STAGE 1: INVESTIGATE (Lesson 1)

ABOUT THE BOOK

1. What do you think about the title of the text?

You must motivate the students about book. Start talking about the title and listen to the students’ perspectives; write down on the board the most important ideas they share. You will identify the competences of analysis they can show. This is the first step for taking the students attention for reading the text.

2. Write down three main ideas you suppose about the book, about the main characters of the book and about the main places.

The Stage “INVESTIGATE” does not begin reading the book. You must identify the competences of analysis about book. The students will suppose about the main characters and places from the book. Say them there are not mistakes in these answers; just make sure they give reasons why they wrote those characters and places. Create a conversation and write what they say on the board.

3. Look at the cover of the text; what is the theme of the book? Which characteristics from the cover make you think about this theme?

Show the cover of the book to the students. Remind them the importance of describing every detail from the book. This is the first class, even though you must create an environment of arguments and suppositions. What is the theme of the book? Talk about the main ideas they share, and do not forget make emphasis in giving clear arguments.
ABOUT THE AUTHOR

1. What do you know about the author of the book? Write down the main ideas you know about him/her.

You must motivate the students about the author of the book. You will identify the previous knowledge they have about the author. Maybe, they will not know enough, it is not a problem; the most important is you advise them in reading the fundamental information for each author they decide to read.

2. Maybe there is certain information that you could not know! We will go to the computer’s room to investigate more about the author; then, complete the following chart about the author of the book.

You must say them the importance of investigating; even when they will read a book. An author often writes from he or she knows. To understand fully why an author takes the position he or she does, or sets a play where he or she does. Make sure each question is responded. Each question help to the student to get more bases for referring about topics of the book. The perspectives and expectations for reading the book will be wide.

WE ARE IN OUR CLASSROOM AGAIN

1. We know more about the author and the book. According to the information you could investigate, what do you think about the author? Would you like to read his/her book? Why?

The students have wide knowledge about the author and the book. You must ask them about their expectations and the own reasons. This activity allows the students to inform you about the motivation they feel for facing this stages. Encouragement in this stage is imperative; be dynamic and creative as much as possible.

2. The teacher will read a little paragraph about the author’s biography. Unfortunately, the teacher will mistake five times. Listen to him/her, and correct.
You will make sure if they acquired the information about the author and the book. You will read a text about these two items. However there are five mistakes you will pronounce. The students correct them according to the information they searched. This activity shows two factors. The first one, they express motivation correcting all the mistakes, and second, they acquire more previous knowledge before reading.

3. Let’s speak. Your partners would like to listen to you. We will discuss about what you learnt during this first stage. We will recollect the main ideas about the author and the book. Take notes about the new ideas from your partners.

Make your students dialogue about what they did during the lesson. They will have a point of view about the book. Make sure they give arguments per each opinion they construct. You could add more information and set some questions in order to genre more bases for interpreting the book when they start reading it.

4. The following class you must bring next materials: Scissors, cardboards, colors, markers, glue, and decorative material you prefer.

The task is mandatory. If they do not bring the materials, the activity will be difficult to do it.
STAGE 1: INVESTIGATE (Lesson 2)

1. Imagine that you are the author of this book. Invite your partners to read it. Why should they read it? Prepare and present your invitation in 1 minute (write down the main ideas).

You must create the environment of reading; the students must feel the motivation of reading this book. The students invite their partners to read the book. Do not forget the arguments why they should read it. This oral presentation helps to create more communicative situations. You write down the main ideas they share on the board.

2. We will make a product with the new knowledge we learned about the context of the author and the book. We will make a graphic organizer. Firstly, let’s see a video about what it is. How to make a graphic organizer https://www.youtube.com/watch?v=mNFk9AqhKAA

Let’s start with the product of this lesson. You must get clear instructions, for that reason you will show them an instructional video for making graphic organizers, because they will design one.

3. You will make a graphic organizer in which you summarize the main characteristics about what you learned in this stage: INVESTIGATE. What about the author? What about the book? Use the materials you brought to make the most creative and amazing graphic organizer.

A graphic organizer is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the student’s thinking as they fill in and build upon a visual map or diagram.

4. Share your product to your partners, persuade and encourage them to read this fantastic book.
The students introduce their graphic organizers in order to motivate people to read the book. Allow the students to dialogue among them, you just listen to them and add some information if it is necessary.
STAGE 2: INTERPRETING (Lesson 1)

1. According to what you have read: Write down the principal characteristics following the next criteria:

The students have read the chapter one, two, three and four from the book. You will identify its knowledge about the first ideas they got. The importance of this stage is keeping the motivation for reading the book. They write the most important characteristics about what they read.

2. Discuss with your classmates what you have understood about these four chapters.

It is important to understand as much as possible the beginning and development of the book; at least, during these first four chapters. Discussing the main ideas could clear questions they have. If you evidence wrong statements, you must correct them at the moment only if the partners did not do it. Understanding the literal component from the reading, it will get better bases for interpreting further lyrics.

3. Which are the problematic that the main character must face? Name four

These read chapters allow the students to identify some problematic the characters are suffering. There are not correct answers or problematic already established; you just help them to remind them the features that the concept of problem has. Make sure they give arguments per each issue they enounce. Also, remind them the coherence that the problem has with the argument. Do not forget discussing about what they did.

4. Do you remember what we learned about the author and the book (Stage 1: Investigate)? Are there facts that link the story with the information you got?

Make the comparison between the information you had already investigated with the main facts you had already read, IN TERMS OF PLACES, TIME, CHARACTERS AND HISTORICAL FACTS.
You will evidence the knowledge they have acquired, comparing what they read before reading and what they have read during reading. Tell them that every feature that they think is similar or different, they must write it, only if they can argue. This point shows if the student has done a good job in terms of completed activities. At the moment they respond, they get more motivated because the things they had investigated in the previous stage, they have found it during their reading. Do not forget discuss the comparison.

5. The main question is: What is the problematic that involves the story? Why do you think it is a real problematic?

This point is one of the most important, because from this answer they will work on this during the rest of the lessons; so make sure they respond accurately. They identify the main problematic from the story. Do not help them choosing the problematic or influencing in some of them. Remember, there is not a correct answer, just a wrong argument. You can guide them in getting supportable reasons, but the problematic is chosen by them. Notice them the problematic they enounce, must be explained with coherent reasons about book and the real life.


They will make a task according what they did in the lesson. You must explain what a problem tree is. Show them some examples, so that they have idea for making theirs.

7. Now, we will make the problem tree in a web site: H5P. You will watch a tutorial for knowing how to do it.

Put them the tutorial for designing the problem tree using a technological program. It is easy to do, motivate them for making one of them in a creative way.
STAGE 2: INTERPRETING (Lesson 2)

1. Explain the problem tree to your classmates, giving value judgments about the main problematic.

   Each student introduces its problem tree. They explain about the causes and consequences of the chosen problematic. Make sure they give value judgments, they are taking a position in front of they are reading. Make questions like: Why did you think that? Do you agree with…? Is this a real problematic, why? Discuss as much as possible and allow the students to communicate among them.

2. The teacher has created a blog about the book. You must share your point of view giving value judgments about the problematic. It must be coherent, clear and accurate.

   There is a blog you have adapted according to the book. Make it creative and understandable for the students. Create questions that encourage them to read the following texts.

3. Finally, the teacher and you will discuss about bloggers wrote.

   To sum up, the answers the people redacted are going to be discussed in class.
STAGE 3: PLANNING (Lesson 1)

1. We have read more about the book. What have you understood from these three new chapters?

   The students have read chapter five, six and seven from the book. You will notice they have questions about book. Tell them that write main ideas for each chapter in the chart. They show what they have understood. Do not forget to discuss, the students could complement new information they did not take into account, while they are sharing opinions. Make sure, they do not have doubt about the read chapters.

2. Do you remember the problematic you had explained in the second stage (Interpreting)? Explain how this problematic is involved in each one of the three read chapters.

   The objective is to link the previous stages with this one. The chosen problematic must be reflected in the chapter 5, 6 and 7 giving arguments about its development. They infer and redact the behavior of the problematic and how is it seen in each chapter. Remember, there is not a correct answer, the main purpose is that they give reasons of their answers.

3. What will happen in the story? How will it end? Now, we are going to predict about future events and the conclusion of the story. Name three possible end of the story; for each one of these, you must give arguments.

   Predicting situations that are going to happen, is the objective of this activity. You could give some examples of possible ends about the story. They give arguments per each “end” they purpose. Giving conclusions depending what they have read at the moment (Until chapter 7). They get more motivated for reading the rest of the book because they are expecting for knowing the end of the story.

4. We will create a timeline with the most important events that have occurred during the reading in these seven chapters. Also, create five other new important events that will possibly occur. Remember, each one of the events must be explained with arguments.
You must explain the characteristics of a line – time, and how to create one. They use images and creative texts for describing the most important facts that are occurred during the seven chapters. Besides, they create five more facts they suppose will happen. Make sure they give arguments for each item they add.
STAGE 3: PLANNING (Lesson 2)

1. Present your line-time to your classmates. You have 5 minutes for describing what you did.

   The students introduce their line – time; they predict with arguments. Allow the students to interact and give opinions about the activity.

2. During the presentations of your classmates; you have to take notes about the future events they propose that are going to occur in the story.

   This strategy will help you to take the attention of all the participants. While the presenter is explaining, the public is taking notes about the predictions.

3. Finally, we will compare the notes. The prediction must be one. According to the notes, what will be the end of the story?

   Listen to the students, take notes about the main ideas they shared. Discuss with them and compare the given answers. Decide a final end of the story; reminding it must be supported by clear arguments.
STAGE 4: SOLVING (Lesson 1)

Subsequently, the student articulates to his learning process own experiences or others that share characteristic or propositional elements with the problem addressed. This with the purpose of proposing correct solutions and according to the situation exposed in the text; this phase is known as Solving. You have read chapter eight, nine and ten.

1. Firstly, we will discuss about the most important events from chapter eight, nine and ten.

   Students must describe different events that took place in chapters eight, nine and ten. They must describe the characters and their changes during the story. They have to do it in a coherent way.

2. Take into account the problematic you identified. In this stage, we will solve it. Respond the following questions:

   a. Which are the consequences that the problematic you identified has with the main character?

   b. How would be the development of the story if this problematic didn´t exist?

   c. Do you think the main character has overcome the problematic? Why?

3. We will investigate more about the problematic. Let`s read and complete the chart.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the meaning of your problematic?</td>
<td></td>
</tr>
<tr>
<td>Where and when was the problematic born?</td>
<td></td>
</tr>
<tr>
<td>According to the time that the story took place, describe how the problematic was.</td>
<td></td>
</tr>
<tr>
<td>How does the problematic attack the human rights?</td>
<td></td>
</tr>
<tr>
<td>Which are the consequences that the problematic affect to the human being?</td>
<td></td>
</tr>
<tr>
<td>Was this problematic punished by the government in the time the story took place?</td>
<td></td>
</tr>
</tbody>
</table>
4. Let’s see some videos. We compare our responses with the information that we have recently seen. Discuss with the group about this new information. Take notes.
STAGE 4: SOLVING (Lesson 2)

1. Do you know if the problematic exists in our country: Colombia? Describe how this problematic is reflected in our Colombian society.

2. Complete the chart according to the problematic in three different contexts. You must give the concept having in mind the several topics of comparing.

<table>
<thead>
<tr>
<th>Topics for comparing</th>
<th>Book context</th>
<th>Colombian context</th>
<th>Historical context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stereotypes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aids</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Taking into account the answers of the before point, you will create an infographic that shows the Colombian reality about the identified problematic in terms of meaning, policies, religious perspectives, stereotypes and solutions.
STAGE 4: SOLVING (Lesson 3)

1. You must share the infographic you made the last class in 3 minutes.

2. While your classmates are presenting the infographics, you take notes about the solutions they propose. Complete the note’s chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. We will discuss about the solutions that the classmates proposed with clear and accurate arguments. Redact three possible solutions to delete this problematic.
STAGE 4: SOLVING (Lesson 4)

We have already known about the problematic, its main characteristics, its consequences and its possible solutions. Now, it is the moment for taking consciousness and tell the Colombian society how we would change the world to a better place.

1. We will create a short video inviting the population to a cultural campaign. This video must explain the causes and consequences of the problematic. You must invite the students to be prepared to this amazing cultural campaign in order to create consciousness for changing the world.

2. Tasks: The next class you must bring out materials for doing big posters: Markers, colors, images about the problematic....