



UNIVERSIDAD DE GUAYAQUIL

Facultad de Filosofía, Letras y Ciencias de la Educación

ESCUELA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

Previous to the obtaining of the LICENCIADO Degree,

Major in the English Language and Linguistics

TOPIC

“Strengthen the Reading skills through Bible Stories and speaking activities”

PROPOSAL

“Elaboration of a workbook with Bible Stories to Strengthen the Reading Skills of the students of 4th Basic year at Fundación Es Justo y Necesario.”

RESEARCHES

Shirley Lozada Rivera

Amada Ponce Reinado

COUNSELOR:

Doctor Eduardo Torres

Guayaquil – Ecuador

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De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha 30 de Noviembre del 2014, en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización **LENGUAS Y LINGÜÍSTICA**, tengo a bien informar lo siguiente:

Que las estudiantes:

SHIRLEY TATIANA LOZADA RIVERA

AMADA PAOLA PONCE REINADO

Diseñaron y ejecutaron el Proyecto Educativo

TOPIC:

"STRENGTHEN THE READING SKILLS THROUGH BIBLE STORIES AND SPEAKING ACTIVITIES"

PROPOSAL:

"ELABORATION OF A WORKBOOK WITH BIBLE STORIES TO STRENGTHEN THE READING SKILLS OF THE STUDENTS OF 4th BASIC YEAR AT FUNDACION JUSTO Y NECESARIO"

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Las participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACIÓN** y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente


DR. EDUARDO TORRES VIVAR
PROFESOR – ASESOR

DEDICATION

To God who is my father and my all, who from my first day at university gave me strength to continue studying the hard to learn a new language.

To my mother who means everything to me. I appreciate all you do for me

Thanks

I dedicated this project to God who inspired me with the amazing Bible

And my beautiful mommy Rosa Rivera who has taught me how to behave in life.

SHIRLEY

DEDICATION

To my mother even she is not with me anymore, she was, is and will be my
only motivation in life.

To my dad who help me in all my life

To my teacher for his knowledge and dedication

AMADA

THANKFULNESS

To God who have always taken care of me

To my mother who has supported me all this time

To my partner Paola Ponce who has worked hard in this project.

To my tutor Dr. Eduardo Torres Vivar. For accepting me to make this project
under his direction.

SHIRLEY

THANKFULNESS

I thank God for always being my support

To my coworker Shirley for being patient and hardworking in this project.

To my Tutor Dr. Eduardo Torres Vivar for accepting me to make this project
under his direction

AMADA

INDEX

DEDICATION	v
DEDICATION	vi
THANKFULNESS	vii
THANKFULNESS	viii
INTRODUCTION	13
CHAPTER I	19
THE PROBLEM	19
OUTLINE OF THE PROBLEM	19
Location of the problem in context	19
PROBLEM SITUATION	20
FORMULATION OF THE PROBLEM	21
VARIABLES	21
OBJECTIVES OF THE INVESTIGATION	21
Specifics	21
QUESTION OF THE INVESTIGATION	21
JUSTIFICATION	22
CHAPTER II	24
THE THEORETICAL FRAME	24
BACKGROUND	24
THEORETICAL FOUNDATION	24
IMPORTANCE OF READING	25
EPISTEMOLOGICAL FOUNDATION	37
PEDAGOGICAL FOUNDATION	41
LEGAL FRAME	43

GLOSSARY	43
CHAPTER III	45
METHODOLOGY	45
DESIGN OF THE INVESTIGATION	45
Bibliographical.....	46
TYPES OF INVESTIGATION	46
Descriptive	46
PROCEDURES OF THE INVESTIGATION	47
INSTRUMENTS OF THE INVESTIGATION	47
Methods.....	47
Observation.....	47
Inductive	48
Deductive	48
Heuristic.....	48
Scientific.....	48
TECHNIQUES	48
Interview	49
Survey	49
Population.....	49
Sampling.....	49
SAMPLE	50
Table No 2: STRATUM	50
CONCLUSIONS AND RECOMMENDATIONS	63
Recommendations	64
CHAPTER IV	65
THE PROPOSAL.....	65
ANTECEDENTS.....	65
JUSTIFICATION	65
SUMMARY OF THE DIAGNOSTIC	65
FUNDAMENTAL PROBLEM	65

Specifics	66
IMPORTANCE	66
FEASIBILITY	66
THE DESIGN OF THE PROPOSAL	66
PEDAGOGICAL ASPECT	68
PSYCHOLOGICAL ASPECT	68
VISION	68
MISSION	68
POLICIES	68
BENEFICIARIES	69
SOCIAL IMPACT	69
REFERENCE	69
BIBLIOGRAPHY	71
ANNEXES	72

INDICE GRAFICOS

TABLE 1: CAUSES.....	5
TABLE 2: STRATUM.....	39
TABLE 3: APPLICATION OF THE INSTRUMENTS OF INVESTIGATION.....	40
TABLE 4: READING ACTIVITIES.....	41
GRAPHIC 1: READING ACTIVITIES.....	41
TABLE 5: READING SKILL.....	42
GRAPHIC 2: READING SKILL.....	42
TABLE 6: READING COMPREHENSION.....	43
GRAPHIC 3: READING COMPREHENSION.....	43
TABLE 7: MOTIVATION OF THE STUDENTS.....	44
GRAPHIC 4: MOTIVATION OF THE STUDENTS.....	44
TABLE 8: ACTIVITIES AND TECHNIQUES.....	45
GRAPHIC 5: ACTIVITIES AND TECHNIQUES.....	45
TABLE 9: MOTIVATION.....	46
GRAPHIC 6: MOTIVATION.....	46
TABLE 10: UNDERSTAND THE CLASS.....	47
GRAPHIC 7: UNDERSTAND THE CLASS.....	47
TABLE 11: READING BOOK.....	48
GRAPHIC 8: READING BOOK.....	48
TABLE 12: WORKBOOK WITH BIBLE STORIES.....	49
GRAPHIC 9: READING BOOK.....	48
TABLE 13: READING AND SPEAKING ACTIVITIES.....	50
GRAPHIC 10: READING AND SPEAKING ACTIVITIES.....	50
TABLE 14: VARIABLE OPERATIONALIZATION MATRIX.....	50

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<p>RESUMEN: This Investigation was carried out with the students at "Fundacion Es Justo y Necesario" which is located at the North of Guayaquil in "Calle Todos Los Santos 138 y Victor Emilio Estrada". This is a non-profit Institution whose goal is the support and implementation of programs to benefit children from poor families. This Foundation has the greatest level in all áreas but there is a problem with English subject like lack of sequence in class and methodologies, strategies or techniques for teaching, other problem is the lack of resources which do not help in learning. Classroom observations we have done in this Institution indicated us: The majority of children at "Fundacion Es Justo y Necesario" has a low level of English, and the lack of English books worsens the situation, as a result, a low scholastic achievement. Our proposal expects to strengthen their reading skill for the Fourth Basic year students at "Fundacion Es Justo y Necesario". We have proposed to elaborated a workbook with Bible stories to strengthen the reading and speaking skills through Bible stories and speaking activities, the Field Investigation confirmed us the good results our project have, we included different methodologies, techniques, and strategies to work in class.</p> <p>The realization project was a total success, Being this a Religious Institution with strong values. the authorities of the Investigation have been eyewitnesses of school improvement in English class and spiritual performance of students developed from the first time that this project was carried out in the Institution Es Justo y Necesario, Authorities, Parents and students are motivated and thankful for having a successful project designed for them. Authorities have recognized the need to keep the workbook and future talks to implement it for other class, Parents have motivated being part of the children's education and students have excellent school grades.</p>		
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TÍTULO Y SUBTÍTULO: "Fortalecer la habilidad lectora a través de historias bíblicas y actividades orales".
"Elaboración de un libro de trabajo con historias bíblicas para fortalecer la habilidad lectora de los estudiantes del 4to. Año de Básica en la Fundación Es Justo y Necesario"

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TÍTULO OBTENIDO:

ÁREAS TEMÁTICAS: Ingles

PALABRAS CLAVE:

Historias bíblicas, Habilidad lectora, actividades orales, biblia

RESUMEN: Esta investigación se llevó a cabo con los estudiantes en "Fundación Es Justo y Necesario", que está ubicado en el norte de Guayaquil, en la "Calle de Todos los Santos 138 y Víctor Emilio Estrada". Esta es una institución sin fines de lucro cuyo objetivo es el apoyo y la implementación de programas para beneficiar a los niños de familias pobres. Esta Fundación tiene un mayor nivel en todas las áreas, pero hay un problema con la asignatura de inglés como falta de clase de secuencia y metodologías, estrategias o técnicas para la enseñanza, otro problema es la falta de recursos que no ayudan en el aprendizaje. Observaciones en el aula que hemos hecho en esta Institución, nos indican: que la mayoría de los niños en "Fundación Es Justo y Necesario" tiene un bajo nivel de Inglés, y la falta de un libro de Inglés empeora la situación como resultado un bajo rendimiento. Nuestra propuesta espera fortalecer su habilidad de lectura para los estudiantes de cuarto año de básica "Fundación Es Justo y Necesario". Nos hemos propuesto elaborar un libro con historias de la Biblia para fortalecer la lectura y expresión oral a través de historias de la Biblia y las actividades de expresión oral, la investigación de campo nos confirmó los buenos resultados de nuestro proyecto tiene, que incluyen diferentes metodologías más, técnicas y estrategias para trabajar en clase.

La realización del proyecto fue un total éxito, siendo esta una institución religiosa con valores fuertes. Las autoridades de la investigación han sido testigos de la mejora de la escuela en la clase de Inglés y el rendimiento espiritual de los estudiantes que han desarrollado desde la primera vez que este proyecto se llevó a cabo en la Institución Es Justo y Necesario, autoridades, padres y estudiantes están motivados y agradecidos por tener un proyecto diseñado para ellos. Las autoridades han reconocido la necesidad de mantener el libro de trabajo y conversaciones futuras para ponerlo en práctica para otra clase, los padres han motivado a ser parte de la educación de los niños y los estudiantes tienen excelentes calificaciones escolares.

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ABSTRACT

This Investigation was carried out with the students at “Fundacion Es Justo y Necesario”, it’s located at the North of Guayaquil in “Calle Todos Los Santos 138 y Victor Emilio Estrada”. This is a non-profit Institution whose goal is the support and implementation of programs to benefit children from poor families. This Foundation has the greatest level in all áreas but there is a problem with English subjects like Lack of sequence class and methodologies, strategies or techniques for teaching, another problem is the lack of resources which do not help in learning. Classroom observations we have done in this Institution, indicate us: that most of the children at “Fundacion Es Justo y Necesario” has a low level of English, and the lack of an English book worsens the situation, as a result, a low scholastic achievement. Our proposal expects to strengthen their reading skill for the Fourth Basic year students at “Fundacion Es Justo y Necesario”. We have proposed to elaborated a workbook with Bible stories to strengthen the reading and speaking skills through Bible stories and speaking activities, the Field Investigation confirmed us the good results our project have, we included different methodologies, techniques, and strategies to work in class.

The realization project was a total success, Being this a Religious Institution with strong values. the authorities of the Investigation have been eyewitnesses of school improvement in English class and spiritual performance of students developed from the first time that this project was carried out in the Institution Es Justo y Necesario, Authorities, Parents and students are motivated and thankful for having a successful project designed for them. Authorities have recognized the need to keep the workbook and future talks to implement it for other class, Parents have motivated being part of the children's education and students have excellent school grades.

Bible Stories, Reading skill, speaking activities, bible

RESUMEN

Esta investigación se llevó a cabo con los estudiantes de la "Fundación Es Justo y Necesario", ubicada al norte de Guayaquil en "Calle Todos Los Santos 138 y Víctor Emilio Estrada". Esta es una institución sin fines de lucro cuyo objetivo es el apoyo y la implementación de programas para beneficiar a los niños de familias pobres. Esta Fundación tiene un buen nivel en todas las áreas, pero existe un problema con la asignatura de inglés como falta de secuencia de clase, metodologías, estrategias o técnicas para la enseñanza, otro problema es la falta de recursos que no ayudan al aprendizaje. Las observaciones en el aula que hemos hecho en esta Institución, nos indican: que la mayoría de los niños en "Fundación Es Justo y Necesario" tiene un nivel bajo de inglés, y la falta de un libro en inglés empeora la situación, como resultado, una bajo logro escolar. Nuestra propuesta espera fortalecer sus habilidades de lectura para los estudiantes del Cuarto año básico en "Fundación Es Justo y Necesario". Hemos propuesto elaborar un libro de trabajo con historias bíblicas para fortalecer las habilidades de lectura y conversación a través de historias bíblicas y actividades orales, la Investigación de campo nos confirmó los buenos resultados de nuestro proyecto, incluimos diferentes metodologías, técnicas y estrategias para trabajar en clase.

El proyecto de realización fue un éxito total, siendo esta una institución religiosa con fuertes valores. Las autoridades de la Institución han sido testigos oculares de la mejora escolar en la clase de inglés y el rendimiento espiritual de los estudiantes, el cual fue desarrollado desde la primera vez que este proyecto se llevó a cabo en la Institución Es Justo y Necesario, Autoridades, Padres y alumnos están motivados y agradecidos por tener un proyecto exitoso diseñado para ellos. Las autoridades han reconocido la necesidad de mantener el libro de trabajo y las conversaciones futuras para implementarlo en otra clase. Los padres han motivado ser parte de la educación de los niños y los estudiantes tienen excelentes calificaciones escolares.

Historias bíblicas, Habilidad lectora, actividades orales, biblia

INTRODUCTION

This project will be carried out with the students of Fourth Basic year, at “Fundacion Es Justo y Necesario”, it is located in the North of Guayaquil on Todos los Santos 138 y Victor Emilio Estrada streets. This is a non-profit Institution whose goal is the support and implementation of programs to benefit children from poor families.

This research has permitted us to see several education problems at “Fundacion Es Justo y Necesario”, in brief we have concluded a lack of reading strategies, consequently a low reading comprehension level.

In like manner we noticed that the English teacher did not use the most important tool for reading learning such as a reading book, and there is not an appropriate teaching strategies for reading, making impossible students to have a good reading comprehension level.

The methodology of the investigation used in this project refers to different methods and techniques to strengthen reading skills and to get the conclusions and recommendations

This project is divided into five chapters.

CHAPTER ONE: THE PROBLEM

Location of the problem, Causes and Consequences, Independent and Dependent Variable, Proposal, General and Specifics Objectives, Questions of the Investigation and Justification.

CHAPTER TWO: THEORETICAL FRAME

Antecedents, Theoretical Foundation, Epistemological, Sociological, and Pedagogical Foundation, Constructivism, Contextual Frame and Legal Aspect, Glossary.

CHAPTER THREE: THE METHODOLOGY

Modality, Types of Investigation, Procedures and Instruments of the Investigation, Techniques, Survey, Interview, Population and Sample, Application of the investigation Instruments

Survey to the students, Analysis of results, Conclusions and Recommendations.

CHAPTER FOUR: THE PROPOSAL

Antecedents, Justification, Summary of the Diagnostic, Fundamental Problem, Objectives, Importance, Feasibility, Description of the Proposal, Legal Aspect, Pedagogical Aspect, Psychological aspect, Andragogical Aspect, Mission, Vision, Glossary, Bibliography, Annexes.

CHAPTER I

THE PROBLEM

OUTLINE OF THE PROBLEM

Location of the problem in context

At The “Fundacion Es Justo y Necesario” it’s located in “Calle todos los Santos 138 y Victor Emilio Estrada”, their English teacher has not a sequence in their classes and they do not use any strategies or techniques for their English teaching, other problem is the lack of resources which do not help in students learning.

The lack of a sequence class, Book, strategies, and techniques contribute students cannot understand what is being taught in effect demotivation in class.

The Institution have been recognized to be a Foundation that with a few resources have change the life of hundreds students, who have left the poor conditions of life, for to be men and women of good and contribute their Nation, but English subject is not its strength and we want with our project to change this problem. Our project will benefit The Institution strengthen their English level.

By asking to the students about their English classes, everyone agreed with the same point they do not understand English classes.

In the classroom, we noticed that teachers are based on a traditional, monotonous, non- dynamic teaching classes and a lack of resources which difficult or nullifies the teaching.

The teachers, students and authorities have full knowledge about the needs to implement a solution to this problem which benefit to everyone, and it has to be easy to implement with accessible resources that contribute to help this children for to access to a good level of English education.

With this in mind, we need the involvement of each of the parts like Parents, students, authorities, English teachers and Institution who together will make the force.

PROBLEM SITUATION

As can be seen, even the problems are more than we could imagine. We will focus in strengthen their reading skills to students of 4th Basic year, applying a workbook with Bible stories including strategies and techniques to reach a good comprehension level, assuming a good reading skills are the key of an optimal English learning.

The use of a Workbook with Bible stories will strength the acquisition of language, vocabulary, comprehension and motivate the interest of students in English subject.

Bible stories illustrated in this workbook with didactic techniques and strategies is not just an effective, efficient and efficacious resources it is coordinated with the religious teaching they have, in effect this project is a blessing resource in this prestigious Institution.

This research encompasses a perspective in not only the language but also educational, spiritual values, psycholinguistics and sociolinguistic.

Table No 1: CAUSES
Lack of Reading strategies and techniques.
Limited resources and didactic materials.
Institution has not a permanent English teacher.
Lack of reading book.

FORMULATION OF THE PROBLEM

What is the incidence when applying Bible stories to strengthen the reading skill of the students of fourth Basic year Education at “Fundacion Es Justo y Necesario”?

VARIABLES

Independent

- Bible stories

Dependent

- Reading Skill

OBJECTIVES OF THE INVESTIGATION

General

To diagnose the causes of low Reading skill level in order to elaborate a workbook with Bible stories to strengthen the Reading skills of the students of 4th Basic year at Fundación Es Justo y Necesario by means of a set of procedures: observational, inductive, deductive, scientific and heuristic.

Specifics

- To analyze the necessity of reading comprehension activities to become a valuable aid for the students through theoretical and statistical method.
- To establish that Bible stories will be a good aid to strengthen the reading skills using observation, inductive, deductive, scientific and heuristic.
- To elaborate a workbook with Bible stories to increase the reading skill interest through observation, inductive, deductive methods..

QUESTION OF THE INVESTIGATION

- Will the application of Bible stories, help in the development of reading skills?
- How will this project involve parents?

- Which strategies will use to strengthen reading skills?
- Which would be the best process for implementing the proposal?
- In what way will this project contribute to the students?
- What methodology is going to be used in our project?
- Will the proposal strengthen reading skill?
- What bibliography will be used to structure the proposal?

JUSTIFICATION

At “FUNDACION ES JUSTO Y NECESARIO” was established as a Non-Profit Corporation or a charitable trust, with a principal purpose to help families in poverty, give them the opportunity to study.

Teach them English is a challenge that we were glad to have been taken.

This Institution needs to find a solution to the problem of reading comprehension as soon as possible for the good of the students.

Institution has to prepare English teachers with didactic resources that motivate them to use it for the preparation and capacitation of the students.

A reading book with Bibles stories are a valuable educational tool strengthen affective and cognitive development of students.

Prof. Barbara Newman explains the Importance of the Bible

“The Bible have been the most influential text in all of Western culture. It’s difficult to understand medieval or early modern or much of modern literature without knowing it”

Bible stories incorporated in a reading workbook regularly used will strengthen reading skills developing (vocabulary, pronunciation, listening, reading, writing) increasing their English abilities that they have to develop being non-native English speaker.

Given these points the valuable resources combined with the religious teaching they have will enrich their knowledge increasing their abilities to learn a new language as

has been noted the implementation of a reading comprehension workbook will strengthen their learning because of the innate predisposition and assimilation for the Bible stories which is a familiar resource.

The implementation of this teaching program will benefit every single student considering the reading workbook is designed to achieve the learning style of everyone through the art of reading and to give better opportunity for the present and the future of students life.

Most of the students one day were street children, sellers of flowers, sellers of sweets etc. and today the Foundation is helping them to grow, and with our project we are going to contribute with teachings in order that their skills are increased more and more, we are convinced that these children will have an English language education at a high level which will enable them for a future full of chances of employment and to obtain a more just society.

CHAPTER II

THE THEORETICAL FRAME

BACKGROUND

Classroom observations we have done in this Institution, indicate us: that most of children at “Fundacion Es Justo y Necesario” has a low level of English language, and the lack of an English book worsens the situation as a result a low scholastic achievement.

Our proposal expect strengthen their reading skill for the Fourth Basic year students at “Fundacion Es Justo y Necesario”.

We seek in The Library at School of Language and Linguistic, where we realized that there have been not a similar project, being it a new tool that will strengthen the education of these students.

This project developed with the support of the appropriate foundations such us: Theoretical, Epistemological, Sociological, and Pedagogical.

THEORETICAL FOUNDATION

THE IMPORTANCE OF READING

Reading is life, we cannot expand our horizons without reading habits, and it is a main key to the development of learning. Reading had leave stories of life around the world and most of them have changed or influenced a culture. Those who are no longer and left priceless treasures of books can still help me to expands my knowledge and abilities when we read their books like Jesus’ life that have changed a lot of generations around the years or another famous authors like Cervantes Medardo Angel Silva, Dostoievski, etc, Their books pass down experiences of life, culture, and this requires me effort to comprehend that is one of the reasons why Reading is really important for people who wants to learn a new language, Reading

make to work the brain and give the fluency in the language required, to learn a new language, in our case English language is totally related to reading skill. An investigation from UNESCO show us the enrichment that bring to our world and us.

(UNESCO, 2012) Expose that social and economic progress depends of reading.

The ability to read has long been essential for personal fulfillment and now there growing acceptance of the premise that a country social and economic progress depends on heavily on its people who have access to the essential knowledge that conveys the printed word.

(UNESCO, Promoting the Reading Habit, 2012, pág. 7)

BENEFITS OF READING

The benefits of Reading are huge, as a first point students will be transported to new worlds, without the need to take a plane, as a second point increases confidence when speaking because students will expand their vocabulary and obviously improves writing as our brain collects new information, and widens experience and understanding, as I read I won't be the same anymore because my brain has been expanded with new knowledge which gives me skills to new situations, I have a much larger experience that when I do not read anything, Reading develops imagination students won't think in words students will think in pictures.

Dr. Seuss once wrote this information about Reading

“The more that you read, the more things you will know. The more that you learn the more places you go.”

This quote has a deepest meaning about Reading, to open a book means open up a whole world of knowledge, expanding our horizons.

IMPORTANCE OF READING

Reading is fundamental in everyday life, we can find Reading Skill been part of our daily life, starting for reading medical prescription, filling out applications, Reading road addresses or warnings signs. People spend much of his life reading.

Reading is important because it develops the mind, which needs always working out to strengthen the brain, Reading is important because we discover new things, living in a technological era, we have access to different sources of information which gives us new knowledge, in addition Readers know very well that every reading has a new world to develop.

Amita (1997) According to Amita, reading is one of the most important skills

“The ability to read recognize generally as one of the most important skills that a person can have, Reading is a tool of the acquisitive mind; it is the vehicle for obtaining ideas that cannot be transmitted verbally. The individual who reads well has at his command a means for widening his mental horizons and for multiplying his opportunities for experience”

. (Bhardwaj, Improving Reading skill, 1997, p. 14)

As we just read Reading skill is not an option, it is essential to learn a new language, the author have named a key word, Actually there is no doubt that reading enrich our mind, feeding with new knowledge, it gives me wings to travel and meet different types of culture expanding my mind and giving me the opportunity to be a better speaker without hesitation rather being part of different topics which accelerates students in word fluency. This enrichment of word fluency not only helps those who read in their native language but also for those who are learning a new language, which accelerates learning new words and therefore fluency.

READING IN A FOREIGN LANGUAGE

Reading have been defined as a process of reading and understanding but is not easy as that, many students understand some and others no. The foreign language reader have many complications more, that is the reason why the reader have many complications more, that is the reason why the reader has to develop strategies. Most of the foreign reader must learn to read in a adequate manner, this means it must learn to read not only to learn a new language but rather to acquire new knowledge, enjoying it, different purposes for reading will develop their skills.

(Lampariello, 2014) To clarify this paragraph we will take a closer look at interest article below.

“When we are interested in what we are reading, our brains have a way of digesting new words more efficiently.”

It is commonly understood to mean that our brain gets information much better when it feels comfortable with the reading, it's important to emphasize foreign language reader have a disadvantage in contrast a native reader. One of this disadvantage are lack of vocabulary and the respective meaning of it, therefore to conclude foreign reader should enjoy reading and digesting each newly acquired information, It is found that when the brain feels comfortable with reading assimilate much better reading, it is named a new acquired teaching which will result in a high degree or intellectual growth.

READING COMPREHENSION STRATEGIES

Comprehension is the goal of reading even it could be the most difficult skill to master, Reading comprehension strategies lead us to find a better way to read more efficiently getting the goal of comprehend drawing a new knowledge acquired in the reader.

(Mcnamara, 2007) Conducted several studies about Reading comprehension concluding that strategy is a cognitive process.

A reading comprehension strategy is a cognitive or behavioral action under particular contextual conditions, with the goal of improving some aspect of comprehension. Consider a very simple-minded strategy for purposes of illustration (Mcnamara, 2007, pág. 23)

According to Danielle S. and Mc. Namara as they rightly states Reading comprehension strategies is outstanding for readers Teachers have a huge responsibility to acquire reading strategies for giving this knowledge in class, Reading is not just a vain repeating of words, it is a cognitive process which involves a number of components to be handled properly which will give excellent results in practice.

The simple action to look up a word in a dictionary to see the meaning of the word require a cognitive process, there is several strategies to get better the reading.

We count with several strategies to improve reading, it is just necessary to find it and to use it in our team group, one of the strategies we could find in an article of Lydia Breiseth who provide different strategies.

(Breiseth, 2016) Indicates that there are strategies for a better Reading comprehension.

“Draw on students’ existing knowledge, Build students background knowledge, Take students on a tour of the text, Use a picture walk, Use outlines to scaffold comprehension”

Draw on students’ existing knowledge; it is necessary to draw the students to identify the reading and exposes it before the class, with their previous knowledge could be in their native language.

Build students background knowledge, there is several topics that students are unfamiliar with consequently teacher should be prepare them before the reading leading students to have a new learning.

Take students on a tour of the text, every new topic needs to be guided to the different elements of the text. Teacher must to explain the organization of the text emphasizing headings and chapters, the main purpose is when students read they will be able to understand thanks to the introduction.

Use a picture walk, this is a wonderful strategy because students will be able to know the story thanks the pictures, which motivate students, and their brain will be more receptive to get the new information.

Use outlines to scaffold comprehension, when students have too much words, it can be complicates but when we introduce then with an outline of the story, it would create steps to remember the reading.

INTENSIVE READING

To begin with, to understand Intensive Reading is by contrasting with extensive reading. This strategy for reading divide it in two parts, the first one the goal is to build specific skills by focuses in difficult material and the second one just to enjoy reading.

Intensive reading teach us to take an arranged reading, in the first part readers become a researcher filling the brain with the new knowledge and then without any drawbacks to enjoy extensive reading.

According (Salchi, 2009) Intensive reading has come to be regarded essential.

In recent years, Intensive reading has received renewed attention as a result of an increased focus on student centered learning, because students are able to choose what they want to read it, intensive reading has come to be regarded as an essentially student centered activity.

(Intensive Reading, 2009, pág. 34)

EXTENSIVE READING

Extensive reading set a scene, the reader and the reading without dictionary or any tool for decoding words, just the reader enjoying the reading.

According (Davis, 1995) Extensive reading means to read without obstacles

An extensive reading is when pupils are given the time, encouragement, and materials to read pleaurably, at their own level, as many books as they can, without the pressures of testing or marks thus, pupils are competing only against themselves.

(Davis, 1995, pág. 329)

Extensive reading is the result of intensive reading when readers can read a considerable amount of text like in their own native language.

SKIMMING AND SCANNING

SKIMMING

Reading techniques skimming and scanning are important in reading, both techniques are similar but they are used for different purposes.

Skimming the main goal is to get an overview of the text refers to the main idea of the text we can find this information reading the title, the first paragraph, reading one or two lines of each paragraph.

“Skimming is not reading every word, sentence or paragraph. Skimming is skipping with skilled judgment. This ability requires near perfect and instantaneous recognition of main ideas” (BBC, 2011, p. 2)

SCANNING

Scanning is a useful tool, when we scan we are looking for a specific information, our eyes scan the pages until to get the information.

Most of the people in their daily life scan like a TV program channel in the cable guide, a phone number, dates, and statistics.

According (Cramer, 1998) Scanning is looking for specific information

“Scanning involves running the eyes down the printed page, looking for specific bits of information, key words or phrases” (Cramer, 1998, p. 37)

BIBLE AND SUNDAY SCHOOLS

Sunday schools have begun different what we know nowadays, and today most of us disown the Sunday school start.

The beginning of Sunday Schools were originally literally schools. One of the initiators the English Anglican Evangelical Robert Rakes.

Robert Rakes was concerned about the effect that the Industrial Revolution had upon children, which worked in most of these factories starting with just six years old, working until 19 hours a day for little or no pay, this horrible conditions were created a

dangerous society, many children in their days off Sunday were in the streets playing, stealing or having fights between them.

Robert Rakes had the idea to set up a school for them, the Sunday school were a success and stop crime, so what was the success of Sunday Schools, in my personal opinion these schools were a success because they teach not only to read, math, etc. children obtained high values coming from their reading book The Bible.

According (Larsen, When did Sunday Schools start, 2008) they learn to read with the Bible.

“Religious education was, of course, always also a core component. The Bible was the textbook used for learning to read. Likewise, many children learned to write by copying out passages from the Scriptures”

History supports the Bible as an effective tool for learning to read and write, Hundreds of children became literate thanks to the contribution of the Bible changing behavior of many children and expose the big importance the bible has in education, Find ourselves in a difficult situation where society is collapsed by the drugs, divorces and many others social problems what we found nowadays.

Inculcating Christian morality and virtues was the best goal that Sunday Schools have, and we are sure Bible has the power and the grammar it is a complete book to teach to read and write.

INFLUENCE OF THE BIBLE

Bible is important in education. History has shown regarding education how it can alphabetize children. Most universities including Harvard, Yale, Princeton, Oxford and Cambridge founded by Christians as religious school.

Bible have been the most important book in the world, his influence is in large part of our culture and vocabulary.

According (Burnett, 2013) Bible has a great influence in the daily living.

“These phrases are just: a drop in the bucket, the handwriting was on the wall, out of the mouths of babes, the extra mile, in the twinkling of an eye, many thongs we say and do every day that have their origins in the most read, most influential book of all time”

(Brunett, 2013, pág. 2)

The Bible has influenced the world, we can see his influence in art, and today we continue admiring the art of those golden centuries, artist such as Masaccio and Leonardo were devout Christians who combine their faith with contemporary themes in their works. Secular artists look to the past for inspiration; this means they use the Bible for inspiration.

Bible influence in the Literature with great works of Modern Literature like Milton's Paradise lost, the sound and the fury, Gilead is inspired in the Bible.

The Bible's influence overstep time because of his analysis of human condition.

Bible's influence in society is evident especially in America, United States, law, education, family values all founded on principles that came from the Bible it's influence on society have demonstrated it leads to less crime, divorce, sloth.

According (Brown, 1851) Bible's influence help society to be better

None of this is to say that we should establish a theocracy such as ancient Israel had. God's purposes in that system of government were for a certain time and place.

However, when the Bible is properly understood, its influence on society can only lead to less crime, less divorce, less sloth, and more charity.

(Brown, 1851, pág. 17)

READING THE BIBLE AS LITERATURE

We should start seeing the Bible as a literary book because this is a work of literature. It is a mistake to think the Bible is just a religious book, it is necessary to realize it has two spheres, a piece of literature and a piece of doctrinal exposition.

The Bible format is a literary anthology; this book contains a collection of several literary genres containing genres of narrative, poetry, letters, and visionary writing. The Bible considered like the most important piece of literature in the world. It is important to mention that there are thousand biblical references in the work of Shaskepeare, Charles Dickens, Jhon Milton, Mark Twain, Emily Dickinson etc.

(Crain, 2010) Suggest The Bible as literature is a great resource for the knowledge. In fact, She says

What I've taught students about literature applies to Reading the Bible: we begin by paying attention to how writers present their content, in what forms and genres; to how they tell stories develop the plot, setting, theme, and characters; and to how they use language concretely, symbolically, and rhetorically. This book follows a tradition that makes paying attention to the literary features of the Bible the starting point for all other approaches to understanding its meanings of course, the critical terms used in a literary approach to the bible including literature are modern developments (Crain, 2010, págs. 5-6)

The autor portrays the importance Bible Literature has to describe in detail every story has the semantic aspects that counts literature, being necessary for learning a new language resource as it not only contains all grammatical resources but also the culture that is needed in each learning becoming a piece of Literature.

KING JAMES BIBLE: HOW IT CHANGED THE WAY WE SPEAK

English language have been influenced with the King James Bible more than any other literary source. Many people who speak English language in one form or another talk biblical expressions in their daily life, many of them without knowing the context and Biblical connotation which indicates the strong influence of the Bible in the

English Language. According different interviews, there are around a thousand words and expressions influenced by the King James Bible, for example “Out of the mouths of babes”, a very useful expression used when children unexpectedly say something very intelligent or wise, or maybe “how are the mighty fallen” generally used to refer to someone who was once rich and powerful and who is now in low circumstances, or “fly in the ointment” that means a small but irritating flaw that spoils the whole, all this expressions are very rooted in English language.

According (Bragg, 2011) King James Bibles is so rooted in English Language

“King James Bible is quite simply the DNA of the English Language. A striking metaphor, but a hugely misleading one. DNA is in every cell we possess, but the King James Bible is by no means in every word we write”

This is the deepest concept we could find about King James Bible and explain much better about the importance KJV have in English language around.

SPEAKING SKILL

Speaking is one of the most difficult skills according to many people. One of the reason is catalogued a harder skill than reading, writing or listening that is because speaking skill happens in real time. Speaking skill has the own skills like productive, receptive, channel, utterances.

According to an investigation in University (Princeton, 2012)

People do not learn the pieces of the language and then put them together to make conversations. Instead, infants acquiring their first language and people acquiring second languages learn the pieces by interacting with other people

(Princeton, 2012, pág. 12)

It is clear that the way in which we learn our first language is through the interaction between our parents and people around us, speaking skill is harder to learn when we get the language with bad habits, but when we learn it in a good way it is not harder to get the knowledge.

Principles for Teaching Skill

Speaking skill has two broad contexts, teachers has to know the contexts of students.

Foreign Language context: it is when this language is not the language of communication in the society; this is a challenge for students because they do not have the opportunity to practice.

Second Language Context: It is when the students are in a place which has the language that is learning maybe because they are studying or immigrants, this students acquire speaking skills much better because of the context around

ENGLISH SPEAKING ENVIRONMENT

Folk tales are a great help for learning a new language, the best way to learn a new language is to start as a native speaker learned. Learning language should begin in early age because is more quick to imitate.

According to (Tuntiplashewa, 2013)

“Children’s learning language depends on their interest, reaction with others and environment”

This is the bedrock we need to have clear; the student must be immersed in the language to learn in a better way. It is time to stop teaching like the one we learned, repeating words, sentences. Speaking is an interactive process, the key of communication.

Role-playing is a great strategy to changing of one’s behavior to assume a role, which help to get languages much better.

How to get into a English speaking environment, living in a English speaking country, nobody will learn to swim without swimming in a pool, it’s the same with English language, it’s necessary to practice it for speak sooner as we can

Conversation Groups

It is not too easy to take a trip that is why to be part of a conversation group will help too much acquiring new knowledge.

ORAL PRODUCTION SPEAKING IN THE SL CLASSROOM.

The goal of language is communication, students know how valuable this skill is, but most of the time they found it so difficult having a high degree of anxiety when handling the ability to speak. Speaking skill has three areas where teachers and students should pay attention.

According to this site (Bilash, 2009)

“Mechanics: This area involves the different pieces that make up speaking including pronunciation, vocabulary, grammar and word order”.

Speaking is the result of a deepest work in pronunciation, where we can improve the correct sound of the word, vocabulary that will immerse in the English language having more fluency to know a large number of vocabulary, grammar strictly necessary to speak correctly.

According the same site we could find (Bilash, 2009)

“Functions: this area describes the uses of speaking whether for transaction or interaction, and when precise understanding is or is not required”

The functions in speaking is human interaction, this area focus in what we study, to practice our knowledge in interaction exchanged information talk by interaction, it means conversation.

STORY TELLING BENEFITS AND TIPS

There are countless studies showing us that children love stories, it creates a sense of wonder at the world. Stories teach about several topics, it helps students to get understanding, respect and appreciation of people, cultures etc It is more easy to remember when the learning was focus in a specific story.

Story telling has different benefits, according to (Buvala, 2004)

“Story telling is like opening a window into the mind of the listeners”

Students that listen stories stream feelings of them which help to remember the story, imagination, fantasy emerge making a pleasant experience leaving a strong knowledge in students.

Understanding others: Stories showed the past in a excellent way for learning, students can learn too much about past generations.

Growing Intimacy: Our society has the behavior because the influence stories have in people, students will be reflected in some stories, learning about experience others.

EPISTEMOLOGICAL FOUNDATION

THE CONSTRUCTIVISM

The constructivism is a learning theory, based in the action. It means that student reconstruct his or her own knowledge based in previous established teachings in every one of them, this is the reason why Learning is not just send knowledge because every student must reconstruct their own knowledge by themselves.

Learning must be an active process on the contrary a passive process wont reconstruct new knowledge.

The constructivism is an active theory in the Institutions as it has been proven over and over that is an efficient theory and very necessary for learning.

Teachers must be clear about this theory, which strength students to reconstruct their own knowledge based in experiences, which is exactly our labor like teachers give students educational activities in the same time they reconstruct new knowledge.

Types of Constructivism

There are three types of constructivism:

1. Piagetian Constructivism

2. Human Constructivism
3. Radical Constructivism

Piagetian Constructivism

This theory comes from Piaget and follow the contributions that gave us this teacher who discover the genetic theory which is the construction of learning depending on the developmental stage as can be seen bellow according to (Pluedemann, 2009)

Sensorimotor stage (ages 0-2)

The sensorimotor infant makes sense of the world primarily through physical observations.

Preoperational stage (approximately ages 2-7)

At this stage there is the new capacity to make sense of the world through language and fantasy.

Concrete operational stage (approximately ages 7-11)

The elementary school-age child has the new capacity to use mental logic but is limited to situations that are real and observable.

Formal Operations stage (often 12 and up)

In adolescence and adulthood and important way of making sense of the world is through abstract thinking.

Piagetian constructivism has the central topic assimilation because of the new information must be assimilated based in the established learning, the new knowledge sometimes must be assimilated.

Cognitive Constructivism

The Cognitive constructivism is the way how student receive information and then assimilate it according to the previous acquire knowledge during its development.

One of the brilliant teachers we can find in history is Jesus who teach us several teaching techniques like make people think doing questions to his followers, stimulating them to learn, and take advantage in every opportunity to teach. Teachers

must follow this example taking advantage in every opportunity or circumstance to teach new knowledge which will be very well assimilated by students strengthen their cognitive development.

Radical Constructivism

Ernst Von Glaser Feld begin the constructivism radical current, where mentioned that the reality is built inside the human been by the learned experiences, consequently the only one who is responsible of their actions and knowledge acquired is the student.

Characteristic of Constuctivism

- The student is the unique responsible for their learning process
- The student builds knowledge by itself and no one can replace him or her in this task.
- Student relate new information with the prior knowledge
- Compare and relate information strength construction knowledge
- Student gives a meaning to the received information
- The constructive mental activity are the result of a social level process construction.
- Teacher must be a counselor to guide student learning

Importance

The Ecuador Constitution determined in Article N° 27: "Education should be focus in human being and guarantee their holistic development, inside of respect for human rights, the environment and democracy. It will be participatory, obligatory, intercultural, democratic, inclusive, diverse, quality and warmth, motivate the gender quality, justice, solidarity and peace, stimulate critic sense, art and physic culture, individual and general initiative, and the development of competencies and capabilities to create and work.

Being an article of the Ecuadorian Constitution the importance of the student development as a whole, place to work not only the student and the teacher if not to

those around him or her at home in order to develop different established areas, Constructivist theory is clear and useful for system teaching in our country.

Interaction students with people and the world will serve to build new knowledge assimilating it according the prior established knowledge in each human being in a physical, social and cultural environment.

Advantages of the constructivism

- ❖ To promote thinking development in students
- ❖ To obligate to develop strategies and activities to the students for understanding their process and mental strategies.
- ❖ To build concepts which will guide students on this learning journey
- ❖ Student will have their own decision to choose what is important and what is not important.

Disadvantages

There are disadvantages as any process, a greater disadvantages is motivation, if teacher do not give a good motivation it will bring a negative aspect in learning student, consequently the teacher is losing their central role with students and finally the difficulty to personalize the curriculum to every student being impossible because of several students in a classroom.

Philosophers

Jean Piaget known as one of the most prominent psychologist and teacher of twentieth century left a legacy that is still being investigated and it is an essential part of education, Jean Piaget contributes with the constructivism theory and genetic psychology which has a greater impact on education,

Liev S Vigotsky Psychologist, Teacher and writer left important writing in education and psychologist left a notable social influence, His theory shows that only human being are capable of transforming the environment for their own purposes, These studies are still current nowadays.

Conclusion

The Constructivism is a pedagogical current used in different countries especially those with advanced education who have the resources to implement learning through their own experiences for student built and assimilate the learning have been given.

Traditional education has mostly ceased, we cannot compare with the current education which is full of opportunities and much more with the technological age, making possible to reach the whole world.

Ecuador have changed in many ways, revolutionized many Educational Institutions and trying to reach all Institutions around the country, it is definitely agree that constructivism is fundamental in education more when is an abroad language which always need to build and assimilate new knowledge based on his or her own experience.

PEDAGOGICAL FOUNDATION

Pedagogy comes from the etymological Word (Paidos = children Gogia= guide) it is the science or art to teach, being a guide for the children.

Pedagogy is an art, it is learning for teaching to children with different techniques, methodology, and strategies according the age, individual pattern and group of work. Pedagogy is a teaching science which educate Pedagogues who see the education like an art and always renew their knowledge.

Teaching Methods

Method is "HOW" to lead the teaching, every student has different pattern, and everyone is unique and individual. Pedagogy prepare the teacher to face a crowded students and to treat them particularly, inside of the pedagogy there are teaching methods which will be the proper vehicle to lead the information and to reach the final objective in an efficient and effective way.

Philosophers

Jean Jacques Rousseau known to be a philosophy, politic and musician nobody know him like a Pedagogues until he write a book that later became an essential part in Education with the name of "Emilio" in this book he promote philosophy knowledge based in education contributing until today in the Pedagogy.

The first thing he established through his novel is the childhood liberty through the activity, to learn by the own experience and no for what someone else teach.

Education has develop and these Philosophies exposed years before the importance to live and experiment to learn and talk fluently a new language is necessary to use these strategies which will leave positive results in students development.

Sociological Foundation

Our society is different nowadays we are exposed to big changes like globalization which obligate us to change our way to think, act, politic, finances, technology, society, etc., we are immersed in drastic social changes which has a relevant in Education leaving the traditional education and obligate us to use new resources and experiences seen with our eyes a total different childhood.

Education has a fundamental role in the development of society because just seen the situation happens in our society is reflecting the good or bad education.

Philosophers

The physiology Lev Vygotsky mark the priority of the influence of society and culture in learning being the teacher the only one who make an active role in the teaching leaving students learn naturally.

We can see Lev Vygotsky talking about social constructivism, giving a strong emphasis to learn in society because it is better to make it in a cooperative way.

Vygotsky's contributions helped a lot in education to show us that learning is not individual on the contrary it is a social construction and this discovering have given

way to different teaching methods, including group of works, learning circles that given amazing results in the classroom.

LEGAL FRAME

The biggest changes that are starting to change radically Ecuadorian education, Now it has a legal frame which legitimizes and promotes conformed by the Constitution of the Republic approved in The Organic law of Intercultural Education (which enter in validity March 31 2011) and the regulations to this law (which enter in validity July 26 2012). Both the Constitution and the law and its rules modified completely the old structure of the Ecuadorian educative system and therefore make viable changes that are required to improve substantially and sustainably the educative service that is offered in our country.

Among the objectives of the regulation we have:

- Education is a public services inside the frame of a good living
- It is promoted an active participation of Educative community and family in every educative process.
- Important changes in some traditional scholar practice

GLOSSARY

Inference: The act or process of deriving logical conclusions from premises known or assumed true.

Cognitive: Relating or involving conscious mental activities such as thinking, understanding, learning and remembering.

Effective: Adequate to accomplish a purpose; producing the intended or expected.

Efficient: Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill, and industry; competent, capable.

Efficacious: Having the power to produce a desired result or effect.

Bible: The collection of sacred writings of the Christian religion, comprising the old and new testaments.

Stories: Either a narrative, true or fictions, in prose or verse, designed to interest, amuse, or instruct the hearer or reader tale.

Speaking Activities: Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

Head Teacher: A teacher responsible for running a school

Learning Circles: A learning circle is a highly, participatory structure for organizing a group of work. The goal is to build, share, and express knowledge through a process of open dialogue and deep reflection around issues or problems with a focus on a shared outcome.

Workshops: a room, group of rooms, or building in which work, especially mechanical work, is carried on.

Didactic Resources: Didactic resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the students develop the learning process.

Religious teaching: In secular usage, religious education is the teaching of a particular religion.

Warm up activities: A warm up activity is a short, fun game at the start of the lesson.

Epistemological: The branch of philosophy that examines the nature of knowledge, its presuppositions and foundations, and its extent and validity.

Constructivism: Constructivism is a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and

knowledge of the world, through experiencing things and reflecting on those experiences.

Stage: A single step or degree in a process; a particular phase, period, position, etc., in a process, development, or series.

Sociological: Dealing with social questions or problems, especially focusing on cultural and environmental factors rather than on psychological or personal characteristics.

Heuristic: Using experience to learn and improve.

CHAPTER III

METHODOLOGY

DESIGN OF THE INVESTIGATION

The study field is the most important part, because in this moment the theory evaluated to establish if the elements are correct or not.

The field theory is essential because it obligate us to situate in the field which will be investigated in our case “the classroom”, watching the English class, student behavior, interaction between teacher and student and this our opportunity to write every situation, reaction, behavior to see what is the problem and how to achieve a solution to the situation.

In this point a theory strategy have been designed, work schedule and now we have to process the collected data, analyzing and to extract conclusions, between before and after of the scientific process will be an intermediate stage that is Field study.

The researcher must be an interaction with what will be investigated. This project give us the opportunity for watching and coexisting temporarily with students in Institution, Which permit to reach a solution to the problem.

Bibliographical

Every one of the useful references which has served us for understanding the problem that is being treated. This stage is one of our favorite for the enrichment knowledge received and we have become aware about the importance to be a good researcher and leave a good breakthrough for the next researchers, hoping our thesis project become part of Bibliographical investigations in the future.

Our topic included the following source of research: teachers, books, internet, magazines, reports, news.

TYPES OF INVESTIGATION

Exploratory

The exploratory investigation have been the key for this investigative Project, because it has been useful and we could familiarized with different acts and acknowledge situations.

In other words exploratory investigation is the part when a researcher has an idea or have observed something and seeks to understand more about it, definitely we have worked with this methodology since the beginning of this research.

Descriptive

Descriptive as its name indicates describe something with the requisite to know it very well, Dankne (1986) said "Descriptive investigation require considerably knowledge of the investigated area to formulate specific questions that is looking for responding.

When the problem is identified the next step are: Define, Collecting data, and report.

Descriptive investigation obligate to the researcher to do the following questions: How? What? Who? Where? When? Why? Etc.

PROCEDURES OF THE INVESTIGATION

- Formulation of the problem
- Elaboration of the Theoretical Frame
- Design of the Investigation
- Selection of the sample
- Application of the Instruments of Investigation
- Final Data results process
- Analysis and Interpretation of results
- Conclusions and recommendations

INSTRUMENTS OF THE INVESTIGATION

Methods

Method is the way that is used for reaching an objective, the way or road that leads to a place.

The method in other words is a set of procedures to reach a goal, our investigation applied the following methods: Observation, Inductive, Deductive, Scientific, and Heuristic.

Observation

This method use the sense to obtain data, for having information of our research. Every investigation require to state the problem and objectives and we will have to use Observation to carry out our project.

Observation as a method of data collection for research purpose, observation is more than just looking or listening. Research, simply defined, is “systematic enquire made public” (Stenhouse 1975)

Inductive

The Inductive method seek to obtain a general case beginning with particular case, this is the reason why this is a logical method, in our Project we have a warm up which will permit with this particular information obtain a general one.

Deductive

In contrast with the Inductive method beginning with a general case for obtaining a particular case, when is confirmed that the information is real, this method is very important, it has the ability to make think students because it use the following step: analize, compare, indicate, synthetizing the case.

Heuristic

The heuristic method is based on empirical rules to reach a solution. The heuristic method known as "IDEAL" formulated by Bransford and Stein (1984) includes five steps such as: Identify the problem, Define and present the problem, Explore the viable strategies, Advance strategies and achieve the solution, go through this method, students will have the opportunity to use their creativity and their own experience and even others put it into practice in reading and speaking skill.

Scientific

The scientific method is used not only in science, in fact is a method used very frequently in all fields to make new theories, projects, etc.

This method requires to observe, operate, experiment for reaching an end, This method is all what student has to do to construct information, We have to move be researchers to find a solution, We have to be active people more than passive one.

TECHNIQUES

Techniques are a set of procedures to reach an end and to benefit students therefore society. We use in our project the following techniques: Survey, Interviews, and Sample.

Interview

The interview technique is a meeting between researcher and the object studied, in our case the students to evaluate it through the psychology and getting information.

Interview in the field of education has different uses: Recollect data, Give information and motivation, and follow their objectives.

- Evaluation and Diagnosis
- Prevention and treatment
- Investigation

Survey

Survey is the technique responsible for collecting data applying different questions to the students and in this way to know their opinions, attitudes and behavior in the class. Survey must be performed in the field investigation in our case, The Institution “Fundacion es justo y necesario”.

When every one of the students have completed the survey, our task is: to process the recollected data. Analyze and report the necessary information.

Population

Population is the group of people who are engaged in this research.

The universe for our investigation must be the students at “Fundacion es justo y necesario” who are very collaboratively and they have agreed to be part of this Project with the collaboration of authorities of the Institution too.

Sampling

Sampling are the individuals selected for the sample, the statistical population used the Word to refer not only to persons if nota ll the elements have been chosen for study and shows the term used to describe a population chosen for the population.

SAMPLE

Our Project had considered the subjective sample that will represent 32 students of 4th Basic year.

Table No 2: STRATUM

PERSONNEL	UNIVERSE	SAMPLE
DIRECTIVES	1	1
STUDENTS	110	32
PARENT REPRESENTATIVE	32	1
TOTAL	145	35

Table No 3: APPLICATION OF THE INSTRUMENTS OF INVESTIGATION SURVEY TO THE STUDENTS

#	QUESTIONS	Agree	Totally Disagree	Indifferent	Totally Disagree	Disagree
1	The teacher does not consider reading activities like stories and tales for upgrade the reading comprehension					
2	Reading skill should be promoted with accuracy for a better training of the ability.					
3	The use of Bible stories and speaking activities with fulfill the reading comprehension					
4	Bible stories should be mastered with other kind of strategies in order to accelerate the interest of the students.					
5	The speaking activities should be taken in pair with the reading techniques for a better understanding of the subject.					
6	The students can identify what they read for activities to be well accepted as a strategy to encourage their motivation.					
7	The students would like to comprehend what they read.					
8	It is important to create a reading book for increase the interest of reading					
9	The Reading book with activities should be competent for the necessity of the students with contemporary activities.					
10	Not only stories are appropriate to improve the reading skill, a reading book should not only include stories inside					

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

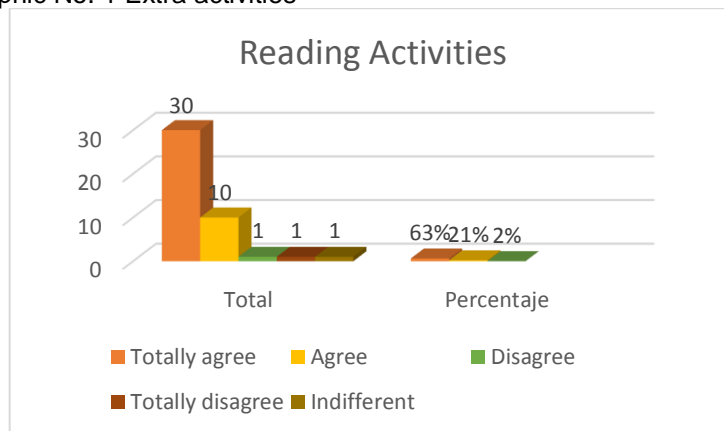
4TH COURSE

1. The teacher does not consider reading activities like stories and tales for upgrade the reading comprehension

Table No. 4 Reading activities

Alternatives	Total	Percentaje
Totally agree	30	63%
Agree	10	21%
Disagree	1	2%
Totally disagree	3	6%
Indifferent	4	8%

Graphic No. 1 Extra activities



Source: Fundacion Es Justo y Necesario
Researchers: Shirley Lozada Rivera, Amada Ponce Reinado

Comment: The teacher must take into consideration the reading activities when performing some task in the classroom because they help improve the teaching-learning process and in this case through them promote reading comprehension of students.

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

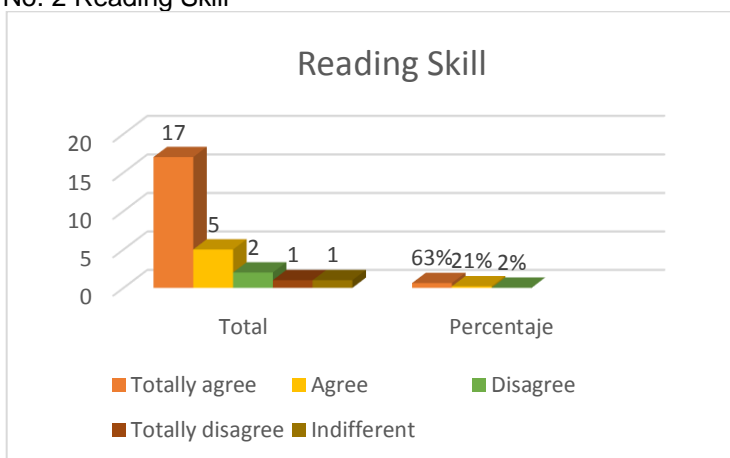
4TH COURSE

2.- Reading skill should be promoted with accuracy for a better training of the ability

Table No. 5 Listening activities

Alternatives	Total	Percentaje
Totally agree	17	63%
Agree	5	21%
Disagree	2	2%
Totally disagree	0	6%
Indifferent	8	8%

Graphic No. 2 Reading Skill



Source: Fundacion es Justo y Necesario

Researchers: Shirley Lozada Rivera, Amada Ponce Reinado

Comment: Most students indicate that through reading activities can improve their reading comprehension, which help to understand and make better form the assigned tasks but the teacher must take greater care to the material students need to be able to decode what they read.

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

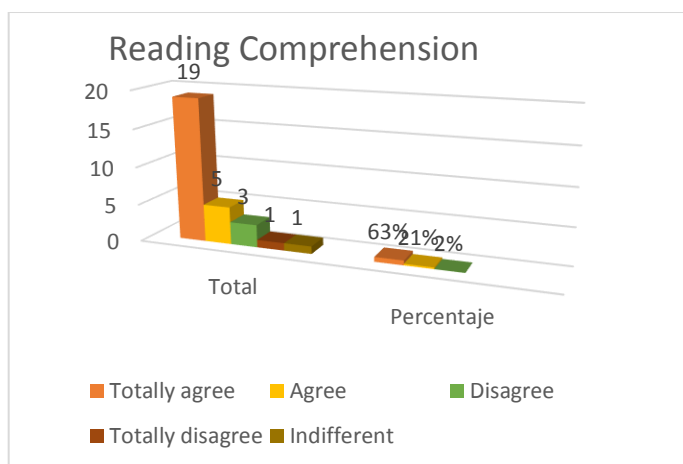
4TH COURSE

3. The use of Bible stories and speaking activities will encourage the Reading comprehension.

Table No. 6 Reading comprehension

Alternatives	Total	Percentaje
Totally agree	19	63%
Agree	5	21%
Disagree	3	2%
Totally disagree	0	6%
Indifferent	5	8%

Graphic No. 3 Reading Comprehension



Source: Es Justo y Necesario

Researchers: Shirley Lozada Rivera, Amada Ponce Reinado

Comment: The use of Bible stories is a great tool to improve reading skill, every class should be its respective story with the appropriate speaking activities so it encourage students to comprehend what they are reading without troubles understanding the text, so indicate most respondents.

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

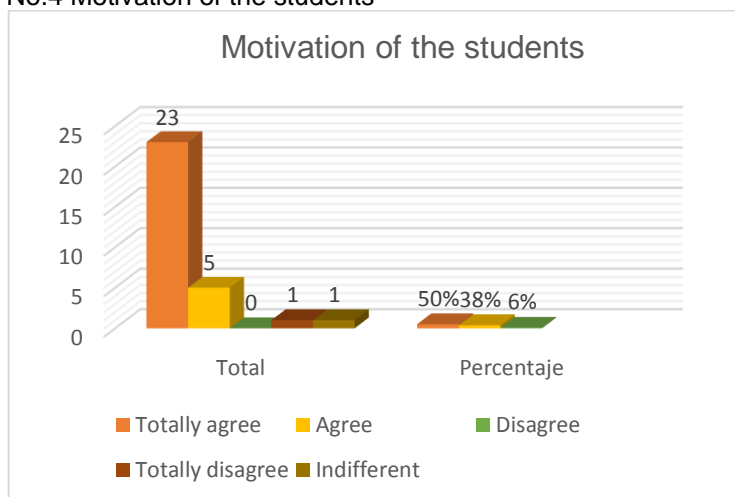
4TH COURSE

4. Bible stories should be mastered with other kind of strategies in order to accelerate the motivation of the students.

Table No.7 Motivation of the students

Alternatives	Total	Percentaje
Totally agree	23	50%
Agree	5	38%
Disagree	0	6%
Totally disagree	0	0%
Indifferent	4	6%

Graphic No.4 Motivation of the students



Source: Fundacion Es Justo y Necesario

Researchers: Shirley Lozada Rivera, Amada Ponce Reinado

Comment: The teacher should use into the classroom different techniques with different strategies that exist to promote a better teaching, at the same time that the student will be motivated to know and learn more about English language.

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

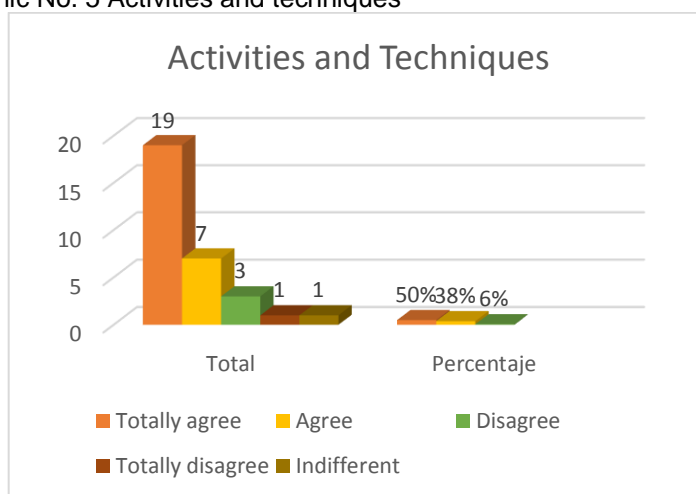
4TH COURSE

5. The speaking activities should be working in pair with the reading techniques for a better understanding of the subject.

Table No. 8 Activities and techniques

Alternatives	Total	Percentaje
Totally agree	19	50%
Agree	7	38%
Disagree	3	6%
Totally disagree	1	0%
Indifferent	2	6%

Graphic No. 5 Activities and techniques



Source: Fundacion Es Justo y Necesario

Researchers: Shirley Lozada Rivera, Amada Ponce Reinado

Comment: Most students report that the use of techniques and strategies help to the understanding of the language, having as a result a better assimilation of the subject in the students.

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

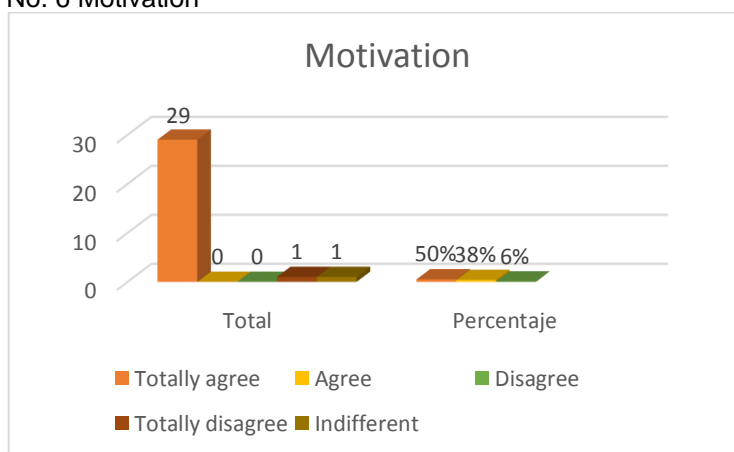
4TH COURSE

6. The students can identify what they read for activities to be well accepted as a strategy to encourage their motivation.

Table No.9 Motivation

Alternatives	Total	Percentaje
Totally agree	29	50%
Agree	0	38%
Disagree	0	6%
Totally disagree	0	0%
Indifferent	3	6%

Graphic No. 6 Motivation



Source: Fundacion Es Justo y Necesario
Researchers: Shirley Lozada Rivera, Amada Ponce Reinado

Comment: Motivation plays a leading role in the process of teaching students, so the teacher must take into consideration all the ideas and comments that are proposed in the classroom; which create a good environment that help in the development of environment activities.

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

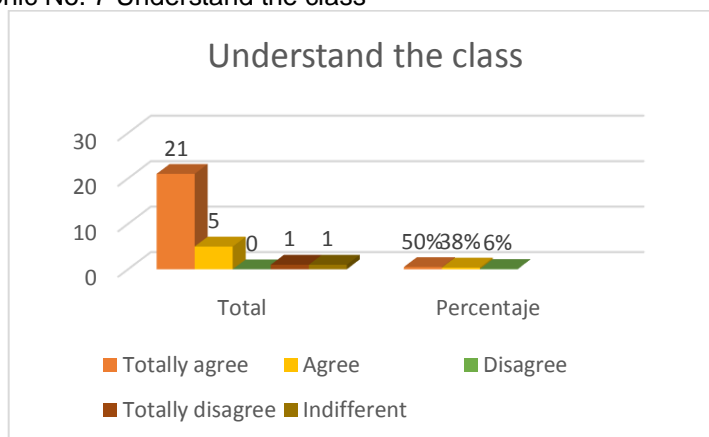
4TH COURSE

7. The students would like to comprehend what they read

Table No. 10 Understand the class

Alternatives	Total	Percentaje
Totally agree	21	50%
Agree	5	38%
Disagree	0	6%
Totally disagree	0	0%
Indifferent	6	6%

Graphic No. 7 Understand the class



Source: Fundacion Es Justo y Necesario

Researchers: Shirley Lozada Rivera, Amada Ponce Reinado

Comment: It is important for cognitive development of students understand what the teacher teach in the classroom and to achieve this, the teacher should use all means to get the full attention of students, only in this way you can achieve the objective proposed.

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

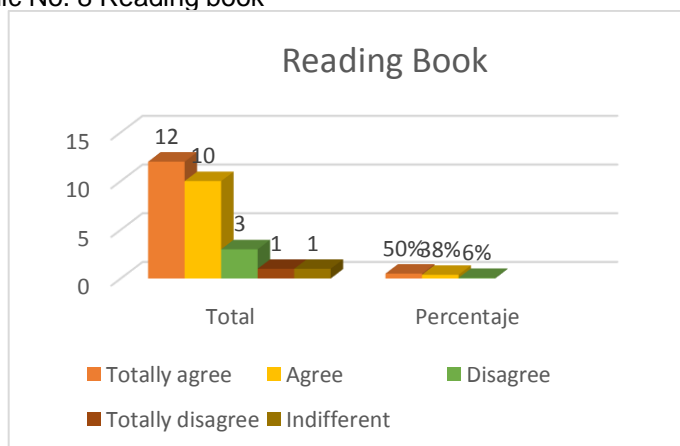
4TH COURSE

8. It is important to create a Reading book for increase the interest of reading.

Table No. 11 Reading book

Alternatives	Total	Percentaje
Totally agree	12	50%
Agree	10	38%
Disagree	3	6%
Totally disagree	0	0%
Indifferent	7	6%

Graphic No. 8 Reading book



Source: Fundacion Es Justo y Necesario

Researchers: Shirley Lozada Rivera, Amada Ponce Reinado

Comment: Most students believe that if they have a reading book it will stimulate their interest in learning English and would give the teacher more interactivity with students would perform better how activities and would emphasize correct flaws presented by the students.

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

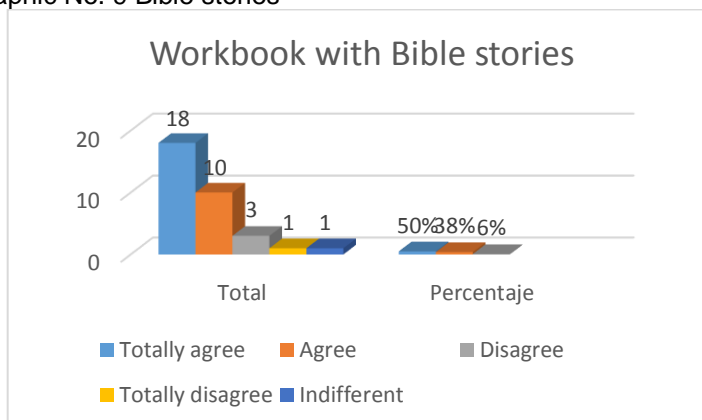
4TH COURSE

9. The workbook with Bible stories should be competent for the necessity of the students with speaking activities.

Table No. 12 Workbook with Bible stories

Alternatives	Total	Percentaje
Totally agree	18	50%
Agree	10	38%
Disagree	3	6%
Totally disagree	0	0%
Indifferent	1	6%

Graphic No. 9 Bible stories



Source: Unidad Educativa Jorge Aúz Landázuri

Researchers: Maria Stefany Tacle Estrada, Guisella Salazar Lozano

Comment: The stories presented in the workbook should be related to the content discussed in the classroom and should have activities connected with current issues and allow learning interactively.

ANALYSIS OF RESULTS

SURVEY TO 32 STUDENTS

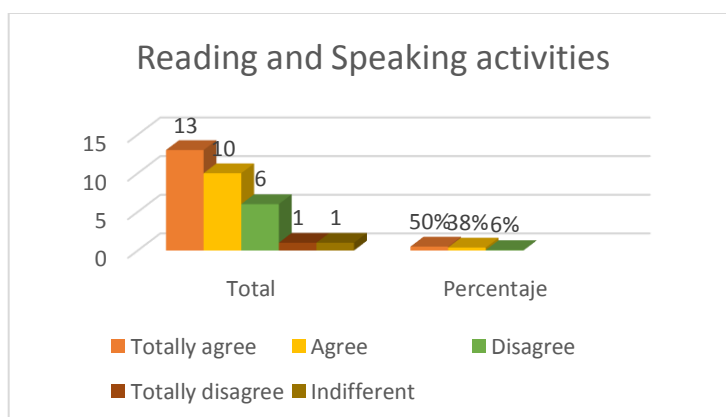
4TH COURSE

10. Not only stories are appropriate to improve the reading skill, a reading book should not only include stories inside.

Table No. 13 Reading and Speaking activities

Alternatives	Total	Percentaje
Totally agree	13	50%
Agree	10	38%
Disagree	6	6%
Totally disagree	1	0%
Indifferent	2	6%

Graphic No. 10 Reading and Speaking activities



Source: Es Justo y Necesario

Researchers: Shirley Lozada Rivera, Amada Ponce Reinado

Comment: Activities that present the workbook should be in line with reality and according to the shortcomings presented by the students. The exercises are conducted through interactive stories that contain the necessary guidelines for the proper application of both teachers and students.

Table No 14: VARIABLE OPERATIONALIZATION MATRIX

Variables	Dimensions	Indicators
Independent Bible Stories	Importance	<ul style="list-style-type: none"> • Teaching English through the most important piece of literature in the world The Bible. • Stories help to develop the imaginary intelligence in children. • Help the students comprehend the reading. • Encourage Reading skill having a good fluency in English.
	Characteristics	<ul style="list-style-type: none"> • Cognitive characteristics of effective Reading. • Students background knowledge
Dependent Reading	Reading means	<ul style="list-style-type: none"> • Natural means • Technical means
	Strategies	<ul style="list-style-type: none"> • Story telling • Skimming and Scanning • Extensive Reading

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- Students suggest that apply innovations to improve the process of English language curriculum.
- Teachers suggest that is necessary a training for getting better the level of educators.
- Both students and teachers report that Reading attitude is strengthening by the application of texts that reflect interest and motivation of life.
- The implementation of study circles is an alternative that allows socialized being an effective, efficient and efficacious implementation.
- Parents agree that their children receive a spiritual formation through reading skill
- The new technology resources (video, projector, slides, internet, phone, etc.) is a valuable resource for teachers and parents would take advantage in this technology age.
- Reading with the support of technology strengthen human being and stimulate reflective capacity
- Audiovisual resources and verbalization define a robust formation having in the text the greater reference.
- The dynamic Reading assumed like an Institutional Politics strengthen integral formation of the young, children, and left the teacher a big satisfaction.
- To read readings and analyze them allow inferring in spiritual, social and culture values knowledge.

Recommendations

- ❖ Institution must recognize the great need to keep a didactic material for English classes.
- ❖ Institution must invest in workshops for preparing teachers with new strategies and techniques to give the best in class.
- ❖ Institution has to take in consideration this Project for the others courses.
- ❖ English teaching must to involucrate every involved part as Institution, Teachers, and Parents and off course students.
- ❖ Teacher must to do their class a place full of interaction and motivation.
- ❖ Teacher must to interact with the students.
- ❖ Material didactic was renovated.
- ❖ Teacher must to use theory constructivist in class.
- ❖ Bible stories in English enrich the student's and teacher vocabulary.
- ❖ Teacher must to include Bible stories like an effective teaching resource.

CHAPTER IV

THE PROPOSAL

WORKBOOK WITH BIBLE STORIES TO STRENGTHEN THE READING SKILLS

ANTECEDENTS

According to the results of our investigation about the application of a workbook with bible stories to strengthen the reading skills, we could get the pertinent information and even more than we imagined or required.

JUSTIFICATION

Our workbook is a practice, didactic and useful material created to improve Reading skill, This material has speaking activities too for making thinking students, before every Bible stories there is a warm up to Foster speaking skill and the same time to strengthen spiritual values that are very necessary nowadays.

At the same time, the teacher is going to have continuity in English class and a rich material to make an interactive class.

SUMMARY OF THE DIAGNOSTIC

The Institution is a Catholic foundation, for this reason one of the goals of this Institution is awake in every one of them God's love therefore our Project is very similar to their expectations, for this reason our Project have gathered their God's passion and one of the most difficult subject for them English being a great mix in their learning.

Bible stories have motivated in English learning.

FUNDAMENTAL PROBLEM

There is some problems surrounding the Institution in their English curriculum but one of the most important to find a solution is the lack of an English book that is an essential resource of learning.

OBJECTIVES

General

To promote institutionally the participatory commitment, to implement a reading comprehension workbook to encourage the teaching of English language learning of the students at "Fundacion Es Justo y Necesario".

Specifics

- To involve to different Institutional sectors (Head teacher, Teachers, students, parents) to assume levels of responsibility and participation.
- To elaborate the Academic profile of a reading comprehension workbook tending to become a valuable aid.
- To relate the proposal to implement with suggestions and contributions to the different involved people.

IMPORTANCE

The application of our Project will be a great motivation for every student see the importance for learning English and the learning advance will be their best motivation for themselves.

It is essential to have all parts involucrate like managers of the Institution, teachers, parents and students being a reality that in group the work will be more effective, efficient, and efficacious.

FEASIBILITY

This Project is totally feasibility for the reason that Managers of the Institution are agree and they have contributed with their wisdom for this Project go ahead and present the right fruits.

THE DESIGN OF THE PROPOSAL

In our proposal we have to apply different methodologies that includes speaking activities and Bible stories for having an interactive and didactic class.

Our workbook will have vocabulary sections to introduce in reading and a Cd to contribute in student pronunciation.

Our project include the following techniques:

1._ TEACHING WITH PICTURES

The students are going to have an introductory picture for coloring. Teaching with pictures is fun, simple and visual.

Coloring and painting is a creative resource at the same time that they are going to learn through pictures.

2._ SPEAKING ACTIVITIES

It is important make every student an active learner more than passive students because just when they involucrate all their sense are going to be convinced they are learning so we want to make students act in class through these speaking activities.

Warm up

At the same way is important of doing warm up exercises before working is doing warm up before every class otherwise like in exercises prevent injuries and soreness, in class we prevent demotivation and lack of attention which are the principal factors of bad degrees.

3._ Vocabulary

Every new or complicated Word, we are going to find in vocabulary section with the right pronunciation and translation.

4._ Reading

Reading comprehension with easy words depending their level, Bible stories has been known and students are familiarized with this stories in Spanish, which simplify new knowledge with the previous one acquired, and they will assimilating it with the new one.

5._ Activities

Activities will strengthen reading with the different Reading comprehension exercises.

6._ Homework

Every Reading comprehension will have a homework consist of memorize a short part of the Biblical stories already read; it will bring a great linguistic performance in every student.

PEDAGOGICAL ASPECT

This packet will guarantee a high teaching quality, Pedagogy being a set of knowledge for teaching which form proficient Pedagogues certificating a high learning level.

PSYCHOLOGICAL ASPECT

Psychology is an important part in education determining student's behavior, being a greatest help for teachers.

We have several methods, techniques to use in class every one of them related with psychologist that is the reason why the age is really important because their behavior are understanding depending ages.

VISION

To develop knowledge and learning in 3 years with the students of "Fundacion es justo y necesario".

MISSION

To train students for increasing their Reading skill.

POLICIES

The policy of the Institution are going to be part of this Project, Their policies always seek to benefit students, who is the center of attention in our project.

BENEFICIARIES

Students from “FUNDACION ES JUSTO Y NECESARIO” are going to be beneficiaries with this investigation proposal.

SOCIAL IMPACT

We are confident this proposal is going to be transcendental; because it is a demonstration, every change that is going to be experimented by teachers, which will apply it in others, courses to see the successful in every student.

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ANNEXES

Name: _____ Grade: _____

APPLICATION OF THE INSTRUMENTS OF INVESTIGATION
SURVEY TO THE STUDENTS

ESPECIFIC INFORMATION

Write an "X" on the answer you consider the most appropriate on each of the required question.

A- Very Satisfactory

D- Unsatisfactory

B- Satisfactory

E- Indifferent

C- Less Satisfactory

	QUESTIONS	A	B	C	D	E
1.-	Do you like English language?					
2.-	Do you like your English class?					
3.-	Do your English class inspire you?					
4.-	Do you like to read books?					
5.-	Do you like reading?					
6.-	Do you understand what you read in English?					
7.-	Do you have a reading book?					
8.-	Does your teacher use strategies and techniques to introduce Reading Workbook?					
9.-	Have you ever read Bibles Stories?					
10.-	Would you like to learn English with Bibles Stories?					



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ESCUELA DE LENGÜAS Y LINGÜÍSTICA

CONFIERE EL PRESENTE
CERTIFICADO

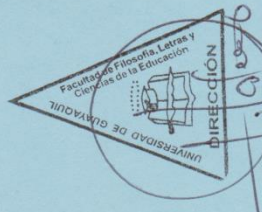
A: Ponce Reinado Amada Paola
Por su participación en el SEMINARIO DE COMPUTACIÓN - NIVEL INTERMEDIO,
con un duración de 30 horas, realizado del 16 de Febrero al 03 de Marzo del 2009.

Dr. Francisco Morán Márquez, MSc.
DECANO

Lic. César Béjar Bastidas
DIRECTOR
ESC. DE LENGÜAS Y LINGÜÍSTICA

Dr. Eduardo Torres Argüello, MSc.
SUBDECANO

Lic. Beatriz Triviño de Cujaste
SUBDIRECTORA
ESC. DE LENGÜAS Y LINGÜÍSTICA



Ab. Sebastián Cadenas Alvarado
SECRETARIO

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

*CONTENIDO DEL PRESENTE
CERTIFICADO*

PONCE REINADO AMADA PAOLA

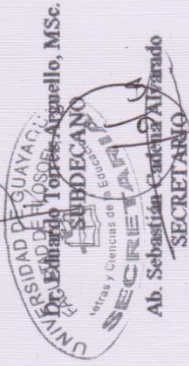
A:

Por haber asistido y aprobado el SEMINARIO EXTRACURRICULAR SOBRE PROYECTOS EDUCATIVOS, Paralelo: "B", con las siguientes asignaturas: Educative Project, English Sounds and Resources, con una duración de 100 horas clases, realizado del 23 de Abril al 21 de Mayo del 2012.

Dr. Francisco Morán Márquez, MSc.
DECANO

[Signature]
Lcda. Beatriz Trujillo de Cajuste
DIRECTORA

ESC. DE LENGUAS Y LINGÜÍSTICA



Dr. Eduardo Torres Aguiello, MSc.

Ab. Sebastián Cárdena Alvarado
SECRETARIO

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

Confiere el presente
CERTIFICADO

Ponce Reinado Amada Paola

A:
Por haber asistido y aprobado el CURSO DE COMPUTACIÓN - NIVEL BÁSICO,
con una duración de 30 horas, realizado del 18 al 29 de Febrero del 2008.

Dr. Francisco Morán Márquez, MSc.
DECANO

Dr. Eduardo Torres Arguella, MSc.
SUBDECANO

Lic. César Béjar Bastidas
DIRECTOR

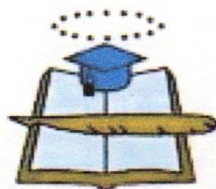
Lic. Benigno Triviño de Cajuste
SUBDIRECTORA

ESCUELA DE LENGUAS Y LINGÜÍSTICA

ESCUELA DE LENGUAS Y LINGÜÍSTICA

Ab. Sebastián Cardona Alvarado
SECRETARIO

DIRECCIÓN





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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
DEPARTAMENTO DE PRÁCTICA DOCENTE

CONFIERE EL PRESENTE
CERTIFICADO

A: ***Lozada Rivera Shirley Tatiana***


Por su participación en el SEMINARIO - TALLER DE
ORIENTACIÓN DE PRÁCTICA DOCENTE, realizado del
05 al 09 de Abril del 2010.



Dr. Francisco Morán Márquez
DECANO



Lic. César Bejar Bastidas
DIRECCIÓN



Dra. Concepción Maridueña de Villao
DIRECTORA
DEPARTAMENTO DE PRÁCTICA DOCENTE

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

Confiere el presente
C E R T I F I C A D O

A: *Lozada Rivera Shirley Tatiana*

Por haber asistido y aprobado el SEMINARIO DE COMPUTACIÓN - NIVEL AVANZADO, con una duración de 30 horas, realizado del 08 al 23 de Febrero del 2010.

Dr. Francisco Morán Márquez, MSc.
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Dr. Eduardo Torres Argüello, MSc.
SUBDECANO

Lic. César Béjar Bastidas
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ESCUELA DE LENGUAS Y LINGÜÍSTICA

*CONFIERE EL PRESENTE
CERTIFICADO*

A:

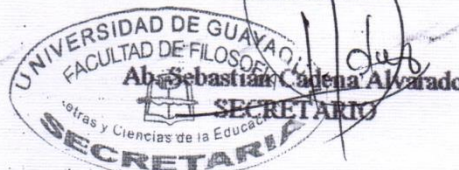
LOZADA RIVERA SHIRLEY TATIANA

Por haber asistido y aprobado el SEMINARIO EXTRACURRICULAR SOBRE PROYECTOS EDUCATIVOS, Paralelo: "B", con las siguientes asignaturas: Educative Project, English Sounds and Resources, con una duración de 100 horas clases, realizado del 23 de Abril al 21 de Mayo del 2012.

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Dr. Eduardo Torres Arguello, MSc.
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ESCUELA DE LENGUAS Y LINGÜÍSTICA

Conflere el presente
CERTIFICADO

A: Lozada Rivera Shirley Tatiana

Por haber asistido y aprobado el CURSO DE COMPUTACIÓN - NIVEL BASICO,
con una duración de 30 horas, realizado del 18 al 29 de Febrero del 2008.

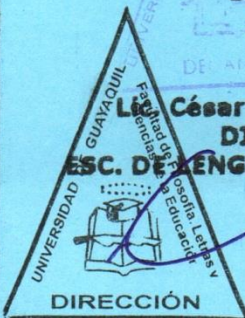
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Guayaquil, Mayo 15 del 2013

Doctor
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PROFESOR DE LA ESCUELA DE LENGUAS,
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Ciudad

De nuestras consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan los nombres de las estudiantes de la Escuela de Lenguas y Lingüística: **PONCE REINADO AMADA PAOLA Y LOZADA RIVERA SHIRLEY TATIANA.**

TOPIC: Strengthen the reading skills through Bible Stories

PROPUESTA: Elaboration of a workbook with Bible Stories to strengthen the reading skills of the students of 4TH Basic year at Fundación Es Justo y Necesario"

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

por AL Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

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Facultad de Filosofía, Letras y
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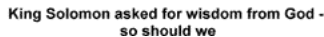
Elaborado por: Ing. Alexandra Delgado L.

Caminemos "juntos a la excelencia"

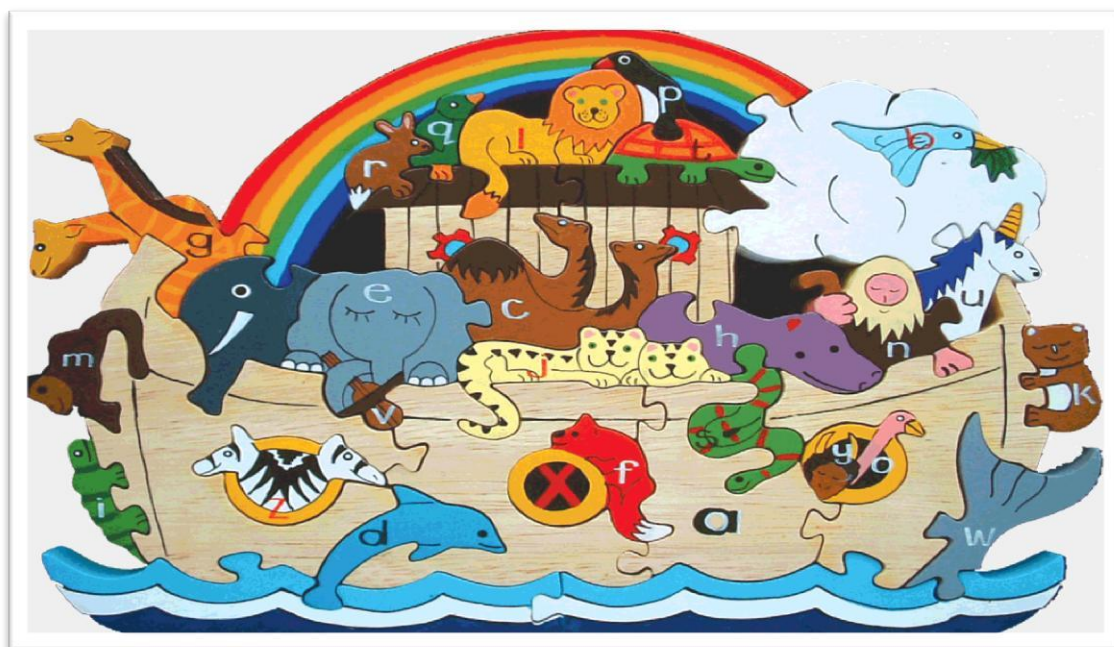
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ENGLISH



BIBLE STORIES



SHIRLEY LOZADA RIVERA

AMADA PONCE REINADO

LEARNING ENGLISH WITH BIBLE STORIES

*A FAMILIAR UNDERSTANDING OF CHRISTIAN DOCTRINE IN HISTORICAL
PERSPECTIVE THUS CONTRIBUTES TO A FULLER APPRECIATION OF SHAKESPEARE'S
ART*

INDICE



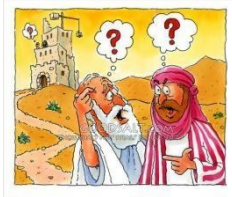
EARTHGOD CREATED THE HEAVEN
AND THE



GOD CREATED ADAM AND EVE



ADAM AND EVE DISOBEY GOD



THE TOWER OF BABEL



NOAH'S ARK



THE FIRST RAINBOW



MOSES A HIDDEN BABY BOY



DAVID AND GOLIATH



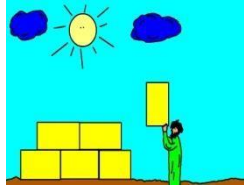
DAVID AND JONATHAN



KING DAVID AND MEPHIBOSHETH



THE WISEST KING



SOLOMON BUILDS THE TEMPLE



SWALLOWED BY A FISH



THE PARABLE OF THE LOST SON



THE BIRTH OF JESUS

GOD CREATED THE HEAVEN AND THE EARTH

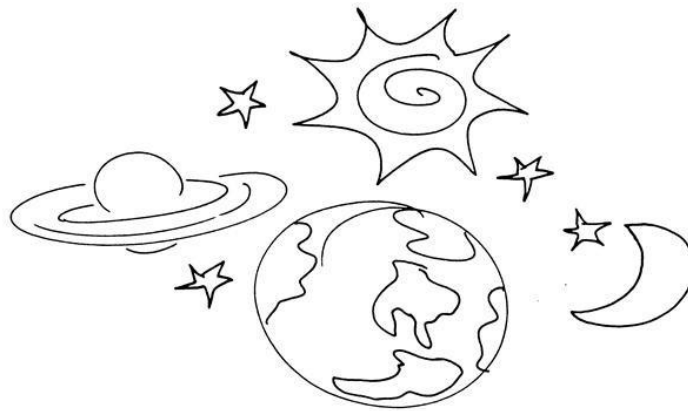


WARM UP

Heaven and Earth

Sing a song.

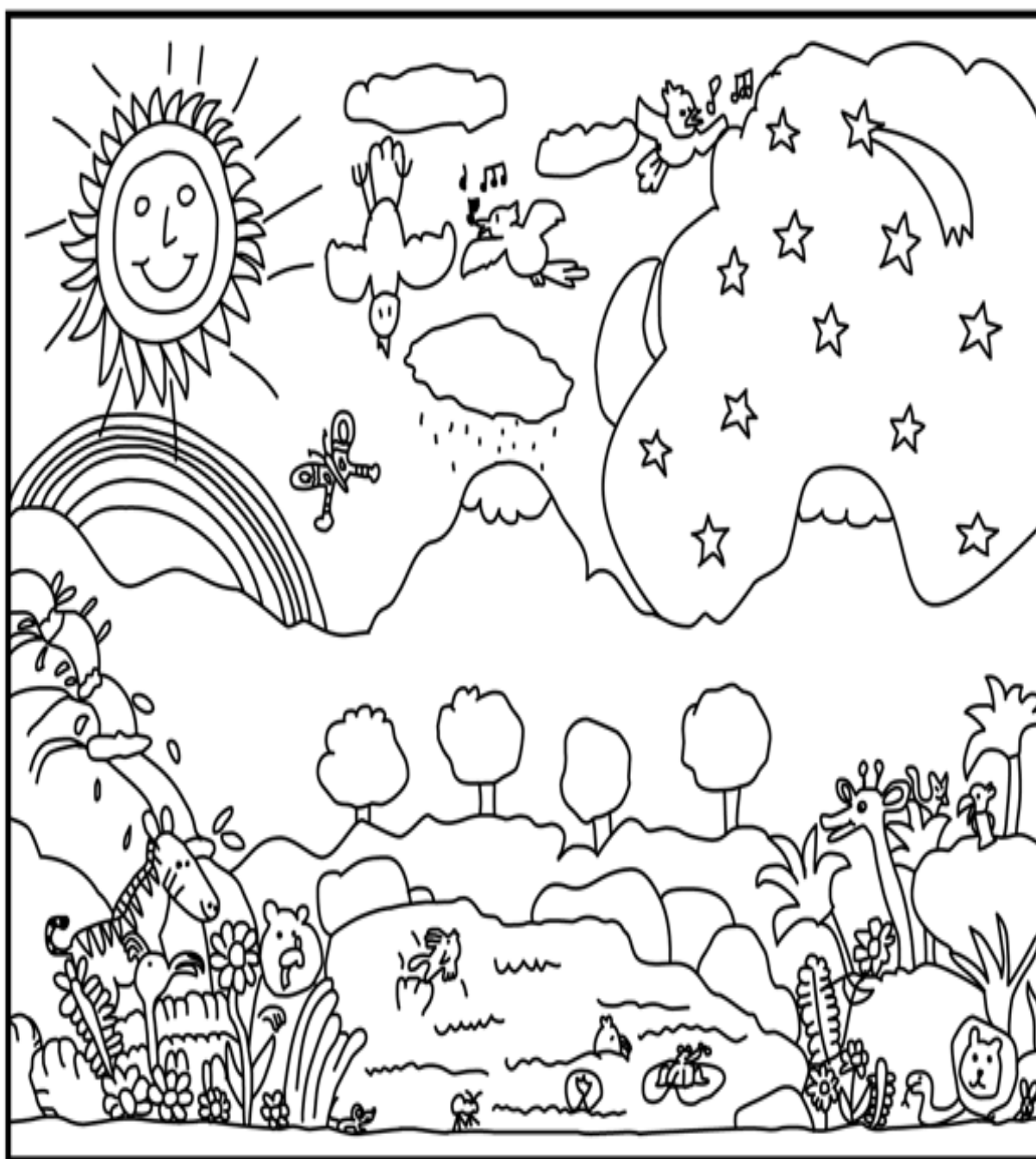
- Sing this song together.



In the beginning God created the heaven and the earth.



GOD CREATED THE HEAVEN AND THE EARTH



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
God	Dios	/GAD/
Heaven	Cielo	/JEVEN/
Earth	Tierra	/ERTH/
Light	Luz	/LAIGHT/
Darkness	Oscuridad	/DARKNESS/
Beginning	Comienzo	/BIGENEN/
Formless	Desordenado	/FORMLES/
Lesser	Menor	/LESER/
Fruitfull	Fructifero	/FRUITFOL/
Increase	Aumentar	/INCRIS/
Teem	Llena	/TIM/



Genesis 1:1-23

God created the Heaven and the Earth

¹ In the beginning God created the heavens and the earth. ² Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.

³ And God said, "Let there be light," and there was light. ⁴ God saw that the light was good, and he separated the light from the darkness. ⁵ God called the light "day," and the darkness he called "night." And there was evening, and there was morning—the first day.

⁶ And God said, "Let there be a vault between the waters to separate water from water." ⁷ So God made the vault and separated the water under the vault from the water above it. And it was so. ⁸ God called the vault "sky." And there was evening, and there was morning—the second day.

⁹ And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so. ¹⁰ God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good.

¹¹ Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." And it was so. ¹² The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good. ¹³ And there was evening, and there was morning—the third day.

¹⁴ And God said, "Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years, ¹⁵ and let them be lights in the vault of the sky to give light on the earth." And it was so. ¹⁶ God made two great lights—the greater light to govern the day and the lesser light to govern the night. He also made the stars. ¹⁷ God set them in the vault of the sky to give light on the earth, ¹⁸ to govern the day and the night, and to separate light from darkness. And God saw that it was

good. ¹⁹ And there was evening, and there was morning—the fourth day.

²⁰ And God said, “Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky.” ²¹ So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good. ²² God blessed them and said, “Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth.” ²³ And there was evening, and there was morning—the fifth d

QUESTIONS

1. Answer True or False

- a) God formed the world by hand. F (spoke into existence)
- b) Everything was created in five days. F (6)
- c) God was pleased with everything he made. T
- d) God rested after creation was finished. T
- e) Mankind was the last of God's creation. T

2. What was our story about today? (God creating the heavens and the earth)

3. . Who made day and night? (God)

4. Who made the sky and water? (God)

5. Color the picture:



MEMORIZING SCRIPTURE



GENESIS 1:1

In the beginning God created the heavens and the earth.

GENESIS 1:1

En el principio creo Dios los cielos y la tierra.



GOD CREATED ADAM AND EVE

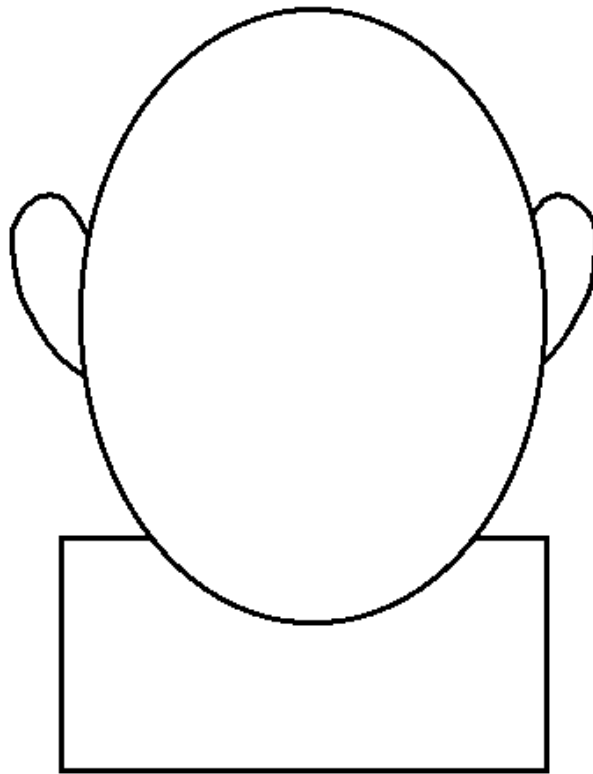


WARM UP

DISCUSSION TIME

GOD MADE ME

- Draw your own face and then repeat the title to all your class.



GOD CREATED ADAM AND EVE



God created⁶³ man in His own image.

VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Image	Imagen	/IMECH/
Likeness	Semejanza	/LAIKNES/
Dominion	Dominio	/DEMENIEN/
Livestock	Ganado	/LAIFSTOK/
Creeping	Rastrero	/CRIPIN/
Fruitful	Fructifero	/FRUITFOL/
Multiply	Multiplicar	/MULTIPLAI/

GENESIS 1:26-31

God created Adam and Eve

²⁶ Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth."

²⁷ So God created man in his own image,
in the image of God he created him;
male and female he created them.

²⁸ And God blessed them. And God said to them, "Be fruitful and multiply and fill the earth and subdue it, and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the earth." ²⁹ And God said, "Behold, I have given you every plant yielding seed that is on the face of all the earth, and every tree with seed in its fruit. You shall have them for food. ³⁰ And to every beast of the earth and to every bird of the heavens and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food." And it was so. ³¹ And God saw everything that he had made, and behold, it was very good. And there was evening and there was morning, the sixth day.

GOD CREATED ADAM AND EVE

1) Who said?

"Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth."

- Eve
- Beast
- God
- Adam

2) Complete:

- God created _____ and _____ he created them.
- God said to them Be _____ and _____ fill the earth and subdue it.

3) Which day God created Adam and Eve?...Circle it.

- 3rd day
- 5th day
- 1st day
- 6th day

4) What is the title of the story?

MEMORIZING SCRIPTURE



GENESIS 1:27

So God created man in his own image,
in the image of God he created him;
male and female he created them.

GENESIS 1:27

Y creo Dios al hombre a su imagen, a imagen de Dios lo creó; varón y hembra
los creó.

ADAM AND EVE DISOBEY GOD



WARM UP

DISCUSSION TIME

Work in pairs.

“Parents want the best for the children”

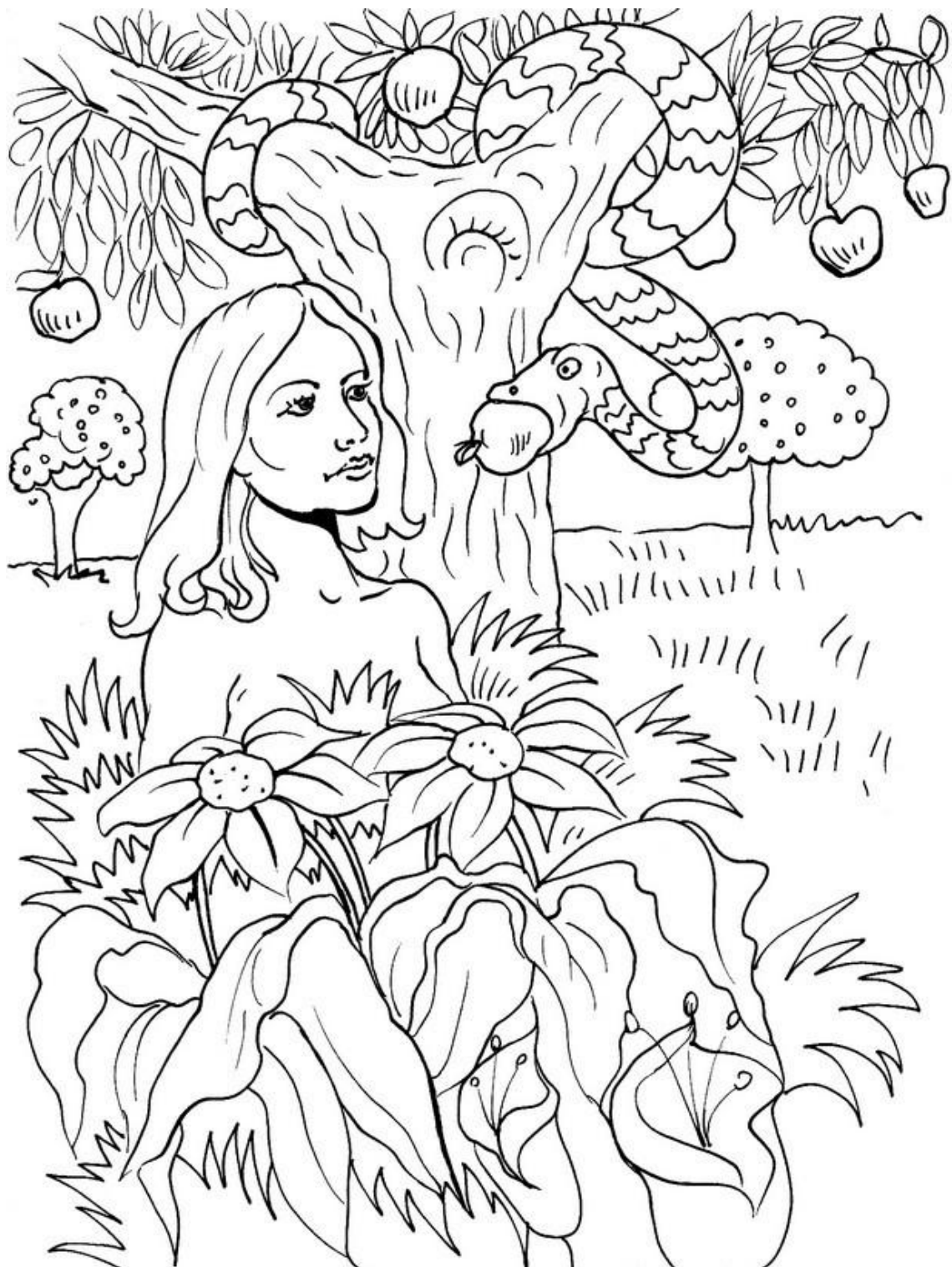
- Watch the picture and give your comments





My Advice: Loud sound damage hearing.

ADAM AND EVE DISOBEY GOD



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Crafty	Astuta	/KRAFTI/
Middle	Medio	/MIDS/
Evil	Mal	/IBOL/
Sewed	Cocido	/ZOUD/
Fig	Higo	/FID/
Touch	Tocar	/TOCH/
Certainly	Ciertamente	/SERTLY/
Pleasing	Agradable	/PLISEN/
Desirable	Deseable	/DISAIRBOL/

Adam and Eve Disobey God

Genesis 3:1-24

3 Now the serpent was craftier than any of the wild animals the LORD God had made. He said to the woman, “Did God really say, ‘You must not eat from any tree in the garden’?”

2 The woman said to the serpent, “We may eat fruit from the trees in the garden,^{**3**} but

God did say, ‘you must not eat fruit from the tree that is in the middle of the garden,

and you must not touch it, or you will die.’”

4 “You will not certainly die,” the serpent said to the woman. **5** “For God knows that

when you eat from it your eyes will be opened, and you will be like God, knowing good

an
d
ev
il.
”

6 When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it. **7** Then the eyes of both of them were opened, and they realized they were naked; so they sewed fig leaves together and

made coverings for themselves.

8 Then the man and his wife heard the sound of the LORD God as he was walking in the

garden in the cool of the day, and they hid from the LORD God among the trees of the garden. **9** But the LORD God called to the man, “Where are you?”

10 He answered, “I heard you in the garden, and I was afraid because I was naked; so I

h
i

d
.
”

¹¹ And he said, “Who told you that you were naked? Have you eaten from the tree that I

commanded you not to eat from?”

¹² The man said, “The woman you put here with me—she gave me some fruit from the

tree, and I ate it.”

¹³ Then the LORD God said to the woman, “What is this you have done?”

The woman said, “The serpent deceived me, and I ate.”

ADAM AND EVE DISOBEY GOD

5) Make a picture of the craftiest animal in the garden



6) What the serpent said to the woman?

7) According to the serpent what will happen if she ate the fruit?

8) Did she eat the fruit?

9) Have you ever disobeyed your parents? (Make a picture about it)

MEMORIZING SCRIPTURE



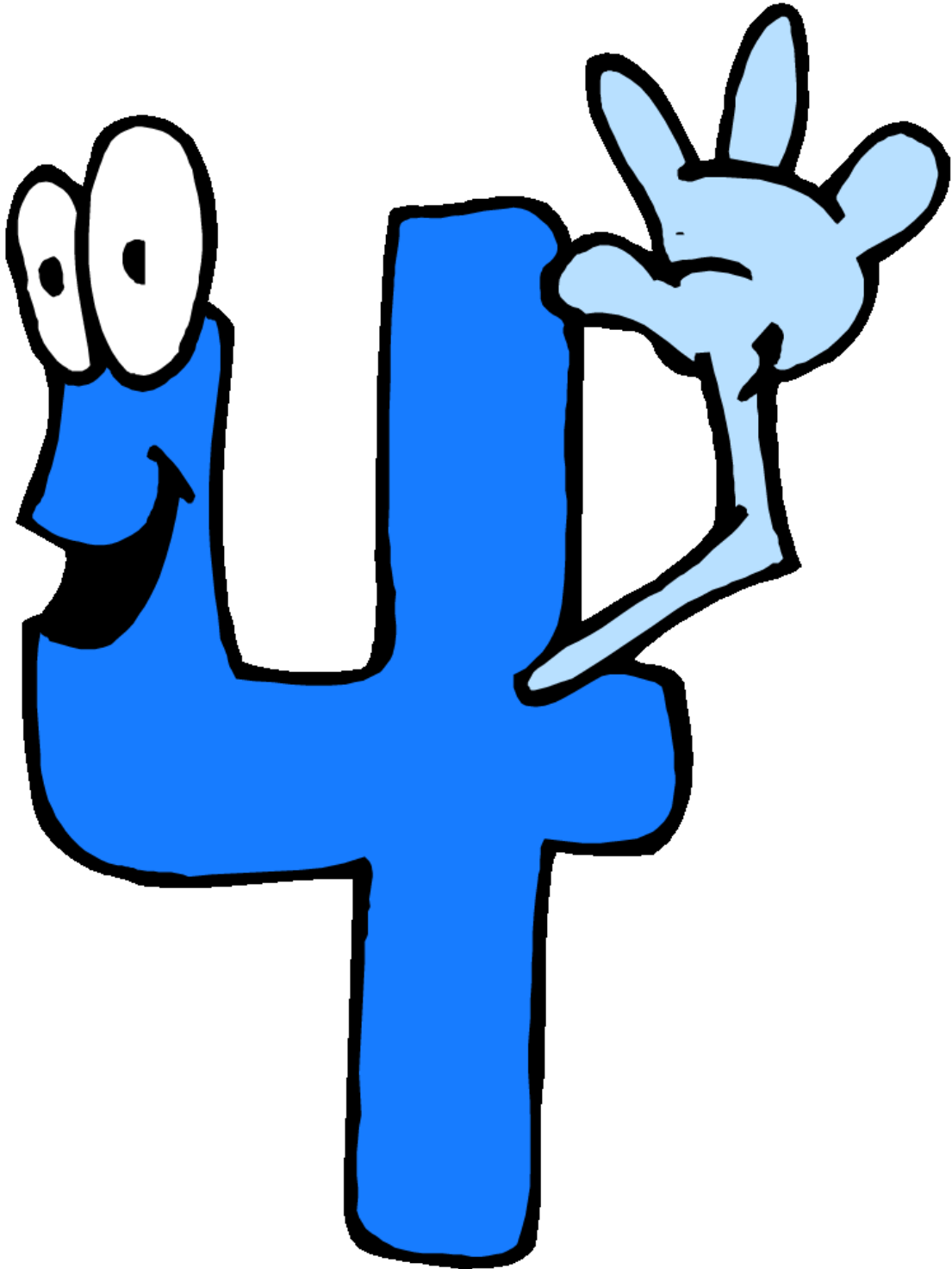
GENESIS 3:11

¹¹ He said, "Who told you that you were naked? Have you eaten of the tree of which I commanded you not to eat?"

GENESIS 1:27

El dijo, Quien te dijo que estabas desnudo? Has comido de el árbol el cual ordene no comer?

THE TOWER OF BABEL



WARM UP

DISCUSSION TIME

HIGHER

- Work with your teacher.

Words

First it was this big

Then this big

Then this big

And God said "NO,

NO!"

and then what
happened?

"sound effect of
building crashing"

Motions

hold hands out wide

move hands higher & narrower

move hands higher & narrower

shake index finger "no"

Hands out questioning fingers

shaking down (like rain)



THE TOWER OF BABEL



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Tower	Torre	/TAWER/
Speech	Palabra	/SPIICH/
Moved	Salieron	/MUUV/
Plain	Llanura	/PLEIN/
Bricks	Ladrillos	/BRECKS/
Bake	Cocer en el horno	/BEIK/
Instead	En vez de	/INSTEED/
Heaven	Cielo	/JEVEN/
Scattered	Dispersado	/SCARER/
Confuse	Confundir	/CONFIUS/

Genesis 11:1-9

The Tower of Babel

11 Now the whole world had one language and a common speech. ² As people moved eastward, they found a plain in Shinar and settled there.

³ They said to each other, "Come, let's make bricks and bake them thoroughly." They used brick instead of stone, and tar for mortar. ⁴ Then they said, "Come, let us build ourselves a city, with a tower that reaches to the heavens, so that we may make a name for ourselves; otherwise we will be scattered over the face of the whole earth."

⁵ But the LORD came down to see the city and the tower the people were building. ⁶ The LORD said, "If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. ⁷ Come, let us go down and confuse their language so they will not understand each other."

⁸ So the LORD scattered them from there over all the earth, and they stopped building the city. ⁹ That is why it was called Babel because there the LORD confused the language of the whole world. From there the LORD scattered them over the face of the whole earth.

THE TOWER OF BABEL

QUESTIONS

6. What made it easier for the people to work together to build the Tower of Babel?

- They were all skilled in workmanship.
- The whole earth was of one language.
- There were trained leaders able to guide the workers.

7. In what land did the people journey to from the east?

- The land of Shinar
- The land of Canaan
- The land of Nod
- The land of Havilah

8. What materials did they use for the tower?

- Stone and mortar
- Stone and clay.
- Brick and slime
- Brick and clay

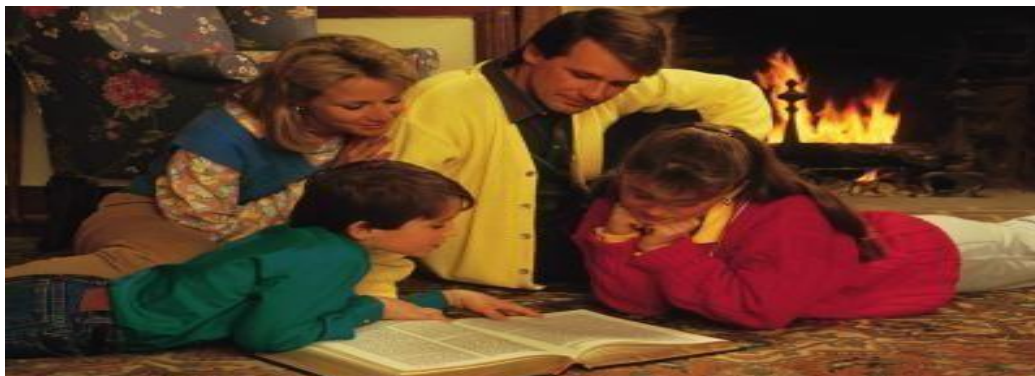
9. The tower was to be designed to reach to....

- The stars
- The Moon
- Heaven
- God

10. What does the name Babel mean?

- The land of plenty
- Togetherness
- Confusion
- Tall Tower

MEMORIZING SCRIPTURE



GENESIS 11:9

That is why it was called Babel because there the LORD confused the language of the whole world. From there the LORD scattered them over the face of the whole earth.

GENESIS 11:9

Por esto fue llamado el nombre de ella Babel, porque allí confundió Jehová el lenguaje de toda la tierra, y desde allí los esparció sobre la faz de toda la tierra.

NOAH'S ARK

5 FIVE



WARM UP

Game

Let's play.

- Follow teacher instructions.

FLY AWAY AND BRING ME A BRANCH

1. Use paper olive branches or leaves.
2. Hide them throughout the play area.
3. Designate one child as Noah.
4. The rest of the children are doves.
5. Noah says "Fly away and bring me a branch"
6. The children scatter and look for the branches.
7. When they find one they return with the branches.
8. Designate a new Noah who can hide the branches and repeat the game.

NOAH'S ARK



VOCABULARY

ENGLISH

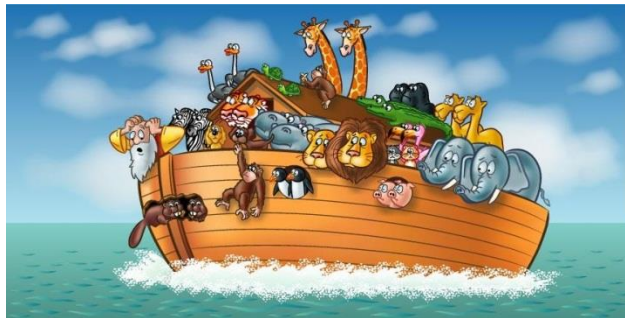
Account
Righteous
Blameless
Faithfully
Corrupt
Violence
Floodwaters

SPANISH

Reporte
Justo
Irreprochable
Fielmente
Corrupto
Violencia
Diluvio

PRONUNCIATION

/ICAUNT/
/RAITCHES/
/BLEIMLES/
/FEIFULI/
/CORRAP/
/VAILENS/
/FLODWARERS/



GENESIS 6:9-22

Noah and the Flood

⁹This is the account of Noah and his family.

Noah was a righteous man, blameless among the people of his time, and he walked faithfully with God. ¹⁰Noah had three sons: Shem, Ham and Japheth.

¹¹Now the earth was corrupt in God's sight and was full of violence. ¹²God saw how corrupt the earth had become, for all the people on earth had corrupted their ways. ¹³So God said to Noah, "I am going to put an end to all people, for the earth is filled with violence because of them. I am surely

going to destroy both them and the earth. ¹⁴So make yourself an ark of cypress^[c] wood; make rooms in it and coat it with pitch inside and out. ¹⁵This is how you are to build it: The ark is to be three hundred cubits long, fifty cubits wide and thirty cubits high.^[d] ¹⁶Make a roof for it, leaving below the roof an opening one cubit^[e] high all around.^[f] Put a door in the side of the ark and make lower, middle and upper decks. ¹⁷I am going to bring

floodwaters on the earth to destroy all life under the heavens, every creature that has the breath of life in it. Everything on earth will perish.¹⁸ But

I will establish my covenant with you, and you will enter the ark—you and your sons and your wife and your sons' wives with you. ¹⁹You are to bring into the ark two of all living creatures, male and female, to keep them alive with you. ²⁰Two of every kind of bird, of every kind of animal and of every kind of creature that moves along the ground will come to you to be kept alive. ²¹You are to take every kind of food that is to be eaten and store it away as food for you and for them."

²² Noah did everything just as God commanded him.

NOAH'S ARK

10)What was the ark made out of?

- ☐ Oak wood
- ☐ Pine Wood
- ☐ Gopher Wood
- ☐ Plastic

11)How many people were saved in the ark?

- ☐ Five
- ☐ Six
- ☐ Seven
- ☐ Eight

Complete:

12)Noah was a

.....

13)Noah had three sons

1.....

2.....

3.....

14)What did God tell Noah to build



MEMORIZING SCRIPTURE



GENESIS 6:22

Noah did everything just as God commanded him.

GENESIS 6:22

Noe hizo todo exactamente como le ordeno el Señor.

THE FIRST RAINBOW



WARM UP

DISCUSSION TIME

COLORS

- Answer the following questions in the board.

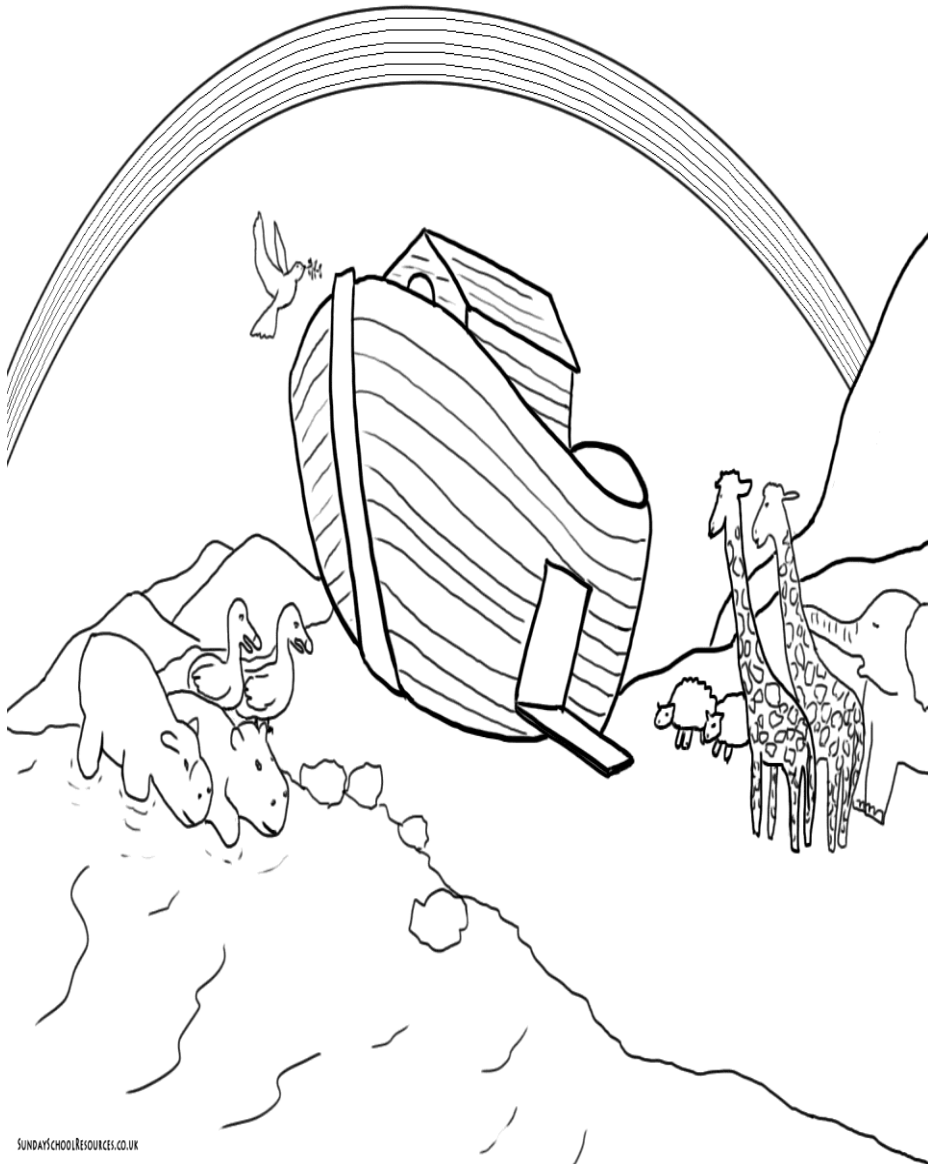
What color is your hair?

What color are your eyes?

What color is your shirt?

What color are your shoes?

THE FIRST RAINBOW



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Covenant	Pacto	/COVENEN/
Born	Nacer	/BOORN/
Wild	Salvaje	/WUAL/
Came out	Salio	/KEIMAT/
Continued	Continuo	/KONTINIUD/
Sign	Señal	/SAIN/
Rainbow	Arco iris	/REINBOU/
Appear	Aparecer	/APIAR/
Remember	Recordar	/RIMEMBER/
Cloud	Nube	/KLAUD/

The First Rainbow

⁹“I am now making my covenant with you and with all of your children who will be born after you. ¹⁰I am making it also with every living thing that was with you in the ark. I am making my covenant with the birds, the livestock and all of the wild animals. I am making it with all of the creatures that came out of the ark with you. I am making it with every living thing on earth.

¹¹“Here is my covenant that I am making with you. The waters of a flood will never destroy all life again. A flood will never destroy the earth again.”

¹²God continued, “My covenant is between me and you and every living thing with you. It is a covenant for all time to come.

“Here is the sign of the covenant I am making. ¹³I have put my rainbow in the clouds. It will be the sign of the covenant between me and the earth. ¹⁴Sometimes when I bring clouds over the earth, a rainbow will appear in them. ¹⁵Then I will remember my covenant between me and you and every kind of living thing. The waters will never become a flood to destroy all life again.

¹⁶“When the rainbow appears in the clouds, I will see it. I will remember that my covenant will last forever. It is a covenant between me and every kind of living thing on earth.”

¹⁷So God said to Noah, “The rainbow is the sign of my covenant. I have made my covenant between me and all life on earth.”

QUESTIONS

15) Answer true or false:

- I am now making my covenant with you and with all of your animals who will be born after you.
- I am now making my covenant with you and with all of your children who will be born after you.
- I am now making my covenant with Adam and with all of his children who will be born after you.

16) Which was the sign in the heaven?

17) What was the rainbow means?

18) Translate this words in Spanish?

-
- Rainbow _____
- Covenant _____
- Wild _____
- Remember _____
- Sign _____

MEMORIZING SCRIPTURE



GENESIS 9:13

"I am putting my rainbow in the clouds as the sign of the agreement between me and the earth"

GENESIS 9:13

Mi arco he puesto en las nubes, el cual será por señal del pacto entre mi y la tierra.

MOSES A HIDDEN BABY BOY



WARM UP

Game

Let's play.

- Follow teacher instructions.

BABY RELAY RACE

1. Divide children into teams
2. Run relays to a small tub of water with a small baby doll in it.
3. Each team player will take the baby out of the water
4. Dry off with a little washcloth or small towel
5. Wrap baby in a blanket
6. Place doll baby back in the water for the next player
7. Run back to the team to tap the next classmate to run the same relay.



MOSES: A HIDDEN BABY BOY



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Hid	Escondió	/HID/
Longer	Mas tiempo	/LONYER/
Basket	Canasta	/BASKET/
Stems	Tallo	/STEMS/
Bank	Rivera	/BAINK/
Coated	Pasado de Recubrir	/COURED/
Tar	Brea	/TAAR/
Placed	Pasado de Colocar	/PLAISD/
Attendants	Asistentes	/ATENDENTS/
Pull out	Sacar	/PULAUT/



Exodus 2:10

Moses: A Hidden Baby Boy

2 A man and a woman from the tribe of Levi got married. ²She became pregnant and had a son by him. She saw that her baby was a fine child. So she hid him for three months.

³After that, she couldn't hide him any longer. So she got a basket that was made out of the stems of tall grass. She coated it with tar. Then she placed the child in it. She put the basket in the tall grass that grew along the bank of the Nile River. ⁴The child's sister wasn't very far away. She wanted to see what would happen to him.

⁵Pharaoh's daughter went down to the Nile River to take a bath. Her attendants were walking along the bank of the river. She saw the basket in the tall grass. So she sent her female slave to get it.

⁶When she opened it, she saw the baby. He was crying. She felt sorry for him. "This is one of the Hebrew babies," she said.

⁷Then his sister spoke to Pharaoh's daughter. She asked, "Do you want me to go and get one of the Hebrew women? She could nurse the baby for you."

⁸"Yes. Go," she answered. So the girl went and got the baby's mother.

⁹Pharaoh's daughter said to her, "Take this baby. Nurse him for me. I'll pay you." So the woman took the baby and nursed him.

¹⁰When the child grew older, she took him to Pharaoh's daughter. And he became her son. She named him Moses. She said, "I pulled him out of the water."

MOSES: A HIDDEN BABY BOY

QUESTIONS

11. How was the basket made out?

12. Where did she put the basket?

13. What is the name of the river?

14. Who went down to the Nile River to take a bath?

Mother

- Sister
- Pharaon's daughter
- Slaves

15. What was inside the basket?

MEMORIZING SCRIPTURE



EXODUS 2:10

The king's daughter named him Moses because she had pulled him out of the water

EXODO 2:10

La hija del Faraón lo llamo Moisés diciendo Porque de las aguas lo saque



WARM UP

DISCUSSION TIME

Work in pairs.

"Shepherd's bag"

- Guess: What do you think is a "SHEPHERD'S BAG" Choose picture A or picture B.



PICTURE A



PICTURE B

It is a small bag that shepherds would carry with them.

DAVID AND GOLIATH



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Wooden Staff	Palo de Madera	/GUDENSTAF/
Pick up	Recogió	/PICKAD/
Stream	Rio	/STRIM/
Smooth	Liso /Llano	/SMUUTH/
Stones	Piedras	/STOUNS/
Pocket	Bolsillo	/POKET/
Sling	Honda	/SLIN/
Approached	Acercó	/APROUCH/
Sticks	Palos	/STICS/
Fight	Pelear	/FAIT/

1 Samuel

17:40-50

David and Goliath

⁴⁰ Then David picked up his wooden staff. He went down to a stream and chose five smooth stones. He put them in the pocket of his shepherd's bag. Then he took his sling in his hand and approached Goliath.

⁴¹ At that same time, the Philistine kept coming closer to David. The man who was

carrying Goliath's shield walked along in front of him.

⁴² Goliath looked David over. He saw how young he was. He also saw how tanned and handsome he was. And he hated him. ⁴³ He said to David, "Why are you coming at me with sticks? Do you think I'm only a dog?" The Philistine called down curses on David in the name of his god. ⁴⁴ "Come over here," he said. "I'll feed your body

to the birds of the air! I'll feed it to the wild animals!"

⁴⁵ David said to Goliath, "You are coming to fight against me with a sword, a spear and a javelin. But I'm coming against you in the name of the LORD who rules over all. He is the God of the armies of Israel. He's the one you have dared to fight against.

⁴⁶ "This very day the LORD will hand you over to me. I'll strike you down. I'll cut your head off. This very day I'll feed the bodies of the Philistine army to the birds of the air. I'll feed them to the wild animals. Then the whole world will know there is a

God in Israel.

⁴⁷ "The LORD doesn't save by using a sword or a spear. And everyone who is here

will know it. The battle belongs to the LORD. He will hand all of you over to us."

⁴⁸ As the Philistine moved closer to attack him, David ran quickly to the battle line to meet him. ⁴⁹ He reached into his bag. He took out a stone. He put it in

his sling. He slung it at Goliath. The stone hit him on the forehead and sank into it. He fell to the ground on his face.

⁵⁰ So David won the fight against Goliath with a sling and a stone. He struck the

Philistine down and killed him. He did it without even using a sword.

ACTIVITIES

16. Color the WOODEN STAFF.



17. How many stones David picked up?

18. Draw a stick?

19. Names of the characters of the story?

20. Draw five stones.

MEMORIZING SCRIPTURE



1 SAMUEL 17:50

So David won the fight against Goliath with a sling and a stone.

1 SAMUEL 17:50

David ganó la batalla contra Goliath con una piedra y una honda

DAVID AND JONATHAN



WARM UP

DISCUSSION TIME

FRIENDSHIP

- Work with your teacher.



- **Jonathan and David became close friends:** shake someone else's hand
- **Jonathan loved David:** give someone else a hug
- **Just as he loved himself:** give yourself a hug
-
-

THE FRIENDSHIP OF DAVID AND JONATHAN



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VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Friendship	Amistad	/FRENSHIP/
Became	Llego a ser	/BIKEIM/
Himself	El mismo	/JIMSELF/
Kept	Mantuvo	/KEP/
Return	Regresar	/RITERN/
Took off	Quitarse(Pasado)	/TUUK OF/
Robe	Tunica	/ROUB/
Sword	Espada	/SOAR/
Bow	Arco	/BOU/
Rank	Rango	/RAEN/

1 Samuel

18:1-5

The friendship of David and Jonathan

18 After David had finished talking with Saul, Jonathan became one in spirit with David, and he loved him as himself. ²From that day Saul kept David with him and did not let him return home to his family. ³And Jonathan made a covenant with David because he loved him as himself. ⁴Jonathan took off the robe he was wearing and gave it to David, along with his tunic, and even his sword, his bow and his belt.

⁵Whatever mission Saul sent him on, David was so successful that Saul gave him a high rank in the army. This pleased all the troops and Saul's officers as well.

ACTIVITIES

21. Color David and Jonathan.



22. Looking for this word in the dictionary.

FRIENDSHIP:

23. What is the name of your best friend?

24. What did give Jonathan to David?

-
-
-
-
-

MEMORIZING SCRIPTURE



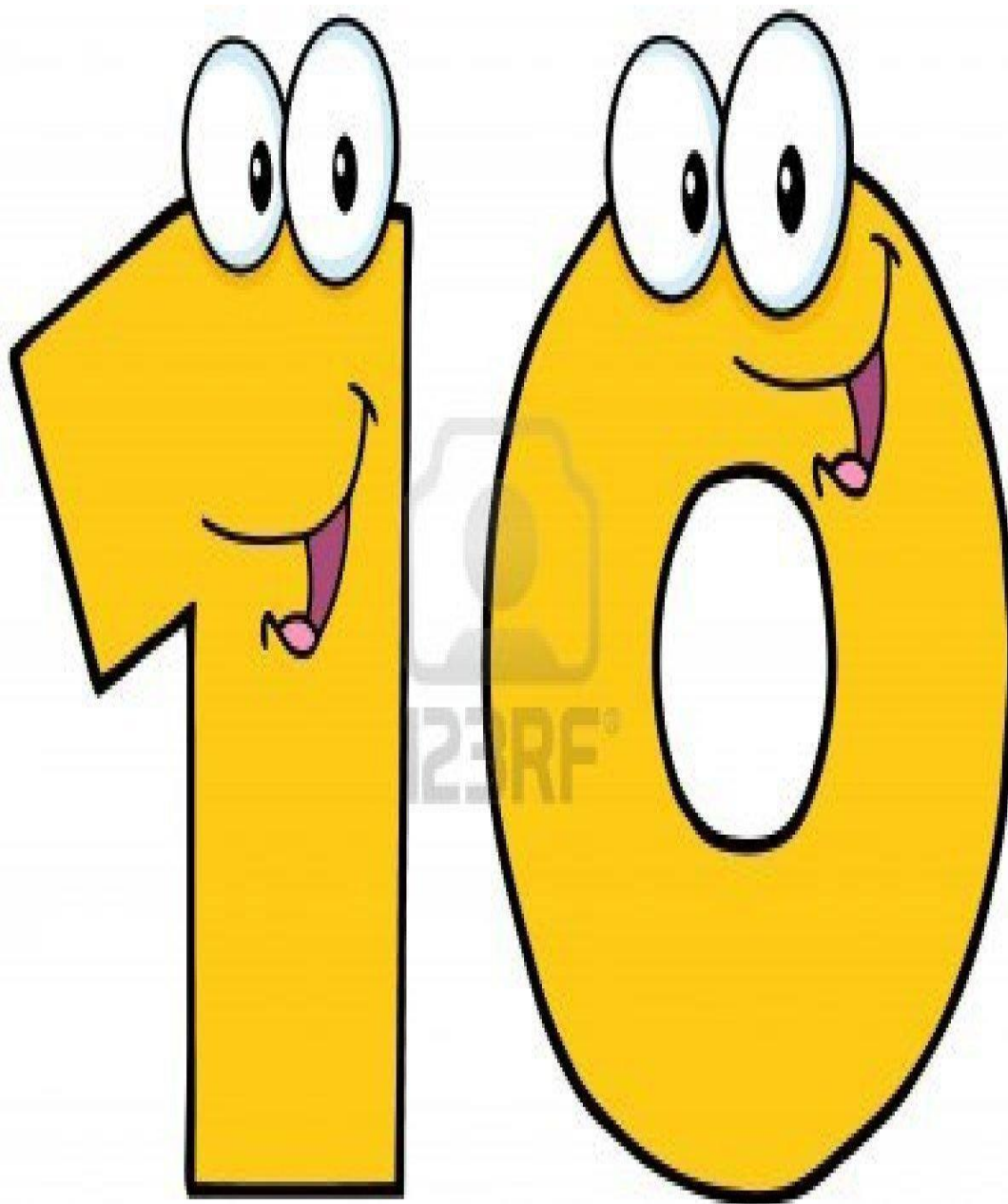
1 SAMUEL 18:3

Jonathan made an agreement with David, because he loved David as much as himself.

1 SAMUEL 18:3

E hicieron pacto Jonathan y David, porque él le amaba como así mismo

KING DAVID AND MEPHIBOSHETH



WARM UP

Role play

Work in group of

- three. Role play

DAVID AND MEPHIBOSHETH

DAVID: Is there anyone of the house of Saul to whom I can show kindness for Jonathan's sake?"

ZIBA: At your service," he replied

DAVID: Is there no one still alive from the house of

Saul to whom I can show God's kindness?"

ZIBA: There is still a son of Jonathan; he is lame in

both feet."

DAVID: Mephibosheth

MEPHIBOSET: At your service

KING DAVID AND MEPHIBOSHETH



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Kindness	Amabilidad	/KAINNESS/
Sake	Motivo / A causa	/SEIK/
Household	Causa / Familia	/JAUSJOL/
Summoned	Convocar / Citar	/SOMEN/
Lame	Lisiado / Cojo	/LEIM/
Steward	Mayordomo	/STUER/
Crops	Cultivos	/CROPS/



2 SAMUEL 9:1-12

9 David asked, "Is there anyone still left of the house of Saul to whom I can show kindness for Jonathan's sake?"

2 Now there was a servant of Saul's household named Ziba. They summoned him to appear before David, and the king said to him, "Are you Ziba?"
"At your service," he replied.

3 The king asked, "Is there no one still alive from the house of Saul to whom I can show God's kindness?"

Ziba answered the king, "There is still a son of Jonathan; he is lame in both feet."

4 "Where is he?" the king asked.

Ziba answered, "He is at the house of Makir son of Ammiel in Lo Debar."

5 So King David had him brought from Lo Debar, from the house of Makir son of Ammiel.

6 When Mephibosheth son of Jonathan, the son of Saul, came to David, he bowed down to pay him honor.

David said, "Mephibosheth!"

"At your service," he replied.

7 "Don't be afraid," David said to him, "for I will surely show you kindness for the sake of your father Jonathan. I will restore to you all the land that belonged to your grandfather Saul, and you will always eat at my table."

8 Mephibosheth bowed down and said, "What is your servant, that you should notice a dead dog like me?"

9 Then the king summoned Ziba, Saul's steward, and said to him, "I have given your master's grandson everything that belonged to Saul and his family. **10** You and your sons and your servants are to farm the land for him and bring in the crops, so that your master's grandson may be provided for. And Mephibosheth, grandson of your master, will always eat at my table." (Now Ziba had fifteen sons and twenty servants.)

¹¹ Then Ziba said to the king, "Your servant will do whatever my lord the king commands his servant to do." So Mephibosheth ate at David's^[a] table like one of the king's sons.

¹² Mephibosheth had a young son named Mika, and all the members of Ziba's household were servants of Mephibosheth. ¹³ And Mephibosheth lived in Jerusalem, because he always ate at the king's table; he was lame in both feet.



KING DAVID AND MEPHIBOSHETH

19)What did King David ask?

20)Choose the name of the servant of Saul:

- Mephibosheth
- Ziba
- Mika
- Saul

21)What is the name of the place where Mephibosheth lived?

22)Mephibosheth compares himself with an animal. Which one?

- Duck
- Mouse
- Cat Dog
-

MEMORIZING SCRIPTURE



2 SAMUEL 9:13

Mephibosheth lived in Jerusalem, because he always ate at the king's table; he was lame in both feet.

2 SAMUEL 9:13

Mephibosheth vivio en Jerusalem, porque siempre comia a la mesa del rey; estaba lisiado de ambos pies.

THE WISEST KING



WARM UP

DISCUSSION TIME

WISE

- Let the children answer.

If the Lord came to you in a dream and told you that you could have anything that you want, what would you ask for?”

THE WISEST MAN WHO EVER LIVED



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Lord	Señor	/LOOR/
Middle	Medio	/MIROL/
Asleep	Dormido	/ASLIP/
To nurse	Atender	/TU NERS/
Borne	Dar a luz (Pasado)	/BOURN/
Insisted	Insistir	/ENSISTED/
Argued	Discutieron	/ARGUID/

1 KING 3:16-28

¹⁶ Now two prostitutes came to the king and stood before him. ¹⁷ One of them said, "Pardon me, my lord. This woman and I live in the same house, and I had a baby while she was there with me." ¹⁸ The third day after my child was born, this woman also had a baby. We were alone; there was no one in the house but the two of us.

¹⁹ "During the night this woman's son died because she lay on him. ²⁰ So she got up in the middle of the night and took my son from my side while I your servant was asleep. She put him by her breast and put her dead son by my breast. ²¹ The next morning, I got up to nurse my son—and he was dead! But when I looked at him closely in the morning light, I saw that it wasn't the son I had borne."

²² The other woman said, "No! The living one is my son; the dead one is yours." But the first one insisted, "No! The dead one is yours; the living one is mine." And so they argued before the king.

²³ The king said, "This one says, 'My son is alive and your son is dead,' while that one says, 'No! Your son is dead and mine is alive.'"

²⁴ Then the king said, "Bring me a sword." So they brought a sword for the king. ²⁵ He then gave an order: "Cut the living child in two and give half to one and half to the other."

²⁶ The woman whose son was alive was deeply moved out of love for her son and said to the king, "Please, my lord, give her the living baby! Don't kill him!" But the other said, "Neither I nor you shall have him. Cut him in two!"

²⁷ Then the king gave his ruling: "Give the living baby to the first woman. Do not kill him; she is his mother."

²⁸ When all Israel heard the verdict the king had given, they held the king in awe, because they saw that he had wisdom from God to administer justice.

THE WISEST MAN WHO EVER LIVED

23)What is the name of this king?

24)Why these two women were fighting:

- Dog
- Plant
- Baby
- Food

25)Which one was the verdict of the king?

26)Color the scene.



MEMORIZING SCRIPTURE



1 KING 3:25

He then gave an order: “Cut the living child in two and give half to one and half to the other.”

1 REYES 3:25

El Rey dio una orden: Corten el niño en dos y den una mitad a una mujer y la otra mitad a la otra mujer.

SOLOMON BUILDS THE TEMPLE



WARM UP

Let's play

GAME



SOLOMON SAYS

- Game: Solomon says (like Simon says).
 - Solomon was the king. The people had to obey him. What does a king wear on his head? What does a queen wear on her head?
 - We are going to play a game where we have to obey the king. Choose one of kids to be the king. The king will wear a crown during his or her turn playing Solomon Says.
 - Explain that in the game, Solomon tells "commands" the kids to do something: like jump, turn around, touch head, act like a monkey, etc.
 - They only have to do it if he or she says, "Solomon Says."
 - Make sure everyone gets a turn to be Solomon if they wish (younger kids might not be able to give commands).
-

SOLOMON BUILDS THE TEMPLE



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Cubits	Codos (Medidas)	/KIUBETS/
Wide	Ancho	/WUAIT/
Main Hall	Sala Principal	/MEINJOL/
Narrow	Estrecho	/NEROU/
Sanctuary	Santuario	/SENTUERI/
Decrees	Decretos	/DEKRIS/
Wood	Madera	/GUUT/

Solomon Builds the Temple

6 In the four hundred and eightieth year after the Israelites came out of Egypt, in the fourth year of Solomon's reign over Israel, in the month of Ziv, the second month, he began to build the temple of the LORD.

2 The temple that King Solomon built for the LORD was sixty cubits long, twenty wide and thirty high. **3** The portico at the front of the main hall of the temple extended the width of the temple, that is twenty cubits, and projected ten cubits from the front of the temple. **4** He made narrow windows high up in the temple walls. **5** Against the walls of the main hall and inner sanctuary he built a structure around the building, in which there were side rooms. **6** The lowest floor was five cubits wide, the middle floor six cubits and the third floor seven. He made offset ledges around the outside of the temple so that nothing would be inserted into the temple walls.

7 In building the temple, only blocks dressed at the quarry were used, and no hammer, chisel or any other iron tool was heard at the temple site while it was being built.

8 The entrance to the lowest floor was on the south side of the temple; a stairway led up to the middle level and from there to the third. **9** So he built the temple and completed it, roofing it with beams and cedar planks. **10** And he built the side rooms all along the temple. The height of each was five cubits, and they were attached to the temple by beams of cedar.

11 The word of the LORD came to Solomon: **12** "As for this temple you are building, if you follow my decrees, observe my laws and keep all my commands and obey them, I will fulfill through you the promise I gave to David your father. **13** And I will live among the Israelites and will not abandon my people Israel."

14 So Solomon built the temple and completed it.

SOLOMON BUILTS THE TEMPLE

27)What Solomon built?

28)When Solomon began to built the temple?

29)Which was the word that the Lord told to Solomon?

30)Color the scene.

MEMORIZING SCRIPTURE



1 KING 6:14

¹⁴ So Solomon built the temple and completed it.

1 REYES 6:14

Entonces Salomon construyo el templo y completo esto.

SWALLOWED BY A FISH

13

WARM UP

DISCUSSION TIME

SMELL AND GUESS

- Let the children try to guess which smell.
1. Before class prepare several sealed containers of “smelly” items.
 2. You might try things like perfume, chocolate, oranges, etc.
 3. Don’t allow the children to see what is inside the container
 4. Let them try to guess what is in the container by smelling it.

Story has something to do with one of these smells.

ANSWER: _ _ _

SWALLOWED BY A FISH



VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Wickedness	Maldad	/WIKEDNES/
Fare	Pasaje	/FER/
Flee	Huir	/FLI/
Lighten	Aligerar	/LERAN/
Threatened	Amenazado	/TREDEN/
Swallow	Tragar	/SUALOU/
Belly	Estomago	/BELI/



Swallowed by a fish

Jonah 1:1-17

1 The word of the LORD came to Jonah son of Amittai: **2** “Go to the great city of Nineveh and preach against it, because its wickedness has come up before me.”

3 But Jonah ran away from the LORD and headed for Tarshish. He went down to Joppa, where he found a ship bound for that port. After paying the fare, he went aboard and sailed for Tarshish to flee from the LORD.

4 Then the LORD sent a great wind on the sea, and such a violent storm arose that the ship threatened to break up. **5** All the sailors were afraid and each cried out to his own god. And they threw the cargo into the sea to lighten the ship.

But Jonah had gone below deck, where he lay down and fell into a deep sleep. **6** The captain went to him and said, “How can you sleep? Get up and call on your god! Maybe he will take notice of us so that we will not perish.”

7 Then the sailors said to each other, “Come, let us cast lots to find out who is responsible for this calamity.” They cast lots and the lot fell on Jonah. **8** So they asked him, “Tell us, who is responsible for making all this trouble for us? What kind of work do you do? Where do you come from? What is your country? From what people are you?”

9 He answered, “I am a Hebrew and I worship the LORD, the God of heaven, who made the sea and the dry land.”

10 This terrified them and they asked, “What have you done?” (They knew he was running away from the LORD, because he had already told them so.)

11 The sea was getting rougher and rougher. So they asked him, “What should we do to you to make the sea calm down for us?”

¹² “Pick me up and throw me into the sea,” he replied, “and it will become calm. I know that it is my fault that this great storm has come upon you.”

¹³ Instead, the men did their best to row back to land. But they could not, for the sea grew even wilder than before. ¹⁴ Then they cried out to the LORD,

“Please, LORD, do not let us die for taking this man’s life. Do not hold us accountable for killing an innocent man, for you, LORD, have done as you pleased.” ¹⁵ Then they took Jonah and threw him overboard, and the raging sea grew calm. ¹⁶ At this the men greatly feared the LORD, and they offered a sacrifice to the LORD and made vows to him.

¹⁷ Now the LORD provided a huge fish to swallow Jonah, and Jonah was in the belly of the fish three days and three nights.

SWALLOWED BY A FISH

31)Who is Jonah?

32)Which one is the command of Jehova?

33)What happens when Jonah sinks in water??

34)How much time passes Jonah in the whale?

MEMORIZING SCRIPTURE



Jonah 1:9

⁹ He answered, "I am a Hebrew and I worship the LORD, the God of heaven, who made the sea and the dry land."

.

Jonas 1:9

El respondió. "Yo soy un Hebreo y adoro al Señor, El Dios del cielo, quien hizo el mar y la tierra.

THE PARABLE OF THE LOST SON

14
FOURTEEN

WARM UP

Let's play

LOST AND FOUND

- Find the objects in the room.

Before Class: Take several similar objects (such as balls, teddy bears, blocks, etc.) and “hide” them around your classroom.

Put some (or all) of them in fairly obvious places, depending on the ages of the children in your class.

Provide a container that will hold all of the objects (such as a laundry basket or large cardboard box.)

THE PARABLE OF THE LOST SON

Connect the dots.



Our Father forgives us.

Like the father in the story of the prodigal son,
God rejoices when we return to Him.

QUESTIONS:

35)How many sons had this man?

36)What said the younger son to his father?

37)What job did the younger son take?

38)What was the pigs' food?

39)Why did the son decide to return home?

MEMORIZING SCRIPTURE



LUKE 15:21

"The son said to him, 'Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.'

LUKE 15:21

Y el hijo le dijo: Padre he pecado contra el cielo y contra ti, y ya no soy digno de ser llamado tu hijo

VOCABULARY

ENGLISH	SPANISH	PRONUNCIATION
Estate	Bienes	/ESTEIT/
Property	Propiedad	/PROPERI/
Set off	Partir/Irse	/SEROF/
Squandered	Despilfarró	/SQUANDER/
Wealth	Riqueza	/WELTH/
Famine	Hambre	/FEMEN/
Feed	Alimentar	/FIID/
Spare	Tener de sobra	/SPER/
Starving	Hambriento	/STARVING/
Threw	Lanzo	/TZRIU/

The Parable of the Lost Son

¹¹ Jesus continued: "There was a man who had two sons. ¹² The younger one said to his father, 'Father, give me my share of the estate.' So he divided his property between them.

¹³ "Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. ¹⁴ After he had spent everything, there was a severe famine in that whole country, and he began to be in need. ¹⁵ So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. ¹⁶ He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.

¹⁷ "When he came to his senses, he said, 'How many of my father's hired servants have food to spare, and here I am starving to death! ¹⁸ I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. ¹⁹ I am no longer worthy to be called your son; make me like one of your hired servants.' ²⁰ So he got up and went to his father.

"But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him.

²¹ "The son said to him, 'Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.'

²² "But the father said to his servants, 'Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. ²³ Bring the fattened calf and kill it. Let's have a feast and celebrate. ²⁴ For this son of mine was dead and is alive again; he was lost and is found.' So they began to celebrate.

²⁵ "Meanwhile, the older son was in the field. When he came near the house, he heard music and dancing. ²⁶ So he called one of the servants and asked him what was going on. ²⁷ 'Your brother has come,' he replied, 'and your father has killed the fattened calf because he has him back safe and sound.'

²⁸ "The older brother became angry and refused to go in. So his father went out and pleaded with him. ²⁹ But he answered his father, 'Look! All these years I've been slaving for you and never disobeyed your orders. Yet you never gave me even a young goat so I could celebrate with my friends. ³⁰ But when this son of yours who has squandered your property with prostitutes comes home, you kill the fattened calf for him!'

³¹ "'My son,' the father said, 'you are always with me, and everything I have is yours. ³² But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found.'"

THE BIRTH OF JESUS



The Birth of Jesus

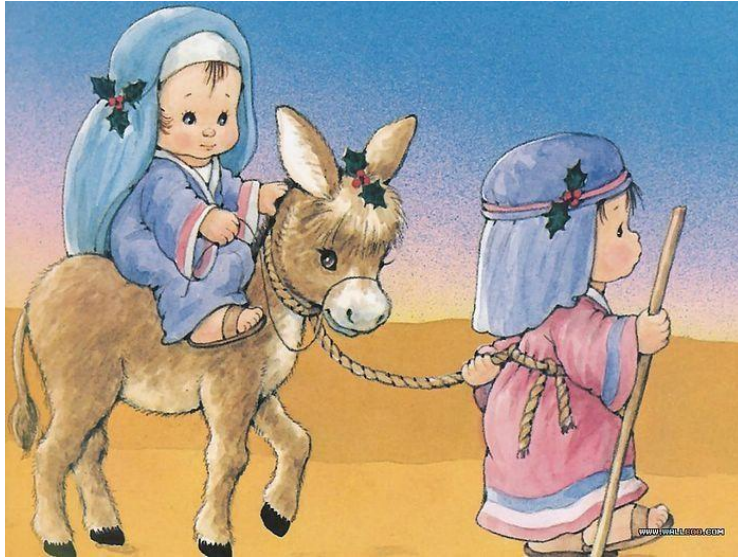
Matthew 1-2, Luke 1-2

AN ANGEL VISITS MARY



One day about 2,000 years ago an angel named Gabriel appeared to a young Jewish woman named Mary. Gabriel told Mary she would have a son, Jesus, who would be the Son of God! Mary was confused and worried about this sudden news, but she had faith in God and said, "I am the Lord's servant; let it be as you say."

JOURNEY TO BETHLEHEM



Mary and her husband-to-be, Joseph, lived in a town called Nazareth. But they had to travel to the city of Bethlehem to register for a census ordered by the Roman emperor, Caesar Augustus. Both Nazareth and Bethlehem are in the country now called Israel. It is about 65 miles (105 km) from Nazareth to Bethlehem, and the trip probably took them several days.

When Joseph and Mary got to Bethlehem, there was no place for them to stay because the inn was already full. They ended up spending the night in a stable, a place where animals were kept. There was probably fresh hay on the floor that they used for beds.

That night, Jesus was born. There was no crib, so they laid baby Jesus in a manger, a feeding trough for animals. The manger probably had fresh hay in it and made a nice bed for the baby.

Shepherds Visit Jesus



That night, some shepherds were in the fields near Bethlehem, keeping watch over their flocks of sheep. An angel appeared to them and gave them the good news that a Savior, the Messiah, had been born. The angel told the shepherds they could find Jesus lying in a manger. Suddenly a whole group of angels appeared saying, "Glory to God in the highest, and on earth peace, goodwill toward men!"

The shepherds hurried into Bethlehem and found Jesus in the manger, just as the angel had told them. After they had seen Jesus, they spread the news, and everyone who heard was in awe.

