

# Didactic guide: Interactive Calleja Collection

## INTRODUCTION:

This short didactic guide is aimed at supporting teachers in the use of the tool. It includes the following sections: the objectives of this digital edition of *Plague of Dragons*, the intended audience, and the description of the interface and the type of annotations included. We also provide some suggestions for the exploitation of this resource in the classroom.

## OBJECTIVES:

This new digitalized and enriched version of the *Plague of Dragons* tales is intended to encourage the pleasure of reading in the new generations through a collection of stories that, despite the chronological distance, maintain their original interest. To this end, three versions of the stories have been created, with their corresponding oral narration, teaching table and annotations:

- Spanish (ES): Original version of the story in Spanish.
- English (EN): English translated version.
- Bilingual version (ES / EN): Version with one language on each page (face-to-face), with contrastive annotations in the stories “Plaga de dragones/A plague of dragons”, “Una ciudad de libros/A city of books”, “Veraneo estropeado/Spoilt summer holidays” and “En estado de sitio/Under siege.”

**The Spanish version** is aimed at developing the reader's skills, especially in the field of literature and creative writing. The activities proposed in the annotations are aimed at enriching the reading experience, bringing the culture of the time in which these stories were published to current generations, thus contributing to the establishment of connections between different people, times and places. Practical and closed examples explain concepts in the field of literary studies (such as gender, intertextuality, types of narrators, etc.), complemented transversally with exercises and information pertaining to other areas of knowledge, such as Biology or the Social Sciences. Similarly, different activities are proposed to encourage the reader to improve his reading comprehension, continue with other stories, or write his own.

**The English version** is aimed at assisting the student in learning the English language in a playful and integrative way in relation to the development of other skills. It can be used in the classroom and hence constitute a teaching resource as well.

The main objective of **the bilingual version** is to recover the mother tongue in the language classroom and use it as a learning resource for the second language, English, from a contrastive perspective, for Spanish-speaking students. From this bilingual version of the story, contrastive activities between both languages can be proposed in order to make the student reflect on linguistic and intercultural aspects of interest. The annotations for this contrastive bilingual version are implemented in four stories (1, 3, 5 and 12).

The icons in the margins of the story give access to different types of annotations and activities that seek to encourage young readers to develop skills that more than one

hundred Spanish teachers have previously identified as necessary in their training process and that, in addition, coincide with what several reports of the European Commission establish as priority competences that young people must have today to successfully access the labor market. These skills and competencies have been synthesized in large groups of annotations, identified by a different icon (as we will see in Table I).

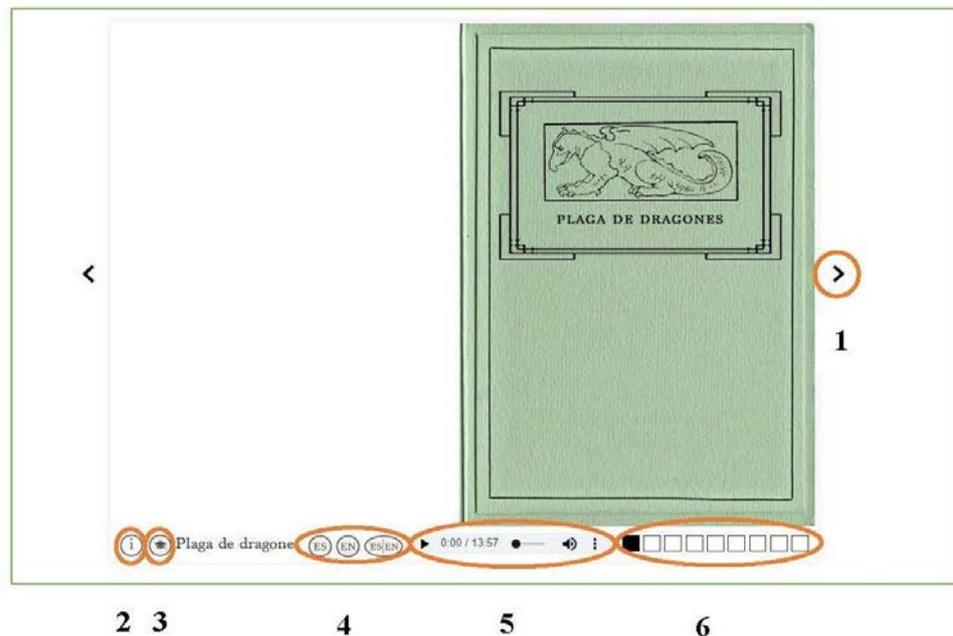
### INTENDED AUDIENCE:

This tool is intended for all readers who are more or less native Spanish speakers and who have a level of English corresponding to a B1 in the CEFR (The Common European Framework of Reference for Languages). The annotations are for any type of reader, so the tool can be used autonomously, outside a formal school context.

The tool has been developed primarily for Spanish native speakers, although it is also possible to use it as a tool for teaching Spanish to foreigners at an advanced level. Specifically, it is intended for children between 9 and 13 years old, although teenagers and adults can also enjoy reading these stories and doing the activities.

Considering young users in education, the English part of the tool is particularly suitable for students in the second (3rd and 4th) and third (5th and 6th) cycles of primary education and the 1st and 2nd courses of secondary education. However, all English learners with a B level can profit from the use of this tool.

### INTERFACE DESCRIPTION:



1. Arrow to turn the page.
2. Key to the annotation icons.
3. Didactic guide for each story.
4. Icons to access the different language versions.\*
5. The complete audio of each story.
6. Reading progression bar, where each black square corresponds to a double page.

**\*Note: To access the English or the bilingual versions one needs to click on the EN or ES/EN keys of the bottom menu (4), since the Spanish version always appears by default.**

**TYPES OF ICONS:**

<b>Skill</b>	<b>Icon</b>	<b>Skill</b>	<b>Icon</b>
<b>Reading comprehension and context</b>		<b>Collaborative work</b>	
<b>Oral comprehension</b>		<b>Creativity</b>	
<b>Critical capacity</b>		<b>Gamification and digital skills</b>	
<b>Communication</b> (in the English version)		<b>Culture and society</b> (in the bilingual version)	
<b>Vocabulary</b> (in the bilingual version)		<b>Grammar</b> (in the bilingual version)	

Table I: Icons to identify the different types of annotations and the skills they seek to develop.

Both the Spanish and the English versions have two types of notes: vocabulary notes (indicated by a faint dotted line under the word) and didactic annotations (aimed at practising and developing different skills). Some of the latter could have been represented using several icons, because they have more than one didactic function. However, in order to keep a simple design, only one has been selected in each case. It is reasonable to access the vocabulary notes as reading takes place. However, in the case of the didactic annotations, the reader may decide to read the whole story beforehand or do them as they go along.”

The area underneath the pages is always available for consultation while reading.

	<b>Key</b> of the types of icons used in each version (Spanish, English, and bilingual)
	<b>Didactic table</b> for each story (including a brief summary and guidelines for learning)
	<b>Enriched audio version</b> of each story

Table II: Additional icons.

## **PROPOSALS FOR THE USE OF THE TOOL IN THE CLASSROOM:**

### **Pre-reading activities:**

- We propose the presentation in class of the following excellent educational video about Saturnino Calleja before starting to work with the story to contextualize it: <https://canal.uned.es/mmobj/index/id/10595>.
- Carrying out activities in which the story is introduced, relating it to the world of references of current children.

### **Different reading modes:**

- Listen together as an audiobook, without reading the text, pausing from time to time and consulting students if they need more information, accessing the enriched areas and discussing them.
- Reading the book with the audio, individually, guided by the reading speed and reading mode of the audio.
- Reading the book without the audio, with freedom to consult the enriched areas, according to individual rhythm.

### **Group reading activities:**

- Work in pairs: one listens to the audiobook and then has to narrate it to his partner. Then the children who have been told the story can share it with each other to fill in possible gaps or clear up doubts.
- Listen to the audiobook and recreate the story in groups: with images provided by the teacher that they have to order, with drawings of the students, with schematic maps, etc.
- Provide each student with a fragment of the text to be read individually. Listen to the audiobook and the students have to be ordered physically, depending on the order of their fragments.
- Joint listening to the audiobook and predicting events that may happen later: the teacher stops the audio and the students raise their ideas.

- Expert groups: assign to each group of students a type of extension resource (context, creativity, collaborative work, etc.) and make a reading of the book reviewing only the type of resource that corresponds to them. Then heterogeneous groups are created in which there is at least one student of each type of resource and they explain to each other what they have discovered.

**Activities after reading:**

- Character development and presentation:

Individual mode: Each student recreates the chosen character from the story, extending a description of his character or drawing it.

Group mode: In small groups they perform a theatrical fragment of the story or variations thereof.

- Create new student annotations for other aspects or passages of the story that have generated interest or curiosity, and that were not already enriched. Information search and exhibition.

- Generate with the students an audiobook of another work, from this model. For example, undertake an analysis of the use of voice in the audio of the story, establishing the elements that improve the listener's understanding, and then create an audiobook themselves taking into account these quality requirements.