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Cooperative learning through Storytelling to motivate second grade students to communicate in English at Jose Benito Escobar school in Estelí- Nicaragua during the last session of 2019.

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ABSTRACT

In this research paper is analyzed and explained the importance of using cooperative learning strategies through storytelling and how increase student willingness to communicate in English in the classroom. It was necessary invented some imaginary stories with good values and vocabulary taught in the last classes and every story was accompanied with different cooperative learning strategies. We explore some researches related to this methodology, which explain and share important information that help to know more about cooperative learning, storytelling, motivation, and English communication.

We found the cooperative learning allowed some students with minimal language difficulties to learn from the others students who have a better English domain. We found to many researches talking about how storytelling helps to learn a new language and how to increase the interaction among students developing the English communication. We put in practice the methodology studied in this research; so, we could observe that second grades at Jose Benito Escobar School liked the invented stories and that they communicate in English in every group activity. Many authors talk about that teacher develop the students skills in the English language teaching using this way of teach; so, most teachers must applied cooperative learning strategies through storytelling in the classroom to increase English communication and to motivate every student.

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1. INTRODUCTION

Nowadays, the Ministry of Education (MINED) in Nicaragua had implement the English program from first and third grade in primary school with the purpose of to get a better education program not only in English however, to make learning meaningful the teacher must be able to implement different methodology strategies that allows students to have a significative learning experience .

In primary school, teaching strategies is a fundamental part of achieving learning and even more, if it is the learning of a new language. These have to be taken into account with the environment in which students develop; in other words, the teacher must know the socio-educational environment of the students to be able to find the most suitable methodological strategies to achieve the successful assimilation of content that engages this language that for many students is something completely new.

The purpose of this document is to describe, synthesize and analyze the importance of Storytelling accompanied by cooperative learning strategies, as a way to spread and assimilate values, and promote communication in English; we aim at motivating students to participle in oral task by using dynamics and innovation ways to encourage pupils to be part of the activities.

This research offers an alternative way of teaching to enhance the learning process and develops the skill in each of the students who are learning to speak in English. The expected results were obtained through the observation and participation of the students in the group activities. The teachers could observe the benefits of working in groups after telling a story that relates to the context of students' live, stories that were invented by teachers in order to promote good values and gain a better understanding from students.

2. RESEARCH PROBLEM

2.1. Problem statement

Students from second grade at school Jose Benito Escobar are learning to speak English as a second language. Some of them feel motivated and like participating in each activity during the English class, so they can show their communicative skills in the language.

Students learn and show more interest in the learning process when they feel motivated and interested in what they are doing. Many teachers and scholars have been looking for solutions and putting in practice different tools and resources to promote the motivation. During the history of the education, specialists have created and used a lot of strategies that help to solve the all problems in the classroom and get a better attention from the students. Many strategies have functioned with some groups, but not with other groups.

In this project, we will try to create stories, which have a good message. We will use colorful and clear images that help to avoid the translation and allow students learn the grammar and the meaning of the vocabulary. Storytelling is a great tool to help our students show interest in the English subject. Gonzalez (2010) found that stories used for teaching English as a foreign language to children in first, second and third grade develop students' motivation and increase their participation in different activities(cited in Moon& Maeng, 2012). Stories enhance their fantasy world and help them find solutions for their problems.

2.2. Research question

How cooperative learning through storytelling increase students' willingness to communicate in English in the classroom?

3. JUSTIFICATION

Storytelling along with cooperative learning strategies is an important research area taking into account that many teachers are teaching the English language as a second language to young learners in primary schools from Estelí. It is important; because, it shows the advantage and benefits of applying the methodology presented in the research in the classroom. The combination of storytelling, cooperative learning and others methods offer great solutions in the moment that a teacher is teaching; for example, children, who work together in small groups, feel motivated and have the opportunity of sharing their knowledge.

This research contains information that will help teachers and people who are working with young learners. It's known in the society people live will find many children, which present different difficulties in a classroom; difficulties like: lack of communication in the foreign language, disinterest, lack of motivation, or a bad behavior. For this reason, it's necessary to apply the strategies written in the research.

This research is suitable and innovative, due it is a topic, which has not been studied or putting in practice for the specialists who work teaching English to young learners.

4. RESEARCH BACKGROUND

Storytelling is an important tool in the development of English language skills in conjunction with cooperative learning helps students in the process of knowledge acquisition. Storytelling emphasizes the motivation of the English class by the teacher and the student.

According to Gómez, Rodríguez & Pardo (2012) the students showed a breakthrough gradual in terms of knowledge and practice of this second language and, at the end from the investigation, the children were able to state short sentences and their vocabulary had increased significantly. In conclusion, he woke up interest in the narrative genre in the students; expression development was enhanced oral and group and it was shown that the story is the most dynamic and fruitful for teaching English, according to the authors.

On the other hand, Forero (2012), whose population ranged from six to seven years of age - implements four methodologies for teaching this foreign language, all of them related to the communicative approach, among which is storytelling. He study reveals that it was very well received by children since it is simple to apply and that arouses interest and creativity in them. In addition, it supports the development of oral communication skills and facilitates the acquisition of vocabulary.

Cooperative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important. The teacher helps students learn how to learn more effectively. In cooperative learning teacher teach students collaborative or social skill so that they can work together more effectively. Indeed, cooperative learning is not only a way of learning, but also a theme to be communicated about and studied. (Jacobs, 1998).

5. THEORETICAL FRAMEWORK

In this section the necessary concepts to substantiate the problem under discussion are addressed. First of all, the relationship among storytelling and cooperative learning strategies and others methods: definition, characteristics and reasons for implement. Including point of view of different specialist author in the subject.

Finally in this research found the creation the new story for teachers and students implementing the work in group.

5.1. What is the storytelling?

Storytelling is an important tool that has existed during a long time ago. Currently, it is used for many teachers who retell stories related the student' context. With the storytelling, a teacher can teach vocabulary, grammar, values, and develop the social skills from the students through the communication in group activities. "A story is an oral activity where language and gestures are used in a colorful way to crease scenes in a sequence" (Champion, 2003). However, storytelling consists of more than just telling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth.

Isabel et al (2004) claims that stories are pervasively used as a powerful and promising educational means for teaching and learning. Stories draw the learners' attention and thus can convey certain messages more easily to them. In storytelling, the words are not memorized, but are recreated through spontaneous, energetic performance, assisted by audience participation and interaction. (p.158)

5.1.1. The power of storytelling

According to Haven (2000),storytelling is a powerful, motivating and effective tool; stating that 'Factual and conceptual information is learnt faster and better, and will be remembered longer, recalled more readily, applied more accurately when that information is delivered as a well-told story' (p.75).

5.2. Current English Teaching Method - Total Physical Response.

As in the education as in the teaching of English as a second language have been applied a lot of teaching methods. In this case, the total physical response will be taking into account in this research; because, it continues being part of the repertoire of English teachers. Recently, educators have incorporated elements of storytelling into it and nowadays it's called teaching proficiency through reading and storytelling.

Teaching proficiency through reading and storytelling is a really good method used by teachers to teach some world languages. When they implement this method do not need to use a storybook and read; instead of that, it is used short, funny, and visual stories paired with physical movements. It means that students will feel motivated and it allows them to have a better listening comprehension and a critical thinking development too. (Alley. D, Overfield. D, 2008, p. 13)

Here, there is a testimony of a teacher, who taught a foreign language, and he talks about this method "I taught French from the grammarian point of view until my eyes were opened to this method. No one could have predicted that I would have changed my perspective concerning this method. I have seen the difference of teaching in this manner. I see outlevel kids, succeed. I am excited. I have been teaching for 25 years. I have never seen anything like this. I only have five more years before I retire. I am having the BEST time I have ever had in all the years of my teaching. I didn't think I would make it through the next five years. Now I know I can. (Steele, 1997, p. 2)

The next methods that will be presented here are called: Learning Together (LT), and Team Game Tournament (TGT). Learning Together is a method that focuses on the affective humanistic effect of cooperative learning an education, and TGT is a method which use cooperative student's teams and instructional games;

becoming students in active avoiding the shyness and fears. It allows students share knowledge and understand the lesson easily.

5.3. Cooperative learning

Cooperative Learning is an approach for the education that has been studied and putting in practice for many specialists. Talking about cooperative learning is to say that is the instructional use of small groups, which students work together to maximize their own and each other's learning (Johnson, & Holubec, 2013). It is divided in four types; for example: formal cooperative learning, informal cooperative learning, cooperative based groups, and constructive controversy. As we know, it is known that cooperative learning is an important approach, because it has been putting in practice by many pedagogues, psychologists, and teachers. According to Johnson D, & Johnson R (2013). "Because of the amount and consistency of researches supporting its use, cooperative learning will always be presented in 21st century educational practice".

5.3.1. Importance of using cooperative learning strategies in the English class.

As it has been told and studied in the variety of researches, it can say that using cooperative learning strategies has a big importance and a great impact in the education. Due, it offers a lot of benefits to the students, and it allows applying a great deal of activities in which students could work together. The research the theoretical relevance and efficacy of using cooperative learning in the English class express the next "educators and researchers, among others, have claimed that CL makes it possible for learners to have maximum opportunities "for meaningful input and output in a highly interactive and supportive environment. It promotes classroom interaction and enhances learners' cognitive and communicative development" (Ghaith. G, & Shaaban. K, 2005, p.6, 7)

5.3.2. Benefits of using cooperative learning during the English class.

It is time to talk about the benefits that offers the use of cooperative learning in the English teaching as a second language. In the classroom teachers will find a variety of differences among students; like learning styles, interesting, social situations, cognitive levels. Therefore, it is important recognize that CL strategies could help solving some problems.

There is a great deal of benefits of using CL to take into account for the education. One of them would be the increasing of student's motivation and can achieve success by working well with others. Also, it has the potential to transform classrooms developing the communication among them. A better way to show the benefits of CL is presented in this research called "Does Cooperative Learning may Enhance the Use of Students' Learning Strategies" expressing the next. Recent studies show that students in cooperative learning pedagogy achieved greater social, affective and psychological benefits say all levels of education. Also, it develops confidence and mutual understanding among students, enhance positive relationship between them, it supports group interaction and motivation, increases individual responsibility, promotes acceptance of student's differences, and enhances time management and communication skills(Tran. V, Nguyen. T, Van De. N, Soryaly. C, & Doan. M. 2019, p. 79, 80).

In conclusion CL creates a sociable environment for better interaction among members promoting positive attitudes towards teams and schools, getting to avoid the racism, the economic discrimination, and other aspects.

The cooperative learning that teacher used in this research was:

5.3.3. Cooperative base groups

Cooperative base groups are long-term, stable groups that last for at least a year made up of individuals with different aptitudes and perspectives. They provide a context in which students can support each other in academics as well as in other aspects of their lives. The group members make sure everyone is completing their work and hold each other accountable for their contributions. Implementing

cooperative base groups in such a way that students meet regularly for the duration of a course completing cooperative learning tasks can provide the permanent support and caring that students need "to make academic progress and develop cognitively and socially in healthy ways." (Johnson et al., 1998 , p.10:7)

5.3.4. Communication and motivation

Communication is a fundamental part in education and in Teaching English as second language. According to the resource English Communication Skill, it expresses that the term communication has been defined at various levels. Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings, and values (Dr.Mishra M. 2003, p.12)

We need to speak or express our feelings and ideas. These ideas form the base of our existence. Communication is essential for the existence of the society and it plays a prominent role in the functioning of different professional organizations. We keep on expressing ourselves at all situations and at all times. When we look around us in any situation we find people doing various activities. In doing these activities they involve in various discussions, meeting, conversation and presentations. In conclusion the communication is a fundamental tool in the education, due to it increases the motivation in each student.

Talking about motivation is to say that students need to be motivated during the moment they are learning. If teacher were more creative and use more innovative strategies, they would have success in the learning. Motivation has been considered as one important factor influencing the success of second language learning. (Long C, Ming Z,& Chen L. 2013,p.173).

It is an attraction to an objective that involves an action by the subject and allows Accept the effort required to achieve that goal. The motivation is composed by needs, desires, tensions, discomforts and expectations. It constitutes a step prior to learning and is the engine of it. The lack of motivation makes complicated the task of the teacher. It is evident that in every subject taught in an educational

center, if the students want to learn, teachers will get better results. Although, there are many factors that condition the development of a class and learning of students, motivation is one of the fundamentals. The motivation is essential in language teaching, because we talk that the English language is no a native language and many people do not dominate it. Therefore, the teacher's first job is get students want to learn. This task is not simple, since each student has a personality, behavior, level of learning, etc. So, teachers will have to adapt the didactic program to each of them.

5.4. Relation among cooperative learning and storytelling

Storytelling is a learning activity that allows children to develop skills such as creative problem solving, collaborative learning, expressive design, the development of multiple forms of literacy, and the exploration of knowledge.

Storytelling shares important characteristic with CLT. For example, both storytelling and CLT emphasize learner-centeredness, as well as cooperative and cooperative learning. Henniger (2005) states that, in the storytelling classroom, activities are planned to encourage students' writing and speaking skills through meaningful, real-world experiences. For example, children practice writing and speaking by writing and telling stories to an audience of their classmates. These sounds a great deal like CLT, in which students may shares information and achieve their learning goals as a group or team 'Larsen-freeman, (2000). Similarly, during the preparation of group storytelling, students share and discuss ideas, as assign roles according to members' inclinations to create a story. They build a spirit of teamwork and cooperation to achieve one common goal, a story.

The studies suggest that, according to the claim of Cooperative Learning, cooperative storytelling can increase the level of engagement of less motivated children without affecting the involvement of the more active ones.

5.5. Storytelling in education

Storytelling is important in the educational context because it offers models of problem solving that children can apply in real life. And finally, but not least, the stories widen the imagination. The storyteller transports his audience to remote places where wonderful things happen. And once the imagination is widened, it never narrows again (Hutton et al., 2008).

5.5.1. The educational use of storytelling in primary school

Storytelling in primary school is a good way and an important tool for teaching English to young learners. It is because, students in primary school are children and children have a great imagination. So storytelling offers a lot of benefits, which teachers must take into account if they want getting a meaningful learning by students. According to Haven (2000), some of the most important benefits of storytelling in the Language teaching are:

- **Motivation:** Children have a special interest in stories and are always willing to listen or read them. In turn, the stories serve as a stimulus for the written and oral production and even for reading.
- **Meaning:** Children want to find meaning in stories, so they listen with purpose. If they find meaning, they are rewarded through their ability to understanding, and feel motivated to improve that ability even more.
- **Fluency in oral comprehension and written comprehension:** Fluency in these two skills are based on conformity to the fact of not understanding absolutely everything, as well as in the ability to find meaning, predict and infer.
- **Fluency in written expression and oral expression:** Fluency in these two skills is based on the positive attitude, not being afraid to make mistakes and the ability to build meaning with a limited lexicon.
- **Language awareness:** Stories help children realize the sound and constructions of a particular language, which enables for subsequent reproduction.
- **Communication:** The stories develop in children the sense of being public or having an audience to share and collaborate with.

5.6. Creation of original stories related to students

The simplest example of storytelling application is the invention, by the teacher or of children, of stories that information presented in relation to any subject or the context from themselves. Bonds (2016).

5.6.1. Funny and creative stories

The application of this strategy is intend to create stories that have not been heard before, and at the same time each child feels identified with the story in a way that improves their discipline, learn new grammar and new vocabulary. Stories stimulate children's imagination and promote meaningful learning. According to the research done, it teaches us that stories develop language skills in English language learning in school children. According to what the stories say they are not perhaps the most appropriate tool to transmit knowledge of geography, mathematics. On the other hand, language teaching is frequent and successful through oral storytelling in the language intended to be taught.

5.7. Description of the strategy

Firstly, stories are created in relation with the daily life of each child. The stories are written in a book created by ourselves, and then these are illustrated with clear and colorful images to get the children attention. The images help to avoid translation and allow a better understanding by the students. Short sentences are used at the time of writing the stories, each sentence contains grammar and vocabulary taught in previous classes and the new vocabulary is represented in the images.

At the end of telling each story, the different activities are carried out to evaluate the contents. The activities must be creatively and accompanied by colorful and attractive educational materials, which promote motivation in each child and thus get their participation and confidence while they are being evaluated.

5.8. Group activities after storytelling

Small group activities are carried out in the classroom in which students will have to exchange ideas using the language. This helps them with their practice, improving their fluency, and even gives them the opportunity to correct themselves or clarify their doubts without teacher's help.

5.8.1. Group activities after storytelling that allow developing the communication in English.

✓ Visual reading (my favorite character)

In this activity the teacher represents the characters in the story visually, and puts a written sentence inside the character. Stick all the characters on the board, so that the children see each character. Then, each student will choose their favorite character and pulls out a sentence which they should read aloud. Other children will listen to the sentence and must translate it from English to Spanish.

✓ Questionnaire

In this activity, a series of questions are asked following a sequence of the story described above. The teacher will place the characters represented visually on the board and form groups of 5 students. After doing the groups, the teacher give them sheets of paper with some questions that they will must answer, the teacher will encourage each group in answering the questions. Then, the teacher will call a member from each group to play the game rock, paper, scissors and the child, who lost, will must take out a piece of paper with a question inside the story characters that are attached to the board, they must answer in a group way. The questions must be clear so that children understand and know what to answer, and the different questions that can be asked are: what is the name of the story ?, how many characters are in the story ?, mention the name of the characters? Who was the bad guy in the story? Who was the good guy in the story? Who would you like to be?

✓ **The interpretation of the story through a drawing.**

The teacher tells a story created by himself, in which the students feel identified with it. The story will be told creatively and represented with visual aids, to avoid translation. Once the story is told, students are asked to represent the story in a drawing they will make, so that they interpret what they understood from the story. In the end, each drawing will be presented to all partners.

5.8.2. Steps to tell a funny and creative story

Hutton et al. (2008) state that there are several levels at which storytelling can be performed: the storytelling of everyday life, in which daily events are shared with the family; casual storytelling, which takes place in social gatherings and meetings; and formal storytelling aimed at a group of people, which demands greater preparation of the storyteller.

First of all, to tell a story a teacher should introduce the vocabulary through flashcards or different visual aids and try to use not a lot words. After that, the storyteller must to be creative to tell the story; as for example: using colorful images to represent the characters and the story context, making gestures and using body language to be clear, making funny voices according to the character. It is important that a storyteller know what he or she must use short sentences and tell a short story to avoid the boring and the lack of comprehension. Finally, the teacher could apply group activities after every story to develop the communication in English in students and share knowledge from one to each other.

Hamilton and Weiss (2005) advise: Change the voice in many different ways, or what is the same: put expression to the voice. It is important to speak loudly, clearly and slowly enough for the audience can understand the story. The storyteller must change the volume, speed and tone of voice, as well as putting different voices to the characters, emphasize certain words and include pauses and silences.

5.9. Visual aids

They are visual representations of the concepts, objects or situations of a specific theory or subject (photographs, drawings, schemes, graphics, dramatizations, videos, etc.), the fact of making use of them help fix more information, many times an image says more than a thousand words, and more if the students are visual, in addition that also synthesizes the information, and so the student is not lost in a sea of words, so In general, they are not relevant, they are only secondary ideas that support the primary ones.

One of the ways the individual has to learn is through imitation, therefore, as teachers, you should strive to set the best example. It has been seen cases, in particular and it is very disappointing and frustrating to see that some teachers saturate their teaching material, transcribing what the text says in the same situation, nothing advisable, since so in what way student will learn to synthesize and detect main.

6. METHODOLOGY

This research paper will follow a qualitative research design since we will explore the way storytelling along with cooperative learning works in the classroom, and will then analyze and evaluate the students and teacher's reactions and opinions on their impact in the students' speaking ability and critical thinking.

In order to get some data for our research, we taught three classes to second grade B students at Jose Benito Escobar.

For the purpose of this research, we decided to follow convenience sampling so that we as teachers could work with a group of students that could understand storytelling and cooperate among themselves to learn together in the English class.

We collected all the data and described results without using numerical data. Instead of that, observation and some instruments like recordings, evaluation activities in focus groups were implemented to analyze logically the information.

The way we grouped and analyzed the data was through take notes, and a recording during each class. Also we checked worksheets we used to evaluate students in groups

This research was applied at Jose Benito Escobar School in Estelí city with the students from second grade B.

Universe	156 first and second grade students
population	78 second grade students
Sample	26 second grade B students

7. RESULTS AND ANALYSIS

7.1. Activities

Tic tac toc

This activity was applied after introduce new vocabulary. Three groups were form in which the teacher selects one student for each group. In order to practice the previous vocabulary, the student must point the right word said by the teacher in a diagram three times three. The student who guesses the word the flashcard of the word He/She will get and X or circle (O) in the horizontal, vertical, diagonal will win the game.

Story telling (A poor but a rich)

This story was created by teachers. The main objective of this story is to teach good values and behavior. The teacher tell the story using a book made it by him in which he use mimic and sounds to crate the environment in the classroom.

Create the your own story

In this strategy, the students create their own story based on the previous activity of vocabulary and tell the story. The teacher gave a student a sheet of paper to each one group. They should draw what they understood about the story.

In the three sessions of class, the teachers applied different strategies that were adequate for the age and level of the students learning. The teachers gave clear instructions for a good develop of the activity. In the first class, we use the Tic Tac Toc to practice and recognize the vocabulary. This activity encourage students to participate, and collaborate in groups and also individual.

For the second class, the teacher applied a story telling activity. The students understood very well the story and this promoted that students worked together, felt motivated, talked in English, and shared ideas among themselves. However, the half of the students showed difficulties at the moment of working in groups.

During the development of the class, the students were able to participate in the activities.

The third activity shown students' understood the story that the teacher tell. The vocabulary worked in the previous activity helped them to reinforce their knowledge. During the process of making groups, the teachers could observe that pupils' practice oral communication among themselves as well as, with the teachers.

7.2. Student performance

In this part we cover three relevant aspects that help to identify the students' perception before and after the activities. At the same way, the performance indicator made at the beginning of each class session:

1. Attitude: The students took a positive attitude when the activities were developed. Also, they had an excellent participation and all the time they get excite.
2. Significant learning: During the process of the class it was observe like the students understood which one of the activity that made. Also, they practice of the acquisition of the new vocabulary that learns.
3. Oral Practice: In the moment that the pupils participate, they had a good communication among themselves and teachers.

8. CONCLUSION

In conclusion, the research, "Storytelling along with cooperative learning strategies to motivate second-grade students to communicate in English" provides a suitable environment in the English learning, because stories lead children to face fears and stimulate their participation and social interaction. These stories lead children to create a vision of the world around them and to feel comfortable with their own interpretation.

Additionally, storytelling along with cooperative learning strategies favors oral comprehension and oral production. It also strengthens vocabulary acquisition, foreign language communication, and foments the participation, motivation, attention, and concentration of students in the English learning process. Also, this study shows indeed a positive effect of storytelling in English learning, because it is a dynamic, adaptable, and flexible tool, which is evidenced in the three categories established for the analysis of qualitative data.

For a teacher, this methodology represents Countless resources available to tell stories and respond to characteristics, strengths and particular needs of students. In addition, this study made it possible to identify some factors that influence the English learning; such as the emotional and affective states of the students during the participation in classes, the quality of the stimuli that capture the attention, periods of productive concentration, and sources of motivation. Knowing these factors allows the teacher to plan the classes using strategies of control.

9. RECOMMENDATIONS

- ✓ The teacher should promote the participation of the students in every activity. Participation is important in the application of these strategies. It is necessary that the teacher permit the development of the free thought of the students.
- ✓ It is important that the teacher uses the storytelling like a tool team work; from this way, he encourage the interaction of children, not only with their classmates but also with all members at school.
- ✓ It is advisable that teachers look for technological tools to variety the way they tell stories, while adapting the information needs of these new generations.

10. APPENDIX

10.1. Lesson Plan

Name of the teachers: Anayanci, Yareling, Jorge Unit 7: The Farm

Time: 45 minutes

School: Jose Benito Escobar

Lesson4: Vocabulary and Grammar review

Grade: 2 grade B

Objectives: Practice the language learned in the unit.

Date: November 15, 2019

Develop critical thinking skills and oral discrimination

Performance indicator	Contents				Support	Observation
	Conceptual	Procedural	Attitudinal	Time		
Student will be able to comprehend the message from the story and show what they learnt.	Farm' Animals	<p>Initial Activities</p> <p>Pray to God for blessing the Children. Take the attendance Sing and dance the song "Old Mc Donald"(warm up)</p>	Is respectful with teachers and classmates.	1	Drawings	The students enjoy the whole class. They felt motivated and shown a great participation during the activities. Also they comprehended the story THE RED HEN, and understood each question
	Simple past	<p>Development Activities</p> <p>Introduce the Vocabulary through visual aids. Ta Listen and Repeat Practice the grammar (Simple Past)</p>		1		
	Farm' Vocabulary	<p>Tell the story " The red hen" Play the game "Tic, tac, toc" to evaluate the vocabulary of the story</p>	3	Story Book		
	Colors	<p>Ending activities</p> <p>Make three students' groups and</p>	5		Shalk	
			5			

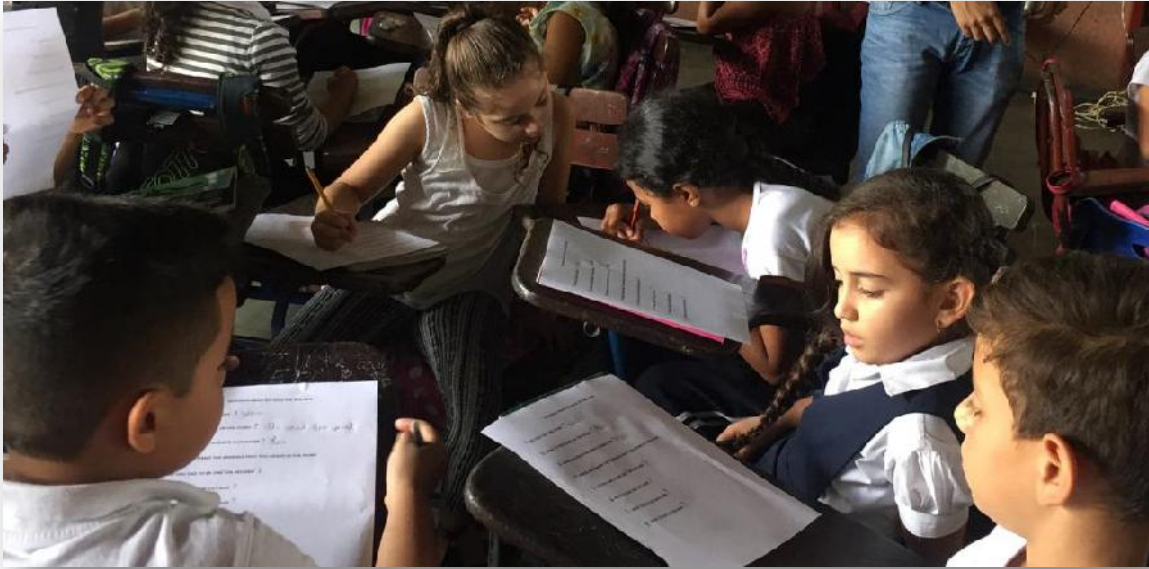
		<p>give them a sheet of paper with questions about the story to each one.</p> <p>Ask students to answer the questions and they will have to help themselves.</p> <p>Apply the activity Rock, paper, scissors. Ask one kid of every group to pass in front and play the game rock, paper, and scissors. Then, the kid who lost must answer the question and the group must help its classmate.</p> <p>Explain the following homework.</p>		<p>10</p> <p>5</p> <p>10</p>	<p>Speakers</p> <p>Cellphone</p>	<p>getting answer question.</p> <p>They work together and help one to each other in every question.</p>
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10.2. Picture



Student drew her own story.





Girls and boys answered the questionnaire in group.



Teachers giving clear instruction.



Girl drew what she understood when she heard the story.



Boys and girls of second grade B with the teacher and their own story “ A poor but a very rich Teddy bear”

11. REFERENCES

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