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Tema:

DEVELOPING CREATIVE AND DYNAMIC READING ACTIVITIES TO  
INCREASE STUDENTS' ATTENTION SPAN – A CASE STUDY IN 8-9 YEAR OLD  
CHILDREN AT ABC ENGLISH INSTITUTE

Disertación de grado previa a la obtención del título de Licenciada en Lingüística  
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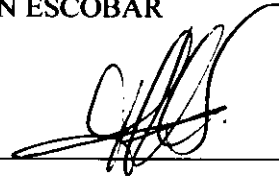
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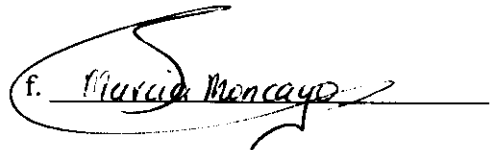
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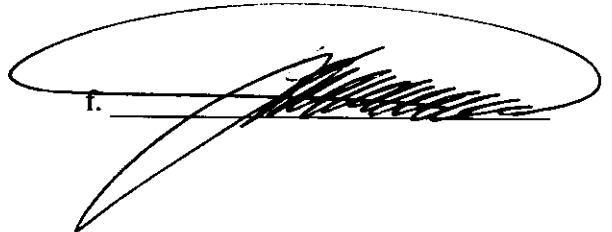
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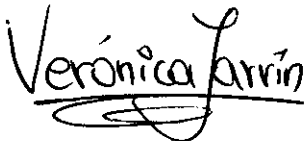
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Yo, Verónica Gissela Jarrín Escobar portadora de la cédula de ciudadanía No. 180333292-1 declaro que los resultados obtenidos en la investigación que presento como informe final, previo la obtención del título de Licenciada en Lingüística Aplicada a la Enseñanza del Inglés son absolutamente originales, auténticos y personales.

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A handwritten signature in black ink that reads "Verónica Jarrín". The signature is written in a cursive style with a horizontal line underneath the name.

Verónica Gissela Jarrín Escobar

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## ABSTRACT

The purpose of this dissertation is to develop creative and dynamic reading activities that would help 8-9 year old children to increase their attention span at ABC English Institute. Children need to have interest on reading stories by avoiding boredom in the classroom. To collect data, surveys to find out the type of reading activities that children like to perform in class and observation sheets to determine the type of reading activities that teachers use to increase students' attention span were used. The results showed that sixty percent of the children liked to read in English, whereas the rest needed a stimulus to reinforce their reading abilities and besides, to improve their attention span. The creative and dynamic reading activities were applied to the group of study for four weeks to enhance their attention span. After the application of the activities, students showed more enthusiasm about reading stories and therefore, their concentration on the tasks increased considerably. As a conclusion, it is important to incorporate creative reading activities in the class where children enjoy reading in their everyday lives.

## RESUMEN


El propósito de ésta disertación es desarrollar actividades de lectura creativas y dinámicas que ayudarán a niños de ocho y nueve años de edad a incrementar su período de atención en el Instituto ABC English. Los niños necesitan tener interés por leer historias evitando el aburrimiento en el aula. Para la recolección de información se utilizó encuestas para encontrar el tipo de actividades de lectura que a los niños les gusta llevar a cabo en clase y hojas de observación para determinar el tipo de actividades de lectura que las profesoras utilizan para incrementar el periodo de atención de sus alumnos. A través de estos instrumentos se conoció que al sesenta por ciento de los niños les gusto leer en Inglés y el resto necesitó un estímulo para reforzar sus habilidades en la lectura y mejorar su período de atención. Las actividades de lectura creativa y dinámica fueron aplicadas al grupo de estudio en cuatro semanas para mejorar su periodo de atención. Después de la aplicación de las actividades, los niños demostraron un mayor entusiasmo al leer historias y además la concentración en sus tareas se incrementó considerablemente. En conclusión, es importante incorporar actividades de lectura creativa y dinámica en el aula a fin de que los niños disfruten de la lectura en sus vidas diarias.

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## INTRODUCTION

Young learners are losing the enthusiasm for learning to read because they have difficulties to understand stories from the books. Eight and nine year-old children work better and more successfully when the objectives are clear and comprehensible for them. Therefore, teachers play an important role in creating appropriate reading activities and materials to help their learners achieve their goals.

The aim of this Dissertation is to create and apply a variety of reading activities based on ABC English Institute children's needs in order to achieve the reading objectives for eight and nine year old children and to prove that teachers can develop creative and dynamic activities to increase the students' attention span by using attractive materials and enjoyable tasks to foster a positive attitude toward reading.

The first part of this dissertation introduces the theory related to the development of creative and dynamic reading activities to increase students' attention span. It also describes the language development and the development of the four skills in young learners that help teachers to be aware of how students learn. Moreover, it includes a brief explanation on how to promote positive attitudes toward teaching reading to children, as well as it contains a description of the attention span and child's development in order to find out suitable activities to increase attention span.

In the second part, a class research is carried out using surveys which will be applied to the group of study in order to find out what kind of reading activities they use in the class and what they like about their experience. Second, an observation is done to

perceive the students attention span. Third, the creative and dynamic reading activities that are proposed in this dissertation are applied to the group of study in order to solve the problem that is subject of this research.

At the end of the dissertation the reader will find the conclusions and recommendations that were found through the studies shown in this investigation.

**I****THEORETICAL FRAMEWORK**

## **1.1 DEVELOPING CREATIVE AND DYNAMIC READING ACTIVITIES**

### **1.1.1 Language development in 8-9 year old children**

Mussen argues that it is really essential to state the importance of language in a child's development because a major part of his learning at home, in the neighborhood, in the school and from the mass media depends on language, which is indeed, the basis of all social communication.

Other authors mention that the acquisition of words is necessary for abstraction and concept formation and, in fact, for almost higher learning and higher mental processes, such as thinking, planning, reasoning, paying attention, remembering and judging. Therefore, they also state that learning to understand and use the language presents a multiplicity of new opportunities for psychological growth.

According to Neuman, in learning to read and write, the role of children's language skills and word knowledge can not be overestimated. Although, children have the necessity to acquire language so they require environments in which they experience language used in meaningful contexts. The variety of language that children experience, as well as the quantity, matters and the ways people use language, at home and in the early childhood settings, also shape what each child brings to literacy (Neuman, 2000).

It is absolutely important to consider this information presented by Neuman as well as other authors with respect to what a child can bring to the learning experience. Also, it is really valuable to know that the environment can affect learning, so that teachers can provide students with good and motivating settings that are meaningful to them.

In Second Language Acquisition, teachers foster the development of young children's language when they talk, sing and interact with them throughout the day, during routines as well as during play. Not only for language but also for social and cognitive development, nothing is more crucial than their responsiveness to what children do and say. Furthermore, in these early back and forth exchanges, children learn the interactive game that is the conversation.

In addition, children love to sing and interact with their friends in enjoyable games that are very useful for them in order to learn new vocabulary; also, for teachers it is an advantage that children really like games because they are motivated to do reading activities and have fun in the classroom.

Neuman states that children's delight in jokes and riddles, silly verses, and all sorts of verbal play reflects their natural playfulness with language (Neuman, 2000). It is a good idea to implement interesting activities such as poems, songs, and chants in the lessons where children can respond to language easily by using their own creativity.

Dramatic play is a fertile ground for children's use of language. By introducing new themes and materials, and sometimes by taking a role in the play, teachers multiply

the amazing potential of play to foster children's language capabilities and build vocabulary. Besides, children really like to talk when they are performing role plays and they choose their own characters and the scene to act out any story. This is very useful because they build knowledge and comprehension after reading the story.

### **1.1.2 Building knowledge and comprehension**

When someone reads, it is not always easy to understand what the writer wants to communicate. To comprehend what they read, children must continually draw on relevant background knowledge. This means that having a solid conceptual and information base is very important in order to become a skilled reader. Thus, a key curriculum goal in every childhood program must be promoting children's acquisition of knowledge, concepts, and vocabulary.

Young children need to be exposed to information books as well as storybooks. According to Copple, teachers should consider the content of nonfiction and fiction text, keeping in mind how it connects to the curriculum and builds on what children already know. (Copple, 2000)

Teachers can help children link new information and ideas to what they already understand. Copple suggests these useful strategies:

- asking questions that encourage children to notice, compare, and put things together
- making use of similarities and connections in giving children new information and;

- encouraging children to recollect and apply a past experience to a new situation.

Children encounter new concepts, information, and vocabulary through books and other media, outings and errands with their families and class field trips. But it is through their own subsequent activities, such as projects and plays, that they explore and assimilate their new learning. Nevertheless, children experiment and share the fragments of information and limited understandings that each has gleaned, fitting them together and making the knowledge their own. Therefore, kids like to work in projects where they share their knowledge with their classmates and internalize the language by asking and answering questions.

Finally, when children write, draw, dictate, build, dramatize, or through any such mode represent what they know and experience, they actively construct, internalize, and refine knowledge and concepts. Therefore, teachers have to know the best ways to construct student's knowledge in the class and also it is important to develop the four skills for helping children to internalize the language.

### **1.1.3 Developing the four skills in 8-9 years old**

In order to use the language for authentic communication, the projects, the activities and the tasks used in the class allow students learn to read and write at the same time they learn to speak and listen. Moreover, children can develop the four skills: listening, speaking, writing and reading and they can use the language liberally in the classroom.

### 1.1.3.1 Listening

Phillips states that listening tasks are extremely important in the primary language classroom, providing a rich source of language data from which the children begin to build up their own idea of how the language works. Kids really like listening to songs and while they are listening to them they can practice their pronunciation by reading the lyrics. It is a good idea to let the children listen to the language which is a little above the level with which they are already familiar by using pictures, mime, and body language in order to make the meaning clearer and they will understand it and expand their language horizons a little bit further (Phillips, 1993).

It is almost always true that language learners understand more than they can say, and when children learn their first language they respond to language long before they learn to speak. Second language learners also have a silent period in which they listen to the language around them internalize it, and formulate their own personal grammar, which they adapt and expand when they are exposed to more language. Some authors argue that this period should be respected and the students learning a new language should not be made to speak (or write) until they are ready, that is, until they do so spontaneously.

There is a tendency to think that “doing listening” is listening to the CD or Audios that comes with the coursebook. Therefore, they are useful for providing a different voice and accent, but the teacher is also a very important source of listening material. According to Phillips, the role of the teacher is to provide some truly authentic listening material according to the students’ interests and needs.

### **1.1.3.2 Speaking**

Children love to have little conversations, singing, and learning short phrases, and it is easier for them to attain native-like pronunciation. They also respond strongly to music and rhythm, and teachers will find easily to learn a chant or a song than a spoken text. However, teachers often find speaking a difficult skill to teach, because learners have to master several different elements of language in order to say what they want. For example: vocabulary, pronunciation, structures, functions, and so on (Phillips, 1993).

As children get older they become more able to use and manipulate the language, and teachers can add less tightly controlled activities such as storytelling or information gathering.

### **1.1.3.3 Writing**

Phillips claims that it is best to introduce English through listening and speaking first, then reading, and writing last and it is also important to evaluate the needs and abilities of the children.

For young children, pictures are very important and it is usual to ask them to copy words and short sentences first to practice their handwriting as well as their English. These short sentences and words should reflect themes connected with the children's schoolwork or daily life, and be linked with pictures and posters around the room. However, according to Phillips (1993) writing is much more than the simple

mechanism of getting the words down, it also involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentence linking, and text construction, and for older children, having ideas about content, and the ability to be self critical and to edit their own work.

The children learn some of these skills when they learn writing in their first language, but others have to be taught explicitly in the English class.

#### **1.1.3.4 Reading**

The last skill that the researcher considers the most important is reading because it should be developed at the same time with listening, speaking and writing. Children need to learn that reading is a meaningful skill really useful in their lives and it requires help, practice and support.

Reading to children plays a very special role in literacy and there are some benefits of reading with students:

- Expands vocabulary
- Increases comprehension
- Expands knowledge base
- Stimulates imagination
- Enhances listening skills
- Promotes self confidence
- Builds self esteem
- Heightens curiosity
- Improves fluency

- Develops lifelong readers

(Brumfit and Johnson, 1979)

According to Brumfit and Johnson (1979), reading or telling a story in class is a natural way to learn a new language because children really like to read tales and also act out the events in order to show their understanding about the story.

One way of reading with very young children is to read stories aloud from a picture book. Besides, teachers show them the words and the pictures as they read, and children will begin to associate sounds and meaning with written symbols.

The most common type of task accompanying a reading text is comprehension questions, but this represents only one of a whole range of techniques that can be used to help, and check the children's understanding of what they have read (Phillips, 2000).

When choosing reading material for children, teachers find texts that are enjoyable and interesting, so they want to read nice stories. Therefore, stories are always popular and factual texts and they are an excellent way of linking English with other subjects. There has been a lot of emphasis on the use of authentic reading material in the language classroom, for language content and also children need to learn to interpret non-linguistic cues such as pictures. Kids really like to read their favorite tales and there are books with big pictures which help children understand the meaning of the events and they also develop creativity by using their own imagination. Nevertheless, reading picture books extends a young child's appreciation for the arts through exposure to many different styles of art and

illustrations.

Philips argues that it is an excellent idea to build up a class library and to encourage children to use it. Some teachers like their children to have a reading card on which they note down the books they have read and their opinion of them. Moreover, the teacher makes notes of achievements and any problems so this can be a valuable way of measuring progress in reading.

#### **1.1.4 Teaching reading to children**

Researchers show that children learn about reading before they enter school and also they learn in the best manner through observation; for example, young children see people around them reading newspapers, books, maps, and signs. In this way they develop a more positive attitude toward reading.

In schools, teachers encourage children to read stories but they have to select appropriate activities according to the students' age. Therefore, reading for pleasure develops reading interests and offers children the opportunity to practice their reading skills in meaningful ways.

Some kids do not like to read but it is the teacher's responsibility to change their attitude by introducing new and creative activities where children feel motivated to read such as: stories, songs, and chants by performing interesting tasks.

### **1.1.4.1 Essential components of reading**

Reading is the foundation on which all other knowledge rest and knowing how to read creates opportunities for further educational growth and development. Besides, reading with children and helping them practice specific reading components can dramatically improve their ability to read and by reading students can improve their pronunciation, fluency and comprehension when they read any text (Zemelman, 1998).

According to Zemelman, scientific research shows that there are five essential components of reading that children must be taught in order to learn to read.

#### *1.1.4.1.1 Phonics.*

It means understanding the relationship between written letters and spoken sounds. Children need to be taught the sounds of individual letters and group of letters. Furthermore, knowing the relationship between letters and sounds helps children recognize familiar words accurately and automatically and also helps them to decode new words. For this purpose, the computer programs can be used for improving students' pronunciation by performing enjoyable games.

#### *1.1.4.1.2 Reading fluency.*

It means developing the ability to read a text accurately and quickly. Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read aloud, they read effortlessly and with expression. When children

are exposed to read stories everyday, they practice their reading and they can read quickly.

#### *1.1.4.1.3 Vocabulary development.*

It means learning the meaning and pronunciation of words. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used. Therefore, they love to discover new words in games and practice pronunciation by using interesting activities.

#### *1.1.4.1.4 Reading comprehension.*

It means acquiring strategies to understand, remember, and communicate what is read. Children need to be taught comprehension strategies, or the steps that good readers use to make sure they understand a text. Students who control their own reading comprehension become purposeful, active readers (Armstrong, 2003; Gardner, 1983).

#### **1.1.4.2 Qualities of best practice in teaching reading**

According to Zemelman (1998), teachers need to focus more narrowly on reading because children have to know the strategies to become good readers and also they need a lot of motivation to read challenging books. There are some qualities of best practice that teachers can use for teaching reading:

- *Reading means getting meaning from print.* The essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning is constructed. This means that the main goal of reading instruction must be comprehension.
- *Reading is a process.* Reading is a meaning-making process: an active, constructive, higher-order thinking activity that involves distinctive cognitive strategies before, during, and after reading. Students need to learn how skillful, experienced readers actually manage these processes.
- *Beginning reading instruction should provide children with many opportunities to interact with print.* These include listening to stories, participating in shared book experiences, making language-experience stories and books, composing stories through play, enacting dialogue, and reading and writing predictable books.
- *Reading is the best practice for learning to read.* Independent reading, both in school and out, is strongly associated with gains in reading achievement. Effective teachers of reading provide time for silent reading every day, encourage reading for varying purposes, and develop creative ways for students to respond to literature (Zemelman, 1998).
- *An effective reading program exposes students to a wide and rich array of print and goes beyond the use of the basal.* Access to interesting and informative books is one of the keys to a successful reading program. Therefore, an effective

reading program goes well beyond the basal reader by including a variety of materials both narrative and expository, provides experiences with children's literature and encourages students' self-selection of books. Moreover, the classroom is stocked with a rich array of print of all kinds, including poetry, newspapers and trade books, as well as content-area books and magazines. Fiction and nonfiction materials should be selected on the basis of quality and students' interest and should represent a wide range of difficulty. Kids can experience successful independent reading regardless of their level, but also in this way, they can challenge themselves by moving up in difficulty. It is important that children in all classrooms should have free and unlimited access to print materials (Zemelman, 1998).

- *Effective teachers of reading help children an actively use reading and writing as tools of learning.* Researchers show that children tend to use learning strategies in the manner in which the strategies have been taught. Teachers can demonstrate the usefulness of reading and writing by offering opportunities for children to engage in meaningful reading and writing during content-area instruction: brainstorming questions before a subject is explored and classroom activities that engage students in reading and writing in the ways they are used in outside school.
- *Children learn reading best in a low-risk environment.* Experiences should be planned to allow children to take risks and make inferences. Reading teachers should help children understand and predict what will happen next in stories, jumping to conclusions, and confirming or disconfirming their hypotheses which

are effective and powerful reading strategies rather than errors.

#### 1.1.4.3 Pre, During and After Reading

Teachers should provide pre-reading, during-reading, and after-reading activities, for example, before reading, teachers help students activate prior knowledge, set purposes for reading and make predictions. During reading, teachers help students monitor their comprehension and construct meaning. After reading, teachers help students savor, share, and reconstruct meaning and build connection to further reading and writing (Zemelman, 1998).

- *Teachers should provide daily opportunities for children to share and discuss what they have been reading and writing.* The teacher should help children to value reading strategies they already have, and also continually introduce and invite children to try new ones. For example, author-sharing times, peer tutoring activities, and collaborative research projects can help students reach this goal.

In an effective reading program, students spend less time completing workbooks and skills sheets. There is a little evidence that time spent in these activities is related to reading achievement, and they often consume precious chunks of classroom time (Hyac, 1998).

- *Writing experiences are provided at all grade levels.* As well as being valuable in its own right, writing powerfully promotes ability in reading. In addition, Zemelman states that effective teachers provide a balance of

different kinds of writing activities, including both individual, self-sponsored writings like those in journals or writing workshops and teacher-guided writing activities that help students try new genres, topics, and forms for writing.

- *Reading assessment should match classroom practice.* Many of the current standardized reading achievement and basal series tests focus on atomized subskills of reading, and not stress what teachers really value in reading, which is comprehension. Moreover, Zemelman claims that the best possible assessment would occur when teachers observe and interact with students as they read authentic texts for genuine purposes, and then keep anecdotal records of students' developing skill, problems, changes, and goals in reading.

As a conclusion, it can be said that these recommendations do not require any complex, futuristic innovations, instead, they invite a thoughtful return to certain fundamental instructional strategies that amply predate basal era, and for example, reading good literature aloud, having kids read lots of real books; providing a lot of writing practice, encouraging the patience and varied discussion of the ideas in books and making the teacher a model of literacy.

## **1.2. Attention Span**

It is important to mention that reading stories to children is an excellent tool to increase their attention span and also develop the ability to concentrate on the

activities. For this reason, it is necessary to discover the significance of the attention span in children and how it works in class.

According to Rogers, attention span is the degree to which a child demonstrates sustained focus on designated tasks and activities, especially in school. During the preschool and early elementary school ages, attention span varies with age, and type of activity. A longer attention span is generally found in older children than in younger ones and in girls more often than in boys. It is very essential to know that children are usually able to maintain a longer attention span when performing tasks that match their abilities and interests.

An adequate attention span is an important part of learning in a classroom setting, enabling children to organize and consolidate important features of the subjects being studied. Most children develop the expected level of concentration in the course of ordinary school experience, but for those with short attention spans, learning problems sometimes appear, including over-attention to irrelevant details of tasks and general restlessness and overactive movements that distract them from their focus (Rogers, 1971).

According to studies, Rogers mentioned that reading to young children helps to develop the average attention span in kids and the ability to concentrate at length. "Reading to young children encourages them to sit down and focus as they listen to a story... to sit down and focus as they look at the pictures... to sit down and focus as they follow the story being read to them" (Twain, 2000). It has to be said that the average attention span in children, and their ability to concentrate at

length, develop their reading skill gradually. This development continues as the child grows and becomes an independent reader. For this reason, it is very important to make reading a part of their daily routine since skills can only be developed if they are practiced, and reading to children gives them the ability to practice focusing and developing their attention span. Moreover, having the ability to stick to a task and finish it through to completion is a necessary and invaluable skill as the child grows older, not only for academic success but also for future success in general.

### **1.2.1 Increasing students' attention span**

Many psychologists and other educators think that attention span can be improved, but there is a trend to zap small bits of information to children and adults without encouraging the thinking process.

Rogers states that developing attention is like building muscle strength and it develops better with the correct conditions such as exercises. If children are presented only with flashy materials which require no mental effort, it is like depriving muscles of exercise. Mental exercise has even been shown to have positive effects on the elderly (Rogers, 1971). Therefore, there are some suggestions for helping children to build their attention span:

- When concentration is needed, cut down the number of distractions. Some students bring toys and they do not pay attention in the class so the teacher should put them away and in this way children can concentrate better on their

activities.

- Read aloud to children without stopping every few pages to discuss things and let them follow the scope of the story itself. Sometimes, reading instruction involves stopping to predict what happen or to clarify vocabulary. This can help comprehension but it is good to enjoy some stories with all of the momentum and excitement which the writer has designed.
- Encourage children to talk about things they have done and things they have read. It is useful to remember what topics and stories children have studied because they focus their attention on what they already know.
- Limit the number of hours spent with TV, videos, and other spectator entertainment. It is very important for children not to watch television for many hours because they have difficulties to concentrate very well on their tasks. On the other hand, they can work on crosswords, letter soups and puzzles which will help to improve their concentration considerably.
- Select toys, games, and activities which require mental challenges or just physical activity for example, a puzzle, Lego blocks, jumping rope, coloring books or blank paper with crayons or a trip to a children's museum, where kids can discuss what they see.

### **1.2.2 Attention span in young children**

Twain claims that a child's brain continues to develop from birth until ages 7 to 10, and the attention span will be determined by the type of programming his or her brain receives. Researchers suggest that an average child's formal attention span in minutes is as long as the age of the child (Twain, 2000).

According to this research, it is significant to know how to recognize the developmental changes in young children.

### **1.2.3 Child development in 8 and 9 years old**

Every child's development is unique and complex. Although children develop through a general predictable sequence of steps and milestones, they may not proceed through these steps in the same way and at the same time. A child's development is also greatly influenced by factors in his or her environment and the experiences he or she has.

Each stage of development encompasses specific markers. The following developmental guidelines apply to most children in this age group. However, each child is an individual and they may reach these stages of development earlier or later than other children of the same age (Dunn, 1983).

#### *1.2.3.1 Cognitive development*

Most children aged eight to nine will:

- Develop the skills to process more abstract concepts and complex ideas.
- Spend more time with peer group and turn to peers for information.
- Be able to focus on the past and the future as well as the present.
- Develop an increased attention span.
- Improve their self control, being able to conform to adult ideas of what is proper behavior and to recognize appropriateness in behavior.
- Understand the concepts of normality/abnormality; feel concerned with being normal and curiosity about differences.
- Think of themselves and develop individual opinions, especially as they begin to read and acquire information through media.

Eight and nine year old enjoy having the opportunity to solve problems independently. They may seek out peers of assistance and they are able to concentrate on tasks for longer periods of time and begin to use their own resources prior to seeking adult's help. Moreover, they demonstrate highly developed thinking skills as well as the ability to solve problems with creative strategies (Dunn, 1983).

#### a. Initiative, Engagement, and Persistence

The child:

- Weighs options and makes decisions more efficiently.
- Sits still and pays attention during activities, even those that may not be particularly stimulating.
- Can complete long projects with few interruptions and tolerate frustration and tackles problems independently.

## Curiosity, Eagerness to learn

### The child:

- Participates in a variety of independent and peer activities and selects favorite activities and prefers to stick with those.
- Asks increasingly complex questions that show he/she has given the matter some thought.
- Still enjoys learning new activities, but is occasionally anxious about trying an activity perceived as difficult.

## b. Reasoning and Problem solving

### The child:

- Understands that unforeseen factors may interfere with plans.
- Begins to use own resources before seeking adult guidance.
- Mentally manipulates information on a regular basis.

## c. Invention and Imagination

### The child:

- Develops increasingly creative problem-solving strategies.
- Plays games associated with real life situations.

### *1.2.3.2 Emotional development*

Eight and nine-year-olds enjoy expressing their points of view on a variety of topics.

They have a clearly-developed sense of self-worth and may express frustration in response to activities that they perceive as areas of personal weakness. They begin to understand the concept of masking emotions and can vary their use of coping strategies to deal with challenging situations. Besides, in peer interactions, they may start to engage in leadership, goal setting; elaborate fantasy plays and assortment of interactive games (Dunn, 1983).

Most children aged eight to nine will:

- Become more modest and want privacy.
- Develop relationships with and love people outside the family as their emotional needs are met by peers as well as family.
- Develop less physically demonstrative relationships and express love through sharing and talking (they may be embarrassed by physical affection).
- Need love and support, but feel less willing to ask for it.
- Understand more complex emotions, such as confusion and excitement.
- Want more emotional freedom and space from parents.
- Become better at controlling and concealing feelings.
- Begin to form a broader self-concept and recognize their own strengths and weaknesses, especially with regard to social, academic, and athletic skills.
- Have friends and sustain peer group interactions.

(Dunn, 1983)

### *1.2.3.3 Social development*

Most children aged eight to nine will:

- Communicate needs, wants, and emotions in healthy ways and recognize the views of others in classroom interactions.
- Value friends greatly and make them an increasing part of life. Critical features of friendship include mutual trust, shared interests, willingness to give and take, the ability to respond to each others' needs and desirable qualities like kindness.
- Show skills at settling conflicts with peers and may demonstrate leadership in this area (Dunn, 1983).

#### *1.2.3.4 Physical development*

Most children aged eight to nine will:

- Grow longer legs relative to their total height and begin resembling adults in the proportion of legs to body.
- Develop less fat and grow more muscle than in earlier years.
- Increase in strength.
- Use small and large motor skills in sports and other activities.

As a conclusion, it can be said that teachers play an important part in teaching English to children because they must know all the changes which occur in child development in order to apply creative and dynamic activities according to their needs and interests for increasing their attention span.

### **1.2.4 Creative arts from 8 to 9 to develop the attention span**

A child's development in the creative arts varies greatly based on the child's experiences with art, music, dance, and theater. Children create more detailed and realistic images in their artwork. Therefore, kids know more music terminology and can describe a variety of musical styles that represent diverse cultures. In addition, they sing or play instruments with improved skill. Eight and nine years old are able to create a complete dance sequence, and then repeat it and vary it. In the study of theater, children show greater concentration and sophistication in playing different characters, and can draw from a variety of sources to improvise dialogue and tell stories (Rogers, 2000).

#### **1.2.4.1 Art**

- Art is increasingly concerned about depicting objects realistically, and is more able to portray objects in this manner. In drawings, children often like to include people and objects and can create effective compositions, using design elements and principles with increased attempts at realistic depictions. They also select ideas for works of art that reflect personal culture and experiences.
  
- They know the differences among art materials (paint, clay, wood, and videotape), techniques (overlapping, shading, varying size or color) and processes. Moreover, they use art materials and tools in a safe a responsible manner.

- Children increase ability to identify stories and other subject matter in a variety of artwork.
- They use improved analytical skills to compare the ways that individuals and families are depicted in different artwork. They can also express ideas about personal artwork with clear reference to the image or structure

#### **1.2.4.2 Music**

- Children can move to, answer questions about, and describe a variety of musical styles that represent diverse cultures.
- They can remember the words and melodies in a variety of songs. They are able to expressively sing or play songs on instruments with improved skill, either alone or with a group.
- Kids increase knowledge of appropriate terminology used to explain music, music notation, music instruments and voices, and music performance. They improve the ability to read and write music notation, and can interpret such notation correctly when performing. They also identify elements like melody, rhythm, and harmony when listening to music (Rogers, 2000).

#### **1.2.4.3 Dancing**

- Children respond to the mood of a piece of music through movement and

dance. They perform and differentiate among basic locomotor and nonlocomotor movements and also show body awareness when performing movement skills, and demonstrate increasing concentration and focus.

- Kids create dances based on personal ideas and concepts from other sources and describe processes when creating dances. Moreover, they identify specific actions, gestures, and changes in movements that communicate feelings and ideas.
- They demonstrate how improvisation is used to discover and invent movement.

#### **1.2.4.4 Theater**

- Children can act out a wider variety of real life and imaginative situations through dramatic play, story dramatization, and narrative pantomime. They show greater concentration and sophistication in playing different characters.
- They improve the ability to use music, creative movement, and visual components in dramatic play. In more structured dramatic work, kids can better visualize and plan how to use space, sounds, movement, and simple technical elements to create a theatrical experience.
- Children can identify and compare characters and situations from two different stories or dramas that come from or are about different cultures.

Therefore, they recognize and discuss how theater reflects different aspects of life (Rogers, 2000).

As a conclusion, the researcher states that teachers have to take into consideration that the use of new strategies for implementing interesting reading activities are very important for students in the lessons because children learn better when they feel engaged and motivated in the activities. This is the topic that will be discussed in the following chapters and the focus of attention will be the development of creative and dynamic reading activities increases students' attention span in eight and nine year old children at ABC English Institute.

### **1.3 Hypothesis**

The development and application of creative and dynamic reading activities increases students' attention span in eight and nine year old children at ABC English Institute

### **1.4 Hypothesis Formulation**

#### **1.4.1 Independent variable**

The use of creative and dynamic reading activities

#### **1.4.2 Dependent variable**

Increases students' attention span

## **II**

### **METHODOLOGY**

## **2.1 Research Methodology**

The researcher has considered all the developmental characteristics that eight and nine year old children have, and also everything that students are capable to do when they start to develop their reading.

The investigation approach used in this research was quantitative because it produced systematic data and valid findings. Moreover, experimental investigation was also applied because it required the teacher to conduct an experiment and gather data in particular ways.

## **2.2 Subject of Study and Place**

The place selected to do the research was ABC English Institute because it is a place where children learn English by playing and having fun through nice and challenging activities according to their needs and cognitive developmental stages.

In the ABC English Institute, teachers work with the philosophy “Learning for life”. It means that it is students centered. Children are exposed to the language all the time in a nice and friendly atmosphere where they feel free to take risks. Therefore, students work cooperatively in small groups developing projects and activities in learning centers that facilitate the improvement of their reading skills.

At ABC English Institute children are divided in three groups according to their age, for example, the first group is called Beginning My English (four and five years old),

it has a beginning level; the second group is called More English (six and seven years old), it has an intermediate level; and the third group is called English Stars (eight and nine years old), it has an advanced level.

In the group of English Stars there are five boys and five girls. They have an intermediate level of English and their speaking ability is good. However; some students have problems with reading. That is why it was decided to investigate what kind of reading activities could be applied in the classroom to help children read in English.

At the beginning of the module, there were a controversy and questions from teachers. They had some serious concerns about their students' ability for learning to read in English. These concerns were based on the fact that some children have difficulties to read stories. Teachers claimed that it would be hard for children to read any kind of stories without good motivation in the class.

The researcher wanted to show that children are capable of learning to read in surprising ways through the use of different activities offered by the teacher. Those activities are not found in course books because teachers work on projects and this is a big difference from other schools. In addition, the researcher wanted to show that children can increase their attention span by developing dynamic reading activities.

### **2.3 Process Description**

The first step was to find out the reading problems that children have in English Stars

with the school principal who was very interested in the investigation about the development of creative reading activities to increase their attention span. Therefore, the director allowed the research in this group with all her understanding and support.

The second step was a survey to find out the type of reading activities that students like to perform in class. The survey was written in Spanish for a better understanding and they had the guide and the help of the teacher. Children were very collaborative and they did not have problems answering the questions.

The third step was an observation to determine the type of reading activities that the teacher uses to increase students' attention span in the class. This observation was recorded because the teacher could not observe the class so the researcher needed the help of another teacher to film it and analyze the recording. After that, the investigator watched the video and observed the class by answering the questions in the observation sheet.

## **2.4 Data Collection**

### **2.4.1 Instrument Elaboration**

The first method used to collect data was a survey. The English teacher who teaches in the group of English Stars did the survey based on students' background according to the research objectives. Moreover, the teacher gathered data about the type of reading activities that their students like to perform in the lessons. Then, it was

important to rely on what the researcher perceived in the class, for that reason an observation sheet was employed. It allowed the teacher to observe the type of reading activities that the research uses to increase students' attention span. Besides, it was used to verify the tasks that children love to do in the classroom.

#### **2.4.2 Verification and Validation of Instruments**

Before collecting data it was important to do a pilot test to see if there were misunderstandings for answering the questions in the survey or if everything was correct. It was easy for the children to understand because the survey was in Spanish and they did not have problems to respond it.

After that, the survey was applied to the rest of the students and they understood the questions and answered them. The children had doubts to answer questions two and eight because there were some options to choose the answer but the teacher explained that they could select one or more things in these questions. For the other questions students had to choose from only three options yes, no or sometimes which was not difficult for them.

#### **2.4.3 Application of Instruments on Subjects of Study**

On the first week, the students in English Stars were concerned about the use of a camera in the classroom eventhough the teacher had talked to them beforehand about the objectives of the study and they were very happy to collaborate, the video recording called their attention. Immediately, another teacher started recording the

class and the children worked without any problem. They were very enthusiastic and happy in the class. Then, the teacher watched the video to complete the observation sheet that had 14 questions about reading activities and 10 questions about students' attention span in order to collect information for the research.

## 2.5 Data Processing and Analysis

### 2.5.1 Data Tabulation

#### 2.5.1.1 Survey

The survey was applied to the group of English Stars and it was intended to find out the type of reading activities that children like to perform in class.

(Annex 1)

The results were:

#### Question 1: Do you like to read in English?

Answer	f	%
Yes	6	60
No	0	0
Sometimes	4	40
Total	10	100

**Question 2: What do you like to read in English the most?**

Answer	F	%
Tales	6.7	67
Fables	0	0
Poems	0.8	8
Songs	2.5	25
Total	10	100

**Question 3: When you finish reading a tale, what do you like to do?**

Answer	f	%
Role plays	3	30
Decorate the scenery and characters	5	50
Create your own tale	2	20
Total	10	100

**Question 4: When you are reading a tale, does your teacher ask questions about the reading?**

Answer	f	%
Yes	6	60
No	0	0
Sometimes	4	40
Total	10	100

**Question 5: When you do not understand the meaning of some words in the reading, do you ask your teacher?**

Answer	f	%
Yes	6	60
No	0	0
Sometimes	4	40
Total	10	100

**Question 6: Do you like to use the computer to play reading games?**

Answer	f	%
Yes	6	60
No	2	20
Sometimes	2	20
Total	10	100

**Question 7: Does your teacher allow you to choose the tale that you want to read?**

Answer	f	%
Yes	2	20
No	3	30
Sometimes	5	50
Total	10	100

**Question 8: What do you like to do the most?**

Answer	F	%
Play	2.2	22
Read	1.8	18
Sing	1.8	18
Speak English	1.5	15
Make crafts	1.5	15
Dance	1.2	12
Total	10	100

**Question 9: Where would you prefer to read your favorite tale?**

Answer	f	%
Classroom	4	40
Playground	6	60
Total	10	100

**Question 10: After reading a tale do you like to make puppets of your favorite characters?**

Answer	f	%
Yes	2	20
No	2	20
Sometimes	6	60
Total	10	100

**Question 11: How do you like to perform the reading activities?**

Answer	f	%
Alone	2	20
In pairs	2	20
In groups	6	60
Total	10	100

**Question 12: Do you like to read silently?**

Answer	f	%
Yes	4	40
No	1	10
Sometimes	5	50
Total	10	100

**Question 13: Have you ever gotten bored when you read stories?**

Answer	f	%
Yes	1	10
No	5	50
Sometimes	4	40
Total	10	100

### 2.5.1.2 Observation Sheet

This observation sheet was the other instrument used to collect data about the type of reading activities that the teacher uses to increase students' attention span. It was done after watching the video because the class was recorded in order to get a best technique by checking the activities that teacher performs in class. (Annex 2)

These were the results:

CODE:                      YES (Y)                      NO (N)

READING ACTIVITIES	Y Number of times	N
1. Does the teacher encourage her students to read stories in the class?		*
2. Does the teacher use songs and chants to teach reading?		*
3. Does the teacher use posters to teach reading?		*
4. Does the teacher use flashcards to teach reading?	*	
5. Does the teacher use games to teach reading?		*
6. Does the teacher use the computers to teach reading?		*
7. Does the teacher use brainstorming questions before of starting to read a story?		*
8. Do children show their knowledge and comprehension by asking questions after reading a story?		*
9. Do children practice pronunciation when they are reading a text?		*

	Y Number of times	N
10. Do children ask the meaning of new vocabulary when they are reading a story?		*
11. Do children like to read a text silently?		*
12. Do children select the stories that they want to read?		*
13. Do children like to do role plays after reading a story?	*	
14. Do children have a good fluency when they are reading a text?		*
<b>STUDENTS' ATTENTION SPAN</b>	<b>Y Number of times</b>	<b>N</b>
15. Does the teacher make students participate?	*	
16. Does the teacher stimulate her students during the lesson?	*	
17. Does the teacher use group or peer activities?	*	
18. Does the teacher give clear instructions?	*	
19. Does the teacher use physical activity in the class?		*
20. Does the teacher cut down the distractions when concentration is needed?		*
21. Does the teacher encourage her students to talk about things they have done and things they have read?		*
22. Is there a nice and friendly atmosphere where students feel free to take risks?	*	
23. Is every student considered unique with his/her own potential and abilities?	*	
24. Does the class develop students' creative, careful and responsible thinking?		*

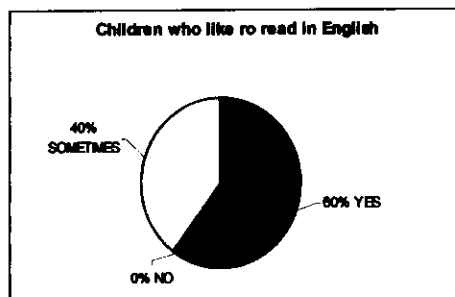
### **III**

## **ANALYSIS AND INTERPRETATION OF RESULTS**

### 3.1 Analysis and Interpretation of Results of the Survey

The purpose of the survey was to find out the type of reading activities that children like to perform in class. It had thirteen questions and produced the following results:

#### Question 1: Do you like to read in English?



#### Analysis:

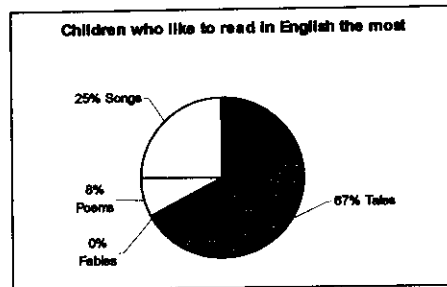
According to the results, 60% of children like to read in English.

40% of children sometimes like to read.

0% of children answer no, which shows that children do not have a bad attitude to read in English.

This is a positive point for the teacher because the majority of the students like to read in English and they feel motivated and enthusiastic about reading.

## Question 2: What do you like to read in English the most?



### Analysis:

According to the results, 67% of children like to read tales.

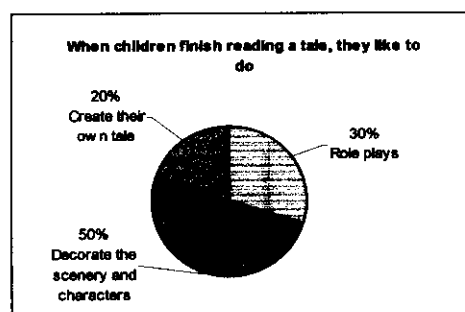
25% of children like to read songs.

8% of children like to read poems.

0% shows that children do not like to read fables.

Students love to read tales; therefore, it is an advantage for the teacher to include interesting stories in the lessons because in that way children internalize their reading. In addition, children like to read songs and they enjoy singing in the class.

## Question 3: When you finish reading a tale, what do you like to do?



**Analysis:**

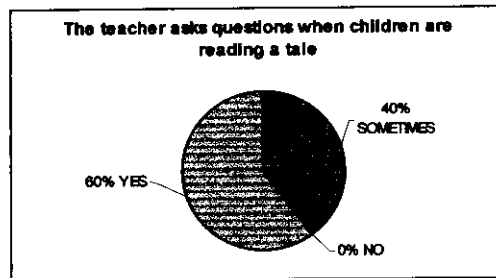
According to the results, 50% of children like to decorate the scenery and characters.

30% of children like to perform role plays.

20% of children like to create their own tale.

There are a variety of activities to perform after reading a tale. However, children really like to paint big pictures and make crafts to interpret their understanding of the story. Also, the teacher can assign roles and students can act out the tale.

**Question 4: When you are reading a tale, does your teacher ask questions about the reading?**

**Analysis:**

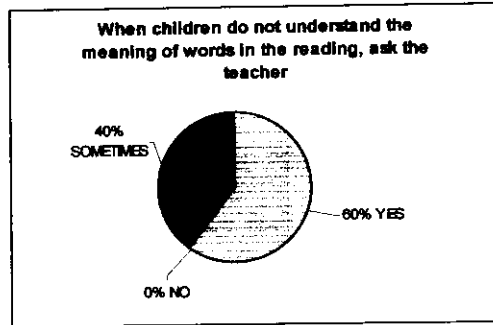
According to the results, 60% of children answer yes.

40% of children answer sometimes.

0% shows that the teacher asks questions.

The teacher has to be aware of asking questions when students are reading a story and it is a helpful way to check understanding. Moreover, students like to ask questions about the characters and the settings.

**Question 5: When you do not understand the meaning of some words in the reading, do you ask your teacher?**



**Analysis:**

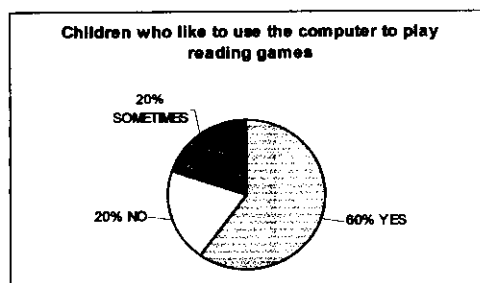
According to the results, 60% of children say yes.

40% of children say sometimes.

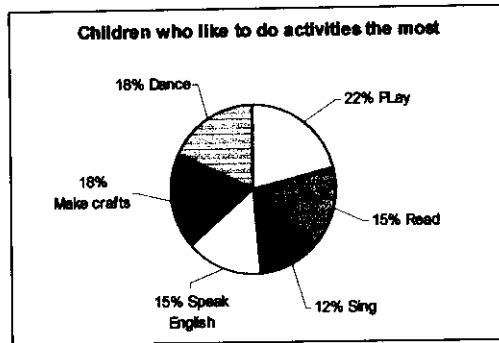
0% of children say no.

The results show that children ask questions when they do not understand some words but it is necessary for the teacher to write a list of new vocabulary on the board and discover the meaning with her students.

**Question 6: Do you like to use the computer to play reading games?**



### Question 8: What do you like to do the most?



#### Analysis:

According to the results, 22% of children like playing.

18% of children like making crafts.

18% of children like dancing.

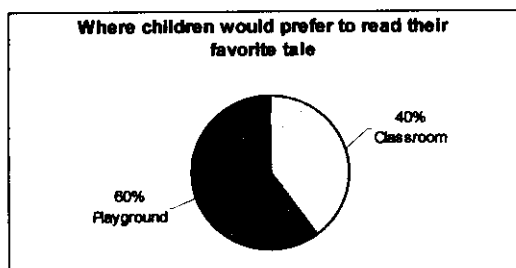
15% of children like reading.

15% of children like speaking English.

12% of children like singing.

There are a variety of activities that children can do in order to practice their basic skills. Most children really like playing games, making crafts, dancing and singing, consequently the teacher has many opportunities to reinforce reading by doing challenging activities according to their preferences.

### Question 9: Where would you prefer to read your favorite tale?



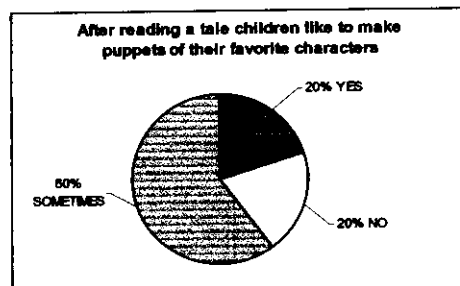
**Analysis:**

According to the results, 60% of children prefer to read in the playground.

40% of children prefer to read in the classroom.

Children need to feel comfortable in the place where they learn. In this case, they would like to read their favorite tale in the playground. It is not a problem because the institute has green areas which facilitate outdoor games and activities.

**Question 10: After reading a tale do you like to make puppets of your favorite characters?**

**Analysis:**

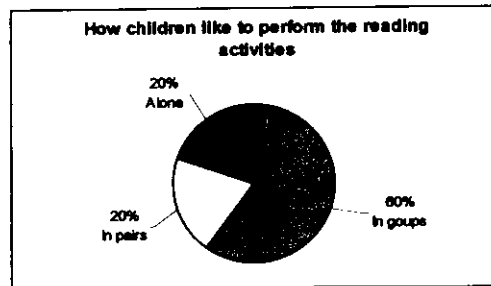
According to the results, 60% of children answer sometimes.

20% of children answer yes.

20% of children answer no.

Most children do not like to make puppets but they enjoy painting the scenery and acting out the story. For that reason, the teacher needs to make use of the students' abilities in order to perform reading tasks.

### Question 11: How do you like to perform the reading activities?



#### Analysis:

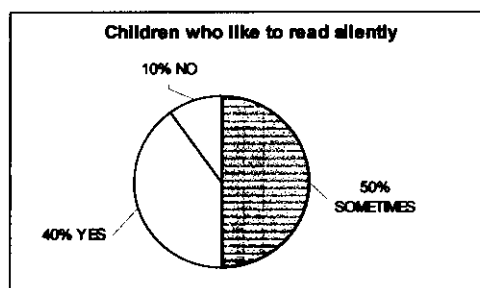
According to the results, 60% of children like to work in groups.

20% of children like to work alone.

20% of children like to work in pairs.

The positive answer that children give to group work is helpful because it allows cooperation and support among them. They also work in learning centers by groups to help each other. Therefore, some children like to work in pairs and others prefer to work alone.

### Question 12: Do you like to read silently?



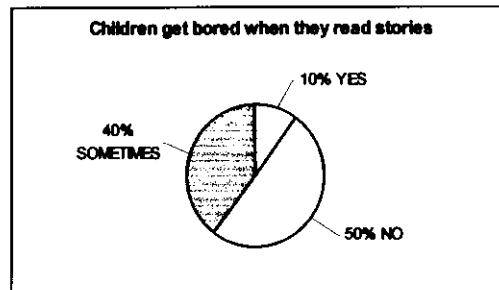
**Analysis:**

According to the results, 50% of children answer sometimes.

40% of children answer yes.

10% of children answer no.

Some children do not like to read silently because they love to work in groups for sharing ideas and comparing their tasks with their classmates.

**Question 13: Have you ever gotten bored when you read stories?****Analysis:**

According to the results, 50% of children do not get bored.

40% of children sometimes get bored.

10% of children get bored.

The positive answer that children do not get bored when reading a story is a good point for the teacher because they can work with different reading activities without any problem.

### **3.2 Analysis and Interpretation of the Observation Sheet**

The main goal of the observation was to determine the type of reading activities that the teacher uses to increase students' attention span. This instrument was carried out with twenty four questions divided in two parts.

The first part of the questions was related to the reading activities and it showed the following outcomes:

**For question 1 the indicator shows** that the teacher encourages her students to read stories once in the whole lesson because she has to follow the planning and there is not enough time to practice a lot of reading.

**For question 2 the indicator shows** the teacher sometimes uses songs and chants to teach reading that could be great for the children who love to sing and act out.

**For question 3 the indicator shows** that the teacher sometimes uses posters to teach reading depending on the topic that is being studied.

**For question 4 the indicator shows** that the teacher uses flashcards to teach reading because it is interesting to present a topic by using nice pictures.

**For question 5 the indicator shows** that the teacher sometimes uses games where students practice reading by having fun in the class and also they like to play outside.

**For question 6 the indicator shows** that the teacher sometimes uses the computer to teach reading because students have computer class once a week.

**For question 7 the indicator shows** that the teacher sometimes uses brainstorming questions before starting to read a story in order to capture the attention of her students.

**For question 8 the indicator shows** that children sometimes show knowledge and comprehension by asking questions after reading a story but some of them are shy to participate and also they are not sure about how to structure the questions.

**For question 9 the indicator shows** that students sometimes practice pronunciation when they are reading a story with the help of the teacher.

**For question 10 the indicator shows** that kids sometimes ask the meaning of new vocabulary when they are reading a story for a better understanding.

**For question 11 the indicator shows** that students do not like to read silently because they want to work in groups to share their ideas.

**For question 12 the indicator shows** that children sometimes select the stories that they want to read. The teacher usually selects the story to read. However, it would be better that children choose it in order to motivate them to read.

**For question 13 the indicator shows** that children like to do role plays after reading

a story and that way they also practice speaking by acting out their favorite characters.

**For question 14 the indicator shows that some kids sometimes have a good fluency when they are reading a story but other kids have to improve it.**

The second part of the questions was related to the students' attention span and it showed the following results:

**For question 15 the indicator shows that the teacher makes all students participate because it is students' centered.**

**For question 16 the indicator shows that the teacher stimulates her students to work during the lesson and they enjoyed doing their tasks.**

**For question 17 the indicator shows that students work in groups because they are working in centers.**

**For question 18 the indicator shows that the teacher gives clear instructions before students start working on their activities.**

**For question 19 the indicator shows that the teacher sometimes uses physical activity in the class by doing some exercises.**

**For question 20 the indicator shows that the teacher sometimes cuts down the**

distractions when concentration is needed because some students bring toys and she puts them away and when the class is over, she gives them back to her students.

**For question 21 the indicator shows** that the teacher sometimes encourages her students to talk about things they have done and things they have read. Children remember what topic they have studied before.

**For questions 22 and 23 the indicators show** that there is a nice and friendly atmosphere where students feel free to take risks. Moreover, the teacher shows a good relationship with her students and she considers each one with his/her own potential and abilities in the class.

**For question 24 the indicator shows** that the class sometimes develops students' creative, careful and responsible thinking while students are working in their tasks.

According to the analysis of the results of this study, the researcher can observe that the teacher uses some good reading activities and also somehow works on increasing students' attention span. Nevertheless, in the next chapter the reader will find a proposal to implement reading activities to increase students' attention span.

**IV**

**CREATIVE AND DYNAMIC READING ACTIVITIES TO  
INCREASE STUDENTS' ATTENTION SPAN IN 8-9 YEAR OLD  
CHILDREN AT ABC ENGLISH INSTITUTE.**

## **4.1 Background**

In the last two years at ABC English Institute, there has been an inconvenience when dealing with reading in the class, because children have problems to read paragraphs and they get bored when they do not understand the meaning of the words.

In addition, children need to perform nice activities which help them to develop their interests for reading according to their age. In order to capture their attention it is important to select appropriate tasks and materials to help children achieve their goals.

Teachers are aware of this problem; therefore, they want to find solutions on how they can help their students to increase their attention span through the implementation of new reading activities in the class.

## **4.2 Justification**

As a teacher at ABC English Institute the researcher has seen the need of implementing creative and dynamic reading activities because one of the most difficult tasks of a language teacher is to foster a positive attitude toward reading. Teachers are often unable to actively encourage children to seek entertainment and information in reading materials and also they are not sure about how to increase students' attention span through the development of enjoyable activities according to the children' abilities and interests. On the other hand, once students become motivated to read, a number of learning activities may be incorporated to promote reading.

That is why the researcher wants to try out some creative and dynamic activities that teachers can use with their students to encourage a life long involvement with books and reading in their classes.

### **4.3 Objectives**

The main objectives with the development of creative and dynamic reading activities in the classroom are to increase students' attention span and to encourage teachers to use challenging activities for promoting the learners' interest on reading.

### **4.4 Description**

The use of creative reading activities will help students to boost their attention span and have the opportunity to enjoy every lesson by learning more about their interests and personal lives. Moreover, the children's positive attitude towards reading leads to an essential desire to learn what every teacher should aim to discover the appropriate activities according to the students' abilities.

### **4.5 Proposed Activities**

There are many creative reading activities that teachers can use in their lessons such as: stories, songs and chants and also extra reading activities that can be applied after reading a story. The following are activities chosen from the Disney Friendship Stories and other activities are created by the teacher. Continuously, it has been said that the objective of these activities is to help children to develop reading abilities in

order to increase their attention span.

#### **4.5.1 Stories**

**Level:** All

**Age group:** 8 and 9

**Time:** 10 - 20 minutes

**Aims:** to develop reading abilities

**Description:** Students read their favorite tale

**Materials:** Book of friendship stories from Disney and copies of reading activities.

**Preparation:** Make a brainstorming of the story.

#### **In class:**

1. Present the story by making a mindmap of the setting and the characters.
2. Ask the students to read the story in groups at the backyard.
3. Make a review of the story having students work together to sequence events from it that show what happens first, second, and third. Moreover, students write down the words they do not understand.
4. Formulate a discussion regarding the characters, the problem and the solution in the story by asking questions.

#### **Possible Follow up Activities:**

- Children create their own story books made of different materials and have a

collection of them.

- Children predict the ending of the stories and figure out their own ending.
- Children match the events of the story with pictures.
- Children decorate the scenery and characters.
- Children perform role plays of the stories.
- Children make extra activities after reading a story. (Annex 4).

#### **4.5.1.1 Examples of stories:**

- The Lion King. “A Lion’s Best Friends”
- The Rescuers. “A Friend in Need”
- The Little Mermaid. “Sebastian Helps out”

(Annex 3)

(Disney Friendship Stories, 2005)

#### **4.5.2 Songs and Chants**

**Level:** All

**Age group:** 8 and 9

**Time:** 10 - 20 minutes

**Aims:** to associate actions with words, to internalize the sounds and rhythms of English, to enjoy the music, and to practice reading.

**Description:** The children do actions as they listen to and sing songs and chants.

**Materials:** CD player and copies of the song lyrics.

**Preparation:** Listen to the song and practice actions.

**In class:**

1. Play the song once or twice with the children just listening, so that they begin to absorb the tune and rhythm.
2. Sing the song again and get them to join in the actions with the teacher.
3. Ask them if they can tell what the song means from the actions. Explain anything they do not understand.
4. Play the song again and now they fill in the gaps. Compare in pairs. (Annex 5 )
5. Sing the song by reading the lyrics.

#### **Possible Follow up Activities:**

- Children make an ongoing song book to which they add new songs as they learn them.
- Children interpret the song or the chant by drawing pictures.
- Children change words in songs and chants to make their own versions.
- Children make silly sentences using words from the songs and chants.
- Children listen to the song and put the lines in the correct order.

#### **4.5.2.1 Examples of songs:**

- The Other Day
- Look Both Ways
- Everyday. High School Musical II

(Annex 5)

#### **4.5.2.2 Examples of chants:**

- Hickory Dickory Dock
- Twinkle, Twinkle, Little Star
- This Little Pig

(Annex 6)

(Nursery Rhymes, 2004)

#### **4.5.3 Reading games**

##### **4.5.3.1 Finish the sentence**

**Level:** All

**Age group:** 8 and 9

**Time:** 10 - 20 minutes

**Aims:** to reinforce reading

**Description:** children read sentences

**Materials:** copy sheets

**In class:**

1. Students observe their copy sheet (annex 7) and look at the pictures.
2. Listen carefully as the teacher reads the sentences so that they can write the correct missing word that will complete the sentence.
3. Children read their work in pairs.

**Possible Follow up Activities:**

- Students make sentences using the missing words in each set.
- Students create their own sentences.

**4.5.3.2 Complete the picture****Level:** All**Age group:** 8 and 9**Time:** 10 - 20 minutes**Aims:** to reinforce reading**Description:** children follow directions**Materials:** copy sheets**In class:**

1. Students observe their copy sheet (annex 8) and look at the picture.
2. They complete the picture by reading the directions.

**Possible Follow up Activities:**

- Students draw their own pictures using their creativity and write sentences to complete them. They can work in groups to switch their pictures.
- Students write directions and they have to draw the complete picture.

### 4.5.3.3 Hidden Nouns

**Level:** All

**Age group:** 8 and 9

**Time:** 10 - 20 minutes

**Aims:** to reinforce reading

**Description:** children identify nouns

**Materials:** copy sheets

**In class:**

1. Students observe their copy sheet (annex 9) and look at the group of words.
2. They find the noun in the group of words.
3. If they find all the nouns correctly, the first letters of the nouns will spell the name of a holiday.

**Possible Follow up Activities:**

- Children write a sentence using each noun.
- Children create groups of words using verbs, adjectives and prepositions.

### 4.5.3.4 Scavenger Hunt

**Level:** All

**Age group:** 8 and 9

**Time:** 10 - 20 minutes

**Aims:** to reinforce reading

**Description:** children follow directions

**Materials:** copy sheets

**In class:**

1. Divide the children up into two groups of 4 or 5.
2. Give a sack and copy of the scavenger list to each group. (Annex 10)
3. The group that find all the objects will be the winner.

**Possible Follow up Activities:**

- Students find an object for each letter of their names in nature. For example:  
S- sand, A- ants, M-moss, etc.
- Students dump the objects that everyone finds in a big pile, and then try to sort them into groups that are alike.

#### 4.5.3.5 Real or Imaginary

**Level:** All

**Age group:** 8 and 9

**Time:** 10 - 20 minutes

**Aims:** to reinforce reading

**Description:** children follow instructions

**Materials:** copy sheets

**In class:**

1. Divide the children up into two groups.
2. Students observe the copy sheet (annex 11) and read the sentences.
3. If a sentence tells about something that could happen, students write real in the blank after the sentence. And if a sentence tells about something that could not happen, students write imaginary in the blank.

**Possible Follow up Activities:**

- Students circle the verbs and write sentences using them.
- Students create their own sentences to write real or imaginary.

**4.5.3.6 Animals****Level:** All**Age group:** 8 and 9**Time:** 10 - 20 minutes**Aims:** to reinforce reading**Description:** children follow directions**Materials:** copy sheets**In class:**

1. Divide the children up into two groups.
2. Students observe their copy sheet (annex 12) and read the story.
3. Students circle the correct word in each numbered box at the bottom of the sheet.

**Possible Follow up Activities:**

- Children draw pictures according to the story.
- Children order the sequence of the story.

**4.6 Application and Observation****4.6.1 Process Description**

The teacher applied one activity from each of the groups mentioned above. In the first week, the teacher carried out the stories and the songs then, in the second week the reading activities and games. After the application of the activities, an observer checked the questions on the observation sheet to verify that the reading activities could improve students' attention span. Finally, the teacher employed the same survey to show the students' favorite reading activities that they like to perform in class.

**4.6.2 Observation Sheet**

As the activities were applied, an observer followed the process with the same tool that was used in the previous chapter and these were the results.

CODE:

YES (Y)

NO (N)

READING ACTIVITIES	Y Number of times	N
1. Does the teacher encourage her students to read stories in the class?	***	
2. Does the teacher use songs and chants to teach reading?	**	
3. Does the teacher use posters to teach reading?	**	
4. Does the teacher use flashcards to teach reading?	*	
5. Does the teacher use games to teach reading?	***	
6. Does the teacher use the computers to teach reading?	*	
7. Does the teacher use brainstorming questions before of starting to read a story?	**	
8. Do children show knowledge and comprehension by asking questions after reading a story?	**	
9. Do children practice pronunciation when they are reading a text?	*	
	Y	N
10. Do children ask the meaning of new vocabulary when they are reading a story?	**	
11. Do children like to read a text silently?		*
12. Do children select the stories that they want to read?	**	
13. Do children like to do role plays after reading a story?	**	
14. Do children have a good fluency when they are reading a text?	*	
STUDENTS' ATTENTION SPAN	Y Number of times	N
15. Does the teacher make students participate?	**	

16. Does the teacher stimulate her students during the lesson?	**	
17. Does the teacher use group or peer activities?	**	
18. Does the teacher give clear instructions?	***	
19. Does the teacher use physical activity in the class?	**	
20. Does the teacher cut down the distractions when concentration is needed?		*
21. Does the teacher encourage her students to talk about things they have done and things they have read?	**	
22. Is there a nice and friendly atmosphere where students feel free to take risks?	**	
23. Is every student considered unique with his/her own potential and abilities?	**	
24. Does the class develop students' creative, careful and responsible thinking?	**	

The first part of the questions was referred to the reading activities and it showed the following outcomes:

After the application of the new reading activities, the teacher encourages her students to read stories from the Disney book and also she allows them to choose the tale that they want to read. Additionally, the teacher uses songs from High School Musical and chants very frequently because children love to sing and act out.

The teacher uses more posters and flashcards to teach reading in order to reinforce contents and new vocabulary. For a better understanding of the contents the teacher uses games where children support their knowledge in the lessons. Therefore, children have the opportunity to use the computer to practice a little bit more their reading by playing in the computer programs.

**Annex 6**  
**Examples of Chants**

**Hickory Dickory Dock**

Hickory Dickory Dock  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down,  
Hickory Dickory Dock.

**Twinkle, Twinkle, Little Star**

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are.

**This Little Piggy**

This little piggy went to market,  
This little piggy stayed home,  
This little piggy had roast beef,  
This little piggy had none,  
And this little piggy cried,  
“Wee, wee, wee, wee,” all the way home.

**Annex 7****Reading games****Finish the sentence**

Name \_\_\_\_\_

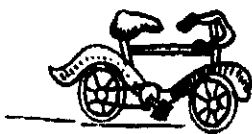
Date \_\_\_\_\_

## Finish the Sentence

One of the sentences in each set below has a missing word. Listen carefully as your teacher reads the sentences so that you can say the correct missing word that will complete the sentence.



1. Janice looked out of her window and saw that dark clouds were forming over the playground. She knew that the picnic would be called off. It will probably be \_\_\_\_\_ all day.
2. Omar has a long tail that swishes side-to-side when he is purring. He is quite a lovable ball of fur. Omar is my pet \_\_\_\_\_.
3. Jana's world is a quiet, wet bowl of water. When I come to sprinkle grains of food on the surface of the water, she watches me. She will come to the top of the water to catch the food. Jana is a small \_\_\_\_\_.



4. Jeffrey ran out into the field. He looked up into the sky and held his hand up high. Whop! His hands were hit hard by the fast, hard ball. Jeffrey is playing \_\_\_\_\_.
5. I love to feel the wind blowing into my face. As I move swiftly down the road, I see yards full of children playing. They wave and shout as I fly by on two fast wheels. I am riding my new \_\_\_\_\_.

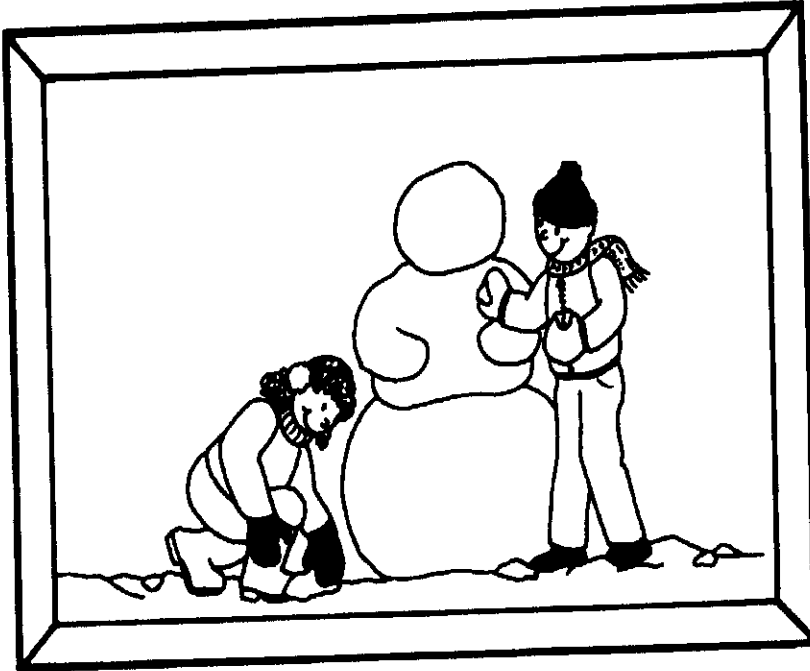
**Annex 8****Complete the picture**

Name \_\_\_\_\_

Date \_\_\_\_\_

## Complete the Picture

Complete the picture by following the directions below.



1. Give the snowman two eyes and a smiling mouth.
2. Give the snowman an orange carrot nose.
3. Draw a green scarf around the snowman's neck.
4. Draw a broom in the snowman's arm.
5. Put a red hat on the snowman.
6. Draw a brown dog playing in the snow.
7. Draw three pine trees.
8. Color the children's clothing.
9. Draw the sun shining in the sky.
10. Color the sky blue.

**Annex 9**  
**Hidden Nouns**

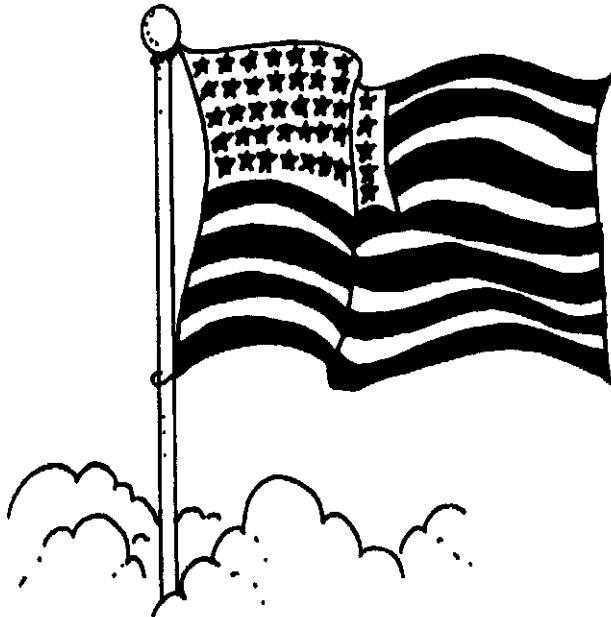
Name \_\_\_\_\_

Date \_\_\_\_\_

## Hidden Nouns

Below are groups of words. Look at each group and find the noun. Write each noun on the line next to the group. If you correctly find all the nouns, the first letters of the nouns will spell the name of a holiday.

1. THE / MOUSE / AT / RAN \_\_\_\_\_
2. BIG / AN / ELEPHANT / SKIP \_\_\_\_\_
3. MOUNTAIN / DID / SOON / BE \_\_\_\_\_
4. AND / JUMP / THIS / ORANGE \_\_\_\_\_
5. FAST / RAKE / LITTLE / GO \_\_\_\_\_
6. INK / WILL / REAL / THAN \_\_\_\_\_
7. ANY / BUT / RED / ANT \_\_\_\_\_
8. LEG / NINE / SO / BECAUSE \_\_\_\_\_
9. AROUND / ON / DRESS / UP \_\_\_\_\_
10. RICK / ARM / COLD / PUSH \_\_\_\_\_
11. OLD / HAPPY / DOWN / YEAR \_\_\_\_\_



**Annex 10**  
**Scavenger Hunt**

## SCAVENGER HUNT

- Theme:** nature
- Skills:** classifying; observing
- Materials:** sacks  
scavenger list



- Directions:**
1. Divide the children up into groups of 4 or 5.
  2. Give a sack and copy of the scavenger list below to each group. (Younger children will need an adult to help them read their lists.)

Scavenger Hunt
Find something smaller than you
Find something alive
Find something no longer living.
Find something older than you.
Find something that feels soft.
Find something that is rough.
Find something smaller than your thumb.
Find something that smells good.
Find something green.
Find something yellow.
Find a piece of trash.
Find something that is beautiful

3. Which group can be the first to find all the objects and put them in their sack?

- Challenges:**
- Can you find an object for each letter of your name in nature? (For example: S-sand, A-ants, M-moss.)
- Dump the objects that everyone finds in a big pile, then try to sort them into groups that are alike.

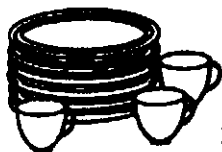
**Annex 11**  
**Real or Imaginary**

Name \_\_\_\_\_

Date \_\_\_\_\_

## Real or Imaginary?

**Directions:** Read each of the sentences. If a sentence tells about something that could happen, write "real" in the blank after the sentence. If a sentence tells about something that could not happen, write "imaginary" in the blank.



1. Laurie waved her hand and all the dishes flew off the table. Then the dishes washed themselves.
- \_\_\_\_\_

2. Laurie took all the dishes off the table. Then she washed them and put them away.
- \_\_\_\_\_



3. Jake wanted some apples. He went to the store with his mother. They got apples for Jake to eat.
- \_\_\_\_\_

4. Jake wanted some apples. He drew a picture of some. The apples in the picture turned into real apples. Then he ate them.
- \_\_\_\_\_



5. Julie wanted to get to her friend's house in a hurry. She flapped her arms. Then she flew in the air to her friend's house.
- \_\_\_\_\_

6. Julie wanted to get to her friend's house in a hurry. She ran there as fast as she could run.
- \_\_\_\_\_



7. Anne and Greg wanted something to eat. They started eating pancakes. Anne ate 3,492. Greg ate 5,167.
- \_\_\_\_\_

8. Anne and Greg wanted something to drink. They started drinking milk. Anne drank 483 glasses of milk. Greg drank 672 glasses of milk.
- \_\_\_\_\_

**Annex 12**

**Animals**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Animals, Animals, Animals



As you read this story, circle the correct word in each numbered box at the bottom of this sheet.

The bodies and habits of animals have adapted to climates and conditions around the world. Penguins are 1. \_\_\_\_\_ suited to their aquatic, polar homes. They would find life very difficult in the canopy of the Amazon rain forest. A jellyfish wouldn't last 2. \_\_\_\_\_ in the desert of the southwestern United States. Adaptation has taken thousands of years. During that time animals have developed many ways of fitting in to their different environments.

Each animal species is unique. Each is suited to its special 3. \_\_\_\_\_. However, all animal species are similar in some important ways. Animals cannot make their own food as 4. \_\_\_\_\_ do. They must eat. Some animals 5. \_\_\_\_\_ plants. Some animal predators eat the meat of other animals. Some animals eat most anything — meat or vegetable!

6. \_\_\_\_\_ can do something that plants cannot do. Animals move under their own power. The ability to 7. \_\_\_\_\_ makes animals able to find food and avoid enemies. These are very handy skills for survival.

All animals need oxygen. Oxygen helps 8. \_\_\_\_\_ make energy from the food they eat. Some animals, like you, 9. \_\_\_\_\_ air with their lungs. Some animals have gills and take oxygen from water. Others simply absorb the oxygen they need through their skin.

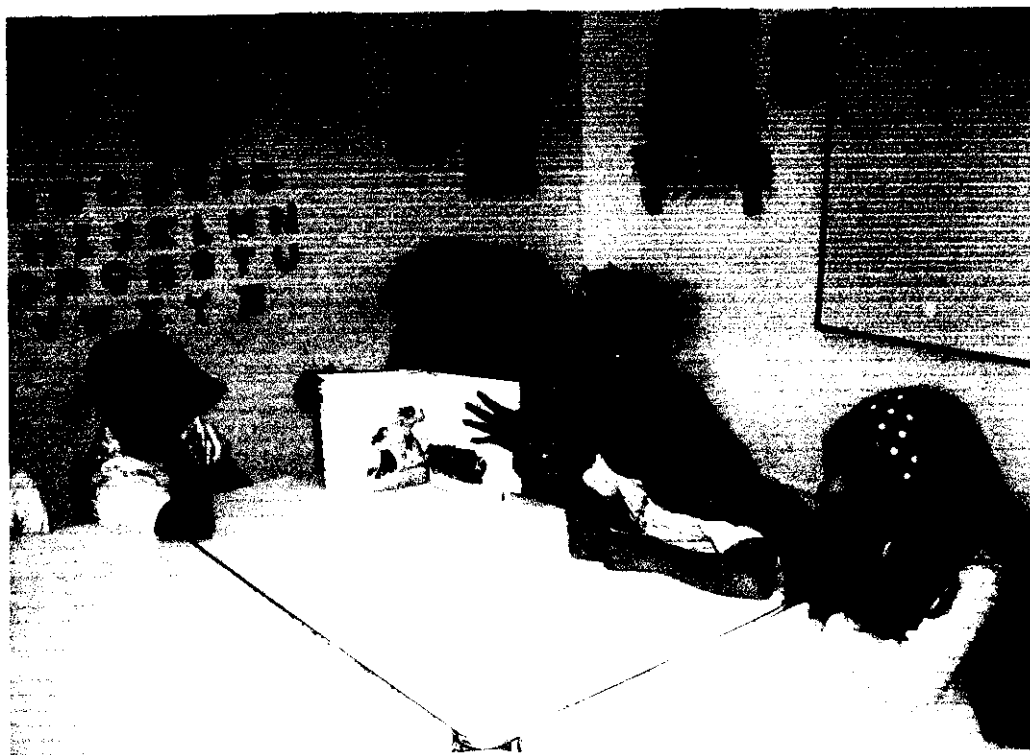
Animals are everywhere. They live all over the 10. \_\_\_\_\_. Animals crawl, walk, and run on land. They swim and float in lakes, rivers, and seas. Animals soar on the currents of air high in the sky. Scientists know about a million species of animals. There are probably millions more waiting to be discovered.

1. well ill poorly	2. long short even	3. unique plant environment	4. animals people plants	5. grow make eat
6. Plants People Animals	7. eat move make	8. plants animals species	9. breathe eat grow	10. moon sun earth

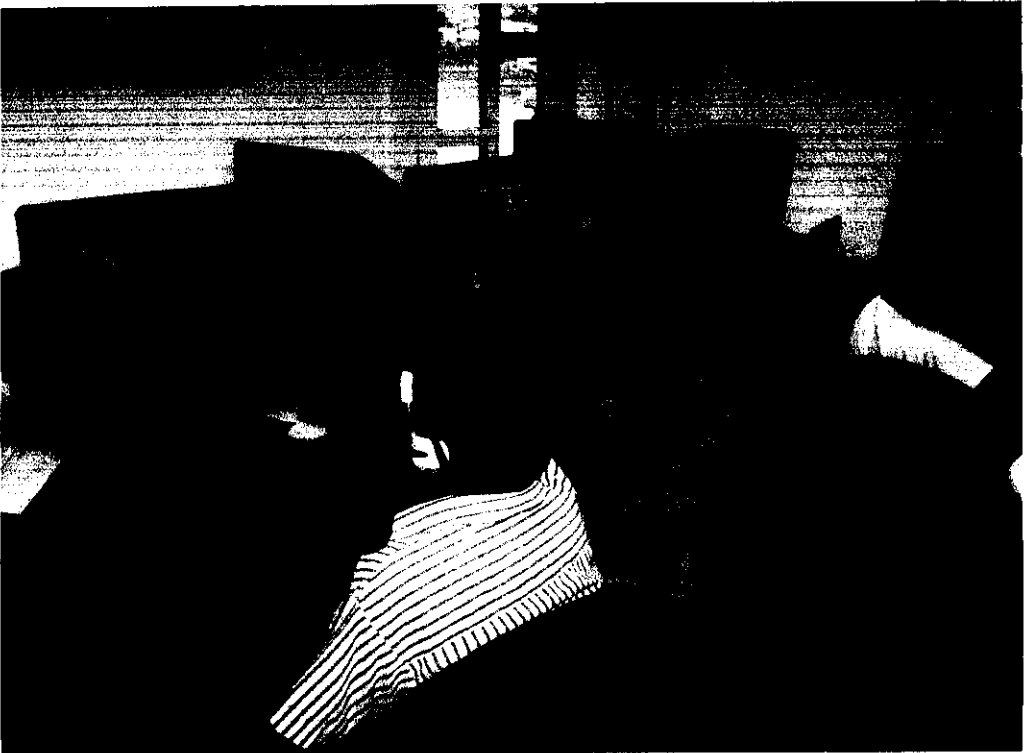
**Annex 13****Photos**

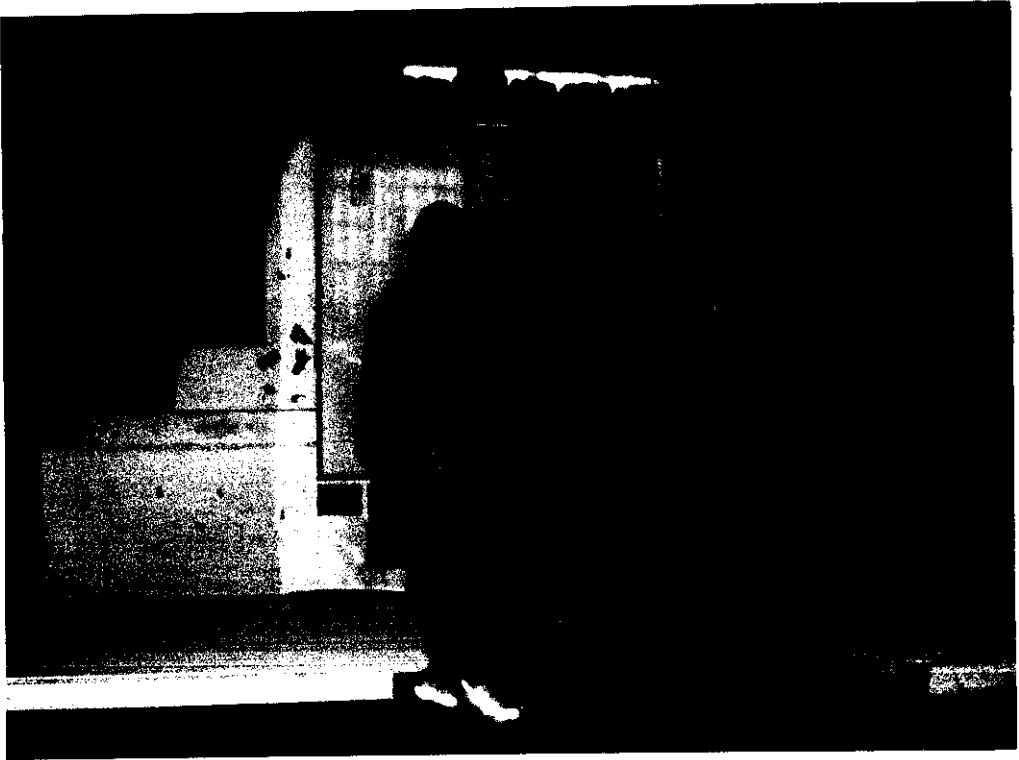












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User-supported site. TeacherVision  
<http://www.teachervision.com>

**Annex 14**  
**Students' tasks**

Name Ivan

Date \_\_\_\_\_

### SETTING

5-4

The story setting is where the action takes place (in a house, on the roof, under the bridge, at the swimming pool, and so on).

Select a book: Title A Lion's best friends  
Author/Illustrator Disney

Show the different settings where the action takes place. What do they look like? Pay special attention to details, and show the reader as much as you can!

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 <p>1. Beginning Setting.</p>	 <p>2. Where do we go next?</p>	 <p>3. Then where are we?</p>
 <p>4. Show the prettiest set.</p>	 <p>5. Your favorite setting.</p>	 <p>6. Ending Setting.</p>

NAME María José

**DESCRIBE THAT CHARACTER!**

TITLE OF STORY Sebastian helps JET AUTHOR Disney

Name of story character The Little Mermaid

Age 20 Male  Female  (Circle one)

**Physical appearance**

She is pretty She has blue eyes

**Personality**

she is kind and a good person

**Behavior**

she is brave

**Likes**

She likes swimming

**Dislikes**

she doesn't like cooking

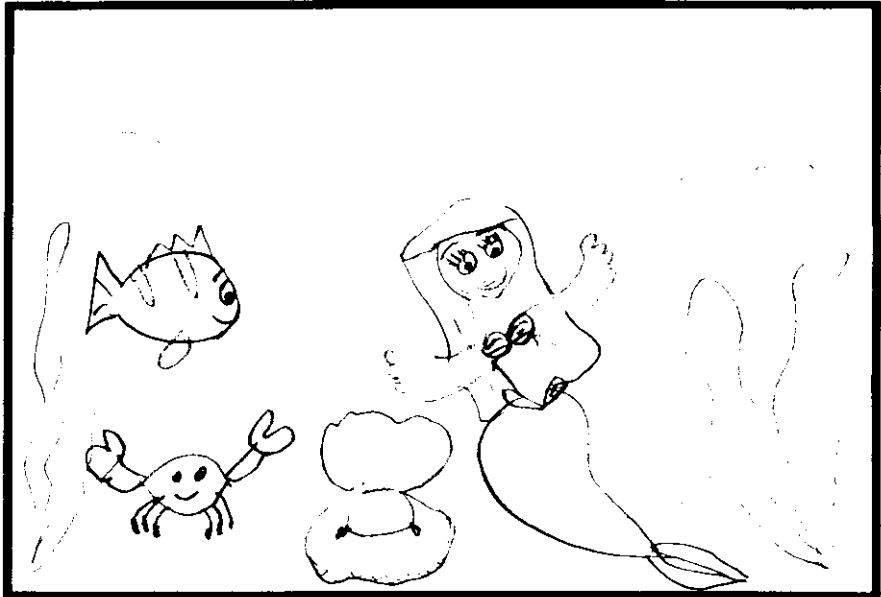
NAME

Johanna

**PICTURE THAT PLACE!**

Title of story The Little Mermaid Author Disney

Draw a picture of the place in which this story took place.



Write 5 different words that describe the place pictured above.

ocean  
fish  
crab

mermaid  
water

## EVERYDAY

(High School Musical II)

Once in a 1. lifetime  
means there's no second chance  
so I 2. believe than you and me  
should grab it while we can

Make it last forever  
and never give it 3. back

It's our turn, and I'm loving' where we're at  
Because this moment's really all we have

### CHORUS

Everyday of our 4. lives  
wanna find you there, wanna hold on tight  
Gonna run while we're young  
and keep the 5. faith  
Everyday from right now  
gonna use our voices and scream out loud

Take my hand, together we will 6. celebrate  
Oh, everyday

They say that you should follow  
and chase down what you dream,  
but if you get lost and lose 7. yourself  
what does is really mean?  
Oh, no matter where we're going,  
Oh yeah, it starts from where we are.

There's more to life when we listen to my 8. heart  
and because of you, I've got the strength to start

We're taking it back,  
we're doing it here together!  
It's better like that,  
and stronger now than ever  
We're not gonna 9. lose

'Cause we get to choose.  
That's how it's gonna be!  
Everyday of our lives  
wanna find you there, wanna hold on 10. tight  
Gonna run while we're young  
And keep the faith  
Keep the faith!

ABC ENGLISH  
ENGLISH STARS

TASK. Listen the chant and fill in the gaps

**TWINKLE TWINKLE, LITTLE STAR**

Twinkle twinkle, little star

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky.

Twinkle twinkle, little star

How I wonder what you are.

Name

Vaneza

Date

## Finish the Sentence

One of the sentences in each set below has a missing word. Listen carefully as your teacher reads the sentences so that you can say the correct missing word that will complete the sentence.



1. Janice looked out of her window and saw that dark clouds were forming over the playground. She knew that the picnic would be called off. It will probably be rainy all day.
2. Omar has a long tail that swishes side-to-side when he is purring. He is quite a lovable ball of fur. Omar is my pet cat.
3. Jana's world is a quiet, wet bowl of water. When I come to sprinkle grains of food on the surface of the water, she watches me. She will come to the top of the water to catch the food. Jana is a small fish.



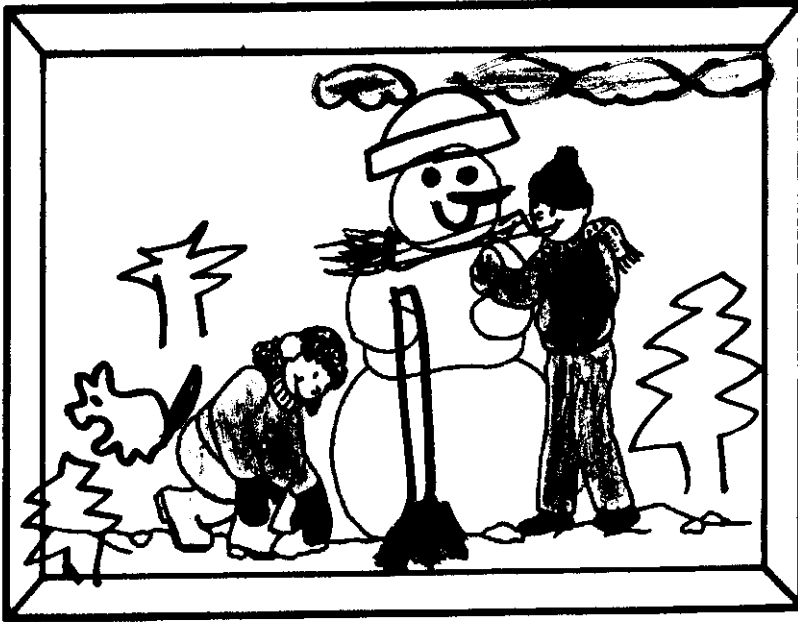
4. Jeffrey ran out into the field. He looked up into the sky and held his hand up high. Whop! His hands were hit hard by the fast, hard ball. Jeffrey is playing baseball.
5. I love to feel the wind blowing into my face. As I move swiftly down the road, I see yards full of children playing. They wave and shout as I fly by on two fast wheels. I am riding my new bike.

Name Pollo

Date \_\_\_\_\_

## Complete the Picture

Complete the picture by following the directions below.



1. Give the snowman two eyes and a smiling mouth.
2. Give the snowman an orange carrot nose.
3. Draw a green scarf around the snowman's neck.
4. Draw a broom in the snowman's arm.
5. Put a red hat on the snowman.
6. Draw a brown dog playing in the snow.
7. Draw three pine trees.
8. Color the children's clothing.
9. Draw the sun shining in the sky.
10. Color the sky blue.

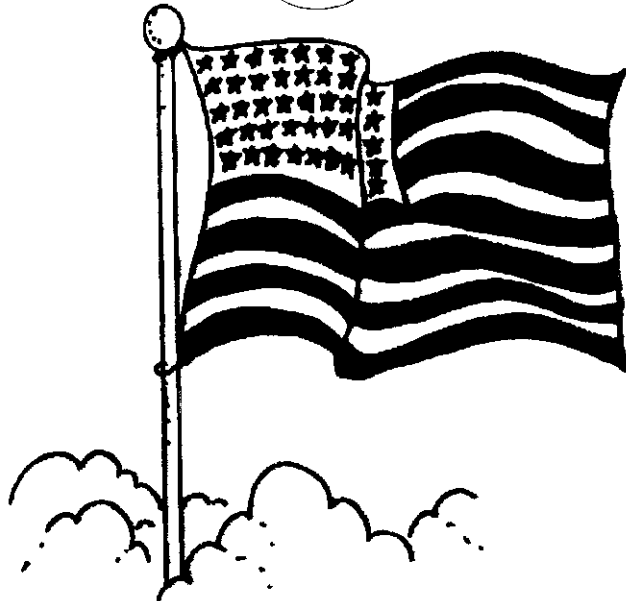
Name Dome

Date \_\_\_\_\_

## Hidden Nouns

Below are groups of words. Look at each group and find the noun. Write each noun on the line next to the group. If you correctly find all the nouns, the first letters of the nouns will spell the name of a holiday.

1. THE MOUSE AT / RAN      MOUSE \_\_\_\_\_
2. BIG / AN / ELEPHANT / SKIP      ELEPHANT \_\_\_\_\_
3. MOUNTAIN / DID / SOON / BE      MOUNTAIN \_\_\_\_\_
4. AND / JUMP / THIS / ORANGE      ORANGE \_\_\_\_\_
5. FAST / RAKE / LITTLE / GO      RAKE \_\_\_\_\_
6. INK / WILL / REAL / THAN      INK \_\_\_\_\_
7. ANY / BUT / RED / ANT      ANT \_\_\_\_\_
8. LEG / NINE / SO / BECAUSE      LEG \_\_\_\_\_
9. AROUND / ON / DRESS / UP      DRESS \_\_\_\_\_
10. RICK / ARM / COLD / PUSH      ARM \_\_\_\_\_
11. OLD / HAPPY / DOWN / YEAR      YEAR \_\_\_\_\_



# Animals, Animals, Animals



As you read this story, circle the correct word in each numbered box at the bottom of this sheet.

The bodies and habits of animals have adapted to climates and conditions around the world. Penguins are 1. well suited to their aquatic, polar homes. They would find life very difficult in the canopy of the Amazon rain forest. A jellyfish wouldn't last 2. even in the desert of the southwestern United States. Adaptation has taken thousands of years. During that time animals have developed many ways of fitting in to their different environments.

Each animal species is unique. Each is suited to its special 3. environment. However, all animal species are similar in some important ways. Animals cannot make their own food as 4. people do. They must eat. Some animals 5. eat plants. Some animal predators eat the meat of other animals. Some animals eat most anything—meat or vegetable!

6. animals can do something that plants cannot do. Animals move under their own power. The ability to 7. move makes animals able to find food and avoid enemies. These are very handy skills for survival.

All animals need oxygen. Oxygen helps 8. species make energy from the food they eat. Some animals, like you, 9. breathe air with their lungs. Some animals have gills and take oxygen from water. Others simply absorb the oxygen they need through their skin.

Animals are everywhere. They live all over the 10. world. Animals crawl, walk, and run on land. They swim and float in lakes, rivers, and seas. Animals soar on the currents of air high in the sky. Scientists know about a million species of animals. There are probably millions more waiting to be discovered.

1. <u>well</u> ill poorly	2. long short <u>even</u>	3. unique plant environment	4. animals <u>people</u> plants	5. grow make <u>eat</u>
6. Plants People <u>Animals</u>	7. eat <u>move</u> make	8. plants animals <u>species</u>	9. <u>breathe</u> eat grow	10. moon sun <u>earth</u>

## THE GREAT BEASTS-OF-SCHOOL

Medusa and Snoops lowered Penny through the cave's small opening. "You get down there and find that big diamond or you will never see that teddy again!" the evil woman exclaimed.

Once they were inside the cave, Bernard and Bianca popped out of Penny's pocket to help her search for the gem.

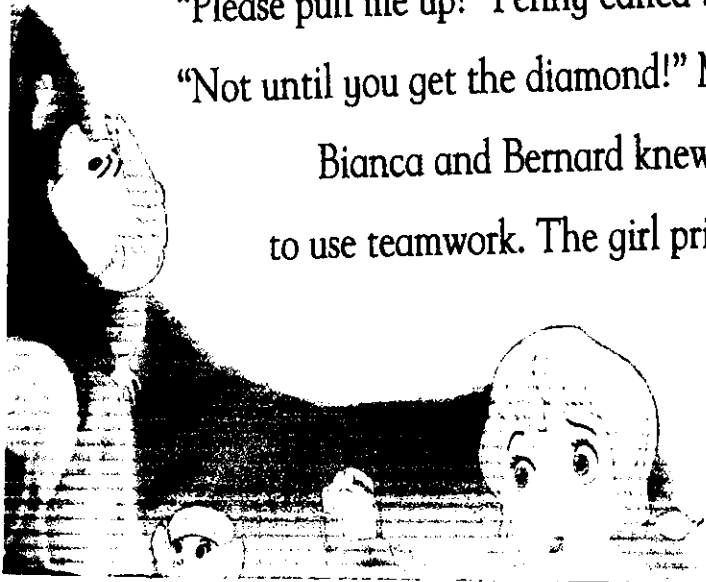
They found it inside a skull, but it was wedged too tightly for Penny to move. As she struggled to free the diamond, the little girl noticed that the water inside the cave was starting to rise.

"Please pull me up!" Penny called to Medusa.

"Not until you get the diamond!" Medusa threatened.

Bianca and Bernard knew their only hope was to use teamwork. The girl pried the jewel loose

while the two mice pushed it out of the skull. They had the diamond!



## A FRIEND IN NEED

Just then, water gushed into the cave and Bernard and Bianca got caught in a whirlpool.

Penny swam to her friends. Once she had placed them safely in a bucket, she climbed in, too.

"I've got the diamond!" the girl yelled to Snoops and Medusa. The villains hoisted them up.

"The Devil's Eye!" Medusa cried joyfully. "It's mine, all mine."

A few minutes later, Penny asked Medusa to return her teddy bear. But Medusa clutched the bear tightly. "Teddy goes with me, bear," she informed Penny as she backed through the doorway.

Luckily, Bernard and Bianca had already sprung into action. They tripped Medusa, and the teddy bear flew into the air. When Penny rescued him, she discovered that Medusa had hidden the diamond inside him for safekeeping!



## THE END OF THE SWAMP

All at once, Evinrude and the other swamp creatures appeared. They trapped the crocodiles, smacked Medusa on the head with a rolling pin, and ignited some fireworks. While Medusa and Snoops dodged rockets, Penny jumped into the villains' swampmobile. The boat wouldn't start, but Ellie Mae found some fuel and filled the tank. Penny sped away—Bernard, Bianca, teddy bear, and all.

Medusa wasn't going to let her diamond get away that easily, though! She jumped from her sinking riverboat and grabbed onto a rope that was hanging from the back of the swampmobile. The evil woman felt certain victory was hers—until the rope broke and launched her into the riverboat's smokestack.

"We did it!" cried Bernard and Bianca. "Hooray!"

"There goes my diamond!" Medusa wailed. But that was the least of her problems—crocodiles were snapping at her from the water below!

## LITTLE FRIENDSHIP STORIES

A few days later, the mice of the Rescue Aid Society gathered in front of a television to watch Penny on the news. The diamond had been given to a museum, and Penny had been adopted!

"I didn't do it all by myself," Penny announced. "Two little mice from the Rescue Aid Society helped me."

Bernard and Bianca were overjoyed. Their friend was safe and happy.

Moments later, Evinrude arrived with a note from a stranger asking for help.

"Come on," said Bianca to Bernard. "Let's go!" They knew another new friend was just a rescue mission away!



Disney's  
THE LITTLE  
MERMAID

Sebastian Helps Out



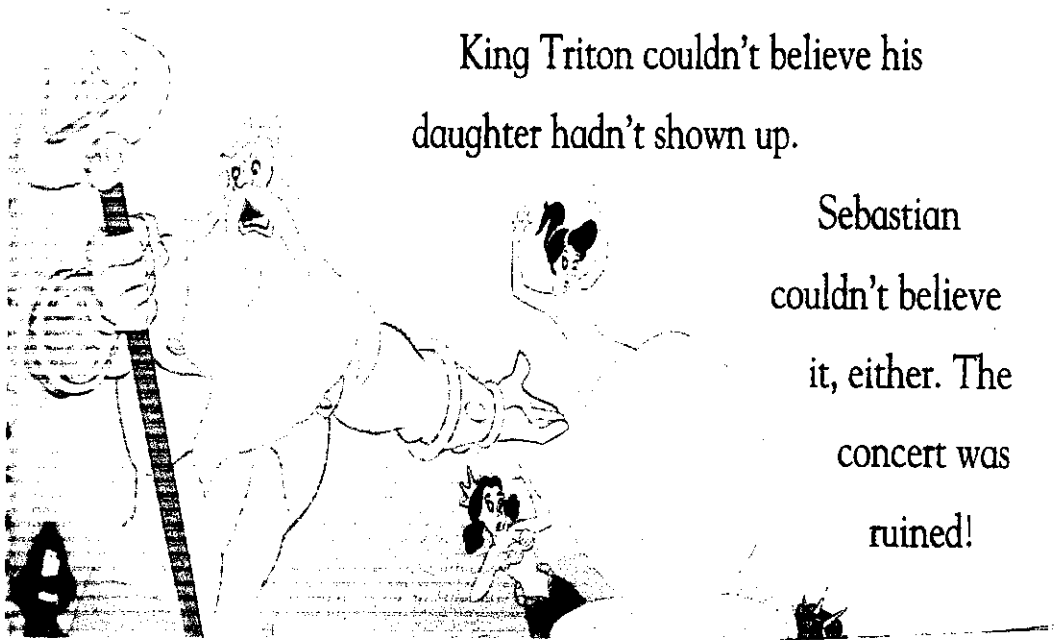
## DISNEY'S FAIRY TALES SERIES

**U**nderneath the sea, all the merfolk gathered at King Triton's royal palace for a concert. Sebastian the crab, the court composer, was excited for everyone to hear his new symphony. He gestured for the orchestra to begin playing.

Everything went very smoothly until a large seashell opened. Ariel, the king's youngest daughter, was supposed to emerge from the shell and begin to sing. She had a lovely voice, and it was always a treat to hear her. But when the shell opened, it was empty!

King Triton couldn't believe his daughter hadn't shown up.

Sebastian couldn't believe it, either. The concert was ruined!



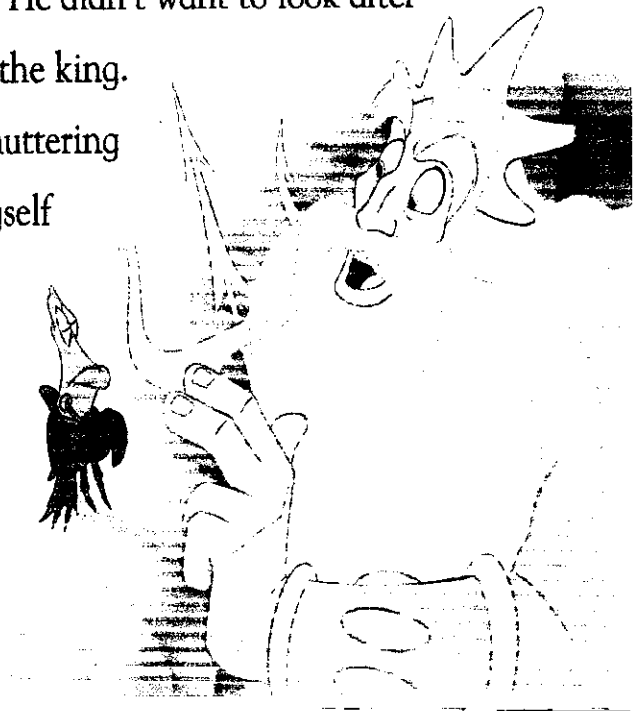
## SEBASTIAN HELPS OUT

Ariel was busy exploring a sunken ship with her friend Flounder. She had completely forgotten about the concert. She finally remembered and swam straight home.

King Triton was furious when he found out where she had been. He believed that humans were dangerous. "I am never, never to hear of you going to the surface again!" he warned.

Ariel swam off. King Triton turned to Sebastian. "Ariel needs constant supervision," he said. "And *you* are just the crab to do it."

Sebastian was speechless. He didn't want to look after Ariel, but he couldn't refuse the king. He sank down in his shell, muttering to himself. "How do I get myself in these situations? I should be writing symphonies, not tagging along after some headstrong teenager."



## DISNEY FRIENDSHIP STORIES

That day, Sebastian began keeping an eye on Ariel. He followed her and Flounder to her secret grotto. It was filled from floor to ceiling with human objects that she had collected from sunken ships. He hid and listened quietly as the young mermaid sang about her dream to be part of the human world. He was so shocked that he lost his footing and fell off a ledge.

Ariel realized that he had been following her. "What is all this?" Sebastian exclaimed. "If your father knew about this place . . ."

The mermaid begged Sebastian not to tell King Triton. But just then, a ship sailing overhead caught her attention, and she began to swim toward it.

"Ariel?" the crab called. Then he realized she was swimming toward the surface.

"Jumping jellyfish!" he shouted.

"Come back!"



## SEBASTIAN HELPS OUT

By the time Sebastian and Flounder reached the surface, a hurricane had begun, and the ship was sinking.

Ariel had rescued a human and was pulling him to shore. The human's name was Prince Eric, and the mermaid thought he was very handsome. He was everything she had ever dreamed about! Because the prince was unconscious, Ariel stayed by his side, even singing to him. But when she heard his servant coming, she dove into the water. She didn't want anyone to know she was a mermaid. She watched with Sebastian and Flounder as the prince awakened and returned to the palace with his servant.

Sebastian knew that King Triton would be very angry if he found out what Ariel had done. "We're just going to forget this whole thing ever happened," he told Ariel and Flounder.



## DISNEY FRIENDSHIP STORIES

But Ariel couldn't stop thinking about Prince Eric.

Sebastian tried to reason with her. "Will you get your head out of the clouds and back in the water where it belongs?"

More than ever, Ariel wanted to be among humans. The crab couldn't seem to convince her that life under the sea was better than life in the surface world. Then, by accident, he revealed to the king that Ariel was in love with a human.

King Triton was furious. He went to see his daughter at once. "Have you completely lost your senses?" he bellowed. "He's a human. You're a mermaid!"

"I don't care," Ariel said defiantly.

The king raised his trident and destroyed all of Ariel's human objects. After he left, Sebastian tried to apologize.

"Just go away," the mermaid said, sobbing.

Sebastian felt awful.

## Disney's Fairy Tale Stories

Ariel's crying was cut short by the arrival of two wicked eels who worked for Ursula the sea witch. They led the mermaid to their boss's cave. Sebastian and Flounder followed them.

Ursula offered Ariel a deal: she would give her human legs in exchange for her voice. "I will make you a potion that will turn you into a human for three days," the sea witch said. "If the prince kisses you before the sun sets on the third day, you'll remain human permanently. But if he doesn't, you'll turn back into a mermaid, and you'll belong to me!"

Ariel knew it was her only chance to get to know Prince Eric. Reluctantly, she signed her name to the contract. Moments later, Ursula had captured the mermaid's voice in a shell and transformed her tail into two human legs! Sebastian and Flounder rushed over to help Ariel. Now that she was human, she couldn't stay underwater for very long.

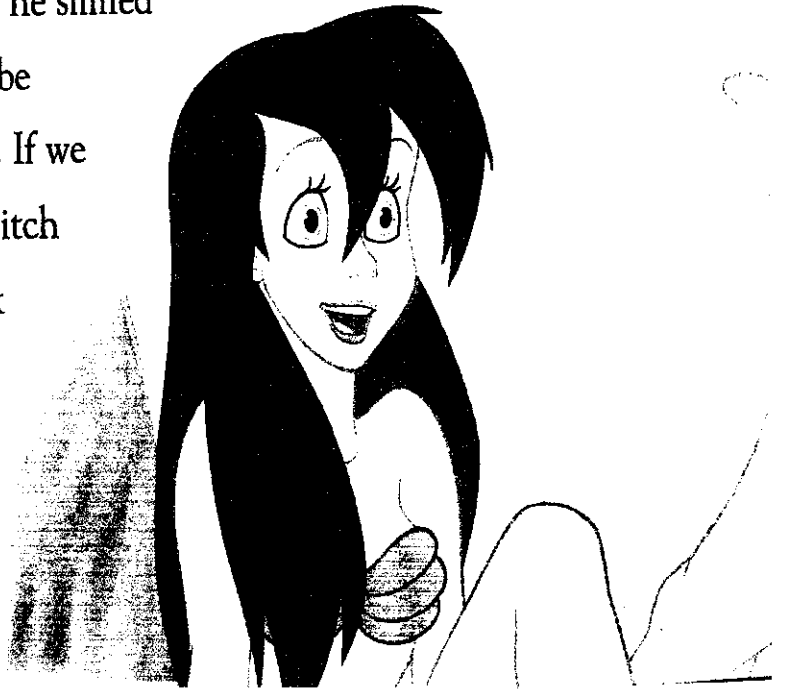
## DISNEY FRIENDSHIP STORIES

When Ariel made it to the rocky shore, she was greeted by another one of her friends, Scuttle the seagull.

Sebastian was beside himself. "This is a catastrophe! What would her father say? I'm going to march myself straight home right now and tell him!"

Ariel shook her head at him, since she had no voice.

"Don't you shake your head at me, young lady!" said Sebastian. Then he smiled hopefully. "Maybe there's still time. If we could get that witch to give you back your voice, you could go home



## SEBASTIAN HELPS OUT

with all the normal fish and just be . . . just be . . .”

The little mermaid looked at him pleadingly.

Sebastian sighed. “Just be miserable for the rest of your life,” he finished. He knew he couldn’t turn his back on his friend.

“All right. I’ll try to help you find that prince.”

Ariel was so thrilled and relieved, she gave the crab a kiss.

“Boy, what a soft shell I’m turning out to be,” Sebastian said.

Scuttle located some rope and sailcloth with which to make a dress for Ariel.



Before long, Prince Eric found Ariel. Although she couldn't speak, Eric was still enchanted by her. One afternoon, he took her for a boat ride in a lush lagoon. Sebastian helped create a romantic mood by getting the lagoon's creatures to sing and play music.

But just as the prince was about to kiss Ariel, their rowboat tipped over! Ursula had sent her two eels to make sure Eric and Ariel didn't kiss.

Through a magical glass ball, Ursula watched Ariel and Eric topple out of the boat. "Nice work, boys," she said to the eels. "That was a close one."



## SEBASTIAN HELPS OUT

But Ursula was still worried that the prince might kiss Ariel before sunset the next day. So she formulated a wicked plan: she would turn herself into a pretty young woman named Vanessa. Then she would use Ariel's voice, which was locked inside the shell on a cord around her neck, to sound like the little mermaid and win the prince's heart.

That evening, Vanessa went ashore and sang to Prince Eric. He was captivated—she sounded just like the girl who had rescued him. When Vanessa put a spell on him, the prince insisted that they be married the very next day.

Ariel was brokenhearted when she heard the news, but there was nothing she could do. She had no idea that Vanessa was really Ursula in disguise.



## DISNEY FRIENDSHIP STORIES

The next day, Ariel, Flounder, and Sebastian were sitting at the dock when Scuttle flew up. He explained that he had seen Vanessa looking in a mirror, and her reflection had revealed that she was really Ursula!

Ariel and her friends knew they had to stop the wedding. Sebastian cut a barrel loose and said to Flounder, "Get her to that boat as fast as your fins can carry you! I've got to get to the sea king!" He told Scuttle to stall the wedding.

Ariel hung onto the barrel as Flounder pulled it toward the ship. When she got there, Scuttle yanked the shell from Vanessa's neck. Ariel got her voice back and the spell on Eric was broken. But before they could kiss, the sun set and Ariel turned back into a mermaid. Vanessa transformed into Ursula and dragged the mermaid underwater. Prince Eric didn't want to lose Ariel, so he fought the sea witch in a fierce battle and won.

## DISNEY FRIENDSHIP STORIES

Although Ursula had been defeated, Ariel was still a mermaid. She couldn't live in Prince Eric's world.

King Triton saw how unhappy his daughter was. "She really does love him, doesn't she?" he said to Sebastian.

The crab nodded.

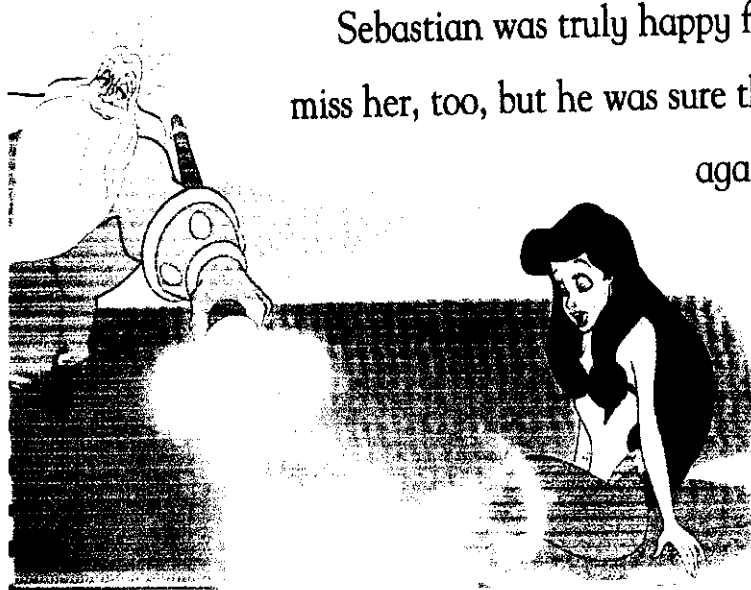
"Then I guess there's just one problem left," said King Triton.

"What's that, Your Majesty?" asked Sebastian.

"How much I'm going to miss her," King Triton explained.

Then, with a flash of golden light from his trident, he gave Ariel human legs.

Sebastian was truly happy for Ariel. He would miss her, too, but he was sure they'd see each other again, soon.



**Annex 4****Extra reading activities after reading a story**

Name \_\_\_\_\_

Date \_\_\_\_\_

**SETTING**

5-4

The story setting is where the action takes place (in a house, on the roof, under the bridge, at the swimming pool, and so on).

Select a book: Title \_\_\_\_\_

Author/Illustrator \_\_\_\_\_

Show the different settings where the action takes place. What do they look like? Pay special attention to details, and show the reader as much as you can!

1. Beginning Setting.	2. Where do we go next?	3. Then where are we?
4. Show the prettiest set.	5. Your favorite setting.	6. Ending Setting.

**Title A** \_\_\_\_\_

\_\_\_\_\_

**Characters**

**Setting**

**Events**

**Ending**

**Title B** \_\_\_\_\_

\_\_\_\_\_

**Characters**

**Setting**

**Events**

**Ending**

**Title** \_\_\_\_\_

Look at the selection title above and the list of words and phrases below.  
Write sentences that predict who and what this story might be about.

**Words and Phrases**

**Characters:** \_\_\_\_\_

\_\_\_\_\_

**Problem:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Events:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Outcome:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Character Chart

Character's Name	Relationship to Main Character	Characteristics

NAME \_\_\_\_\_

## DESCRIBE THAT CHARACTER!

TITLE OF STORY \_\_\_\_\_ AUTHOR \_\_\_\_\_

Name of story character \_\_\_\_\_

Age \_\_\_\_\_ Male Female *(Circle one)*

**Physical appearance**

---

---

**Personality**

---

---

**Behavior**

---

---

**Likes**

---

---

**Dislikes**

---

---

Title \_\_\_\_\_

**Plot/Story Sequence**

Beginning	
-----------	--



Middle	
--------	--



End	
-----	--

**Annex 5**  
**Examples of Songs**

**THE OTHER DAY**

The other day, I met a bear.

A great big bear, a way up there.

He looked at me, I looked at him.

And so I ran away from there,

But right behind me was that bear.

He was so fast, when chasing me,

But glory be, I found a tree.

And so I jumped into the air,

But I missed the branch on the way back down.

This is the end, there ain't no more

And so I met that bear once more,

When he came knocking at my door.

**LOOK BOTH WAYS**

Oh summer is there,  
no clouds in the sky  
Gonna play all day,  
my friends, my dog, and I  
I'm ready to go and I hear mom say  
When you cross the street,  
Be sure and look both ways  
Look both ways  
Listen close my friend.  
Look left, look right  
Look left and right again  
When you're running here and there  
Remember what we say  
Be smart, be safe  
And look both ways  
We've got places to go  
And fun things to do  
Gonna ride my bike,  
Gonna go to the zoo  
The ice cream man is coming our way  
A sign on his truck says  
To look both ways

**EVERYDAY****(High School Musical II)**

Once in a 1. \_\_\_\_\_  
 means there's no second chance  
 so I 2. \_\_\_\_\_ than you and me  
 should grab it while we can

Make it last forever  
 and never give it 3. \_\_\_\_\_

It's our turn, and I'm loving' where we're at  
 Because this moment's really all we have

**CHORUS**

Everyday of our 4. \_\_\_\_\_  
 wanna find you there, wanna hold on tight  
 Gonna run while we're young  
 and keep the 5. \_\_\_\_\_

Everyday from right now  
 gonna use our voices and scream out loud

Take my hand, together we will 6. \_\_\_\_\_  
 Oh, everyday

They say that you should follow  
 and chase down what you dream,  
 but if you get lost and lose 7. \_\_\_\_\_  
 what does it really mean?

Oh, no matter where we're going,  
 Oh yeah, it starts from where we are.

There's more to life when we listen to my 8. \_\_\_\_\_  
 and because of you, I've got the strength to start

We're taking it back,  
 we're doing it here together!  
 It's better like that,  
 and stronger now than ever  
 We're not gonna 9. \_\_\_\_\_.

'Cause we get to choose.  
 That's how it's gonna be!  
 Everyday of our lives  
 wanna find you there, wanna hold on 10. \_\_\_\_\_.  
 Gonna run while we're young  
 And keep the faith  
 Keep the faith!

The teacher habitually uses brainstorming questions before of starting to read a tale in order to figure out the setting and the characters that are going to appear in the story. Besides, students frequently show their knowledge by asking questions after reading a story because they want to know the meaning of the new phrases.

Students commonly ask the meaning of new vocabulary when they are reading a story and they make a list of new words to discuss with their classmates. On the other hand, kids rarely like to read silently because they really enjoy reading a tale loudly in groups.

The teacher allows students to choose their favorite tale and in this way children feel free to select any story that they want. Moreover, kids often like to do role plays and they love dressing up with their favorite costumes.

The second part of the questions was related to the students' attention span and it showed the following results:

The teacher regularly makes all students participate because of the advantage that there are only ten students in class and also they have the opportunity to take risks. Additionally, the teacher often stimulates her students by performing challenging tasks in groups during the lesson.

The teacher always gives clear instructions before of starting a class because children need a stimulus in order to do their activities. Furthermore, the teacher frequently uses TPR activities and in this way kids are ready to start the class.

The teacher not often cuts down the distractions when concentration is needed because children do not bring toys everyday and they know that it is a rule in the class.

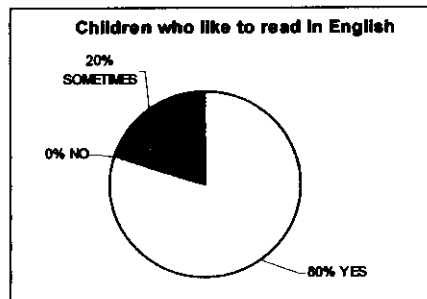
Children usually remember tales that they have read and activities that they have done by making mind maps and brainstorming questions in groups.

The teacher has a good friendship with her students because there is a nice environment in the classroom. Moreover, the kids of the English Starts group are very collaborative and responsible and the best important thing is that they love English.

#### 4.5.3 Survey

The teacher carried out the same survey for their students after the application of the activities and these were the results.

#### Question 1: Do you like to read in English?



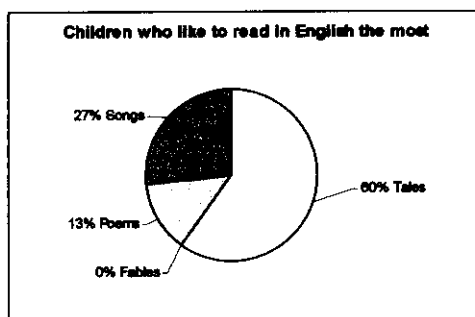
**Analysis:**

According to the results, 80% of children like to read in English.

20% of children sometimes like to read.

0% of children answer no, which shows that children have a good attitude to read in English.

Students really enjoy reading in English and they love to read their favorite tales from the Disney book.

**Question 2: What do you like to read in English the most?****Analysis:**

According to the results, 60% of children like to read tales.

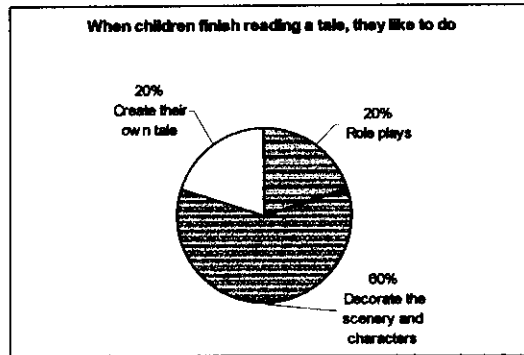
27% of children like to read songs.

13% of children like to read poems.

0% shows that children do not like to read fables.

Students really like to read tales and it is important to include Disney stories in the lessons because in that way, they practice their reading. Furthermore, kids love to read and sing songs from High School Musical.

**Question 3: When you finish reading a tale, what do you like to do?**



**Analysis:**

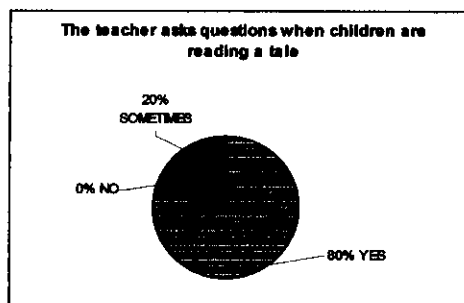
According to the results, 60% of children like to decorate the scenery and characters.

20% of children like to perform role plays.

20% of children like to create their own tale.

Children really like to perform role plays of their favorite characters and decorate the scenery for interpreting their understanding of the story. Therefore, they enjoy dressing up with their favorite costumes.

**Question 4: When you are reading a tale, does your teacher ask questions about the reading?**



**Analysis:**

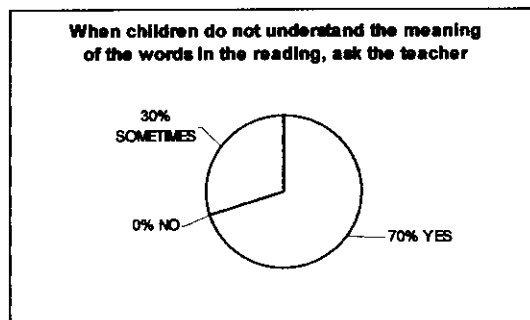
According to the results, 80% of children answer yes.

20% of children answer sometimes.

0% shows that the teacher asks questions.

The teacher frequently asks questions when kids are reading a tale. And it is also a good idea to write the answers on the board because students practice reading.

**Question 5: When you do not understand the meaning of some words in the reading, do you ask your teacher?**

**Analysis:**

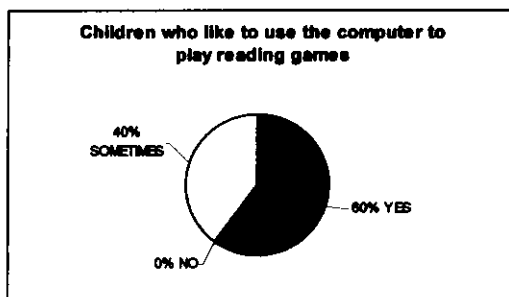
According to the results, 70% of children say yes.

30% of children say sometimes.

0% of children say no.

The result shows that students habitually ask questions when they do not understand new words in the story and they also discuss the meaning of new phrases with their classmates.

**Question 6: Do you like to use the computer to play reading games?**



**Analysis:**

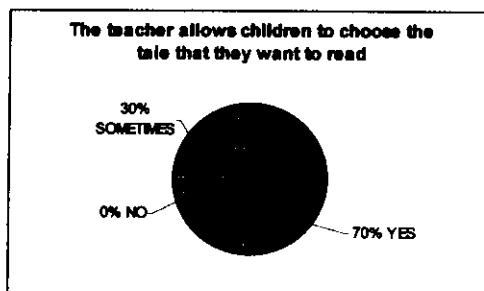
According to the results, 60% of children like to use the computer.

40% of children sometimes like to use the computer.

0% of children do not like to use the computer.

Kids like to use the computer because they practice reading by playing the computer programs. And they normally select the game that they want to play.

**Question 7: Does your teacher allow you to choose the tale that you want to read?**



**Analysis:**

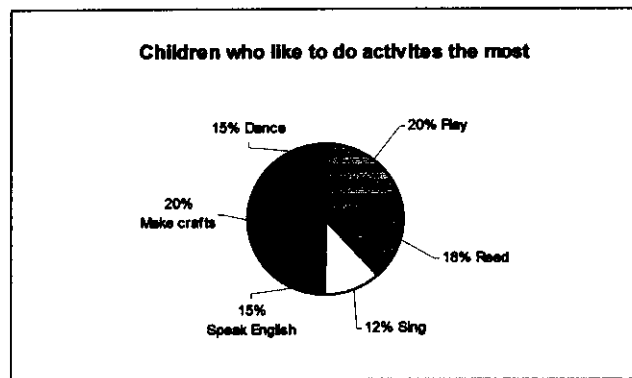
According to the results, 70% of children answer yes.

30% of children answer sometimes

0% of children answer no.

Children usually choose their favorite tale to read because it is according to their interests and needs. They love to read about Disney stories and act out the characters.

**Question 8: What do you like to do the most?**



**Analysis:**

According to the results, 20% of children like playing.

20% of children like making crafts.

18% of children like reading.

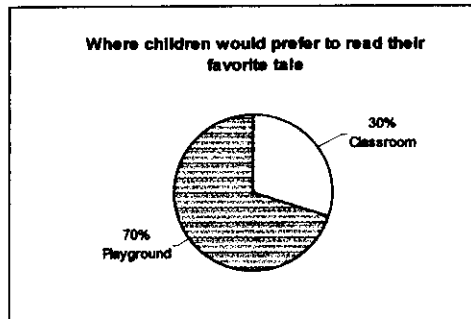
15% of children like dancing.

15% of children like speaking English.

12% of children like singing.

Most children really like to play games, make crafts, dance and sing. Therefore, the teacher can use her imagination to create different activities according to the student's abilities.

**Question 9: Where would you prefer to read your favorite tale?**



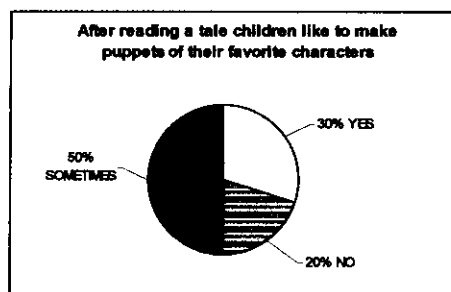
**Analysis:**

According to the results, 70% of children prefer to read in the playground.

30% of children prefer to read in the classroom.

Children often enjoy reading their favorite tale in the playground because of the nature and they love to sit down or lay down on the grass.

**Question 10: After reading a tale do you like to make puppets of your favorite characters?**



**Analysis:**

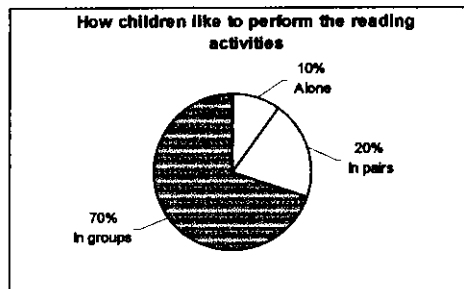
According to the results, 50% of children answer sometimes.

30% of children answer yes.

20% of children answer no.

Some children not often like to make puppets but they like to paint the scenery and make role plays about their favorite stories.

**Question 11: How do you like to perform the reading activities?**



**Analysis:**

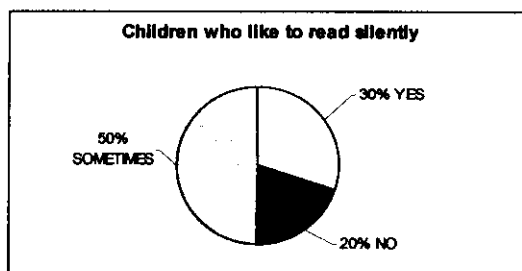
According to the results, 70% of children like to work in groups.

20% of children like to work in pairs.

10% of children like to work alone

Kids regularly work in learning centers in groups to help each other. Therefore, some kids like to work in pairs and with their best friends.

**Question 12: Do you like to read silently?**



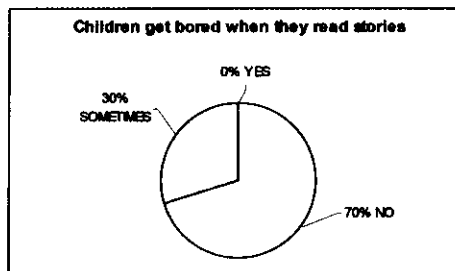
**Analysis:**

According to the results, 50% of children answer sometimes.

30% of children answer yes.

20% of children answer no.

Some students do not like to read silently because they normally work in groups for discussing problems, settings and characters' personalities about their favorite tale.

**Question 13: Have you ever gotten bored when you read stories?****Analysis:**

According to the results, 70% of children do not get bored.

30% of children sometimes get bored.

0% of children get bored.

Kids do not get bored when reading a story because of the challenging activities which help them to have a good motivation in the class.

As a conclusion, the researcher shows that the group of English Stars improved their attention span after the application of the creative and dynamic reading activities and also children were motivated by performing their tasks. It is recommended to teachers to analyze the real needs of children in order to develop their intelligence by stimulating their creativity.

V

## **CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 Conclusions

After the application of the creative reading activities to increase students' attention span with the group English Stars at ABC English Institute, the following conclusions were made:

- According to this research, we have found that teachers have to take into account the type of reading activities that are employed in their lessons because it is very important to know the students' interests towards reading. In this way, teachers should try to integrate challenging tasks after reading a story by using attractive materials in order to enlarge their attention span.
- It is necessary to identify the students' attention span according to their age since teachers know that children in eight and nine year old children have a longer attention span, they can adapt the reading activities using drama, which develops students' intelligence by stimulating their imagination and creativity.
- Teachers have to motivate their students to read by including fun activities everyday to enhance students' enthusiasm for reading. The result of the research showed that children really enjoy decorating the scenery and characters after reading a tale, consequently these types of activities should be put into practice with youngsters.
- Another motivating activity that showed to be effective was singing songs and chants and playing indoor and outdoor games where teachers encourage

them to keep on their positive attitude towards reading.

- Participating in role plays is also an activity that is highly recommended after the application and successful participation of students in this research because they love to act out their favorite characters.
- Children need to be exposed to different activities using literature in the classroom because when they read stories with enjoyment, excitement and emotional involvement their attention span can increase.
- Eight and nine year-old children love to work in groups and play competition games using physical movement when they take risks to perform reading tasks. That is what happened with the group of study because the teacher realized that students did not get bored and worked successfully with the reading activities applied in the classroom.
- It is possible for teachers to increase students' attention span by using creative reading activities in the class. Therefore, they have to keep in mind children's needs, abilities and interests by incorporating new strategies in order to promote reading in their lives.

## 5.2 Recommendations

- According to the experience gained through the development of this research done on eight and nine year-old children at ABC English Institute, it is recommended that teachers integrate creative activities that will effectively develop students' reading skills. In order to improve children's attention span, teachers have to be aware of the activities that promote an alert mind linked to a child's daily life.
- Moreover, teachers should encourage their students to take up activities that can boost their creativity such as puzzles, silly riddles and guessing games that will help them to concentrate without being overbearing and thus will get to improve their attention span.
- On the other hand, it is advisable to make reading an integral part of children's lives by selecting new reading materials and interesting activities where students will become good readers.
- It is finally suggested that teachers apply the proposed creative and dynamic reading activities listed in chapter 4 and presented in annexes 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 to increase students' attention span in the class, and consequently, expand their teaching English practice.

**ANNEXES**

**Annex 1**

**Survey**

**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**Survey N°1**

**Objective:**

To find out the type of reading activities that children like to perform in class.

**Questions:**

**1. ¿Te gusta leer en Inglés?**

Si \_\_\_\_\_ No \_\_\_\_\_ A veces \_\_\_\_\_

**2. ¿Qué es lo que mas te gusta leer en Inglés?**

a. Cuentos \_\_\_\_\_

b. Fábulas \_\_\_\_\_

c. Poemas \_\_\_\_\_

d. Canciones \_\_\_\_\_

**3. ¿Cuando terminas de leer un cuento, qué te gusta hacer?**

a. Dramatizaciones \_\_\_\_\_

b. Decorar el escenario y los personajes \_\_\_\_\_

c. Crear tu propio cuento \_\_\_\_\_

**4. ¿Cuando estas leyendo un cuento tu profesora te hace preguntas de los que esta entendiendo?**

Si \_\_\_\_\_ No \_\_\_\_\_ A veces \_\_\_\_\_

**5. ¿Cuando no entiendes el significado de algunas palabras en la lectura le preguntas a tu profesora?**

Si \_\_\_\_\_ No \_\_\_\_\_ A veces \_\_\_\_\_

**6. ¿Te gusta usar la computadora para realizar juegos de lectura?**

Si \_\_\_\_\_ No \_\_\_\_\_ A veces \_\_\_\_\_

**7. ¿Tu profesora te permite elegir el cuento que deseas leer?**

Si \_\_\_\_\_ No \_\_\_\_\_ A veces \_\_\_\_\_

8. ¿Qué te gusta más?

a. Jugar \_\_\_\_\_

b. Leer \_\_\_\_\_

c. Cantar \_\_\_\_\_

d. Conversar en Inglés \_\_\_\_\_

e. Manualidades \_\_\_\_\_

f. Bailar \_\_\_\_\_

9. ¿En donde preferirías más leer tu cuento favorito?

En el aula \_\_\_\_\_

En el patio \_\_\_\_\_

10. Después de leer un cuento ¿te gusta hacer títeres de tus personajes favoritos?

Si \_\_\_\_\_ No \_\_\_\_\_ A veces \_\_\_\_\_

11. Te gusta realizar las actividades de lectura:

Solo o sola \_\_\_\_\_ en parejas \_\_\_\_\_ en grupos \_\_\_\_\_

12. ¿Te gusta leer en silencio?

Si \_\_\_\_\_ No \_\_\_\_\_ A veces \_\_\_\_\_

13. ¿Alguna vez te aburres cuando hacemos lecturas?

Si \_\_\_\_\_ No \_\_\_\_\_ A veces \_\_\_\_\_

**Annex 2**  
**Observation Sheet**

**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**Observation Sheet N° 1**

**Objective:**

To determine the type of reading activities that teachers use to increase students' attention span in the class.

CODE:                      YES (Y)                      NO (N)

READING ACTIVITIES	Y	N
	Number of times	
1. Does the teacher encourage her students to read stories in the class?		
2. Does the teacher use songs and chants to teach reading?		
3. Does the teacher use posters to teach reading?		
4. Does the teacher use flashcards to teach reading?		
5. Does the teacher use games to teach reading?		
6. Does the teacher use the computers to teach reading?		
7. Does the teacher use brainstorming questions before of starting to read a story?		
8. Do children show their knowledge and comprehension by asking questions after reading a story?		
9. Do children practice pronunciation when they are reading a text?		
10. Do children ask the meaning of new vocabulary when they are reading a story?		
11. Do children like to read a text silently?		

12. Do children select the stories that they want to read?		
13. Do children like to do role plays after reading a story?		
14. Do children have a good fluency when they are reading a text?		
<b>STUDENTS' ATTENTION SPAN</b>	<b>Y</b> Number of times	<b>N</b>
15. Does the teacher make students participate?		
16. Does the teacher stimulate her students during the lesson?		
17. Does the teacher use group or peer activities?		
18. Does the teacher give clear instructions?		
19. Does the teacher use physical activity in the class?		
20. Does the teacher cut down the distractions when concentration is needed?		
21. Does the teacher encourage her students to talk about things they have done and things they have read?		
22. Is there a nice and friendly atmosphere where students feel free to take risks?		
23. Is every student considered unique with his/her own potential and abilities?		
24. Do the class develop students' creative, careful and responsible thinking?		

**Annex 3**  
**Examples of Stories**

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Disney's  
THE  
LION KING

# A Lion's Best Friends



## DISNEY FRIENDSHIP STORIES

**M**ufasa, the lion king, was the ruler of the Pride Lands. When his son, Simba, was born, the animals bowed in respect as the wise baboon, Rafiki, presented the cub. They knew that someday Simba would be their leader. It was all part of the Circle of Life.



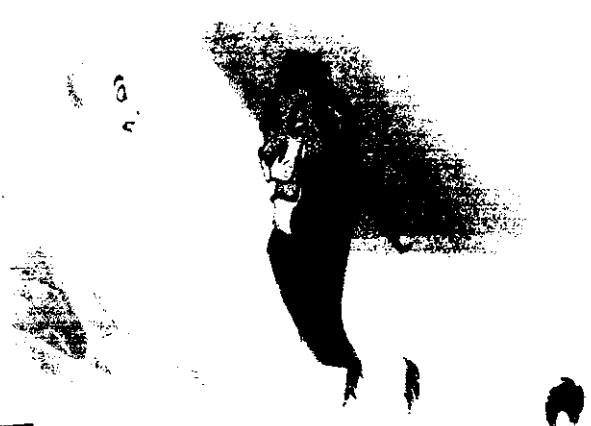
## A LION'S BEST FRIENDS

Until Simba was born, his uncle Scar had been next in line to be king. There was nothing that the greedy lion wanted more. So he devised an evil plan.

"Your father has a surprise for you," Scar told his nephew one morning as he led him into a deep gorge. "Just stay on this rock, and I'll go get him."

Eager for his surprise, the cub obeyed. He didn't know that Scar had instructed some hyenas to scare a herd of wildebeests into a stampede—straight toward him. Nor did the cub know that Scar had run off to warn Mufasa that his only son was in danger.

It was a trap—and it worked!



## A LION'S BEST FRIENDS

Just as Scar had hoped, Mufasa leaped into the gorge and raced toward Simba, who was dangling from a branch. By the time the lion king carried Simba to the safety of a rocky ledge, he had become very tired.

For a moment, the stampeding wildebeests almost carried Mufasa away. But he clung to the rocky gorge wall and slowly began to claw his way up the side.

"Brother, help me!" Mufasa cried to Scar.

Instead of helping, though, Scar dug his claws into his brother's paws. He smiled wickedly as Mufasa fell to his death.

Unfortunately for Scar, Simba was still alive. But the evil lion knew just how to get rid of him.

"If it weren't for you, your father would still be alive," he told the cub, who hadn't seen what Scar had done. "Run away . . . and never return!"

And that is just what Simba did.

Simba ran until the ground grew hard and cracked beneath his blistered paws and his small, sore legs collapsed from exhaustion.

He fell asleep at once. But when he woke up, things were very different.

The desert had turned into a lush jungle. And instead of being



## A LION'S BEST FRIENDS

alone, he was with a warthog named Pumbaa and a meerkat named Timon.

"We saved you!" cried the meerkat.

Timon and Pumbaa could tell that something was bothering Simba. But the cub didn't want to talk about it—and that was just fine with them.

Their motto, after all, was *hakuna matata*, which meant *no worries!*

"You got to put your past behind you,"

Timon told Simba.



Timon and Pumbaa didn't care a bit what the cub thought he had done.

## DISNEY FRIENDSHIP STORIES

They liked him and wanted him to stay in the jungle. So he did.

Of course, Simba had to get used to a few things, such as having no zebras or antelopes or hippos to eat. Instead, Timon introduced him to a new kind of food: grubs! The cub also ate termites, ladybugs, and all the other insects that crawled around the jungle.

“You’ll learn to love them!” Pumbaa told him.

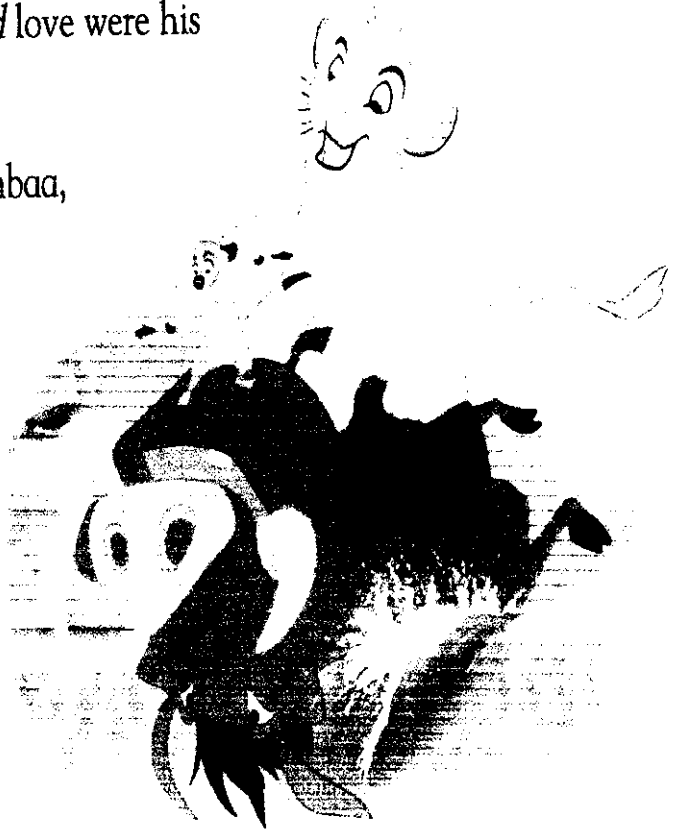
Simba didn’t think he ever would, but he ate them anyway.



## A LION'S BEST FRIENDS

What the lion cub *did* love were his new friends.

With Timon and Pumbaa, every day brought new games and fun-filled adventures. When they weren't playing, they were eating; when they weren't eating, they were playing; and when they weren't doing either, they just relaxed.



As the years went by, the friends grew closer and closer, and Simba's sad past faded away . . . almost.

## DISNEY FRIENDSHIP STORIES

One day, while Timon and Pumbaa were out stalking beetles, a stranger appeared in the jungle: a fierce lioness, alone and very hungry!

“Aaaaggh!” yelled Pumbaa, as he fled. But the warthog got stuck beneath an old tree root.

“Aaaaggh!” screamed Timon, as he tried to push Pumbaa to freedom before the lioness attacked them.

Luckily, Simba heard his friends’ cries and raced to their defense. Now fully grown, he easily wrestled the lioness to the ground—but she quickly flipped him over and pinned *him* down. Only then did he realize whom he was fighting.

“Nala?” he said. She was one of his old playmates!

Nala was surprised to see him. Scar had told the whole pride that Simba was dead! She told her old friend that Scar had let the hyenas take over the Pride Lands. “Everything’s destroyed. There’s no food or water. You’re our only hope!” she cried.



When Timon,  
Pumbaa, and Nala woke  
up the next morning,  
Simba was gone.

“The king has  
returned,” Rafiki  
informed them.

At first, Timon and  
Pumbaa didn’t  
understand. But Nala

did. She told them about Scar and how he had taken over as king  
and ruined the once great Pride Lands.

“Simba must fight his uncle to take his place as king,” she  
explained. She also told them that he might need a little help.

“If it’s important to Simba,” Timon said, “we’re with him to  
the end.”

## A LION'S BEST FRIENDS

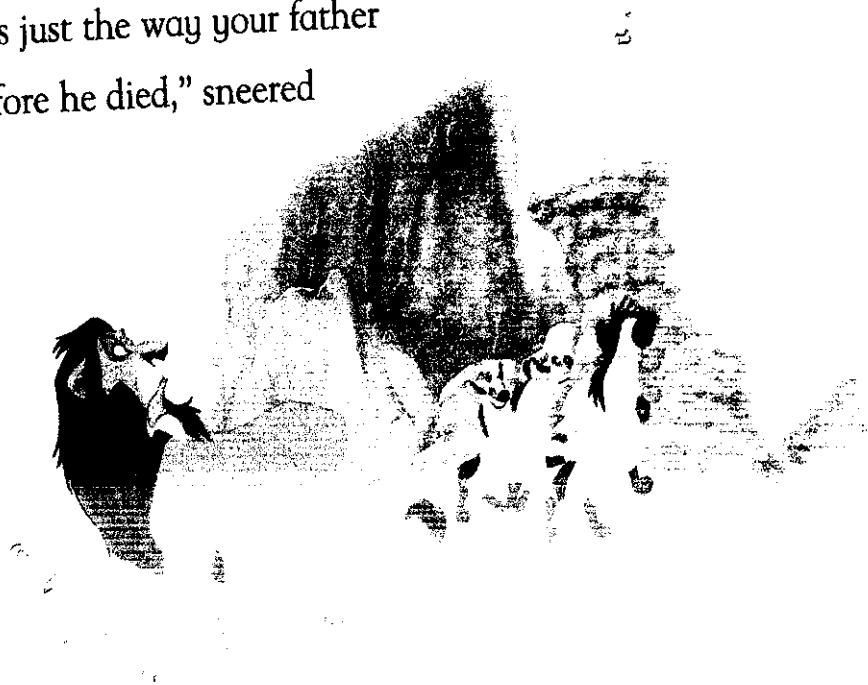
Timon, Pumbaa, and Nala hurried to catch up with Simba. They followed him to the Pride Lands.

Once there, Simba let out an earthshaking roar and climbed Pride Rock to face his evil uncle.

"Step down, Scar," Simba commanded.

But his uncle wasn't going to give up the kingdom so easily. Scar and the hyenas fought, and soon Simba was dangling from a cliff.

"This is just the way your father looked before he died," sneered Scar.



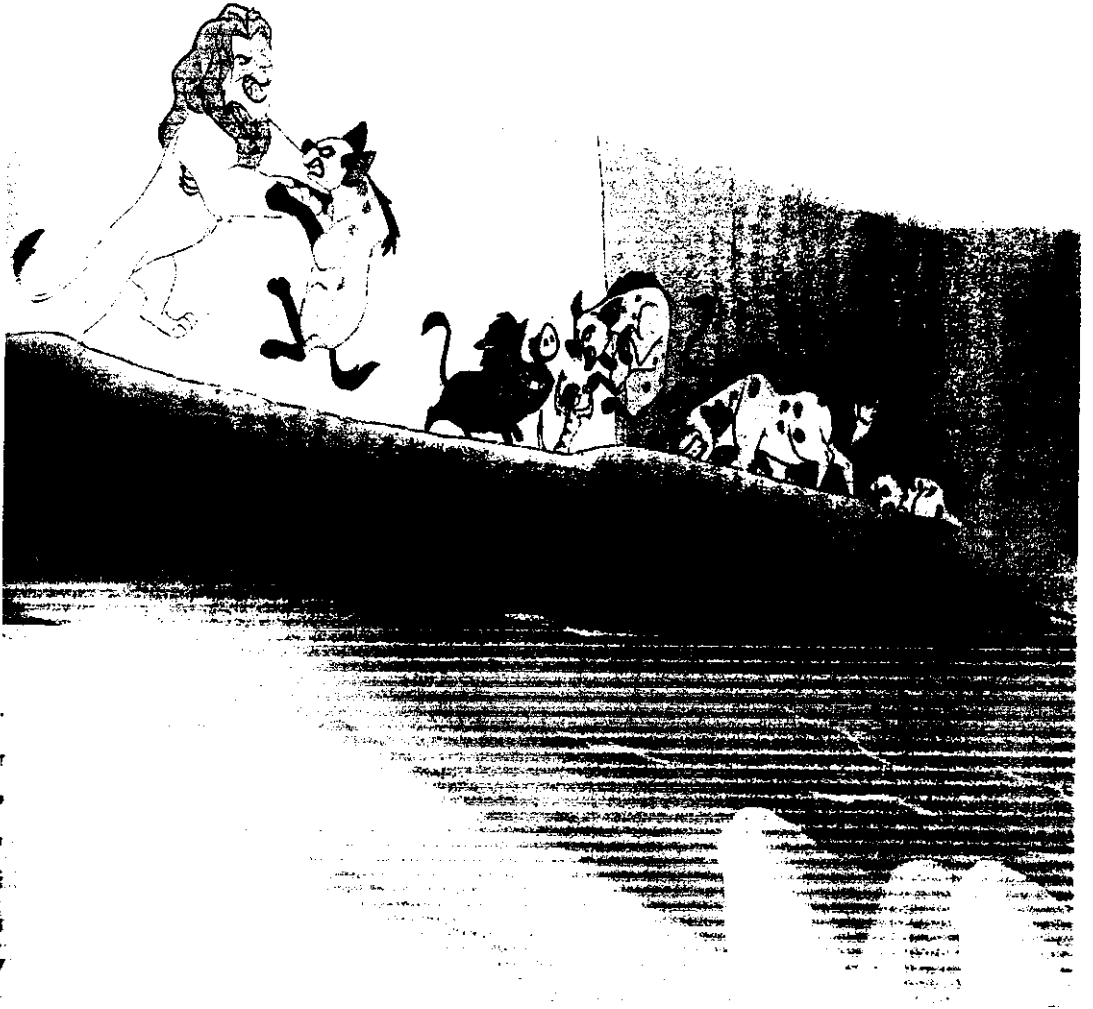
## THE LION KING: STORIES

Suddenly, Simba realized that *Scar* was the one responsible for Mufasa's death—not him! Filled with rage, he sprang onto the ledge. With Timon, Pumbaa, and Nala beside him, he took on Scar and the hyenas.



## A LION'S BEST FRIENDS

The friends fought bravely. Scar attacked Simba, but the younger lion quickly moved out of the way. Scar fell to his death. The hyenas soon retreated. The battle over, Simba immediately became king.



Under Simba's wise and just rule, the Pride Lands soon returned to their former splendor. Simba went on to become as great a king as his father. He and Nala soon had a cub of their own.

The Circle of Life continued, as it was always meant to. Simba lived happily ever after . . . along with two better and truer friends than any lion king ever had!



Disney's  
The  
Rescuers

A FRIEND IN NEED



## DISNEY FRIENDSHIP STORIES

The mice of the Rescue Aid Society were holding a special meeting at their headquarters in New York. Some of the members had found a note asking for help from a little girl named Penny.

“Oh, that poor little girl!” cried Miss Bianca. “Mr. Chairman, please may I have this assignment?” The society often sent its mice on rescue missions.



The chairman was reluctant to let the elegant mouse go by herself, so Miss Bianca chose a co-agent: Mr. Bernard, the janitor! But he wasn't sure he wanted to go.

“We'll be a great team!” Miss Bianca insisted. She was so charming that Bernard agreed.

That night, the pair set off for the orphanage named in Penny's note.

## A FRIEND IN NEED

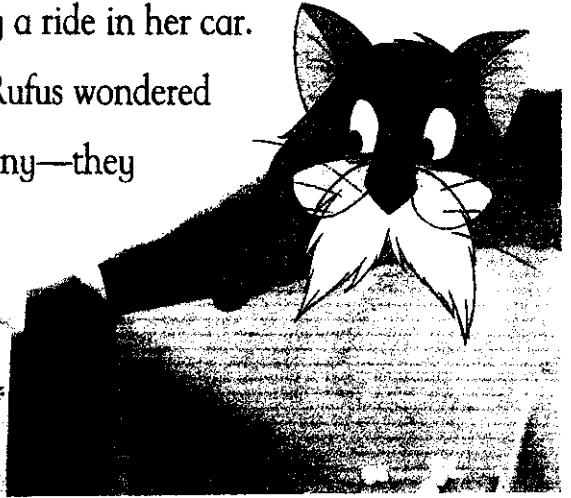
When they arrived at the orphanage, the mice climbed through a window and began to look around for clues. Soon, they noticed a cat peering down at them!

The mice panicked, but the cat was old and friendly. His name was Rufus, and he loved Penny. He told them how she had been sad lately because no one wanted to adopt her. The cat had assured her that one day she would have parents of her own.

"But the next thing I heard, Penny was gone," Rufus continued. He explained that no one knew where she was, and that even the police had given up looking.

Then the cat remembered something: a lady who ran a pawnshop had tried to give Penny a ride in her car.

As the mice left to investigate, Rufus wondered how they would be able to help Penny—they were so small, after all.



## A FRIEND IN NEED

Moments later, Bernard and Bianca slipped inside Medusa's Pawnshop and spotted a schoolbook lying on a counter. They looked inside and saw Penny's name!

"Then she's gotta be here," Bernard said.

Before they could search for her, the phone rang. The mice scrambled into hiding as Medusa stormed into the room. "You blundering fool!" she snarled into the phone. "Can't you control a little girl? I'm taking the next flight down to Devil's Bayou."

Medusa hurled clothes—and without realizing it, Bernard—into a suitcase! Bianca grabbed onto a strap that was hanging from the suitcase as Medusa left.

Soon, they were all in a car headed for the airport. Bianca scurried over to the suitcase, opened it, and hopped in. But Medusa drove like a madwoman. When she made a fast turn, the suitcase bounced out of the car, taking the two mice with it.

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## DISNEY FRIENDSHIP STORIES

Bernard and Bianca walked the rest of the way to the airport, then headed for the Albatross Airlines terminal. As they sat in the ramshackle office, they watched as their pilot, Captain Orville, came in for a crash-landing.

“Maybe we’d better take the train,” suggested Bernard nervously.

But Bianca couldn’t wait to be soaring above the clouds on the albatross’s back. When Orville was ready, they boarded and took off.

They flew over the city and then down the coastline toward bayou country. From what Medusa had said on the phone, Bernard and Bianca felt sure they would find Penny down there.

Day turned to night, and Bernard’s jumpiness finally turned to contentment as Bianca put her head on his shoulder and fell fast asleep.

## A FRIEND IN NEED

In the bayou, Medusa and her partner, Snoops, were searching the swamp for Penny, who had run away. A giant diamond called the Devil's Eye was hidden in a nearby cave, and Medusa wasn't small enough to fit inside and search for it. That's why she'd kidnapped Penny—and why she had to find her.

The villains shot a flare to light up the night—and hit Orville as he flew by. “My rudder's on fire! Bail out!” yelled the albatross.

Bernard and Bianca used their umbrella as a parachute, and Orville steered himself toward the water. Luckily, the three travelers landed safely outside the house of Orville's friends, Ellie Mae and Luke. The swamp creatures immediately summoned Ewinrude the dragonfly to help rescue Penny. The tiny creature had the fastest leaf boat on the bayou. Bernard and Bianca stepped into the tiny craft, and within minutes, the speedy insect was motoring them across the swamp.

## DUSTY FIVE-DAY STORIES

Meanwhile, Medusa's pet crocodiles, Brutus and Nero, had found Penny and brought her back to the criminals' riverboat hideout.

"You'd better behave, or I'll let Nero and Brutus have your old teddy bear," threatened Snoops.

Bernard and Bianca arrived just in time to hear Medusa tell Snoops she was going to send Penny down into the cave again.

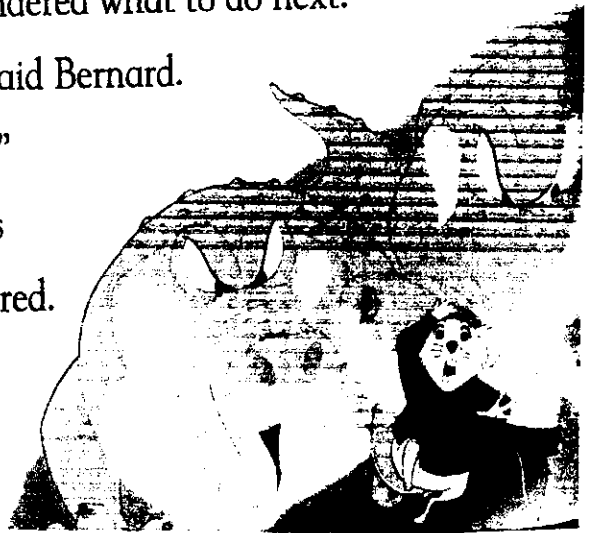
Before the pair could reach Penny, the crocodiles began to chase them, and soon Snoops and Medusa were after the mice, too. They summoned Evinrude and were able to get back to the swamp safely. There, they wondered what to do next.

"Maybe Rufus was right," said Bernard.

"What can two little mice do?"

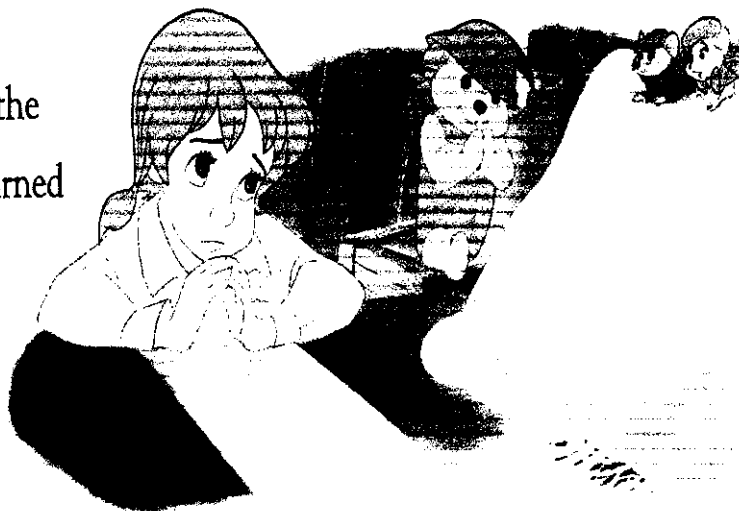
"But Bernard, the society is counting on us!" Bianca declared.

"We can't quit now!"



## A FRIEND IN NEED

Later that night, the determined mice returned to the hideout and located Penny. They told her they'd found the



message she'd sent and come to rescue her.

"Didn't you bring somebody big with you?" Penny asked.

"The three of us need to work together and have a little faith," said Bianca.

"Rufus said faith makes things turn out right," Penny agreed.

Penny and the mice sent Evinrude to get help from Ellie Mae and the other swamp critters. Then, when Medusa came to take Penny back to the cave, the mice hid inside the little girl's pocket. No matter what happened next, Penny would not be alone. Bernard and Bianca would be with her every step of the way.