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DEDICATORY

I want to dedicate this work to my family, especially my parents, Hector Yacelga and Elena Velastegui, who have always supported me and shown me their love at every stage of my life, despite the distance. This achievement is for them and because of them, who taught me that sometimes we must sacrifice things to achieve others, but that at the end of the road, God will always show us the purpose of each decision. Now I know that love can do anything, especially with distance, because every word of encouragement, video call, and message of love gave me strength on the most difficult days and helped me remember how far I want to go.

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ABSTRACT

This research focuses on improving reading comprehension in English using storybooks based on popular tales as a teaching strategy for fifth-grade students at “Juan Pablo II School” in the academic year 2025-2026. The objective of this research was to propose the use of classic and popular tales to spark interest in reading in a foreign language and strengthen students’ ability to infer and retain vocabulary. This study was based on the theoretical foundations of meaningful learning and the communicative approach to identify popular tales that are familiar to students to facilitate text comprehension.

The research was carried out in collaboration with authorities, teachers, and fifth-grade students. In this regard, a mixed-methods approach was applied with diagnostic surveys to determine students’ interest, reading habits, and reading comprehension levels. Furthermore, teachers were interviewed to identify the teaching strategies and resources used in the classroom. These results led to design of a teaching guide in storybooks format, with a compilation of popular tales. This proposal includes pre, during, and post- reading activities to motivate students and enhance their reading comprehension from prior knowledge.

Keywords: Reading comprehension, popular tales, students, spark interest, and retain vocabulary.

RESUMEN

La presente investigación se centra en mejorar la comprensión lectora en inglés mediante el uso de libros basados en cuentos populares como estrategia didáctica para los alumnos de quinto grado de la escuela “Juan Pablo II”, en el año académico 2025-2026. El objetivo de esta investigación fue proponer el uso de cuentos clásicos y populares para despertar el interés por la lectura en la lengua extranjera y fortalecer la capacidad de que los estudiantes puedan inferir y retener vocabulario. Este estudio se basó en los fundamentos teóricos del aprendizaje significativo y el enfoque comunicativo para identificar cómo el uso de los cuentos populares que son familiares para los estudiantes facilita la comprensión de los textos.

Se trabajó de forma conjunta con las autoridades, los docentes y los alumnos de quinto grado, utilizando un enfoque de métodos mixtos con encuestas diagnósticas para determinar el interés de los estudiantes, sus hábitos de lectura y sus niveles de comprensión lectora, además se hizo entrevistas a los profesores para conocer las estrategias y recursos de enseñanza que se utilizan en las aulas. Estos resultados llevaron a diseñar una guía didáctica en formato de libro, con una recopilación de cuentos populares, e incluye actividades de prelectura, durante la lectura y post lectura para motivar a los estudiantes y mejorar su comprensión lectora a partir de conocimientos previos.

Palabras clave: Comprensión lectora, cuentos populares, estudiantes, despertar interés y retener vocabulario.

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INTRODUCTION

The study of English in Ecuador is an essential part of education since it opens many doors for important educational and career opportunities, but there are several challenges in Ecuador in teaching English as a foreign language, especially with children in elementary schools, the main problems are the limited number of hours of the class, lack of teaching materials according to their level of the language and using traditional grammar-centered methods.

However, reading comprehension is considered one of the most important skills among the four language skills (listening, speaking, reading, and writing) for language acquisition, as it allows students to acquire new vocabulary, infer meaning, and utilize their prior experiences to understand a text. Improving reading comprehension in English is a great challenge in primary education since students are still developing literacy skills in their mother tongue while learning a foreign language at the same time. Reading comprehension has presented several difficulties in Ecuador in recent years. According to the 2013 TERCE and 2019 ERCE reports, fourth-grade students who represent Ecuador's primary education system had a rate that was 3.8% lower than that of students who reached or exceeded Performance Level II on the 2013 reading assessments (UNESCO, 2022).

For this reason, it is necessary to seek educational and teaching strategies appropriate to the age and language level defined by the Common European Framework of Reference for Languages (CEFR). One alternative is the use of storybooks based on collections of popular tales. These books offer structured narratives, visual support, and repetitive linguistic patterns, which make the content familiar, facilitating comprehension and reducing anxiety among students. Therefore, this research proposes the use of storybooks based on a collection of popular tales as a didactic strategy to strengthen English reading comprehension among fifth-grade students at Juan Pablo II School.

THE RESEARCH CONTEXT

This study was designed with 5th grade students at Juan Pablo II school in Ibarra to analyze the improvement in reading comprehension skills in English thanks to books based on famous fairy tale collections. The premise on which this proposal is based is that difficulties in reading comprehension prevent students from achieving meaningful learning. As a result, students can establish a connection with their everyday environment. In traditional English classrooms, reading is often seen as a decoding task where students focus on pronunciation or translation rather than an in-depth comprehension of the meaning context (Lam et al., 2024). However, this proposal intends to integrate different activities based on cognitive dimensions such as attention, memory, and perception, as well as linguistic and motivational development, which are key factors for attainment of reading comprehension in students.

The objective of this study is to propose the use of storybooks based on popular tales as an innovative tool to help improve reading comprehension of 9 - to 10-year-old students of the Juan Pablo II School. Since these students are at the second language linguistic development stage, which involves progressive acquisition of vocabulary and construction of basic grammatical structures at an A1.2 level of English. Popular tales are especially suitable for this age group because they have a simple narrative structure and language which is easy to understand. These stories stimulate attention, develop critical thinking and increase students' vocabulary. This motivates students and makes students very involved in learning a new language.

PROBLEM RESEARCH

In Ecuador, teaching English as a foreign language continues to present several challenges in elementary education, even though English is part of the curriculum proposed by the Ministry of Education. Today, it is considered one of the most important subjects for life, as it offers both academic and professional opportunities. However, from an academic point of view, students often show difficulty when communicating, especially in reading comprehension. (Luebbe, 2024) affirms that “Reading is so much more than a classroom activity—it is the key to unlocking a world of possibilities for students. When children develop strong reading skills, they gain confidence, build knowledge, and open the door to academic success”. Therefore, improving reading skills is not only an academic goal but also helps students develop in life by enhancing their critical thinking and communication skills.

The Ecuadorian educational system has relied on the conventional methods of English teaching which emphasize learning the lexicon, teaching grammar, correct pronunciation, and practicing repetition, so, the students can pronounce morphemes but cannot reach meaning through reading alone, making deductions and forming opinions, this disconnects between decoding and comprehension puts an obstacle to the acquisition of reading as one of the means of language learning processes

Fifth-grade students at Juan Pablo II School in Ibarra, in the province of Imbabura, have difficulty understanding what they read. Through observation, it became clear that, although the students show enthusiasm and actively participate when reading short stories, they face significant challenges when asked to read longer texts or those containing unfamiliar vocabulary. Their answers to comprehension questions are based solely on the information provided in the text; they

do not go beyond it, which limits their ability to infer the meaning of new vocabulary or share their opinion at the end of the reading.

In addition, teachers note that there are difficulties in accessing reading books that are age-appropriate, catch students' attention, and match their English proficiency level. Often, reading activities typically consist of excerpts from textbooks or exercises that do not encourage students to develop critical thinking skills. This situation reduces students' motivation to develop reading habits and limits their confidence when participating, which negatively impacts their academic performance (Madrid et al., 2025).

Preliminary classroom observations and informal discussions with English teachers indicate that fifth graders were having difficulty comprehending their reading materials. They liked short stories, but found long texts difficult, and tended to respond only to what was explicitly stated in the text, without making inferences or giving their own opinions. To make matters worse, there was not enough reading material suitable for their age, level of English, and interests, and activities were often restricted to extracts from textbooks, which did little to promote the development of critical thinking skills.

JUSTIFICATION

Academic Justification

The implementation of storybooks based on a collection of popular tales to improve reading skills among fifth-grade students at the Juan Pablo II School is a didactic strategy that has been reported in previous studies as an effective strategy to improve reading comprehension, helped students acquire new vocabulary, and stimulated inferential thinking. For this reason, the use of new approaches, such as incorporating storybooks into the classroom, offers significant benefits for language acquisition, as it makes learning fun and engaging.

Social Justification

This study has social implications which can help in making the students better prepared for different situations and raising the level of comprehension in reading, which is essential for the educational and career development of the students, thus, the formation of reading habits and initial critical thinking helps students to face different situations better, also the student's English reading capabilities improvement gives the students more opportunities for education and work in the world.

Institutional Justification

At the institutional level, the research is relevant to the fifth-grade student's needs at Juan Pablo II School, because the observations made in the classroom reveal that the students encounter some difficulties concerning their reading abilities, but the alternative reading methods of teaching make reading exciting, consequently, the design and practical application of a set of teaching activities based on story books will provide the teachers with practical means of teaching that is very suitable for the student's needs.

OBJETIVES

General Objective

Propose the use of storybooks based on popular tales as a didactic strategy to enhance English reading comprehension of fifth-grade students at Juan Pablo II School in Ibarra.

Specific Objectives

1. Determine fifth-grade students' interest in reading, reading habits, and perception of reading activities through a diagnostic survey.
2. Identify the resources teachers use in class to develop the reading skills of fifth-grade students at the Juan Pablo II School.

3. Analyze the information collected regarding the strategies used by EFL teachers to develop students' reading comprehension.
4. Develop a teaching guide based on a collection of popular tales to foster reading comprehension among fifth-grade students at the Juan Pablo II School.

CHAPTER 1: THEORETICAL FRAMEWORK

1.1 Theoretical Foundations

1.1.1 Meaningful Learning Theory

David Ausubel (1963) developed the Theory of Meaningful Learning, which suggests that a student learns meaningfully if they can relate new information to what they already know, rather than just memorizing facts. It is meaningful if it relates to earlier experience or ideas and is integrated into a web of knowledge that the student can use and remember for a long time. But for that to happen, three things have to occur. First, the content must be logically organized; second, the student must have prior knowledge to which they can relate it; and third, the student must have an interest in or a willingness to learn (Ausubel, 1963). This means that the students in the second language teaching will more easily understand and remember a new language if the content is presented in a contextualized manner and is related to their experience instead of only memorizing the grammar rules or the vocabulary list without any relation to their everyday life (Lestari et al., 2023).

1.1.2 Comprehensible Input

Stephen Krashen's theory (1982) holds that true fluency arises through the natural and subconscious acquisition of language. He calls this the $i+1$ formula: the “i” represents what the student already knows, and the “+1” is that new element the student comes to understand thanks to context, images, gesture, or what they already know. He also distinguishes between “learning” a language, which involves consciously knowing its rules, and acquiring it, which involves internalizing it naturally, as happens with one's native language; for him, this second approach is the most effective way to communicate fluently. Lastly, he also emphasizes the importance of a safe and encouraging environment that is free from anxiety or fear of making mistakes, which are

often mental obstacles and hinder learning, to ensure the successful processing of this information by the brain (Krashen, 1982; Luo, 2024).

1.1.3 Communicative Approach

The communicative approach was developed as a reaction to the traditional methods that relied only on grammar and repetition, because the main goal of the communicative approach is not to have students memorize rules, but to learn to communicate realistically and effectively. Towards this goal, mistakes are seen as a natural part of the learning process, not something to be fixed right away. Therefore, activities are not based on mechanical exercises but on real-life communication situations like solving a problem, expressing an opinion, or exchanging information. In addition, the teacher is no longer the only source of knowledge but a guide that promotes participation, and students are active participants in their learning (Salmanova, 2024).

1.2 Teaching English as a Foreign Language in Primary Education.

1.2.1 English as a Foreign Language (EFL).

Today, mastering a universal language such as English is a crucial skill that unlocks numerous academic and professional opportunities globally. Such proficiency directly improves the quality of life for people who speak it. “Studying English language and literature provides a solid foundation for developing critical thinking, analytical, and problem-solving skills” (O.P. Jindal Global University, 2024). Consequently, mastering a new language not only enables one to achieve professional or educational goals but also fosters meaningful intercultural experiences.

Furthermore, learning English in the early years of life has become one of the best ways to acquire a new language, since at this age the brain is like a “sponge” that easily absorbs new sounds and words. Children who grow up surrounded by two languages develop greater mental agility and

creativity and improve their concentration, which has a positive impact on both their learning and their daily lives (International School of Madrid, 2022).

In today's world, the implementation of English in education from an early age aims to improve students' opportunities in the long term. Children are considered to be at the best stage for learning a new language, as their brains have the capacity to acquire new knowledge easily, which facilitates the development of mental agility and critical thinking.

1.2.2 Teaching English as a Foreign Language in Elementary School.

The importance of acquiring English in childhood arises from both children's inherent capacity to retain information and the cognitive and linguistic mechanisms engaged in the assimilation of new knowledge. Early language acquisition allows the process to become an organic component of daily development, rather than an academic burden. The process helps create a comfortable and safe space, which will help students achieve better future results. But for this learning to be effective, teaching methods must be based on how children think and learn.

Learning among elementary school students is primarily based on learning through their senses and movement; therefore, instruction should involve activities that allow them to explore, feel, and think. Research indicates that incorporating playful activities into English language classes for elementary school children, such as using stories, songs, or technology, improves retention and fosters meaningful learning (Saputra et al., 2020).

This relationship between education and child development allows the process to move beyond simple memorization and translation toward cognitive and linguistic development. When a child learns a new language with the right stimuli, their brain can make connections between words and their meanings based on what they see and hear in the real world. Recent studies indicate that non-native children who learn English at an early age can achieve a higher level of fluency

with an extensive vocabulary, correct grammatical structures, and precise pronunciation; they can also develop their executive functions, memory retention, and problem-solving skills as they grow (Hui & Zeng, 2025).

1.2.3 Teaching Reading in the EFL Classroom.

Reading is considered one of the most valuable skills in second-language learning classrooms, as it encourages not only vocabulary mastery but also cognitive development and intercultural understanding (Memmedli, 2025). Through reading practice, students process information autonomously, naturally internalizing grammatical structures, which significantly improve comprehension skills (Elnura & Gulasal, 2025).

On the other hand, reading serves as the primary source of “comprehensible input” according to Krashen's (1982) theory of second language acquisition, which notes that the use of appropriate material at the students' level allows the brain to infer the meaning of new words simply by observing the context, which leads to longer-term retention of the information and also allows the student to become familiar with new vocabulary so that they sound natural when communicating. Under this theory, reading becomes a process through which the student internalizes the language unconsciously.

Therefore, reading helps learning happen more naturally, and subconsciously, when students read texts suited to their level, the brain processes new vocabulary and grammar rules with less effort. In this way, reading not only helps students understand a text but also lays the foundation for more fluent speaking and writing in their future.

1.2.4 The Common European Framework of Reference for Languages in English Language Teaching.

The Common European Framework of Reference for Languages is an international standard that classifies language proficiency levels on a scale from basic (A1) to fully proficient (C2). It allows educational institutions to assess the proficiency levels of students and teachers (Council of Europe, 2001).

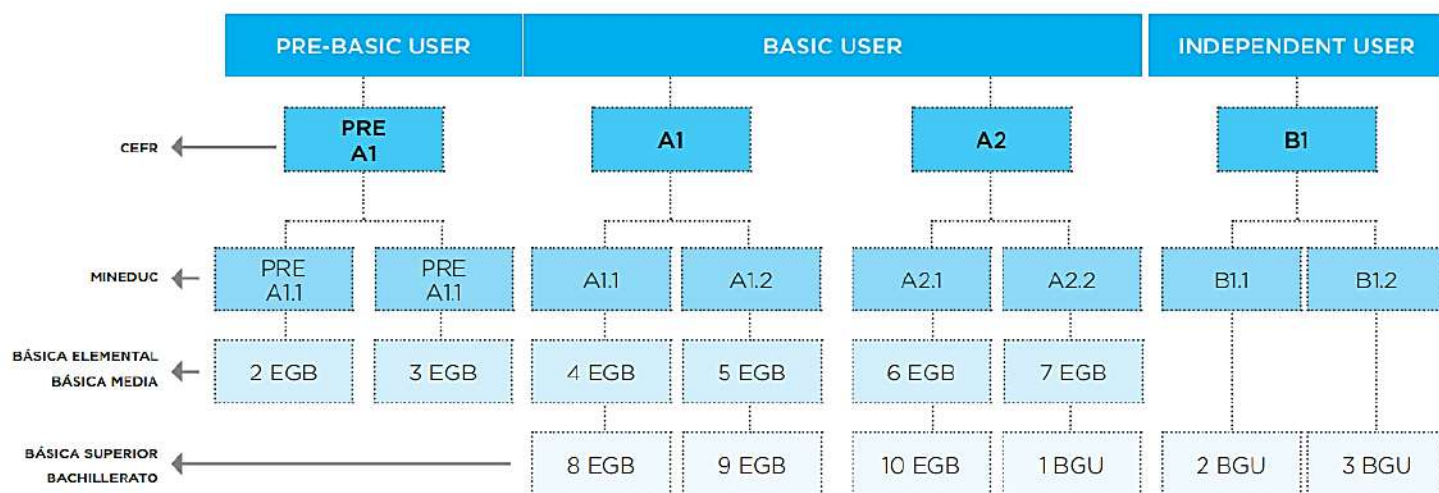
1.2.5 English Teaching in the Ecuadorian Educational Context.

The teaching of English as a foreign language in Ecuadorian classrooms is governed by the guidelines of the Ministry of Education, which is responsible for designing the official curriculum based on international standards such as the Common European Framework of Reference for Languages (CEFR). This curriculum adopts a functional communicative approach in which the language becomes a tool for intercultural communication, ensuring that the national education system aligns with the demands of current globalization and strengthens the high school graduate's profile (Ministry of Education of Ecuador, 2016).

Figure 1

Guidelines established in the English as a Foreign Language (EFL) Curriculum in Ecuador,

based on CERF.



Taken from: (Ministry of Education,2016, p.10).

As shown in Figure 1, the levels and sub-levels established by the Ministry of Education define the expectations for students throughout their educational journey, from the pre-basic user level to the independent user level.

As previously mentioned, the national English curriculum is divided into levels of proficiency, which help make the teaching-learning process more structured. In this regard, the Ministry of Education has determined that fifth-grade students must demonstrate at least an A1.2 (elementary) level by the end of the school year.

Regarding reading comprehension standards for fifth-grade students, according to the Ministry of Education (2014), it is stated that “Level A1.2 learners are expected to understand and identify simple transactional, expository, and informational text (e.g., songs, personal letters, short autobiographies, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases

and rereading as required.” This suggests that, at this level, students should work with literary material and texts that connect with their daily lives to enhance their learning.

1.3 Reading Skills in EFL learning

Reading for meaning in English as a foreign language (EFL) is a complex and dynamic learning process. (Majdi et al., 2025) pointed out that the learners understand the words and actively build meanings by linking the information in the texts to their background knowledge and personal experiences. Students learn the necessary sub-skills to be able to read in time. Skimming helps them to obtain the general ideas, scanning helps them to find details, and intensive reading helps them to analyze the more complex textual structures (Ali et al., 2022). That is why these sub-skills need to be developed, especially in elementary education. Reading provides the basic for vocabulary development and introduces grammar in meaningful context. This makes the text an approachable and engaging resource for language acquisition.

1.4 Reading Comprehension in English.

Reading comprehension is the cognitive process by which individuals derive meaning from prior knowledge, draw inferences, and conduct a detailed analysis of text to formulate a perspective (Liou, 2021). Through this process, students can develop their critical thinking and communication skills and improve their academic performance.

Furthermore, reading comprehension goes beyond simply understanding a text or knowing the meaning of words; it involves understanding what the text is trying to convey (UNIR Revista, 2021). According to the Department of Education (2016): “Reading comprehension also involves observing text organization, comprehension, such as discourse analysis, is accomplished by matching L1/L2 patterns, activating schema, and identifying connectives and connectives that help

organize text”. Therefore, the importance of understanding what the texts convey also lies in the way they are organized, which allows the reader to play an active role.

1.3.1 Levels of Reading Comprehension.

Understanding what one reads is a process that occurs in stages, each with a different level of difficulty. These levels allow us to observe how students handle texts, ranging from recognizing explicit information to forming their opinions.

- **Literal Level.**

Literal comprehension involves fully understanding the text, as well as recognizing information that appears explicitly in the content, such as main ideas, sequences of events, and specific facts (Tavarez & Herrera, 2020). At this stage, the reader focuses solely on the information provided without further investigating it.

- **Inferential or Interpretative Level.**

Inferential comprehension involves the reader reading between the lines and drawing a conclusion using prior knowledge, identifying the main ideas of the text, and making predictions (Safitri & Melati, 2023). At this stage, the reader connects personal experiences with the information received to achieve a better understanding.

- **Critical Level.**

Critical comprehension is the highest level, where the reader analyzes the text in depth, evaluates it, and forms judgments about it (Permata, 2016). This level requires developing skills to compare information, identify the author's purpose, and reflect using valid arguments.

1.3.2 Reading Comprehension in EFL Learners.

Reading comprehension among students of English as a foreign language (EFL) is a cognitive process that involves decoding skills and the active construction of meaning from texts

written in a language other than their native tongue. In this process, students draw upon their prior knowledge and must infer meaning to fully comprehend various types of academic texts (Tajamal, 2019). However, this process is often challenging because students are still in the midst of their linguistic development, and they find it somewhat difficult to interpret new information efficiently (Guerra & Marquez, 2025).

Among the most significant difficulties students face is a limited vocabulary, which hinders their ability to identify key ideas within a text, a lack of familiarity with grammatical structures, and a limited activation of prior knowledge, creating learning barriers for students (Vongsawath et al., 2025). Likewise, a lack of motivation and the inappropriate use of texts among students lead to a lack of interest and insufficient practice, delaying their linguistic development and overall understanding of the language (Ibhar, 2022).

Nevertheless, despite these difficulties, reading comprehension among EFL students can be significantly improved through the implication of appropriate pedagogical strategies. In this way, the use of reading materials that resonate with students helps overcome these difficulties, enabling them to understand texts naturally and without complications.

1.3.3 Strategies to Develop Reading Comprehension.

Reading comprehension among students of English as a foreign language requires the use of strategies that significantly and progressively enhance the process. Therefore, this process consists of three stages: Pre-reading, during reading, and post-reading.

- **Pre-Reading.**

In the initial phase, the use of strategies such as prediction and skimming help activate students' prior knowledge. By anticipating the content through clues such as headings, dates, or

images, students can use inference to form a clear idea of what the text will be about and, in this way, process it effectively (Ulfah et al., 2022).

- **During Reading.**

During this stage, which occurs while reading, students need to use monitoring strategies or activities to ensure comprehension of the text, such as underlining main ideas and asking questions that stimulate inferential thinking (Hasibuan, 2017).

- **Post- Reading**

In the post-reading phase, prior knowledge is integrated and connected with the new information obtained from the text, allowing students to draw connections to real-life events. At this stage, it is very common to use summaries and engage in discussions through which students demonstrate their full understanding of the reading (Dildora & Miravaz, 2020).

1.4. Didactic Strategies in Language Teaching

Teaching strategies in English language instruction are understood as the set of procedures, methods, and pedagogical resources that teachers plan and implement to facilitate learning and achieve educational objectives. However, the use of these strategies in the classroom does not simply consist of carrying out random activities, but rather of following a series of steps designed to transform the lesson content into information that students can understand and apply in real life (Palacios & Cifuentes, 2019).

Furthermore, teaching strategies possess characteristics that make them essential elements for improving the teaching-learning process, focusing on the search for alternatives that enable the achievement of expected outcomes. One of the most notable characteristics is their flexibility, as it allows the material to be adapted to students' needs and interests, thereby fostering participation, the exchange of ideas, and the construction of contextualized knowledge (Vanegas et al., 2024).

Finally, this helps students in the learning process, making sure that they do not just receive information but really understand it and build their own knowledge. Dincă (2026) states that, from this perspective, the main role is to make learning a process of pleasure and discovery through which skills such as reading comprehension, oral expression, listening, and writing can be developed, giving students the confidence to enjoy the language learning process.

1.4.1 Didactic Strategies for Teaching Reading

Teaching strategies for reading instruction play a fundamental role in the learning process, as they motivate and guide students in building knowledge based on their experiences. Similarly, these strategies help keep students motivated; if students do not recognize the importance of what they are learning, their learning is limited, which can create an anxious and traditional classroom environment (Uquillas & Córdova, 2021). In this regard, strategies should not be limited solely to word recognition or textual decoding. Still, they should encourage active participation throughout all stages of reading and develop inferential thinking by making it a dynamic part of the learning process itself (Uquillas et al., 2023).

Furthermore, when teachers use interactive activities with visual aids during reading, they help students develop their inferential thinking through the observation of images or illustrations. In the same vein, the use of context-based techniques focuses on employing texts that allow students to relate the content to their own experiences, prior knowledge, and everyday situations; such an approach helps make learning more meaningful and dynamic (Mustapa et al., 2025). Consequently, when interactive activities are combined with visual and contextual support during the reading process, the activity ceases to be perceived as a mechanical task and becomes a more fruitful learning process.

1.5 Storybooks in English Language Teaching.

1.5.1 Storybooks as Educational Resources.

Storybooks are one of the most effective educational tools to learn a new language, since they contain stories with illustrations that help to understand the content. In addition, the vocabulary employed is suitable to the level of the student, with repetitive grammatical structures and situations similar to real life, which favor the understanding and active participation in the reading. Likewise, the application of these resources in the classroom promotes a more interactive learning environment, as it stimulates the imagination and creatively and arouses the interest of students (Máximo, 2019).

Storybooks can serve as an educational tool for the development of a language and reading skills, it introduces students to new words and expressions in a meaningful context which fosters comprehension as well as memorizing of information, as well, the use of pictures and sequence of events can lead to improving students' critical thinking and ability to identify the main idea of the text, therefore, this type of educational resource enhances learning process by integrating all kinds of language skills in one motivating experience that guarantees students' engagement in learning (Amanambu et al, 2021).

1.5.2 Storybooks in the EFL Classroom

The use of storybooks in English as a second language (ESL) classes is one of the most effective approaches to learning a new language naturally, compared to traditional teaching methods, which can be unengaging for students during the learning process. The use of stories provides meaningful narratives, allowing students to absorb information and understand its usage and meaning, making them an active part of the learning process and ensuring that new information is stored in long-term memory (Ahern et al., 2017; Connolly, 2023). Furthermore, it offers teachers

the opportunity to design and implement interactive activities that foster students' abilities to predict, think, reflect, and actively participate in their learning process.

1.5.3 Storybooks in Reading Comprehension Development

One of the most dynamic and effective ways to promote reading comprehension in the early years of schooling is the use of storybooks, since these texts, in addition to attracting the interest of students through entertaining stories, also contain a sequential narrative structure that allows students to follow a logical sequence and stimulates cognitive processes such as making inferences, predicting situations, and formulating hypotheses (Ferdiana et al., 2020). Thus, stories promote a comprehensive understanding of the text, facilitating the transition from students as passive recipients to actively engaging their imagination while reading.

The illustrations and texts make this teaching resource much better and help the students to understand. The pictures that go along with the reading are not just for show; they are a visual technique to assist students in decoding unknown words and making predictions. Having the illustrations linked to the narrative text allows students to see and enjoy the story and take away the anxiety that often accompanies reading texts in a new language (Ndlovu, 2024). This link allows students to utilize their prior knowledge, making the experience an opportunity to learn in a meaningful way.

1.6 Popular Tales in Language Education

The relationship between cultural value, children's motivation, and pedagogical practice shows that the popular tales are not auxiliary instruments but the educational basic for teaching English as a foreign language. The cultural richness of these stories offers symbolic content that enhance students' worldviews, while their ability to capture students' attention opens the ideal emotional space for learning (Akhan, 2022). Their use in the classroom integrates these two factors

to promote authentic language learning. These characteristics demonstrate that none of the three elements functions on its own. The cultural aspect, when lacking motivation, becomes boring and distant for students; motivation without cultural content is quickly lost; and both elements, without effective guidance from the teacher, remain mere beneficial intentions that do not lead to meaningful learning (Martínez Sojos, 2011). Therefore, the true value of popular tales emerges when these three factors come together, enabling students not only memorize English rules but also to internalize them through meaningful and exciting experiences.

Popular tales are also called traditional tales, which are stories made by unknown authors and passed on through generations; different people often retell these stories (Cupuerán, 2024). These stories depict fictional events and include characters that may be real people, objects, and fantasy elements. The combination evokes a wide range of feelings in students, stimulating their interest and encouraging them to learn English, the target language.

However, despite the important benefits that these narrative texts provide, such as language development and the development of students' creativity and imagination, there is still hope that they will be used as a teaching and motivational resource for teaching English as a foreign language (Cuvi, 2025). When effectively implemented, these traditional narratives serve as valuable pedagogical tools that facilitate academic learning and foster a deep cultural connection among learners.

1.6.1 Features of Popular Tales.

Today's popular tales are still stories that endure through time because they are capable of transmitting emotions, values, and lessons that continue to capture the imaginations of children and adults alike. McDonald (2017) mentioned that popular tales have several qualities that distinguish them from traditional literature. This is the reason why the use of popular tales as a

resource for teaching in the classroom promotes students' participation and makes students see reading not as a monotonous activity but as an opportunity to enjoy and learn.

Popular tales have several qualities that distinguish them from traditional literature.

- ❖ Simple, accessible language.
- ❖ Inclusion of fantastical elements.
- ❖ Contains a moral or conveys a lesson.
- ❖ The story follows a simple narrative structure, consisting of a beginning, middle, and end.
- ❖ Characters with defined roles.
- ❖ Repetition of actions or phrases.
- ❖ Defined ending.
- ❖ Repetitive vocabulary.
- ❖ Stimulates the imagination.
- ❖ Use of fantasy throughout the story.
- ❖ Use of simple language.

1.6.2 Popular tales as Pedagogical Tools in Language Teaching.

Popular tales serve as a pedagogical tool in teaching English as a foreign language and closely connect to the development of students' reading skills, such as acquiring new vocabulary and grammar, encouraging inferential thinking, and developing reading habits. This is because these stories have dynamic plots, attractive characters, easy vocabulary, and situations that may be related to the lives of students; they help students become interested in their learning, creating a more active classroom setting.

On the other hand, popular tales should use vocabulary that matches the students' level, since, as they are learning a new language, students need to be able to develop their language skills.

They also help establish connections between different cultures, as these are stories that have endured for generations, fostering students' creativity and imagination. This resource allows teachers to connect language with culture in a unique way, thereby developing both linguistic and cognitive skills.

1.7 The Use of Storybooks Based on Popular Tales to Enhance Reading Comprehension.

1.7.1 Story-Based Learning in Language Education.

The story-based learning pedagogical approach is closely tied to narrative-based learning as a fundamental pillar for acquiring knowledge. This approach is primarily based on the use of intriguing stories and entertaining characters to appeal to the students and promote their participation in the learning process. The objective is to ensure that students retain new information over time (Marunda, 2018). Thus, it is not restricted to memorization, but it contributes to the cognitive and emotional development of students. It generates a lively environment in the classroom and makes learning not only fun but also meaningful.

1.7.2 Using Storybooks Based on Popular Tales to Improve Reading Skills.

The use of storybooks based on popular tales is part of a pedagogical strategy designed to improve reading skills, particularly reading comprehension. This is because their structured narrative, intriguing characters and stories, and simple repetitive language enable students to make connections with their experiences, leading to meaningful and long-lasting learning. Similarly, the presence of illustrations with narrative sequences contributes to vocabulary acquisition, contextual comprehension, and the ability to make inferences and, above all, motivates students to develop their imagination and creativity, making this process of acquiring the target language seem like a fun activity.

CHAPTER II: METHODOLOGY

This chapter presents the research methodology used in this study, the type of research, methods, techniques, and data collection tools applied to fifth-grade students at Juan Pablo II School, as well as to school authorities. Additionally, it presents an analysis of the results obtained.

2. Type of Research.

This study employed a mixed-methods approach, as it requires not only proficiency in quantitative and qualitative methods separately but also combines a range of techniques to integrate both methods in order to obtain accurate results (Wasti et al., 2022). Consequently, the use of this approach provides the study with a broader perspective, yielding more realistic and precise data.

2.1.1 Qualitative Research.

The qualitative method is a research approach that explores and provides a more profound understanding of the world's problems by addressing questions of “how” and “why”, gathering information based on the experiences, perceptions, and behaviors of the people participating in this study (Tenny et al., 2022).

2.1.2 Quantitative Research.

The quantitative method is used to observe events or situations that affect a specific group of sample population (Lim, 2025). This kind of research collects numerical data in different ways and then analyzes it statistically to contrast, compare, or correlate the data.

2.2 Research Methods.

The research study is based on a deductive approach, which begins with identifying a problem that requires a solution, developing a theoretical framework, collecting data, conducting an analysis, and formulating a proposal. Finally, the conclusions and recommendations are presented.

In the deductive method, researchers move from the most general to the most specific, leading them to examine existing knowledge, analyze theories related to the topic, and test the hypotheses that emerge from the study (Kim, 2021).

2.3 Techniques and instruments.

2.3.1 Survey

A survey is a way of gathering information by asking a sample of people to understand the population as a whole (León, 2024). Thus, this research collected quantitative data, so a survey was applied to 73 students from classes A and B of the fifth grade at Juan Pablo II School. It is important to note that this survey was done in English, with some explanations given in their first language. The questionnaire consisted of closed-ended questions to determine reading habits during class and the type of materials the teacher used in class; it also included questions regarding the use of storybooks based on popular tales as a strategy to develop and improve reading skills.

2.3.2 Interview.

In this research study, several structured interviews consisting of opened- ended questions were conducted with the fifth-grade teacher and the English department coordinator at Juan Pablo II School. The purpose of these interviews was to gather information based on their experiences and opinions regarding the materials used in class, whether these materials contribute to reading comprehension, how students perform during reading activities, and their perspectives on the inclusion of storybooks as teaching materials in the classroom.

Interviews are considered a qualitative research tool that provides a broader and more detailed understanding of participants' opinions and experiences (García, 2024). Unlike other methods, interviews allow researchers to explore participants' perspectives in greater depth.

2.4 Research Questions.

- How does the use of storybooks based on collections of popular tales influence the improvement of fifth-grade students' reading comprehension skills?
- To what extent can storybooks based on popular tales support fifth-grade students' English reading comprehension?

2.5 Study Site.

The research was carried out at the Unidad Educativa Juan Pablo II with AMIE code E10H00094, located in the center of Ibarra, in the Sagrario parish, specifically at 3-13 Alfredo Gomez Jaime Street and Victor M. Guzman Avenue. This prestigious school provides face to face classes in morning and afternoon shifts. The institution has three levels of education preschool, primary and secondary.

2.6 Population and Sample

The population was made up of 73 students in the fifth grade, between 9 and 10 years old, enrolled in the Juan Pablo II School, in the city of Ibarra, for the school year 2025-2026. The sample was small group enough to include all students in the study. Thus, a non-probability convenience sample was used. The students participated in surveys and a short reading comprehension test, while the fifth-grade English teacher and English department coordinator participated in the interviews

2.7 Procedure

First, interviews were conducted with the English department coordinator and the teacher who teaches the fifth-grade course, and both were given the same questionnaire in person. These interviews provided relevant information for this study, as the questions focused on topics such as

teaching methodology, the materials used in class, and above all, opinions on the use of storybooks based on collections of popular tales as teaching materials for learning English.

Then, the fifth-grade students of the Unidad Educativa Juan Pablo II were surveyed about their reading habits, reading interests, and their opinions about the use of popular tales in the classroom. Additionally, a reading comprehension test was administered to assess students' literal and inferential reading comprehension. The survey, the interview, and the reading comprehension test were all conducted in person with the students and school staff. Finally, the collected data from the three instruments were analyzed using pie charts, followed by the respective analysis and conclusions. Based on the results obtained, a proposal was developed in which the popular tales most appealing to the students were selected with the aim of adapting them and, in this way, motivating and encouraging reading among fifth-grade students.

CHAPTER III: DATA ANALYSIS AND DISCUSSION.

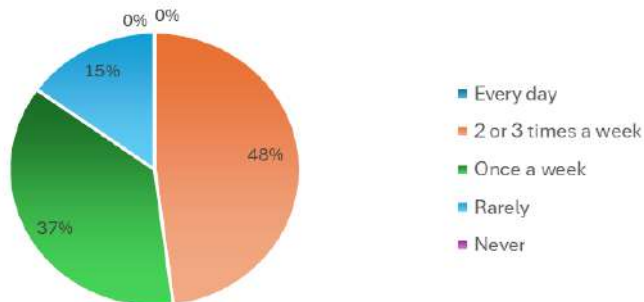
This chapter presents the results obtained from the three research instruments used in the study: the students' survey, the teachers' interview, and the reading comprehension test. The purpose of this analysis is to describe how reading is practiced in English class, students' perceptions of reading activities, the materials used for reading instruction, and their current level of reading comprehension. Together, these findings help identify the main needs that support the design of a didactic guide based on storybooks using popular tales.

3.1 Students' Survey

The first instrument analyzed was the students' survey. This section presents students' responses about how often they read English texts in class, how they feel about reading activities, what materials are commonly used, and their interest in storybooks based on popular tales.

Figure 1

1. How often do you read English texts or stories during class time?



The results show that English reading activities are included in class, although they are not practiced every day. The largest group of students reported reading English texts or stories two or three times a week, while another important group indicated that they do so once a week. Only a smaller number of students stated that they rarely read in English class. No students selected the options every day or never.

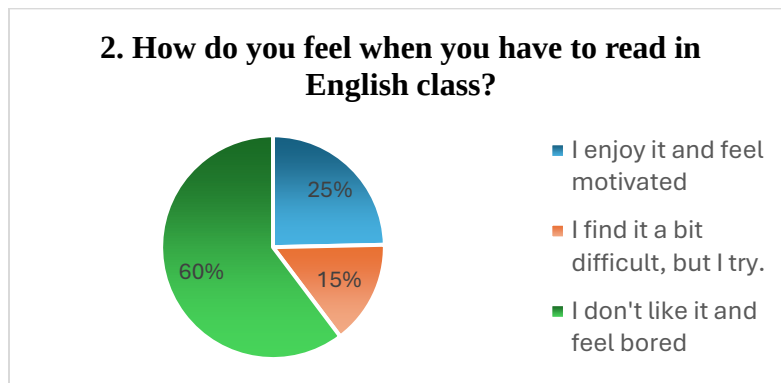
This means that fifth-grade students have some regular contact with English texts during class time. However, reading practice is still not a daily activity, which may limit students' opportunities to become more familiar with English vocabulary, sentence patterns, and overall meaning.

Although the results show that reading is included in English classes, it needs to be practiced more consistently to truly strengthen students' comprehension. Reading is one of the most valuable skills in the EFL classroom, as it naturally supports vocabulary development, cognitive growth, and intercultural understanding (Memmedli, 2025). At the same time, regular exposure to texts allows learners to process information independently and absorb grammatical structures naturally within context (Elnura & Gulasal, 2025).

This consistent practice is especially crucial for fifth-grade students, who are expected to reach the A1.2 level according to the Ecuadorian curriculum. At this stage, learners should be able to

understand simple texts using familiar words and basic phrases (Ministry of Education, 2014). Because of this, reading activities shouldn't be treated as occasional or isolated tasks; instead, they need to be woven into a more systematic, everyday classroom routine.

Figure 2



The research implies that students have a largely unfavorable attitude towards reading in the English language, since numerous study subjects experienced boredom whilst reading and voiced their dislike of it, so there are only a few of them who are dedicated to reading the English texts and see the point in doing it, because not many people are aware of this problem, yet some will tackle it.

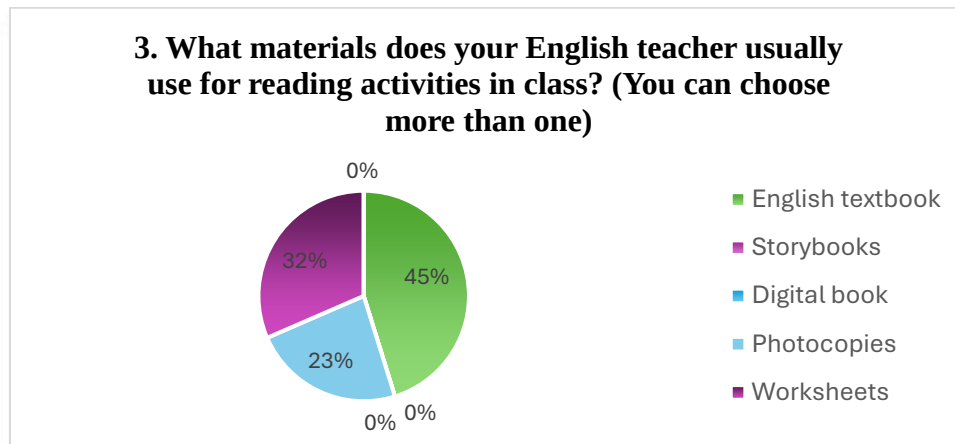
According to the data collected, a lot of fifth graders do not see any point in reading English stories, some students have a positive attitude towards reading, but most of them are not interested in reading. Reading assignments do not appeal to them either.

Motivation is a relevant factor in the design of reading tasks. When learners do not find reading meaningful or interesting, their academic development stalls, and classroom participation decreases (Uquillas & Cordova, 2021). The data reflects the problem, more than half the class directly related English reading to boredom.

The choice of classroom materials is one of the important factors that affect students' attitude toward reading, according to Ibhar (2022), the lack of motivation combined with inappropriate

texts may lead to a quick loss of interest and hinder language learning, consequently, it is important to choose materials that correspond to students' age, level of English, and interests.

Figure 3



The statistics indicate that the standard English language textbook is used as the main source for reading done in class, because many students reported using worksheets, while some reported using photocopies, although none of the participants mentioned the use of storybooks or online books as a source for reading.

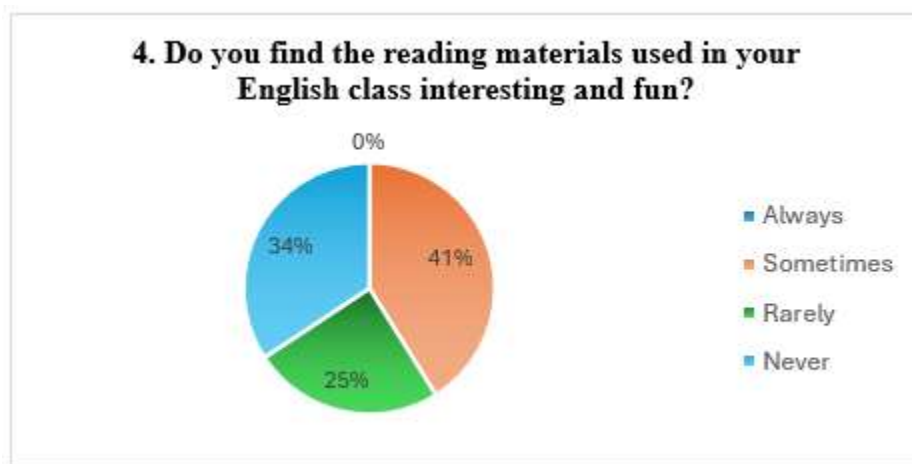
The over-dependence on traditional media shows that the reading practices used in class lack diversity, while textbooks, worksheets, and photocopies can be useful in teaching basic skills, the absence of storybooks implies that students are deprived of plenty of interesting narrative materials.

The dependence on conventional materials risks limiting student interest, particularly when texts fail to captivate them or align with their age and proficiency level. Effective reading materials must allow learners to connect the content with their own experiences and prior knowledge, a process that makes comprehension far more meaningful and dynamic (Mustapa et al., 2025).

The lack of storybooks represents a significant missed opportunity, as such resources naturally support young EFL learners through illustrations, tailored vocabulary, repetitive structures, and

relatable situations (*Máximo, 2019*). Furthermore, storybooks enable students to grasp new vocabulary in context and identify main ideas through clear visual and narrative sequences (*Amanambu et al., 2021*). Ultimately, incorporating storybooks based on popular tales would perfectly complement existing classroom materials, transforming reading tasks into a much more motivating and accessible experience for fifth graders.

Figure 4

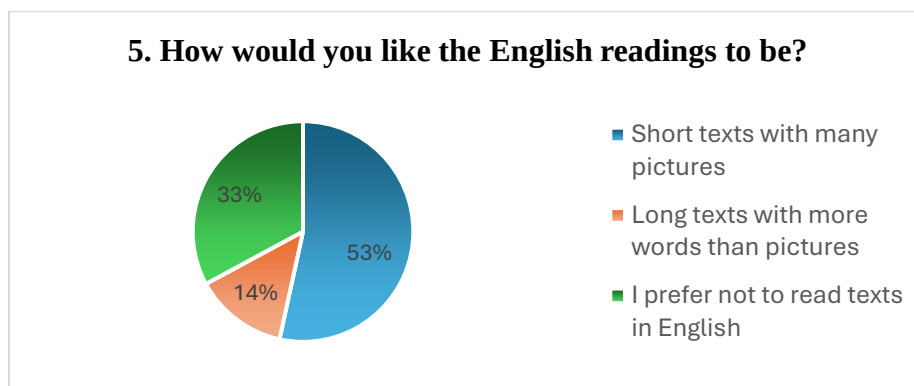


The data reveals that students hold a rather limited positive perception of the reading materials used in English class, though the largest group described the materials as only “sometimes” interesting and fun, over half indicated they rarely or never find them attractive, especially, not a single student selects the “always” option.

Such a response indicates that the current reading resources fail to fully capture the student's attention. Even though a few learners might find the texts occasionally engaging, the overall trend highlights a widespread lack of enjoyment and motivation toward the assigned reading materials. The choice of classroom materials clearly plays a role in shaping student interest. When reading tasks lack meaning or appeal, participation drops and the motivation to build comprehension skills diminishes (*Uquillas & Córdova, 2021*).

The evidence is strong about the seriousness of the problem as the majority of the students in the class finds the materials either rarely or never interesting, but the answers also indicate a strong need for materials that correspond to the age of the students and the context and history of comprehension. (Mustapa et al., 2025). Ultimately instructional materials must go beyond merely presenting information; they need to actively spark curiosity, drive participation, and foster deep understanding.

Figure 5



The data reveals that a clear majority of students prefer short texts featuring plenty of pictures, equally, a smaller group expressed a desire to avoid reading in English altogether, while only a handful opted for longer, text-heavy materials.

Such a strong inclination toward brief, visual content indicates that fifth-graders feel most comfortable with easily digestible materials, so the desire for picture-heavy texts also highlights a need for contextual support when decoding meaning, particularly when encountering unfamiliar vocabulary or extended passages. Meanwhile, the notable portion of students who simply prefer not to read in English underscores that the activity remains either too challenging or unappealing for a significant part of the class.

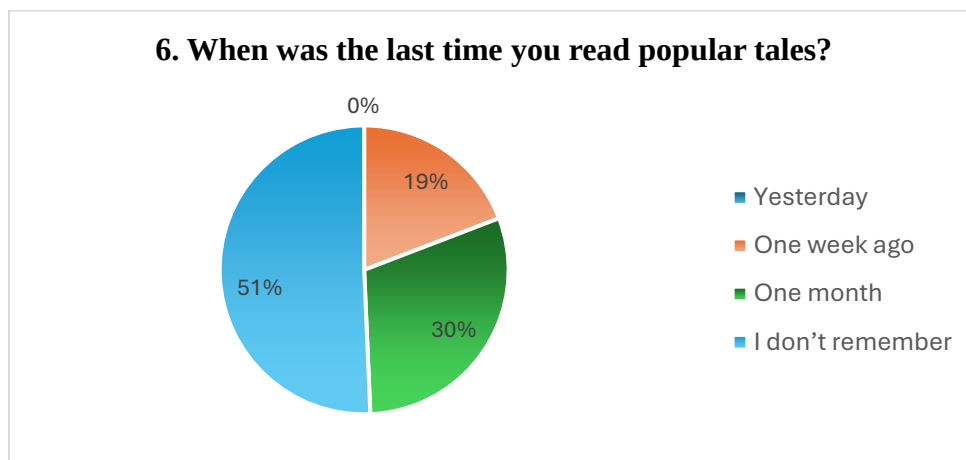
The clear preference for visual content highlights the importance of selecting materials that align with the learners' age and proficiency. At the A1.2 level, the curriculum expects students to

comprehend simple texts using familiar words and basic phrases, making short, illustrated readings the most appropriate choice for their current stage of language development (*Ministry of Education, 2014*).

Such an inclination naturally justifies the application of storybooks as a good teaching resource, the book itself contains illustrations, simple vocabulary, repetitive structures, and situations that people can relate themselves to (Máximo, 2019). Furthermore, the pictures help students to decode the unknown words, predict, and greatly lessen their anxiety of reading the foreign language (Ndlovu, 2024).

Ultimately, incorporating storybooks based on popular tales directly addresses the students' expressed needs. By combining short narratives, engaging images, and familiar storylines, such materials can help young learners engage with reading in a much more accessible and meaningful way.

Figure 6



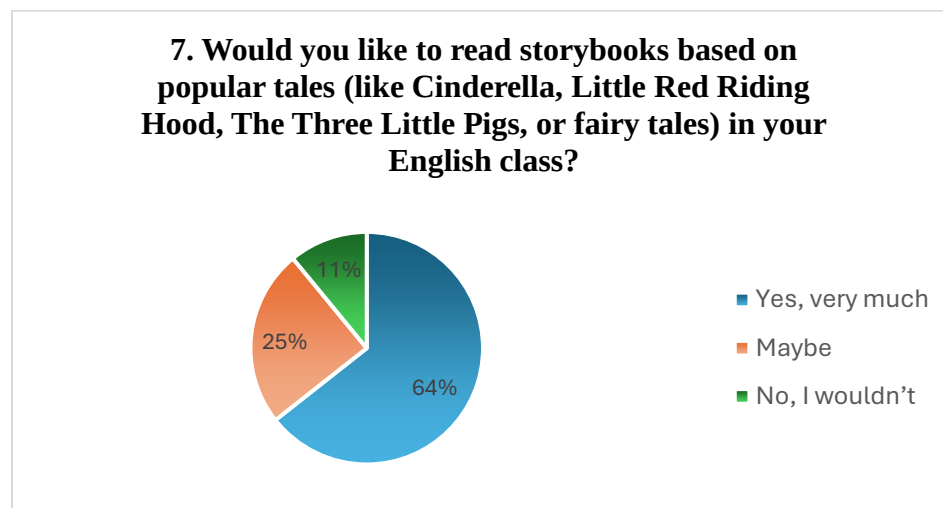
The data reveals that students rarely read popular tales. Over half of the participants could not recall the last time they read traditional stories, a substantial portion indicated their most recent encounter was a month ago, while only a few reported readings them within the past week. Notably, not a single student selected the “yesterday” option.

The trend shown in the graph indicates that popular tales have almost completely disappeared from students’ recent reading, even though some of the students were exposed to popular tales lately, reading the genre is not present in their current habits, the lack of exposure to popular tales signifies a loss caused, since traditional stories are effective resources for young learners of English.

The language in popular tales is generally simple; plots are easy to follow and include recognisable characters and events, for example, these stories have clear endings, use repeated vocabulary, or include elements of fantasy, however, this data shows that students do not read such tales at present (McDonald, 2017).

A lack of frequent contact inevitably reduces opportunities to connect reading with familiar storylines and prior knowledge. Popular tales allow students to relate texts to known characters, events, and moral lessons, ultimately making the reading process far more meaningful (Cupuerán, 2024). Consequently, integrating popular tales into English classes could help young learners approach reading with greater interest and confidence.

Figure 7



The results illustrate that the participants are generally favorable to the use of storybooks with popular stories in English lessons, as over 50% indicated their willingness to read well-known stories, while others replied “maybe” reflecting their willingness to do so, and only a small number of respondents seem to have negative attitude towards this genre.

The general tendency among the fifth graders indicates that they are going to enjoy the reading of stories such as Cinderella, Little Red Riding Hood, The Three Little Pigs or similar well-known tales during the lessons in English, the enthusiasm shown by the students saves a great deal of information: the students would like to read more familiar and visual reading materials and refer to the stories well-known to them.

The results obtained show that the use of storybooks with famous stories is a good method for teaching reading comprehension skills, so storybooks provide pictures, appropriate vocabulary, the same structures of grammar, etc. (Máximo, 2019). Such attributes are particularly relevant for fifth-grade learners, who require accessible and engaging texts to participate with greater confidence. Furthermore, traditional narratives inherently make reading more appealing by presenting simple language, fantasy elements, distinct characters, repeated vocabulary, and clear resolutions

(McDonald, 2017). The widespread students' interest in reading the genre directly reflects the naturally engaging nature of these classic stories.

3.2 Teachers' Interview

This section presents the results obtained from the interview with the school coordinator and the fifth-grade English teacher. The purpose of this section is to analyze their perspectives on the challenges students face in reading comprehension, the strategies and materials currently used in class, and the possible contribution of storybooks based on popular tales as complementary resources for reading instruction.

Question 1. What challenges have fifth-grade students faced in reading comprehension?

Coordinator:

Students have faced some challenges in developing reading comprehension, one of the main problems is the lack of support to practice these skills at home. In many cases, students only practice English during class time, which limits their opportunities to reinforce what they learn, also another important challenge is the reduced number of English class hours, since they are not enough to work deeply on reading comprehension or to provide constant practice. For this reason, students need more time and support to strengthen

Fifth-grade teacher:

Students usually feel nervous when they have to read aloud in English. This nervousness may affect their confidence, especially when they are asked to pronounce words in front of their classmates. However, they are able to understand the general meaning of a text when the reading activity is presented in context. From this perspective, contextualized reading is important because it allows students to focus on comprehension rather than only on pronunciation or word-by-word reading.

The presented information calls attention to the nature of the problems young learners encounter, because they are said to be different from just linguistic challenges, the specialist mentioned a practical aspect: there are not enough opportunities for students to practice their reading skills outside the classroom, so the teacher also spoke about some emotional aspects connected with reading aloud, this differentiation is significant because comprehension is not equated to pronunciation, because a student may be able to pronounce the text but may still not understand the text.

It becomes clear that the link between two viewpoints is an evidence of the fact that reading comprehension is more than word recovery, it involves using prior experience, understanding the context, and creating meanings for the given text, then, when planning reading tasks, attention should not only be paid to oral accuracy or pronunciation and enable students to learn how to process information without problems. In addition, contextualized materials play an important role because they allow learners to approach text through familiar content instead of relying only on isolated decoding. As Mustapa et al. (2025) explain, context-based techniques help students relate reading content to their own experiences and everyday situations. Therefore, the use of storybooks based on popular tales could be highly useful, not simply because they are attractive, but because they reduce the pressure of unfamiliar content and help students begin the reading process with greater confidence.

Question 2. What potential benefits or limitations do storybooks based on popular tales have for reading comprehension?

Coordinator:

I consider that storybooks based on popular tales can offer many benefits for students. Since these stories are usually familiar to them, students can use their previous ideas and prior knowledge to

understand the reading more easily. This can help them start the reading process with more confidence because they are not facing a completely unknown topic. In addition, popular tales can motivate students because they connect English reading with stories they may already know from childhood or from their own cultural experience.

Fifth-grade teacher:

I think storybooks based on popular tales are a great way to reinforce reading comprehension. These materials can help students practice the skill more attractively, especially if the activities are organized before, during, and after reading. They can also support students because stories give them a clear context, which helps them understand the meaning of the text and not only focus on isolated words.

Both perspectives highlight storybooks as valuable complementary material for reading comprehension. The coordinator focuses on the importance of students' prior knowledge, while the teacher emphasizes reinforcement and classroom practice. Such a distinction matters because popular tales do not only function as entertaining texts; they also prepare students to understand a reading through familiar plots, characters, and situations.

This connection correlates with the understanding of reading comprehension as a process engaged in by students who use their past experiences to create meaning from what they read (Liou, 2021). With prior knowledge of some stories or their general structure, learners can easily make predictions regarding the events described in the stories, infer the meaning of unknown words, and follow the flow of ideas, also familiar stories tend to use simple language, fantasy elements, characters that can be easily distinguished, and some repetition in vocabulary used (McDonald, 2017). Ultimately, the feedback validates the use of storybooks not as extra decoration for the

class, but as materials that can guide students into reading with greater familiarity, motivation, and contextual support.

Question 3. What strategies and materials are used to promote reading comprehension?

Coordinator:

English teachers commonly employ a variety of resources in the classroom for reading comprehension, like digital platforms, especially the Cambridge platform is one of the most popular resources as it allows an interactive reading practice on behalf of the students, also teachers use printed resources to encourage reading comprehension in students, various sources allow students to work with different types of input and practice reading.

Fifth-grade teacher:

I always try to motivate students to read and practice reading comprehension. One strategy I use is giving extra points, so students feel encouraged to participate and make an effort during reading activities. I also teach reading techniques such as skimming and scanning in simple way, so students can identify general ideas and specific information more easily. These strategies help students approach the text with a clearer purpose instead of reading word by word.

Storybooks based on popular tales could complement these practices because they offer texts that are visual, sequential, and familiar. This type of material may make strategies such as prediction, skimming, and scanning easier to apply, since students can use images, characters, and story events to understand the text.

The findings show that reading comprehension affects the use of different materials and strategies, while the coordinator underlines the role of electronic media and printed material, the teacher stresses the use of classroom teaching approaches and motivation, this indicates that reading development is influenced not only by choice of materials but by the way they are applied as well.

The teacher's mention of skimming and scanning gives particular significance to the study since using appropriate techniques is crucial for students with different proficiency levels. Ulfah et al. (2022) explain that prediction and skimming help learners activate prior knowledge and form a general idea of the text before reading in detail. Similarly, during-reading strategies, such as identifying main ideas and asking questions, allow students to monitor their comprehension while they read (Hasibuan, 2017). Ultimately, combining digital resources, printed texts, and reading techniques supports comprehension more effectively when these elements are organized around a clear reading purpose.

Question 4. Do you think that using storybooks based on popular tales would be an effective teaching strategy to improve motivation and reading comprehension?

Coordinator:

I totally agree with the use of storybooks based on popular tales as a teaching strategy. From my point of view, these materials can be effective because they may help students feel more interested in reading activities. Since popular tales are usually familiar to children, they can make the reading process less difficult and more motivating. In this way, storybooks could help students connect English reading with stories they already know, which may support both comprehension and participation.

Fifth-grade teacher:

I believe that storybooks that are adapted from folk tales can promote reading comprehension, this approach helps students to apply different and appealing ways of reading, because with well conducted throughout-readings activities, students can fully grasp the story without any hindrances, therefore, storybooks can facilitate the reading process since they provide the students

with a concrete context through which they to pay attention to the meaning rather than the individual words.

Both dimensions of perception of storybooks indicate their positive evaluation as means for developing reading comprehension skills. On the one hand, the instructor focuses on motivation while the teacher pays attention to reinforcement of skills and carrying out reading activities, this illustrates that storybooks are perceived as both attractive materials and effective means helping the students to cope with the reading process, the significance of storybooks is determined by their capability to combine illustrations with relevant vocabulary, structure that is repeated and situations that are related to the readers' realities (Máximo, 2019).

Additionally, the stories have a narrational structure that helps the students to make prediction, inference and find out the main ideas essential for advancement of reading comprehension skills, at last, the use of storybooks based on popular tales could be highly effective when they are not used only for entertainment, but as structured reading materials with clear pre-reading, during-reading, and post-reading activities (Ferdiana et al., 2020).

Question 5. How could storybooks based on popular tales complement the reading strategies currently used by teachers?

Coordinator:

Storybooks based on popular tales could be used as extra material to focus more directly on reading comprehension. They could complement the resources already used in class because they allow teachers to apply reading techniques with texts that are more familiar and attractive for students. In this way, storybooks would not replace the current materials, but they could reinforce the reading skill through activities that help students predict, identify information, and understand the meaning of the story.

Fifth-grade teacher:

I believe storybooks based on famous stories can help in improving reading skills, such materials can supplement class activities because they give pupils different occasions to practice reading in context, because stories have characters, events, and definite sequence which make it much easier for the learners to follow the text and to practice reading techniques in a more natural and motivational manner.

Both opinions stress that storybooks should be regarded as complementary resources, not as independent activities, the coordinator emphasizes their usefulness as additional materials for practicing reading techniques, while the instructor points out their importance in achieving skills through contextualized practice, consequently, both opinions show that storybooks are able to establish links between the strategies applied during class and texts that are more comprehensible for pupils.

The relationship between storybooks and reading stages is of the utmost significance because the understanding process gets better when a student undergoes well-defined phases, and pre-reading activities can help students activate their previous experience and make predictions before going through the text, while reading activities guide students in terms of identification of main ideas and comprehension checking (Hasibuan, 2017). Finally, post-reading activities allow them to connect the text with their own ideas and experiences (Dildora & Miravaz, 2020). Ultimately, storybooks based on popular tales could complement current teaching practices because their narrative structure makes it easier to organize these stages and give students a clearer purpose for reading.

3.3 Reading Test

This reading comprehension test was based on the fifth-grade English textbook, module 2 (page 4), published by Ecuador's Ministry of Education in 2025. The assessment focused on a passage titled “The Food Plate You Need.” The questions were designed to evaluate students' literal and inferential reading comprehension through the identification of explicit information, recognition of key details, and simple interpretation of ideas presented in the text. As shown in Table 1, the results were grouped in three performance levels: “Did not reach the expected level,” “In progress,” and “Expected level achieved.” Organizing the data this way made it much easier to see if the students had successfully grasped the basic information from the reading.

Table 1

Criteria for Interpreting the Reading Comprehension Test Results

Score Range	Achievement Level	Interpretation
0–4 answers	correct Did not reach the expected level	The student has serious difficulties understanding basic information from the text.
5–7 answers	correct In progress	The student understands some general information but still has problems with details and inference.
8–10 answers	correct Expected level achieved	The student understands the main ideas, details, and simple implications of the text.

According to table 2, the findings reveal that most of the students were below the expected standard for their reading comprehension skills, indicating that a large majority of fifth-grade learners failed to grasp the reading passage accurately given the fact that the text was one that contained concepts that were already familiar to the students and had pictures that helped them interpret the content of the text, but the existence of a small group of students in the “In progress” category indicates that some students do grasp the concepts but still require help to improve. In contrast, only a limited

number of students achieved the expected level, which confirms the need to strengthen reading comprehension through more accessible and structured classroom activities.

Table 2

Results of the Reading Comprehension Test

Achievement Level	Score Range	N	Percentage
Did not reach the expected level	0–4	40	54.79%
In progress	5–7	18	24.66%
Expected level achieved	8–10	15	20.55%
Total		73	100%

3.4 General Discussion and Conclusion

The findings show that fifth-grade students at Juan Pablo II School struggle with English reading comprehension. However, this issue goes beyond just their test performance, it is also closely tied to how reading is approached in class, the types of materials used, and students' attitudes toward reading English, agreeing to the survey, while reading activities do take place in English classes, they are not a daily practice, this limited exposure can make it harder for students to become familiar with English vocabulary and basic sentence patterns. This matters because reading in the EFL classroom plays a key role in building vocabulary and helping students understand language context (Memmedli, 2025; Elnura & Gulasal, 2025).

The diagnostic reading comprehension test provided a clearer picture of the problem. In this test, students had to read a short informational text and answer questions about it. These results revealed that many students struggled to pick out basic information from the passage. This points

to challenges with literal comprehension, which is the ability to recognize information stated directly in the text, such as facts or main ideas (Tavarez & Herrera, 2020). When students struggle at this foundational level, it becomes much harder for them to develop inferential comprehension, which requires connecting the text to their prior knowledge and drawing conclusions (Safitri & Melati, 2023).

Another key finding was the gap between the materials typically used in class and the ones students actually want to read. According to the survey results, the reliance of reading activities is on storybooks, worksheets, and photocopies, while many students indicated their willingness to read storybooks based on well-known stories, they were hardly ever used, this shows that students may not find the learning materials interesting and therefore take a reading activity in an ineffective way, but in the case of young EFL learners, storybooks are especially important because they feature illustrations combined with familiar situations that help comprehend meaning (Máximo, 2019). On top of that, visual elements can help learners figure out unknown words and feel less anxious when reading in a foreign language (Ndlovu, 2024).

Interviews with the school coordinator and fifth-grade teacher also back up the idea of using storybooks as complementary materials. Both pointed out that students need reading resources that are easier to follow and more closely connected to their age and daily context. Storybooks based on popular tales can meet this need perfectly, as they usually feature familiar characters, clear events, and simple language. As Ferdiana et al. (2020) explain, storybooks help students make predictions and follow the sequence of a text. Similarly, McDonald (2017) notes that popular tales are highly appropriate for children because they tend to have a clear structure and easy-to-understand endings.

Overall, storybooks based on popular tales offer a practical response to the needs identified in this study. They can make reading more accessible because they combine familiar stories with visual support and simple language (Máximo, 2019). They can also help students approach English texts with more confidence because the illustrations support the interpretation of unknown words and reduce anxiety when reading in a foreign language (Ndlovu, 2024). Therefore, the proposed guide is not only intended to make reading more enjoyable, but also to support students' comprehension through structured and meaningful classroom activities (Ferdiana et al., 2020).

CHAPTER IV: PROPOSAL

4.1 Title

The Magic Storybooks: Learning English Through Popular Tales

4.2 Introduction

Developing language skills in a new language is often a challenge without the use of appropriate materials to meet established standards; therefore, the importance of developing reading skills is not an exception. This research has highlighted the challenges fifth-grade students face in acquiring English as a foreign language. However, reading is a key skill in language acquisition and a tool for vocabulary building, reading comprehension, inferential and critical thinking. It is also a way for students to learn new knowledge in a meaningful and enjoyable way.

This storybook is intended to motivate the students, inspire them to love reading, and improve their reading skills, especially reading comprehension, by providing popular tales that trigger their imaginative exploration and alternative learning approaches.

Finally, for this proposal, nine popular tales that have been passed down through generations have been selected. In these stories, students will encounter magical creatures, heroes, and villains who teach valuable lessons and inspire the imagination, each tale has been designed

with pre-reading, during-reading, and post-reading activities to help improve reading comprehension.

4.3 Objective of the proposal

Propose the use of storybooks based on popular tales as a didactic strategy to enhance English reading comprehension of fifth-grade students at Juan Pablo II School in Ibarra.

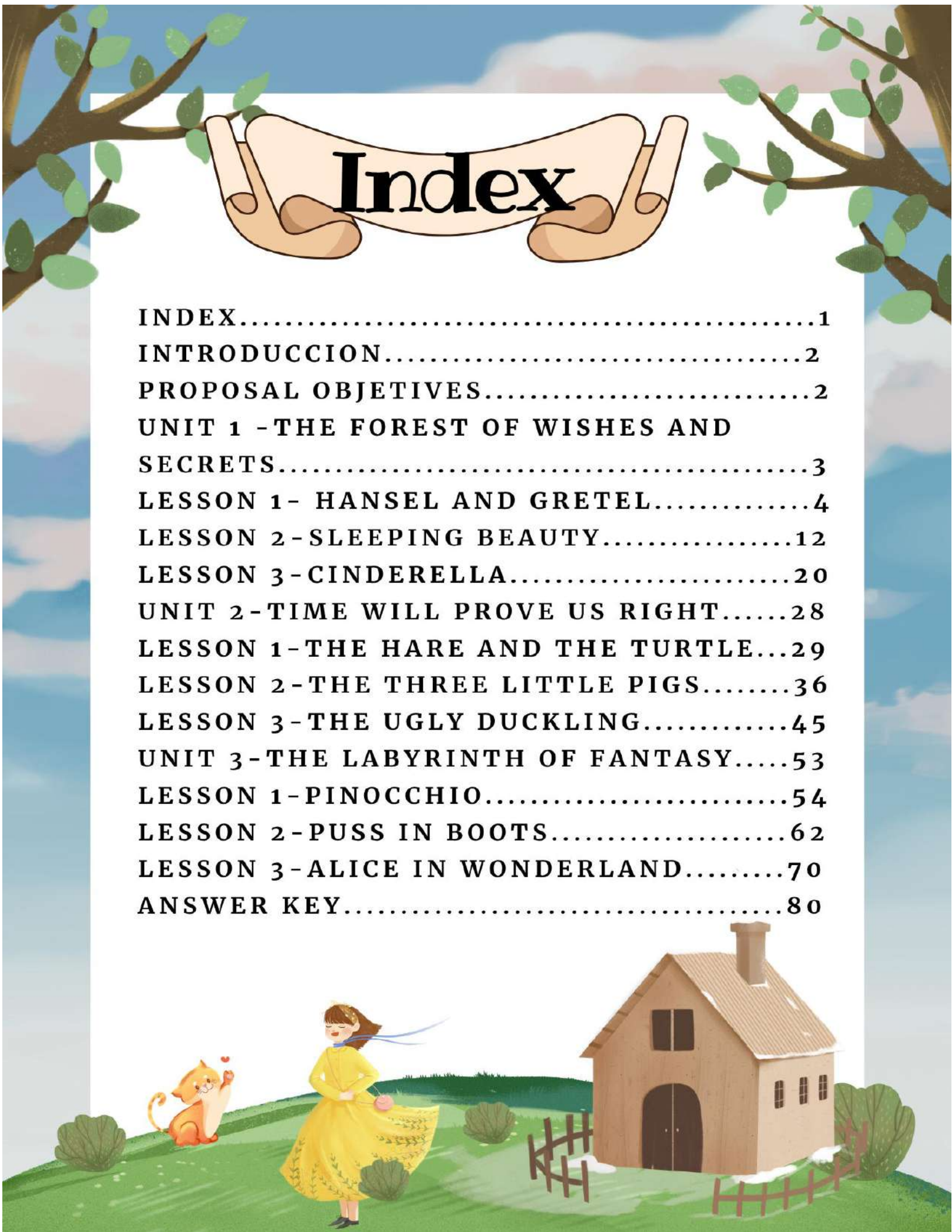


The Magic Storybook

LEARNING ENGLISH THROUGH
POPULAR TALES



Author: Dilka Anail Yacelga Velastegui



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Introduction



Developing language skills in a new language is often a challenge without the use of appropriate materials to meet established standards; therefore, the importance of developing reading skills is no exception. This research has highlighted the challenges fifth-grade students face in acquiring English as a foreign language. However, reading comprehension enables learners to understand, interpret, and critically reflect on written texts while expanding their English vocabulary and language structures. It is also a way for students to learn new knowledge in a meaningful and enjoyable way.

This storybook is intended to motivate the students, inspire them to love reading, and develop English reading comprehension skills by providing popular tales that trigger their imaginative exploration and alternative learning approaches.

Finally, for this proposal, nine popular tales that have been passed down through generations have been selected. In these stories students will encounter magical creatures, heroes, and villains who teach valuable lessons and inspire the imagination. Each story has been designed with pre-reading, during-reading, and post-reading activities to help improve reading comprehension.

General Objective

Propose the use of storybooks based on popular tales as a didactic strategy to enhance English reading comprehension of fifth-grade students at Juan Pablo II School in Ibarra.



Unit 1

The Forest of Wishes and Secrets



LESSON 1

Hansel and Gretel



Objective:

At the end of the lesson, students will be able to demonstrate understanding of the story "Hansel and Gretel" by matching vocabulary words with images, summarizing main ideas, sequencing story events, identifying true or false statements, and reflecting on personal experiences related to the text.

Lesson 1: Hansel and Gretel.

Objective: At the end of the lesson, students will be able to demonstrate understanding of the story "Hansel and Gretel" by matching vocabulary words with images, summarizing main ideas, sequencing story events, identifying true or false statements, and reflecting on personal experiences related to the text.

Level: A1.2

Age: 9–10 years old

Reading Skill: Literal, Inferential, and Critical.

Time: 80 - 100 minutes. Distributed in 2 sessions

Materials: Storybook, worksheet, colored pencils, and a pencil.

Reading focus: Reading for detail, sequencing story events, identifying main ideas, and critical reflection.

Vocabulary review:

- Woodcutter
- Cottage / Cabin
- Forest
- Candies / Sweets
- Stepmother
- Witch
- Treasure

Warm up (10 minutes)

- To start the lesson, the teacher will write the words "Forest" and "Lost" on the board.
- The teacher will ask students: "What comes to mind when you look at a deep forest?" and "How would you feel if you were lost?"
- Students share their thoughts orally in pairs or as a whole class to activate prior knowledge and set the mood for the story.

Pre-Reading (15 minutes)

Visual Prediction & Vocabulary Matching

- Task 1: The teacher will guide students to look at the introductory image on their worksheet and answer the prediction: "What comes to mind when you look at this photo?"
- Task 2: Students will complete the matching activity, linking target vocabulary words (Candies, Cottage, Forest, Woodcutter) with their corresponding images.
- The teacher checks answers with the whole class before starting the reading.

During-Reading (30–50 minutes)

- Stage 1 (First Reading): The teacher reads the story "Hansel and Gretel" aloud, pausing to highlight illustrations and clarify unfamiliar words.
- Stage 2 : Students work on the worksheet tasks
- Stage 3 (True or False Verification): Students read statements about the story, mark them as True (T) or False (F), and rewrite/correct the false ones.

Post-Reading (25 minutes)

- Reflection: Students answer personal reflection questions individually in their worksheets.
- Discussion: Students get into small groups or pairs to share and discuss their answers with their classmates.

Wrap-up (10 minutes)

- Some volunteers share their different endings for the stories with the class.

Tip for the teacher: Encourage students to look closely at the illustrations before reading. Ask them to predict what might happen to the characters based on their expressions and the setting. This builds anticipation, lowers reading anxiety, and prepares them for key story vocabulary.

Before reading

1. What comes to mind when you look at this photo?



.....

.....

.....

.....

.....

...

2. Match the words in the box with the corresponding image?

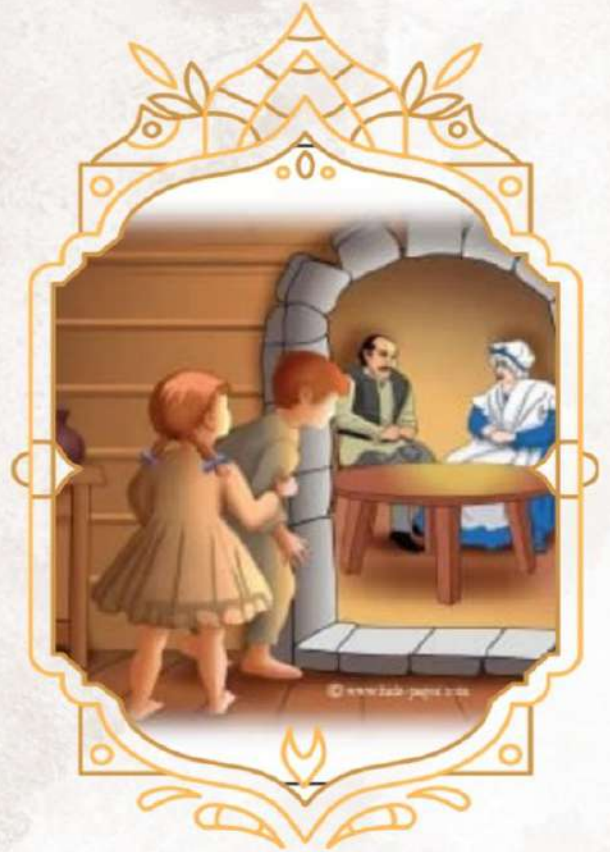
- Candies
- Cottage
- Forest
- woodcutter



Let's Read

Hansel and Gretel

Once upon a time, there was a very poor woodcutter who lived in a small cabin in the forest with his two children, Hansel and Gretel. Times were very hard, and the children's stepmother often treated them badly. She said there was not enough food for everyone, and she told the woodcutter that they had to leave the children in the forest. The woodcutter did not want to do this, but in the end, he agreed.



One day, the father took Hansel and Gretel deep into the forest. Before they left, Hansel had a clever plan. He dropped small white stones along the path so they could find their way back home. That night, the children realized their father was not coming back. Gretel began to cry, and even though Hansel was scared too, he tried to be brave and comfort his sister. He promised her they would find their way home.



But this time, Hansel had dropped pieces of bread instead of stones, and hungry birds ate all the crumbs. Now the children had no way to find their way back. They spent the night huddled under a tree, frightened by the dark and the strange sounds around them. The next morning, they walked and walked until they found a strange little house made of candy, chocolate, and cake.



The children were so hungry that they began to eat pieces of the house. Suddenly, an old woman came out and invited them inside with a kind voice. But the candy house was not what it seemed—it belonged to a wicked witch who used sweets to trick children so she could eat them.

The witch locked Hansel in a cage to fatten him up, while she made Gretel do all the housework. Every day, the witch asked Hansel to show her his finger to see if he was fat enough to eat. But the witch had very poor eyesight, so Hansel tricked her by showing her a chicken bone instead. Gretel even smeared butter on the witch's glasses, making it even harder for her to see.



After many days, the witch grew impatient and decided it was time to cook Hansel. She told Gretel to light the oven and check if it was hot enough. Gretel pretended not to know how, so the witch leaned into the oven to check it herself. That was Gretel's chance—she pushed the witch inside and quickly shut the door, ending the witch's wicked plans forever.

Hansel was free at last! Before leaving, the children looked around the witch's house and found a big chocolate egg. Inside it was a chest full of gold coins. They filled a basket with food, took the treasure, and left the witch's house behind for good.



After walking for a while, they finally saw their father in the distance. He ran to them crying, happy to see his children again. He told them that their stepmother had died, and he begged them to come home with him. Hansel and Gretel hugged their father tightly, and Gretel made him promise never to leave them again. When they got home, Hansel showed his father the gold they had found. Now the family would never be poor again, and the woodcutter would never have to cut wood alone in the forest anymore. And so, the family lived together, happy and safe, for the rest of their days.

Adapted from: <https://www.guiainfantil.com/articulos/ocio/cuentos-infantiles/hansel-and-gretel-cuento-infantil-en-ingles/>:

While reading

1. Choose which of the following sentences best summarizes the story. Mark the correct answer with an X.

- Hansel and Gretel's father was a woodcutter. ()
- Hansel and Gretel's stepmother was kind to them. ()
- Hansel and Gretel's father was happy to find his children and promised never to abandon them. ()

2. Number the following sentences about the story and put them in the order in which they appear in the text (1–4).

- Hansel and Gretel would hug each other at night to keep warm. ()
- The woodcutter abandoned Hansel and Gretel in the forest. ()
- Hansel and Gretel found a candy house and ate it. ()
- Gretel burned the witch and escaped with her brother. ()

3. Mark the statements as true (T) or false (F), and correct the ones that are false.

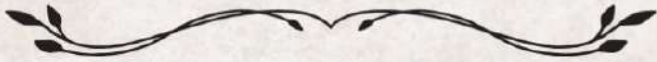
- Hansel and Gretel found a cottage made of toys. ()

- Their stepmother died. ()

- Hansel and Gretel's father was a police officer. ()

- Hansel and Gretel were siblings.()

AFTER READING



1. Reflect and answer the following questions:

- Would you be afraid of getting lost in a forest? Why?

- If you did get lost in the forest, what would you do?

2. Write one lesson you learned.

3. Discuss your answers with your classmates.

Self-assessment

- ☐ I understood the story.
- ☐ I learned new words.
- ☐ I answered the questions.
- ☐ I can tell the story in my own words.

LESSON 2

Sleeping Beauty



Objective:

At the end of the lesson, students will be able to demonstrate understanding of the story "Sleeping Beauty" by completing vocabulary puzzles, identifying main characters and setting details, illustrating a scene, and creating an alternative ending.

Lesson 2: Sleeping Beauty

Objective: At the end of the lesson, students will be able to demonstrate understanding of the story "Sleeping Beauty" by completing vocabulary puzzles, identifying main characters and setting details, illustrating a scene, and creating an alternative ending.

Level: A1.2

Age: 9–10 years old

Reading Skill: Literal, Inferential, and Critical.

Time: 80 - 100 minutes. Distributed in 2 sessions

Materials: Storybook, worksheet, colored pencils, and a pencil.

Reading focus: Identifying character roles, describing settings, vocabulary comprehension through contextual clues, and creative writing.

Vocabulary review:

- Crown
- Bed
- Princess
- Castle
- Fairies
- Pillow
- Prince

Warm-up (10 minutes)

To open the lesson with movement and engagement, the teacher asks all students to stand up and pretend to be "statues".

The teacher "wakes up" individual students by tapping their shoulder and telling them a word (e.g., a crown, a castle, a magic wand).

The student mimics the object. Once 3 or 4 objects are revealed on the board, the teacher asks: "What story has a sleeping kingdom, a castle, and magical fairies?" to introduce the tale.

Pre-Reading (15 minutes)

Prediction & Crossword Puzzle

- Task 1: Students look at the target vocabulary words on their worksheet and write a brief prediction about the story.
- Task 2: Students solve the crossword puzzle using the clues provided.
- The teacher reviews the crossword answers together with the class to ensure key vocabulary is clear before reading.

During-Reading (30–50 minutes)

- Stage 1 (First Reading): The teacher reads the text aloud, using dramatic expression to emphasize key plot points.
- Stage 2 : Students draw their favorite scene from the story in the designated box on the worksheet. Students describe the setting in their own words.
- Stage 3: Students scan the text to identify specific characters based on actions or descriptions.

Post-Reading (25 minutes)

- Students imagine and write a different ending for the story.
- Students list the gifts given to the baby princess by the wise women.

Wrap-up (10 minutes)

- Some volunteers share their different endings for the stories with the class.

Tip for the teacher: Before beginning the reading, use the clues in the crossword puzzle to review the vocabulary in context. When students work on the different endings in the post-reading section, encourage them to use simple linking words such as "Because," "Then," or "Finally" to structure their ideas clearly.

Before reading

1. Take a look at the following words. What do you think the story is about?

- Crown
- Bed
- Girl
- Castle
- Fairies
- Pillow

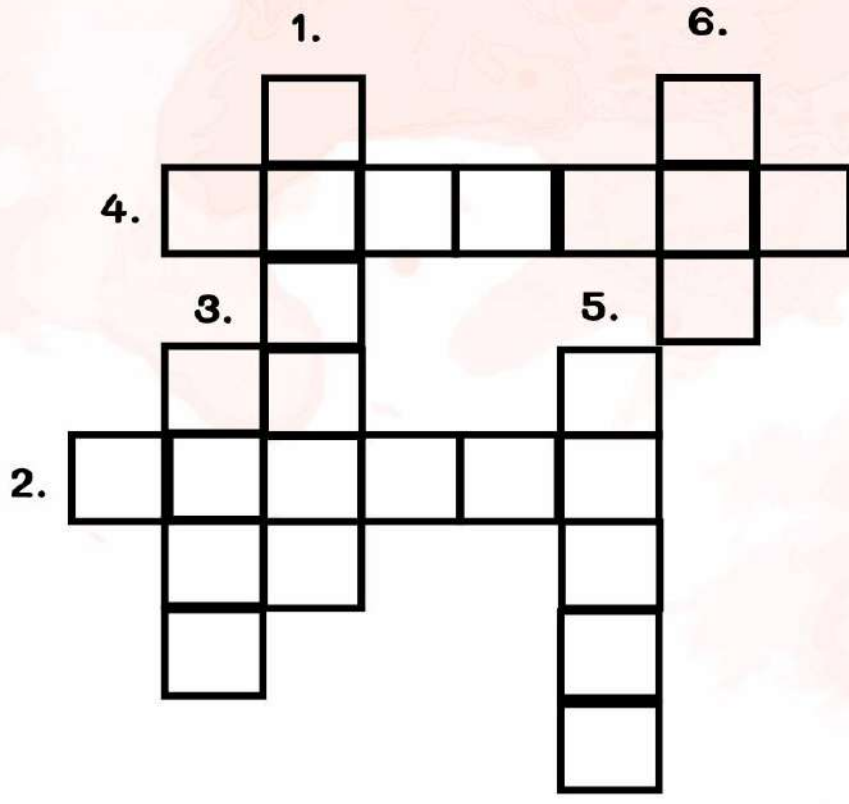
2. Solve the following crossword puzzle using the keywords and the clues (the keywords are found in Exercise 1 above):

Vertical

5. A circular headpiece made of gold and jewels, worn by kings and queens.
1. A large, fortified building where royalty lives, often with towers.
6. A piece of furniture you sleep on at night.
3. A female child or young woman.

Horizontal

4. Magical, tiny mythical creatures with wings and superpowers.
2. A soft cushion used to rest your head when sleeping.



Let's Read

Sleeping Beauty



Once upon a time, there lived a king and queen who wanted a child more than anything in the world. At last, the queen had a beautiful baby girl, and the king was so happy that he planned a huge celebration. He invited his family, his friends, and also the wise women of the kingdom, so they would bless the baby with special gifts. There were thirteen wise women in the kingdom, but the king only had twelve golden plates, so one wise woman was not invited.



During the celebration, eleven of the wise women gave the baby wonderful gifts, such as kindness, beauty, and riches. But before the twelfth wise woman could give her gift, the uninvited thirteenth wise woman suddenly appeared. She was very angry that she had been left out, and she placed a terrible curse on the baby: when the princess turned fifteen, she would prick her finger on a spinning wheel's spindle and die. Then she left without another word.

Everyone was frightened by the curse. The twelfth wise woman had not given her gift yet, and although she could not undo the curse completely, she could make it weaker. Instead of dying, the princess would fall into a deep sleep for one hundred years.

To protect his daughter, the king ordered that every spindle in the kingdom be burned. The princess grew up to be kind, sweet, and loved by everyone. But one day, while exploring the castle, she found an old woman spinning thread with a spindle. The curious princess picked up the spindle, and the moment she touched it, she pricked her finger. Just as the curse had said, she fell into a deep sleep. At that very moment, everyone in the castle fell asleep too—the king, the queen, and all of their servants. A thick wall of thorns grew around the castle, hiding it from the world for many, many years.

Many years later, a prince heard the story of the sleeping princess and traveled to find her. When he reached the wall of thorns, it turned into a beautiful wall of flowers that opened to let him through, then closed again behind him.



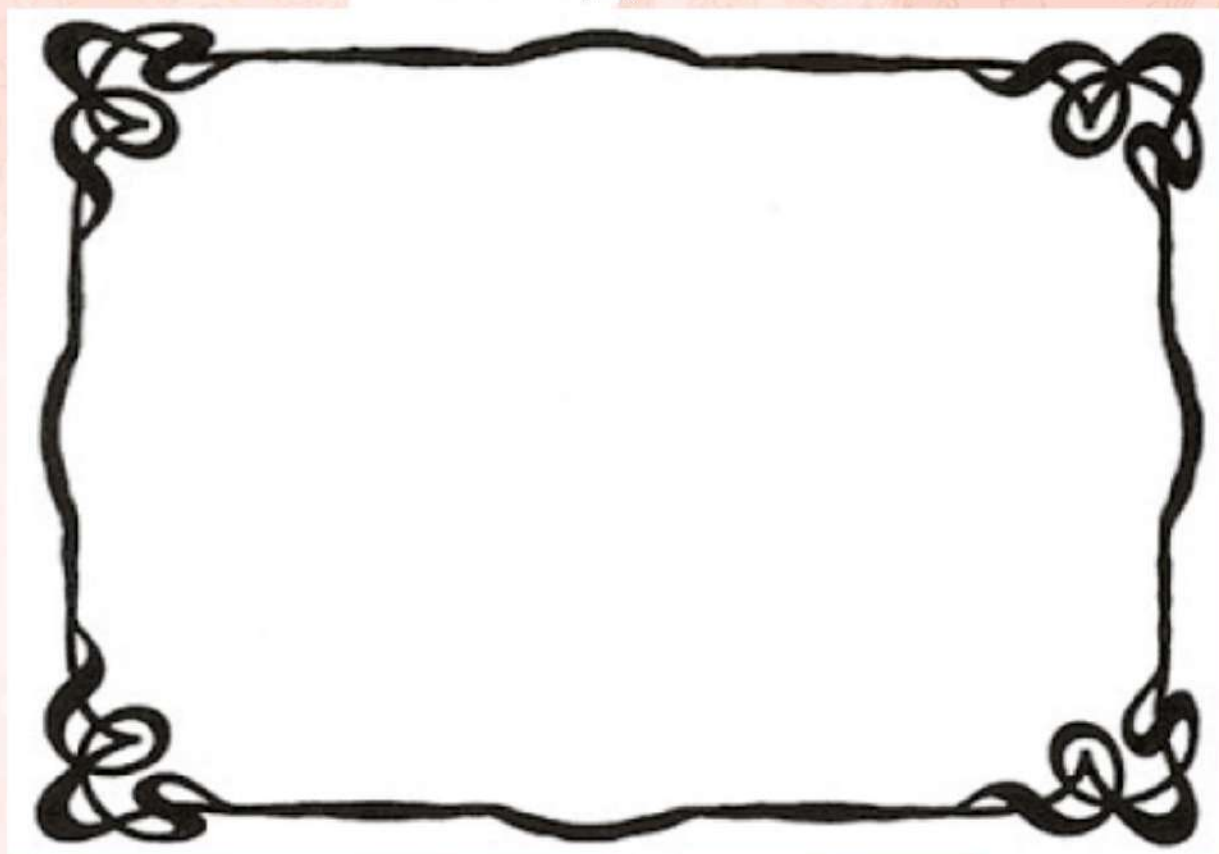
The prince walked through the quiet castle and saw everyone sleeping. Finally, he climbed the tower and found the princess. She was so lovely that he leaned down and gave her a gentle kiss. At that moment, she woke up—and so did everyone else in the castle! Soon after, the prince and the princess had a beautiful wedding, and they lived happily ever after.



Adapted from: <https://www.guiainfantil.com/articulos/ocio/cuentos-infantiles/sleeping-beauty-cuento-infantil-de-princesas-en-ingles/>

While reading

1. Draw a scene from the story you liked best.



2. Describe in your own words the place where the whole story takes place.

3. Read the text again and find someone who:

- They gave the baby wonderful qualities, such as kindness, beauty, and wealth. _____
- He cast a terrible curse on the baby. _____

- She fell asleep for a hundred years. _____
- Traveled a lot to find the princess. _____

AFTER READING

1. Imagine a different ending for the story and write what it would be like

2. List the gifts the women gave to the baby.

- _____
- _____
- _____

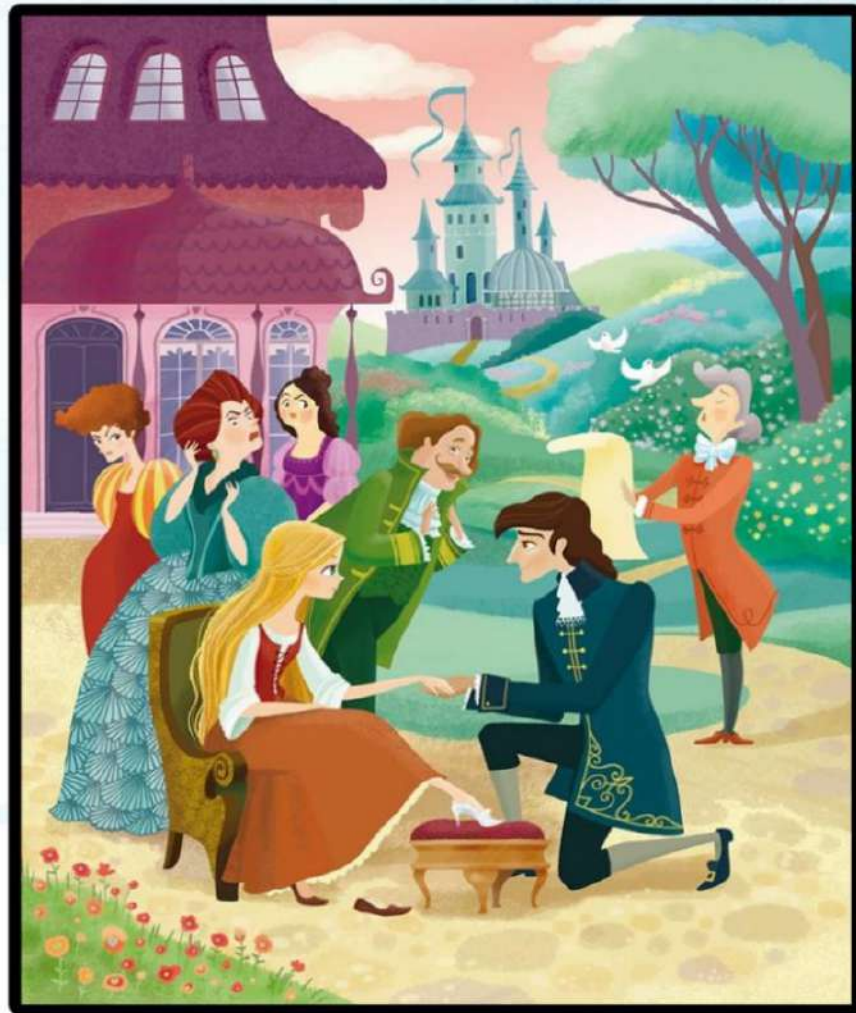
Self-assessment

- ☐ I understood the story.
- ☐ I learned new words.
- ☐ I answered the questions.
- ☐ I can tell the story in my own words.



LESSON 3

Cinderella



Objective:

At the end of the lesson, students will be able to demonstrate understanding of the story "Cinderella" by making predictions, matching vocabulary words with pictures, constructing sentences with target words, completing fill-in-the-blank comprehension exercises, and and illustrating their favorite scene.



Lesson 3: Cinderella

Objective: At the end of the lesson, students will be able to demonstrate understanding of the story "Cinderella" by making predictions, matching vocabulary words with pictures, constructing sentences with target words, completing fill-in-the-blank comprehension exercises, and illustrating their favorite scene.

Level: A1.2

Age: 9–10 years old

Reading Skill: Literal, Inferential, and Critical.

Time: 80 - 100 minutes. Distributed in 2 sessions

Materials: Storybook, worksheet, colored pencils, and a pencil.

Reading focus: Prediction strategies, vocabulary application in context, sentence structure, detail retrieval, and creative expression.

Vocabulary review:

- Prince
- Fairy Godmother
- Glass slippers
- Carriage
- Stepmother / Stepsisters
- Pumpkin
- Castle

Warm up (10 minutes)

"The Lost Slipper Guessing Game"

- The teacher places a single shoe on a chair in front of the class.
- The teacher asks students: "Whose shoe is this? Where are they going? What happens at midnight?"
- Students brainstorm briefly in pairs and call out their ideas. The activity connects directly to students' prior knowledge of the story in a fun, visual way.

Pre-Reading (15 minutes)

Story Prediction & Picture-Word Matching

- Task 1: Students look at the title "Cinderella" and write down three things they think will happen in the story.
- Task 2: Students match target vocabulary words with their corresponding illustrations on the worksheet.
- The teacher checks the matching answers as a class to look in key vocabulary before reading.

During-Reading (30–50 minutes)

- Stage 1: The teacher reads the story aloud, encouraging students to follow along. Key plot events are emphasized: the stepmother's cruelty, the invitation to the ball, the Fairy Godmother's magic, the midnight deadline, and the slipper test.
- Stage 2: Students select two target words from the word bank and write two original sentences using them.
- Stage 3: Students use words from the box to complete comprehension sentences based on the text.

Post-Reading (25 minutes)

- Task 1: Students draw their favorite scene from the story inside the decorated frame.
- Task 2: Students write a few sentences explaining what their favorite part of the story was and why.

Wrap-up (10 minutes)

- Some volunteers share their different endings for the stories with the class.

Tip for the teacher: During the sentence construction activity, model one example on the board (The fairy godmother turned the pumpkin into a carriage) to show students how to combine target vocabulary into clear, complete sentences.



Before reading

1. Look at the title of the story and write down three things you think will happen in the story.

1. _____

2. _____

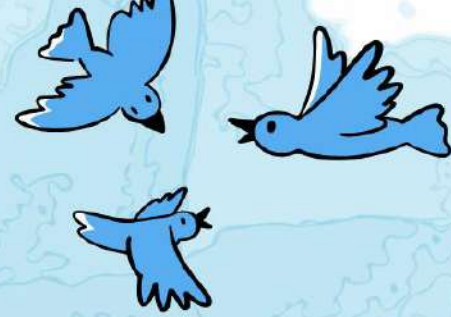
3. _____

2. Match the words with the corresponding pictures

- Prince
- Fairy Godmother
- Shoes
- Carriage



Cinderella



Once upon a time, there was a beautiful girl named Cinderella. Her mother had died, and her father had married a widow who had two daughters. The stepmother and stepsisters treated Cinderella very badly. She had to do all the housework and was only allowed to sit by the fire, near the ashes. That is why everyone called her Cinderella.

One day, the family was invited to a grand ball at the king's palace. But Cinderella's stepmother would not let her go. Instead, Cinderella had to sew new gowns for her stepmother and stepsisters and curl their hair. Then they all left for the ball, leaving Cinderella home alone, feeling very sad.





Cinderella began to cry, and suddenly her fairy godmother appeared. She said, "Don't cry, Cinderella! I will send you to the ball!" With a wave of her magic wand, she turned Cinderella's old clothes into a beautiful new dress and gave her a pair of sparkling glass slippers. Then she found six mice near a pumpkin in the kitchen and turned them into four horses and two coachmen, while the pumpkin became a golden coach. Before Cinderella left, the fairy godmother warned her, "This magic will only last until midnight! You must be home by then!"

When Cinderella arrived at the palace, everyone was amazed by her beauty, and no one recognized her—not even her own stepmother and stepsisters. The handsome prince saw her and fell in love right away. He asked her to dance, and they danced together all night. Cinderella was having so much fun that she almost forgot her fairy godmother's warning. At the last moment, she remembered and rushed to leave, crying, "Oh! I must go!" As she ran out of the palace, one of her glass slippers fell off, but she did not stop to get it.



Cinderella reached home just as the clock struck twelve. Right away, her coach turned back into a pumpkin, the horses turned back into mice, and her beautiful gown turned back into rags. Soon after, her stepmother and stepsisters arrived home, talking about the mysterious beautiful girl who had danced with the prince.

The prince had fallen in love with Cinderella, but he did not even know her name. He found the glass slipper she had lost and said, "I will find her. The girl whose foot fits this slipper will be the one I marry!"



The next day, the prince and his servants visited every house in the kingdom, trying to find the girl whose foot would fit the slipper. Many women tried, but it did not fit anyone. Cinderella's stepsisters tried very hard to squeeze their feet into the slipper, but it would not fit. Cinderella's stepmother did not want her to try it, but the prince saw her and said, "Let her try on the slipper too!" The slipper fit Cinderella perfectly, and the prince recognized her as the beautiful girl from the ball. Soon after, the prince married Cinderella, and they lived happily ever after.

Adapted from: <https://www.guiainfantil.com/articulos/ocio/cuentos-infantiles/cinderella-cuento-de-princesas-en-ingles-para-ninos/>



While reading

1. Choose two words and make two sentences using them.

Castle

Stepmother

Mice

Pumpkin

Step-sisters

Prince

1. _____

2. _____

2. Choose the correct word and complete the following sentences based on the story.

Stepsisters

Cinderella

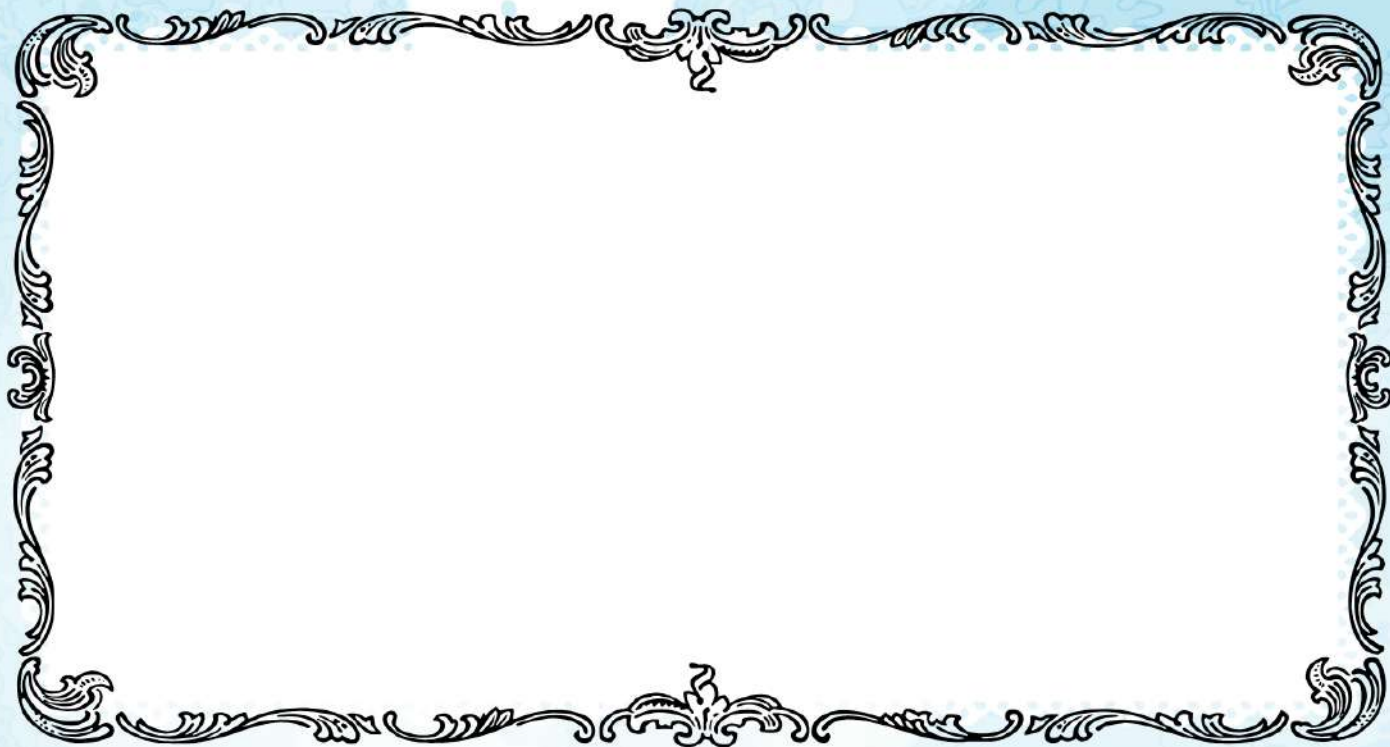
Stepmother

Dance

- Once upon a time, there was a beautiful young princess named _____.
- They were invited to a grand _____ at the king's palace.
- Cinderella's _____ would not let her go
- Cinderella's _____ tried very hard to squeeze their feet into the slipper, but it would not fit.

AFTER READING

1. Draw your favorite scene from the story



Write down what your favorite part of the story was.

Self-assessment

- ☐ I understood the story.
- ☐ I learned new words.
- ☐ I answered the questions.
- ☐ I can tell the story in my own words.

Unit 2

*Time will prove us
right*



LESSON 1

The hare and the turtle



Objective:

At the end of the lesson, students will be able to demonstrate understanding of the fable "The Hare and the turtle" by making predictions from images, describing character traits, identifying unfamiliar vocabulary, sequencing key story events, and reflecting on the moral or lesson of the story.

Lesson 1: The Hare and the turtle

Objective: At the end of the lesson, students will be able to demonstrate understanding of the fable "The Hare and the turtle" by making predictions from images, describing character traits, identifying unfamiliar vocabulary, sequencing key story events, and reflecting on the moral or lesson of the story.

Level: A1.2

Age: 9–10 years old

Reading Skill: Literal, Inferential, and Critical.

Time: 80 - 100 minutes. Distributed in 2 sessions

Materials: Storybook, worksheet, colored pencils, and a pencil.

Reading focus: Image analysis, vocabulary acquisition in context, character analysis, narrative sequencing, and moral reflection.

Vocabulary review:

- Hare
- Turtle / Tortoise
- Fast / Fastest
- Slow
- Arrogant / Mock
- Race / Finishing line
- Bet

Warm up (10 minutes)

- To activate students' interest through physical movement, the teacher invites two students to cross the classroom using two different styles: one walking as fast as possible (like a hare) and the other taking slow, steady steps (like a turtle).
- The teacher asks the class: "Is it always the fastest person who wins?" and "Why is consistency important?" to introduce the core concept of the fable before opening the worksheet.

Pre-Reading (15 minutes)

Image Observation & Story Predictions

- Task 1: Students observe the opening illustration and write down five things/details they observe in the picture.
- Task 2: Students answer the prediction: "Predict what this story will be about."
- Task 3: Students write whom they think the main character of the fable will be.
- The teacher conducts a quick class poll on their predictions before starting the reading.

During-Reading (30–50 minutes)

- Stage 1: The teacher reads the fable aloud with an expressive tone, emphasizing the contrast between the hare's arrogance and the turtle's quiet determination.
- Stage 2: Students write descriptive characteristics for both animals.
- Students write down any unfamiliar words encountered in the text to build a vocabulary list.
- Stage 3: Students list and number the events in the order they occurred in the text.

Post-Reading (25 minutes)

- Task 1: Students answer: "Who was your favorite character, and why?"
- Task 2: Students express why they enjoyed the story ("Why did you like the story?").
- Task 3: Students state the main lesson or moral taught by the tale.

Wrap-up (10 minutes)

- Some volunteers share their different endings for the stories with the class.

Tip for the teacher: During the While Reading section (Stage 2), guide students to use adjectives directly from the text (such as arrogant, fast, slow, astonished) to enrich their descriptions of the Hare and the Turtle.

Before reading



1. Write down what you see in the following image



- _____
- _____
- _____
- _____
- _____

2. Predict what this story will be about

3. Who do you think will be the main character?

Let's Read

The hare and the turtle

In the world of the animals, there was a very arrogant hare because she said to everyone she was the fastest. That's why she was always laughing at the slow turtle.

-Look at the turtle! Hey turtle, don't run so much that you're going to get tired of going so fast!- The hare used to say laughing at the turtle.

One day, they were talking and it occurred to the turtle to make a strange bet with the hare.



-I'm sure I can win you a race- she said.

- To me?- asked the hare astonished.

-Yes, to you. Let's put our bet on that stone and let's see who wins the race.

The hare, very amused, accepted. All the animals met to watch the race. The road and the finishing line were marked. Once it was ready, the race started among big applause.

Relying on her speed, the hare left the turtle go and she remained lazing about. She had time enough to win such a slow creature!

Then she start running, she run fast as the wind while the turtle went slow but without stopping. At once she went ahead. She stopped next to the road and she sat to rest.



When the turtle passed by her side, the hare made fun of her once more. She left her advantage and set out her quick walk. She did the same several times but, in spite of her mocks, the turtle kept her way until she arrived to the finishing line. When the hare woke up, she ran with all her might but it was too late, the turtle had won the race.

That day was very sad for the hare and she learnt a lesson she would never forget: you must never mock of the others.



While reading

1. Describe a characteristic of the characters.



Turtle: _____



Hare: _____

2. Write down any unfamiliar words you've come across in the story

- _____
- _____
- _____

- _____
- _____
- _____

3. List the events of the story in the order in which they occurred.

- The tortoise won the race against the hare. ()
- The tortoise challenged the hare to a race. ()
- The arrogant hare always laughed at the slow tortoise. ()

AFTER READING



1. Who was your favorite character, and why?

2. Why did you like the story?

3. What lesson did the story teach you?

Self-assessment

- ☐ I understood the story.
- ☐ I learned new words.
- ☐ I answered the questions.
- ☐ I can tell the story in my own words.

LESSON 2

The Three Little Pigs



Objective:

At the end of the lesson, students will be able to demonstrate understanding of the story "The Three Little Pigs" by finding target vocabulary in a word search, predicting the plot and setting, identifying building materials and key facts from the text, and reflecting on their favorite character and the story's moral.

Lesson 2: The Three Little Pigs

Objective: At the end of the lesson, students will be able to demonstrate understanding of the story "The Three Little Pigs" by finding target vocabulary in a word search, predicting the plot and setting, identifying building materials and key facts from the text, and reflecting on their favorite character and the story's moral.

Level: A1.2

Age: 9–10 years old

Reading Skill: Literal, Inferential, and Critical.

Time: 80 - 100 minutes. Distributed in 2 sessions

Materials: Storybook, worksheet, colored pencils, and a pencil.

Reading focus: Word search recognition, setting and plot predictions, identifying key supporting details/materials, factual true/false evaluation, and moral/personal reflection.

Vocabulary review:

- Straw
- Wood
- Brick
- Wolf
- Pigs
- Chimney

Warm up (10 minutes)

- The teacher displays three pictures of the objects: a handful of straw, a wooden block, and a solid brick.
- The teacher asks three volunteers to try to "blow down" each material using only their breath.
- The teacher asks the class: "Which material is the strongest? Which one would protect you best from a stormy wind?" This hands-on activity immediately engages students and activates background knowledge about building materials before opening their worksheets.

Pre-Reading (15 minutes)

Word Search & Story Predictions

- Task 1: Students solve the word search puzzle to identify target vocabulary words (Straw, Wood, Wolf, Brick, Pigs, Chimney, Blow).
- Task 2: Students answer: "Describe what you think this story will be about."
- Task 3: Students answer: "Where do you think this story will take place?"

During-Reading (30–50 minutes)

- Stage 1: The teacher reads the text aloud, focusing on the narrative arc: the three materials chosen, the wolf blowing down the straw and wooden houses, the strong brick house, and the final resolution at the chimney/boiling pot.
- Stage 2: Students select from the options to identify which materials were actually used by the piglets to build their houses.
- Stage 3: Students mark the correct statement based on the story:

Post-Reading (25 minutes)

- Task 1: Students write who their favorite character was and explain why.
- Task 2: Students choose how the story resonated with them (Poor, Average, Good, Very good) and provide a brief written justification.
- Task 3: Students reflect on the lesson taught by the tale.

Wrap-up (10 minutes)

- Some volunteers share their different endings for the stories with the class.

Tip for the teacher: When working through the During-Reading section, emphasize the repeating phrase "I'll huff, and I'll puff, and I'll blow your house in!" Have the class chant this line together to build engagement and reinforce memory.

Before reading

1. Find the words in the word search

WORD SEARCH

THE THREE LITTLE PIGS

Find the 7 words hidden in the puzzle!

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

WORDS TO FIND

						
STRAW	WOOD	WOLF	BRICK	PIGS	CHIMNEY	BLOW

2.Describe what you think this story will be like.

3.Where do you think this story will take place?

Let's Read

The Three Little Pigs

Once upon a time, there were three little pigs. One day, they left the farm where they were born to go out into the world and start new lives.

The first little pig met a man carrying straw and asked if he could have some to build a house. The man happily gave him some straw, and the little pig built a house made of straw. Nearby lived a big bad wolf, who saw the new house and felt hungry.



He called out, "Little pig, little pig, let me come in!" The little pig replied, "No, no, by the hair of my chinny chin chin, I'll not let you in!" So the wolf said, "Then I'll huff and I'll puff, till I blow your house in!" He huffed and puffed until the straw house fell down, and the wolf ate the little pig for supper.

The second little pig met a man carrying wood and asked for some to build a house. The man gave him a big pile of wood, and the pig quickly built himself a house.



Let's Read

The Three Little Pigs

Once upon a time, there were three little pigs. One day, they left the farm where they were born to go out into the world and start new lives.

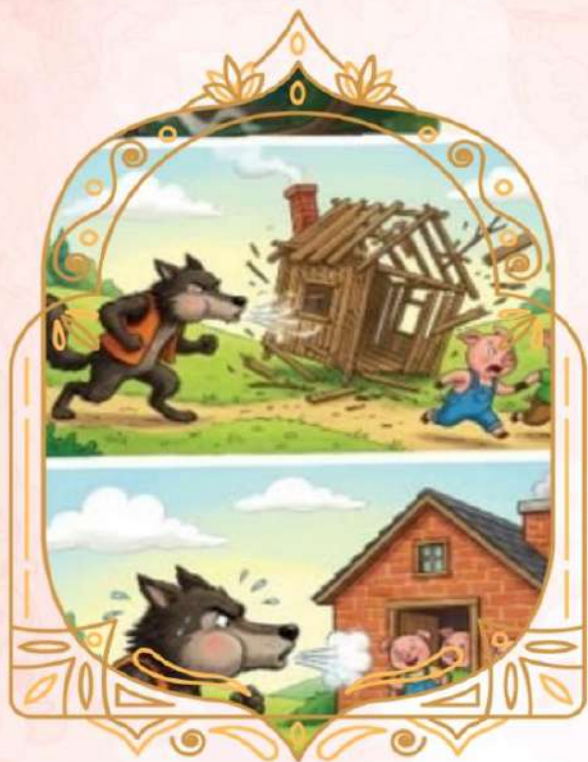
The first little pig met a man carrying straw and asked if he could have some to build a house. The man happily gave him some straw, and the little pig built a house made of straw. Nearby lived a big bad wolf, who saw the new house and felt hungry.



He called out, "Little pig, little pig, let me come in!" The little pig replied, "No, no, by the hair of my chinny chin chin, I'll not let you in!" So the wolf said, "Then I'll huff and I'll puff, till I blow your house in!" He huffed and puffed until the straw house fell down, and the wolf ate the little pig for supper.

The second little pig met a man carrying wood and asked for some to build a house. The man gave him a big pile of wood, and the pig quickly built himself a house.

The next evening, the same wolf came along and saw the wooden house. He called out the same words, and the little pig gave the same answer. The wolf huffed and puffed until the wooden house fell down too, and he ate the second little pig for supper.



The third little pig met a man with a cart full of bricks and asked for some to build a house. The man agreed, and the pig built a strong house made of bricks. When the wolf came and saw the brick house, he called out the same words, but the little pig would not let him in. The wolf huffed and puffed with all his might, but the brick house was too strong, and it would not fall down, no matter how hard he tried.

The wolf decided to trick the little pig instead. He told the pig about turnips in a farmer's field and suggested they go together at six o'clock the next morning. But the clever little pig went at five o'clock instead, and he collected all the turnips before the wolf arrived. The wolf was furious and tried another trick.



He told the pig about apples in an orchard and suggested going at five o'clock the next morning. Again, the little pig went early, but this time the wolf arrived while the pig was still in the tree. The little pig pretended to be friendly and threw an apple down to the wolf. While the wolf picked it up, the pig jumped down, climbed into a barrel, and rolled quickly down the hill all the way home.



The wolf was angry and chased the barrel back to the brick house. Then he climbed onto the roof, planning to come down the chimney to catch the little pig. But the clever pig was ready for him. He had a large pot of boiling water waiting on the fire. When the wolf came down the chimney, he fell right into the boiling water with a big splash! The little pig quickly put the lid on the pot, and that was the end of the wicked wolf.

The third little pig lived happily in his strong brick house for many, many years.



While reading

1. Choose Which piglet did I use to build his house?

METAL

FLOWERS

WOOD

STRAW

PAPER

CANDY

2. Mark the correct sentence with an (x) based on the story.

- The piglet's first house was made of candy. ()
- The one who wanted to eat the little pigs was a wolf. ()
- The wolf couldn't knock down the wooden house. ()

AFTER READING

1. Who was your favorite character?

•

2. Choose how this story resonated with you and why

Poor

Good

Average

Very good

- **Why?:** _____

3.What lesson does this story teach you?

Self-assessment

- ☐ I understood the story.
- ☐ I learned new words.
- ☐ I answered the questions.
- ☐ I can tell the story in my own words.

LESSON 3

The Ugly Duckling



Objective:

At the end of the lesson, students will be able to demonstrate understanding of the story "The Ugly Duckling" by making predictions from the title, labeling images with key vocabulary, constructing original sentences using target words, completing sentence-fill comprehension exercises, and illustrating and describing their favorite part of the story.

Lesson 3: The Ugly Duckling

Objective: At the end of the lesson, students will be able to demonstrate understanding of the story "The Ugly Duckling" by making predictions from the title, labeling images with key vocabulary, constructing original sentences using target words, completing sentence-fill comprehension exercises, and illustrating and describing their favorite part of the story.

Level: A1.2

Age: 9–10 years old

Reading Skill: Literal, Inferential, and Critical.

Time: 80 – 100 minutes. Distributed in 2 sessions

Materials: Storybook, worksheet, colored pencils, and a pencil.

Reading focus: Title-based prediction, visual vocabulary matching, contextual sentence building, cloze comprehension, and descriptive synthesis.

Vocabulary review:

- Swan
- Sunrise
- Farm
- Duck / Duckling
- Courage
- Ugly / Beautiful
- Chirpy

Warm up (10 minutes)

- The teacher shows a small handheld mirror and asks the class: "How do living things change as they grow?" and "Why is it important to treat everyone with kindness, even if they look different?"
- This brief discussion warms up students' emotional connection to the protagonist before opening their workbooks.

Pre-Reading (15 minutes)

Predictions & Visual Vocabulary Matching

- Task 1: Students look at the title of the story and write down three things they think will happen in the plot.
- Task 2: Students label four images using the word bank (Sunrise, Swan, Duck, Farm)

During-Reading (30–50 minutes)

- Stage 1: The teacher leads the reading, emphasizing emotional inflection as the duckling experiences rejection on the farm, escapes into the wild, discovers his true reflection in the water, and finally transforms into a beautiful swan.
- Stage 2: Students choose 3 target words from the box and write 2 original sentences using them.
- Stage 3: Students complete key sentences from the story using the provided word bank (Love, Chirpy, Story, Duck).

Post-Reading (25 minutes)

- Task 1: Students draw their favorite scene from the tale inside the rectangle.
- Task 2: Students write a few lines describing what their favorite part of the story was and why.

Wrap-up (10 minutes)

- Some volunteers share their different endings for the stories with the class.

Tip for the teacher: During the While Reading section, encourage students to highlight contrast words in the text (such as ugly, beautiful, sad, happy, gray, and white). This reinforces descriptive adjective usage.



Before reading

Look at the title of the story and write down three things you think will happen in the story.

2. Write the word that matches the image.

Sunrise

Swan

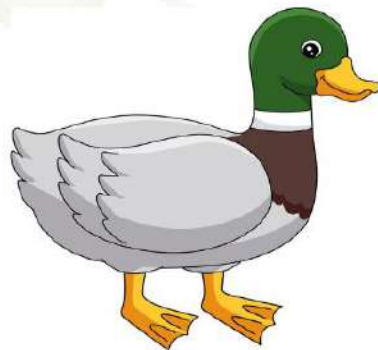
Duck

Farm









Let's Read

The Ugly Duckling



Once upon a time, on an old farm, there lived a duck family. Mother Duck had been sitting on a nest of eggs, and one nice morning, the eggs hatched. Six chirpy little ducklings popped out. But one egg was bigger than the rest, and it did not hatch right away. Before Mother Duck could worry too much, the last egg finally hatched too.

A strange-looking duckling with gray feathers, instead of yellow, gazed up at his worried mother. The ducklings grew quickly, but Mother Duck had a secret worry. "I can't understand how this ugly duckling can be one of mine!" she said to herself. The gray duckling certainly wasn't as pretty as his brothers and sisters. As the days went by, the poor ugly duckling became sadder and sadder because his brothers didn't want to play with him. He felt lonely and cried quietly at night, thinking nobody loved him.





"Nobody loves me, and they all tease me! Why am I so different from my brothers?" he wondered. One day, at sunrise, he ran away from the farmyard. He stopped at a pond and asked the other birds if they knew any ducklings with gray feathers like his. But all the birds shook their heads and said, "We don't know anyone as ugly as you."

The ugly duckling did not give up, though, and kept searching for a place where he belonged. He traveled far away, and at dawn, he found himself in a thick bed of reeds. "If nobody wants me, I'll hide here forever," he thought. There was plenty of food, and the duckling began to feel a little happier, even though he was still lonely.



One day, at sunrise, he saw a group of beautiful birds swimming on a pond. They were white, with long graceful necks, yellow beaks, and large wings. "If only I could look like them, just for one day!" said the duckling, admiring them. Finally, he gathered his courage and flew down to the pond where the beautiful birds were swimming. That's when he saw his own reflection in the water.



"Goodness! How I've changed! I hardly recognize myself!"

When the beautiful birds saw him, they realized he was one of their own kind, and they quickly became friends with him. "We're swans, just like you!" they said warmly. "Where have you been hiding?" "It's a long story," replied the young swan, still amazed at what he had discovered.

From then on, he swam gracefully alongside his fellow swans. One day, he heard children on the riverbank say, "Look at that young swan! He's the finest of them all!" And the young swan felt so happy that his heart nearly burst with joy.



While reading

1. Choose three words and make two sentences using them.

Duck

Ugly

Sunrise

Birds

Courage

Sister

1. _____

2. _____

3. _____

2. Choose the correct word and complete the following sentences based on the story.

Love

Chirpy

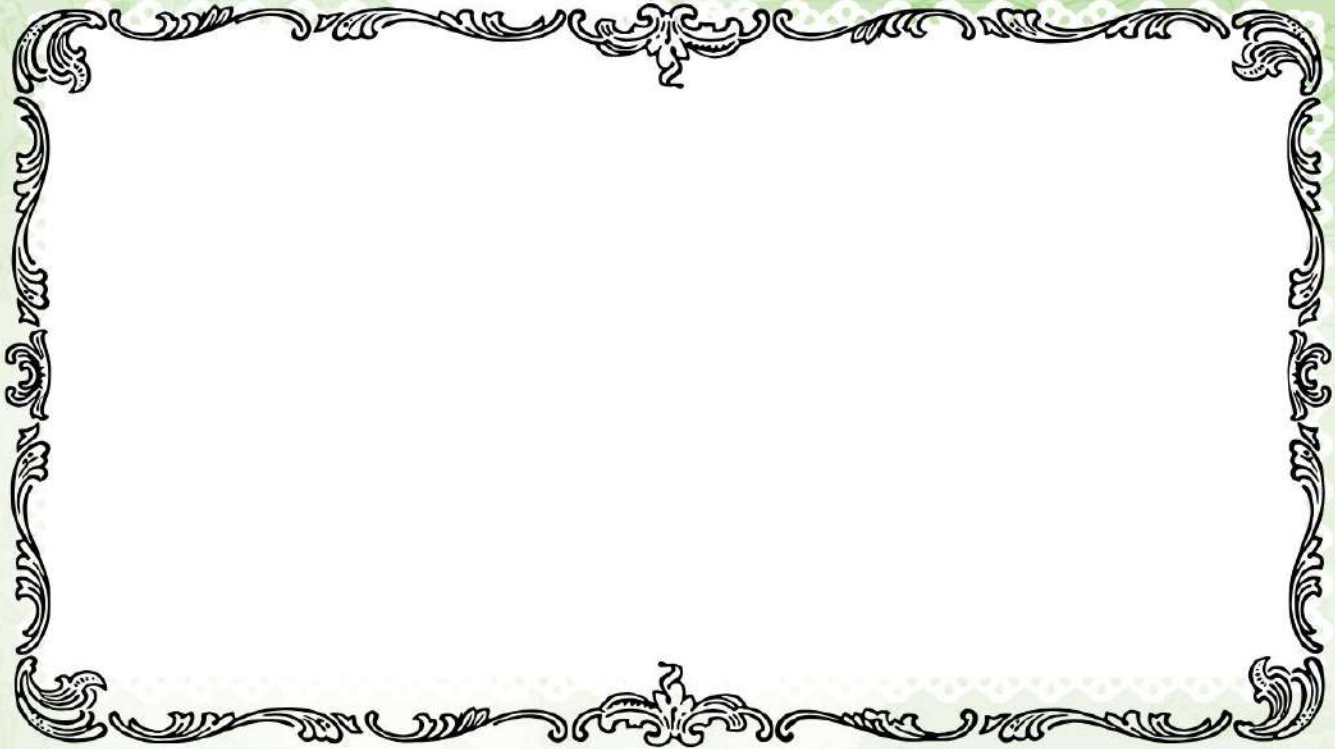
Story

Duck

- Nobody _____ me, and they all tease me.
- Mother _____ had been sitting on a nest of eggs.
- Six _____ little ducklings popped out. "Where have you been hiding?" "It's a long _____".

AFTER READING

1. Draw your favorite scene from the story



2. Write down what your favorite part of the story was.

Self-assessment

- ☐ I understood the story.
- ☐ I learned new words.
- ☐ I answered the questions.
- ☐ I can tell the story in my own words.

Unit 3

The Labyrinth of Fantasy



LESSON 1

Pinocchio



Objective:

At the end of the lesson, students will be able to demonstrate understanding of the story "Pinocchio" by labeling vocabulary images, self-assessing reading comprehension, sequencing main events (1-4), creating an alternative ending, and reflecting on moral choices such as honesty.

Lesson 1: Pinocchio

Objective: At the end of the lesson, students will be able to demonstrate understanding of the story "Pinocchio" by labeling vocabulary images, self-assessing reading comprehension, sequencing main events, creating an alternative ending, and reflecting on moral choices such as honesty.

Level: A1.2

Age: 9–10 years old

Reading Skill: Literal, Inferential, and Critical.

Time: 80 - 100 minutes. Distributed in 2 sessions

Materials: Storybook, worksheet, colored pencils, and a pencil.

Reading focus: Image-based prompt description, vocabulary identification, self-monitoring of comprehension, chronological sequencing, creative rewriting, and moral reflection.

Vocabulary review:

- Sea
- Blue Fairy
- Donkey
- Puppet
- Wood carver / Wood
- Lie / Truth

Warm-up (10 minutes)

- The teacher shares three statements about themselves (two facts and one funny, clear lie).
- The class guesses which statement is the lie.
- The teacher asks the students: "How do we feel when someone tells us a lie? What happens to Pinocchio every time he lies?" This playful activity immediately sets up the central theme of honesty, before opening the worksheets.

Pre-Reading (15 minutes)

Image Description, Sentence Completion & Vocabulary Matching

- Task 1: Students observe the illustration showing Geppetto, Pinocchio, and the Blue Fairy and write down five things they observe.
- Task 2: Students complete the personal prompt: "I want to be a child..."
- Task 3: Students label the four images using the options provided (Donkey, Puppet, Blue Fairy, Sea).

During-Reading (30–50 minutes)

- Stage 1: The teacher reads the text aloud, guiding students through Geppetto carving Pinocchio, the visit of the Blue Fairy, Pinocchio's distractions on his way to school, his growing nose, the journey to Fun Island, transformation into a donkey, and the rescue inside the whale's belly.
- Stage 2: Students write down new target vocabulary words from the reading and look up their definitions.
- Stage 3: Students order the main plot points chronologically:

Post-Reading (25 minutes)

- Task 1: Students design and write an alternative ending for the story to share with their peers.
- Task 2: Students write down answers to three personal reflection prompts

Wrap-up (10 minutes)

- Some volunteers share their different endings for the stories with the class.

Tip for the teacher: Take advantage of the Traffic Light activity to do a quick visual check around the room. Use student responses (Yellow/Red) to form small reading support groups during the sequencing task.

Before reading

1. Describe what you see in the following image



- _____
- _____
- _____
- _____
- _____

2. Write down the first idea that comes to mind and finish the sentence

- I want to be a child _____

3. Write the word that matches the image.

Donkey

Puppet

Blue Fairy

Sea



Let's Read

Pinocchio



Once upon a time, there lived a wood carver named Geppetto. He made puppets out of wood, and his favorite puppet was named Pinocchio. Geppetto wished, "I would love to have a real boy like Pinocchio as my son!"

That night, the Blue Fairy, who knew Geppetto was a kind man, cast a magic spell on Pinocchio. The next morning, Geppetto woke up and was overjoyed to see that Pinocchio could walk, sit, and talk like a real boy. Geppetto wanted Pinocchio to go to school, so he sold his only coat to buy him a spelling book. "Now you can go to school like a real boy," said Geppetto, waving goodbye.

On his way to school, Pinocchio stopped to watch a puppet show in town. An evil puppet master asked him to join the show, and Pinocchio happily agreed. But the puppet master locked him inside a caravan.



Pinocchio wished he were safe with Geppetto. The Blue Fairy heard his wish and appeared to set him free. Pinocchio was so happy to be free that he said, "I'm going straight to school!" But on the way, he met a sneaky fox who told him about a wonderful place called Fun Island. Pinocchio forgot all about school and traded his spelling book for a ticket to Fun Island. When the Blue Fairy asked him where he was going,



Pinocchio lied and said he was going to school. Suddenly, his nose grew longer and longer! Pinocchio felt very sorry for lying, so the fairy had a bird peck his long nose back to normal size. Pinocchio promised never to be naughty again and went straight to school.



At school, Pinocchio told his friend all about Fun Island, and his friend wanted to go too. The two boys quickly climbed aboard a ship headed to the island. But they didn't know that on Fun Island, boys were turned into donkeys and forced to do hard work. Pinocchio was very sad and wished he had never come to the island.



He also wished he didn't look like a silly donkey. The Blue Fairy heard his wish, and with a wave of her magic wand, his donkey ears and tail disappeared.

Pinocchio sat sadly on the shore, looking out at the sea and wondering if he would ever see Geppetto again. Suddenly, he spotted Geppetto, who had sailed out to sea looking for him. But Geppetto didn't notice a huge whale swimming behind him, and the whale swallowed both Geppetto and his boat! Pinocchio knew he had to save him. He jumped into the water and swam as hard as he could. As he got closer, the whale opened its mouth, and Pinocchio swam right inside. Deep in the whale's belly, Pinocchio found Geppetto, and they hugged each other, thrilled to be together again.

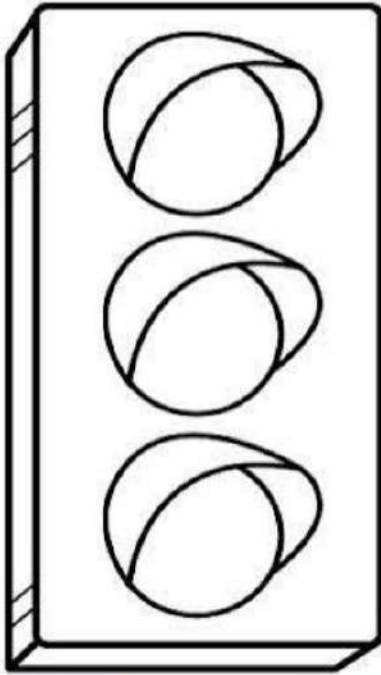
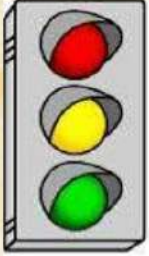


"We must find a way out," said Geppetto. "We'll make a fire using the wood from my boat." The smoke made the whale sneeze so hard that it shot them both out of its mouth and back into the sea! Pinocchio and Geppetto swam safely to shore. Exhausted, they lay down on the sand and fell asleep.

When Geppetto woke up, he saw that the Blue Fairy, as a reward for Pinocchio's bravery, had turned him into a real boy at last. "My wish has finally come true!" cried Geppetto happily.

While reading

1. Color the traffic light according to the instructions.



- **Green:** understood the whole text.
- **Yellow:** I understood the whole text.
- **Red:** It was hard for me to understand the story.

2. Write down new words and look up their meanings

- _____

- _____

3. Read again and number the main ideas in the order which they appear (1-4).

.....Pinocchio meets an evil fox and trades his spelling book for a ticket to Fun Island.

.....Geppetto makes a puppet named Pinocchio, and the Blue Fairy brings him to life.

.....Pinocchio jumps into the sea and swims inside the whale to save Geppetto.

.....On Fun Island, boys are turned into donkeys, and Pinocchio grows donkey ears and a tail.

AFTER READING

1. Think of another ending, write it down, and then share it with your classmates.

2. Reflect and answer the following questions:

- What would you have done if you were in Pinocchio's place when he didn't go to school?
- Do you think it's okay to lie? Why?
- If you've ever lied, tell us what your parents did to you.

3. Discuss your answers with your classmates

Self-assessment

- ☐ I understood the story.
- ☐ I learned new words.
- ☐ I answered the questions.
- ☐ I can tell the story in my own words.

LESSON 2

Puss in Boots



Objective:

At the end of the lesson, students will be able to demonstrate understanding of the story "Puss in Boots" by predicting themes and characters through drawings and prompt questions, describing character traits, identifying unfamiliar vocabulary, sequencing story events, and evaluating the moral and personal impact of the tale.

Lesson 2: Puss in Boots

Objective: At the end of the lesson, students will be able to demonstrate understanding of the story "Puss in Boots" by predicting themes and characters through drawings and prompt questions, describing character traits, identifying unfamiliar vocabulary, sequencing story events, and evaluating the moral and personal impact of the tale.

Level: A1.2

Age: 9–10 years old

Reading Skill: Literal, Inferential, and Critical.

Time: 80 - 100 minutes. Distributed in 2 sessions

Materials: Storybook, worksheet, colored pencils, and a pencil.

Reading focus: Theme prediction, character trait identification, vocabulary acquisition, event sequencing, and critical reflection.

Vocabulary review:

- Miller
- Donkey
- Boots
- Partridge
- Marquis
- Ogre
- Castle

Warm-up (10 minutes)

- The teacher enters the room showing a picture of a cat with a hat and boots.
- The teacher asks the class: "If your pet could talk and asked you for a pair of boots and a sack, what do you think it would do with them?"
- Allow 2–3 students to share quick, funny ideas.

Pre-Reading (15 minutes)

Visual Drawing & Theme Predictions

- Task 1: Students draw objects they think are related to the story inside the empty box (e.g., boots, a bag, a rabbit, or a castle).
- Task 2: Students choose what they think the central theme of the story will be from the options provided.
- Task 3: Students write down who they think will be the main character of the story.

During-Reading (30–50 minutes)

- Stage 1 : The teacher and students read the story aloud.
- Stage 2 : Students describe key characteristics.
- Stage 3 : Students write down up to 6 unfamiliar words they encountered in the reading to look up or discuss.
- Stage 4: Students place the story events in chronological order.

Post-Reading (25 minutes)

- Task 1: Students answer: "Who was your favorite character, and why?"
- Task 2 : Students explain why they liked or enjoyed the story.
- Task 3: Students answer: "What lesson did the story teach you?"

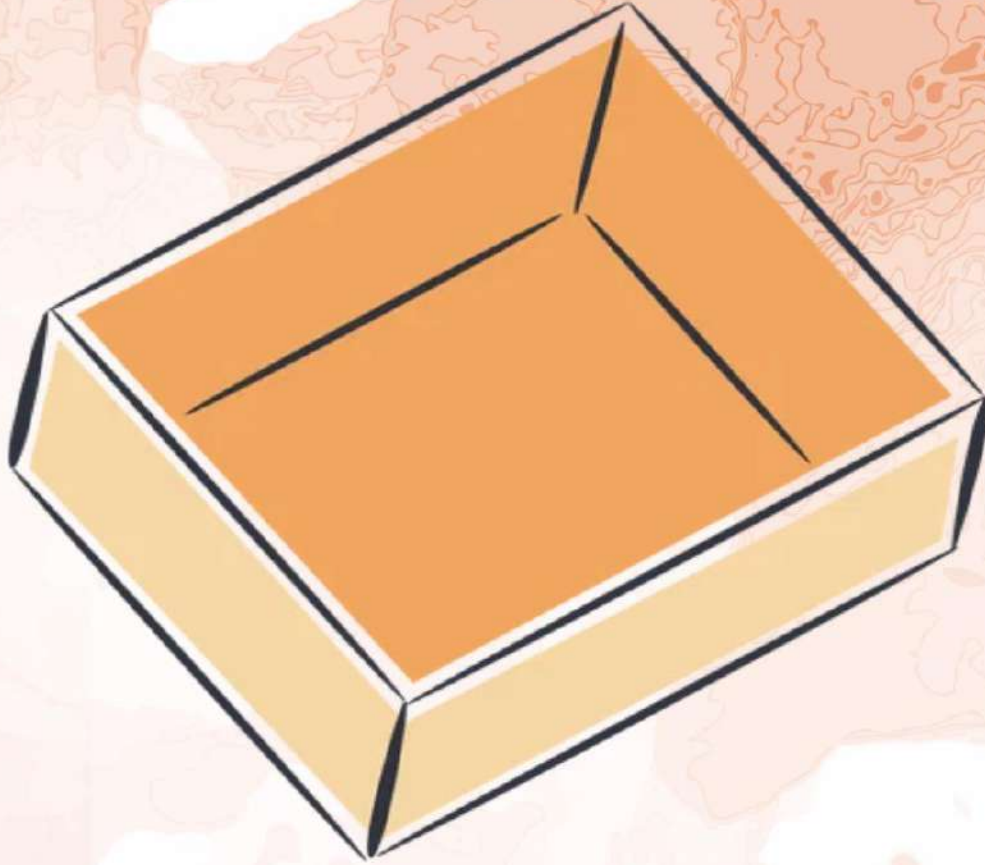
Wrap-up (10 minutes)

- Some volunteers share their different endings for the stories with the class.

Tip for the teacher: During the sequencing activity, encourage students to scan the text looking for key transition words like "Once upon a time", "One day", "Finally", and "When the king arrived" to help them locate event order quickly.

Before reading

1. Draw objects related to the story inside the box



2. Choose the central theme you think the story will address

Friendship

Adventure

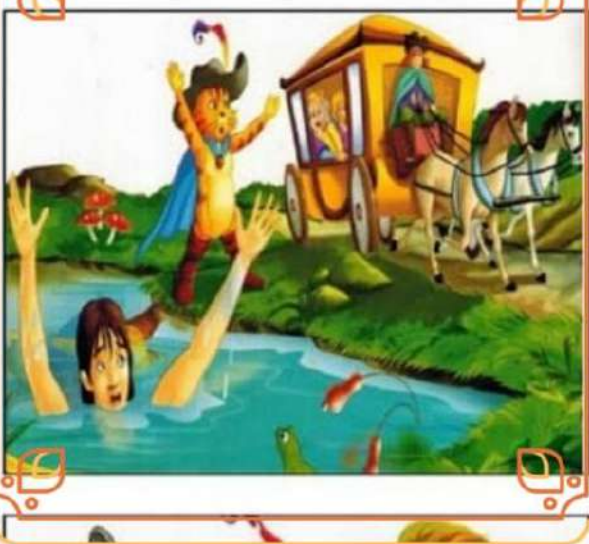
Honesty

Fun

3. Who do you think will be the main character?

Let's Read

Puss in Boots



Once upon a time, there was a miller who, when he died, left only three things to his three sons: a mill, a donkey, and a cat. The oldest son got the mill, the second son got the donkey, and the youngest son got the cat.

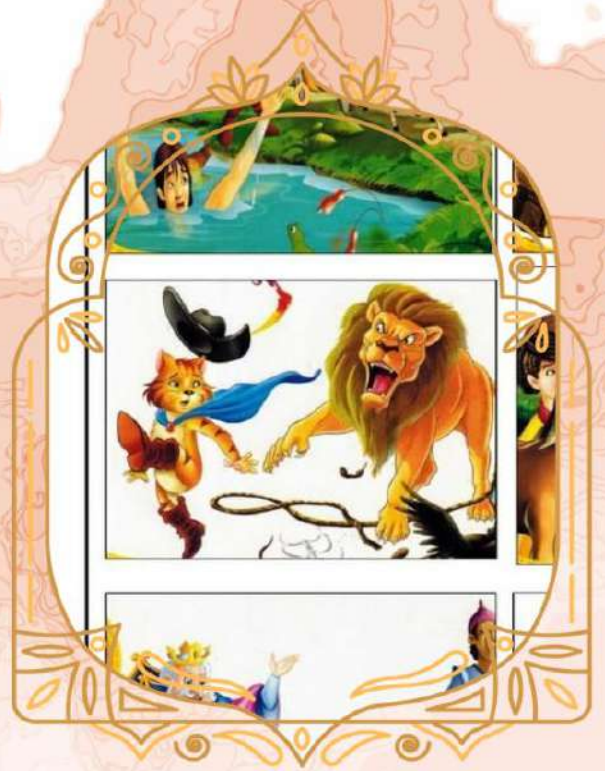
The youngest son felt very sad. "This cat is of no use to me, and I am too poor to feed her," he said. But the cat spoke up and said, "Do not worry, dear master. Just give me a bag and a pair of boots, and you will see that things are not as bad as you think." The surprised young man agreed, thinking that a cat who could talk might really be able to help him.



Puss put on the boots, grabbed the bag, and went out to catch a rabbit. She caught it by putting lettuce in the bag and pretending to be dead. Then she brought the rabbit to the king and said it was a gift from her master, the Marquis of Carrabas.

The king happily accepted it. Puss kept bringing gifts of rabbits and partridges to the king every week, always saying they were from the Marquis of Carrabas.

One day, Puss heard that the king and his beautiful daughter were going for a ride along the river. Puss told the miller's son to go bathe in the river and trust her plan. While he was bathing, Puss cried out that the Marquis of Carrabas was drowning! The king sent his men to help, and Puss told the king that thieves had stolen the marquis's clothes (even though she had hidden them under a rock).



The king gave the young man fine new clothes, and when the princess saw him dressed so handsomely, she instantly fell in love with him.

As the king's carriage traveled along, Puss ran ahead and told farmers in the fields that if the king asked who owned the land, they must say it belonged to the Marquis of Carrabas—or else! Frightened, the farmers agreed.

So when the king asked, everyone said the fields and meadows all belonged to the marquis, and the king grew more and more impressed.



Finally, Puss reached a castle that belonged to a powerful ogre. She cleverly asked the ogre to prove his magic powers by turning into a lion, which scared her half to death. Then she tricked him into turning into a tiny mouse—and quickly gobbled him up! With the ogre gone, the castle now belonged to no one.



When the king arrived, Puss welcomed him to "the castle of the Marquis of Carrabas." The king was amazed by the grand castle and the delicious feast waiting inside. He was so impressed by the young man that he said, "I would love for you to marry my daughter and become a prince!" The miller's son and the princess fell in love, got married, and lived happily ever after in the ogre's castle. As for Puss, she was rewarded with a place of honor in the castle. She never had to hunt for her own food again and lived comfortably for the rest of her days.

While reading

1. Describe a characteristic of the characters.



Puss in
boots: _____



King: _____

2. Write down any unfamiliar words you've come across in the story

- _____
- _____
- _____

- _____
- _____
- _____

3. List the events of the story in the order in which they occurred.

_____ The cat tricks the ogre into turning into a mouse and eats him.

_____ The miller's youngest son inherits the cat and feels sad because he is poor.

_____The cat brings gifts of rabbits and partridges to the king, saying they are from the Marquis of Carrabas.

_____The prince marries the princess, and they live happily in the ogre's castle.

_____The cat helps the miller's son pretend to be drowning so the king will give him fine clothes.

AFTER READING



1. Who was your favorite character, and why?

2. Why did you like the story?

3. What lesson did the story teach you?

Self-assessment

- ☐ I understood the story.
- ☐ I learned new words.
- ☐ I answered the questions.
- ☐ I can tell the story in my own words.

LESSON 3

Alice in Wonderland



Objective:

At the end of the lesson, students will be able to demonstrate understanding of the story "Alice in Wonderland" by finding target vocabulary in a word search, predicting the plot and setting, illustrating concepts, writing key sentences, completing multiple-choice reading comprehension items, proposing an alternative ending, and reflecting on feelings and character choices.

Lesson 3: Alice in Wonderland

Objective: At the end of the lesson, students will be able to demonstrate understanding of the story "Alice in Wonderland" by finding target vocabulary in a word search, predicting the plot and setting, illustrating concepts, writing key sentences, completing multiple-choice reading comprehension items, proposing an alternative ending, and reflecting on feelings and character choices.

Level: A1.2

Age: 9–10 years old

Reading Skill: Literal, Inferential, and Critical.

Time: 80 - 100 minutes. Distributed in 2 sessions

Materials: Storybook, worksheet, colored pencils, and a pencil.

Reading focus: Search-based vocabulary discovery, setting and plot predictions, drawing/visual representation, textual sentence completion, alternative outcome writing, and emotional self-reflection.

Vocabulary review:

- Rabbit
- Hatter
- Garden
- Croquet
- Mushroom

Warm-up (10 minutes)

- The teacher enters the classroom and poses a short riddle to the class: "I have long ears, I jump fast, and I'm always looking at the clock because I'm running out of time. Who am I?"
- Once the riddle is solved, the teacher shows a mysterious key and asks, "If you found a small golden key in a strange garden, what do you think it would open?" This immediately sparks curiosity and naturally leads into the lesson worksheets.

Pre-Reading (15 minutes)

Vocabulary Search & Predictions

- Task 1: Students solve the word search puzzle to identify key vocabulary words.
- Task 2 : Students write a short description predicting what they think the story will be like based on the vocabulary.
- Task 3 : Students write down where they think the story takes place.

During-Reading (30–50 minutes)

- Stage 1: The teacher and students read the story aloud.
- Stage 2: Students draw what comes to mind when they hear the word "Wonderland".
- Stage 3 : Students select one phrase and construct an original sentence using it.
- Stage 4 : Students choose the correct word to complete each sentence based on the story.

Post-Reading (25 minutes)

- Task 1: Students create and write down an alternative ending for the story.
- Task 2: Students select the primary emotion they felt upon finishing the story (Anger, Sadness, or Happiness) and share it with a classmate.
- Task 3: Students write answers to three guided questions.

Wrap-up (10 minutes)

- Some volunteers share their different endings for the stories with the class.

Tip for the teacher: During the pre-reading activity, ask students to share their drawings in pairs and explain why they chose those specific objects. Use this peer-discussion moment to gauge their prior knowledge of popular tales and to build confidence in using English vocabulary related to fantasy elements before reading the text.



Before reading

1. Find the words in the word search



WORD SEARCH

Find the words!

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

♥ ALICE

♥ QUEEN

♥ RABBIT

♥ HATTER

♥ GARDEN

♥ CROQUET

♥ MUSHROOM



2.Describe what you think this story will be like.

3.Where do you think this story will take place?

Let's Read

Alice in Wonderland

It was a warm summer day, and Alice was getting bored sitting next to her sister, who was reading a book. Suddenly, a little White Rabbit with pink eyes ran past her, shouting, "Oh dear, oh dear, I'm late!" The Rabbit pulled out a watch, shook his head, and disappeared down a rabbit hole. Curious, Alice ran to the hole and peeked inside. Suddenly, the hole dropped, and Alice fell for a long time until she landed in a narrow hallway filled with doors of many sizes.



On a small table, Alice found a tiny gold key and a bottle labeled "DRINK ME." She realized the key opened a very small door, but she was too big to fit through it. So, she drank the potion and shrank until she was as small as a doll. She ran through the door and found herself in a beautiful garden. At first, she was excited to be so small, but soon she grew bored and wished she were big again.

Her shouting startled the White Rabbit, who mistook her for his maid and told her to fetch his gloves and fan from his cottage. Confused, Alice went to look for something to help her. She found a piece of cake with a note that said "EAT ME." She ate it and suddenly grew so big that she became larger than the house! When the Rabbit yelled at her for blocking the door, Alice picked up his fan and immediately began to shrink again.



Looking for help, Alice met a caterpillar sitting on a mushroom. He told her that one side of the mushroom would make her grow bigger, and the other side would make her smaller. Alice tried a piece and began to grow to the right size. Next, she met a Cheshire Cat in a tree, who told her about two paths—one leading to the Mad Hatter and the other to the March Hare—before disappearing with a smile.



Alice followed the path to a tea party, where the Mad Hatter and the March Hare were having a very strange gathering. The Mad Hatter told her she could stay only if she solved his riddles, but every answer led to more confusing questions.



Frustrated, Alice decided the tea party was a waste of time and continued on her way.

She soon arrived at a field where the Queen of Hearts was playing croquet with card-shaped guards and gardeners. The Queen was furious because a gardener had planted white roses instead of red ones, so he painted them red instead.



The Queen invited Alice to play croquet, using flamingos as mallets and hedgehogs as balls. Alice tried her best, but the game was tricky, and the Queen kept shouting, "Off with her head!" whenever things didn't go her way. Suddenly, a trumpet announced that court was in session. Everyone rushed to the courtroom, where Alice was accused of stealing the Queen's heart-shaped tarts.



The Queen demanded that Alice be punished, shouting, "Off with her head!" Alice protested that she didn't even know what the Queen was talking about. Just then, Alice felt someone gently touch her shoulder. It was her sister, waking her up. "You've been sleeping for a long time," her sister said softly.



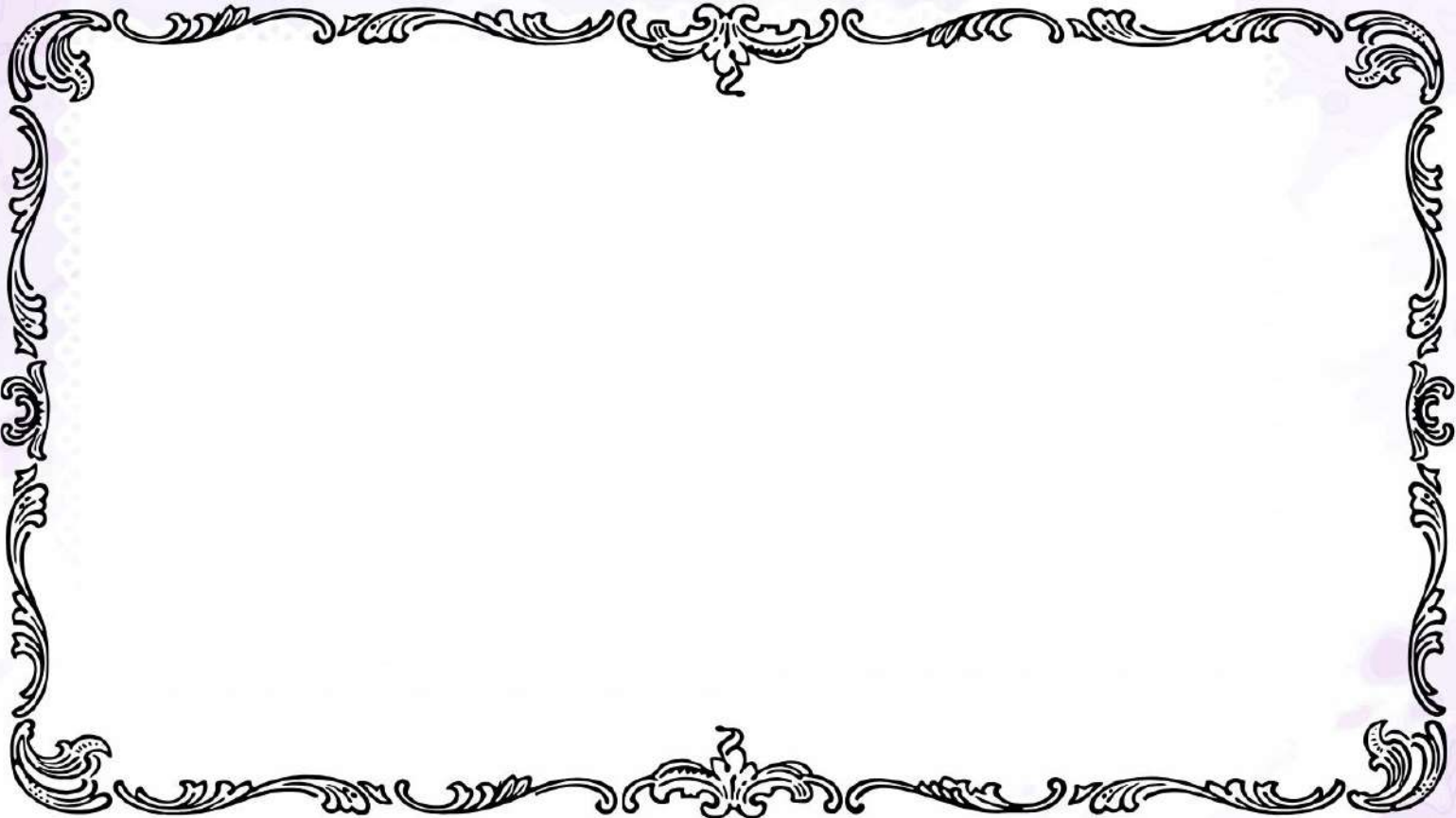
Alice told her all about the strange dream—the White Rabbit, the tea party, the Queen of Hearts, and the trial. But her sister was already back to reading her book. As Alice stretched, she noticed a little White Rabbit with pink eyes scurry behind a tree.



Adapted from: <https://www.guiainfantil.com/articulos/ocio/cuentos-infantiles/alice-in-wonderland-cuentos-tradicionales-en-ingles-para-ninos/>

While reading

1. Draw what comes to mind when you hear “Wonderland”



2. Choose the word that catches your attention the most and write a sentence.

Golden Key

Garden

White Rabbit

3. Choose the correct word and complete the following sentences based on the story.

1. Alice followed the White Rabbit because she was very _____ about where he was going.

(curious / angry / tired)

2. Alice found a small bottle that said _____ on it.

(EAT ME / DRINK ME / RUN AWAY)

3. After eating the cake, Alice grew so _____ that she was bigger than the house.

(small / large / heavy)

4. The _____ told Alice that one side of the mushroom would make her grow, and the other side would make her small.

(Cheshire Cat / caterpillar / White Rabbit)

5. At the tea party, the _____ told Alice she could only stay if she answered his riddles.

(March Hare / Mad Hatter / Dormouse)

AFTER READING

1. Come up with a different ending for the story

2. Choose the emotions you felt when you finished the story and share them with your classmates.

Anger

Sadness

Happiness

3. Reflect and answer the following questions:

- At the end, Alice finds out it was all a dream. Do you think dreams can teach us anything? Explain.

- If you could visit Wonderland, who would you want to meet: the White Rabbit, the Cheshire Cat, the Mad Hatter, or the Queen of Hearts? Why?

- What was your favorite part of the story? Why did you like it?

Self-assessment

- ☐ I understood the story.
- ☐ I learned new words.
- ☐ I answered the questions.
- ☐ I can tell the story in my own words.

Answer key

Lesson 1

Before reading

1. What comes to mind when you look at this photo?

Responses may vary

2. Match the words in the box with the corresponding image?

- Candies
- Cottage
- Forest
- woodcutter



While reading

1. Choose which of the following sentences best summarizes the story. Mark the correct answer with an X.

- Hansel and Gretel's father was a woodcutter. (X)
- Hansel and Gretel's stepmother was kind to them. ()
- Hansel and Gretel's father was happy to find his children and promised never to abandon them. (X)

2. Number the following sentences about the story and put them in the order in which they appear in the text (1–4).

- Hansel and Gretel would hug each other at night to keep warm. (2)
- The woodcutter abandoned Hansel and Gretel in the forest. (1)

- Hansel and Gretel found a candy house and ate it.(3)
- Gretel burned the witch and escaped with her brother.(4)

3. Mark the statements as true (T) or false (F), and correct the ones that are false.

- **Hansel and Gretel found a cottage made of toys.(F)**

Hansel and Gretel found a cottage made of candy

- **Their stepmother died.(T)**

- **Hansel and Gretel's father was a police officer.(F)**

Hansel and Gretel's father was a woodfather.

- **Hansel and Gretel were siblings.(T)**

AFTER READING

1. Reflect and answer the following questions:

- Would you be afraid of getting lost in a forest? Why?
- If you did get lost in the forest, what would you do?

Answers may vary

2. Discuss your answers with your classmates.

Answers may vary

Lesson 2

Before reading

1. Take a look at the following words. What do you think the story is about?

Crown

Bed

Girl

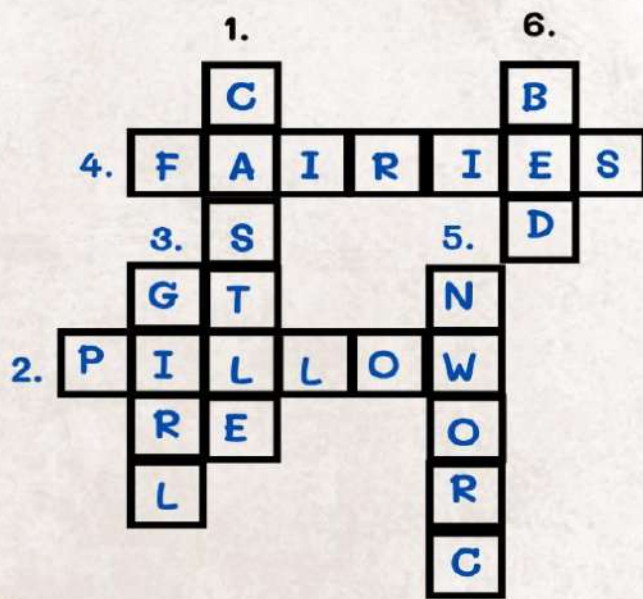
Castle

Fairies

Pillow

Answers may vary

2. Solve the following crossword puzzle using the keywords and the clues (the keywords are found in Exercise 1 above):



While reading

1. Draw a scene from the story you liked best.

Answers may vary

2. Describe in your own words the place where the whole story takes place.

Answers may vary

3. Read the text again and find someone who:

- They gave the baby wonderful qualities, such as kindness, beauty, and wealth. *Wise women*
- He cast a terrible curse on the baby. *The wise woman she hadn't been invited*
- She fell asleep for a hundred years. *Sleeping Beauty*
- Traveled a lot to find the princess. *Prince*

AFTER READING

1. Imagine a different ending for the story and write what it would be like

Answers may vary

2. List the gifts the women gave to the baby.

- Kindness
- Beauty
- Riches

Lesson 3

Before reading

1. Look at the title of the story and write down three things you think will happen in the story.

Answers may vary

2. Match the words with the corresponding pictures

• Prince

• Fairy Godmother

• Shoes

• Carriage



While reading

1. Choose two words and make two sentences using them.

Castle

Stepmother

Mice

Pumpkin

Step-sisters

Prince

Answers may vary

2. Choose the correct word and complete the following sentences based on the story.

- Once upon a time, there was a beautiful young princess named **Cinderella**.
- They were invited to a grand **Dance** at the king's palace.
- Cinderella's **Stepmother** would not let her go
- Cinderella's **Stepsisters** tried very hard to squeeze their feet into the slipper, but it would not fit.

AFTER READING

1. Draw your favorite scene from the story

Answers may vary

2. Write down what your favorite part of the story was.

Answers may vary

Unit 2

Lesson 1

Before reading

1. Write down what you see in the following image



Answers may vary

2. Predict what this story will be about

Answers may vary

3. Who do you think will be the main character?

Answers may vary

While reading

1. Describe a characteristic of the characters.



Turtle: Answers
may vary



Hare: Answers
may vary

2. Write down any unfamiliar words you've come across in the story

Answers may vary

3. List the events of the story in the order in which they occurred.

The tortoise won the race against the hare. (3)

The tortoise challenged the hare to a race. (2)

- The arrogant hare always laughed at the slow tortoise. (1)

AFTER READING

1. Who was your favorite character, and why?

Answers may vary

2. Why did you like the story?

Answers may vary

3. What lesson did the story teach you?

Answers may vary

Lesson 2

Before reading

1. Find the words in the word search



2. Describe what you think this story will be like.

Answers may vary

3. Where do you think this story will take place?

Answers may vary

While reading

1. Choose. Which piglet did I use to build his house?

METAL

FLOWERS

WOOD

STRAW

PAPER

CANDY

2. Mark the correct sentence with an (x) based on the story.

- The piglet's first house was made of candy. ()
- The one who wanted to eat the little pigs was a wolf. (**x**)
- The wolf couldn't knock down the wooden house. ()

AFTER READING

1. Who was your favorite character? Answers may vary

2. Choose how this story resonated with you and why

Poor

Good

Average

Very good

Answers may vary

3. What lesson does this story teach you?

Answers may vary

Lesson 3

Before reading

1. Look at the title of the story and write down three things you think will happen in the story. Answers may vary

2. Write the word that matches the image.



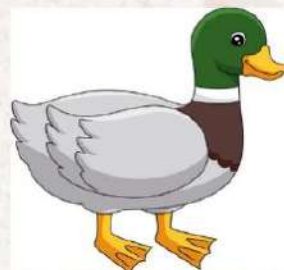
Swan



Sunrise



Farm



Duck

While reading

1. Choose three words and make two sentences using them.

Duck

Ugly

Sunrise

Courage

Sister

Answers may vary

2. Choose the correct word and complete the following sentences based on the story.

Love

Chirpy

Story

- Nobody **Love** me, and they all tease me.
- Mother **Duck** had been sitting on a nest of eggs.
- Six **Chirpy** little ducklings popped out. "Where have you been hiding?" "It's a long **Story**".

AFTER READING

1. Draw your favorite scene from the story

Answers may vary

2. Write down what your favorite part of the story was.

Answers may vary

Unit 3

Lesson 1

Before reading

1. Describe what you see in the following image

Answers may vary

2. Fill in the title of the story with whatever word comes to mind

- I want to be a child _____

Answers may vary

3. Write the word that matches the image.



Sea



Blue Fairy



Donkey



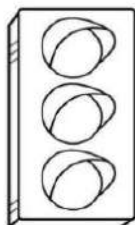
Puppet

While reading

1. Color the traffic light according to the instructions.



Answers may vary



2. Write down new words and look up their meanings

Answers may vary

3. Read again and number the main ideas in the order which they appear (1-4).

2 Pinocchio meets an evil fox and trades his spelling book for a ticket to Fun Island.

1 Geppetto makes a puppet named Pinocchio, and the Blue Fairy brings him to life.

4 Pinocchio jumps into the sea and swims inside the whale to save Geppetto.

3 On Fun Island, boys are turned into donkeys, and Pinocchio grows donkey ears and a tail.

AFTER READING

1. Think of another ending, write it down, and then share it with your classmates.

Answers may vary

2. Reflect and answer the following questions:

- What would you have done if you were in Pinocchio's place when he didn't go to school?
- Do you think it's okay to lie? Why?
- If you've ever lied, tell us what your parents did to you.

Answers may vary

3. Discuss your answers with your classmates

Answers may vary

Lesson 2

Before reading

1. Draw objects related to the story inside the box

Answers may vary

2. Choose the central theme you think the story will address

Friendship

Adventure

Honesty

Fun

3. Who do you think will be the main character?

Answers may vary

While reading

1. Describe a characteristic of the characters.



Puss in boots: Answers may vary

King: Answers may vary.

2. Write down any unfamiliar words you've come across in the story

Answers may vary

3. List the events of the story in the order in which they occurred.

4 The cat tricks the ogre into turning into a mouse and eats him.

1 The miller's youngest son inherits the cat and feels sad because he is poor.

2 The cat brings gifts of rabbits and partridges to the king, saying they are from the Marquis of Carrabas.

5 The prince marries the princess, and they live happily in the ogre's castle.

3 The cat helps the miller's son pretend to be drowning so the king will give him fine clothes.

AFTER READING

1. Who was your favorite character, and why?

Answers may vary

2. Why did you like the story?

Answers may vary

3. What lesson did the story teach you?

Answers may vary

Lesson 3

Before reading

1. Find the words in the word search



2. Describe what you think this story will be like.

Answers may vary

3. Where do you think this story will take place?

Answers may vary

While reading

1. Draw what comes to mind when you hear “Wonderland”

Answers may vary

2. Choose the word that catches your attention the most and write a sentence.

Golden Key

Garden

White Rabbit

Answers may vary

3. Choose the correct word and complete the following sentences based on the story.

1. Alice followed the White Rabbit because she was very **curious** about where he was going.

(curious / angry / tired)

2. Alice found a small bottle that said **DRINK ME** on it.

(EAT ME / DRINK ME / RUN AWAY)

3. After eating the cake, Alice grew so **large** that she was bigger than the house.

(small / large / heavy)

4. The **caterpillar** told Alice that one side of the mushroom would make her grow, and the other side would make her small.

(Cheshire Cat / caterpillar / White Rabbit)

5. At the tea party, the **Mad Hatter** told Alice she could only stay if she answered his riddles.

(March Hare / Mad Hatter / Dormouse)

AFTER READING

1. Come up with a different ending for the story

Answers may vary

2. Choose the emotions you felt when you finished the story and share them with your classmates.

Anger

Sadness

Happiness

3. Reflect and answer the following questions:

- At the end, Alice finds out it was all a dream. Do you think dreams can teach us anything? Explain.

Answers may vary

- If you could visit Wonderland, who would you want to meet: the White Rabbit, the Cheshire Cat, the Mad Hatter, or the Queen of Hearts? Why?

Answers may vary

- What was your favorite part of the story? Why did you like it?

Answers may vary

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter will detail the conclusions and recommendations obtained during the research.

5.1 Conclusions

- The findings revealed that the limited use of engaging and contextualized reading materials represents one of the main challenges affecting English reading comprehension among fifth-grade students at Juan Pablo II School. The results also support the development of storybooks based on popular tales as a didactic strategy with potential to enhance student's motivation and reading comprehension.
- The collected data indicates that storybooks based on popular tales were identified as a valuable didactic resource, motivating students and improving their reading comprehension. This is because the use of familiar characters and stories to approach English texts activates students' prior knowledge, gains their attention, and increases their motivation and confidence.
- The findings indicate that the limited use of meaningful reading activities and frequent reliance on worksheets and photocopies reduce students' opportunities to develop literal and inferential reading comprehension skills.
- This study proposes a didactic guide based on storybooks using popular tales designed to support the development of English reading comprehension. It includes various fun activities based on popular culturally relevant stories to promote both literal and inferential understanding. The guide also encourages vocabulary, creativity, imagination, and active participation in the classroom. The guide has clear instructions to help teachers implement it.

5.2 Recommendations

- English teachers are expected to use storybooks based on popular tales as a resource to encourage reading comprehension. This allows students to learn the language while reading stories they know and enjoy.
- Considering the limited availability of reading materials in many schools, English teachers should combine traditional resources, such as worksheets, with storybooks based on popular tales. This can increase students' motivation and enhance their interest in reading.
- Reading comprehension should not be an occasional activity but a regular part of English classes. Interactive guided activities will help students understand texts, learn vocabulary, and practice reading.
- The storybooks used should be appropriate for the students' English proficiency level, especially considering that fifth-grade students are at the A1.2 level. Reading activities should also contribute to vocabulary development, grammar, reading fluency, creativity, and collaborative learning while strengthening students' comprehension skills.
- Future research should implement and evaluate the proposed teaching guide in real classroom settings to determine its impact on students' reading comprehension. Early exposure to engaging reading activities may contribute to the progressive development of comprehension skills.

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ANNEXES

Annex 1. Request Asking for Permission to Apply Research Instruments.

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2026-0165-O
Ibarra, 16 de junio de 2026

PARA: MSc. Luis Lema
RECTOR DE LA UNIDAD EDUCATIVA JUAN PABLO II

ASUNTO: Trabajo de Integración Curricular Srta. Dilka Anail Yacelga Velastegui

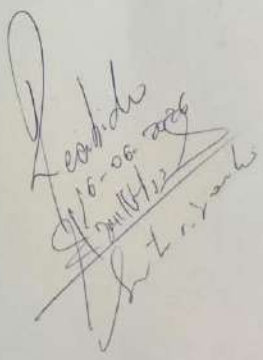
Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, autorice el ingreso de la Señorita DILKA ANAIL YACELGA VELASTEGUI, portadora de la cédula 1721778023, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, FECYT-UTN, a la Unidad Educativa Juan Pablo II, con la finalidad de que obtenga información a través de la aplicación de instrumentos de investigación, lo cual requiere para el desarrollo del trabajo de integración curricular con el tema: "STORYBOOKS USING POPULAR TALES AS A DIDACTIC STRATEGY TO ENHANCE ENGLISH READING COMPREHENSION IN FIFTH-GRADE STUDENTS AT JUAN PABLO II SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO


MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec



JLRR/M.Báez

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

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Annex 2: Request for Authorization to Share the Proposal.

REPUBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2026-0195-O
Ibarra, 09 de julio de 2026

PARA: MSc. Luis Lema
RECTOR DE LA UNIDAD EDUCATIVA JUAN PABLO II

ASUNTO: Socialización de la propuesta Srta. Dilka Anail Yacelga Velastegui

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita DILKA ANAIL YACELGA VELASTEGUI, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta: "THE MAGIC STORYBOOK LEARNING ENGLISH THROUGH POPULAR TALES", perteneciente al trabajo de integración curricular con el tema: "STORYBOOKS USING POPULAR TALES AS A DIDACTIC STRATEGY TO ENHANCE ENGLISH READING COMPREHENSION IN FIFTH-GRADE STUDENTS AT JUAN PABLO II SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanato@fecyt@utn.edu.ec

JLRR/M.Báez

Recibido
09-07-2026
Aprobado

U.E.
FISCOMISIONAL
"JUAN PABLO II"
RECTORADO

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Página 1 de 1

Annex 3: Certificate of Approval of the Proposal

 **UNIDAD EDUCATIVA FISCOMISIONAL**
"JUAN PABLO II"
Calle Alfredo Gómez Jaime 3-13 y Av. Victor Manuel Guzmán
Telefax. (06) 2 952-337
IBARRA - ECUADOR



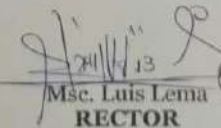
En calidad de Rector de la Unidad Educativa Juan Pablo II tengo a bien:

C E R T I F I C A R

Que, la Srta. DILKA ANAIL YACELGA VELASTEGUI, con C.I. 1721778023, estudiante de la Universidad Técnica del Norte de la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRAJEROS, ha realizado la SOCIALIZACIÓN DE SU PROPUESTA titulada "THE MAGIC STORYBOOK LEARNING ENGLISH THROUGH POPULAR TALES", perteneciente al trabajo de integración curricular con el tema "STORYBOOKS USING POPULAR TALES AS A DIDACTIC STRATEGY TO ENHANCE ENGLISH READING COMPREHENSION IN FIFTH-GRADE STUDENTS AT JUAN PABLO II", en el Área de Inglés de la institución el día jueves 9 de junio del 2026.

Es todo cuanto puedo certificar en honor a la verdad, autorizando a la interesada hacer uso del presente certificado como estime conveniente

Ibarra, 6 de julio del 2026


Msc. Luis Lema
RECTOR

 U.E.
FISCOMISIONAL
"JUAN PABLO II"
RECTORADO

Annex 4: Application of the Instruments



Annex 5: Socialization of the Proposal

