

# **FROM READING TO WRITING: The legend of the serpent of Manlleu**

Carla GÁMIZ MOLINA

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Tutor: Anna M<sup>a</sup> Vallbona

Faculty of Education, Translation, Sports and Psychology

(University of Vic- Central University of Catalonia)

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## **Abstract**

The aim of the present dissertation is to design a didactic handout to help students learn the writing skill, meaningfully and in a motivating way. The didactic proposal has been created and is based on different theoretical studies about the learning of writing in primary education. Two fundamental theories will guide the didactic project presented: Topic familiarity from Shin and Crandall (2018) and Dual Coding Theory (Paivio, 2010). The handout also follows the Reading while Listening strategy applied in Tragant and Vallbona (2018). The didactic handout is thought for students of the upper cycle of primary education from Manlleu and because of that, a familiar topic has been selected to work: The legend of the serpent of Manlleu. A set of activities has been designed according to the criteria explained in the study following the theories and strategies stated above. The final objective of the proposal will be to encourage and motivate children to learn about a tradition in their own village and to be able to write a new version of the legend.

**Keywords:** writing in primary education, motivation, topic familiarity, Reading while Listening.

## **Resum**

L'objectiu del present estudi és dissenyar una proposta didàctica que ajudi els alumnes a aprendre l'habilitat de l'escriptura, de manera significativa i motivadora. La proposta didàctica ha estat creada i es basa en diferents estudis teòrics sobre l'aprenentatge de l'escriptura a l'educació primària. Dues teories fonamentals guiaran el projecte didàctic presentat: La familiaritat amb el tema de Shin i Crandall (2018) i la Teoria de la Codificació Dual de Paivio (2010). La proposta didàctica també segueix l'estratègia de llegir escoltant aplicada a Tragant i Vallbona (2018). L'entrega didàctica està pensada per a alumnes del cicle superior d'educació primària de Manlleu i per això s'ha seleccionat una tema familiar per treballar: La llegenda del serpent de Manlleu. S'ha dissenyat un conjunt d'activitats segons els criteris exposats a l'estudi seguint les teories i estratègies exposades anteriorment. L'objectiu final de la proposta serà animar els infants a conèixer una tradició del seu poble i poder escriure una nova versió de la llegenda.

**Paraules clau:** escriptura a l'educació primària, motivació, tòpic familiar, llegir escoltant.

## **Resumen**

El objetivo del presente estudio es diseñar un manual didáctico que ayude a los alumnos a aprender la habilidad de la escritura, de forma significativa y motivadora. La propuesta didáctica ha sido creada y se basa en diferentes estudios teóricos sobre el aprendizaje de la escritura en educación primaria. Dos teorías fundamentales guiarán la propuesta presentada: La familiaridad temática de Shin y Crandall (2018) y la Teoría de la Codificación Dual de Paivio (2010). La propuesta didáctica también sigue la estrategia de leer escuchando aplicada en Tragant y Vallbona (2018). Ésta, está pensada para alumnos de quinto y sexto de educación primaria de Manlleu y por ello se ha seleccionado un tema familiar: La leyenda de la serpiente de Manlleu. Se ha diseñado un conjunto de actividades según las teorías y estrategias expuestas anteriormente. El objetivo final de la propuesta será animar y motivar a los niños a conocer una tradición de su propio pueblo y poder escribir una nueva versión de la leyenda.

**Palabras clave:** escritura en educación primaria, motivación, tópico familiar, leer escuchando.

## 1. Introduction

Learning English at school from an early age has become of utmost importance. Children start studying this language when they are very young and do so for a number of years. To ensure the success in their process of learning this foreign language, the students need to be motivated and keep this motivation going for a number of years. Learning a language is useful for communicating with others and implies using the four skills. Writing at an early age seems to be one of the hardest skills to learn for young EFL learners. Children need to be taught how to write according to the written expression dimension and the specific competences that the curriculum describes. These consist of knowing how to plan texts, how to produce them and how to revise them according to the specific purpose of the text (Departament d'Ensenyament<sup>1</sup>, 2017, p. 36). They also need to be motivated to do it.

The project has a twofold objective: in the first place, to study what makes writing activities meaningful and motivating for the upper cycle of primary students. Secondly, to create a handout addressed to teachers to guide their students in the process of writing. To do so, the following research question has led the study is “*How can teachers make the writing process meaningful for young children?*”. The three main objectives that have been set to answer this question are the following:

- *To find out how can children learn to write more meaningfully and in a motivating way.*
- *To determine the type of writing tasks that are motivating for young learners.*
- *To know what writing techniques and methodologies are useful to guarantee a successful learning process for writing.*

The didactic handout presented in this study is the answer to the research question and the objectives that were posed. Moreover, this didactic proposal has been built in order to help teachers from the schools in Manlleu (or other cities) and to encourage children to write using familiar and motivating topics.

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<sup>1</sup>[https://repositori.educacio.gencat.cat/bitstream/handle/20.500.12694/172/curriculum\\_educacio\\_primaria\\_2017.pdf?sequence=1&isAllowed=y](https://repositori.educacio.gencat.cat/bitstream/handle/20.500.12694/172/curriculum_educacio_primaria_2017.pdf?sequence=1&isAllowed=y)

## **2. Theoretical framework**

### **2.1. Writing in primary education**

In our globalized world, English has become a necessary language of communication. Through language we can express ourselves and we can get our messages across. In the words of Zerin (2007), “language is the salient way of expressing our thoughts. We use language for planning our lives and exchanging our ideas (p.4). So, in order to transmit the message appropriately, it is necessary to know well the language that it is going to be used and the way that the message will be transmitted.

As Shin and Crandall (2018) point out, Young Learners must understand and be familiar with the process of becoming literate in their L1 (their mother tongue). This means that children need to understand the reading and writing processes, as well as the other two skills (speaking and listening) of the language they want to use. Furthermore, they also need to be aware of the difficulties that they have in their L1 in order to transfer them into the foreign language. However, of all these skills mentioned, writing is the most difficult and, as a result, the least motivating, especially in an EFL context.

Writing is a complex skill because it requires knowledge and mastery of other skills to use it. Finding which words and phrases learners need to use, knowing the use of punctuation marks, or how to organise different ideas into one text is not an easy task. On the other hand, Harmer (2015) mentions that “writing is the one [skill] that teachers and learners seem most reluctant to focus on because it requires them to make special efforts. As a result, it sometimes tends to be neglected” (p. 360). Moreover, Zerin (2007) adds that “amongst all four skills, teaching writing is the most challenging” (p. 4). For these reasons, writing is a skill that requires time and special attention.

In order to help children to learn this challenging aspect of a language, the classroom environment is important. Gibbons (2014) explains that “given the right classroom environment and a climate that expects a quantity of writing across a range of purposes and forms, children would learn to write in a variety of subjects and in many forms” (p. 108). She also thinks that if children work in small groups, the process of learning will be better because children can help each other, they can ask questions and they can focus on what they are working on with more detail and attention. Regarding Bøhn’s (2017) idea of understanding writing as expressing ideas and opinions, it is of fundamental importance to consider that in order to write, “children also need to understand the cultural

purpose of the text and how to organize the major ideas coherently” (Gibbons, 2014, p. 97). That is why Teng (2020) mentions that when students write, they need to apply “metacognitive strategies to self-regulate cognitive resources” (p. 1). These metacognitive strategies are used to transform and organise what children have in mind when they want to write, so that they do it in a coherent way.

Moreover, Shin and Crandall (2018) explain that writing is not an individual process, but it is “an interactive process that involves thinking about who will read the text” (p. 189). This is another thing that children will need to take in account when they write and it is related to the idea of Gibbons (2014) of understanding the cultural purpose of the text, explained above. Furthermore, to help children to understand all these ideas, Zerin (2007) and National Geographic (2020) mention that using visual stimulus is a good strategy, so that they can receive the information in another way and they can be more motivated.

In order to learn to write, there are many methodologies and strategies that researchers have used and analysed along the years.

Gibbons (2014) mentions that to write it is needed to consider four stages: deconstructing what genre is needed, modelling what children want to write, joining the ideas and finishing with independent writing (p. 110). This process is linked to what Zerin (2007) also mentions, that the writing process is “developed gradually” (p. 11) and that the process of writing starts with “gathering ideas, working on drafts and preparing a final version” (p. 5). Teng (2020) agrees with this progressive idea of writing and he adds what they consider an important aspect that is “collaborative modelling” (p. 2). He explains that not starting alone to write can help students to have a clear idea of what they are doing and to gain security.

On the other hand, Bui and Luo (2021) explain that there are three basic stages for learning to write which are “formulation, execution and monitoring” (p. 379). In every part there are different substages. The formulation part includes planning and translating processes, in the execution stage, there are programming and executing the writing and finally, the monitoring stage includes reading and editing.

Finally, there is another approach proposed by Shin and Crandall (2018) which is called the “To/With/By approach” (p. 199). They say that it is an effective way of learning to write because it consists of going step-by-step in a meaningful way. So, the approach consists of thinking, before writing anything, on the person who will read the text or to

whom it is addressed. After that, they need to think which text is needed and which techniques the writers should use. Finally, they need to be aware of the abilities that they have as writers and put them into practise.

Moreover, these authors mention some skills needed for carrying out this complex ability. Wong (2018) affirms that “transcription skills, including handwriting fluency and spelling” (p. 947) are needed for writing. Also, National Geographic (2020) explains that, at the beginning, “invented spelling it’s OK as sign of children (...) to understand and use the written language” (min. 29:45). For this reason, they also say that “it is good to let them read their own writing out loud” (min. 30:00) because the teacher can understand better what the children are explaining.

One aspect that a lot of researchers agree with is that familiarity is a good choice to make children write and enjoy or be motivated while doing it. But, what does this mean? Shin and Crandall (2018) explain that “young learners of English are more successful when they receive meaningful exposure to Language” (p. 195). If children learn in a meaningful way, they will be more engaged. Bui and Luo (2021) define topic familiarity as “one’s prior knowledge of, and, therefore, familiarity with, a certain subject matter” (p. 381). So, according to that, topic familiarity is to write about some theme that children know, so they can express themselves better and as a consequence they can be more involved in the activity.

Some advantages of topic familiarity are, as Gibbons (2014) mentions, that it increases the comprehension of students because they “can bring their experiences and understandings” (p. 93), it “led to higher lexical diversity and lexical sophistication (...) [and it] appeared to drive these young students to writing more fluently” (Bui & Luo, 2021, p. 381). Moreover, “topic familiarity significantly increases the length as well the lexical diversity of the compositions (...). It appears that it may be used to encourage young learners to write longer texts, probably incorporating more details” (Bui & Luo, 2021, p. 393).

As mentioned above, writing is not an individual skill. When children write, they are also working on other abilities such as reading or oral abilities. On the one hand, Wong (2018) mentions “that reading influences writing” (p. 950). In a study carried out with upper cycle primary students “a strong relationship was observed between [them], as the learners’ sentence writing were related to both their concurrent sentence reading” (p.

958). Moreover, Teng (2020) affirms that “reading and writing are essential for communication, understanding and learning” (p. 1) of a language and in consequence, he says that they are very related between each other in some topics such as “rhetorical relations, procedural connections, and shared knowledge” (p. 2). Furthermore, Bui and Luo (2021) argue that for writing and for learning to write, “a certain integration of reading and writing (...) is required” (p. 378). They give an example of how this interaction can be put into practise with children: *To continue a story*. Doing that, they need to read and comprehend the text and after that, they need to write. National Geographic (2020) takes this previous idea and add that “reading expands the learner’s input and writing helps in remembering it” (min. 6:40). On the other hand, it also explains that “with writing, children need to make the connection between oral and written language” (min. 9:56). Oral language is taught before written language. This happens because “oral language skills are easier to teach [and to learn] than writing skills” (min. 2:25). In conclusion, taking into account all these ideas and according to Bøhn (2017), “writing belongs to the productive skills together with speaking, while it belongs to written communication together with reading” (min. 2:02 – 2:42).

For this reason, Tragant and Vallbona (2018) did a study based on the Dual Coding Theory of Paivio (2010). This theory is based on bringing two skills together at the same time to ensure better comprehension of the text. So, children would read and listen at the same time (Reading while Listening (RWL)). Some benefits that Tragant and Vallbona (2018) mention are that this technique helps children to relate the form and the meaning of the text, to know better the rhythm of the language and to develop their capacity of word discrimination in order to comprehend the reading better (p. 396).

In addition, to understand the texts better, it is important to know some key vocabulary. According to Nation (2020), it is not easy to learn the meaning of the words. For this reason, the repetition of these words in the text can help students to learn this vocabulary. He explains that the greater number of encounters of a word in a text, the better for the student to learn the word. Because of that, if the teachers want the students to learn some specific words, these need to appear in the text more than once.

Motivating children to write is a challenging task that needs to include meaningful topics that are familiar to them, so that they are more comfortable to write about them. Moreover, the teachers need to use some techniques, such as the Reading while Listening or the To/With/By strategy, which ensure their comprehension and let them have positive

attitudes towards what they are trying to learn. If students are engaged while they learn, their process of learning would be more successful and meaningful.

The teacher's role is very important in the process of learning to write. Gibbons (2014) affirms that the main role of the teachers should be "to help children make sense of learning activities (p. 87). This should be done by talking and supporting them through different types of activities. Because written texts are always a reaction to a specific communicative context, the purpose of writing instructions given by the teachers can not only be focused on giving very explicit instructions, but also, as Hyland (2003) recommends on helping students defining the problem or idea that it is required to solve. In this way, children can propose solutions to the idea, and finally, the teachers can assess the outcomes (p. 5). To do so, the teachers should take in consideration the "student's motivation, their level of writing and preferred way of learning" (Zerin, 2007, p. 5) while planning the activities.

To make this motivation be possible, Gibbons (2014) suggests one useful way, called "regular teacher-guided reporting" (p. 92). Giving feedback to children is "the most important aspect of teaching" (Akhter, 2007, p. 1), but the way teachers do so can increase or decrease the motivation and the engagement that children can have to write. Zerin (2007) adds that "teachers should be alert while checking the task. If teachers do excessive correction in elementary level, it may have a negative impact" (p. 8). Moreover, "it may also interrupt the flow of the class or the activities if every single mistake is corrected" (Akhter, 2007, p. 1). To avoid this happening, when teachers correct children's writing, "they should focus on the aim of activities" (Akhter, 2007, p. 5).

In conclusion, teachers should know the children's level and also their background in order to know what they are interested in. Once they know that, they can design adequate guided learning materials for one of the most complex skills for Young Learners in the context of learning English as a Foreign Language.

### **3. The teachers' handout**

The practical part of this study consisted of creating a handout that would encourage children to write in a more meaningful way after reading and working on a specific text: The legend of the Serpent of Manlleu. For doing so, a didactic project was designed combining the different theories and strategies mentioned in the theoretical framework, mainly, Topic familiarity and the Reading while Listening (RWL) strategy. It was also



framed within Paivio's dual coding theory which states that human cognition is divided into two processing systems: visual and verbal. The visual system deals with graphical information processing and the verbal system deals with linguistic processing.

The didactic handout was designed for the upper cycle of primary education and was adapted to this age group according to the requirements of the Catalan Curriculum for Foreign Modern Languages. Apart from English, the project also includes content knowledge from the area of Social Sciences, so that it was also a cross-curricular project. As mentioned above, it is based on the Legend of the Serpent of Manlleu, but the type of activities proposed can be adapted to any legend of any town or village in our country.

In the handout (see Appendix 1), teachers will be able to find an explanation on how to carry out the activities, how to organise the sessions of the project, the objectives and the vocabulary that has to be worked.

### **Process of the creation of the handout**

The text chosen for the project was based on a famous and popular legend of Manlleu because it was addressed to students from this town. According to Shin and Crandall (2018), if the students have meaningful exposure to the language, they learn and enjoy reading texts better. Familiarity with the topics is, according to these authors, a key element for the motivation of the students. For this reason, because the students of Manlleu know this legend, they will be more encouraged to do the activities. It could be easier for them to understand the text and then, write a version of it. Tragant and Vallbona (2018) state that children can understand better what they read if they are allowed to read and listen to the text at the same time. That's why RWL was used as a strategy to design some of the activities. Most of the activities also include images to support the process of learning (Paivio, 2010).

The text was originally written in Catalan. It was taken from a publication by La Rosa, Molet, Rubio, Roquet and Sáez (2013). First of all, it was translated into English (see page 3 in the handout). In order to adapt the text to the level of the students, in our study, upper cycle of primary students, several aspects of the Catalan Curriculum were taken into consideration:

- *To use simple structures and words* in order to facilitate the reading.
- *To include some dialogues* to make the reading easier and more dynamic.

- *To respect the real story.* If the objective was to be familiar to the students, the best that could be done was to follow as strictly as possible the version that they already know in the original language.

Once the first version of the legend was written, it was time to choose the vocabulary that the students would work during the project. The topics and the words chosen were the following ones:

1. *Emotions:* In all the legends, there are a lot of fantastic moments in which emotions appear. It was an opportunity to work on them through different activities (see pages 7, 12, 13 and 18 in the handout). The emotions that were chosen were nervous, confident, scared, angry and happy. These words were the ones that could explain the different moments of the legend that the characters would experience.
2. *Town places:* As this legend takes place in the town that they live, it was a chance to work on the specific vocabulary of their own town (see pages 6, 12, 13, 15, 16, 17 in the handout). This vocabulary can be used not only to describe Manlleu, but to talk about almost every town. The words chosen were the following ones: river, house, town, street, shops, church, town hall and main square.

As Nation (2020) explains, the repetition of the vocabulary helps to understand and remember better the words because they are more visible to the students. Encountering the words several times contributes to the process of vocabulary acquisition. Therefore, the first version of the legend was changed and modified in order to make each of the words mentioned above appear at least, two or three times. In this way they would be able to see different examples in which the vocabulary appeared and get to know the different contexts in which the words were used. Moreover, they would be able to use these words in their versions of the story because they would know how to use them in a text.

The handout followed the classic division of pre, while and post reading activities. The first part was designed to make the students think and understand the concepts of legends in general, the vocabulary and the legend that they would work on. The second part consisted of reading and listening the text while doing other activities that involve rereading the text and having a better understanding of it. The final part was focused on

revising the story, connecting the activities with the pre-reading ones and starting to think about writing the final crazy version that they will need to write at the end of the project.

All the exercises were created to be carried out in pairs or groups because it was a way of sharing knowledge and learning to work cooperatively. Moreover, some of the proposals were games because students can learn through games at any age and have fun while learning English. For this reason, if in the handout there were proposals that motivated the students, they would be more involved in the whole project.

The learning proposal was divided into five sessions:

The first session focused on the pre-reading activities. As it was an introduction to the topic and to the vocabulary that the students would need, it was organised in three dynamic exercises. The first one was useful to introduce the concept of a legend through looking at some pictures. A QR Code that would take the students to a Kahoot questionnaire was created. Through the Kahoot, students would be able to play together and try to answer some questions on the legend (see page 5 in the handout). The next activity in the form of a game activity, focused on learning the names of the different places in Manlleu that are part of the legend (see page 6 in the handout). If they played the game, they could play more than once and they would revise and encounter the words better. To end with this first introductory session, an exercise to work on the vocabulary related to emotions was designed. In this exercise the children will need to guess what emotion some sentences are describing and then play a mimics game in which they will need to represent the emotions (see page 7 in the handout). If they end this session having fun, when it would be time to start the second session of the project, they would be more engaged and involved in it.

The second session presented the while-reading activities. This part was based on the Reading While Listening strategy. First, the children should be asked to read and listen to the legend at the same time (see page 8 in the handout). Then, they will be invited to write down some words that they did not understand and check them in a dictionary in order to comprehend the text better. After that, to make a connection between the written and the visual part, an activity to relate some pictures and some fragments of the text (see pages 9, 10 and 11 in the handout) was created. By doing so, the students will need to reread the text and this will ensure better comprehension. After that, to know if the children understood the text clearly, a true/false activity was introduced. This activity can

be done in a traditional way on paper or playing a Kahoot with the same sentences (see page 12 in the handout). Next, a proposal to connect the vocabulary worked in the first session with the text (see page 13 in the handout) was also introduced. In the final activity of this session, the students will be asked to correct a summary with crazy ideas that could be useful for their future version because they will be asked to write a crazy version of the legend at the end of the project. To do so, they will need to know the structure of the text, reread it and correct the mistakes of the summary (see page 14 in the handout).

The third session was designed to finish the work on the original version of the legend and start thinking about their future writing. To start and to revise the previous sessions' vocabulary, they would have to solve some riddles in the form of a game (see page 15 in the handout). Then, they will be asked to play a traditional memory game connecting the images to names of the emblematic places of Manlleu and the emotions of the legend (see pages 16, 17 and 18 in the handout). As they match the pair of cards, they will need to answer some questions about these places (see pages 19, 20, 21 and 22 in the handout). To do so, they will be asked to scan the QR Code of each card and answer the questions of the Google Forms. This is not only a game for playing, but also for learning new things about their own town. Finally, to finish working on the original version, the children will have to fill an activity sheet with some questions in order to collect all the information of the text and to know its structure, so that they know how to write their version (see page 23 in the handout). At the end of the session, if there is some time left, they could start thinking about the final proposal.

The fourth session would be dedicated to writing the final proposal. In order to guide them, they will be asked to fill the same table as in the previous session (see page 24 in the handout) but this time with their own ideas about the crazy legend, in order to structure their writings. The next step would be to write a first draft of the crazy legend. At the end of the lesson, they will need to give the drafts to the teacher so that he or she can give some feedback to them.

In the fifth session and the last one, the students will be asked to look at the teachers' feedback, correct the text and write the final version (see page 25 in the handout). They should be encouraged to revise the text because they will be told about the possibility of publishing their writings. In this way, they would be more involved in the whole process, but specially the process of writing.

## **4. Conclusions**

The main idea behind this project was to encourage students to writing in English. For this reason, the main research question was “*How can teachers make the writing process meaningful for young children?*”. After writing this dissertation it has become evident that when children are learning to write, it is of utmost importance that the topic which they work on is familiar to them. If this part is completed, they will know more about what to write, they will be more engaged in the process and the results will be more successful because they will learn better. Another important aspect for ensuring that the writings are meaningful is that they need to go beyond the class. This means that children will know that other people will be able to see their work, and because of that, they need to build a writing thinking on the structures, the vocabulary used and the environmental context that it is aimed at. They will also focus more specifically in their creations. The didactic handout designed for this project proposes that the versions which they write about the local legend can be uploaded on the webpage of the school or they can go to the radio and explain the project and/or read their legends. By doing this, they will write and understand much better how useful their projects will be.

This project has also shown that children need to learn to write meaningfully and in a motivating way which was the first objective of this piece of work. As it has been extensively explained and justified, a familiar topic combined with different strategies such as Reading while Listening, contribute to the understanding of the text better and facilitates the writing tasks which are the most difficult for young ones. The second objective was “*to determine the type of writing tasks that are motivating for young learners*”. In the didactic handout there are some examples of traditional activities with activities that involve technology that can be more motivating for children. Moreover, there also are some exercises that help to comprehend the original text. The third objective was “*to know what writing techniques are useful to guarantee a successful process for writing*”. Topic Familiarity, the Reading while Listening strategy and the combination of images and text during the sessions have been considered essential to prepare students for writing.

### **4.1. Future considerations**

This dissertation is just a proposal. It would be very useful to carry it out with upper cycle of primary children and see if it works in the same way as it was thought when it was

created. In this way, some observations could be carried out to see the way teachers organise the tasks and to study which techniques and strategies could be improved. Thus, the study could be useful for schools in order to improve the writing tasks and make them more meaningful and motivating for the students.

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## **6. Appendices**

### **6.1. Appendix 1: Didactic handout**



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# **FROM READING TO WRITING:**

## **The legend of the serpent of Manlleu**

**Carla GÁMIZ MOLINA**

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Double degree in early childhood education and primary education (majoring in English)

Tutor: Anna M<sup>a</sup> Vallbona

Faculty of Education, Translation, Sports and Psychology

(University of Vic- Central University of Catalonia)

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# 1. The legend

## THE LEGEND OF THE SERPENT<sup>2</sup> OF MANLLEU

Once upon a time, there was a serpent in Manlleu. All the citizens were scared of it. The snake was very big, it had very long hair and lived on the opposite bank of the river Ter. This animal always wore a big diamond on its head. It never took the diamond off because it was so precious, except when it went to the river to drink some water.

One day, a little happy child saw that, every day, the serpent took the diamond off when it went to the river and he thought:

- *'I can go there very quietly and while the serpent is drinking water in the river, I can take the diamond away'.*

The next morning, this little boy woke up early very nervous, he dressed up fast, he prepared himself for the adventure and he went out of his little house. He waited for the serpent to drink water next to the river and when he was confident that he could do it... the little boy, very nervous but confident of himself, took the diamond away and started to run very scared as fast as he could to his house.

When the serpent saw that the diamond was not there, it run after the child around the town. He went into Manlleu very angry. He wanted to smash everything that was in front of it: goats, horses, streets, shops, churches...

Meanwhile, the little happy but scared boy went to his grandmother's house and said:

- *Grandmother, grandmother!! Do you have something to keep this diamond?*
- *Where did you take that from? —said the grandmother.*
- *It is from the serpent. It was next to the river. It is so beautiful. But we have a problem. The serpent is very angry and it is smashing everything around the town.*
- *OK. We are going to ask the citizens where we can keep the diamond —answered the old woman.*

Both, very nervous, run to all the shops of the town, to the town hall, to the church, to the neighbours' houses... After a few minutes, a man who was walking along on the street told them that he had something useful in his house. He showed them a mortar. It was not

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<sup>2</sup> We have decided to keep the original word of the legend. Both words have been used indistinctively in the legend.

a little one, as the ones that we have in our kitchens, it was an enormous mortar. With the help of the people of the town, they carried the mortar to the middle of the main square, next to the town hall. They put the diamond on the floor and the mortar upside down on top of it.

When the serpent arrived at the main square, it stared at everything, it looked to the shops, the town hall, to the houses, the church, and immediately it knew where the diamond was. It went directly to the middle of the main square very angry and it squeezed the mortar as strong as it could. Because of that, it finally died.

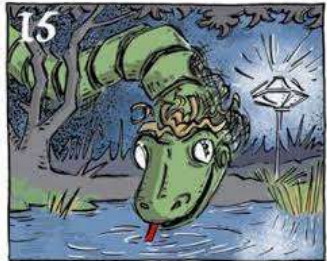
The citizens were very happy because this diamond was donated to the church to help those most in need. Never again will they be scared of this big serpent.

## 2. Activities

### 2.1. Pre-reading activities

→ Activity 1: Introducing the legend.

1. Look at these pictures and guess what they are.



What do these pictures represent? Do you recognise any of the characters?

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2. Answer these questions in order to discuss them with the class.

1. What is a legend? Is it a story? Is it a book?
2. Do you think that a legend is a real story or a fantastic story? Why?
3. Do you know the name of the legend of Manlleu?
4. Do you think that the Legend of the Serpent of Manlleu is real?

2.1. Scan this QR code and play the kahoot game.



→ **Activity 2: Pictionary**

**1. Use these pictures to do the activities in pairs:**



**THE RIVER** *Ter*



**A HOUSE** *Can Muntada*



**THE TOWN** *Manlleu*



**A STREET** *Carrer del Pont*



**A SHOP** *Forn de Sant Roc*



**A CHURCH** *Santa Maria*



**THE TOWN HALL**



**THE MAIN SQUARE**

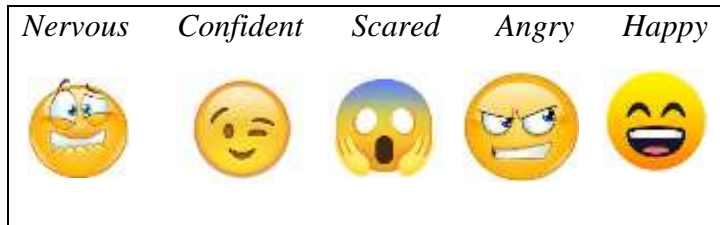
*Plaça Fra Bernadí*

1.1. Match the pictures with the names they represent.

1.2. Play the Pictionary game with these pictures.

→ **Activity 3: Guessing and Mimics**

**1. Write the emotion that corresponds to each sentence.**



1. She loves her birthday. Today is her birthday. She is very \_\_\_\_\_.
2. Sophie is looking forward to starting school and she feels something in the stomach. She is very \_\_\_\_\_.
3. Mia's friend has broken her toy. She is very \_\_\_\_\_.
4. Jack does not want to go down the slide. He is shaking. He is \_\_\_\_\_.
5. He knows for sure that he can do it. He is very \_\_\_\_\_.

**2. With the words learned in the previous exercise, play a mimics game. Guess what emotion your classmate is representing. Write down the names of the different emotions.**

Nervous
Confident
Scared
Angry
Happy

## 2.2. While-reading activities

### → Activity 1: Reading while listening

1. Read and listen the story.



2. Write 4 or 5 words that you do not understand. Then, use a dictionary to find out the meaning of them.

Word	Meaning <i>(Description or translation)</i>

→ **Activity 2: Relate the pictures with the story**

**1. Read the fragments of the story and glue these pictures in the part of the legend that best represents them.**

Both, very nervous, run to all the shops of the town, to the town hall, to the church, to the neighbours' houses... After a few minutes, a man who was walking along on the street told them that he had something useful in his house. He showed them a mortar. It was not a little one, as the ones that we have in our kitchens, it was an enormous mortar. With the help of the people of the town, they carried the mortar to the middle of the main square, next to the town hall. They put the diamond on the floor and the mortar upside down on top of it.

When the serpent saw that the diamond was not there, it run after the child around the town. It went into Manlleu very angry. It wanted to smash everything that was in front of it: goats, horses, streets, shops, churches...

The next morning, this little boy woke up early very nervous, he dressed up fast, he prepared himself for the adventure and he went out of his little house. He waited for the serpent to drink water next to the river and when he was confident that he could do it... the little boy, very nervous but confident of himself, took the diamond away and started to run very scared as fast as he could to his house.



<p>The citizens were very happy because this diamond was donated to the church to help those most in need. Never again will they be scared of the big serpent.</p>	
<p>Once upon a time, there was a serpent in Manlleu. All the citizens were scared of him. The snake was very big and it had very long hair. It lived on the opposite site of the river Ter. This animal always wore a big diamond on his head. It never took the diamond off because it was so precious, except when it went to the river to drink some water.</p>	
<p>When the serpent arrived at the main square, it stared at everything, it looked to the shops, the town hall, the houses, the church, and immediately it knew where the diamond was. It went directly to the middle of the main square very angry and it squeezed the mortar as strong as it could. Because of that, it finally died.</p>	

1



2



3



4



5



6



→ **Activity 3: True or false**

**1. Guess whether the following sentences are True (T) or False (F). Check the answers using the QR Code.**

1. The citizens find the mortar in the river. \_\_\_\_
2. The little boy goes to take the diamond alone. \_\_\_\_
3. The citizens, when they see the serpent died, they all cry. \_\_\_\_
4. The benefits of the diamond are donated to those most in need. \_\_\_\_
5. The serpent goes into Manlleu dancing. \_\_\_\_
6. The first person that talks with the little child is his grandmother. \_\_\_\_
7. They put the mortar in the middle of the main square. \_\_\_\_
8. The little boy is a confident child. \_\_\_\_
9. The serpent lives next to the town hall. \_\_\_\_
10. The little boy starts the adventure at night. \_\_\_\_



→ **Activity 4: Fill in the gaps**

**1. Fill in the gaps with the following words:**

<i>Happy</i>	<i>Main Square</i>	<i>River</i>	<i>Serpent</i>	<i>Town hall</i>	<i>Angry</i>	<i>Died</i>
<i>Town</i>	<i>Diamond</i>	<i>Mortar</i>	<i>House</i>	<i>Street</i>	<i>Church</i>	<i>Nervous</i>

1. The serpent always wore a big \_\_\_\_\_ on his head. It never took the diamond off because it was so precious, except when it went to the \_\_\_\_\_ to drink some water.
2. The next morning, this little boy woke up early very \_\_\_\_\_, he dressed up fast, he prepared himself for the adventure and he went out of his little \_\_\_\_\_.
3. When the \_\_\_\_\_ saw that the diamond was not there, it run after the child around the \_\_\_\_\_.
4. After a few minutes, a man who was walking along the \_\_\_\_\_ told them that he had something useful in his house. He showed them a \_\_\_\_\_.
5. With the help of the people of the town, they carried the mortar to the middle of the \_\_\_\_\_, next to the \_\_\_\_\_ council.
6. The serpent went directly to the middle of the main square very \_\_\_\_\_ and it squeezed the mortar as strong as it could. Because of that, it finally \_\_\_\_\_.
7. The citizens were very \_\_\_\_\_ because this diamond was donated to the \_\_\_\_\_ to help those most in need.

→ **Activity 5: Correct a summary**

**1. Read the summary below. Mark the wrong information and correct it.**

Once upon a time, there was a snail living next to the forest of Manlleu. It had a big rock on its bottom that it only took it off for drinking water. One day, a little child saw the movements of the animal and he thought that he could take the serpent's diamond. The next evening, he went to the place where the serpent lived, and he took the big tale. Walking, the little boy went to tell the news to her mother. Then, they started thinking on the place where they could keep the diamond. They asked all the people of the town until one man told them that he had an enormous rubbish box where they could keep it. All the citizens helped them to bring it to the main church of the town. The serpent, very scared, went into Manlleu to search the diamond. When it arrived to the main church, it saw where the diamond was. It squeezed the box as strong as he could and because of this, it finally fell asleep.

### 2.3. Post-reading activities

#### → Activity 1: Riddles

##### 1. Solve the following riddles.

<p>1</p> <p>I am big and bright. I am precious. I have a strange shape. Who am I?</p> <p>_____</p>	<p>2</p> <p>I am long and narrow. Inside, I have plenty of water. Some animals live with me. Who am I?</p> <p>_____</p>
<p>3</p> <p>I am very old. I have a bell tower. A lot of people come and visit me every week. Who am I?</p> <p>_____</p>	<p>4</p> <p>I can be big or small. I can be colourful or grey. People live inside me. Who am I?</p> <p>_____</p>
<p>5</p> <p>I am right in the main square. The office of the Mayor is there. Who am I?</p> <p>_____</p>	<p>6</p> <p>I can have food or clothes, shoes or jewellery. I can be big or small. You can visit me when I am open. Who am I?</p> <p>_____</p>
<p>7</p> <p>My name is Manlleu. Inside me, there are many houses, shops, churches and even a serpent! Who am I?</p> <p>_____</p>	<p>8</p> <p>People can go through me walking, running, by car or a scooter. I have a lot of houses next to me. Who am I?</p> <p>_____</p>

→ Activity 2: Memory

1. Match the pictures with the names. Then, use the QR Code and answer the questions.

1.1. Emblematic places in Manlleu.



**THE RIVER** *Ter*



**A HOUSE**

*Can Muntada*



**THE TOWN**

*Manlleu*



**A STREET**

*Carrer del Pont*





## A SHOP

*Forn de Sant Roc*



## A CHURCH

*Santa Maria*



## THE TOWN

### HALL



## THE MAIN






### SQUARE

*Plaça Fra Bernadí*





**1.2. Emotions**

<p>She loves her birthday. Today is her birthday.</p>	<p><b>HAPPY</b></p> 
<p>Sophie is looking forward to start school and she feels something in the stomach.</p>	<p><b>NERVOUS</b></p> 
<p>Mia's friend has broken her toy.</p>	<p><b>ANGRY</b></p> 
<p>Jack does not want to go down the slide. He is shaking.</p>	<p><b>SCARED</b></p> 
<p>He knows for sure that he can do it.</p>	<p><b>CONFIDENT</b></p> 

*Here you can see a template with the questions that you can find in the QR Codes:*

**River Ter:**

Where does the river Ter begin?

- In Manlleu
- In Ulldeter
- In L'Estartit

Where does the river Ter end?

- In Manlleu
- In Ulldeter
- In L'Estartit



**House Can Muntada:**

Many years ago, Can Muntada was...

- A supermarket
- Flour factory
- Shoes shop

Where is Can Muntada located?

- In the middle of the town
- In the entrance of the town.
- Next to Forn Sant Roc shop.



**Town Manlleu:**




Many years ago, Manlleu was a...



- City
- Town
- Village






What was the most important profession in Manlleu?

- Textile factories
- Farming
- Car factories



<p><b>Street Carrer del Pont:</b></p> <p>This street is called Carrer del Pont because...</p> <ul style="list-style-type: none"> <li>- There is a bridge in the middle of the street.</li> <li>- There is a bridge at the end of the street.</li> <li>- The citizens of the street wanted a bridge.</li> </ul> <p>This street is...</p> <ul style="list-style-type: none"> <li>- Without climbs</li> <li>- With climbs</li> <li>- With curves</li> </ul>		
<p><b>Shop Forn de Sant Roc:</b></p> <p>The Forn de Sant Roc shop is...</p> <ul style="list-style-type: none"> <li>- The oldest bakery of the town.</li> <li>- The newest bakery of the town.</li> <li>- It is not a bakery.</li> </ul> <p>The Forn de Sant Roc is located in...</p> <ul style="list-style-type: none"> <li>- A wide street</li> <li>- A narrow street</li> <li>- A dead-end street</li> </ul>		
<p><b>Church Santa María:</b></p> <p>The Santa María Church is...</p> <ul style="list-style-type: none"> <li>- Baroque</li> <li>- Romanesque</li> <li>- Gothic</li> </ul>		

<p>The Santa Maria church...</p> <ul style="list-style-type: none"> <li>- Has never been destroyed.</li> <li>- Was destroyed and rebuilt.</li> <li>- Was destroyed and it was not rebuilt.</li> </ul>		
<p><b>Town Hall:</b></p> <p>The Town Hall of Manlleu is located in...</p> <ul style="list-style-type: none"> <li>- The main square</li> <li>- The river Ter</li> <li>- The street called Carrer del Pont</li> </ul> <p>What can we see from the Town Hall of Manlleu?</p> <ul style="list-style-type: none"> <li>- The river Ter</li> <li>- The Forn de Sant Roc shop</li> <li>- The Santa Maria church.</li> </ul>		
<p><b>Main square Plaça Fra Bernadí:</b></p> <p>Many years ago, the Plaça Fra Bernadí square' name was...</p> <ul style="list-style-type: none"> <li>- Plaça Fra Bernadí</li> <li>- Plaça Nova</li> <li>- Plaça de Baix Vila</li> </ul> <p>The Plaça Fra Bernardí square is characterised by...</p> <ul style="list-style-type: none"> <li>- Vegetation</li> <li>- Arches</li> <li>- Benches</li> </ul>		

<p><b>Happy:</b></p> <p>When the Serpent die, who is happy?</p> <ul style="list-style-type: none"> <li>• The citizens</li> <li>• The Serpents</li> <li>• The animals</li> </ul>	
<p><b>Nervous:</b></p> <p>Who was the one that woke up early very nervous?</p> <ul style="list-style-type: none"> <li>• The grandmother</li> <li>• The neighbours</li> <li>• The little boy</li> </ul>	
<p><b>Angry:</b></p> <p>Who is angry most of the story?</p> <ul style="list-style-type: none"> <li>• The little boy</li> <li>• The grandmother</li> <li>• The Serpent</li> </ul>	
<p><b>Scared:</b></p> <p>At the beginning of the legend, who was scared of the Serpent?</p> <ul style="list-style-type: none"> <li>• Only the little boy</li> <li>• The little boy and his grandmother</li> <li>• All the citizens</li> </ul>	
<p><b>Confident:</b></p> <p>Who is the one who is always confident of himself?</p> <ul style="list-style-type: none"> <li>• The grandmother</li> <li>• The neighbours</li> <li>• The little boy</li> </ul>	

→ Activity 3: Main ideas

1. Think about the main ideas of the text. Fill this activity sheet writing the main ideas of the legend of the Serpent of Manlleu.



# THE LEGEND OF THE SERPENT OF MANLLEU

Who are the main characters? And the extra characters?

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What information corresponds to the introduction?

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What information corresponds to the development?

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What information corresponds to the conclusion?

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What is the main objective of the legend?

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What did you like about the legend?

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What did you not like about the legend?

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## 2.4. Final proposal

### - Part 1: Creation of the crazy legend

1. Write a version of the legend. You need to write a **CRAZY VERSION**.

1.1. First, fill the activity sheet with the information that you want to write.



# THE LEGEND OF THE SERPENT OF MANLLEU

Write the title of your version of the legend.

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Who are the main characters? And the extra characters?

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What information  
corresponds to the  
introduction?

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What information  
corresponds to the  
development?

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What information  
corresponds to the  
conclusion?

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1.2. Second, write, in a notebook or a paper, the first draft of your story.

- **Part 2: Feedback and final draft of the legend**

- 1. Looking at the corrections and comments of the teacher, write the final version of your CRAZY LEGEND.**



### **3. Teacher's guide**

#### **3.1. Introduction**

The activities below are based on the Legend of the serpent of Manlleu because it is a familiar topic for children who live in this town. When the students finish all the exercises, they will write a crazy version of the legend. Through all the sessions they will learn new vocabulary, they will reflect on the different ideas of the legend, they will learn about emblematic places of Manlleu and they will find some crazy ideas that can help them to write their versions.

This project will be divided into three different parts that will help them to understand the reading. First, there is a pre-reading part in which they will start thinking on what a legend is and its characteristics together with the introduction of some vocabulary that appears in the text. Then, the while-reading part will provide the opportunity to listen to the story while they read it in order to understand the text better. Moreover, they will do some activities in order to make them reread the text and get ideas for the final proposal. After that, there will go through the post-reading activity in which they will finish the work on the legend with some activities that will make them think about the main ideas. Finally, they will have time to write their crazy version of the legend.

The duration of the project can vary depending on the context of the school and the level of the children, but an idea of the timing can be the following one:

- Session 1: Pre-reading activities
- Session 2: While-reading activities
- Session 3: Post-reading activities and if there is some more time start writing the final version
- Session 4: Writing the final version
- Session 5: Feedback of the writings and revision

These sessions will be created as if they were one-hour sessions. However, teachers can modify them according to their preferences and the available time.

##### **3.1.1. General objective**

The general objective of the didactic proposal is:

- To write a crazy version of the legend of the serpent.

### **3.1.2. Competences regarding to the learning outcomes**

The competences that children will use and will learn during the project will be the following. These competences are specified in the Catalan Primary Curriculum.

- *Apply strategies to obtain basic information and understand simple or adapted written texts from everyday life, the media and the school environment:* Children will need to use their strategies to understand the legend of the Serpent of Manlleu.
- *Use different tools to access the comprehension of texts:* Children will use dictionaries and other ICT tools to comprehend the text.
- *Plan simple texts based on the identification of the most relevant elements of the communicative situation:* With the help of the grid, the students will need to plan the crazy version of the legend.
- *Revise the text in order to improve it according to the communicative situation with the help of specific supports:* With the help of the feedbacks of the teacher, the students will learn how to revise the texts and correct their mistakes.

### **3.1.3. Vocabulary worked**

The vocabulary that will be worked is framed into two main theoretical aspects: Topic familiarity and the Reading while Listening strategy. The words chosen appear several times in the text. Encountering words in the text more than once is essential to ensure vocabulary acquisition. The vocabulary topics are:

1. *Emotions:* In all the legends, as there are a lot of fantastic moments, the words for emotions play an essential role. It is an opportunity to work on them through the activities that can be seen in the handout. The emotions that will be worked on are nervous, confident, scared, angry and happy.
2. *Town places:* As this legend takes place in the town where they live, Manlleu, the teachers can take the opportunity to work on vocabulary related to their town. This vocabulary can be used not only in their town, but in any other town. It is the following one: river, house, town, street, shops, church, town hall and main square.

In the activities explained below you can see how these objectives and these vocabulary words are learned through many exercises and the reading of the legend.


### 3.2. Explanation of the activities

#### 3.2.1. Pre-reading activities

- Activity 1:

<b>Title</b>	<b>Introducing the legend</b>
<b>Objective</b>	To introduce the topic of the legends. To see the children's previous ideas about the topic.
<b>Time<sup>3</sup></b>	The teachers will need to make sure that the activity follows a specific cooperative strategy.
<b>Grouping</b>	Students put into practise the following cooperative strategy: - 1, 2, 4, whole group.
<b>Description of the activity</b>	<p>The activity starts by looking at the pictures in the activity sheet. They will need to look at them and guess what a legend is and why they have these pictures in front of them (<i>because they will read and work through a legend</i>). If the teacher considers that they need more information or pictures, he or she can project some of them in the digital whiteboard. Moreover, the teacher can help them asking questions like:</p> <ul style="list-style-type: none"><li>- What do you see in the first/second/third/forth picture?</li><li>- Do you think it is a story?</li><li>- Who are the characters of the images?</li></ul> <p>After that, they will start with a cooperative activity in order to know the previous ideas regarding to the topic. First, the children will need to answer the questions individually. After that, they will discuss the answers with a partner. Then, they will discuss them with a group of 4 children. Finally, there will be a discussion with all the class in which the teacher can add more questions if he or she thinks that are needed.</p> <p>A variation for this activity is to play Kahoot with all the class. They can play in the final part when they have worked on these questions or, alternatively, at the beginning. If there are not enough resources</p>

<sup>3</sup> The time for each activity has not been specified as each teacher will need to decide it according to the needs of the students.

	<p>in order to play Kahoot, they can do it as a test or any modifications that the teacher considers. The link for the teachers is:</p> 
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- **Activity 2:**

<b>Title</b>	<b>Pictionary</b>
<b>Objective</b>	<p>To introduce the vocabulary of the town places.</p> <p>To get to know emblematic places of Manlleu.</p>
<b>Grouping</b>	In pairs of students, but it can be done in groups of 3 or more.
<b>Description of the activity</b>	<p>This proposal will start grouping the students in pairs or groups of 3. After that, the teacher will give one pack of flashcards (the ones with the pictures) and one sheet of activity to each pair. (<i>Having the activity sheet will let them have more autonomy</i>).</p> <p>Once all the material is prepared, one member of the pair will take one card and will show it to the other member hiding the name with the finger. The other member has to guess what the picture refers to. It is not necessary to write it anywhere, just saying it aloud is fine. They will need to do this process with all the cards. When both members complete the activity, they can change to the second proposal: The Pictionary.</p> <p>To play the Pictionary, each pair will need to have an extra sheet of paper. One member of the pair will take one card without showing it to the classmate and will try to draw the picture. His or her classmate will need to try to guess what the drawing refers to.</p> <p>The game can have different variations. For instance, they can play in groups of 4 students and do a pair competition. The pair that gets to know the most words correctly will win.</p>

- **Activity 3:**

<b>Title</b>	<b>Guessing and Mimics</b>
<b>Objective</b>	To introduce the vocabulary for emotions. To recognise, through body movements, the different emotions.
<b>Grouping</b>	This proposal can be done in pairs or groups of 3 students.
<b>Description of the activity</b>	<p>This activity is thought for introducing the emotions that appear in the legend that they will work on. They can work in the same grouping of the previous activity.</p> <p>The first activity consists of guessing what emotions the sentences are describing. They can help themselves using a dictionary if they do not understand some words. The answers of the exercise are the following ones:</p> <ol style="list-style-type: none"> <li>1. She loves her birthday. Today is her birthday. She is very <b>happy</b>.</li> <li>2. Sophie is looking forward to start school and she feels something in the stomach. She is very <b>nervous</b>.</li> <li>3. Mia's friend has broken her toy. She is very <b>angry</b>.</li> <li>4. Jack does not want to go down the slide. He is shaking. He is <b>scared</b>.</li> <li>5. He knows for sure that he can do it. He is very <b>confident</b>.</li> </ol> <p>The second activity consists of doing mimics with the words of the first exercise. First, one member of the pair or group has to do the mimics and the other has to answer, and then they need to swap the roles and do the same. The teacher can help them if they have some doubts about the emotions.</p>

**3.2.2. While-reading activities**

- **Activity 1:**


<b>Title</b>	<b>Reading while listening</b>
<b>Objective</b>	To have a first contact with the story. To understand the story better.
<b>Grouping</b>	Individually
<b>Description of the activity</b>	This proposal is divided into two simultaneous parts. The first one consists of listening to the story while reading it. The children need

	<p>to have the story in front of them, so that they can follow it while they listen to it. If it is necessary, they can listen to the story twice or as many times as it is needed. In this handout, you will find a file with the legend recorded. However, each teacher can record it in the way that they like most.</p> <p>The second part must occur while they finish listening/reading the story. They will need to write 4 or 5 words of the text that they do not understand in order to search the meaning afterwards. For doing it, they can use a dictionary.</p>
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- **Activity 2:**

<b>Title</b>	<b>Relate the pictures with the story</b>
<b>Objective</b>	<p>To reread the story.</p> <p>To comprehend the legend better.</p>
<b>Grouping</b>	According to the teacher. It can be done individually or in pairs.
<b>Description of the activity</b>	<p>First, the children will need to read the fragments of the story individually in order to comprehend it. When they consider that they have understood them, they can go through the second part of the activity. This one, consists of cutting the pictures and gluing them next to the fragment that corresponds to every picture.</p> <p>The correction of the place where the images have to be glued is the following:</p> <ul style="list-style-type: none"> <li>- 1: Line 29. When the people of the town carry the mortar to the middle of the main square.</li> <li>- 2: Line 36. It appears in the last sentence of the story, when the town is happy because they can give the benefits to the church.</li> <li>- 3: Line 35. When the serpent dies because he struggles the mortar so hard.</li> <li>- 4: Line 15. The serpent notice that the diamond is not there and he goes into Manlleu very angry.</li> <li>- 5: Line 4. The serpent goes to the river to drink some water and he takes the diamond off.</li> <li>- 6: Line 12-13. The little boy takes the diamond away of the serpent and starts running very fast and scared.</li> </ul>

- **Activity 3:**

Title	True or false
<b>Objective</b>	To reread the text. To start thinking on crazy ideas for the final proposal.
<b>Grouping</b>	It can be done individually or in pairs.
<b>Description of the activity</b>	<p>The activity consists of reading the sentences and writing true or false according to the legend. It can be good if the students have the legend next to them in order to reread it if it is necessary. As it is written in the activity sheet, they need to write (T) if they think that the sentence is true or (F) if they think that the sentence is false. At the end, if someone has time, they can write, at the bottom of the sheet, why they think that the sentence is true or false.</p> <p>The correction is the following:</p> <ol style="list-style-type: none"> <li>1. The citizens find the mortar in the river. F (in a neighbour' house)</li> <li>2. The little boy goes to take the diamond alone. T</li> <li>3. The citizens, when they see the serpent died, they all cry. F (they are happy)</li> <li>4. The benefits of the diamond are donated to those most in need. T</li> <li>5. The serpent goes into Manlleu dancing. F (very angry)</li> <li>6. The first person that talks with the little child is his grandmother. T</li> <li>7. They put the mortar in the middle of the main square. T</li> <li>8. The little boy is a confident child. T</li> <li>9. The serpent lives next to the town hall. F (the river)</li> <li>10. The little boy starts the adventure at night. F (in the morning)</li> </ol> <p>There is the possibility to do the activity in the activity sheet or using the QR Code that brings you to a Kahoot with the same questions. If the school has the resources they can do it because it will be more interactive and the students will be more engaged. The link for the teachers' kahoot is:</p> <div style="text-align: center;">  </div>

- **Activity 4:**

<b>Title</b>	<b>Fill the gaps</b>
<b>Objective</b>	To see if they have understood the text. To revise some vocabulary learned.
<b>Grouping</b>	Individual or in pairs.
<b>Description of the activity</b>	<p>This activity consists of filling in the gaps with the words that they have worked before. They have these words in the activity sheet as well.</p> <p>The idea of the activity is to complete it without having the legend in front of them in order to see if they remember what they have read or not. When they finish the exercise, they can take the legend and self-correct it. Doing this, the teacher will help them developing their learning autonomy.</p> <p>The correction of the activity is this one:</p> <ol style="list-style-type: none"> <li>1. The serpent always wore a big <b>diamond</b> on his head. He never took the diamond off because it was so precious, except when he went to the <b>river</b> to drink some water.</li> <li>2. The next morning, this little boy woke up early very <b>nervous</b>, he dressed up fast, he prepared himself for the adventure and he went out of his little <b>house</b>.</li> <li>3. When the <b>serpent</b> saw that the diamond was not there, he run after the child around the <b>town</b>.</li> <li>4. After a few minutes, a man who was walking on the <b>street</b> told them that he had something useful in his house. He showed them a <b>mortar</b>.</li> <li>5. With the help of the people of the town, they carried the mortar to the middle of the <b>main square</b>, next to the <b>town hall</b>.</li> <li>6. The serpent went directly to the middle of the main square very <b>angry</b> and he struggled the mortar as strong as he could. Because of that, he finally <b>died</b>.</li> <li>7. The citizens were very <b>happy</b> because this diamond was donated to the <b>church</b> to help those most in need.</li> </ol>

- **Activity 5:**

<b>Title</b>	<b>Correct a summary</b>
<b>Objective</b>	To be aware of the mistakes of the text.



	<p>To understand better the story.</p> <p>To practise some vocabulary worked.</p>
<b>Grouping</b>	It can be done individually, in pairs or in groups. The teacher can decide according to the level of the students.
<b>Description of the activity</b>	<p>This activity consists of reading carefully the summary and thinking on the things that are not correct according to the story that they have. They will need to correct the mistakes without looking at the story, so that they can self-correct their changes and be autonomous. Moreover, they can use this crazy summary to have ideas for the final proposal.</p> <p>Finally, here there is the correction of the exercise:</p> <p>Once upon a time, there was a <del>snail</del>-serpent living next to the <del>forest</del> river of Manlleu. He had a big <del>rock</del> diamond on his <del>bottom</del> head that he only took it off for drinking water. One day, a little child saw the movements of the animal and he thought that he could take the serpent's diamond. The next <del>evening</del>-morning, he went to the place where the serpent lived, and he took the big <del>tale</del> diamond. <del>Walking</del> Running, the little boy went to tell the news to her <del>mother</del>-grandmother. Then, they started thinking on the place where they could keep the diamond. They asked all the people of the town until one man told them that he had an enormous <del>rubbish box</del> mortar where they could keep it. All the citizens helped them to bring it to the main <del>church</del> square of the town. The serpent, very <del>scared</del>-angry, went into Manlleu to search the diamond. When he arrived to the main <del>church</del> square, he saw where the diamond was. He struggled the <del>box</del> mortar as strong as he could and because of this, he finally <del>fell asleep</del> died.</p>

### 3.2.3. Post-reading activities

The idea of the post-reading activities session is to divide the class in three different corners. There will be three groups that will go around and will change the activity when the teacher considers. Some of the activities will have connection with the pre-reading activities in order to close the project and be meaningful.

#### - Activity 1:

<b>Title</b>	<b>Riddles</b>
<b>Objective</b>	<p>To revise the vocabulary worked in the previous sessions.</p> <p>To have more fluency to look for the words in the dictionary.</p>

<b>Grouping</b>	They can do the activity in pairs or groups of 3.
<b>Description of the activity</b>	<p>The activity consists of solving the different riddles in order to revise the vocabulary worked previously. There are different ways to prepare the activity:</p> <ul style="list-style-type: none"> <li>- They can solve them in the activity sheet that it is already prepared.</li> <li>- The teacher can cut them and make flashcards and use them in a more playful way.</li> <li>- The teacher can decide if the students have the solution in some way: behind the card, in another box with other cards, in another activity sheet, etc.</li> </ul> <p>The solutions of the riddles are the following:</p> <ol style="list-style-type: none"> <li>1. Diamond</li> <li>2. River</li> <li>3. Church</li> <li>4. House</li> <li>5. Town hall</li> <li>6. Shop</li> <li>7. Town</li> <li>8. Street</li> </ol>

**- Activity 2:**

<b>Title</b>	<b>Memory</b>
<b>Objective</b>	To revise the vocabulary worked in the previous sessions. To have some knowledge about their own town.
<b>Grouping</b>	In pairs or groups of 3.
<b>Description of the activity</b>	<p>This activity consists of playing the memory game. The teacher will need to cut the cards and mix them. Then, the students will have to put them upside down. They need to find the pairs of cards. The student that finds the most pairs is the winner.</p> <p>The vocabulary that is in the cards is the same that appears in the pre-reading activities. Doing this, they can relate and know which pairs they need to connect.</p>

	In order to improve the activity and go into greater depth in Social sciences (knowledge about one's own town), every time the students find the pairs, they need to scan de QR Code and answer the questions that appear in the questionnaire. In the same place, they can see if they have answered correctly. With this, they can learn more things about their town.
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- **Activity 3:**

<b>Title</b>	<b>Main ideas</b>
<b>Objective</b>	To collect the main ideas of the text in order to know the information that they need to write in their version.
<b>Grouping</b>	They can do it in pairs or groups of 3. The same grouping of the rest of the corner's activities.
<b>Description of the activity</b>	<p>This activity consists of collecting all the important information of the legend in order to know what they need to write in their version. The children can have the reading next to them in case they need to look at it.</p> <p>What they need to do is to fill the table with two or three lines maximum. If they need some help, the teacher can ask some questions in order to facilitate the work. For instance, if they need help with the main objective part, the teacher can ask questions as: What is the little boy looking for? What happens with the serpent? or questions like that.</p> <p>At the end of the learning corners, they will have some time for finishing something of the corners or starting with the final part of the project.</p>

**3.2.4. Final proposal**

- **Part 1: Creation of the crazy legend**

<b>Title</b>	<b>The crazy legend</b>
<b>Objective</b>	To write the brainstorming of the main ideas of their own text.

	To write the first draft of the version.
<b>Grouping</b>	The students can do the writing individual or in pairs. They need to feel comfortable and motivated, so they can choose the way they want to write.
<b>Description of the activity</b>	<p>This first part of the final proposal has two different parts. The objective is to have the structure of the writing in order to facilitate the work.</p> <p>So first, they need to do a brainstorming of the story that they want to write. For doing so, they need to fill the table of the activity sheet. The table is nearly the same as the one of the previous activity, so they already will know how it works and the meaning of each part.</p> <p>After that, with the information written in the table they can start writing the story. They will do the first draft of the legend in order to be corrected by the teacher afterwards. They can write the crazy story in a draft paper or some notebook that they have. They can write whatever but it needs to have sense. They can use the vocabulary worked during the project and the expressions or the main parts of the story.</p>

**- Part 2: Final feedback and revision**

<b>Title</b>	<b>The crazy legend</b>
<b>Objective</b>	<p>To correct the story in a meaningful way.</p> <p>To write the final version of the story.</p>
<b>Grouping</b>	The same students that they have written the story draft.
<b>Description of the activity</b>	<p>This is the last part of the project in which they need to end writing a crazy version of the story.</p> <p>When the students finish the draft, the teacher will need to correct the stories in the way they like best. It is true that during the whole project the teachers need to give feedback to the students at any time they consider that it is needed. However, in this last part is important to say to the children how they can improve the story. They do not</p>

	<p>only focus on the grammatical mistakes, but also the content in order to make it more meaningful and having more sense. The teacher can mark the different things that need revision and then the students can use all the tools that they know in order to try to know the things that the teacher has marked.</p> <p>When they will have corrected all the things, they need to write the final version of their story. Once they finish, they can read the versions to the class. In order to make the project meaningful, they can publish the stories in the school webpage, they can send it to the town radio and explain the project reading the stories, they can collaborate with other schools and share the projects... the students need to feel that they are doing this for some objective, so if they know that the stories will be published, they will be more engaged to write them better.</p>
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