

LITTLE WRITERS, BIG STEPS: DEVELOPING FOREIGN LANGUAGE WRITING IN
SECOND GRADERS THROUGH MODELING AND ADAPTED MATERIALS

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Annex B**Formative and summative activities****Annex B, Figure 1**

Online presentation of present simple and continuous.

STRUCTURE

Subject + to be + Verb (-ing) + Complement

The boys are playing in the park.

I am cooking pasta for lunch.

Note. Presentation focused on the structure and use of the simpler and continuous present tense. Self-Elaboration.

Annex B, Figure 2

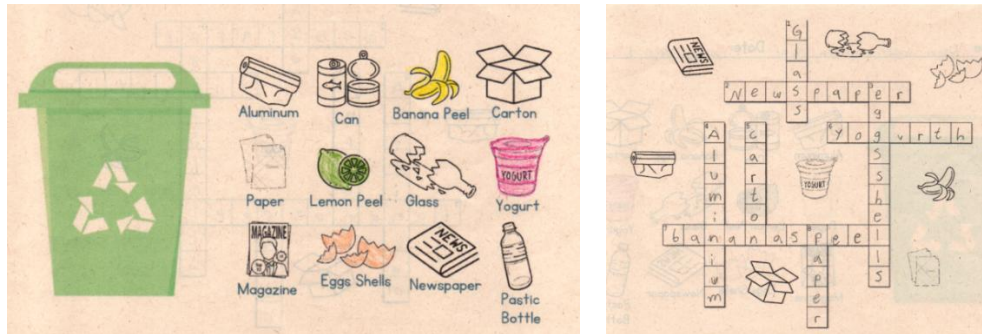
Virtual video to support the activity.



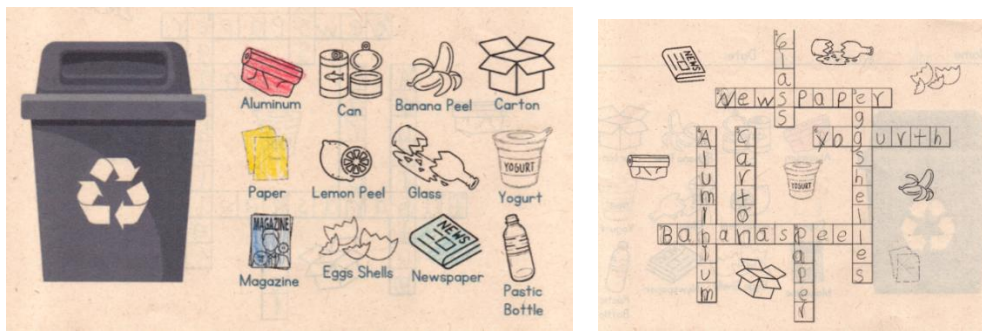
Note. Practice video for the creation of sentences. DigitalbySam, Youtube account

Annex B, Figure 3

Residue classification activity and crossword puzzle results.



Note. On the left the activity about cans classification and on the right the crossword. Self-Elaboration



Note. On the left the activity about cans classification and on the right the crossword. Self-Elaboration



Note. On the left the activity about cans classification and on the right the crossword. Self-Elaboration


Annex B, Figure 4*Picture description and listening activity*

Describe the images using present simple and continuous tense



- 1) He recycle the plastic bottles ♥
- 2) She throw the paper ♥
- 3) She washet therts ♥
- 4) He planting plant ♥


Listen and write



- 1) He separate the garbesh every day
- 2) He saks the water wen you take a sh^{wer}
- 3) They throw garbesh onder streets ♥
- 4) They plant threes in ther house ♥
- 5) He recycle the bottles ♥


Note. On the left Picture description activity and on the right listening activity. Self-elaboration

Describe the images using present simple and continuous tense



- 1) He recycle the plastic
- 2) She throw the paper ♥
- 3) She washet therts ♥
- 4) He planting plants ♥


Listen and write



- 1) He separate the garbage every day ♥
- 2) He saks the water wen you takes a sh^{wer}
- 3) They throw garbage onder streets ♥
- 4) They plant trees in their house ♥
- 5) He recycle the bottles ♥

Note. On the left Picture description activity and on the right listening activity. Self-elaboration

Describe the images using present simple and continuous tense




1) He throw the bottle

2) she Recycle

3) she wash her teeth

4)

Listen and write



1) He separate every day

2) He wash water brush her teeth

3) they separate on street

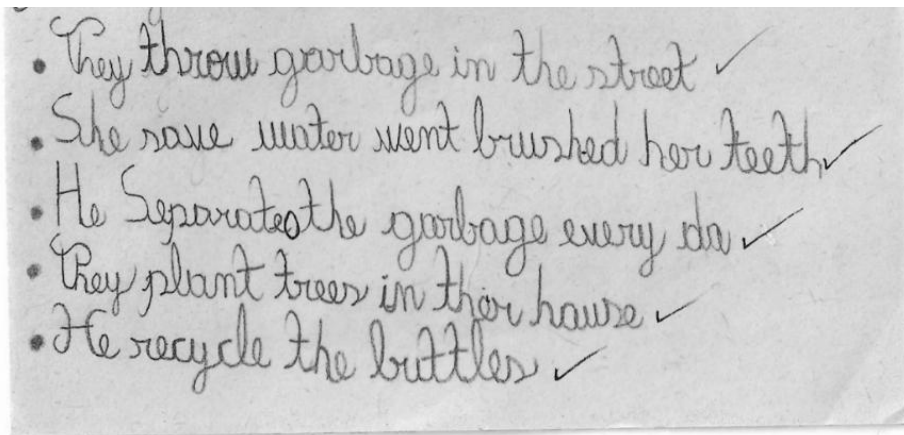
4) they plant trees in their house

5) we recycle the bottles

Note. On the left Picture description activity and on the right listening activity. Self-elaboration

Annex B, Figure 4.

Worksheet, used to perform summative evaluation.



Note. Elaboration of the listening activity by a second-grade student.

1. They throw garbasha in the street X
2. She see^s water wen broches her teeth X
- 3 He separate the garbasha every day X
- 4 They plants threes in ther house ✓
- 5 He recycled the bottles ✓

Note. Elaboration of the listening activity by a second-grade student.

1. they throw gubage in the street ✓ ✓
2. she raises water when brushes her teeth
3. he separate the garbage everyday ✓
4. they plant trees in there house ✓ ✓
5. he recycles the bottles ✓

Note. Elaboration of the listening activity by a second-grade student

1. They throw garbage in the street ✓
2. She raise water when brush her teeth X
3. He separate the garbage every day ✓
4. They plant trees in their house ✓
5. He recycled the bottles ✓

Note. Elaboration of the listening activity by a second-grade student.

Annex B, Table 1*Field Notes #1*

<i>Research question</i> <i>How to improve textual production with second graders in ESL implementing language modeling activities with adapted material in a divided attention context?</i>	
Classroom: 2C	Date: October 1th
Activity: Vocabulary Activity	Topic: Save the water and recycle
<i>Observations (field notes)</i> <ul style="list-style-type: none"> ○ Students show interest in explaining the distribution of resources by means of tangible elements. ○ Students differentiate and recognize the correct distribution of everyday garbage. ○ Students demonstrate and perform the activity in a more dynamic way with the incentive of the “medal”. ○ Students learn the correct use of the colors of the three cans (blue, green and gray). ○ Students show some difficulties in pronunciation of some words. ○ Students look distracted with the painted activity 	<i>Researcher’s Comments</i> <ul style="list-style-type: none"> ● The time of the intervention is affected because there are some interruptions from extracurricular activities that would take place minutes after the class. ● The participants manage to complete the crossword puzzle activity with good writing results. ● Participants are able to demonstrate through “natural learning” that they recognize each concept with ease. ● Participants lose concentration when they fail to complete the activity quickly, causing <ul style="list-style-type: none"> - Constantly stand up, - Talk to their classmates - Do a different activity on the topic of the environment.

Note. Field diary of the first intervention. Self-elaboration

Annex B, Table 3*Field Notes # 3*

<p><i>Research question</i></p> <p><i>How to improve textual production with second graders in ESL implementing language modeling activities with adapted material in a divided attention context?</i></p>	
<p>Classroom: 2C Date: October 29th</p> <p>Activity: Vocabulary and grammatical Structure-review</p> <p>Topic: Save the water and recycle</p>	
<p>Observations (Field notes)</p> <ul style="list-style-type: none"> ○ Lack of concentration in class and noise because the class took place after the break. ○ Attention had to be called several times, and Warmup had to be used to calm them down and start the activity. ○ There was a complication with the listening part, having to repeat the audio 4 times for each sentence. ○ Students finished the listening activity quickly to give way to the reward part (decorating craft) 	<p>Researcher's Comments</p> <ul style="list-style-type: none"> • There is an improvement in the use of pronouns when constructing sentences, stopping using "The" and using "He" or "She" instead. • The use of the present simple tense has been well studied, but it is still difficult for them to make conjugations with -ing or past simple. • The students are more aware of the use of recycling vocabulary as well as the use of the colors of the recycling bins.

Note. Field diary of the third intervention. Self-elaboration