

**COOPERATIVE LEARNING AS A STRATEGY TO START WRITING IN FOURTH  
GRADE STUDENTS AT LA CANDELARIA SCHOOL**

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TEACHING IN SPANISH, ENGLISH AND FRENCH DEGREE  
BOGOTÁ, D. C.  
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2007**

Nota de aceptación

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Firma del presidente al jurado

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Firma del jurado

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Firma al jurado

Fecha \_\_\_\_\_

## DEDICATION

*This project is dedicated first of all to God,  
to our families, teachers and the university  
by their collaboration and unconditional  
support.*

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## **GRATEFULNESSES**

We are grateful to God,  
Our parents, La Salle University,  
The teachers who were our guides  
During the major and helped us  
In the development of this project.

## **ABSTRACT**

This research project is focused in the development of a proposal in which is used cooperative learning as a strategy that might help at fourth grade students at La Candelaria School to start writing. Besides, it is used some essential elements of cooperative learning as positive interdependence in which students must be conscious that they sink or swim together into the teamwork; the second one is face to face interaction where pupils have to work together, sharing resources, helping, supporting each other's to reach a common goal.

This project is carried out into four stages which are: Student context, student knowledge, cooperative learning and writing and assessment. Moreover, this document shows all the tools used through the research process such as surveys, test, lesson plans, guides, activities and so on, which helped to clarify and establish easier the veracity of the problem.

## **INTRODUCTION**

La Candelaria School is a public institution, which attends students from pre-school to eleven grades that do not have enough resources. In addition, the community offers an educational project emphatically in communication and living together to generate environments participative and democratic.

The development of this project is of significant importance, first of all because it is pretended to make use of cooperative learning to start writing in fourth grade students. Second, due to the influence of different elements such as; positive interdependence and face to face interaction, which are essential in order that students do real work and must recognize that their role is very important in the success of their group to reach the common aim, reason why in the course of this project, at fourth grade students at La Candelaria School were given a set of activities and guides to gather information about if Cooperative learning could be a good strategy to start writing.

Because of that, the theoretical framework is based upon Cooperative Learning, its elements and Writing. It is expected that these theoretical references allow to do an study that could help through cooperative learning start writing in those students.

There are different definitions of cooperative learning but only one will be used because is the most appropriate theory to develop this project; Johnsons and Johnsons (1982), in which “cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning”.

## **1. RESEARCH THEME**

In the course of this research, it is going to be developed cooperative learning and their elements Positive interdependence and face-to-face interaction as a main theme; According to Johnson and Johnson (1982), in which “cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning”<sup>1</sup> besides, students can improve their relationships and interact better with others.

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<sup>1</sup> JOHNSON AND JOHNSON. Cooperative learning. Available from the World Wide Web: [http://www.foundationcoalition.org/publications/brochures/coop\\_learn\\_digital\\_logic.pdf](http://www.foundationcoalition.org/publications/brochures/coop_learn_digital_logic.pdf). (Cited 2004-05-26)

***2. COOPERATIVE LEARNING AS A STRATEGY TO START WRITING IN  
FOURTH GRADE STUDENTS AT LA CANDELARIA SCHOOL***

### 3. PROBLEM

The focus of La Candelaria School is to promote the development of competent students' holders of active and productive mind that work the knowledge, from their previous ideas and those that the environment offers.

The Curriculum of this community is constructing collectively which basis will be the significant construction of the knowledge through the cognitive and affective process, with emphasis in living together, communication and a projection towards the artistic and cultural.

Based on the above, and taking into account the observations done so far and guides applied in the classroom, it is noticed that students of fourth grade have low English level, and during the practice the main problem was writing.

For this reason, it is our purpose to set a proposal based on cooperative learning through which students might get to start writing and make use of it, where students work in team, sharing interests, using a variety of activities and guides to encourage them to write.

Finally, it is our main interest to take advantage of this strategy in order to answer the following question: ***How to make use of cooperative learning to start writing, in fourth grade students at La Candelaria School?***

## **4. BACKGROUND**

### **General background**

#### **Improving Social Skills through the Use of Cooperative Learning (ED496112)**

#### **Author(s):**

**Dollman, Lucinda; Morgan, Catherine; Pergler, Jennifer; Russell, William; Watts, Jennifer**

#### **Pub Type(s):**

**Dissertations/Theses; Tests/Questionnaires**

#### **Abstract:**

The purpose of this action research project is to improve student social skills through the use of cooperative learning, in order to develop a positive classroom environment that is conducive to learning. The action research project will involve approximately 95 students, 95 parents, and 200 teachers. It is the intent of the teacher researchers to improve students' social skills through the following strategies: role-playing, jig sawing, think-pair-share, and graphic organizers. This study will be conducted for twelve consecutive weeks (from October 2, 2006 to December 18, 2006) in the 2006 fall semester. The teacher researchers hope that improved social skills will create a positive learning environment that will benefit all students. It has been a common complaint among teachers, parents, and administrators that far too much valuable time in the classroom is consumed by disciplinary measures. The teacher researchers agree with research that has shown the need for disciplinary measures is the result of acquisition deficits (student does not know the skill), performance deficits (student knows how to

perform the skill, but fails to do so), fluency deficits (student knows how to perform skill, but demonstrates inadequate performance), and internal/external factors (negative motivation or depression) (NASP, retrieved 2006). Each week the instruction will involve a mini-lesson. The skill is taught on Mondays. Tuesday through Thursday during at least two lessons students will work in cooperative groups where they will have the opportunity to practice the skill taught on Monday.

On Fridays students will reflect on the week's activities. The first two weeks will focus on active listening. The third and fourth weeks will focus on students staying on-task. The fifth and sixth weeks will focus on problem solving. Possible strategies that will be used throughout the six-week documentation period will include think-pair-share (discussions among pairs of students), jig-sawing (used to gather a lot of information in a short amount of time by dividing tasks among group members), role playing (acting out the social skills), and graphic organizers (t-charts, concept maps, KWL, and the fishbone). Researchers have advocated the implementation and use of cooperative learning in order to increase student achievement and social skills development (Siegel, 2005). With the implementation of cooperative learning strategies, these teacher researchers hope to improve the social skills of their students. Appended are: (1) Teacher Observation Checklist; (2) Teacher Survey; (3) School-Wide Faculty Survey; (4) Student Survey; and (5) Parent Survey. (Contains 36 figures.) [Master of Arts Action Research Project, Saint Xavier University.

## **Does Cooperative Learning Belong in the College Writing Classroom?**

### **Author(s):**

**Nowlin, Barry R.; Amare, Nicole E.**

### **Pub Type(s):**

Reports - Research

### **Abstract:**

This study, which was primarily experimental in nature, sought to determine whether cooperative argumentative writing, in contrast to competitive individual writing, has positive effects on student performance and attitudes. A brief qualitative analysis using student questionnaires, journals, and interviews (n=73) was conducted to assess students' attitudes toward cooperative learning. Using analysis of covariance as a statistical measure, the study determined that freshman college students write as well in a cooperative group environment as they do individually. The results also indicate that by using cooperative groups to write argumentatively, cooperative learning can become a valuable pedagogical tool when integrated into the college writing classroom. Although these qualitative data reveal that students respond somewhat negatively to certain aspects of cooperative learning, their attitudes did not impede the quality of their writing, and many acknowledge that the overall experience was positive.

### **Estándares Básicos de Competencias en Lenguas Extranjeras: inglés**

De acuerdo al documento del Ministerio de Educación Nacional “Con el fin de mejorar la calidad del sistema educativo y con miras a adecuarlo a las exigencias actuales y futuras del país, el Ministerio de Educación Nacional define y socializa estándares para todos los niveles de la educación, de manera que los propósitos del sistema educativo se unifiquen en forma coherente. Así, inicialmente se formularon los estándares básicos de competencia en lenguaje, matemáticas, ciencias naturales, ciencias sociales y ciudadanas. A este grupo de estándares se suman los Estándares Básicos de Competencias en Lenguas Extranjeras: inglés, los cuales adicionalmente contribuyen a que los estudiantes colombianos se preparen para afrontar las exigencias del mundo globalizado”.

“Los *Estándares de Competencia en Lengua Extranjera: Inglés*, al igual que los estándares para otras áreas, constituyen “criterios claros y públicos que permiten establecer cuáles son los niveles básicos de calidad a los que tienen derecho los niños y las niñas de todas las regiones de Colombia”. Con ellos, estamos

diciéndole a la comunidad educativa y a los padres de familia, qué es lo que los niños y niñas deben aprender al final de cada grupo de niveles y qué deben ser capaces de hacer con eso que aprendieron, para que puedan desenvolverse de manera efectiva en el mundo estudiantil y laboral”<sup>2</sup>

### **Algunos conceptos clave en el Programa Nacional de Bilingüismo**

De acuerdo al documento del Ministerio de Educación Nacional “La lengua extranjera, es aquella que no se habla en el ambiente inmediato y local, pues las condiciones sociales cotidianas no requieren su uso permanente para la comunicación.

Una lengua extranjera se puede aprender principalmente en el aula y, por lo general, el estudiante está expuesto al idioma durante períodos controlados. A pesar de no ser usada en circunstancias diferentes a las académicas, los estudiantes de una lengua extranjera pueden alcanzar altos niveles de desempeño para ser comunicadores eficientes cuando así lo requieran”<sup>3</sup>

En el contexto colombiano y para los alcances de esta propuesta, el inglés tiene carácter de lengua extranjera. Dada su importancia como lengua universal, el Ministerio de Educación ha establecido dentro de su política mejorar la calidad de la enseñanza del inglés, permitiendo mejores niveles de desempeño en este idioma.

### **¿Por qué enseñar inglés en Colombia?**

“El mundo actual se caracteriza por la comunicación intercultural, por el creciente ritmo de los avances científicos y tecnológicos y por los procesos de

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<sup>2</sup> Available from the World Wide Web: <http://www.mineduacion.gov.pdf>.

<sup>3</sup> Ibid.

internacionalización. Estas circunstancias plantean la necesidad de un idioma común que le permita a la sociedad internacional acceder a este nuevo mundo globalizado”<sup>4</sup>

La educación permite el desarrollo humano y ofrece respuestas a los ciudadanos que conforman la sociedad, en los diversos momentos de la historia. Particularmente, en Colombia, la Ley General de Educación establece como uno de sus fines “El estudio y la comprensión crítica de la cultura nacional y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad”. En la misma ley se fijan como objetivos de la Educación Básica y Media “La adquisición de elementos de conversación y de lectura, al menos en una lengua extranjera” y “La comprensión y capacidad de expresarse en una lengua extranjera”.

“Teniendo en cuenta esta reglamentación y haciendo uso de su autonomía, la gran mayoría de las instituciones educativas colombianas ha optado por ofrecer a sus estudiantes la oportunidad de aprender el inglés como lengua extranjera. Con ello pretenden brindar un lenguaje común que permita a niños, niñas y jóvenes mayor acceso al mundo de hoy. Este hecho se ve confirmado por los datos suministrados por el Icfes respecto a las pruebas del 2004, según los cuales el noventa y nueve por ciento de los estudiantes seleccionaron el inglés en el examen de estado”<sup>5</sup>

### **Razones para aprender inglés**

De acuerdo al documento del Ministerio de Educación, “Además de todas las oportunidades que se abren con el manejo de una lengua extranjera, el inglés se ha convertido en una herramienta muy importante para la educación. He aquí algunas razones por las cuales vale la pena aprenderlo:

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<sup>4</sup> Idem

<sup>5</sup> Idem

- Es la lengua internacional más difundida y es un instrumento de comunicación estratégico en diversas áreas del desarrollo humano.
- Estimula al estudiante a abrir su mente, a aceptar y comprender nuevas culturas y a promover el intercambio entre diferentes sociedades
- Es muy importante que los jóvenes colombianos puedan aprovechar, en igualdad de condiciones, las oportunidades educativas que se ofrecen en el exterior y que requieren niveles de desempeño específicos en inglés.
- Ofrece mayores y mejores oportunidades laborales.
- Facilita el intercambio de conocimientos y experiencias con otros países cuya lengua oficial es diferente al inglés, porque permite la comunicación a través de un idioma común y difundido”<sup>6</sup>

## **SPECIFIC BACKGROUND**

The community of La Candelaria School takes as purposes, the approval and generation of the social, scientific, technical, humanistic, historical and aesthetic knowledge by means of intellectual habits adapted for the competition's development. Besides its mission is to attend students from pre-school to eleven grade, diurnal and night, proceeding basically of the zone of center east of Bogotá, moreover, this institution offer an educational project emphatically in communication and living together to generate environments participative and democratic, where the educational community values its natural and cultural environment; on the other hand its vision is projected as an institution that promotes the citizens' formation with sense of belonging to its natural, historical and socio cultural environment, capable of intervening its reality.

Also is constructing collectively the curriculum which basis will be the significant construction of the knowledge through the cognitive and affective process, with emphasis in living together, communication and a projection towards the artistic

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<sup>6</sup> Available from the World Wide Web: <http://www.mineduacion.gov.pdf>.

and cultural; on the other hand it promotes the integral formation that is conceived as the set of actions orientated for developing knowledge with human quality emphasizing in social responsibility.

The institution promotes the development of competent students' holders of active and productive mind that work the knowledge, from their previous ideas and those that the environment offers. The development of competitions indicates the aptitude to learn making to play with the knowledge, transform it, abstract it, deduce it, induce it, generalize it and mean it from several patterns, using it of different ways and purposes, for such a reason this approach promotes the appropriation of knowledge.

Taking into account, The Department of National Education has formulated the National Program of Bilingualism with the aim to educate citizens capable of communicating in English, with international standards, which insert to the country in the processes of universal communication, in the global economy and in the cultural opening. This project has been defined bearing in mind the quality axes: standards, evaluation and improvement.

## **5. SIGNIFICANCE OF THE STUDY**

Considering that fourth grade students of La Candelaria School have low English level and present major difficulty in writing skill, it is relevant to set a proposal based on cooperative learning making use of its elements through a variety of activities and guides that promote in the students teamwork and help them to start writing.

This project will contribute that through cooperative learning the students start to write, due to the fact that it makes students be more conscious of the role that they must play in their teamwork.

Furthermore, all the activities and guides given to the students are significant because they are planned on cooperative learning, in order to fulfill students' needs. Additionally, it will support the beginning of writing in foreign language in fourth grade students of the mentioned community.

## **6. RESEARCH OBJECTIVES**

### **6.1 GENERAL OBJECTIVE**

- **To set up a proposal where cooperative learning is used to start writing in fourth grade's students at La Candelaria School**

### **6.2 SPECIFIC OBJECTIVES**

- **To promote Positive Interdependence and Face to Face Interaction through didactic activities**
- **To apply some guides and activities that help students to start writing focused on cooperative learning.**

## **7. FEASIBILITY OF THE RESEARCH**

### **7.1 RESOURCES**

- **Human Resources**

26 students

3 student teachers

1 titular teacher

- **Technical resources**

Classroom

Guides

Instruments

Surveys

Observations

### **7.2 LIMITATIONS**

According to the problem considered in observations done and the research problem *How to make use of cooperative learning to start writing?* With the participation of fourth grade students at la Candelaria School, more specifically in 401 grades, we can assume that throughout the research many obstacles will be found and these are some of these:

- **TIME**

Time is one of the main points against of the research, although it has been planned all the activities, it is not a certain fact that time will be enough to reach and carry out all the purposes of this research.

Working with children is a hard job, because it is so difficult the attention during all class, for this reason at the moment to choose the population in which it is going to be applied the activities it has been taken into account that those students present a big difficulty in the moment that they are going to write, the most of them in this group do not produce any type of sentences in English, they are in the first step of writing which is the grapheme, they only produce words anymore.

- **ENGLISH LEVEL**

It was evidenced through observations and guides applied that fourth grade students at la Candelaria School have low English level.

- **MATERIALS**

These students do not have a text book, any kind of material or resource that can help them in their English learning process by which it makes that we as teachers have to create all the materials, activities and a program to be taken into account during the application.

## **8. THEORETICAL FRAMEWORK**

Taking into account that cooperative learning might be a good strategy to start writing in fourth grade students of La Candelaria School, it is necessary to check some theories that are important for the development of this project.

Furthermore, it was observed that through the different class sections, students showed interest, motivation and better relationships when they worked in groups; reason why it was considered to make use of a strategy called “Cooperative Learning”, which Johnson & Johnson, in his book *Cooperative learning in the classroom*, (page 4) defines; “Learning is something students do, not something that is done to students. Learning is not a spectator sport. It requires students’ direct and active involvement and participation. Like mountain climbers, students most easily scale the heights of learning when they are part of a cooperative team”<sup>7</sup>. Moreover, in order to evidence if students like working in groups, a survey was applied.

### **8.1 WHAT IS COOPERATIVE LEARNING**

According to Johnson and Johnson (1982), in which “cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning”<sup>8</sup>.

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<sup>7</sup> JOHNSON, David, JOHNSON, Roger and HOLUBEC, Edythe. *Cooperative Learning in the Classroom*. USA, 1994

<sup>8</sup> JOHNSON AND JOHNSON. *Cooperative learning*. Available from the World Wide Web: [http://www.foundationcoalition.org/publications/brochures/coop\\_learn\\_digital\\_logic.pdf](http://www.foundationcoalition.org/publications/brochures/coop_learn_digital_logic.pdf). (Cited 2004-05-26)

**Johnson & Johnson , (1989).** says” Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts (Your success benefits me and my success benefits you), recognizing that all group members share a common fate (We all sink or swim together here), knowing that one's performance is mutually caused by oneself and one's colleagues (We can not do it without you), and feeling proud and jointly celebrating when a group member is recognized for achievement (We all congratulate you on your accomplishment!).

It will be implemented across a series of guides and activities, in which will be applied characteristics mentioned above.

### **8.1.2 WHAT MAKES COOPERATIVE GROUPS WORK?**

In (Johnson & Johnson's theory, 1989, p.9), they talked about some points that are important at the moment that teamwork works well. For this reason, educators fool themselves if they think well-meaning directives to "work together," "cooperate," and "be a team," will be enough to create cooperative efforts among group members. Placing students in groups and telling them to work together does not in and of itself result in cooperation. Not all groups are cooperative. Sitting in groups, for example, can result in competition at close quarters or individualistic effort with talking.

In order to make that a group works well, it is necessary to structure lessons so students do in fact work cooperatively with each other requires an understanding of the components that make cooperation work.

According to Johnson and Johnson's theory (1994) "in cooperative learning group: Students are assigned to work together and are happy to do so. They know that their success depends on the efforts of all group members. Such groups have five defining characteristics. First, the group goal of maximizing all members' learning motivates members to roll up their sleeves and accomplish something beyond their individual abilities. Members believe that they sink or swim together and if one fails, they all fail. Second, group members hold themselves and each other accountable for doing high-quality work to achieve their mutual goals. Third, group members work face to face to produce joint products. They do real work together and promote each other's success through helping, sharing, assisting, explaining, and encouraging. Fourth, group members are taught social skills and are expected to use them to coordinate their efforts and achieve their goals. Task work and teamwork skills are emphasized, and all members accept responsibility for providing leadership. Finally, groups analyze how effectively they are achieving their goals and how well members are working together to ensure continuous improvement of the quality of their learning and teamwork processes"<sup>9</sup>

## **8.2 ELEMENTS OF COOPERATIVE LEARNING**

### **8.2.1 POSITIVE INTERDEPENDENCE**

In cooperative learning situations there is a positive interdependence among students' goal attainments; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals.

"Positive interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. Group goals and tasks, therefore, must be designed

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<sup>9</sup> JOHNSON, David, JOHNSON, Roger and HOLUBEC, Edythe. Cooperative Learning in the Classroom. USA, 1994

and communicated to students in ways that make them believe they sink or swim together”<sup>10</sup>. In Johnson and Johnson’s theory (1994), when positive interdependence is solidly structured, it highlights that (a) each group member's efforts are required and indispensable for group success and (b) each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities. Doing so creates a commitment to the success of group members as well as one's own and is the heart of cooperative learning. If there is no positive interdependence, there is no cooperation.

After explaining the academic task to students, you must create cooperation among students by structuring positive interdependence into the lesson. Positive Interdependence links students together so no single student can succeed.

There are four steps to be followed within Positive Interdependence:

#### **8.2.1.1 POSITIVE GOAL INTERDEPENDENCE**

Positive goal interdependence unites group members around a common goal, a concrete reason for acting. You must structure positive goal interdependence over and over again until both you and your students see it as a natural part of any lesson.

#### **8.2.1.2 RESOURCE INTERDEPENDENCE**

Structuring resource interdependence requires you to give each group member only a portion of the information, materials, or other items necessary to complete a task so that members have to combine their resources to achieve their goals.

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<sup>10</sup> Ibid.

### **8.2.1.3 ROLE INTERDEPENDENCE**

You can structure role interdependence by assigning group members complementary, interconnected roles, it means, roles specify responsibility for actions; the group must undertake to complete a join task.

### **8.2.1.4 IDENTIFY INTERDEPENDENCE**

Identify interdependence is established when each group selects a name or group symbol. A shared identifies binds group members together.

The aspects mentioned above are evidenced and developed through the guides and activities done.

### **8.2.2 PROMOTIVE INTERACTION, PREFERABLY FACE-TO-FACE.**

“Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's efforts to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other's learning. This includes orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning”<sup>11</sup>.

Johnson and Johnson (1994), each of those activities can be structured into group task directions and procedures. Doing so helps ensure that cooperative learning groups are both an academic support system (every student has someone who is committed of helping him) and a personal support system (every student has someone who is committed to him or her

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<sup>11</sup> JOHNSON, David, JOHNSON, Roger and HOLUBEC, Edythe. Cooperative Learning in the Classroom. USA, 1994

as a person). It is through promoting each other's learning face-to-face that members become personally committed to each other as well as to their mutual goals.

### **8.3 ASSIGNING STUDENTS TO GROUPS**

According to Johnson and Johnson (1994, p.25), The teacher can decide if the groups are homogeneous or heterogeneous because each one will have access to different perspectives and methods to solve problems as: **distribution at random** (mathematics method, provinces and capitals, personal preferences), **stratified distribution**, the groups are selected by the teacher and the own students, (this one is the less recommended).

### **8.4 ASSESSMENT IN COOPERATIVE LEARNING**

According to Johnson and Johnson (1994, p.89), "Prior to each lesson, teacher must decide on the criteria, he/she will use to evaluate student performance and plan how teacher will collect the information that need to make judgments. During the lesson, teacher assesses student learning by observing an interviewing students. Professor can not measure all learning outcomes by pencil and paper homework assignments and tests".

### **8.5 "ESTANDARES CURRICULARES"**

It is taken the official document of the National Education Ministry that is called "Estandares Curriculares" in foreign language; with this document is pretended to articulate a proposal in which will be taken some aspects that might help students to start writing in a creative and meaningful way.

### 8.5.1 Competencias en lengua extranjera: Inglés

De acuerdo al documento de los estándares básicos de competencias en lengua extranjera “La meta es que al terminar su ciclo educativo los **jóvenes del país** hayan alcanzado o superado el nivel en el cual puedan usar el inglés para hablar de temas no especializados, pero de su interés. Además, la **enseñanza del inglés** está apoyando el desarrollo de las **competencias generales** que conforman el potencial humano y posibilita el acceso a un mundo de pensamiento y expresión”<sup>12</sup>

“Mediante la enseñanza del inglés se busca que los estudiantes:

**Utilicen el inglés para expresar sus conocimientos y para ampliarlos:** Los conocimientos que los estudiantes tengan de diversas disciplinas, de su cultura y su sociedad son parte fundamental de su ser y el inglés les permitirá expresarlos para permitir su crecimiento personal y sus aportes a la sociedad.

**Reconozcan y expresen su individualidad y crezcan como personas:** Los niños, niñas y jóvenes poseen una serie de valores, sentimientos, creencias y potencial intelectual que definen su personalidad. La imagen que ellos tienen de si mismos y de su relación con el mundo se mira desde otra perspectiva cuando otra lengua y cultura ofrecen la oportunidad de ver opciones diferentes”<sup>13</sup>

**“Se interrelacionen con otros y aprendan de ellos haciendo uso de sus habilidades y conocimientos:** Los estudiantes reconocerán que son parte de una comunidad distintiva y que la comunicación con sus miembros forma parte

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<sup>12</sup> Available from the World Wide Web: <http://www.mineduacion.gov.co/prueba/1723/propertyvalue-32204.html>

<sup>13</sup> Ibid.

esencial de su vida diaria; se espera que puedan reconocer a otras comunidades y a su cultura, y que valoren al inglés como un medio para relacionarse con sus individuos.

**Desarrollen consciencia sobre cómo aprenden la lengua materna y otras lenguas:** El estudio del inglés debe generar consciencia en los estudiantes sobre cómo son sus procesos de aprendizaje, tanto de la lengua materna como de las lenguas extranjeras. Dicha consciencia facilitará el desarrollo de las estrategias y la toma de decisiones que les permitan mejorar sus procesos de aprendizaje.

La enseñanza del inglés permitirá entonces el desarrollo de los estudiantes colombianos no sólo desde la **perspectiva lingüística** sino también como **seres humanos** que encuentren sentido al aprendizaje del inglés como una herramienta que les ayude en el proceso complejo de construir su realidad y la de la comunidad a la que pertenecen”<sup>14</sup>

### 8.5.2 ESTANDARES EN LENGUA EXTRANJERA BASICA PRIMARIA

- “Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase.
- Escribo el nombre de lugares y elementos que reconozco en una ilustración.
- Escribo información personal en formatos sencillos.
- Demuestro conocimiento de las estructuras básicas del inglés.
- Escribo sobre temas de mi interés
- Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones.

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<sup>14</sup> Idem

<sup>15</sup> Available from the World Wide Web:[http://www.minieducacion.gov.co/prueba/1723/articles-104491\\_pdf.pdf](http://www.minieducacion.gov.co/prueba/1723/articles-104491_pdf.pdf)

- Describo los rasgos personales de gente de mi entorno
- Escribo textos cortos que describen mi estado de ánimo y mis preferencias.
- Verifico la ortografía de las palabras que escribo con frecuencia”<sup>15</sup>

## 8.6 WHAT IS WRITING?

According to the outcomes got from the guides applied in the first stage of this research and the low English level of the students, writing was the skill that presented more difficulty among them.

Murray (1985) says: “Meaning is not thought up and then written down”. The act of writing is an act of thought” (p.3). Even in this definition it is clear that “writing” is a process that can be defined as composing and expressing ideas through words, sentences and letters, something that only occurs when mental operations are mobilized for the purpose of composing and expressing ideas”.

According to the text “Young Researches” <sup>16</sup>“Children see around them writing for all sorts of purposes and they soon begin to pick up pens and crayons to try to make messages themselves. These early attempts to write are different from children’s early drawings; cross-cultural studies indicate that their scribble shows features of the writing language in their environment. Vigotsky argues that cultural sign systems like writing have a considerable impact on intellectual development (Vigotsky, 1978). In this way, there are several studies that identify stages in learning to write. Marie Clay suggests that before children can reliably produce letters of the alphabet, some principles of their early efforts at mark-making can be detected and described. For example, the repetition of the same marks and letter information in termed by Clay “the recurring principle”; the way in which writing is orientated is the “directional principle”; and the “inventory principle” is to do with the

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<sup>16</sup> Young Researches. Informational Reading and Writing in the Early and Primary years.

way children start to arrange letters that have become part of their written repertory ( Clay, 1975, chapter 3).

### **8.6.1 WRITING IS A GOOD THING**

“Writing activities help to consolidate learning in the other skill areas. Balanced activities train the language and help aid memory, besides, writing activities allow for conscious development of language; lots of structure in the language appear more frequently in writing and, perhaps most important of all, when students write they have time to go back and think about what they have written”<sup>17</sup>

### **8.6.2 GUIDED WRITTEN ACTIVITIES**

- **Fill in exercises**

“Fill in exercises are useful activities, especially at the beginner stages. They do not require much active production of language, since most of the language is given, but they do require understanding. Fill in exercises can be used for vocabulary work. For example, if students are familiar with the words for pets and a few adjectives, then this text has meaning even though there is no picture to put it in a context”<sup>18</sup>

### **8.6.3 PRE-WRITING**

According to Wendy A. Scott and Lisbeth H. Ytreberg (1994, p.72), the main difficulty with writing activities since to be going from nothing to something. Even students with lots of imagination do not always know what to write about. Their vocabulary is limited. They are still not confident about the mechanics of writing. All

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<sup>17</sup> SCOTT, A. Wendy, YTREBERG, H. Lisbeth. Teaching English to Children. USA, 1994.

<sup>18</sup> Ibid.

pupils need to spend time on pre-writing work, warm up activities which are designed to give them language, ideas and encouragement before they settle down to the writing itself.

#### **8.6.4 TOPIC VOCABULARY**

According to Wendy A. Scott and Lisbeth H. Ytreberg (1994, p.76), a short simple conversation about the subject can be enough to get ideas going and collect thoughts. With the five to seven years olds, teacher starts them off by simply asking a question: “what did you do last night?” and writing some of the answer on the board: Watched tv, played football, read a story etc.

“Vocabulary can also build up by collecting related words. For example, see how many animal words you can get on the blackboard, say to students: “tell me the animals you like, tell me the animals you do not like, what is the smallest animal you have seen? Etc. Of course, pupils will not know the names of all the animals. It is used picture dictionaries as much as they can. Students do not have to remember all this words they are only collecting words to help them to write”<sup>19</sup>.

#### **8.6.5 DIALOGUES**

According to Wendy A. Scott and Lisbeth H. Ytreberg (1994, p. 78) The dialogues children write as basic communication at all levels if they are spoken before they are reading and using as reading text after they have been reading. The dialogues can be guided, following a very strict pattern, or they can be completely free. They can be very short and to the point.

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<sup>19</sup> SCOTT, A. Wendy, YTREBERG, H. Lisbeth. Teaching English to Children. USA, 1994.

### **8.6.6 SUMMARY OF DOS ON WRITING**

- “Concentrate first on content
- Spend time on pre-writing work
- Make sure that it springs naturally for other language work.
- Try to make sense of whatever the students have written and say something positive about it.
- Encourage, but do not insist on re-writing
- Display the material whenever possible”<sup>20</sup>

### **8.6.7 REINFORCEMENT**

“Some students acquire languages in a purely oral/aural way, but most of the people benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both the understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied”<sup>21</sup>

## **8.7 DEFINITION OF BASIC CONCEPTS**

### **COOPERATIVE LEARNING**

“Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning”<sup>22</sup>.

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<sup>20</sup> Ibid.

<sup>21</sup> HARMER, Jeremy. How to teach english. England. 1999

<sup>22</sup> JOHNSON, David, JOHNSON, Roger and HOLUBEC, Edythe. Cooperative Learning in the Classroom. USA, 1994

## **POSITIVE INTERDEPENDENCE**

According to Positive Interdependence, “teachers must structure learning tasks so that students come to believe that they sink or swim together that is, their access to rewards is as a member of an academic team wherein all members receive a reward or no member does. Essentially, tasks are structured so that students must depend upon one another for their personal, teammates', and group's success in completing the assigned tasks and mastering the targeted content and skills”<sup>23</sup>.

## **FACE- TO-FACE INTERACTION**

“Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's efforts to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other's learning. This includes orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning. Each of those activities can be structured into group task directions and procedures. Doing so helps ensure that cooperative learning groups are both an academic support system (every student has someone who is committed to helping him or her learn) and a personal support system (every student has someone who is committed to him or her as a person). It is through promoting each other's learning face-to-face that members become personally committed to each other as well as to their mutual goals”<sup>24</sup>.

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<sup>23</sup> Available from the World Wide Web: <http://www.ericdigests.org/1995-1/elements.htm>

<sup>24</sup> Available from the World Wide Web: <http://www.co-operation.org/pages/cl.html#interaction>

## **WRITING**

Murray (1985) says: "Meaning is not thought up and then written down". The act of writing is an act of thought" (p.3). Even in this definition it is clear that "writing" is a process that can be defined as composing and expressing ideas through words, sentences and letters, something that only occurs when mental operations are mobilized for the purpose of composing and expressing ideas".

## 9. METHODOLOGICAL FRAMEWORK

This research is developed in three stages described in the chart below

STAGES	OBJECTIVES	TOOLS
<b>Student context</b>	To make a diagnostic about what do they like? What they do not like, hobbies, to know about their families, what they do in their free times, favourite games and TV programs.	<ul style="list-style-type: none"><li>• Talking in the classroom.</li><li>• Survey on what do they like? What they do not like, family etc.</li></ul>
<b>Student knowledge</b>	To identify the students English level by means of tests and guides in which are evaluated the four skills. Besides, it is done a survey with the goal to know if they like working	<ul style="list-style-type: none"><li>• Test in which is evaluated the four skills.</li><li>• Guides</li><li>• Survey on working in groups</li></ul>

	in groups.	
<b>Cooperative learning and writing</b>	To apply guides, games, activities focus on cooperative learning with the purpose of starting the writing process in those students.	<ul style="list-style-type: none"> <li>• Pedagogical guides focus on cooperative learning</li> </ul>
<b>Assessment</b>	To review and assess the learning process after the application of each pedagogical guide.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Review at the end of each guide and activity.</li> </ul>

## 9.1 TYPE OF RESEARCH

This research was based and developed on action research theories because:

Action research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research. It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves.
- Teacher and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.

- Teacher and principals help each other by working collaboratively.
- Working with colleagues helps teachers and principals in their professional development<sup>25</sup>

Research and reflection allow teachers to grow and gain confidence in their work. Action research projects influence thinking skills, sense of efficacy, willingness to share and communicate, and attitudes toward the process of change. Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve<sup>26</sup>.

Based on the above and taking into account the relevant issues handled in our program, the following chart are the descriptors given to the four stages:

STAGES	PROCEDURE	RESULTS
<b>Student context</b>	<b>Observation:</b> during the first week of class, it was done the presentation of the teachers in the school, besides, it was done a kind a dialogue with students in where was pretended to know better to students, to	The results of the survey did show that: they like watch TV and listen to music, the kind of music that they prefer is reggaeton and his/her singer favourite is Daddy Yankee, besides, they like reading, his/her

<sup>25</sup> WATTS, Heidi. When Teachers Are Researches, Teaching Improves. Journal Articles; Reports-Descriptive, 1985. p. 118.

<sup>26</sup> FERRANCE, Hielen. Themes in education: Action Research. (Online) Rhode Island. Last checked 2006. (Cited). November 2007. available from internet: [http://www.alliance.brown.edu/pubs/themes\\_ed/act\\_research.pdf](http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf)

	<p>know more about their family, what they like, what they do not like, music, hobbies, sport, favourite food etc.</p> <p><b>Planning:</b> it was designed a tool in order to gather information about what they like and what they do not like.</p> <p><b>Implementation:</b></p> <p>Students were given the instrument with purpose to know more about them.</p>	<p>favourite subject is mathematics, his/her favourite sport is football and basketball, finally, his/her favourite food is fast food.</p>
<b>Student knowledge</b>	<p><b>Observation:</b> in this stage, during the application of the guides it was clear for us that students have a low English level, therefore, it would be imply a big</p>	<p>In this part, it was evidenced that they have a low English level, and the skill where they presented more difficulties was writing, for this reason, it was considered take into account to make use of a strategy that is called</p>

	<p>effort by part of us and the students.</p> <p><b>Planning:</b> it was designed guides in order to know about the students English level.</p> <p><b>Implementation:</b> the guides were applied in order to know more about their English level and identify in which skill they presented more problems and difficulties.</p>	Cooperative learning to start a writing process with those students.
<b>Cooperative learning and writing</b>	<p><b>Observation:</b> Students were motivated at the moment to organize in teamworks to start the activities planned, although, at the beginning it was not easy organize them; it was an</p>	The results showed that students were motivated at the moment to form teamworks, besides, they had positive expectatives about what they had to do, moreover, when the guides and activities that

	<p>encouraged agent for them when they did all the tasks, games and activities proposed. However, it was noticed that some students have some problems with their teamworks, this way; it was implemented strategies to overcome that difficulties.</p> <p><b>Planning:</b> it was designed all the pedagogical guides, activities and games, making use of cooperative learning to start the writing process in those students.</p> <p><b>Implementation:</b> it was given and applied all the guides and activities</p>	<p>were applied, it was noticed that students did a good efforts at the moment to developed those activities. However, some students had some problems with their teamworks for this reason, some of them were changed to others teamworks.</p>
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	<p>which purpose was to make use of the cooperative learning to start the writing process in those students.</p>	
<p><b>Assessment</b></p>	<p><b>Observation:</b> Students were assessed by mean of observation during the application of the activities and guides, besides at the end of each guide was done a point in which the vocabulary and topics are reviewed.</p> <p><b>Planning:</b></p> <p>Observation of students' performance, also, to do a reviewing about the topics seen in each class.</p> <p><b>Implementation:</b></p>	<p>It was difficult for them the development of the activities and guides because of its English level, however they enjoyed and had some fun at the moment to work in groups.</p>

	observing students	
	Checking guides	

## 9.2 POPULATION

### 9.2.1 School context

This public institution was created from the resolution No. 2352 of August 14 2002; this educative institution is located in the street number 2a No. 17-55 in “la Candelaria” neighbourhood in the locality 17; this is the official institute, submitted to laws, decrees, agreements, resolutions and supported with funds of the public exchequer.

It has approximately a population of 2100 students, formal education, enrolled in school education, diurnal and night in a continuous and articulated in three degrees levels:

- Pre-school education
- Elementary
- High school

The school population of the institution belongs to the basic status 1 and 2 of the city vulnerable zones; this research will be applied on a group of 26 students, it is conformed by 12 boys and 14 girls who range in an age from 9 to 11 years old. The IED La Candelaria School counts with library, photocopies machine, a projector and computers room, tape recorders, sport's elements and musical elements.

### 9.3 TIME LINE

#### 9.3.1 STUDENT CONTEXT

- **OBJECTIVE:** To make a diagnostic about what do they like? What they do not like, hobbies, to know about their families, what they do in their free times, favourite games and TV programs.
- **LENGTH:** One week
- **INSTRUMENT TO GATHER INFORMATION:** Survey
- **RESULTS:** The results of the survey did show that: they like watch TV and listen to music, the kind of music that they prefer is reggaeton and his/her singer favourite is Daddy Yankee, besides, they like reading, his/her favourite subject is mathematics, his/her favourite sport is football and basketball, finally, his/her favourite food is fast food.

#### 9.3.2 STUDENT KNOWLEDGE

- **OBJECTIVE:** To identify the students English level by means of tests and guides in which are evaluated the four skills. Besides, it is done a survey with the goal to know if they like working in groups.
- **LENGTH:** 3 weeks
- **INSTRUMENT TO GATHER INFORMATION:** Guides
- **RESULTS:** it was evidenced that they have a low English level, and the skill where they presented more difficulties was writing, for this reason, it was considered take into account to make use of a strategy that is called Cooperative learning to start a writing process with those students.

#### 9.3.3 COOPERATIVE LEARNING AND WRITING

- **OBJECTIVE:** To apply guides, games, activities focus on cooperative learning with the purpose of starting the writing process in those students.
- **LENGTH:** 8 weeks

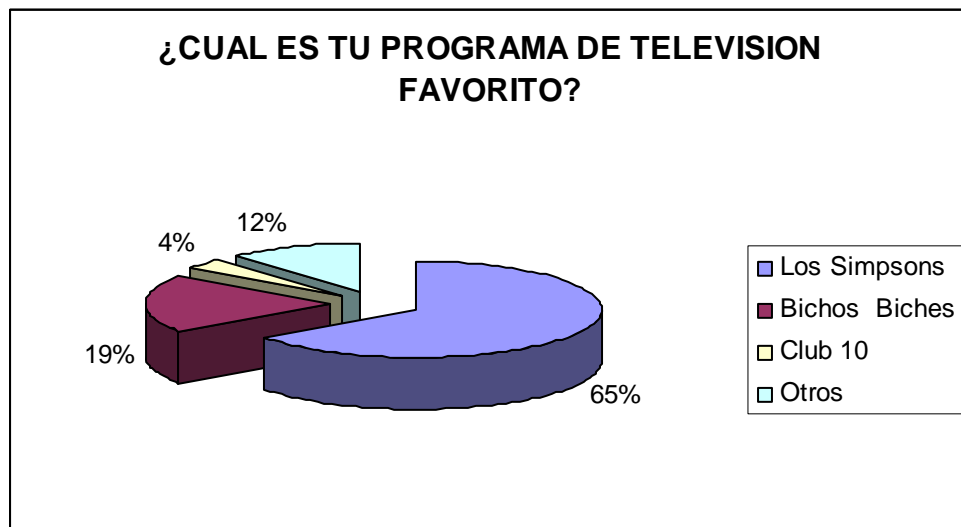
- **INSTRUMENT TO GATHER INFORMATION:** Guides and activities
- **RESULTS:** The results showed that students were motivated at the moment to form teamworks, besides, they had positive expectatives about what they had to do, moreover, when the guides and activities that were applied, it was noticed that students did a good efforts at the moment to developed those activities. However, some students had some problems with their teamworks for this reason, some of them were changed to others teamworks.
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#### 9.3.4 ASSESSMENT

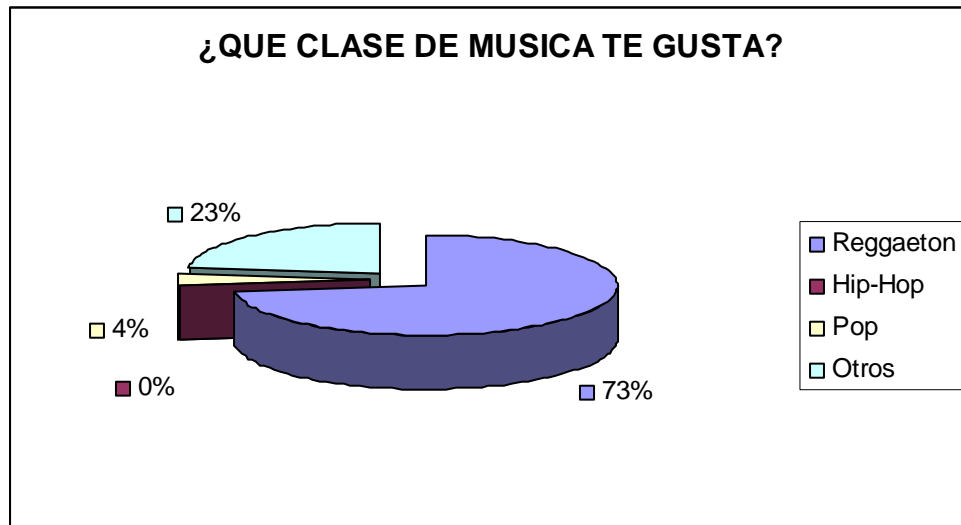
- **OBJECTIVE:** To review and assess the learning process after the application of each pedagogical guide.
- **INSTRUMENT TO GATHER INFORMATION:** OBSERVATION FORMAT
- **RESULTS:** It was difficult for them the development of the activities and guides because of its English level, however they enjoyed and had some fun at the moment to work in groups, it was positive the use of cooperative learning to start the writing.

## 10.DATA ANALYSIS SURVEYS

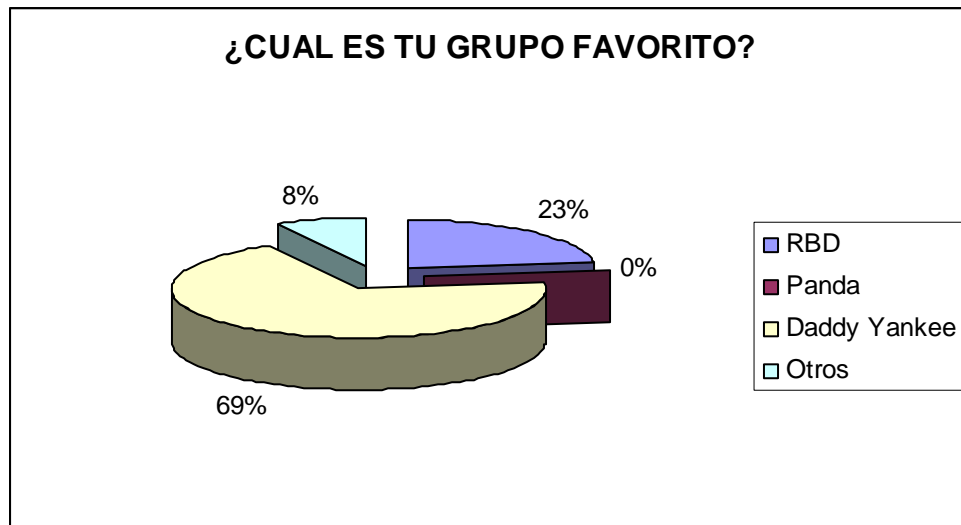
According to the survey done, this graphic shows that the 46% of fourth grade students of la Candelaria School, prefer to watch TV in their free time, the 31% prefer listening to music, the 15% to read and 8% doing other activities.



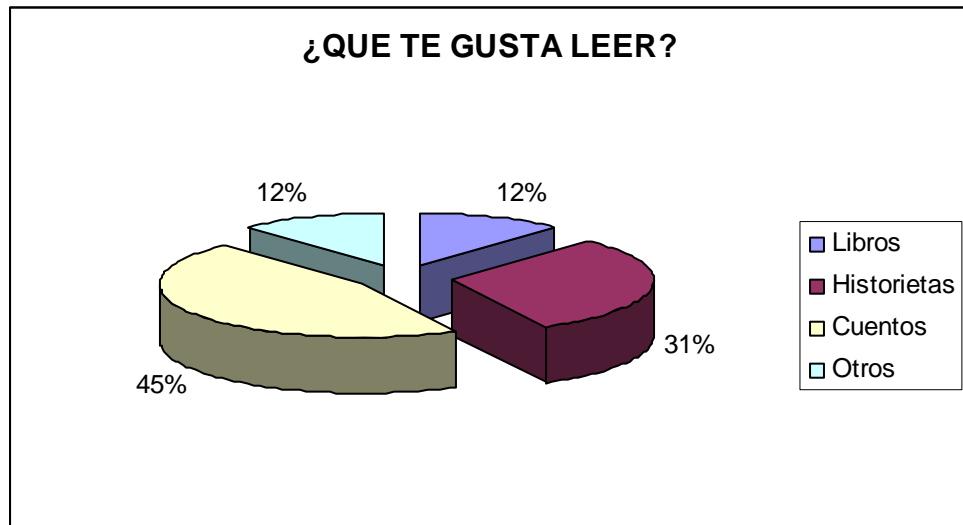
This graphic shows that 65% of the students prefer to watch Los Simpson's program, 19% prefer to watch Bichos Biches, 12% Club 10 and 4% other programs.



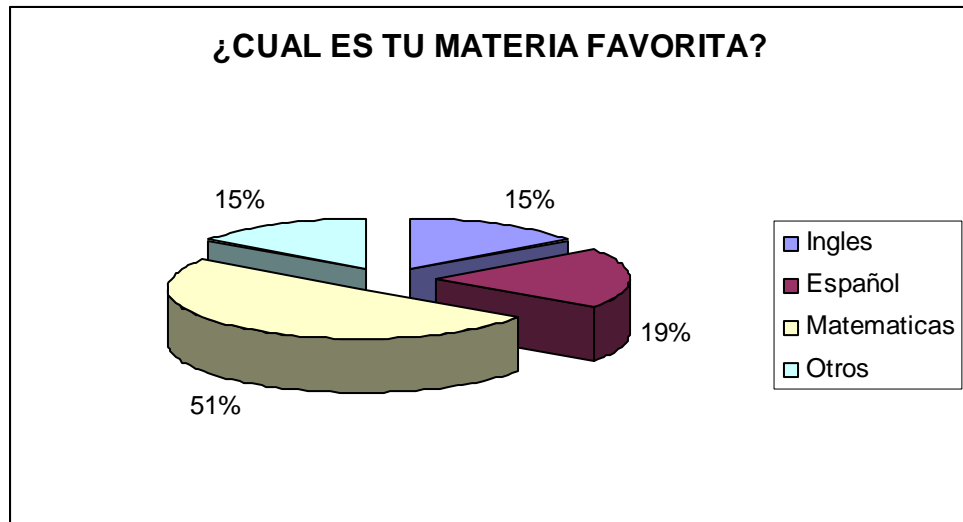
According to what kind of music students prefer, the 73% prefer listening reggaeton music, 23% prefer another kind of music, 4% Hip-Hop music and 0% listen pop music.



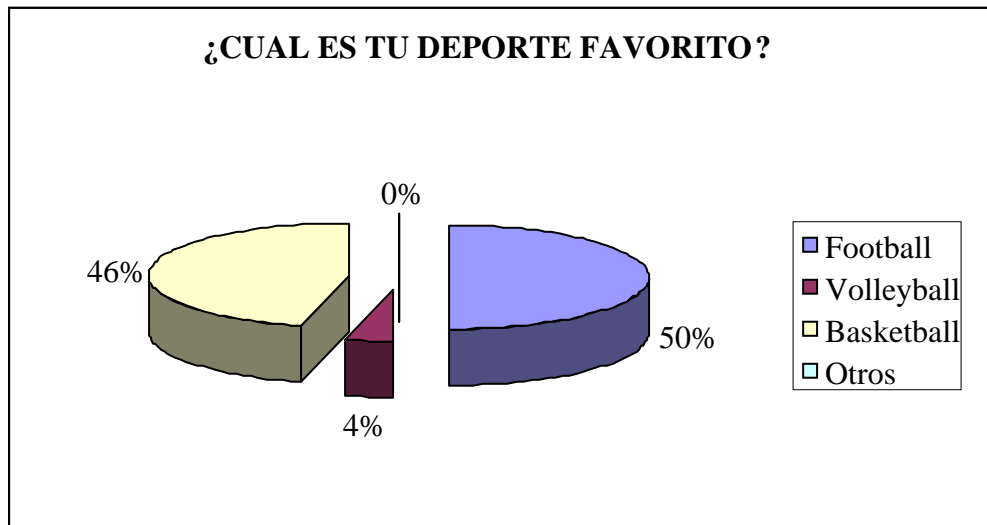
For the 69% of the students the favourite group is Daddy Yankee, for the 23% is RBD, the 8% prefer other groups and the 0% like Panda group.



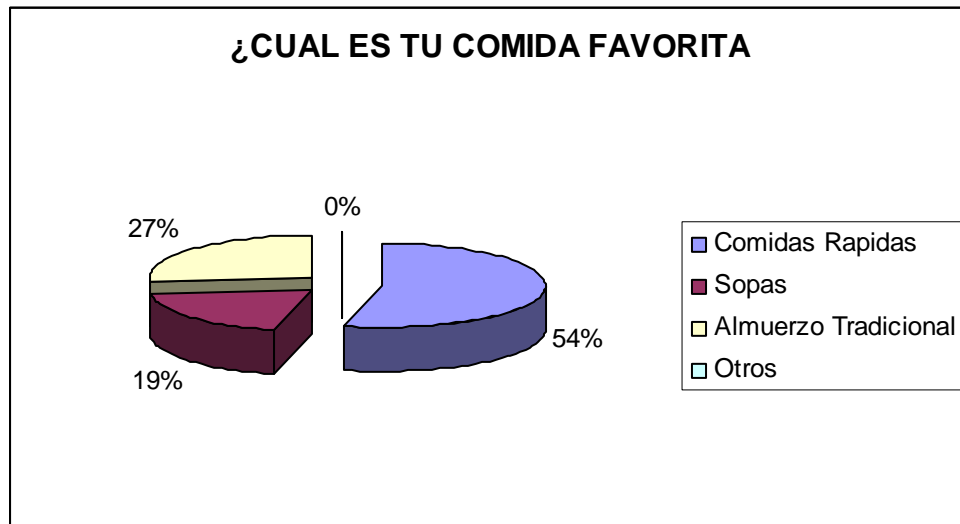
According to what kind of reading students prefer, the graphic shows that 45% of them prefer stories, 31% prefer cartoons, 12% prefer books, and the other 12% prefer other kind of reading.



For the 51% of the students, math is their favourite subject, 19% prefer Spanish, 15% prefer English and the other 15% prefer other subjects.

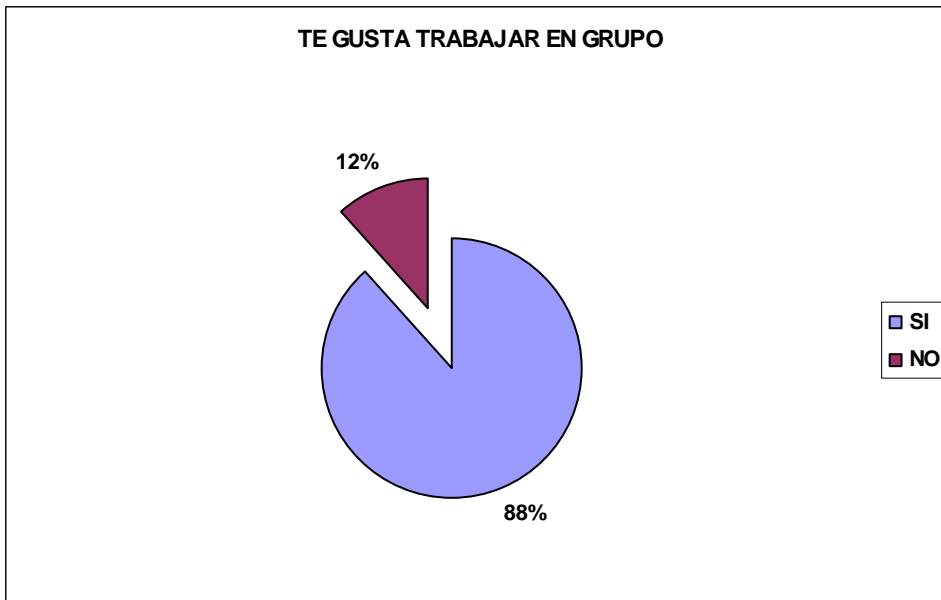


According to the question, what is your favourite sport, 50% of students answered football, 46% answered basketball, 4% volleyball and 0% others.

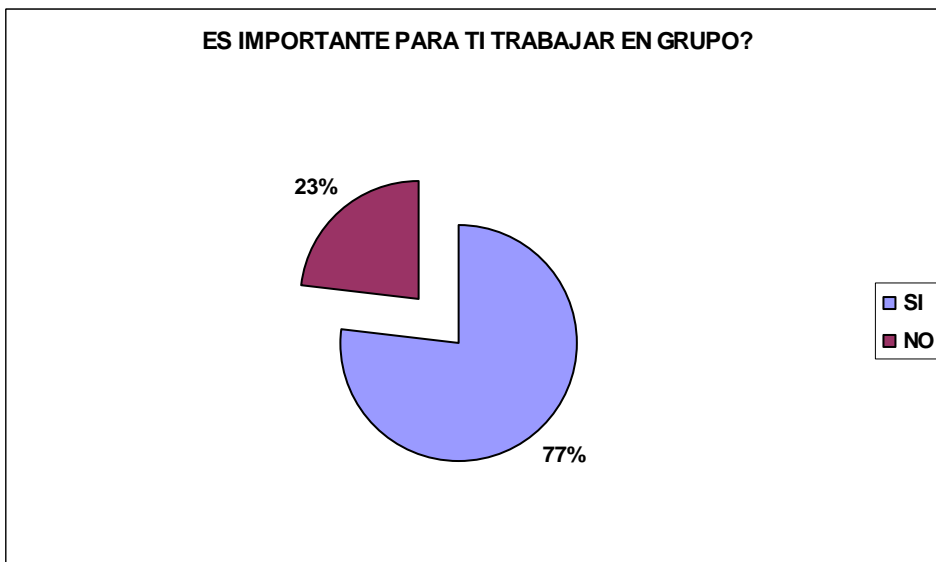


For the 54% of the students fast food is their favourite food, 27% prefer typical food, 19% prefer soups and 0% others.

## SURVEY 2



According to the survey done, the graphic shows that the 88% of fourth grade students at la Candelaria School like working in groups.



For the 77% of the students is more important to work in groups that 23% of the students.



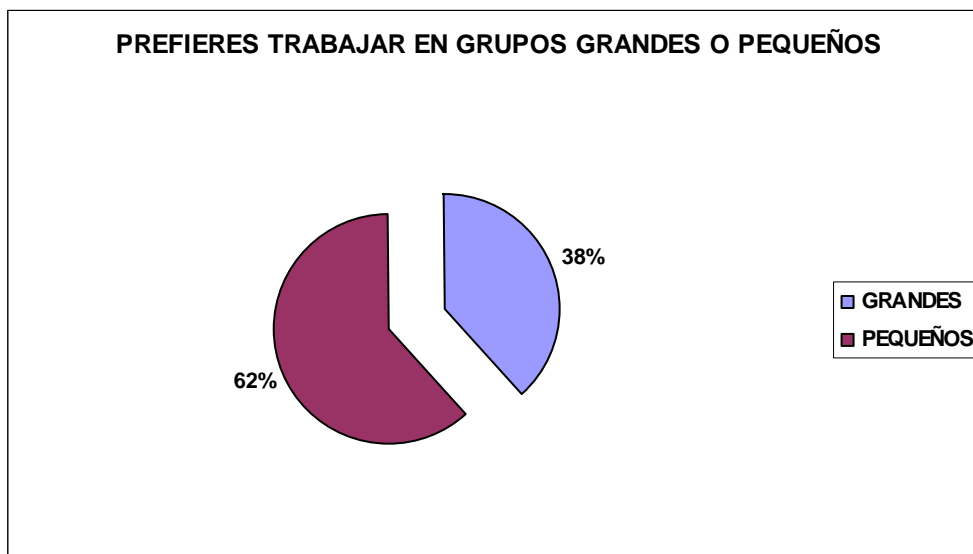
For the 92% of the students to work in groups is something that they value more than working alone.



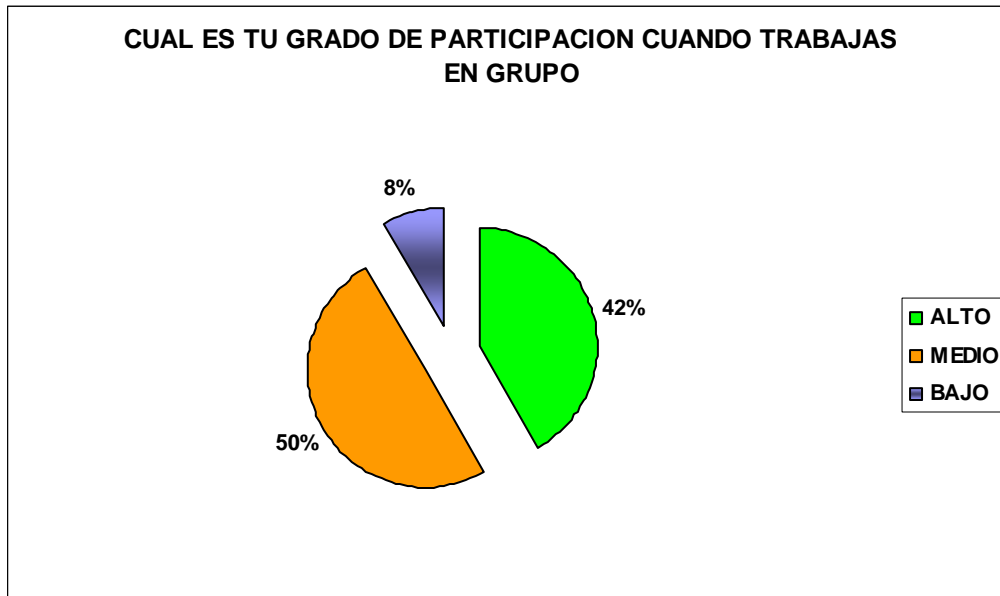
The 77% of fourth grade students of la Candelaria School, believe that they learn more than when they work alone.



This graphic shows that the 92% of students prefer to select their classmates when they have to work in groups, while for the 8% of students it doesn't a problem.



The 62% of students prefer to work in small groups while the 38% prefer to work in big groups.



The 50% of students have medium level of participation, 42% high level and 8% low level.

## **CONCLUSIONS**

According to data analysis and the observed during the whole research the following points were concluded:

- It was shown that cooperative learning might be a good strategy to start the writing process in fourth grade students at La Candelaria School.
- The implementation of Cooperative Learning allows students to overcome some problems when they work in group, getting better interaction with others, and working towards a common aim.
- Positive Interdependence and Face to Face Interaction are essential elements to promote better relationships and help students to be conscious about the real meaning of working in a team.

## **SUGGESTIONS**

During the research process, there were presented some problems that were preventing from reaching the goals of the project, one of these troubles was the lack of time, it is though that there is not enough time to develop a complete study on a problem, for this reason it is believed that a research project must be carried out from the first semesters to develop a whole study of the project of research, consequently, to articulate a proposal to give possible solutions.

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# ANNEXES

**ANNEX A**

**COLEGIO IED LA CANDELARIA  
ÁREA DE INGLÉS  
CUARTO GRADO  
ENCUESTA No. 1**

**Lee y responde cuidadosamente las siguientes preguntas:**

**1- Escribe tu nombre completo**

---

**2- ¿Cuántos años tienes?**

---

**3- ¿En que barrió vives?**

---

**4- ¿Con quien vives?**

---

**5- ¿Cuántos hermanos tienes?**

---

**6- ¿Qué te gusta hacer en tu tiempo libre?**

- a- Ver televisión
- b- Escuchar música
- c- Leer
- d- Otro

**7- ¿Con quien te gusta compartir tu tiempo libre?**

- a- Padres
- b- Hermanos
- c- Amigos
- d- Otro

**8- ¿Cuál es tu programa de televisión favorito?**

- a- Los Simpson
- b- Bichos Biches
- c- Club 10
- d- Otro

**9- ¿Qué clase de música te gusta?**

- a- Reggaeton
- b- Hip-Hop
- c- Pop
- d- Otro

**10- ¿Cuál es tu grupo favorito?**

- a- RBD
- b- Panda
- c- Daddy Yankee
- d- Otro

**11- ¿Qué te gusta leer?**

- a- Libros
- b- Historietas
- c- Cuentos
- d- Otro

**12- ¿Cuál es tu materia favorita?**

- a- Inglés
- b- Español
- c- Matemáticas
- d- Otro

**13- ¿Cuál es tu deporte favorito?**

- a- Football
- b- Volleyball
- c- Matemáticas
- d- Otro

**14-¿Cuál es tu comida favorita?**

- a- Comidas rápidas
- b- Sopas
- c- Almuerzo tradicional
- d- Otro

**ANNEX B**

**COLEGIO IED LA CANDELARIA  
ENCUESTA No. 2  
ÁREA DE INGLÉS**

**Lea y responda cuidadosamente las siguientes preguntas:**

1- ¿Te gusta trabajar en grupo? S/N

---

2- ¿Es importante para ti trabajar en grupo? S/N

---

3- ¿Valoras el trabajo en grupo? S/N

---

4- ¿Crees que cuando trabajas en grupo aprendes más que cuando trabajas solo? S/N

---

5- ¿Cuándo trabajas en grupo te gusta elegir a las personas con las que vas a trabajar? S/N

---

6- ¿Prefieres trabajar en grupos grandes? S/N

---

7- ¿Prefieres trabajar en grupos pequeños? S/N

---

8- ¿Crees tener un alto grado de participación cuando trabajas en grupo?

---

## ANNEX C

### IED LA CANDELARIA SCHOOL FOURTH GRADE ENGLISH ACTIVITY

NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

AIM: To review the previous vocabulary

#### WORD LIST

#### Numbers

1. Count and write the number

#### HOW MANY....?

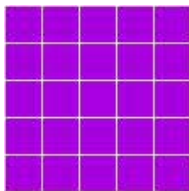
- students will be able to recognize, identify, write and pronounce the numbers



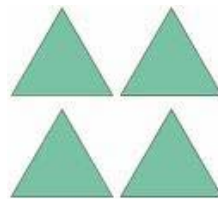
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 2. Match the couples



**FATHER**

**SISTER**



**BROTHER**



**MOTHER**



**GRANDFATHER**



## GRANDMOTHER

### 3. Make up a short dialogue using the following expressions

Hello

How old are you?

Hi

Bye

What is your name?

**Aim:** Students will recognize and use some vocabulary about introducing themselves

**Student 1:**

**Student 2:**

### 4. Word search

**Aim:** students will recognize and write the name of fruits.

**Find the name of the fruits in the following word search**

O	F	G	H	J	K	L	D	P
R	E	Q	W	E	R	T	U	E
A	D	F	F	G	H	J	K	A
N	Y	U	I	O	P	A	A	R
G	B	A	N	A	N	A	P	S
E	Z	X	C	V	B	N	P	D
M	A	S	D	F	G	H	L	F
H	J	J	K	L	Ñ	Q	E	G
G	R	A	P	E	S	X	U	H

\_\_\_\_\_



**ANNEX D**  
**IED LA CANDELARIA SCHOOL**  
**ENGLISH PROGRAM FOR FOURTH GRADE STUDENTS**

**SUBJECT:** English

**JUSTIFICATION**

This program is designed for starting the writing process through cooperative learning applying a variety of activities and guides, in which students could establish better relation with the others, promote student learning and academic achievements.

Moreover these activities done will be developed based on positive interdependence and face to face interaction; so that students must know that their role is very important in the success of their group and the responsibilities among them, on the other hand students need to work jointly in which they could support the success of the other members and show an appreciation of each other's efforts in order to reach common aims.

**GENERAL OBJECTIVE**

- To do activities and guides to make use of cooperative learning in order to start student's writing process.

**SPECIFIC OBJECTIVES**

- To take the elements of cooperative learning for promoting better relationships among students.
- To be able of writing short simple sentences.

**CONTENTS**

1. Colors
2. Countries
3. Greetings and introductions
4. Describing people
5. Animals
6. Means of transport
7. Fruits

## **METHODOLOGY**

- To conform groups according to the abilities that each student has.
- Assignment of tasks and roles for each group.
- To develop activities in which students could learn from the others and give their ideas to teamwork for getting better results.
- To do an assessment at the end of each activity.

## **ASSESSMENT**

The assessment will be carried out through the observation of student's performance, checking the concepts for gathering information in order to give an opinion about students process.

## **RESOURCES**

- **Guides**
- **Activities**

## **BIBLIOGRAPHY**

- [www.mineduacion.gov.co](http://www.mineduacion.gov.co)
- JOHNSON, David, Johnson Roger and JOHNSON HOLUBEC, Edythe. Cooperative learning in the classroom. USA, 1994
- HARMER, Jeremy. How to teach English. Longman. 1998
- SCOTT, A. Wendy, YTREBERG, H. Lisbeth. Teaching English to Children. USA, 1994.

## ANNEX E

**NAMES: DIANA CAROLINA AMAYA MORENO  
RODRIGO SNEIDER CARREÑO MUÑOZ  
LUZ DARY BALLESTEROS**

DATE	ACTIVITY	TEACHER'S ROLE	TEACHER'S ROLE	REACTIONS

**ANNEX F**  
**LESSON PLAN IED LA CANDELARIA SCHOOL**  
**COLORS**

**GOAL:**

- To be able to identify and write the colours.
- To promote face- to- face interaction

**LANGUAGE PATTERNS**

Red  
Yellow  
Purple  
Blue  
Green  
Black  
White

<b>STAGES</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENT'S ACTIVITIES</b>	<b>RESOURCES AND MATERIALS</b>	<b>TIME</b>
<b>Presentation</b>	The teacher will introduce the class explaining basic vocabulary using the objects of the classroom; also, teacher will make them to repeat the different colors. Moreover, teacher will introduce the topic making a game he will ask to the group. Example: "bring me a red color" etc.	Students must identify the colors and then they have to repeat what they listen.  After, students will follow the teacher instructions about the game.	Board, colors, objects of the classroom.	<b>30'</b>
<b>Practice</b>	Teacher will organize students in teamworks.  The teacher will give students a pedagogical guide in order to apply the whole topic.  During the activity, he/she will promote that students be conscious about their roles in the group helping and encouraging each others.	Students will be organized in groups in order to do the activity.  They must be conscious that they have to work together; besides, they must help and encourage each others into the teamwork.	Guide, dictionary, pencils.	<b>60'</b>
<b>Production</b>	Teacher will notice if students learn the colors and expressions seen in class. Teacher will let them a colors song.	Each teamwork has to listen the colors' song and write down in a sheet of paper the colors that they listen.	Tape recorder, sheets of paper and pencils.	<b>20'</b>

**IED LA CANDELARIA SCHOOL  
ENGLISH SUBJECT  
FOURTH GRADE**

**NAMES:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COLOURS**

**ACTIVITY:** Pair work

**AIMS**

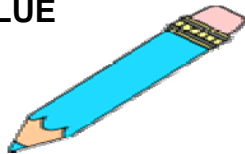
- To be able to identify and write the colours.
- To promote face- to- face interaction

**WORD LIST**

**RED**



**BLUE**



**PURPLE**



**WHITE**



**ORANGE**



**1- In groups of three, each student has to write the corresponding colour in front of each picture. (20 points)**

- Student 1 has to look up in the dictionary the unknown words.
- Student 2 has to write the words in front of each picture.



This is purple



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2- Each student has to participate; if you group finish first you will have an extra point. (20 points)

- Student 1 has to fill the gaps
- Student 2 has to match the couples



g \_ \_ \_ \_



\_ \_ \_ e



P \_ r \_ \_ \_



\_ e \_



\_ \_ l \_ o \_



O \_ \_ \_ \_ e



w \_ \_ t \_



\_ \_ \_ c \_



b\_\_ o\_\_ \_\_

3. With the help of your teamwork, find the colours and write.

- Student 1 has to find out the words
- Student 2 has to write the words.

### WORD SEARCH!

B	a	n	e	e	r	g	d	w
O	l	z	h	i	r	e	d	h
R	p	u	d	y	l	m	e	i
A	r	q	e	u	v	w	b	t
N	a	s	t	j	f	o	r	e
G	b	r	o	w	n	l	f	r
E	m	j	k	l	ñ	l	s	c
b	p	u	r	p	l	e	i	o
k	c	a	l	b	d	y	m	j

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_
9. \_\_\_\_\_

# LET'S CHECK!

Each teamwork has to listen the colors' song and write down in a sheet of paper the colors what they listen.

## **COLORS SONG**

**Red, green, yellow, blue  
Orange, black, brown, purple  
Eight pretty colors in my crayon box.**

**Red, green, yellow, blue  
Orange, black, brown, purple  
Which one will I choose?**

**Red like an apple  
Green like grass  
Yellow like the sun  
And blue sky  
Coloring is fun!**

**ANNEX G**  
**LESSON PLAN IED LA CANDELARIA SCHOOL**  
**COUNTRIES AND NATIONALITIES**

**AIMS:**

- Students are able to write the name of some countries and nationalities, using the expressions seen in class
- To promote positive interdependence among students

**ACTIVITY: Groups of three people**

**Language patterns**

**This is...**

**Where are you from?**

**I am from...**

**I am...**

**Spain**

**Canadá**

**United States of America**

**Ireland**

**Scotland**

**England**

**France**

**Germany**

**Italy**

**Argentina**

**Mexico**

**China**

**Egypt**

**Colombia**

STAGES	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	TIME
<b>Presentation</b>	The teacher will introduce the topic using some flashcards about the flag of the countries, this way, professor will try to students recognize which country is, with the purpose that they understand better the topic. After that, teacher will explain using some expressions the name of countries and nationalities.	Students will try to identify the flag of the countries, watching the flashcards that teacher showed.  After that, students will repeat the name of the countries and nationalities according to, what they listen.	Flashcards	<b>30'</b>
<b>Practice</b>	After, teacher will explain the topic, he/she will organize students in teamworks with the purpose that they will be motivated to work in groups. Then, professor will apply a guide about countries, nationalities and expressions seen at the beginning of the class. During the development of the activity, teacher will promote that students be conscious about they are a teamwork and they are responsible about the success of the group	Students will be organize in teamworks to do the activity proposed by the teacher, besides, they must be conscious that they must work in groups and responsible about the success of the teamwork.	Guide, dictionary, paper and pencils.	<b>60'</b>
<b>Production</b>	The teacher will do an activity called "Let's Check" with the goal students review the vocabulary, expressions and writing seen during the development of the class.	Students will do the activity proposed by the teacher in which they have to pass to the board and write the correct word they see according to the flashcards.	Flashcards and markers.	<b>20'</b>

**IED LA CANDELARIA SCHOOL  
ENGLISH SUBJECT  
FOURTH GRADE**

**NAMES:**

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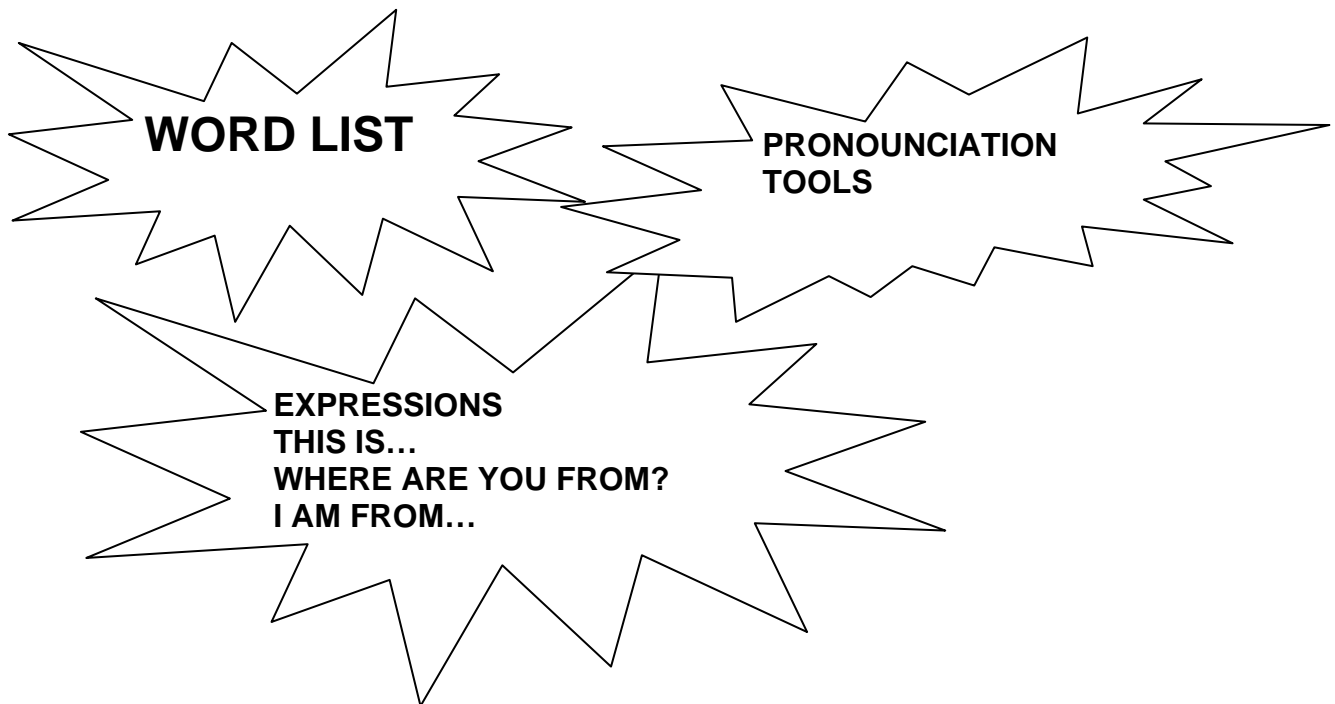
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**AIMS:**

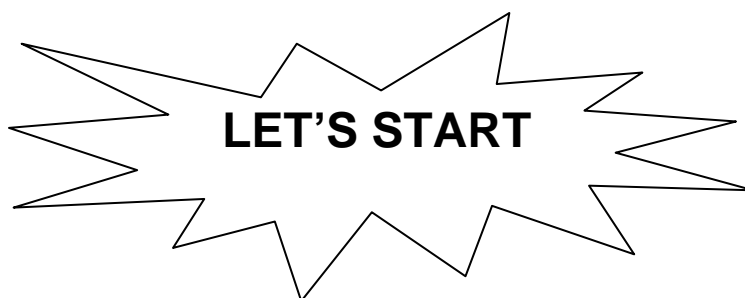
- Students are able to write the name of some countries and nationalities, using the expressions seen in class
- To promote positive interdependence among students

**ACTIVITY: Groups of three people**



## COUNTRIES AND NATIONALITIES

COUNTRY	PRONUNCIATION
Spain	Spein
Canadá	Cánada
United States of America	Iunáited steits
Ireland	Airland
Scotland	Scótlund
England	Ingland
France	Frans
Germany	Yérmány
Italy	Italy
Argentina	Anyertina
Mexico	Mexico
China	Chaina
Egypt	Iyipt
Colombia	Colombia



### 1- Pay attention to the following instructions

- Student 1 has to write in front of each flag the name of the country using the expressions seen in class.
- Student 2 has to choose three countries and write the names in three different sheets of paper.
- Student 3 has to draw the flag of some country which will identify the group.

Then, students have to present the countries that they have chosen and the flag which will identify the group. (20 points)



This is the USA flag

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2- Write a short dialogue using the expressions seen in class, the countries and nationalities (Hi, how are you?, Where are you from?, I am from...) (20 points)

STUDENT 1	STUDENT 2	STUDENT 3

**3- Write the country and the nationality. (20 points)**

- Student 1 has to write the name of the country.
- Student 2 has to write the nationality.
- Student 3 has to look up the unknown words in the dictionary.

NAME	COUNTRY	NATIONALITY
Africa		
Alemania		
Argentina		
Canadá		
Colombia		
Egipto		
España		
Estados Unidos		
Francia		
Italia		
Rusia		
México		
India		
Japón		

**LET'S CHECK!**

Using flashcards about countries, the teacher will show them, then he/she will make some questions according to this, and one member of each group will pass to the board to write the correct word and the teamwork could help him/her.

**ANNEX H**  
**LESSON PLAN IED LA CANDELARIA SCHOOL**  
**GREETINGS AND INTRODUCTIONS**

**AIMS:**

- To be able to write short dialogues, greet people, introduce yourself, ask for information, and give information.
  
- To promote face to face interaction among students.

**LANGUAGE PATTERNS**

Hello. / Hi.

Good morning. (before 12 o'clock)

Good afternoon. (after 12 o'clock)

Good evening

What's your name?

My name is ...

I am ...

This is ...

Hello, ... (name)

Nice to meet you. (informal)

How do you do? (formal)

Nice to see you.

Nice to see you again.

Good bye.

Bye. / See you.

STAGES	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	TIME
<b>Presentation</b>	Teacher will introduce the class asking students about how they introduce when they meet people, in this way, it will be reviewed the previous vocabulary. After that, professor will give the explanation about the greetings and introductions.	The students must follow the instructions using the previous vocabulary that has been explaining y the teacher.  Students must pay attention to the explanation about greetings and introductions in order to do the guide.	Board Markers	
<b>Practice</b>	Teacher will organize students in teamworks to do the activity proposed to develop the topic and the class. After, teamworks are organized; teacher will start to do the activity.  Moreover, professor will promote among students the work in group and he will try that students be conscious about the importance of working together.	After students are organized, they have to follow the instructions given for the teacher, besides; they have to do the best effort to develop the activity with success.	Guide Piece of paper	<b>60'</b>
<b>Production</b>	Professor will do an activity in order to check the expressions and vocabulary seen in class.	Students will do the activity "let's check" proposed by the teacher in which, each group has to go to the other groups and introduce themselves, ask for information, give information and write it. The group that gets more information in the less time (10 minutes) will be the winner.	Sheet of papers	<b>20'</b>

**IED LA CANDELARIA SCHOOL  
ENGLISH SUBJECT  
FOURTH GRADE**

**NAMES:**

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**AIMS:**

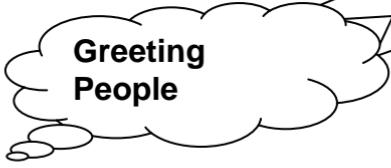
- To be able to write short dialogues, greet people, introduce yourself, ask for information, and give information.
- To promote face-to-face interaction among students.

**ACTIVITY:**  
**Pair Work**

## Greetings and Introductions



**WORD LIST**



**Greeting  
People**

**Hello / Hi**  
**Good Morning. (before 12 o'clock)**  
**Good Afternoon. (after 12 o'clock)**  
**Good Evening**

**What's your name?**  
**My name is...**  
**I am...**  
**This is...**  
**Hello, ... (name)**  
**Nice to meet you. (Informal)**  
**How do you do? (Formal)**  
**Nice to see you**  
**Nice to see you again**

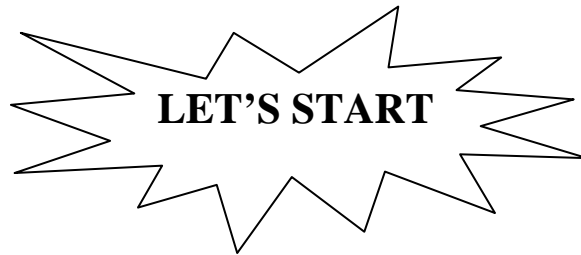


**Introducing  
People**



**SAY  
GOODBYE**

Good bye.  
 Bye. / See you.  
 How are you?  
 How are you today?  
 Fine, thank you / thanks  
 Not too bad.  
 I am okay  
 Not very well



**1**

Make up a short dialogue, taking into account the greetings explained in the class and the word list. (20 points)

STUDENT 1	STUDENT 2

- Each student has to make a poster and write the expressions in a piece of paper to show and practice it.

# 2

## WORD SEARCH

Find the words and expressions.

Then, one member of the group has to pass on the board and write the word that you found. (20 points).

c	g	f	t	d	y	h	j	w	a	n
m	o	f	z	x	s	l	e	h	o	o
a	o	u	o	y	e	e	s	a	r	t
g	d	o	d	w	q	p	l	t	m	v
u	m	r	h	e	l	l	o	i	q	e
o	o	s	d	x	b	n	m	s	i	r
y	r	w	e	r	t	u	u	y	a	y
t	n	a	i	r	s	g	n	o	j	w
e	i	f	r	h	a	f	s	u	n	e
e	n	r	w	b	i	v	c	r	n	l
m	g	t	b	n	r	y	u	n	a	l
o	e	t	e	s	d	g	e	a	r	j
t	q	w	v	e	b	t	y	m	a	n
e	x	z	h	r	y	g	o	e	v	e
c	v	e	r	o	d	b	a	r	y	i
i	m	t	h	a	n	k	y	o	u	g
n	i	g	u	e	r	o	d	r	i	o

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### 3

#### ROLE PLAY

Write a short dialogue with your partner practice it in front of the class, each student has to participate. (20 points).

STUDENT 1

STUDENT 2

**LET'S CHECK!**

#### LET'S PLAY!

Each group has to go to the other groups and introduce themselves, ask for information, give information and write it. The group that gets more information in the less time (10 minutes) will be the winner.

## ANNEX I

### LESSON PLAN IED LA CANDELARIA SCHOOL

#### GOALS:

- Students are able to describe people, using the expressions seen in class.
- Improve the interaction among students in order to create a nice environment in class.

#### LANGUAGE PATTERNS

Large  
Tall  
Small  
Short  
Thin  
Fat  
Strong  
Rich  
Handsome  
Old

Elegant  
Funny  
Shy  
Lazy  
Happy  
Sad  
Angry  
Young  
Beautiful

STAGES	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	TIME
<b>Presentation</b>	The teacher will introduce the class teaching the adjectives through pictures.  Moreover, teacher will give them some stickers about adjectives.	Students must describe people, and then they must choose a classmate and describing him in front of the class.  After, students will follow the teacher instructions about the activity.	Board, tape recorder and dictionary	<b>30'</b>
<b>Practice</b>	Teacher will organize students in groups of three  The teacher will give students a	Students will be organized in groups in order to do the activity.  They must interact	Guide.	<b>60'</b>

	<p>guide in order to make use of adjectives, using some relative expressions</p> <p>During the activity, he/she will promote interaction among students in order to create a nice environment.</p>	and help among them to reach a common aim.		
<b>Production</b>	Teacher will observe if students using the adjectives for describing people.	Each teamwork has to write and present a short dialogue using the adjectives, then students have to write down the adjectives they listen in the song.	Song, sheets of paper and pencils.	<b>20'</b>

**IED LA CANDELARIA SCHOOL  
ENGLISH SUBJECT  
FOURTH GRADE**

**NAMES:**

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**AIMS:**

- Students are able to describe people, using the expressions seen in class.
- Improve the interaction among students in order to create a nice environment in class.

**ACTIVITY**

**Group of three people**

**DESCRIBING PEOPLE**



**EXPRESSIONS: I AM...**



**1**. Describe the following pictures: (20 points)

- Student 1 has to write the correct adjective in front of each picture.
- Student 2 has to look up the unknown words in the dictionary.
- Student 3 has to write short sentences using the adjectives.

**Example:**

I am happy.  
I am sad.



## 2 GUESSING

One member of the teamwork has to pass in front of the class; he/she has to choose one adjective to act, in this way, the other partners can guess which adjective is. The group has two opportunities to guess if they do not know the next group will have the chance to guess it. (20 points)

- Write the adjectives in the chart.

GROUP	1	2	3	4	5	6	7	8	9
P O I N T S									

## 3 . LISTEN AND WRITE

LISTEN THE FOLLOWING ADJECTIVES AND WRITE IT. You must help each others. (20 points).

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# LET'S CHECK!

Each teamwork has to write and present a short dialogue using the adjectives, then students have to write down the adjectives they listen in the song.

I have a question!  
by Richard Graham

I have a question!  
Please let me try.  
I have a question!  
Please let me try.

Is it big? It is big.  
Is it small? It is small.  
Is it a fruit? It is a fruit.  
Is it an animal? It is an animal.

I have a question!  
Please let me try.  
I have a question!  
Please let me try.

Is it heavy? It is heavy.  
Is it light? It is light.  
Is it red? It is red.  
Is it green? It is green.

I have a question!  
Please let me try.  
I have a question!  
Please let me try.

# **ANNEX J** **LESSON PLAN IED LA CANDELARIA SCHOOL** **ANIMALS**

## **GOAL:**

- **Students will be able to write the name of each animal and identify which are the farm animals and domestic animals.**

## **LANGUAGE PATTERNS**

**Dog**  
**Cat**  
**Duck**  
**Rabbit**

**Bear**  
**Sheep**  
**Pig**  
**Cow**

<b>STAGES</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENT'S ACTIVITIES</b>	<b>RESOURCES AND MATERIALS</b>	<b>TIME</b>
<b>Presentation</b>	The teacher will introduce the class explaining the vocabulary about animals using flashcards. Then, teacher will make them to identify and repeat each one. Moreover, teacher will introduce the topic through a CD, which contains animal noises like domestic and farm animals.	Students must identify the farm and domestic animals in the flashcards.  Then, children have to mention them according to they see.  Finally, students will listen to the CD with the animal noises and they will say which each one is.	Board, flashcards, tape recorder and CD.	<b>30'</b>
<b>Practice</b>	Teacher will organize students in teamworks.  The teacher will give students a pedagogical guide in order to apply the whole topic.  During the activity, the teacher will	Students will be organized in groups in order to do the activity.  Students must be conscious that each one has a different responsibility in order to achieve a common goal.	Guide, dictionary, pencils.	<b>60'</b>

	help students to get their responsibilities and assignments to reach a common goal.			
<b>Production</b>	<p>Teacher will observe if students identify the farm and domestic animals.</p> <p>Then, he/she will let them an animals song called Old McDonald had a farm.</p>	Each teamwork has to listen Old MacDonald had a farm song and write down the animals that they listen.	Tape recorder, CD, sheets of paper, pencils.	<b>20'</b>

**IED LA CANDELARIA SCHOOL  
ENGLISH SUBJECT  
FOURTH GRADE**

**NAMES:** \_\_\_\_\_  
\_\_\_\_\_

**ANIMALS**

**ACTIVITY:** group of three people

**AIMS**

- Students will be able to write the name of each animal and identify which are the farm animals and domestic animals.
- To promote positive interdependence during the activity.

**WORD LIST!**



**DOG**



**CAT**



**DUCK**



**RABBIT**



**BEAR**



**SHEEP**



**PIG**



**COW**

**LET'S START!**

- 1- In a big piece of paper each student has to make a poster about animals, teacher will say the name of an animal and students have to draw and write the corresponding name of each one. (20 points)

- Student 1 has to draw what he/she listen about.

- Student 2 has to look up in the dictionary for helping his/her partner to write in a correct way each word
- Student 3 has to write the corresponding name

- Rabbit
- Bear
- Turtle
- Hen
- Dog
- Cat
- Horse
- Duck
- Cow
- Pig
- Sheep

2- Write a short dialogue with your partners, you have to imagine that you are an animal, remember the greetings studied. (20 points)

Example:

I am a dog!  
Who are you?  
I am a rabbit!  
How are you?...

STUDENT 1	STUDENT 2	STUDENT 3

3- Identify the farm and domestic animals and put them into the box. (20 points)

- Student 1 has to identify which are the farm and domestic animals
- Student 2 has to write down into the box each one.
- Student 3 has to pass to the board and write two domestic animals and two farm animals.

- Rabbit
- Bear
- Turtle
- Hen
- Dog
- Horse
- Cat
- Duck
- Cow
- Pig
- Sheep

FARM ANIMALS	DOMESTIC ANIMALS

## LET'S CHECK!

**In order to reinforce this vocabulary, students will listen to a song called “Old MacDonald had a farm”, and write down the animals they listen.**

### Old Macdonald Had A Farm

Old Macdonald had a farm ee-eye,  
ee-eye oh

And on that farm he had a duck  
Ee-eye, ee-eye, oh

With a quack, quack here  
And a quack, quack there

Here a quack  
There a quack

Everywhere a quack, quack

Old Macdonald had a farm ee-eye,  
ee-eye oh

Old Macdonald had a farm ee-eye,  
ee-eye oh

And on that farm he had a cow  
Ee-eye, ee-eye oh

With a moo, moo here  
And a moo, moo there

Here a moo

There a moo

Everywhere a moo, moo

Quack, quack here

And a quack, quack there

Here a quack

There a quack

Everywhere a quack, quack

Old Macdonald had a farm ee-eye,  
ee-eye oh

Old Macdonald had a farm ee-eye,  
ee-eye oh

And on that farm he had a dog

Ee-eye, ee-eye oh

With a woof, woof here

And a woof, woof there

Here a woof

There a woof

Everywhere a woof, woof

Moo, moo here  
And a moo, moo there  
Here a moo  
There a moo  
Everywhere a moo, moo  
Quack, quack here  
And a quack, quack there  
Here a quack  
There a quack  
Everywhere a quack, quack  
Old Macdonald had a farm ee-eye,  
ee-eye oh

Old Macdonald had a farm ee-eye,  
ee-eye oh  
And on that farm he had a pig  
Ee-eye, ee-eye oh  
With an oink, oink here  
And an oink, oink there  
Here an oink  
There an oink  
Everywhere an oink, oink  
Woof, woof here  
And a woof, woof there  
Here a woof  
There a woof  
Everywhere a woof, woof  
Moo, moo here  
And a moo, moo there  
Here a moo  
There a moo  
Everywhere a moo, moo  
Quack, quack here  
And a quack, quack there  
Here a quack  
There a quack  
Everywhere a quack, quack  
Old Macdonald had a farm ee-eye,  
ee-eye oh

## ANNEX K

### LESSON PLAN IED LA CANDELARIA SCHOOL MEANS OF TRANSPORT

#### GOAL:

- Students will be able to identify the means of transportation, write and describe them.

#### LANGUAGE PATTERNS

Car  
Train  
Plane  
Truck

Bike  
Helicopter  
Ship  
Submarine

Globe

STAGES	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	TIME
<b>Presentation</b>	<p>The teacher will introduce the class explaining the vocabulary about means of transport using posters; also he/she will make them to repeat the means of transport.</p> <p>Then, teacher will show to the students a video in which is present this topic.</p>	<p>Each student must identify each mean of transport and they have to repeat according to the poster exposed.</p> <p>Moreover, students will watch a video in which are present the means of transport, they have to identify them and say what each one is.</p>	Board, flashcards, television, video.	<b>30'</b>
	Teacher will organize students in teamworks.	Students will be organized in groups in order to do the activity.	Guide, dictionary, pencils.	<b>60'</b>

<b>Practice</b>	<p>The teacher will give students a pedagogical guide in order to apply the whole topic.</p> <p>During the activity teacher will create cooperation among students by structuring positive interdependence and face-to-face interaction.</p>	They must be conscious of their roles, in order to help the group functions.		
<b>Production</b>	Teacher will notice if students learn this topic using means of transportation's flashcards, in which he/she will show them.	Each teamwork has to pass to the board and write the means of transportation that they see according to each flashcard that is showed by the teacher.	Flashcards, board and markers.	<b>20'</b>

**IED LA CANDELARIA SCHOOL  
ENGLISH SUBJECT  
FOURTH GRADE**

**NAMES:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ACTIVITY:** group of three people

**AIMS:**

- Students will be able to identify the means of transportation, write and describe them.
- To promote face-to-face interaction and positive interdependence.

**WORD LIST!**



**CAR**



**TRAIN**



**PLANE**



**TRUCK**



**BIKE**



**HELICOPTER**



**SHIP**



**SUBMARINE**



**GLOBE**

## LET'S START!

1- Locate in each box the air, terrestrial and maritime means of transport, each student has to choose a box, then, explain to your partners what did you do. (20 points)

AIR TRANSPORT	MARITIME TRANSPORT	TERRESTIAL TRANSPORT

2-Describe each means of transport, using the adjectives and colors seen in class. (20 points)

- ✚ Student 1 has to complete the sentences
- ✚ Student 2 has to match the couples
- ✚ Student 3 has to help his/her teammates in order to finish as soon as possible this point.



This is a globe \_\_\_\_\_  
Its color is red \_\_\_\_\_



**HELICOPTER**

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**GLOBE**

**TRAIN**

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**CAR**

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**BIKE**



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**TRUCK**



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**3-When you finish, be prepared for a game, teacher will say a word to the ear to a member of each group, this student has to pass the word and one of them has to write the word in a correct way. The winner group will obtain a point. (20 points).**

# LET'S CHECK!

Using means of transportation's flashcards, teacher will show them and one member of each group has to write on the board the correct word.

## ANNEX L

### LESSON PLAN IED LA CANDELARIA SCHOOL

**GOALS:** The students will be able to:

- Identify and write the name of some vegetables and fruits
- To make use of face to face interaction and Positive Interdependence

#### LANGUAGE PATTERNS

Carrots	Apple	Tangerine
Cucumber	Orange	Pear
Potatoes	Strawberry	Cheese
Corn	Banana	Eggs
Lettuce	Grapes	Bread

STAGES	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	TIME
<b>Presentation</b>	The teacher will introduce the class asking students what fruits and vegetables they like.  Moreover, teacher will make them different fruits in	Students must identify the fruits, and then they must draw their favorite fruit.  After, students will follow the teacher instructions about the activity.	Board, fruits flashcards and dictionary	<b>30'</b>

	order that they identify them.			
<b>Practice</b>	<p>Teacher will organize students in groups of three</p> <p>The teacher will give students a pedagogical guide in order to identify and write the name of some fruits and vegetables.</p> <p>During the activity, he/she will promote in students that each group member's efforts are vital for group success.</p>	<p>Students will be organized in groups in order to do the activity.</p> <p>They must make a relevant effort for the activity success.</p>	Guide.	<b>60'</b>
<b>Production</b>	Teacher will observe if students identify and classify the fruits and vegetables seen in class.	Each teamwork has to write into the circles other fruits and vegetables, different to the word list.	Posters, sheets of paper and pencils.	<b>20'</b>

IED LA CANDELARIA SCHOOL  
ENGLISH SUBJECT  
FOURTH GRADE

NAMES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FOOD**

**ACTIVITY:** group of three people

**AIMS**

- Students will be able to write the name of some vegetables and fruits and identify them.
- Through this activity, students will make use of face -to -face interaction and positive interdependence.

**WORD LIST!**



**CARROTS**



**CUCUMBER**



**POTATOES**



**CORN**



**LETTUCE**



**APPLE**



**ORANGE**



**STRAWBERRY**



**BANANA**



**GRAPES**



**PEAR**



**TANGERIN**



**CHEESE**



**EGGS**



**BREAD**



**SANDWICH**

**LET'S START!**

**1- Students have to classify and write into each box which is the vegetables, fruits and others. (20 points)**

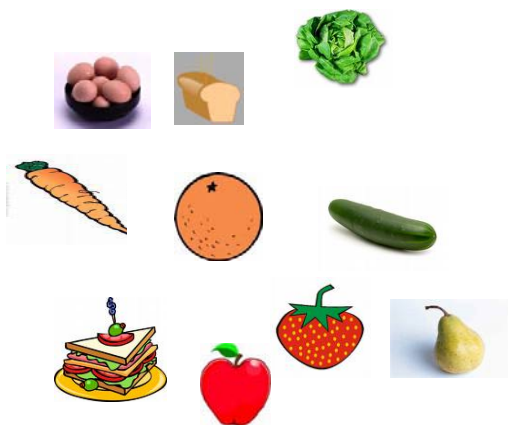
- Student 1 has to write into the box the vegetables
- Student 2 has to write into the box the fruits
- Student 3 has to write another kind of food.

VEGETABLES	FRUITS	OTHERS

**1.1 When you finish tell to your partners what you have done, then you have to do the same on the board, look up in the dictionary and try to find more words for each category, if you do it in the less possible time the group will have a point.**

**2- With the help of your teamwork, match and complete, remember! You are competing for this. (20 points)**

🧩 Student 1 has to fill the gaps



S \_ \_ \_ \_ e \_ \_ \_

\_ r \_ \_ \_ \_

\_ \_ \_ s

C \_ \_ \_ \_ \_

\_ e \_ \_ \_ c \_

P \_ \_ \_ \_

\_ p \_ l \_

S \_ \_ \_ \_ \_ h

\_ u \_ \_ m \_ \_ \_

B \_ \_ a \_

While your partner is filling the gaps student 2 has to look up in the dictionary other fruits and put the new words into the box.

VEGETABLES	FRUITS

🧩 Student 3 has to help his/her teammates in order to finish as soon as possible this point.

# 3-LET'S PLAY!

Each teamwork has to arm the jigsaw and the group that finish first will have an extra point. (20 points)

## LET'S CHECK!

Each teamwork has to write into the circles other fruits and vegetables, different to the word list.

