

1

GlobalVIDA

With over 20 years of experience in Bilingual Education in Texas, **Luz Roth & Viviana Hall** have developed a stellar reputation as leaders in the field. This program includes our critically acclaimed Make and Take workshop that features program implementation specialist Luz Roth, who was the Texas Bilingual Teacher of the Year 2018. With this platform, we offer digital materials & resources, downloadable applications, purposeful activity centers (Make & Take), and classroom demonstrations.

GlobalVIDA.net

2

Purposeful Activity Centers (PACs)

01 5 - 13 Standards

02 Automaticity

03 Confidence

GlobalVIDA.net

3

Actividades de Centros con Propósito (PACs)

01 5 - 13 estándares

02 Automaticidad

03 Confianza

GlobalVIDA.net

4

Aprende ideas exitosas para establecer bases sólidas para la lectoescritura.

GlobalVIDA.net

Setting it up for success with Global VIDA

5

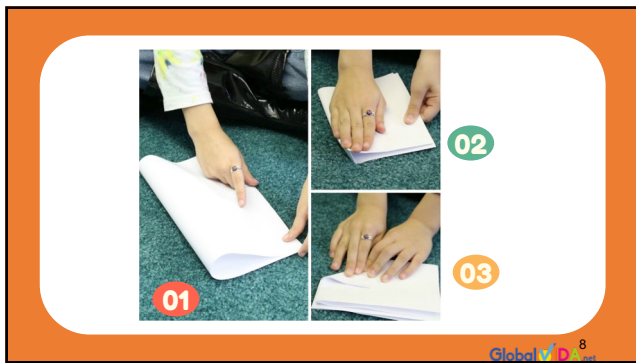
FOLDABLE # 01

OUR 4 PILLARS

6



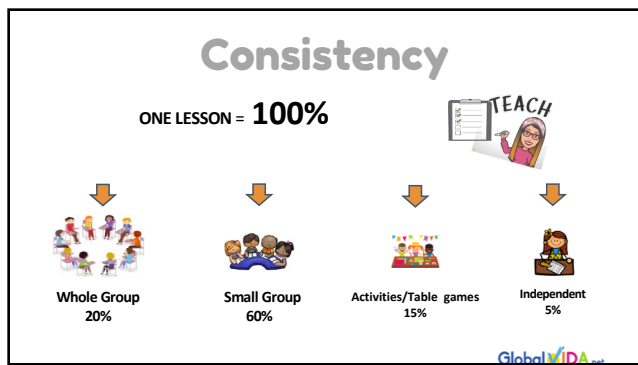
7



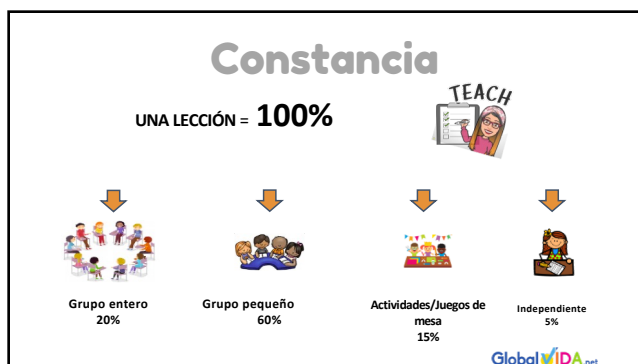
8



9



10



11

Organization

A	B	C	D												
RULES	JOBS <small>(Responsibilities)</small>	OBJECTIVES	LESSON												
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Manager</td> <td>Assistant</td> <td>Inspector</td> <td>Media</td> </tr> <tr> <td>Manage the group</td> <td>materials</td> <td>monitor rúbricas</td> <td>Bloom's</td> </tr> </table>	1	2	3	4	Manager	Assistant	Inspector	Media	Manage the group	materials	monitor rúbricas	Bloom's		
1	2	3	4												
Manager	Assistant	Inspector	Media												
Manage the group	materials	monitor rúbricas	Bloom's												

GlobalWIDA.org

12

Organización

A	B	C	D												
Las REGLAS 	 Los TRABAJOS (Responsabilidades) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Gerente</td> <td>Asistente</td> <td>Inspector</td> <td>Periodista</td> </tr> <tr> <td>Guía el grupo</td> <td>materiales</td> <td>Monitoreo de rúbricas</td> <td>Bloom's</td> </tr> </table>	1	2	3	4	Gerente	Asistente	Inspector	Periodista	Guía el grupo	materiales	Monitoreo de rúbricas	Bloom's	Los OBJETIVOS 	La SECUENCIA de la lección 
1	2	3	4												
Gerente	Asistente	Inspector	Periodista												
Guía el grupo	materiales	Monitoreo de rúbricas	Bloom's												

GlobalWIDA.org

13

Collaboration



Administrators





Colleagues



Students



Home

GlobalWIDA.org

14

Colaboración



Administradores





Colegas



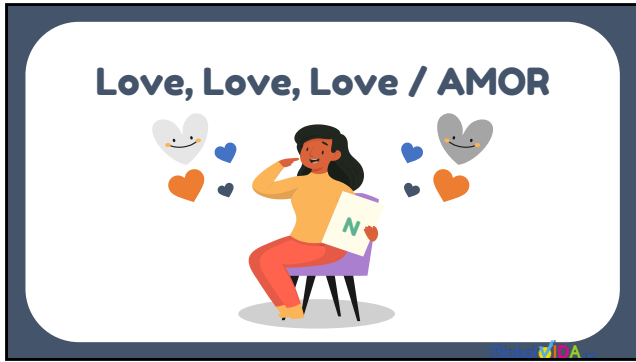
Estudiantes



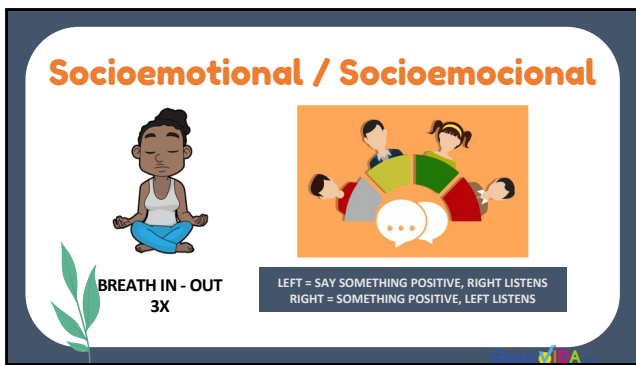
Hogar

GlobalWIDA.org

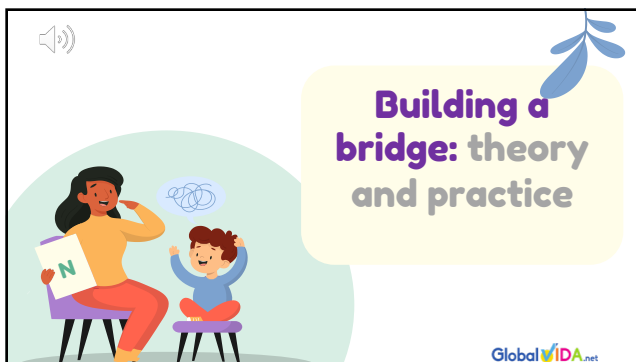
15



16



17



18

Un puente entre la teoría y la práctica

GlobalVIDA.net

19

The Nature of Transfer

The process of transfer requires that we take what students already know and understand about literacy in their native language and ensure that this knowledge is used to help them gain literacy skills in a second language.
(Escamilla, 2004)

GlobalVIDA

20

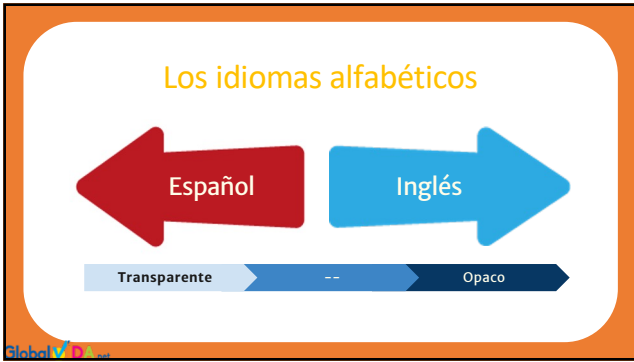
Transfer is not...

Reteaching what students already know

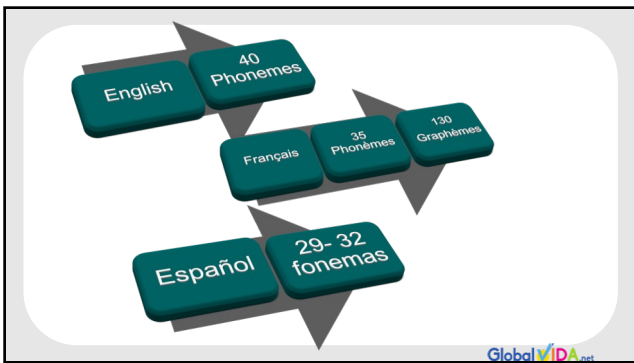
Translation

GlobalVIDA

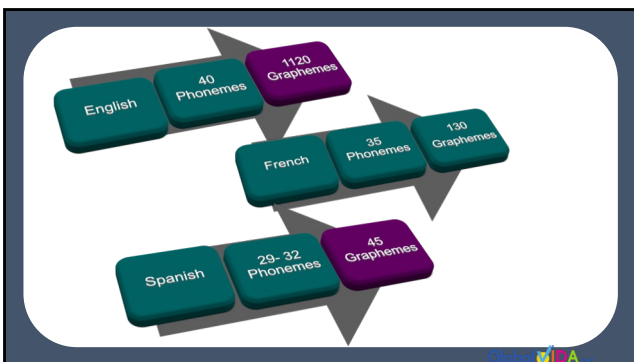
21



22



23



24

¡Doblando un plegable!
An easy Foldable!

25

Gradual Release and Language Acquisition

26

La independencia gradual y la adquisición del idioma

27

¡Voltea la hoja y empezamos otra vez!
Turn it over and re-use it!

Global VIDA

28

Receptive Listening, reading

Productive Writing, speaking	-- --	-- +
	+ --	+ +

Global VIDA


29

Receptive Escuchar, leer


Productive Escribir, hablar	-- --	-- +
	+ --	+ +


Global VIDA

30

Language Domains and Activities Global 

<p>Grades K-12 Listening Activities</p> <ul style="list-style-type: none"> • Reacting to oral presentations • Responding to text read about • Following directions • Cooperative group work • Informal interactions with peers • Large group and small-group instructional interactions • One-on-one interviews • Individual student conferences 	<p>Grades K-12 Speaking Activities</p> <ul style="list-style-type: none"> • Cooperative group work • Oral presentations • Informal interactions with peers • Large-group and small-group instructional interactions • One-on-one interviews • Classroom discussions • Articulation of problem-solving strategies • Individual student conferences
<p>Grades K-12 Reading Activities</p> <ul style="list-style-type: none"> • Paired reading • Sing-alongs and read-alongs, including chants and poems • Shared reading with big books, charts, overhead transparencies, and other displays • Guided reading with leveled readers • Reading subject-area texts and related materials • Independent reading • Cooperative group work • Reading response journals • Read and think about, using high-interest books relating to student's background 	<p>Grades K-12 Writing Activities</p> <ul style="list-style-type: none"> • Shared writing for literacy and content area development • Language experience dictation • Organization of thoughts and ideas through prewriting strategies • Making lists for specific purposes • Labeling pictures, objects, and items from projects • Descriptive writing on a familiar topic or writing about a familiar process • Narrative writing about a past event • Reflective writing, such as journaling • Extended writing from language arts classes • Expository or procedural writing from science, mathematics, and social studies classes

How to 



31




**Let's Take a
Bridge Gallery Walk!**

40

Sequence Map

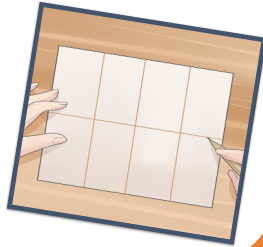
1. Take a blank sheet of paper.
2. Fold it in half 2 times, horizontally.
3. Fold it once, vertically.
4. The sheet should be divided into 8 equal parts.
5. Afterwards, we can make the divisions with a pencil, pen or marker.



41

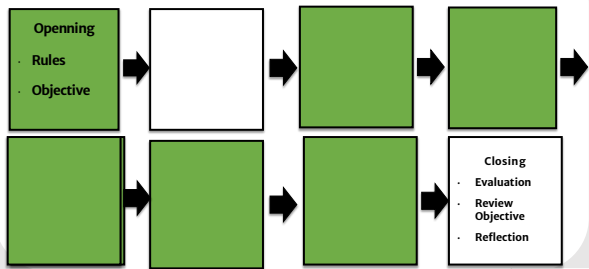
Mapa de secuencia

1. Tomar una hoja de papel en blanco.
2. Doblarla a la mitad 2 veces de manera horizontal.
3. Doblarla una vez de manera vertical.
4. La hoja deberá quedar dividida en 8 partes iguales.
5. Después, podemos hacer las divisiones con un lápiz, pluma o marcador.



42

Lesson Sequence



43

Objective

Academic

The student will be able to **infer** the author's purpose and the narrator's point of view, **critically reason** about the structure of the text, and **evaluate** the text using the assessment strategies for the State test.

Linguistic

El estudiante será capaz de **escuchar, hablar, leer y escribir inferencias con sus evidencias textuales** usando **textos del examen de lectura en español estatal**.

Color Coding

BLOOMS taxonomy verbs

Standards

Linguistic standards verbs

Resources and materials

44

Objetivo

Académico

El estudiante será capaz de **inferir** el propósito del autor y el punto de vista del narrador, **razonar críticamente** la estructura del texto y **evaluar** el texto usando las estrategias evaluativas para el STAAR.

Lingüístico

The student will be able to **listen, speak, read, and write inferences with their textual evidence using STAAR reading texts in Spanish.**

Codificación de color

● Verbos de la taxonomía de Blooms
● Verbos de estándares lingüísticos

Estándares

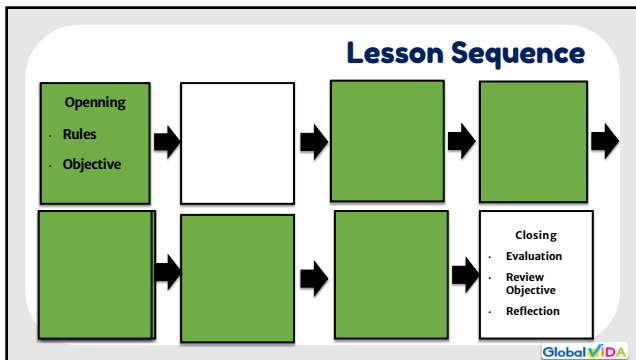
● Recursos y materiales

45

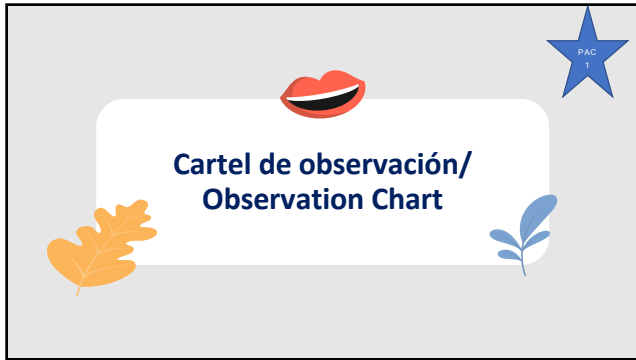


1 Oral Language

46



47



48



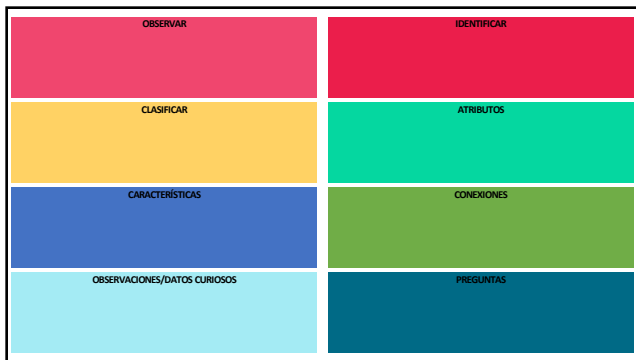
49



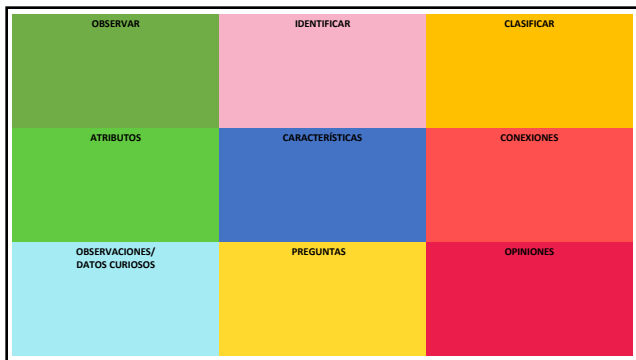
50



53



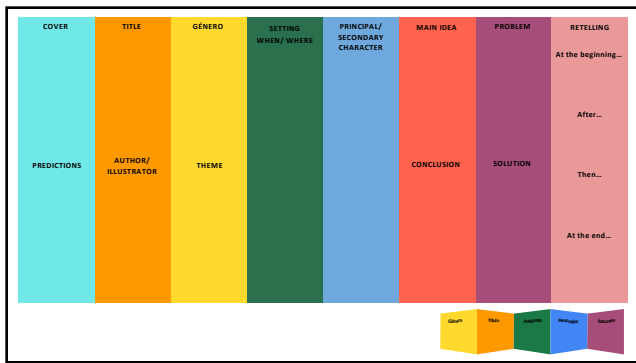
54



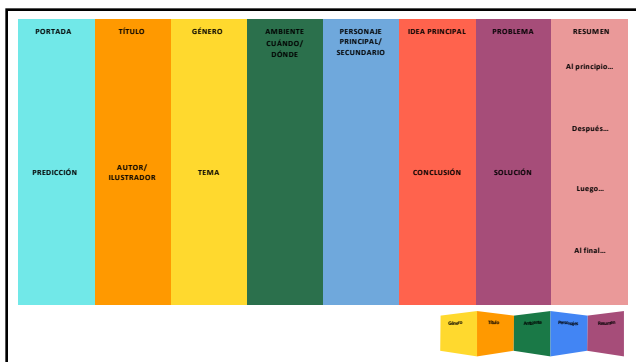
55



56



62



63

Portada	Género
	<p>La categoría de género (ficción/no ficción) de este cuento es _____.</p> <p>Es _____, porque _____.</p> <p>El género es _____ porque _____.</p>

64

VOCABULARIO	
español	English
encanto	charm
casti	little house
Colombia	Colombia
trillizos	triplets
visión	vision
regalo	gift
milagro	miracle

65

AMBIENTE	
¿Cuándo?	¿Dónde?
  En el día  En el anochecer  En el amanecer	  En la casita  En Colombia  En el pueblo  En las montañas

66

PERSONAJES

Primarios



Mirabel



La Abuela Alma



Bruno



67

PERSONAJES

Secundarios

Abuelo Pedro	Tío Felix	Tía Pepa
Mamá Julieta	Papá Agustín	Prima Dolores
Primo Camilo	Primo Antonio	Hermana Luisa
Hermana Isabela		



68

TRAMA

Principio



Hace mucho tiempo la Abuela Alma y el Abuelo Pedro huyeron de su pueblo con sus hijos. El Abuelo se perdió pero en medio de la tragedia la familia recibió un milagro con una vela que tiene un llamado mágico que nunca se apaga, y ese milagro es una casita para donde pudieran vivir. su ENCANITO



Desarrollo



Pasaron los años y llegó la fiesta de Antonio donde él también recibió un don.



La llama empezó a perder su luz y Mirabel empezó a buscar de una respuesta.



Enlace

Mirabel encontró el lugar secreto de su tío Bruno y con él descubrieron para ver una nueva visión y descubrir su significado.

Al final Casita se demitió, pero no todo estaba perdido. Mirabel pudo ayudar a su Abuela Alma y construir una unión familiar. Como familia y con la ayuda del pueblo reconciliaron Casita y recibieron su don. Mirabel recibió su don.

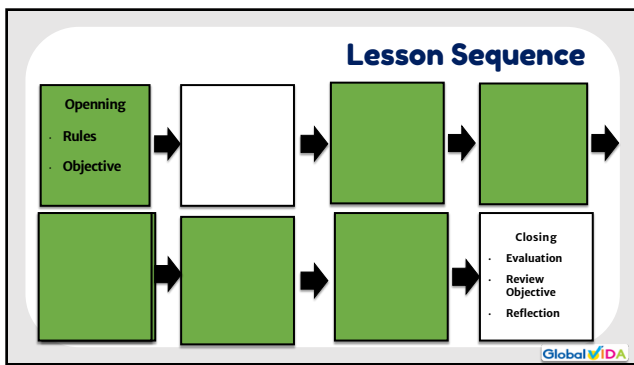


69


2


Cognates

70



71

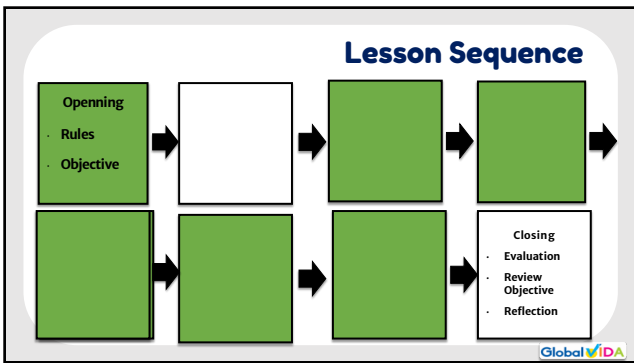
<p>Words that end in -ence that change to -encia</p> <table border="1"> <thead> <tr><th>English</th><th>Spanish</th></tr> </thead> <tbody> <tr><td>adolescence</td><td>adolescencia</td></tr> <tr><td>audience</td><td>audiencia</td></tr> <tr><td>colloquence</td><td>coloquencia</td></tr> <tr><td>conscience</td><td>conciencia</td></tr> <tr><td>difference</td><td>diferencia</td></tr> <tr><td>evidence</td><td>evidencia</td></tr> <tr><td>intelligence</td><td>inteligencia</td></tr> <tr><td>presence</td><td>presencia</td></tr> <tr><td>science</td><td>ciencia</td></tr> <tr><td>vocabulary</td><td>vocabulario</td></tr> </tbody> </table>	English	Spanish	adolescence	adolescencia	audience	audiencia	colloquence	coloquencia	conscience	conciencia	difference	diferencia	evidence	evidencia	intelligence	inteligencia	presence	presencia	science	ciencia	vocabulary	vocabulario	<p>Words that end in -ment that change to -mento</p> <table border="1"> <thead> <tr><th>English</th><th>Spanish</th></tr> </thead> <tbody> <tr><td>argument</td><td>argumento</td></tr> <tr><td>canon</td><td>canon</td></tr> <tr><td>disjunct</td><td>disyunto</td></tr> <tr><td>document</td><td>documento</td></tr> <tr><td>element</td><td>elemento</td></tr> <tr><td>instrument</td><td>instrumento</td></tr> <tr><td>moment</td><td>momento</td></tr> <tr><td>movement</td><td>movimiento</td></tr> </tbody> </table>	English	Spanish	argument	argumento	canon	canon	disjunct	disyunto	document	documento	element	elemento	instrument	instrumento	moment	momento	movement	movimiento	<p>Words that end in -al</p> <p>Words that end in -ar</p> <p>Words that end in -ible</p> <p>Words that end in -sion</p> <p>List of near-perfect Spanish cognates</p> <p>Words that end in -ct that change to -cto</p> <p>Words that end in -ic that change to -ico</p> <p>Words that end in -id that change to -ido</p> <p>Words that end in -y that change to -ia</p> <p>Words that end in -ant that change to -ante</p> <p>Words that end in -ary that change to -ario</p> <p>Words that end in -ate that change to -ar</p>	<p>Words that end in -ary that change to -ario</p> <table border="1"> <thead> <tr><th>English</th><th>Spanish</th></tr> </thead> <tbody> <tr><td>charter</td><td>carta</td></tr> <tr><td>dear</td><td>querido</td></tr> <tr><td>elaborate</td><td>elaborado</td></tr> <tr><td>important</td><td>importante</td></tr> <tr><td>isolate</td><td>aislado</td></tr> <tr><td>vacant</td><td>vacante</td></tr> <tr><td>transparent</td><td>transparente</td></tr> </tbody> </table> <p>Words that end in -ible</p> <table border="1"> <thead> <tr><th>English</th><th>Spanish</th></tr> </thead> <tbody> <tr><td>flexible</td><td>flexible</td></tr> <tr><td>horrible</td><td>horrible</td></tr> <tr><td>impossible</td><td>imposible</td></tr> <tr><td>memorable</td><td>memorable</td></tr> <tr><td>terrible</td><td>terrible</td></tr> <tr><td>visible</td><td>visible</td></tr> </tbody> </table> <p>Words that end in -ion</p> <table border="1"> <thead> <tr><th>English</th><th>Spanish</th></tr> </thead> <tbody> <tr><td>compression</td><td>compresión</td></tr> <tr><td>deception</td><td>decepción</td></tr> <tr><td>expansion</td><td>expansión</td></tr> <tr><td>explosion</td><td>explosión</td></tr> <tr><td>impression</td><td>impresión</td></tr> <tr><td>mission</td><td>misión</td></tr> <tr><td>passion</td><td>pasión</td></tr> <tr><td>persuasion</td><td>persuasión</td></tr> <tr><td>possession</td><td>posesión</td></tr> <tr><td>television</td><td>televisión</td></tr> </tbody> </table>	English	Spanish	charter	carta	dear	querido	elaborate	elaborado	important	importante	isolate	aislado	vacant	vacante	transparent	transparente	English	Spanish	flexible	flexible	horrible	horrible	impossible	imposible	memorable	memorable	terrible	terrible	visible	visible	English	Spanish	compression	compresión	deception	decepción	expansion	expansión	explosion	explosión	impression	impresión	mission	misión	passion	pasión	persuasion	persuasión	possession	posesión	television	televisión
English	Spanish																																																																																														
adolescence	adolescencia																																																																																														
audience	audiencia																																																																																														
colloquence	coloquencia																																																																																														
conscience	conciencia																																																																																														
difference	diferencia																																																																																														
evidence	evidencia																																																																																														
intelligence	inteligencia																																																																																														
presence	presencia																																																																																														
science	ciencia																																																																																														
vocabulary	vocabulario																																																																																														
English	Spanish																																																																																														
argument	argumento																																																																																														
canon	canon																																																																																														
disjunct	disyunto																																																																																														
document	documento																																																																																														
element	elemento																																																																																														
instrument	instrumento																																																																																														
moment	momento																																																																																														
movement	movimiento																																																																																														
English	Spanish																																																																																														
charter	carta																																																																																														
dear	querido																																																																																														
elaborate	elaborado																																																																																														
important	importante																																																																																														
isolate	aislado																																																																																														
vacant	vacante																																																																																														
transparent	transparente																																																																																														
English	Spanish																																																																																														
flexible	flexible																																																																																														
horrible	horrible																																																																																														
impossible	imposible																																																																																														
memorable	memorable																																																																																														
terrible	terrible																																																																																														
visible	visible																																																																																														
English	Spanish																																																																																														
compression	compresión																																																																																														
deception	decepción																																																																																														
expansion	expansión																																																																																														
explosion	explosión																																																																																														
impression	impresión																																																																																														
mission	misión																																																																																														
passion	pasión																																																																																														
persuasion	persuasión																																																																																														
possession	posesión																																																																																														
television	televisión																																																																																														

72

3

Vocabulario

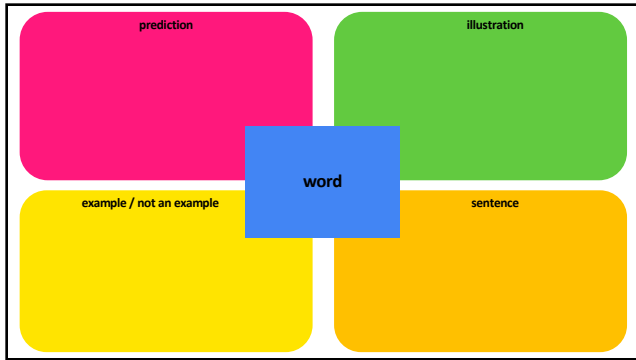
73



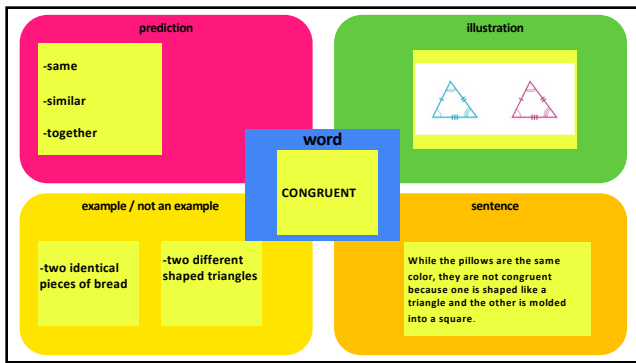
74

Number line 	Whole 	Fractions
Place Value 	Part 	Equal/Equivalent Fractions
Less than 3,588 < Less than 39	Fractional Parts 	Compare Fractions
Greater than 2,450 > 854	Fractional Parts 	Order Fractions

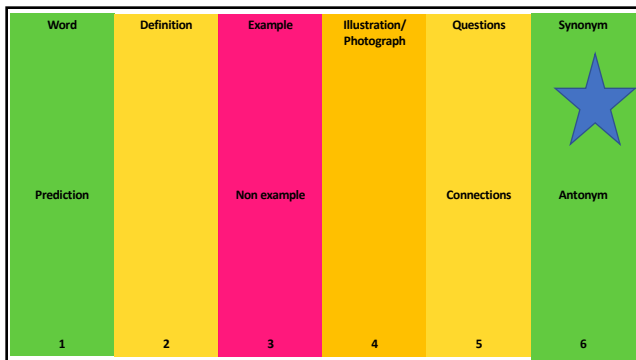
75




76



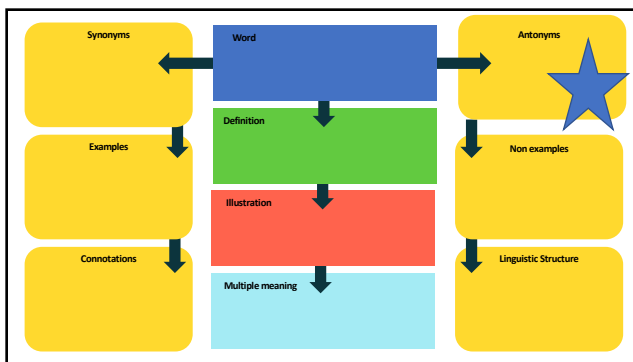
77



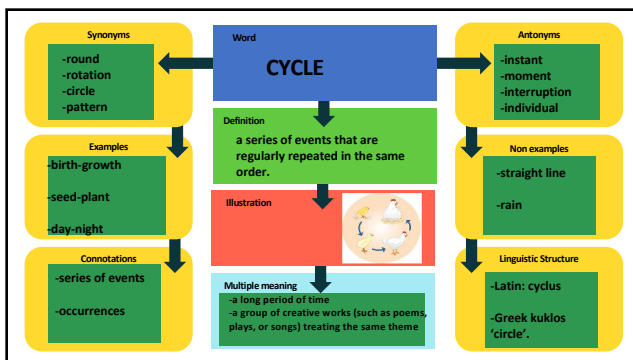
78

Word	Definition	Example	Illustration/ Photograph	Questions	Synonym
CONGRUENT	-in agreement or harmony. -GEOMETRY (of figures) identical in form; coinciding exactly when superimposed.	-If you place one slice of bread over the other, you will find that both the slices are of equal shape and size. Non example -two different shaped triangles		-Is congruent only a word used in math? -Can a person be congruent with his/her feelings? Connections -math class -different shapes at home are congruent	-compatible -consistent -corresponding Antonym -incompatible -inconsistent -conflicting
Prediction -same -similar -together	1	2	3	4	5

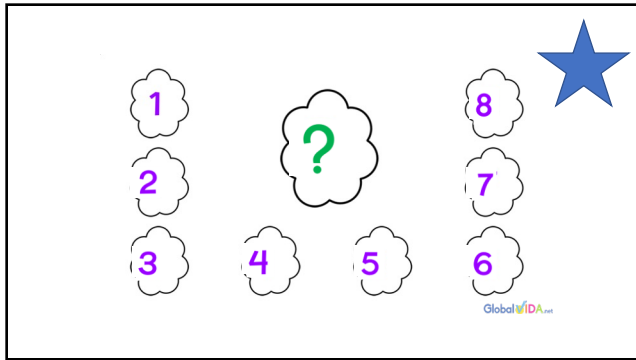
79



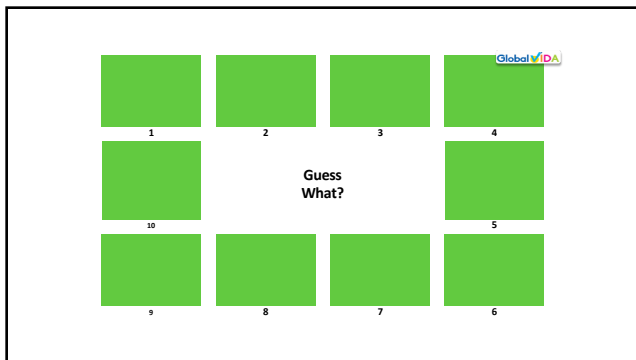
80



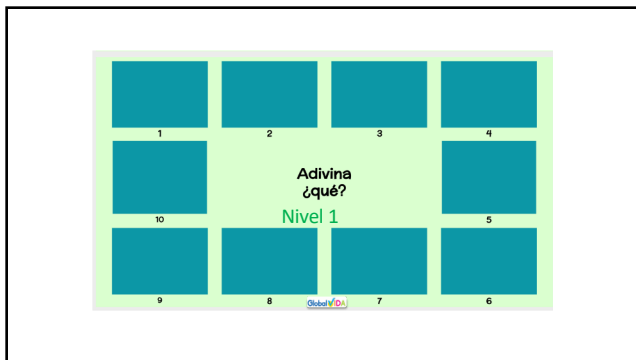
81



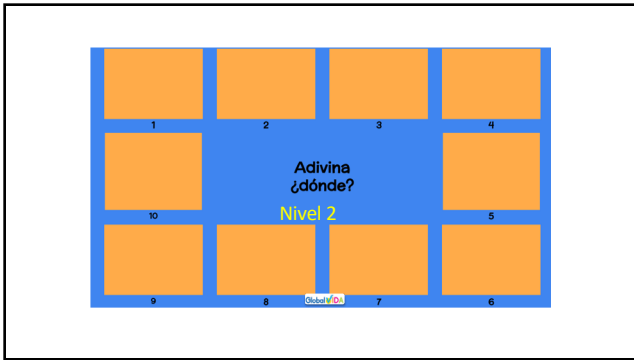
82



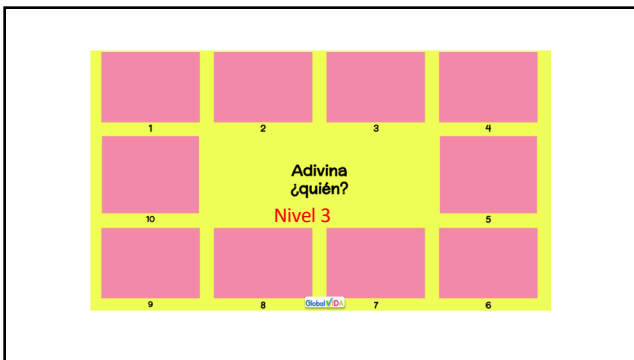
83



84



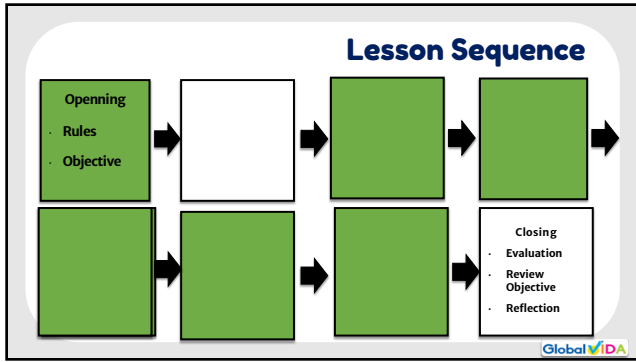
85



86



94



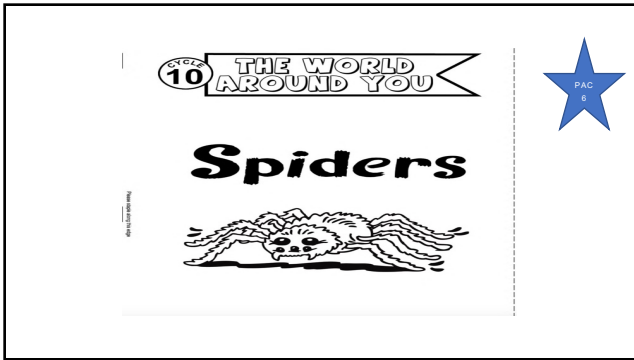
95



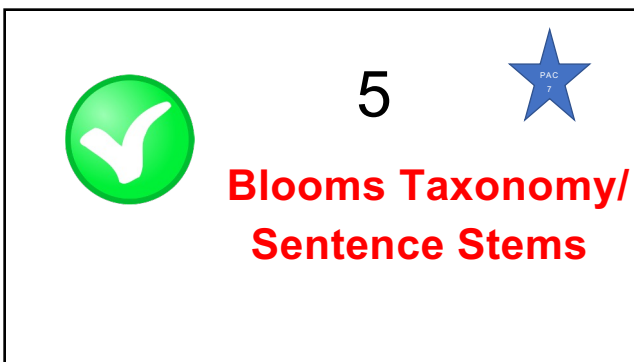
96



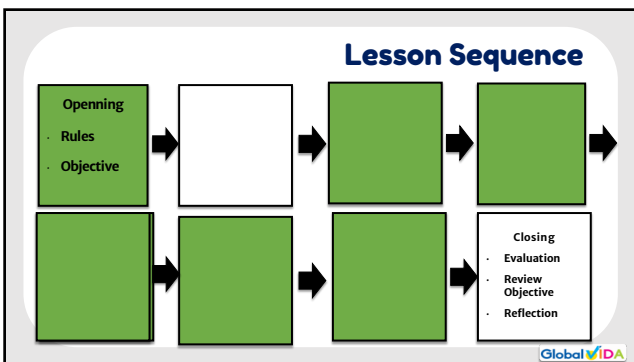
98



99



104



105

BLOOMS PAC

Título:
Género:
Destreza:
Vocabulario:

Preguntas de comprensión

Recordando	Comprensión
Aplicación	Análisis
Evaluación	Creando

Title
Genre
Objective
Skills
Vocabulary
Comprehension questions

1. Remembering
2. Comprehending
3. Applying
4. Analyzing
5. Evaluating
6. Creating

106

		PREGUNTAS DE COMPRENSIÓN			
		Recordando		Comprensión	
Título:					
Género:		Aplicación		Análisis	
Destreza:					
Vocabulario:		Evaluación		Creando	

107

		COMPREHENSION QUESTIONS			
		Remembering		Comprehension	
Title:					
Genre:		Application		Analysis	
Skill:					
Vocabulary:		Evaluation		Creating	

108

Blooms Taxonomy

109

Blooms & Webb

DEPTH + THINKING	Level 1: Recall & Reproduction	Level 2: Basic Skills & Concepts	Level 3: Strategic Thinking & Reasoning	Level 4: Extended Thinking
Remember	-Recall, locate basic facts, details, events			
Understand	-Select appropriate words for intended meaning	-Specify, explain relationships -Summarize -Identify MI	-Explain or connect ideas/use supporting evidence	-Explain how concepts specifically relate to other content
Apply	-Use lang. structure/word relationships for word meaning	-Use context for word meaning	-Apply a concept in a new context	-Select/devise an approach...
Analyze	-Decide which text structure is approp.	-Distinguish relevant/irrel. Info.	-Analyze info. Within data sets or texts	-Analyze multiple sources of evidence
Evaluate	-State an opinion without support		-Cite evidence/dev. A logical argument	-Eval. Relevancy/Accuracy of multiple sources
Create	-Brainstorm ideas related to a topic	-Generate conjectures	-Dev. an alternative solution	-Synthesize

110

La taxonomía de Blooms


111

Bloom's Levels of Questioning - Generic Question Stems for Science & Math					
<p>1. REMEMBER - recalling information</p> <p>What information is given? What are you being asked to find? What formulas would you use in this problem? What does _____ mean? What is the formula for...? List the... Name the... Where did...? What is...? Who was/were...? When did...?</p>	<p>2. UNDERSTAND - comprehending meaning</p> <p>What are you being asked to find? Explain the concept of... Give me an example of... Describe in your own words what _____ means? What (science or math) concept does this problem connect to? Draw a diagram of... Illustrate how _____ works. Explain how you calculate...</p>	<p>3. APPLY - using learning in new situations</p> <p>What additional information is needed to solve this problem? Can you see other relationships that will help you find this information? How can you put your data in graphic form? What occurs when...? How would you change your procedures to get better results? What method would you use to...? Does it make sense to...?</p>	<p>4. ANALYZE - ability to see parts & relationships</p> <p>Compare and contrast _____ to _____ What was important about...? Which errors most affected your results? What were some sources of variability? How do your conclusions support your hypotheses? What prior research/formulas support your conclusions? How else could you account for...?</p>	<p>5. EVALUATE - judgment based on criteria</p> <p>How can you tell if your answer is reasonable? What would happen to _____ if _____ increased/decreased? How would repeated trials affect your data? What significance is this experiment/formula to the subject you're learning? What type of evidence is most compelling to you? Do you feel _____ experiment is superior? Are your results biased?</p>	<p>6. CREATE - parts of info to synthesize new whole</p> <p>Design a lab to show... Predict what will happen to _____ as _____ is changed. Using a principle of (science or math), how can we find...? Describe the events that might occur... Design a scenario for... Pretend you are... What would the world be like if...?</p>

112

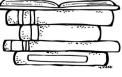
MAKING AN INFERENCE

Based on... I can conclude that...
It could be that...
Based on the clues, it could mean that...
When the character said... I think he/she felt...
I think he/she said... because...
This clue in the book made me think...
My conclusion is...
I am inferring...
Based on the evidence in the text, I infer...




VISUALIZING

I am picturing... because...
My mental image is... because...
I can smell/taste... in my mind because...
I can imagine...
I can feel/see... in my mind because...
When... happened, I could picture...
I visualized...




QUESTIONING

wonder...
I was confused when...
How could...?
Why do you think...?
Who...?
What...?
Where...?
When...?
What if...?
I don't understand... but I think...



MAKING CONNECTIONS


reminds me of when I read... because...
reminds me of the time I... because...
read another book where...
This book makes me think of... because...
This story reminds me of... because...
This character reminds me of... because...
The problem in the book reminds of when... because...



113


MAKING AN INFERENCE

Based on... I can conclude that...
It could be that...
Based on the clues, it could mean that...
When the character said... I think he/she felt...
I think he/she said... because...
This clue in the book made me think...
My conclusion is...
I am inferring...
Based on the evidence in the text, I infer...




SYNTHESIZING

I now understand why...
I am beginning to think/about...
I used to think...
I am changing my mind about...
My new thinking is...
I think I thought... but now I think...
This made me think of... and now I realize that...
I already knew... and now I know...
I understand this better because...




QUESTIONING

wonder...
I was confused when...
How could...?
Why do you think...?
Who...?
What...?
Where...?
When...?
What if...?
I don't understand... but I think...



USING SCHEMA

I already knew that...
This topic is familiar to me because...
My background knowledge of this topic is...
I have schema for...
I can relate/belong...
I can relate to... because I know...
I am thinking of...
I was able to understand this because I know...



Discussion STEMS

AGREE	DISAGREE	ADD-ON
<ul style="list-style-type: none"> o I agree with... because... o I like what you said about... o I have a similar idea... o I have a similar thought... o I feel the same way, but would like to add... 	<ul style="list-style-type: none"> o I disagree with... because... o I see it differently because... o I thought about it in a different way... o I see what you're saying, but I think... 	<ul style="list-style-type: none"> o I would like to add... o That's a great idea, but have you thought about...? o Another thought... o I wonder if...
QUESTION	CONNECT	ENGAGE
<ul style="list-style-type: none"> o What if...? o What about...? o Can you be more specific about...? o I would love to know more about...? 	<ul style="list-style-type: none"> o This made me think of... o This reminds me of... o This is similar to...? o I've had a similar experience... o When I think about both ideas... 	<ul style="list-style-type: none"> o What do you have to share? o What's your opinion about this? o Is there anything you would like to add? o How do you feel about this?

Sentence Stems for Fiction Summaries

The main character(s) of the story is _____ because _____

The main problem is _____ because _____

The solution was _____ because _____


_____ tried to solve the conflict by _____

_____ and _____ are similar because _____


_____ and _____ are different because _____

From the text, we can conclude that _____ is _____ because _____

114

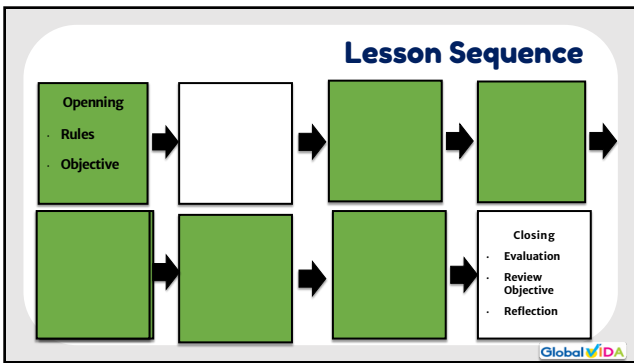


6




Bridge/Bridging

115



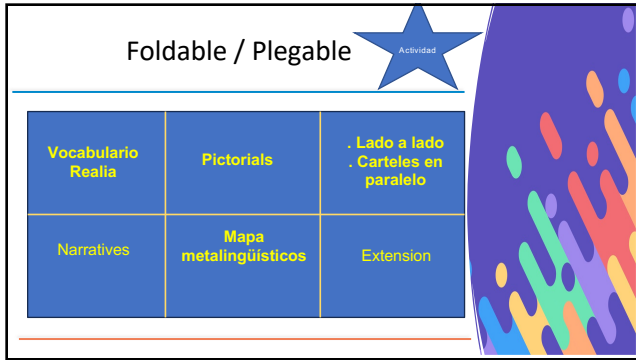
116



Cada grado va a escoger un tema de cualquier area de contenido para hacer los ejemplos del Puente Lingüístico.

What is the difference between bridge and bridging?

117



118



125



126

Realia 2

Materiales

- tarjetas de ficha con vocabulario sobre animales
- 5 platos de cartón

Realia 2

Global Ed

127

Realia 3

Materiales

- tarjetas de vocabulario
- papel de construcción
- mapa de descripción

Realia 3

Global Ed

128

Realia 4

Materiales

- tarjetas de vocabulario
- papel de construcción
- PAC de múltiples destrezas


Realia 4

Global Ed

129

Foldable / Plegable

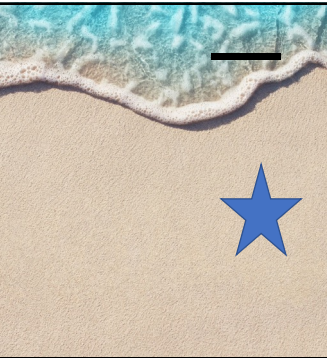
Vocabulario Realia	Pictorials	. Lado a lado . Carteles en paralelo
Narratives	Mapa metalingüísticos	Extension



130

PICTORIALS

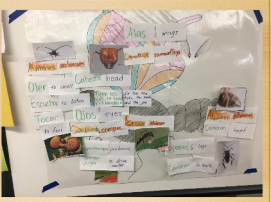
+




131

Pictorial
BRIDGE

Good for any grade level!





132

PICTÓRICO 1

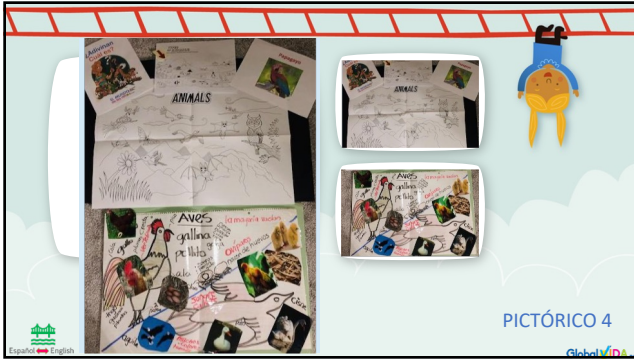
133

PICTÓRICO 2

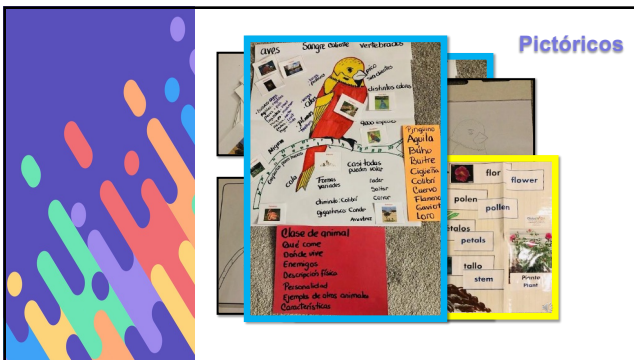
134

PICTÓRICO 3

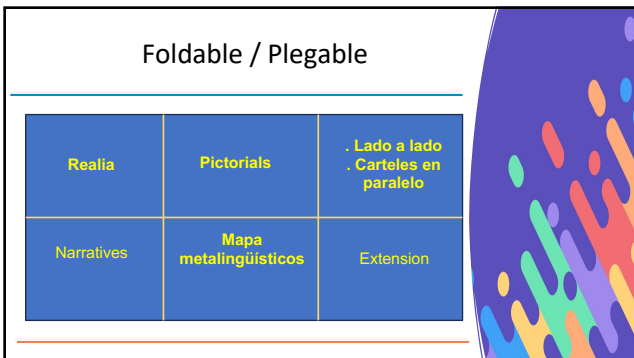
135



136



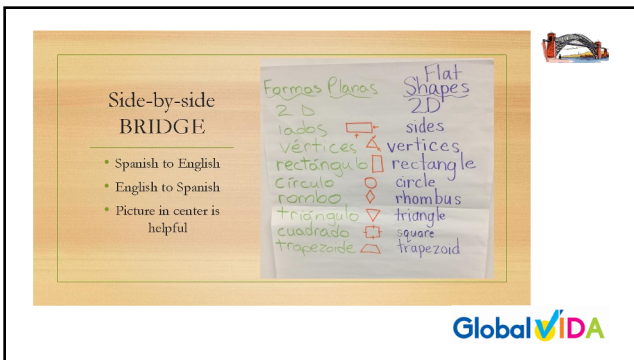
137



138



139



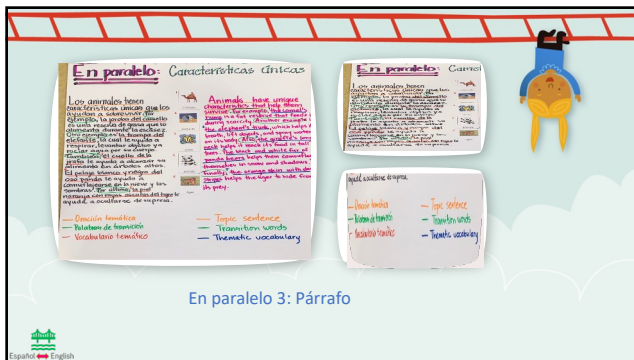
140



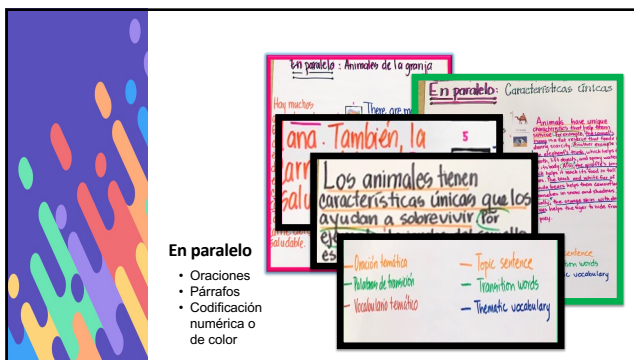
141



142



143



144

Actividades que promueven estrategias de lado a lado




El grupo pequeño
• Clasificación

¿Cómo clasifica los dibujos?
• ¿Por qué?

ENGLISH		ESPAÑOL	
picture	word	foto	palabra

145

Actividades que promueven estrategias de lado a lado



PARES DE LOS ESTUDIANTES
• El juego del partido

La práctica independiente
• Muestra cuantos sabe

Word in English	Pictures in the middle	Palabra en español

146

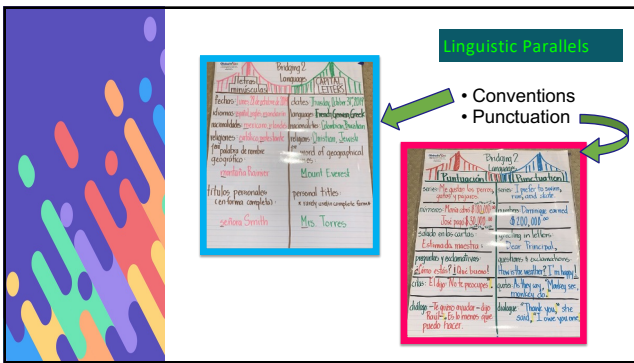
Foldable / Plegable

Realia	Pictorials	Lado a lado Carteles en paralelo
Narratives	Mapa metalingüísticos	Extension

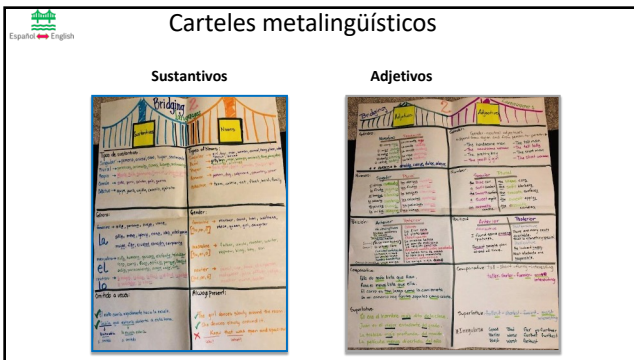
147



148



149



150

Carteles metalingüísticos

Verbos

Oraciones

151

Carteles metalingüísticos

Cognados

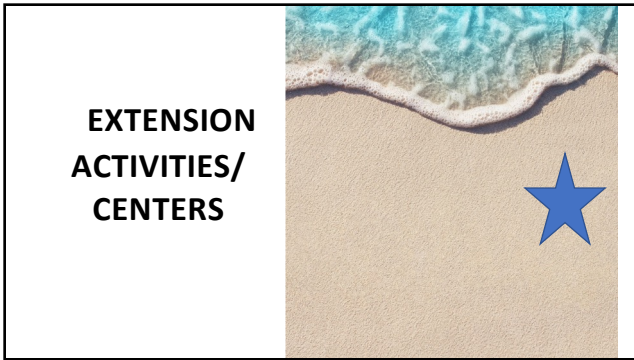
Cognados Falsos

152

Foldable / Plegable

Realia	Pictorials	. Lado a lado . Carteles en paralelo
Narratives	Mapa metalingüísticos	
		Extension

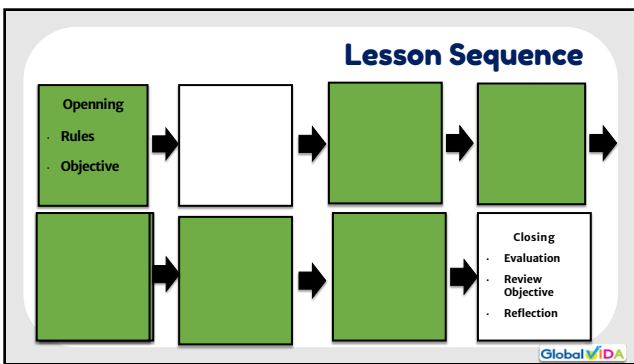
153



154



176



177

<h3>Argumentative Text</h3> <p>An argumentative text is a text where the author is either 'for' or 'against' an issue or subject.</p> <ul style="list-style-type: none"> • Make a claim or argument • Purpose: persuade • By presenting facts • For an intended audience 	<h3>Structure</h3> <p>Introduction- The author states or implies the claim.</p> <p>Body- The author supports the claim with reason, evidence, and facts.</p> <p>Conclusion- The author restates the claim.</p>	<h3>3 Main Questions</h3> <p>1 What is the author's claim? The author's claim is _____.</p> <p>2 Who is the intended audience? The intended audience is _____.</p> <p>3 What evidence, or facts, are used for or against an argument? The evidence used for/against the argument is _____.</p>
--	---	--

178

<h4>How Do People Use Wheat?</h4> <p>Many farmers cut the grain using a large machine called a combine. Some of the seed is kept to plant the next year. The rest is sent to a mill for grinding.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>The grain is ground into flour. The flour is used to make bread, pasta, tortillas, cereal, and chocolate chip cookies. The straw can be used for baskets or hats. Wheat is also fed to animals.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Interesting Facts: For thousands of years people picked wild wheat instead of growing it. The first noodles were made by people in China, a country in Asia.</p>	<p style="text-align: right;">Expert Group - Frogs</p> <p>Classification/Description Frogs belong to phylum chordata and class amphibia. These animals are oviparous (lay eggs). They have slimy moist skin and are cold-blooded. Amphibian means "two lives". Frogs go through metamorphosis. They live part of their lives in the water, breathing with gills and part of their lives on land, breathing with lungs.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Habitat During the tadpole stage, their life is spent entirely in the water. As frogs grow and mature their gills turn into lungs and they spend more time on land. Mature frogs live on land in damp places like swamps, shady places and cool gardens. Frogs are found all over the world, except Antarctica.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Food/Diet As tadpoles swim, they eat very small plants (algae) that stick to larger water plants. Tadpoles are vegetarians. They only eat plants. As frogs grow and change they become carnivores. They eat insects like butterflies, flies, beetles and worms. Frogs don't hunt for food, they wait for it to come to them. Frogs swallow their food whole.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
---	--

179

★

Actividad

Global IDA

180



¿Cómo ocurre/ocurrió?
 ¿Qué tal si...? ¿Por qué crees que?
 ¿Qué piensas sobre...?
 Humm...¿Qué sería si...?
 ¿Qué sería si de pronto...?
 ¿Podría ser que...?
 ¿Te imaginas si...?

Lo que me pregunto...

181



¿Esto me recuerda...
 Me conecta a... En mi propia vida...
 ¿Por qué relaciono con esto porque...
 Lo que significa para mí es...
 Encuentro una relación entre...
 A mí me ha sucedido que...
 Me hace pensar en...

Lo que representa para mí...

182



¿Qué me ocurre...
 Siento que... Tú ve...
 ¿Qué puede suceder ahora es...
 Una conclusión que puedes sacar
 Esto significa que...
 A mí me me parece que...
 Advino que...

Lo que me advierto...


183



Lo que es importante aquí es...
 Se nota que... Vale la pena si...
 El valor o la importancia de esto es...
 Sería cuestión de ...
 Algo en cuenta que...
 Todo parece indicar que...
 Por lo tanto...

Lo que determino...


184



En mi mente se dibuja...
 Veo que... Imagino que...
 Es como un cuadro de...
 Se vislumbra un...
 Tiene una pinta de...
 Puedo imaginar algo...
 Lo describo como ... (se ve, se oye, se siente, se huele, sabe a...)

Lo que visualizo...

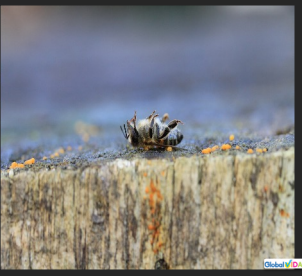
185



La razón por la que...
 Tiene sentido porque...
 Antes pensaba...pero ahora...
 Ahora entiendo que...
 Cambié de parecer porque...
 Las pistas aquí indican que...
 Una alternativa ...
 Estoy empezando a pensar que...

Lo que sintetizo...

186



Cómo ocurre/ocurrió?
¿Qué tal si...? ¿Por qué crees que?
¿Qué piensas sobre...?
Hmm... ¿Qué sería si...?
Si de pronto...?
¿Podría ser que...?
¿Te imaginas si...?

Lo que me pregunto...


187



Esto me recuerda ...
Me conecta a... En mi propia vida...
¿Cómo relaciono con esto porque...
¿Qué significa para mí?
¿Cuál es la relación entre...?
A mí me ha sucedido que...
Me hace pensar en...

Lo que representa para mí...

188



¿Qué teoría se te ocurre?
Siento que... ¿Tú ve...?
¿Qué inferencias puedes hacer?
¿Qué conclusiones puedes sacar?
Esto significa que...
A mí me me parece que...
Adivino que...

Lo que infiero...


189



Lo que es importante aquí es...
 Se nota que... Vale la pena si...
 ¿Cuál es el valor o la importancia de...?
 Sería cuestión de ...
 Algo en cuenta que...
 Todo parece indicar que...
 Por lo tanto...

Lo que determino...

190



En mi mente se dibuja...
 Veo que... Imagino que...
 Es como un cuadro de...
 Se vislumbra un...
 Tiene una pinta de...
 Puedo imaginar algo...
 Lo describo como ... (se ve, se oye, se siente, se uede, sabe a...)

Lo que visualizo...

191



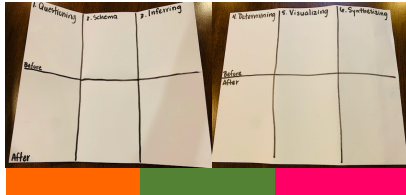
¿Cómo explicas la razón?
 Tiene sentido porque...
 Antes pensaba...pero ahora...
 Ahora entiendo que...
 Cambié de parecer porque...
 Las pistas aquí indican que...
 ¿Qué alternativa hay?
 Estoy empezando a pensar que...

Lo que sintetizo...

192

Six Corners Activity: Application

GlobalWIDA.net



193

Six Corners Activity:

GlobalWIDA.net

Hmmm... So did...?

How did...?

What did...?

What if...?

I got lost when...

I connect to...

This reminded me of...

In my own life...

I remember when...

I thought about...

I can relate to this...

I related to this because...

This happened to me too when...

Why do you think about?

I wonder if...?think...?

Questioning

Schema

194

Six Corners Activity:

GlobalWIDA.net

I can infer that...

It could be that...

From these clues, I can tell...

I can conclude that...

I can guess...

One thing we should know is...

What's important here is...

This would help me...

What makes sense is...

This is not important, but it's interesting that...

It's interesting that...

Maybe... I'm feeling... I can guess...

This could mean...

This is not important, but it's interesting that...

It's interesting that...

Infering

Determining

195

GlobalVITA.net

Six Corners Activity:

I can picture... I am imagining...
 Visualizing The picture painted in my head is... I can visualize...
 I used to think... but now, I...
 Synthesizing I can begin to think...
 Now I understand why...

PAGE 196

196

GlobalVITA.net

Six Corners Activity

Questioning

How did...? Why do you think...?
 What did...? Hmmm... So did...?
 What do you think about? What if...?
 I wonder if...? I got lost when...

PAGE 197

197

GlobalVITA.net

Six Corners Activity

Schema

I connect to...
 I related to this because... This reminded me of...
 My own life... I remember when...
 It relates to this... This happened to me too when...

PAGE 198

198



Global **WIDA**.net


From these clues, I can tell... I can infer that... I can conclude that... This could mean... I can guess... It could be that... I'm feeling... Maybe...

Six Corners Activity

Inferring

PAGE 199

199



Global **WIDA**.net


What's important here is... One thing we should notice... This could help me... What matters to me is... It's interesting that... This is not important, because... This is matters because...

Six Corners Activity

Determining

PAGE 200

200



Global **WIDA**.net


I can picture... The picture painted in my head is... The image I have in my head is... I can taste/hear/smell... My mental images are... I can visualize... I am imagining...

Six Corners Activity

Visualizing

PAGE 201

201



Global IDA.net

It makes sense that...
 I used to think... but now I
 I am beginning to think...
 My new thinking is... Now I understand why...
 This clue made me
 I change my mind about...?

Six Corners Activity

Synthesizing

PAGE 202

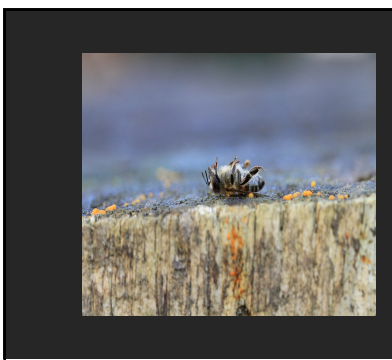
202

Six Corners Activity: Discussion

Global IDA.net

QUESTIONING NG 1	SCHEMA 2	INFERRING 3
DETERMINING NG 4	VISUALIZING G 5	SYNTHESIZING ING 6

203



Global IDA.net


How did...?
 What did...?
 Why do you think...?
 What do you think about? Hmm... So did...?
 What if...?
 I wonder if...? I got lost when...

Six Corners Activity

Questioning

PAGE 204

204



Global **IDA**.net

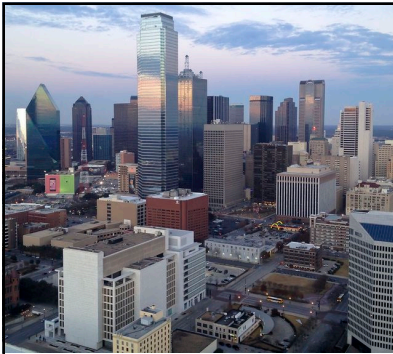
I connect to...
 I related to this because... This reminded me of...
 In my own life... I remember when...
 I can relate to this... This happened to me too when...
 I thought about...

Six Corners Activity

Schema

PAGE 205

205



Global **IDA**.net


It could be that...
 From these clues, I can infer that...
 I can conclude that...
 This could mean...
 Maybe... I can guess...

Six Corners Activity

Inferring

PAGE 206

206



Global **IDA**.net

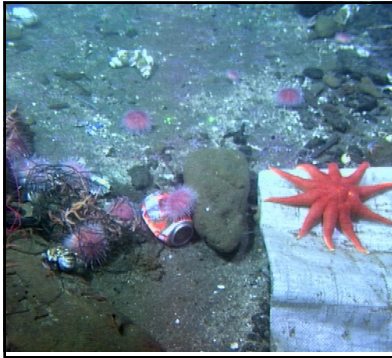
What's important here is... One thing we should notice...
 This could help me... What matters to me is...
 It's interesting that...
 This is not important, because...
 This is matters because...

Six Corners Activity

Determining

PAGE 207

207



GlobalVITA.net


an picture... I am imagining
visualize... My mental images are...
The picture painted in my head is...
taste/hear/smell...
The image I have in my head is...

Six Corners Activity

Visualizing

PAGE 208

208



GlobalVITA.net

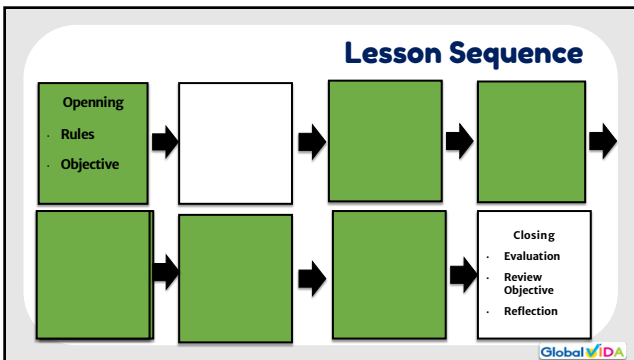
It makes sense that...
I used to think ____ but now I
I am beginning to think...
My new thinking is...
Now I understand why...
This due made me
I change my mind about...-

Six Corners Activity

Synthesizing

PAGE 209

209



233

Bridging has 2 main objectives...



- 1. To teach students how to transfer what they have learned from one language to the other (it is bidirectional).
- 2. To guide students to a *metalinguistic analysis*, by analyzing the similarities and differences between Spanish and English.



234

QUESTIONS?



Viviana.hall@globalvida.net
Luzroth@globalvida.net



235

PREGUNTAS



info@globalvida.net



236
