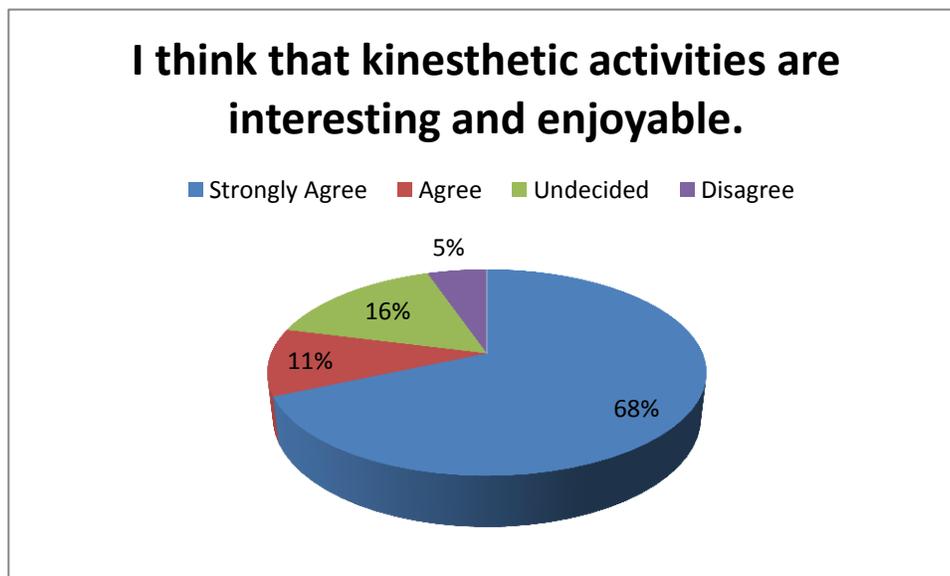
Question: 8) I think that kinesthetic activities are interesting and enjoyable.

CHART OF FREQUENCY

Table 8. Kinasthetic activities

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	13	68%
Agree	2	11%
Undecided	3	16%
Disagree	1	5%
TOTAL	19	100%

Graphic 8. Kinasthetic activities



Title: 8) I think that kinesthetic activities are interesting and enjoyable.

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidy Saavedra Ordoñez

Analysis: The 68% of surveyed students were strongly agree with the implementation of kinesthetic activities inside of classroom. Learners think that those kinds of activities are really interesting, enjoyable and most of the time prefers the use this tool in learning, producing a succesfull result in Reading. On the contrary, a 5 % of students indicate they are undecided if it is innovative strategy which should be applied in everyday tasks.

Sample: 19 students

Course: 4th Grade

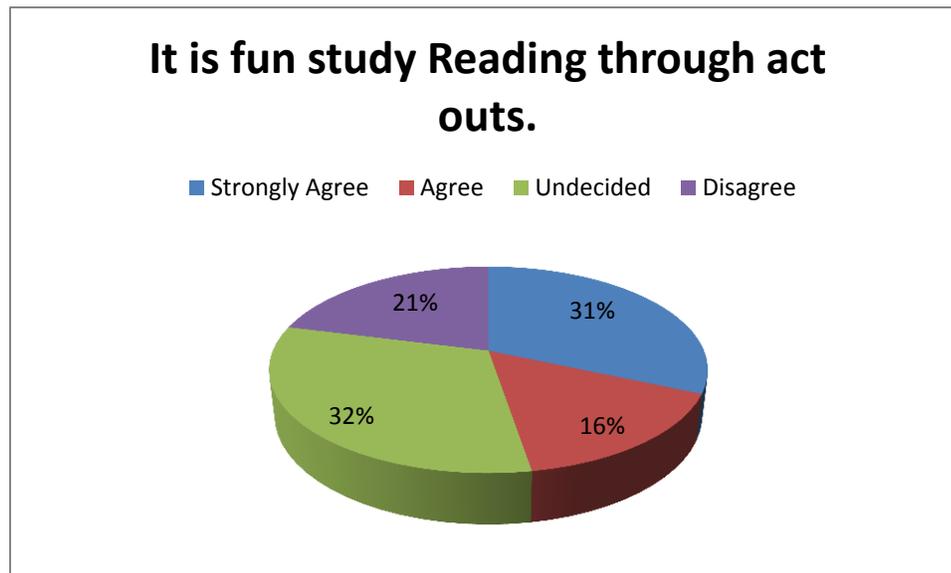
Question: 9) It is fun study Reading through act outs.

CHART OF FREQUENCY

Table 9. Act outs in Reading

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	6	31%
Agree	3	16%
Undecided	6	32%
Disagree	4	21%
TOTAL	19	100%

Graphic 9. Act outs in Reading



Title: 9) It is fun study Reading through act outs.

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidi Saavedra Ordoñez

Analysis: According to this chart the 32 % of surveyed students are undecided about if it is enjoyable the use of act outs in Reading activities that is because they do not have a clear idea about the importance of this strategy in Reading subject. Moreover, The 31 % of learners are strongly agree that act outs produce fun inside of classroom. In contrast to the 21% of students which does not like those kinds of activities because, their reading is not excellent and some of them are shy.

Sample: 19 students

Course: 4th Grade

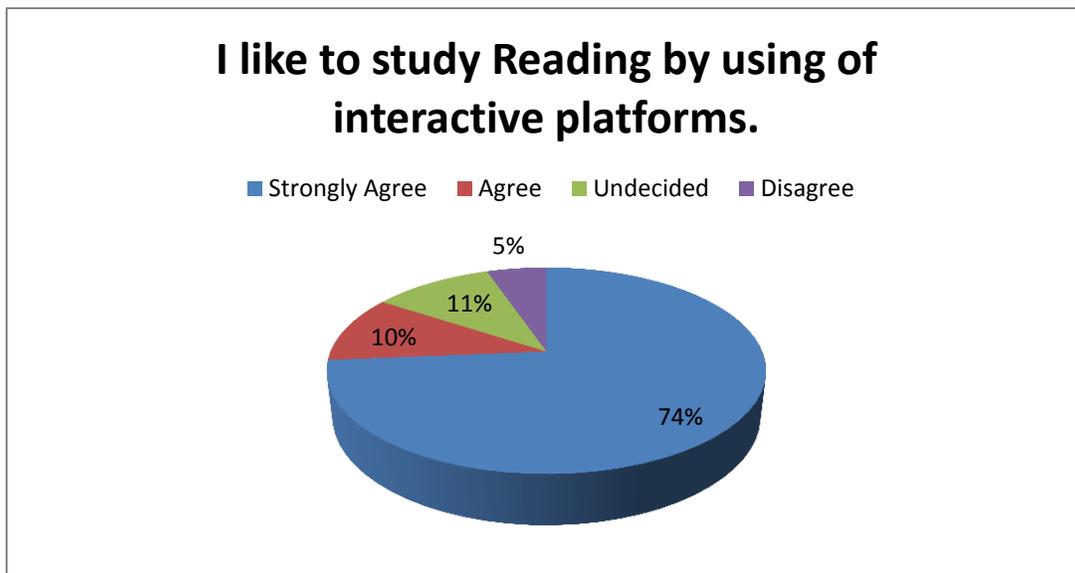
Question: 10) I like to study Reading by using of interactive platforms.

CHART OF FREQUENCY

Table 10. Platforms as a tool

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	14	74%
Agree	2	10%
Undecided	2	11%
Disagree	1	5%
TOTAL	19	100%

Graphic 10. Platforms as a tool



Title: 10) I like to study Reading by using of interactive platforms.

Source: Students from 4th from Unidad Educativa Bautista Israel

Author: Vivian Pabon Izurieta y Heidi Saavedra Ordoñez

Analysis: The 74% of surveyed learners are strongly agree with the use of Reading platforms activities; they feel that they improve their reading with those tasks, vocabulary is easier to acquire using interactive activities such as match, cross out etc. On the contrary, a 5% of students indicate that they are disagreeing with the use of this tool, but it is because they do not like reading, they think that it is boring and prefer other subjects.

4. PROPOSED PROJECT PLAN

4.1 Title

Application of Interactive Reading Activities

4.2 Justification

Before starting a justification of this proposal, it is necessary to point out some of the conclusions that have been showed in this research. Firstly, it has been proved through a post-test, how the use of Hands on Activities can help in the development of English Reading skills. Moreover, the guidance that has been used in this research demonstrates positive results in students at Unidad Educativa Israel. This project includes strategies and theoretical information that could be useful in the Reading learning process; it also includes an interactive pedagogical guidance that will help learners to improve Reading skills.

Secondly, through a pretest, it could be determined the lack of strategies that students of 4th grade had before the elaboration of this research, In response to this problem a post test had been determined that after the application of this activities, students have been improved their vocabulary and their understanding is better than before. Taking into consideration the survey applied, researchers could notice the poor student's motivation and the learning gaps that learns had at that time. To sum up, through observation have been discovered a change in student's behavior due they act in different way at the moment to resolve tasks in classroom.

At Unidad Educativa Israel, teachers do not manage a set of innovative and variety of activities in order to develop school curriculum, as a consequence that students feel monotony in every class. The elaboration of this guide have been created with the purpose to increase students motivation through the use of hands on activities, it also contains an interactive pedagogical guidance with several strategies in order to improve reading skills.

4.3 Objectives (Broad and specific)

4.3.1 Broad

To select the hands on activities that reinforces Reading Skills, through an interactive pedagogical guidance.

4.3.2 Specific

- ✓ To select the appropriate hands on activities.
- ✓ To identify the correct strategies according to student's need at Unidad Educativa Israel.
- ✓ To use online activities.
- ✓ To implement the interactive pedagogical guidance.
- ✓ To facilitate the guide to others teachers and enhance them to apply in their future lesson plans.

4.4 Content Framework of the Proposed Project Plan

English language is one of the recognized worldwide languages, the majority of countries have English as a mother tongue, producing that the most recognized music and cinema industries will be produced in English. This language not only offers benefits in the academic field, also it could be an open door in business.

In the process of learning a new language, the role of educator could determine the learner's achievements. During the investigation at Unidad Educativa Israel have been observed the lack of learner's motivation and teacher's strategies producing monotony and uninteresting classes. Moreover, this guide is really useful in the development of Reading Skill, the integration of hands on activities promote a successful development in Reading Comprehension, and the acquisition of new knowledge.

4.5 The Proposed Project Plan

The proposal is designed with hands on activities that will improve Reading Skills in 4th EGB at Unidad Educativa Israel. In order to achieve this goal is necessary the parent's support in the reinforcement and feedback process. This proposal contains a well designed guidance that could be applied in any grade of elementary school.

This guide includes hands on reading activities like games, role play, funny stories, crafts, reading along etc. Those activities are divided in three groups. Kinesthetic Activities, Online Activities and written activities.

Kinesthetic Activities

Comprehension will be improved through kinesthetic intelligence producing, that learning will be enjoyable, interesting and funny also; their cognitive skill will increase through this kind of activities, in which students use their body in order to generate knowledge and experiences.

Firstly, it is necessary to recognize the learning student's preferences, if they prefer individual, pair or group activities. Secondly, identify the activities according to student's level, in this case students at fourth grade feel attraction of activities in which manipulate things. Kinesthetic activities are helpful in order to construct their own knowledge through activities that they feel fun using materials such as scissor, glue, and glitter at the same time that they read the instruction. It is a good strategy in order to practice reading in an attractive way.

Moreover, other kinesthetic activity which is engaging is the use of role plays in students at 4th grade. It is a fun way in which learners read stories, perform characters, and participate acting in different situations about a specific topic. Role plays could involve different moods, professions or fairytales producing a connection between classroom and daily situations.

The use of puppets elaborated by learners or previously designed and selected by teachers is other of the activities that catch their attention, after a reading a feedback which those kind of materials let students to have a better comprehension and also improve readers motivation producing their participation in class, answering reading questions.

Online activities

Online activities offers to students the opportunity to connect learning through technology, the use of online platforms, helps in the teacher planning process and give learners the freedom to practice and reinforce the knowledge learned in class. Those kinds of activities produce an excellent result in kids.

Platforms is an excellent tool in order to develop online activities, it is defined as software which contains several activities about different topic, not only is designed for learning also it is useful for business. A learning platform is an effective way to practice a second language and it is divided by sections in order to select the most according to educator's curriculum. It could be used in the evaluation process or to reinforce a topic also in every day tasks could be develop without problems.

This efficient tool contains different subjects with innovative activities according to learner's level. Reading platforms involve mixture tasks, adventures, fairy tale and comedy stories in which students feel free to read aloud, producing a reducing in speaking anxiety and acquire an extrapersonal intelligence. Some of them contain games, and interesting activities for young children, but it is necessary to select a complete platform.

The comprehension could be achieved, through exercises that reinforce lectures, this kind of exercises such as games and videos help to increase the student's imagination. Moreover, educators must give the opportunity to every student participates in order to improve students motivation and produce that learners reinforce knowledge at home. Online activities produce that second language acquisition will be easier.

In addition, vocabulary will be improved through every lecture, it is important that educator support learner's process in order to help in the meaning of unknown words. This part of learning is most enjoyable if the student feels that he or she is part of learning, they can construct their own vocabulary selecting favorite stories and answering different questions in a not common way. Finally, educators could use this online platform in order to evaluate reading subject due it generated grades and assigned homeworks in order to give students a feedback of activities evaluated or practiced in classes.

Worksheets

The grammar part of reading must be evaluated in classes, tasks in which writing is developed are necessary in the evaluation process. Some of the strategies such as predicting and context clue should be practiced in written evaluations. In that way, teacher can notice if the hands on activities applied in classes have been satisfactory.

It is necessary to promote writing inside of the classroom, through reading's evaluation. Worksheets are a very common tool at school but in this guide the researcher have been designed interesting worksheets that catch the motivation in students at 4th grade. Firstly, educators need to follow and monitorate the process because some of reading strategies should be practice with common books or story worksheets.

Secondly, educators should select the level of worksheets in order to scaffold learning and according to their needs. The interesting activities which involve pictures are more catching for learners. At the beginning the use of puzzles could be very useful in order to practice phonemes and vocabulary.

In addition, this resource offers a better understanding of stories, through worksheets learners avoid memorization and increase their cognitive skills also; it is a good strategy for shy students because they feel free to express their own understanding, without care of other's opinion. Exists a variety of activities, some of them are complex including colorful graphics producing their motivation increase through practice.

In addition, every worksheets contains different instruction, the most common are matching or circle the correct answer but if educators wants an effective result it is necessary to select mixed activities which involves others instructions such as filling the sentences, wordsoup or multiple choices, in order they have a summary of the story answering questions about reading. Printable worksheets are a cheap and handy resource which produces a simulation of quiz or exam.

To sum up, it is an independable resource that reinforces student's knowledge inside of classroom also, the use of worksheets per day produces repetition which is good quality in order to develop strategies such as syntactic or word clues.

Activity # 1

Topic: Sight word Twister

Description: Funny and meaningful Game

Objective: It is a game that improves word construction and comprehension and vocabulary.

Materials:

- ❖ Index Cards
- ❖ Twister Game
- ❖ Tape
- ❖ Market

Time: 1 hour

Procedure:

- ❖ Teacher put the words above the small and colorfull circles.
- ❖ Explain the game
- ❖ Teacher asks for questions.
- ❖ Teachers answer learner's questions.
- ❖ Arrange students in group of four.
- ❖ Perform the activity.
- ❖ Ask learners what they have been learn

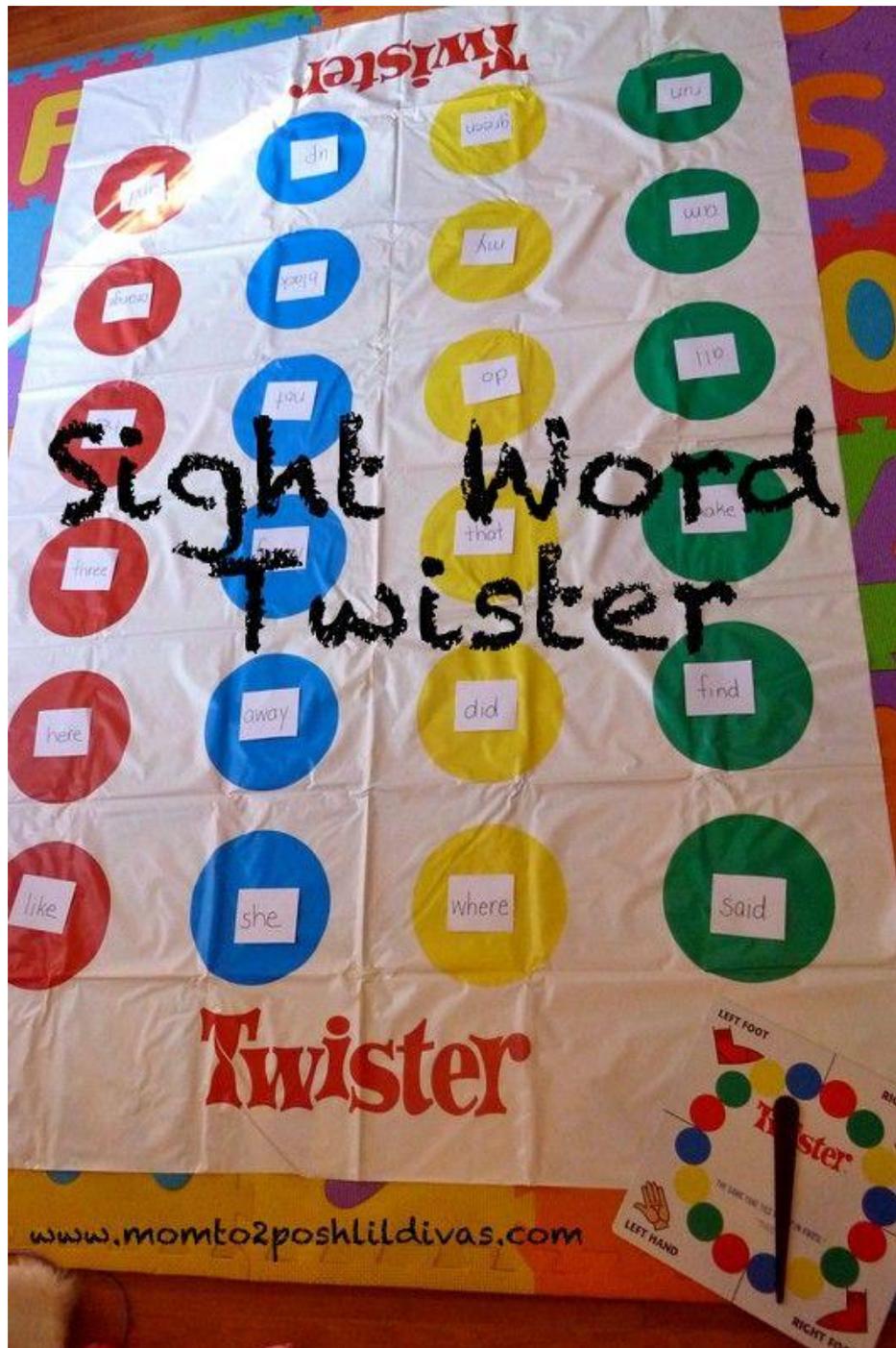
Source: <http://www.momto2poshlildivas.com/2011/11/learning-through-play-sight-word.html>



UNIDAD EDUCATIVA PARTICULAR ISRAEL

AREA	Foreign Language	SUBJECT	Language Arts	LEVEL	General Basic Education	SCHOOL YEAR	2017-2018
TEACHER	Vivian Pabón y Heidi Saavedra	COURSE	Fourth Grade	ROOM	A (morning school)	Class Periods	
CURRICULAR BLOCK	Block 0		Starting date:		Ending Date:		
CROSS CURRICULAR CONNECTION	Games I like playing, self confidence and citizenship						
EDUCATIONAL OBJECTIVES	Game that improve word construction,comprehension and vocabulary						
SKILLS	CONTENTS	ACTIVITIES /METHODODOLOGICAL STRATEGIES		RESOURCES	ASSESSMENT		
Reading Speaking	Funny and meaningful Game	Word Construction		<ul style="list-style-type: none"> • Index Cards • Twister Game • Tape • Market 	Perform the game and explain their experiences		
Done by: Vivian Pabon y Heidi Saavedra	Revised by	Supervised by					
English Teacher							

Sight word Twister



Source: Momto page - <http://www.momto2poshlildivas.com/2011/11/learning-through-play-sight-word.html>

Activity # 2

Topic: Memorization Jump

Description: Game that improve vocabulary through Reading and Memorization at the moment that students are jumping.

Objective: Learners read and memorize some parts of the paragraph of lecture that is in flashcards on the board.

Materials:

- ❖ Jump rope
- ❖ Flashcards

Time: 30 minutes

Ambit: Kinasthetic

Procedure:

- ❖ Teacher put the flashcards on the blackboard.
- ❖ Teacher Explain the game
- ❖ Teacher asks for questions.
- ❖ Teachers answer learner's questions.
- ❖ Arrange students in two teams.
- ❖ Perform the activity.
- ❖ Ask learners what they have been learn



UNIDAD EDUCATIVA PARTICULAR ISRAEL

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CURRICULAR BLOCK	Block 0		Starting date:		Ending Date:		
CROSS CURRICULAR CONNECTION	Games I like playing, self confidence and citizenship						
EDUCATIONAL OBJECTIVES	Game that improve Reading comprehension, vocabulary and memorizing.						
SKILLS	CONTENTS	ACTIVITIES /METHODOLOGICAL STRATEGIES		RESOURCES	ASSESSMENT		
Reading Speaking	Funny and meaningful Game	Through memorizing learners improve vocabulary Reinforcement of the previous class.		<ul style="list-style-type: none"> • Jump rope • Flashcards 	Perform the game and explain their experiences		
Done by: Vivian Pabon y Heidy Saavedra	Revised by	Supervised by					
English Teacher							

Activity # 3

Topic: Short stories puzzles

Description: Little paragraphs of easy stories that help in the reading comprehension process

Objective: the improvement of learner's vocabulary through activities similar to games.

Materials:

- ❖ Puzzles
- ❖ Card
- ❖ Glue

Time: 45 minutes

Ambit: Kinesthetic

Procedure:

- ❖ Teacher gives the cut puzzles to students.
- ❖ Teacher Explain the activity.
- ❖ Teacher asks for questions.
- ❖ Teachers answer learner's questions.
- ❖ Arrange students to perform the activities in circle shape.
- ❖ Perform the activity and the first that complete the action read in front others
- ❖ Ask learners what they have been learn.
- ❖ Give feedback

Resources: <https://es.pinterest.com/pin/240027855120471428/>

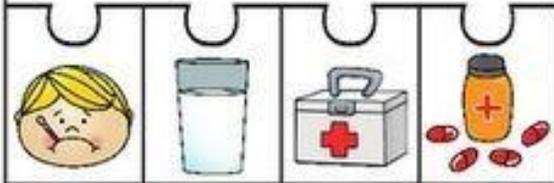


UNIDAD EDUCATIVA PARTICULAR ISRAEL

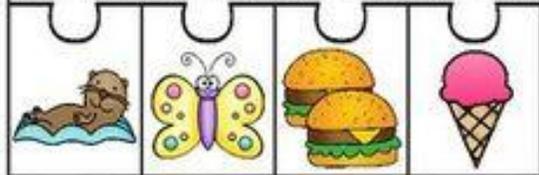
AREA	Foreign Language	SUBJECT	Language Arts	LEVEL	General Basic Education	SCHOOL YEAR	2017-2018	
TEACHER	Vivian Pabón y Heidy Saavedra	COURSE	Fourth Grade	ROOM	A (morning school)	Class Periods		
CURRICULAR BLOCK	Block 0		Starting date:		Ending Date:			
CROSS CURRICULAR CONNECTION	Short stories puzzles							
EDUCATIONAL OBJECTIVES	Game in which is used kinesthetic intelligence and improve vocabulary and Reading Comprehension							
SKILLS	CONTENTS	ACTIVITIES /METHODOLOGICAL STRATEGIES			RESOURCES	ASSESSMENT		
Reading Speaking	Interactive activity	<ul style="list-style-type: none"> ✓ Through puzzles learners improve Reading comprehension. ✓ Students practice reading clues. 			<ul style="list-style-type: none"> • Puzzles • Card • Glue 	Perform the activity and explain their experiences. Oral evaluation		
Done by: Vivian Pabon y Heidy Saavedra	Revised by	Supervised by						

Short stories puzzles

Tim is sick. I give him milk to sip. Sip, sip. Tim has a big sip. I get the kit and lift the lid. I hand Tim a pill. Tim grins. He is not ill!



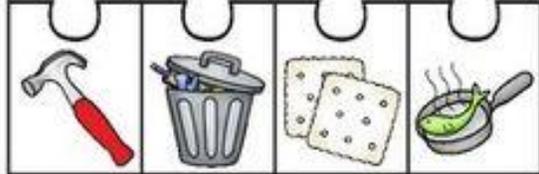
It was a perfect summer day. First, we saw an otter swimming in the river. Next, we saw a butterfly flutter by. Then, we had burgers for dinner. Last, we got dessert. Mmmm! I love summer!



The kid hit the ball. It dips and zigs. I grip it with my mitt! The kid slid into the base. I tag him with my mitt. We win!



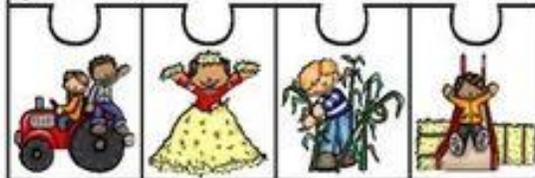
I am a good helper. First, I hand my father his hammer. Next, I put litter in the trash. Then, I serve my little sister crackers for a snack. Last, I help my mother make fish for dinner.



We went to a pumpkin patch. There are a lot of pumpkins! First, I sit on a big pumpkin. Then, Dan picks a pumpkin for us. "I like this pumpkin!" yells Dan. Meg picks a pumpkin too. Last, we set the pumpkins in our wagon and drag them home!



We went to a fall festival! First, we got to ride a tractor. Then, I jumped in a big haystack. Next, we played hide and seek in the corn plants. Last, we got to ride down the slide!



Source: Pinterest - <https://es.pinterest.com/pin/240027855120471428/>

Activity # 4

Topic: Professions - Role play

Description: Students read the occupations and perform the activity similar like a video.

Objective: The improvement of learner's vocabulary and motivation through acting.

Materials:

- ❖ Computer
- ❖ Video
- ❖ Clothes elaborated by students in class.

Time: 1 hour

Ambit: *Extrapersonal-Verbal Linguistic*

Procedure:

- ❖ Teacher Explain the activity.
- ❖ Teacher plays the video.
- ❖ Teacher asks for questions.
- ❖ Teachers answer learner's questions.
- ❖ Arrange students to perform the activities with the clothes that they elaborated.
- ❖ Perform the activity.
- ❖ Ask learners what they have been learning.
- ❖ Give feedback

Resources: <https://quizlet.com/127155012/flashcards->
<https://www.youtube.com/watch?v=J4LpFzCijV4>



UNIDAD EDUCATIVA PARTICULAR ISRAEL

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TEACHER	Vivian Pabón y Heidy Saavedra	COURSE	Fourth Grade	ROOM	A (morning school)	Class Periods	
CURRICULAR BLOCK	Block 0		Starting date:		Ending Date:		
CROSS CURRICULAR CONNECTION		Professions - Role play					
EDUCATIONAL OBJECTIVES		Improve Reading Comprehension and through acting perform speaking and motivation is increase.					
SKILLS	CONTENTS	ACTIVITIES /METHODOLOGICAL STRATEGIES		RESOURCES	ASSESSMENT		
Reading Speaking	Interactive activity	Read a short paragraph of professions. Performs the activity through acting and remembering the story		<ul style="list-style-type: none"> Reading Paragraphs 	Perform the activity and explain their experiences. Oral evaluation. Written evaluation		
Done by: Vivian Pabon y Heidy Saavedra	Revised by	Supervised by					
English Teacher							

Quizlet Buscar Crear Iniciar sesión

Regresar

FICHAS

AVANCE 2/8

Empezar

Mezclar

Opciones



It is the person who works at the Police Station.

Quizlet Buscar Crear Iniciar sesión

Regresar

FICHAS

AVANCE 4/8

Empezar

Mezclar

Opciones



It is the person who works at the Hospital and helps doctors.



Learn Jobs And Professions | Learning English for Kids | Educational Video

Sources:

Quizlet Platform - <https://quizlet.com/127155012/flashcards->

Video: <https://www.youtube.com/watch?v=J4LpFzCijV4>

Activity # 5

Topic: Three Little pigs

Description: Students read the story at the same time that the video is recording and perform the activity with a worksheet, after that, they read their notes and tell the story in front of the class.

Objective: The improvement of learner's vocabulary Reading Comprehension and motivation through kinesthetic and online activities.

Materials:

- ❖ Computer
- ❖ Video
- ❖ Worksheets.
- ❖ Scissor
- ❖ Tape

Time: 1 hour

Ambit: Extrapersonal-Musical - Kinasthetic

Procedure:

- ❖ Teacher Explain the activity.
- ❖ Teacher plays the video.
- ❖ Teacher asks for questions.
- ❖ Teachers answer learner's questions.
- ❖ Arrange students to perform the activities with the worksheets
- ❖ Perform the activity in front of class.
- ❖ Ask learners what they have been learning.
- ❖ Give feedback

Resources: <https://www.youtube.com/watch?v=cgzAmpIDXp8>



UNIDAD EDUCATIVA PARTICULAR ISRAEL

AREA		Foreign Language	SUBJECT	Language Arts	LEVEL	General Basic Education	SCHOOL YEAR	2017-2018
TEACHER		Vivian Pabón y Heidi Saavedra	COURSE	Fourth Grade	ROOM	A (morning school)	Class Periods	
CURRICULAR BLOCK		Block 0		Starting date:		Ending Date:		
CROSS CURRICULAR CONNECTION		Reading Stories						
EDUCATIONAL OBJECTIVES		Stories in which is used kinesthetic intelligence and improve vocabulary ,Reading Comprehension and motivation						
SKILLS	CONTENTS	ACTIVITIES /METHODOLOGICAL STRATEGIES			RESOURCES		ASSESSMENT	
Reading Speaking Writing	Online Activity Songs	<ul style="list-style-type: none"> ✓ Through stories learners improve Reading comprehension. ✓ Students perform Hands-On Activities. 			<ul style="list-style-type: none"> • Computer • Video • Worksheets. • Scissor • Tape • 		Perform the activity and explain their experiences. Oral evaluation Quiz	
Done by: Vivian Pabon y Heidi Saavedra	Revised by	Supervised by						
English Teacher								

Three Little pigs



THE THREE LITTLE PIGS & The Big Bad Wolf | Fairy tale for kids | 3 Little Pigs Story

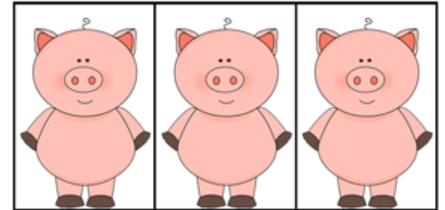


The Three Little Pigs Activities + Free Printable

Cut the pictures out and match the word with the picture and/or trace the words.

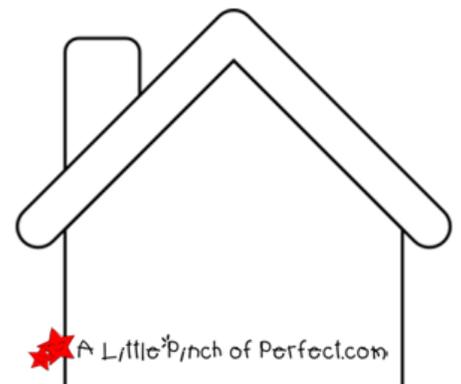
	Pig
	House
	Wolf
	Straw

Cut out the pictures, tape them onto popsicle sticks, and use them as puppets to retell or create your own 3 Little Pigs story.



Cut out the pictures and put them in order in the boxes below.

Weakest		Strongest



A Little Pinch of Perfect.com

Sources:

Video: <https://www.youtube.com/watch?v=cgzAmpIDXp8>

Printable activity: Pinterest - <http://alittlepinchofperfect.com/the-3-little-pigs-activities-printable/>

The Three Little Pigs SEQUENCE

Cut out the pictures and the sentences. Put them in order as they happened in the story.

 A pig and a wolf are standing next to a small house made of yellow bricks. The pig is on the left, and the wolf is on the right.	<p>The pig built his house out of bricks. The wolf could not blow it down and got angry.</p>
 A pig and a wolf are standing next to a small house made of straw. The pig is on the right, and the wolf is on the left.	<p>The pig built his house out of straw and the wolf blew it down.</p>
 A pig and a wolf are standing next to a small house made of sticks. The pig is on the right, and the wolf is on the left.	<p>The wolf tried to trick the little pig.</p>
 A pig and a wolf are standing next to a small house made of red bricks. The pig is on the right, and the wolf is on the left.	<p>The pig built his house out of sticks and the wolf blew it down.</p>
 A pig and a wolf are standing next to a small house made of red bricks. The pig is on the right, and the wolf is on the left. A chimney is visible on the roof.	<p>The wolf climbed down the chimney. He fell into the pot on the fire and the little pig ate him.</p>

Sources: Pinterest printable activity - <https://es.pinterest.com/pin/61783826111405962/>

Activity # 6

Topic: The Kid and the wolf/ Itsy Bitsy Spider

Description: Students read the story at the same time that the video is recording and tell the story in front of the class pointing the images

Objective: The improvement of learner's vocabulary Reading Comprehension, Memorization through song stories.

Materials:

- ❖ Computer
- ❖ Video
- ❖ Flashcards

Time: 1 hour

Ambit: *Extrapersonal-Musical - Kinesthetic*

Procedure:

- ❖ Teacher Explain the activity.
- ❖ Teacher plays the video.
- ❖ Teacher asks for questions.
- ❖ Teachers answer learner's questions.
- ❖ Perform the activity in front of class.
- ❖ Ask learners what they have been learning.
- ❖ Give feedback

Resources:

https://www.youtube.com/watch?v=V-kI8_81oBw

<https://www.youtube.com/watch?v=TbKI-jjpPx8>



UNIDAD EDUCATIVA PARTICULAR ISRAEL

AREA	Foreign Language	SUBJECT	Language Arts	LEVEL	General Basic Education	SCHOOL YEAR	2017-2018	
TEACHER	Vivian Pabón y Heidi Saavedra	COURSE	Fourth Grade	ROOM	A (morning school)	Class Periods		
CURRICULAR BLOCK	Block 0		Starting date:		Ending Date:			
CROSS CURRICULAR CONNECTION	Reading Comprehension through songs.							
EDUCATIONAL OBJECTIVES	Improve Reading Comprehension through songs' stories							
SKILLS	CONTENTS	ACTIVITIES /METHODOLOGICAL STRATEGIES		RESOURCES	ASSESSMENT			
Reading Speaking	Online activity	Read the story Tell the story in front of class using flashcards.		<ul style="list-style-type: none"> • Computer • Video • Flashcards 	Perform the activity and explain their experiences. Oral evaluation.			
Done by: Vivian Pabon y Heidi Saavedra	Revised by	Supervised by						
English Teacher								

The Kid and the wolf/ Itsy Bitsy Spider



The Kid & the Wolf | Short Stories for Kids | English with Subtitles



The Itsy Bitsy Spider + More | Kids Songs | Super

Sources:

https://www.youtube.com/watch?v=V-kI8_81oBw

<https://www.youtube.com/watch?v=TbKI-jjpPx8>

Activity #7

Topic: Superhero Joey

Description: Students read the story and ask the questions. (See Appendix J)

Objective: The improvement of Reading Comprehension and Memorization.

Materials:

- ❖ Worksheets
- ❖ Pencil
- ❖ Eraser

Time: 1 hour

Ambit: Verbal-Linguistic

Procedure:

- ❖ Teacher Explain the activity.
- ❖ Teacher asks for questions.
- ❖ Teacher reads the activity.
- ❖ Teachers answer learner's questions.
- ❖ Ask learners what they have been learning.
- ❖ Give feedback

Resources:

https://www.superteacherworksheets.com/reading-comp/2nd-planetrip_TZZTZ.pdf?up=1466611200



UNIDAD EDUCATIVA PARTICULAR ISRAEL

AREA		Foreign Language	SUBJECT	Language Arts	LEVEL	General Education	Basic Education	SCHOOL YEAR	2017-2018
TEACHER		Vivian Pabón y Heidy Saavedra	COURSE	Fourth Grade	ROOM	A (morning school)	Class Periods		
CURRICULAR BLOCK		Block 0		Starting date:		Ending Date:			
CROSS CURRICULAR CONNECTION		Reading Stories							
EDUCATIONAL OBJECTIVES		Stories in which through Writing students improve vocabulary and Reading Comprehension.							
SKILLS	CONTENTS	ACTIVITIES /METHODOLOGICAL STRATEGIES			RESOURCES		ASSESSMENT		
Reading Speaking Writing	Stories	<ul style="list-style-type: none"> ✓ Body: tell students that as they read, they should use the information they have already learned through previously. ✓ Closure: explain to students the answer of the questions 			<ul style="list-style-type: none"> • Flashcards • Worksheets 		Read the story Answer the question. Quiz		
Done by: Vivian Pabon y Heidy Saavedra	Revised by	Supervised by							
English Teacher									

Superhero Joey

Name: _____

Superhero Joey

by Katherine Rollins

Joey put on his mask.

He flapped his cape in front of the mirror.

This is the best costume, he thought.

I'm sure to win the contest.

Joey skipped downstairs.

"Here I come to rescue you!" Joey shouted.

"Nice costume," said Joey's dad.

"I'm a superhero," said Joey.

"Joey," said Mom, "I need you to watch Mindy at the party."

Joey looked at his little sister. "But Mom, superheroes don't have kid sisters."

"Well this superhero has a sister," said Mom.

"What will Mindy's costume be?" asked Dad.

"I'm not sure," said Mom.

Joey got an idea. "I know!"

Joey took Mindy upstairs to his room.

He dug through his closets.

Joey found his baby blanket.

He put it around Mindy's shoulders.

At the party, Superhero Joey and his sidekick Supergirl Mindy won first prize!

Sources: Super Teacher Worksheets - www.superteacherworksheets.com



Name: _____



Superhero Joey

by Katherine Rollins

1. Why was Joey dressed like a superhero?

2. What was Joey supposed to do at the party?

- a. fly in the air
- b. help make the food
- c. watch his little sister
- d. clean up

3. Name all four characters in this story.

4. When does this story take place?

- a. at the party
- b. before the party
- c. after the party
- d. at Joey's house

5. What did Joey put on Mindy when he dressed her up as Supergirl?

Something extra: On the back of this paper, draw a picture of Super Joey and his sidekick Supergirl Mindy.

Source: Super Teacher Worksheets - www.superteacherworksheets.com

Activity #8

Topic: First Airplane Trip

Description: Students read the story and ask the questions on the worksheet.

Objective: The improvement of Reading Comprehension and Memorization.

Materials:

- ❖ Worksheets

Time: 1 hour

Ambit: Verbal-Linguistic

Procedure:

- ❖ Teacher Explain the activity.
- ❖ Teacher asks for questions.
- ❖ Teacher reads the activity.
- ❖ Teachers answer learner's questions.
- ❖ Students do the activitie.
- ❖ Ask learners what they have been learning.
- ❖ Give feedback

Resources:

https://www.superteacherworksheets.com/reading-comp/2nd-planetrip_TZZTZ.pdf?up=1466611200



UNIDAD EDUCATIVA PARTICULAR ISRAEL

AREA		Foreign Language	SUBJECT	Language Arts	LEVEL	General Education	Basic Education	SCHOOL YEAR	2017-2018
TEACHER		Vivian Pabón y Heidy Saavedra	COURSE	Fourth Grade	ROOM	A (morning school)	Class Periods		
CURRICULAR BLOCK		Block 0		Starting date:		Ending Date:			
CROSS CURRICULAR CONNECTION		Reading Stories							
EDUCATIONAL OBJECTIVES		Stories in which through Writing students improve vocabulary and Reading Comprehension.							
SKILLS	CONTENTS	ACTIVITIES /METHODOLOGICAL STRATEGIES			RESOURCES		ASSESSMENT		
Reading Speaking Writing	Stories	<ul style="list-style-type: none"> ✓ Body: tell students that as they read, they should use the information they have already learned through previously. ✓ Closure: explain to students the answer of the questions 			<ul style="list-style-type: none"> • Worksheets 		Read the story Answer the question. Quiz		
Done by: Vivian Pabon y Heidy Saavedra	Revised by	Supervised by							
English Teacher									

First Airplane Trip by Sara Matson

Jake is going on a trip. He and

Mom takes a taxi to the airport.

“It’s my first plane trip,” he tells the taxi driver.

“That’s great!” the taxi driver says.

Jake rolls his suitcase onto the plane.

“It’s my first plane trip,” he tells the pilot.

“Welcome aboard,” the pilot says.

Jake finds his seat and buckles his seatbelt. The plane’s engines rumble and roar. Jake opens his backpack and pulls out Panda.

“It’s my first plane trip,” he whispers. He holds Panda’s paw.

The plane moves faster and faster. Then—Whoosh! On the ground, cars and houses look like toys.

Jake smiles. “Guess what, Panda?” he says. “Flying is fun!”

First Plane Trip

1. How do Jake and his mom travel to the airport?

- a. in a plane b. in their car
- c. in a taxi d. in a bus

2. Who is Panda?

- a. Jake's brother b. a large animal
- c. Jake's pet d. a stuffed animal

5. What does Jake whisper to Panda?



Source: https://www.superteacherworksheets.com/reading-comp/2nd-planetrip_TZZTZ.pdf?up=1466611200

Activity #9

Topic: Arthur Game

Description: Students realize the only activity in two teams remembering the story recording before.

Objective: The improvement of Reading Comprehension, Memorization and vocabulary through games.

Materials:

- ❖ Computer

Time: 1 hour

Ambit: *Linguistic-Interpersonal*

Procedure:

- ❖ Teacher Explain the activity.
- ❖ Teacher asks for questions.
- ❖ Teachers answer learner's questions.
- ❖ Students listen the story explained with flashcards
- ❖ Students give their answer pointing in the computer.
- ❖ Ask learners what they have been learning.
- ❖ Give feedback

Resources: <http://pbskids.org/arthur/games/comiccreator/comiccreator.php>



UNIDAD EDUCATIVA PARTICULAR ISRAEL

AREA	Foreign Language	SUBJECT	Language Arts	LEVEL	General Basic Education	SCHOOL YEAR	2017-2018
TEACHER	Vivian Pabón y Heidi Saavedra	COURSE	Fourth Grade	ROOM	A (morning school)	Class Periods	
CURRICULAR BLOCK	Block 0		Starting date:		Ending Date:		
CROSS CURRICULAR CONNECTION	Games						
EDUCATIONAL OBJECTIVES	Games to improve Comprehension.						
SKILLS	CONTENTS	ACTIVITIES /METHODODOLOGICAL STRATEGIES			RESOURCES	ASSESSMENT	
Reading Speaking Listening	Stories	<ul style="list-style-type: none"> ✓ Students listen the story carefully. ✓ Students remember the story ✓ Students give their answer ✓ Teacher give feedback 			<ul style="list-style-type: none"> • Online Exercises 	Read and listen the story.	
Done by: Vivian Pabon y Heidi Saavedra	Revised by		Supervised by				
English Teacher							

Arthur Game



Source: Arthur games platform
<http://pbskids.org/arthur/games/comiccreator/comiccreator.php>

Activity #10

Topic: Christmas Puzzle

Description: Students read the sentences and write the correct answer on board.

Objective: The improvement of Reading, writing and vocabulary through online activities.

Materials:

- ❖ Computer
- ❖ Marker
- ❖ Tangible rewards

Time: 30 minutes

Ambit: Verbal- Linguistic

Procedure:

- ❖ Teacher Explain the activity.
- ❖ Teacher asks for questions.
- ❖ Teachers answer learner's questions.
- ❖ Students are divided in two teams.
- ❖ Students read the sentences in front of the class and do the activity.
- ❖ The winner group received a tangible reward.
- ❖ Ask learners what they have been learning.
- ❖ Give feedback

Resources: <http://iteslj.org/cw/1/vm-xmas.html>



UNIDAD EDUCATIVA PARTICULAR ISRAEL

AREA	Foreign Language	SUBJECT	Language Arts	LEVEL	General Basic Education	SCHOOL YEAR	2017-2018	
TEACHER	Vivian Pabón y Heidy Saavedra	COURSE	Fourth Grade	ROOM	A (morning school)	Class Periods		
CURRICULAR BLOCK	Block 0		Starting date:		Ending Date:			
CROSS CURRICULAR CONNECTION	❖ Exercises evaluation							
EDUCATIONAL OBJECTIVES	❖ Improve learners Reading, Vocabulary through activities similar to games.							
SKILLS	CONTENTS	ACTIVITIES /METHODODOLOGICAL STRATEGIES			RESOURCES	ASSESSMENT		
Reading Speaking Listening	Activities Puzzles	<ul style="list-style-type: none"> ✓ Students read sentences and do activities. ✓ Teacher gives feedback. ✓ Winners received tangible rewards to increase motivation in future lessons. 			<ul style="list-style-type: none"> • Computer • Marker • Rewards 	Activities like a game that will be evaluated.		
Done by: Vivian Pabon y Heidy Saavedra	Revised by	Supervised by						
English Teacher								

Puzzles

Christmas

Click on each box to enter letters in the crossword puzzle, then press the **Check Answers** button. If you are stuck, press the **Hint** button to get a letter.

Across

2. It's celebrated on December 25th.
5. It's a child's plaything.
6. Santa rides in a ____.

Down

1. The same as "presents."
2. Christmas songs of joy.
3. ____ Christmas and a Happy New Year.
4. Santa fills it with presents for the children.

For JavaScript-enabled Browsers

For Any Browser

[Show the Answers](#)

Parts of a House

Click on each box to enter letters in the crossword puzzle, then press the **Check Answers** button. If you are stuck, press the **Hint** button to get a letter.

Across

3. you enter the house here
4. it is made of glass
5. you sleep here
9. it is at the top of the house
10. it gives you warmth

Down

1. it is under your feet
2. it is below the rooms
5. you can wash yourself in it
6. open it to go to another room
7. it is outside the entrance
8. it separates rooms

For JavaScript-enabled Browsers

For Any Browser

Source: Crossword puzzles platforms - <http://iteslj.org/cw/1/vm-xmas.html>

4.6 Validation of the Proposed Project Plan

KINASTHETIC LEARNING APPLICATION GUIDE

SUPERVISOR INFORMATION					
NAME: SUSY LLAMUCA					
PROFESSION: OCCUPATION: Director					
ADDRESS: VICTOR EMILIO ESTRADA					
PHONE NUMBER: 4549179					
Rating Scale					
Aspects	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
Introduction		X			
Objectives	X				
Relevance		X			
Sequence	X				
Presentation	X				
Depth of Study	X				
Language		X			
Creativity	X				
Impact	X				

Comments: _____

Leda Susy Llamuca
 DIRECTORA
 UNIDAD EDUCATIVA BAPTISTA ISRAEL

M.Sc.

SUSY LLAMUCA

DIRECTOR – High School Unidad Educativa Bautista Israel

KINASTHETIC LEARNING APPLICATION GUIDE

SUPERVISOR INFORMATION

NAME: PAOLA CASTILLO

PROFESSION: LIC. EDUCACION

OCCUPATION: ENGLISH AREA COORDINATOR

ADDRESS: VICTOR EMILIO ESTRADA E HIGUERAS

PHONE NUMBER: 4549179

RATING SCALE

ASPECTS	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
INTRODUCTION	X				
OBJECTIVES	X				
RELEVANCE	X				
SEQUENCE	X				
PRESENTATION	X				
DEPTH OF STUDY	X				
LANGUAGE	X				
CREATIVITY	X				
IMPACT	X				

Comments: _____



M.Sc.

English Area Coordinator – High School

Unidad Educativa Bautista Israel

4.7 Impact/benefits of the proposed project plan

The creation of an interactive pedagogical guidance has been carefully designed for helping learners in the improvement of Reading Skills at Unidad Educativa Israel. The guide includes several activities that will be really useful in English Area at 4th grade and also, learners will be benefitted through this guide not only developing activities, but also their understanding will be improve through every class experience building their own knowledge.

Furthemore, the guide explains how a Montessori Method could be a different purpose in the development of activities selection, producing different results that a traditional methods. The learner's independence through this approach, let students builds their own knowledge producing a better understanding.

Educators are the other benefactor of this application, through this Interactive pedagogical Guidance; teachers could apply strategies, methodologies and approaches exposed in previous chapters, which could be applied according to the student's level or their needs. Moreover, this guide contains tools and materials that guaranteeing a different experience in every lesson and must be improving Reading skills in any course and also, it will generate a great impact in the class.

To Sum up, this guide have been applied for first time at this institution, this method is not common in schools because the teacher's lack of strategies have been done that Reading comprehension will be a difficult and boring subject to teach. Unidad Educativa Israel has been benefitted through this application and it serves as a model for English area and others teachers in order to planning future lessons for others students.

CONCLUSIONS

This study was conducted to define the relationship between Hands on Activities and Reading Skills through an interactive pedagogical guidance. In order to accomplish the goal, this new purpose needs the support of educators, also the planning of teachers should be designed with specific strategies according to their needs.

During a peer observation in students at 4th grade before to apply this proposal, researcher noticed teacher's lack strategies and also, the activities selected in classes were not according at learner's level producing that students do not understand reading and can not resolve tasks. Moreover, the lectures were developed only by educators, teachers read aloud without care if comprehension is achieved.

This proposal contains a variety of activities that are really helpful in educator's curriculum, it takes more time in planning classes, and also it offers mixed tasks in order learners want to participate in the different activities that platforms contains, also the hands on activities which have been applied in this research produced a successful result.

In addition, learners at 4th grade presented lack of motivation and critical thinking in Reading subject also they presented a poor vocabulary because learners do not comprehend a simple text and educator do not explain the meaning of a new words. Nowadays the learner's motivation plays an important role in education. Students who are not feel motivated produce reading failure in school.

In response to this problem researcher implemented the use of Hands on Activities in order they improve reading skills. Through this proposal their vocabulary has been increase producing good grades, they comprehend simple lectures and they feel motivation to answer reading questions and participate in front of the class.

It was necessary a demonstration of the interactive pedagogical guidance in order English teachers know how to use this tool inside of classroom also, the explanation of it benefits produce educators wants to apply this new proposal at their respective courses.

Moreover, Unidad Educativa Israel's permission was necessary in order to apply a new methodology, evaluate the causes of reading failures and the consequences of lack of teaching strategies and also the solution which was applied immediately.

Furthermore, Unidad Educativa Israel had the benefit to introduce new methodology in one of their courses, producing that their level in English Area would be improved in the inquiry period, and would be used as a model of teaching for future period years.

To sum up, Montessori method which was applied on this research produced a better understanding and offered learners the opportunity to create their own learning material producing that students be responsible of their knowledge creation.

RECOMMENDATIONS

Based on the instruments that researchers have been used in data collect process such as surveys, tests and observation have been determined that the students learning and motivation depends on the activities and strategies selected by educators.

For teachers, the selection of strategies is an essential part in Reading process in order to achieve comprehension goal, educators need to be prepared to improve student's learning through new and interesting activities in order to produce better understanding. Also, it would be also beneficial that educator observe and monitor the learning process in order to give a correct feedback. Perhaps, it is important that teachers observe pedagogical guides and create their own materials according to the learner's level.

For students, the uses of Hands on activities are also benefitted for them producing more interesting classes, comprehension will be achieved, and the motivation will be increase through every day task producing a learning success.

For the method used, it was selected according to learners' needs at Unidad educativa Israel. This method which is not common in school offered a better understanding. Before to implement this method in a school is recommendable that the teachers be appropriate trained in order, to produce an effective result and prevent failures.

For the institution, the use of platforms and online activities could be a good strategy of learning in Unidad Educativa Israel. The technology is an excellent tool at the moment to develop homeworks and tasks, through this way student feel motivated to interact with others and express their ideas without fears.

To sum up, the motivation is one of the factors that should be including in every class; through motivations students could achieve any goal in life.

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APPENDICES

APPENDIX A

APPLICATION OF THE INVESTIGATION INSTRUMENTS

SURVEY TO THE ENGLISH TEACHERS

Specific Instructions

Write a “check mark” on the answer you consider the most appropriate on each one of the required questions.

1. - Would you like to know more about motivational techniques?
2. - Why is important to develop reading skill?
3. – Have you ever heard about hands on activities strategy?
4. – Do you know how to apply hands on activities inside the class?
5. - Do you think is important to use an interactive reading guidance?
6. - Would you like your students to increase their reading performance?
7.-What could be the reasons why most of teachers do not pay attention to reading skill?
8. - How would you describe the reading level of 4 th grade?
9. – Is this strategy apply in your class?
10. - How often do your students interact after reading section to express their critical thinking?

APPLICATION OF THE INVESTIGATION INSTRUMENTS

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO THE STUDENTS

Specific Instructions: Write a “check mark” on the answer you consider the most appropriate on each one of the required questions.

	1	2	3	4
1.-Do you like Reading classes?	Yes	NO		
2. - How often do you read?	Very Often	Sometimes	Rarely	Never
3. - Do you consider reading as an important subject?	Very Important	Important	Moderately Important	Not Important
4. - I find interesting online activities.	Strongly Agree	Agree	Undecided	Disagree
5. – I prefer hands on activities instead of book exercises.	Strongly Agree	Agree	Undecided	Disagree
6. – Any time I find a new word I get frustrated and stop reading	Strongly Agree	Agree	Undecided	Disagree
7. – I believed that the use of interactive platforms engage students.	Strongly Agree	Agree	Undecided	Disagree
8. – I think that kinesthetic activities are interesting and enjoyable.	Strongly Agree	Agree	Undecided	Disagree
9. – It is fun study Reading through act outs.	Strongly Agree	Agree	Undecided	Disagree
10. - I like to study Reading by using of interactive platforms.	Strongly Agree	Agree	Undecided	Disagree

APPENDIX B

Classroom Observation Form

Instructor: _____

Course _____

Peer/Observer: _____

Date and _____

Time _____

Use criteria that apply to format of course observed.

Review Section	Description/Comments
1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	
2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	
3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	
4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	
5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong	

Review Section	Description/Comments
projection, proper enunciation, and standard English)	
6. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)	
7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)	
8. ASSISTANCE TO STUDENTS (assists students with academic problems)	
9. PERSONAL (evidences self-confidence; maintains professional comportment and appearance)	
10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:

Source:

http://www2.isu.edu/ctech/faculty_staff/evaluations/ClassroomObservationForm.doc.

APPENDIX C

CLASSROOM BEHAVIOR
OBSERVATION

Student _____ Classroom Teacher _____

Date _____ Time _____ Grade _____ Observer _____

	Comparison Student:	Referring Student:	x Problem Behaviors (Referred Student)								Additional Comments/Notes
			Inattentive	Overactive	Impulsive	Uncooperative	Anxious	Withdrawn	Aggressive	Other Inappropriate	
30 sec											
1 min											
30 sec											
2 min											
30 sec											
3 min											
30 sec											
4 min											
30 sec											
5 min											
30 sec											
6 min											
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9 min											
30 sec											
10 min											
30 sec											
11 min											
30 sec											
12 min											
30 sec											
13 min											
30 sec											
14 min											
30 sec											
15 min											
Totals											

Source:

<https://www.pinterest.com/pin/59039445090884669/>

APPENDIX D

APPLICATION OF THE INVESTIGATION INSTRUMENTS

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO PARENTS

Specific Instructions

Esta encuesta es con el fin de obtener nuestra Licenciatura en Lengua extranjera. Apreciamos mucho su sincera respuesta que servirá en la Aplicación de nuestro proyecto que beneficiara a alumnos y maestros de la Unidad Educativa Israel.

Escriba si o no a las siguientes preguntas.

1. – ¿Usted cree que el aprendizaje manual puede ayudar a su hijo en el aprendizaje?

2. – ¿Su hijo lee en casa?

3. – ¿Ha demostrado desmotivacion su hijo en la lectura?

4. – ¿Su hijo demuestra interes al contarle lo que ha realizado en casa?

5. – ¿Usted desearia que su hijo mejore en la lectura?



Photo 1. Students performing Role plays

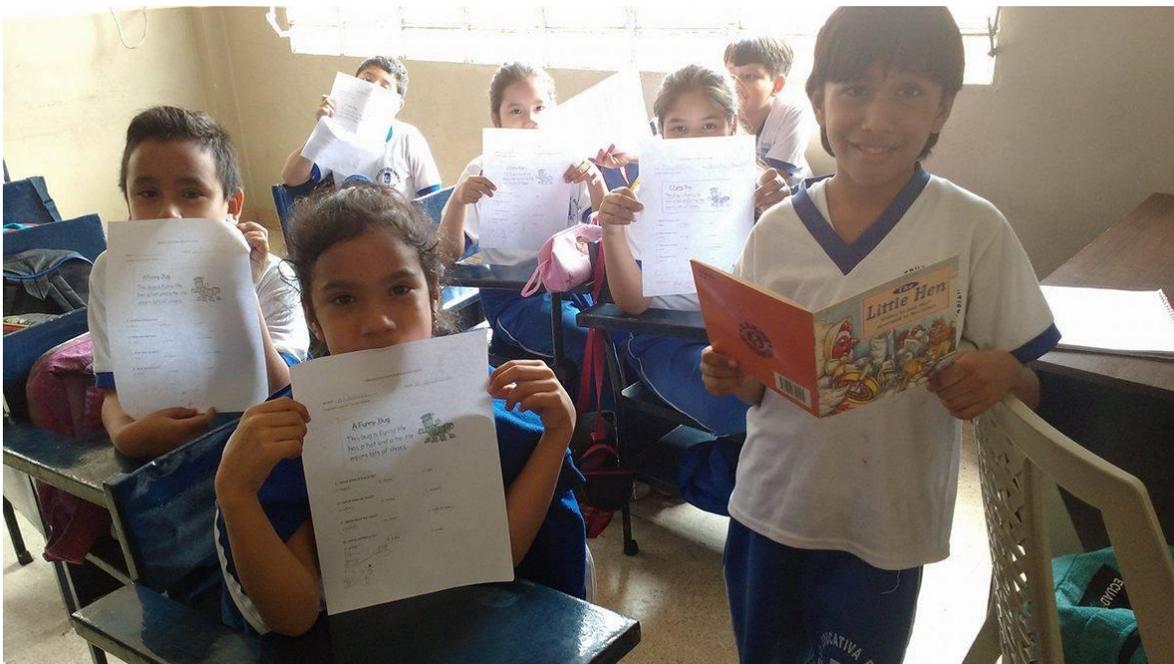


Photo 2. Students at 4th grade reading stories.

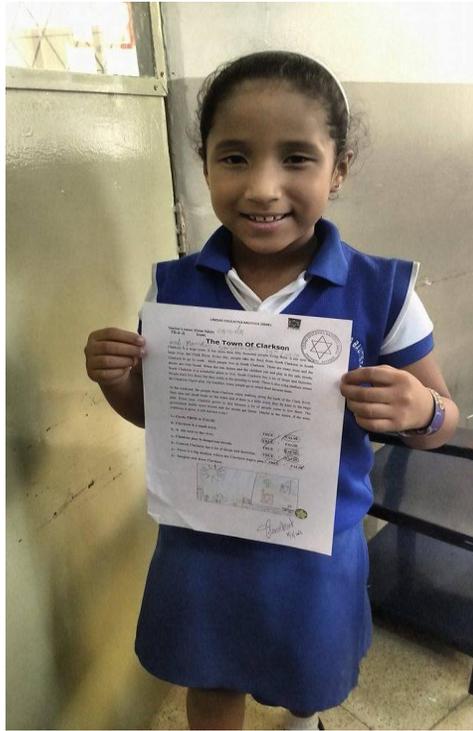


Photo 3. Students performing pre-test and post test

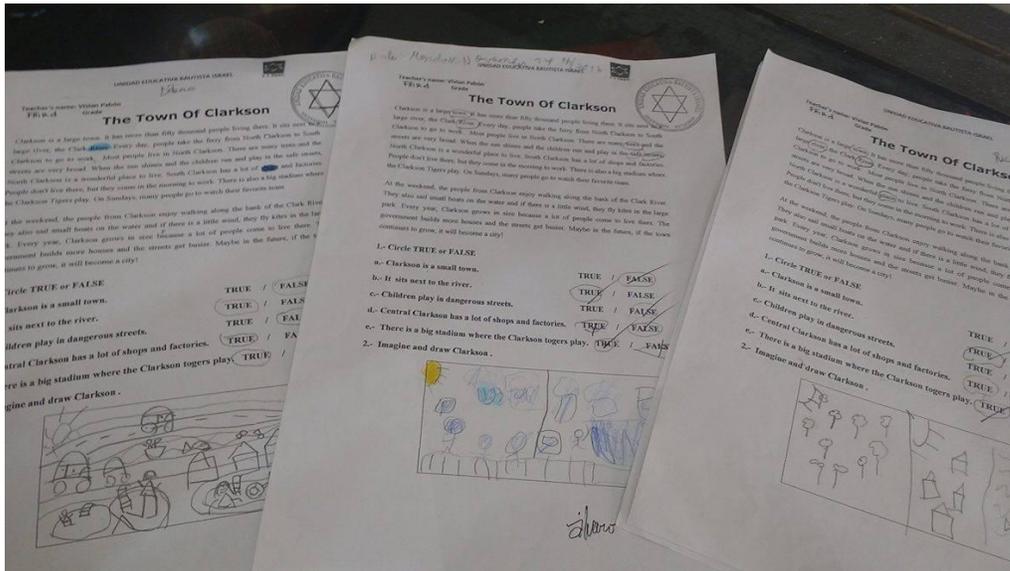


Photo 4. Tasks realized producing good grades.



Photo 5. Students performing kinesthetic Activities

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: THE USE OF HANDS ON ACTIVITIES IN THE DEVELOPMENT OF ENGLISH READING SKILLS THROUGH PEDAGOGICAL INTERACTIVE GUIDANCE IN FOURTH GRADE AT "UNIDAD EDUCATIVA BAUTISTA ISRAEL" PRIMARY SCHOOL

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VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD: FACULTAD DE EDUCACION

CARRERA: CIENCIAS DE LA EDUCACION MENCION INGLES

FECHA DE PUBLICACIÓN:

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TÍTULO OBTENIDO: LICENCIADA EN LENGUA INGLESA MENCION EN ENSEÑANZA

ÁREAS TEMÁTICAS: INGLES

PALABRAS CLAVE: READING SKILLS , HANDS ON ACTIVITIES

RESUMEN:

Estudio en el que muestra como las actividades interactivas pueden ayudar en el aprendizaje y el desarrollo de la lectura en 4to EGB, en una escuela en la cual la enseñanza del Reading carece de estrategias, produciendo que estudiantes no comprendan textos. Mediante este estudio, se ofrece actividades interactivas y pedagógicas que ayudaran a los estudiantes a sentirse motivados en el aprendizaje.

No. DE REGISTRO (en base de datos):

No. DE CLASIFICACIÓN:

DIRECCIÓN URL (tesis en la web):

ADJUNTO PDF:

SI

NO

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Urkund Analysis Result

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Submitted By: heyitap1994@gmail.com
Significance: 8 %

Sources included in the report:

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