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**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.

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**Purposeful Activity Centers (PACs)**

**01** 5 - 13 Standards

**02** Automaticity

**03** Confidence

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Actividades de Centros con Propósito (PACs)

**01** 5 - 13 estándares

**02** Automaticidad

**03** Confianza

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Aprende ideas exitosas para establecer bases sólidas para la lectoescritura.

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Setting it up for success with Global VIDA

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FOLDABLE # **01**  
OUR 4 PILLARS

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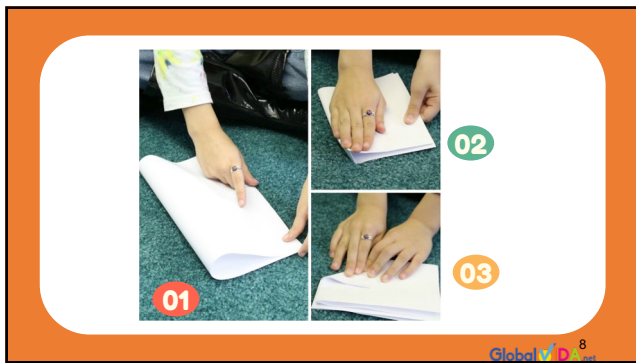
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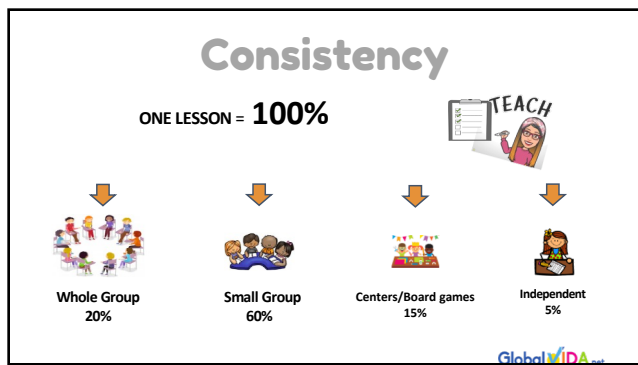
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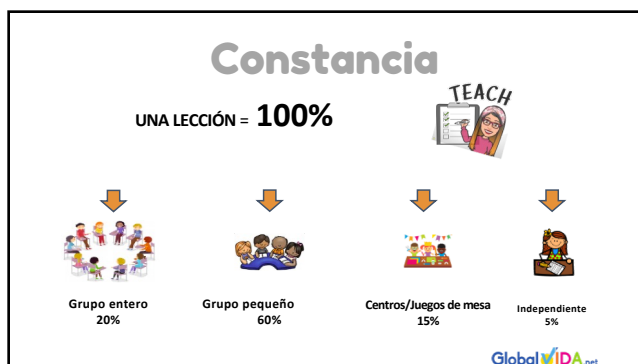
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### Organization

A	B	C	D												
<b>RULES</b>	 <b>JOBS</b> (Responsibilities)	<b>OBJECTIVES</b>	<b>LESSON</b>												
 1 2 3 4	<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>Lider</td> <td>Ayudante</td> <td>Policia</td> <td>Pregúnton</td> </tr> <tr> <td>mini-maestro</td> <td>materiales</td> <td>monitor rúbricas</td> <td>Blooms</td> </tr> </table>	1	2	3	4	Lider	Ayudante	Policia	Pregúnton	mini-maestro	materiales	monitor rúbricas	Blooms	 	
1	2	3	4												
Lider	Ayudante	Policia	Pregúnton												
mini-maestro	materiales	monitor rúbricas	Blooms												

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# Organización

A	B	C	D												
<b>Las REGLAS</b> 	 <b>Los TRABAJOS</b> (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>Lider</td> <td>Ayudante</td> <td>Policia</td> <td>Pregunton</td> </tr> <tr> <td>mini-maestro</td> <td>materiales</td> <td>monitor rúbricas</td> <td>Blooms</td> </tr> </table>	1	2	3	4	Lider	Ayudante	Policia	Pregunton	mini-maestro	materiales	monitor rúbricas	Blooms	<b>Los OBJETIVOS</b> 	<b>La SECUENCIA de la lección</b> 
1	2	3	4												
Lider	Ayudante	Policia	Pregunton												
mini-maestro	materiales	monitor rúbricas	Blooms												

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# Collaboration



Administrators





Colleagues



Students



Home

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# Colaboración



Administradores





Colegas



Estudiantes



Hogar

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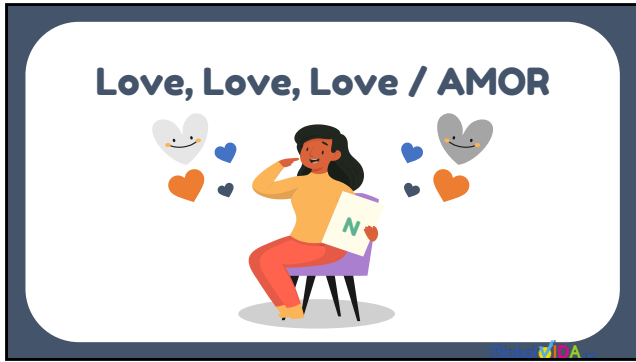
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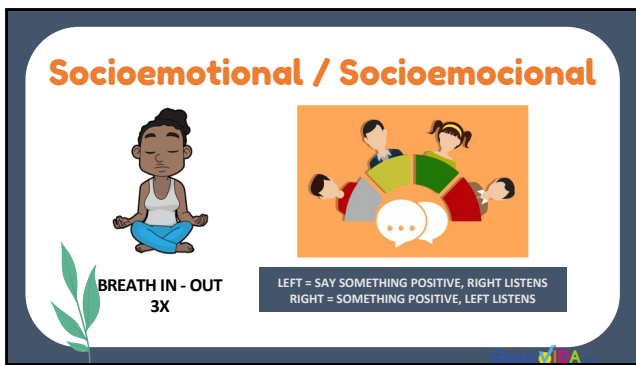
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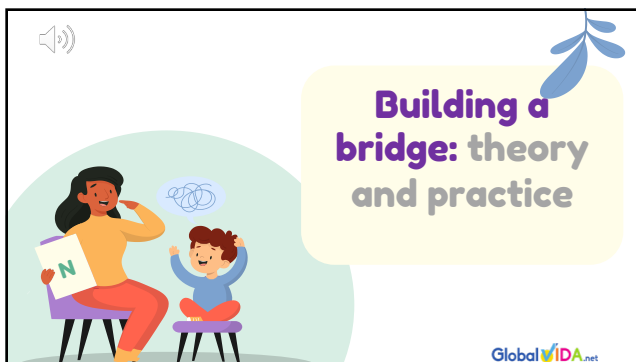
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Un puente entre la teoría y la práctica

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### 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)

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### Transfer is not...

Reteaching what students already know

Translation

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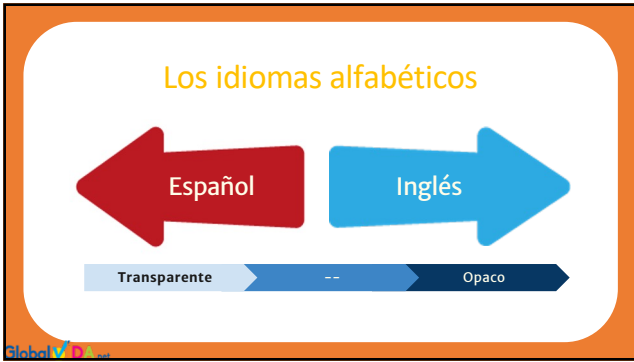
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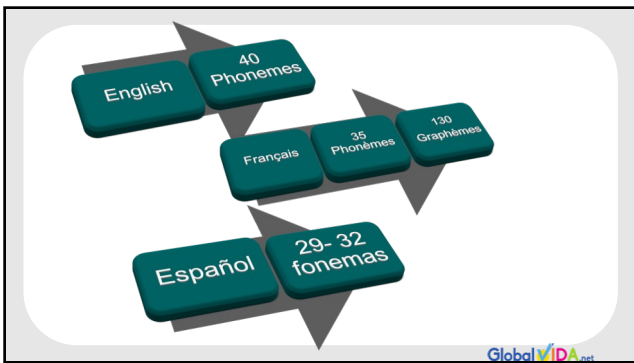
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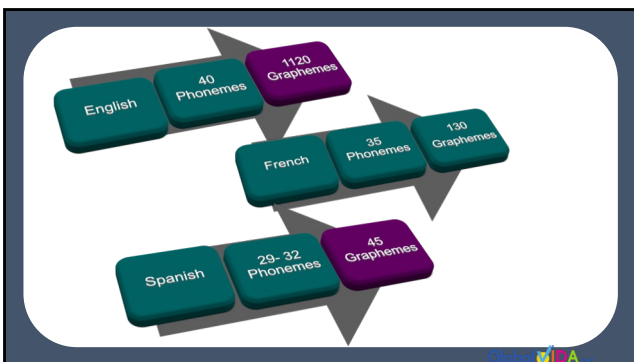
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**¡Doblando un plegable!**  
An easy Foldable!

1 2

3 4

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**Gradual Release and Language Acquisition**

**Listening** I do you watch

**Speaking** I do you help

**Reading** You do I watch

**Writing** You do I help

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**La independencia gradual y la adquisición del idioma**

**Escuchando** Yo lo hago Tu observas

**Hablando** Yo lo hago Tu me ayudas

**Leyendo** Tu lo haces Yo te ayudo

**Escribiendo** Tu lo haces Yo observo

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

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**Receptive** Listening, reading

<b>Productive</b> Writing, speaking	-- --	-- +
	+ --	+ +

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**Receptivo** Escuchar, leer

<b>Productive</b> Escribir, hablar	-- --	-- +
	+ --	+ +

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**Language Domains and Activities** GlobalVIDA 

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

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**Dual Language Success**  
**El éxito en programas duales**



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 PACS 

**Fonética**

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# Fonética

El comprender que la secuencia de las letras en las palabras escritas, representa la secuencia de los sonidos (o fonemas) en las palabras habladas

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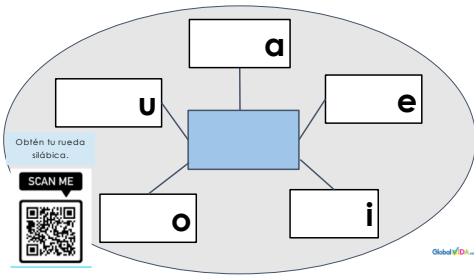
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Obaf/Oi...

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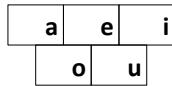
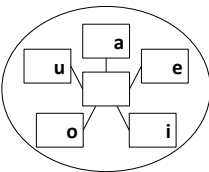
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a	e	i	o	u

a	e	i	o	u

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a	e	i	o	u

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Pa
Pu Pe
Pp
Po Pi

pa	pe	pi
po	pu	

pu pa
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pa	pe	pi	po	pu	pa	pe	pi	po	pu
					paja	perro		pollo	

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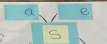

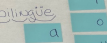


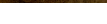

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### Clases de Sílabas ★

Directa	carro	
Inversa	estudiar	
Extensión	caer	
Trabada	trabajar	
Especial	queso bilingüe	
Diptongo	estado	
Híato	María	

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**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.

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**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.

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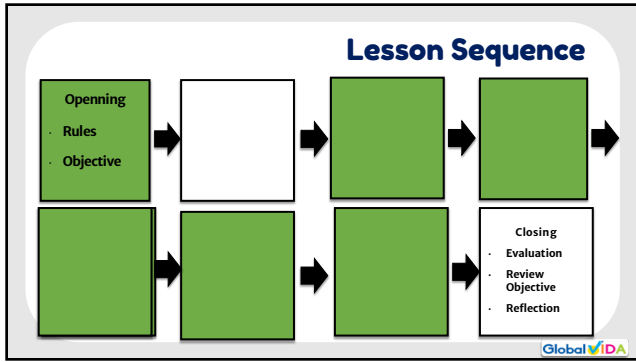
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**Objective**

**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

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**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

Estándares

Verbos de estándares lingüísticos

Recursos y materiales

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1  
**Oral Language**

A green circle with a white checkmark is on the left, and a blue star is on the right. The number '1' is centered above the text 'Oral Language'.

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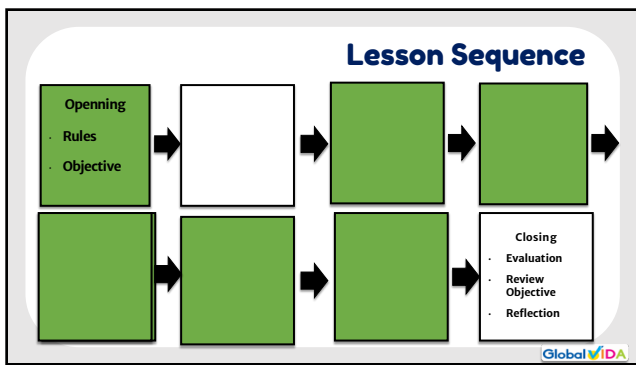
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**Cartel de observación/  
Observation Chart**

The slide features a red mouth icon at the top, a yellow leaf on the left, and a blue leaf on the right. The text 'Cartel de observación/ Observation Chart' is centered in a white rounded rectangle.

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<b>OBSERVAR</b> 	<b>IDENTIFICAR</b> <b>Caballo</b>	<b>CLASIFICAR</b> <b>Viviente</b>
<b>ATRIBUTOS</b> Café Mediano Rectangular Peludo/Suave	<b>CARACTERÍSTICAS</b> Rápido fuerte Pesado Temperamental	<b>CONEXIONES</b>  
<b>OBSERVACIONES/ DATOS CURIOSOS</b> <ul style="list-style-type: none"> <li>Los caballos pueden vivir 25 años promedio.</li> <li>El caballo tiene un gran rango de vision...</li> <li>Los caballos tienen conejitos y resaca...</li> </ul>	<b>PREGUNTAS</b> <ul style="list-style-type: none"> <li>¿Cómo se le cambia la herradura a un caballo?</li> <li>¿Por qué los caballos son rápidos?</li> <li>¿Qué comen los caballos?</li> </ul>	<b>OPINIONES</b> Yo creo que los caballos no deberían cargar objetos ni personas...

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<b>OBSERVE</b> 	<b>IDENTIFY</b> <b>Horse</b>	<b>CLASSIFY</b> <b>Living</b>
<b>ATTRIBUTES</b> Brown Medium Rectangular Hoity/Soft	<b>CHARACTERISTICS</b> Fast Strong Hoity Temperamental	<b>CONNECTIONS</b>  
<b>OBSERVATIONS/CURIOS FACTS</b> <ul style="list-style-type: none"> <li>Horses can live an average of 25 years.</li> <li>The horse has a wide range of vision...</li> <li>Horses have conejitos and heads that are very different from ours.</li> </ul>	<b>QUESTIONS</b> <ul style="list-style-type: none"> <li>How do you change a horse's shoe?</li> <li>Why are horses fast?</li> <li>What do horses eat?</li> </ul>	<b>OPINIONS</b> I believe that horses should not carry objects or people...

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<b>OBSERVAR</b>	<b>IDENTIFICAR</b>
<b>CLASIFICAR</b> Viviente No viviente	<b>ATRIBUTOS</b> Color Tamaño Forma Textura
<b>Colores</b> 	<b>Tamaño</b> 
<b>Forma</b> 	<b>Textura</b> 

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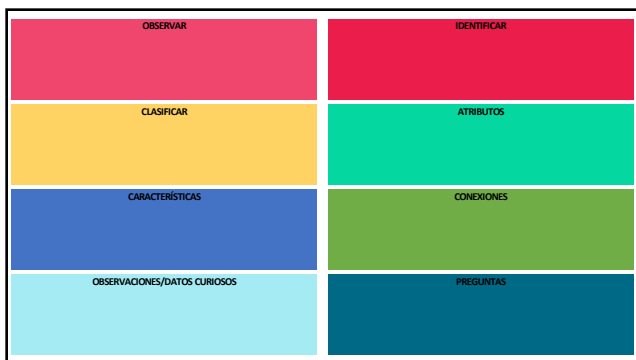
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OBSERVAR	IDENTIFICAR	CLASIFICAR
ATRIBUTOS	CARACTERÍSTICAS	CONEXIONES
OBSERVACIONES/ DATOS CURIOSOS	PREGUNTAS	OPINIONES

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PORTADA	GÉNERO	AMBIENTE	PERSONAJES	RESUMEN
<p>La gallinita roja</p>	<p>Ficción /Fábula</p> <p>VOcabulario</p> <p>Pollitos</p> <p>Molino</p> <p>Granja</p> <p>Trigo</p> <p>Horno</p>	<p>¿Cuándo?</p> <p>En el día</p> <p>¿Dónde?</p> <p>En la granja</p>	<p>Primarios</p> <p>La gallinita</p> <p>Secundarios</p> <p>Perro</p> <p>Gato</p> <p>Cerdo</p>	<p>Al principio...</p> <p>ningún animal quería sembrar el grano de trigo, solo la gallinita.</p> <p>Después...</p> <p>sin ayuda de nadie, la gallinita regó el grano de trigo, lo cortó y lo llevó al molino para hacer la harina.</p> <p>Luego...</p> <p>la gallinita preguntó quién amasaría la harina para hacer el pan y, de nuevo, nadie le quiso ayudar.</p> <p>Al final...</p> <p>la gallinita preguntó quién quería comerse el pan, y todos dijeron "yo", pero la gallinita dijo que solo ella comería.</p>

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




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<b>COVER</b>  The Little Red Hen 	<b>GENRE</b> Fiction /Fable  <b>VOCABULARIO</b> Chicks  Windmill  Farm  Wheat  Oven 	<b>SETTING</b>  ¿When? Daytime  ¿Where? At the farm	<b>CHARACTER</b>  Main The little red hen  Secondary Dog Cat Pig	<b>SETTING</b> At the beginning... none of the animals wanted to sow the grain of wheat, only the hen.  After... Without anyone's help, the little hen watered the grain of wheat, cut it and took it to the mill to make flour.  Then... the little hen asked who would knead the flour to make the bread and, again, no one wanted to help her.  At the end... the little hen asked who wanted to eat the bread, and they all said "me", but the little hen said that only she would eat.
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<b>COVER</b>	<b>GENRE</b>  <b>VOCABULARY</b>	<b>SETTING</b>	<b>CHARACTERS</b>	<b>RETELLING</b> At the beginning...  After...  Then...  At the end...
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<b>PORTADA</b>	<b>TÍTULO</b>	<b>GÉNERO</b>	<b>AMBIENTE CUÁNDO/ DÓNDE</b>	<b>PERSONAJE PRINCIPAL/ SECUNDARIO</b>	<b>PROBLEMA</b>	<b>RESUMEN</b> Al principio...  Después...  Luego...  Al final...
<b>PREDICCIÓN</b>	<b>AUTOR/ ILLUSTRADOR</b>	<b>TEMA</b>			<b>SOLUCIÓN</b>	



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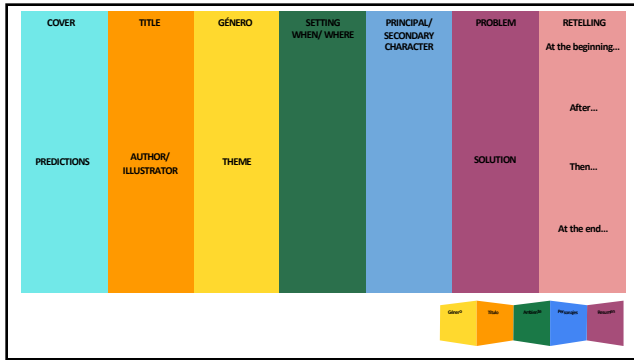
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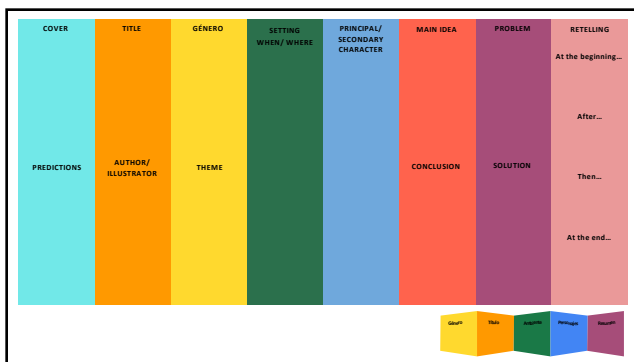
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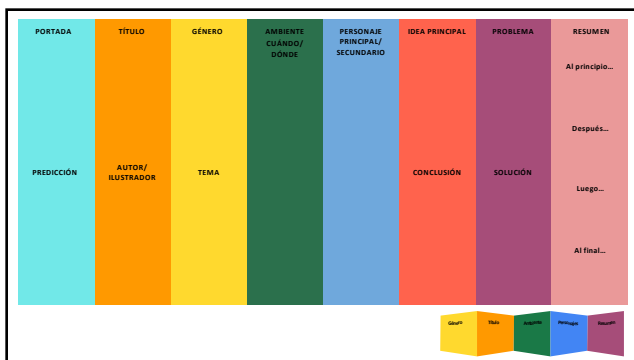
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<b>Portada</b>	<b>Género</b>
	<p>La categoría de género (ficción/no ficción) de este cuento es _____.</p> <p>Es _____, porque _____.</p> <p>El género es _____ porque _____.</p>

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VOCABULARIO	
español	English
encanto	charm
casta	little house
Colombia	Colombia
trilizos	triplets
visión	vision
regalo	gift
milagro	miracle

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

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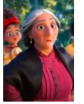
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## PERSONAJES

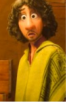
### Primarios




Mirabel



La Abuela Alma



Bruno



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## PERSONAJES

### Secundarios

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



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## 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 ENCANTO



### 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 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 Mirabel recibió su don.



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2

# Cognates

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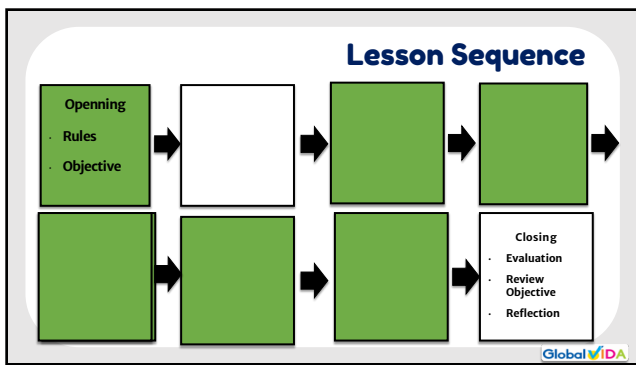
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<b>Words that end in -ence that change to -encia</b>		<b>Words that end in -ment that change to -mento</b>		<b>Words that end in -al</b>		<b>Words that end in -er that change to -ero</b>		<b>Words that end in -ary that change to -ario</b>		<b>Words that end in -ity that change to -idad</b>	
English	Spanish	English	Spanish	English	Spanish	English	Spanish	English	Spanish	English	Spanish
obedience	obediencia	argument	argumento	ambitious	ambicioso	ambitious	ambicioso	ambitious	ambicioso	ambitious	ambicioso
audience	audiencia	canon	canon	audible	audible	audible	audible	audible	audible	audible	audible
colloquial	coloquial	disappointment	desaprobación	beneficial	beneficioso	beneficial	beneficioso	beneficial	beneficioso	beneficial	beneficioso
competence	competencia	document	documento	brilliant	brillante	brilliant	brillante	brilliant	brillante	brilliant	brillante
difference	diferencia	element	elemento	brilliant	brillante	brilliant	brillante	brilliant	brillante	brilliant	brillante
evidence	evidencia	instrument	instrumento	brilliant	brillante	brilliant	brillante	brilliant	brillante	brilliant	brillante
intelligence	inteligencia	invent	inventar	brilliant	brillante	brilliant	brillante	brilliant	brillante	brilliant	brillante
presence	presencia			brilliant	brillante	brilliant	brillante	brilliant	brillante	brilliant	brillante
science	ciencia			brilliant	brillante	brilliant	brillante	brilliant	brillante	brilliant	brillante
vocabulary	vocabulario			brilliant	brillante	brilliant	brillante	brilliant	brillante	brilliant	brillante

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3

# Vocabulario

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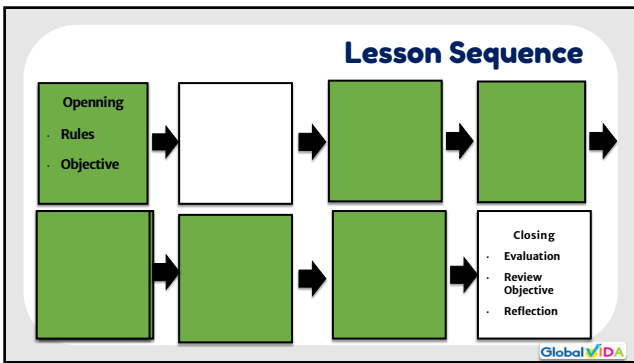
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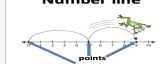




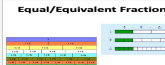

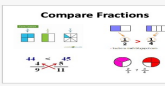
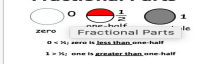

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<b>Number line</b> 	<b>Whole</b> 	<b>Fractions</b> 
<b>Place Value</b> 	<b>Part</b> 	<b>Equal/Equivalent Fractions</b> 
<b>Less than</b> 3,588 < 3,900	<b>Fractional Parts</b> 	<b>Compare Fractions</b> 
<b>Greater than</b> 2,450 > 854	<b>Fractional Parts</b> 	<b>Order Fractions</b> 

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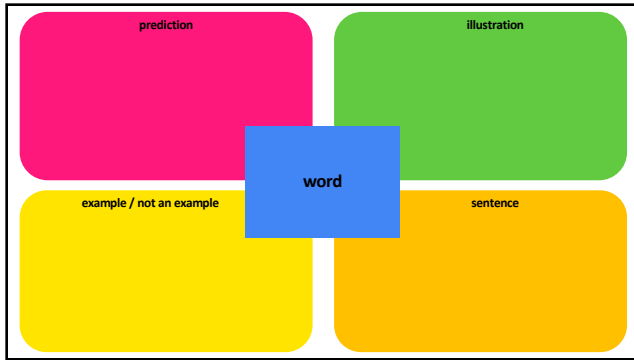
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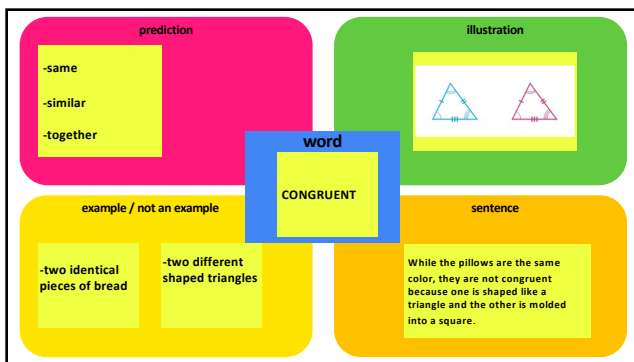
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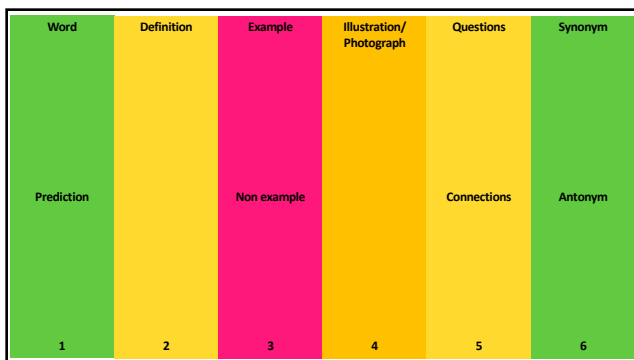
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Word	Definition	Example	Illustration/ Photograph	Questions	Synonym
<b>CONGRUENT</b>	-in agreement or harmony.  -GEOMETRY (of figures) identical in form; coinciding exactly when superimposed.	-If you place one slice of bread over the other, you will 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

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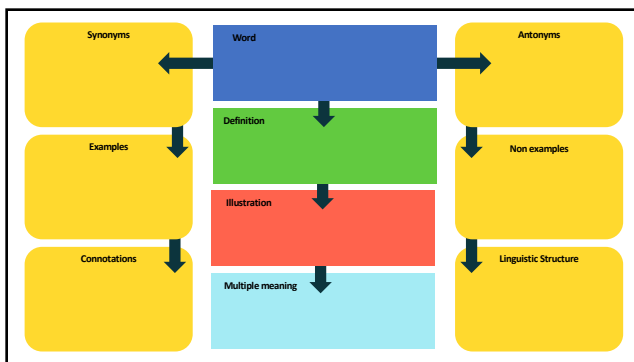
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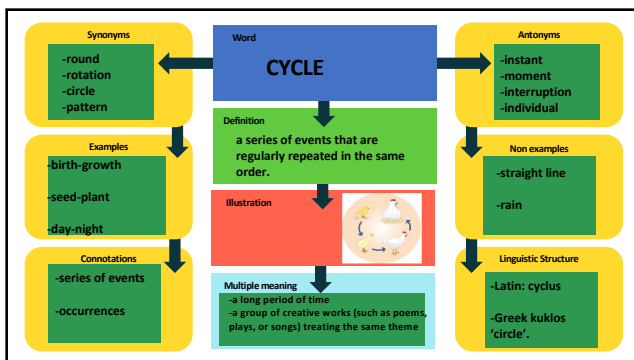
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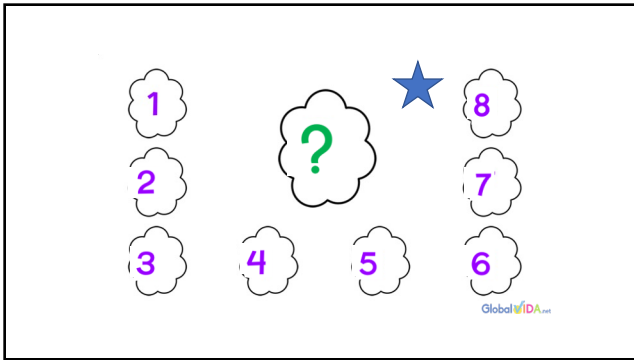
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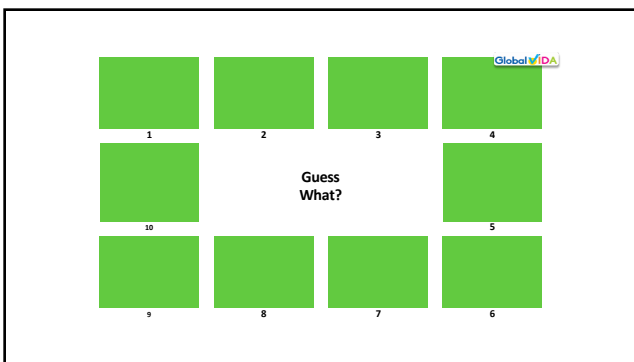
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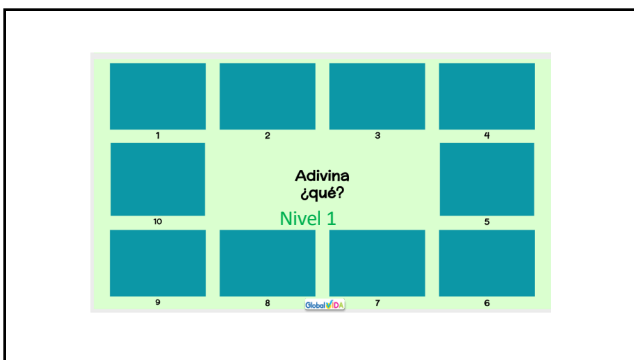
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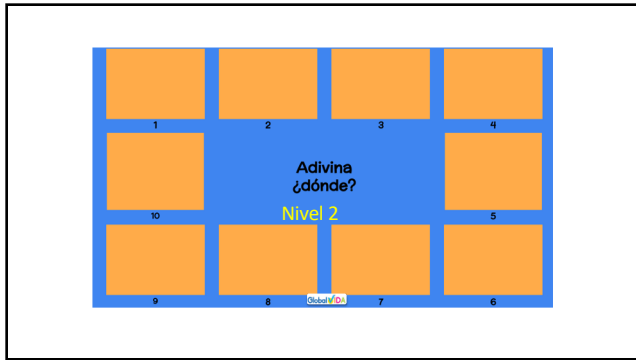
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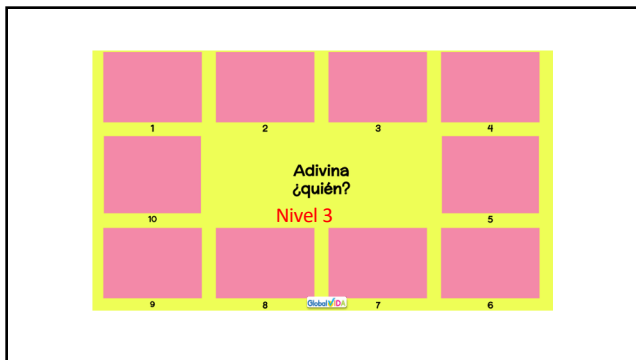
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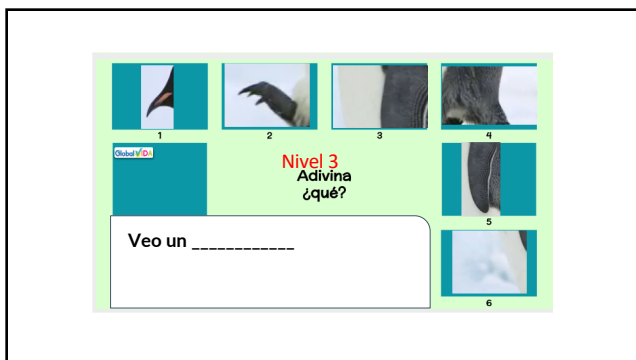
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**Nivel 2**  
Adivina  
¿qué?

Estas pistas me dicen que es un \_\_\_\_\_ ya que \_\_\_\_\_

- Tiene patas **robóticas**
- Sus colores blanco y negro, sirven como **camuflaje**
- Su dieta es a base de **almejas**
- Tiene **alaca**, pero no es **país**
- Es un excelente **swimmer**
- Vive en la **Antártica**

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**Nivel 1**  
Adivina  
¿qué?

La información recolectada indica que \_\_\_\_\_ por que \_\_\_\_ y además \_\_\_\_\_

- Si él, se interrumpe la cadena **alimenticia**
- Está cubierto de un **almirante** **impermeable**
- Es un experto del **buque**
- Habita en el **hemisferio sur**
- Una especie en **peligro de extinción** debido al **calentamiento global**
- Tiene **alacas** a pesar de ser un **ave** no **voadora**

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**Emergent**

Can you guess what it is?

It is a/an \_\_\_\_\_

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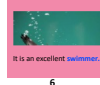
**Beginner**

Can you guess what it is?




It has **webbed feet**.

1




It is an excellent **swimmer**.

6




**Yellow**.

2




Its black and white coloring works as a **camouflage**.

3



It eats **fish**.

4



It has **flippers**.

5

I think it is a/an \_\_\_\_\_.

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**Intermediate**

Can you guess what it is?




It has **webbed feet** and **waddles** when it walks.

1




It is an expert **diver**.

6




It lives in the \_\_\_\_\_.

2



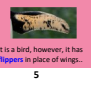
Its black and white coloring is called **counter shading**.

3



Its diet includes **krill, squid, and fishes**.

4



It is a bird, however, it has **flippers** in place of wings.

5

I can predict it is a/an \_\_\_\_\_ because \_\_\_\_\_.

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**Advanced**

Can you guess what it is?




Without it, it would be **disruption to the food chain**.

1




I am part of the bird family but I cannot fly in the air but I am an excellent **diver**.

6




Its **habitat** is situated in the \_\_\_\_\_.

2



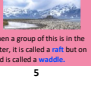
It is one of the **endangered species** due to **global warming**.

3



The effect its **flippers** have on the water and land is called **Oenothera impact**.

4



When a group of this is in the water, it is called a **raft**, but on land is called a **waddle**.

5

After analyzing the given information, I can infer that it is a/an \_\_\_\_\_ because I know that \_\_\_\_\_ have/are \_\_\_\_\_ and also \_\_\_\_\_.

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# Narrative

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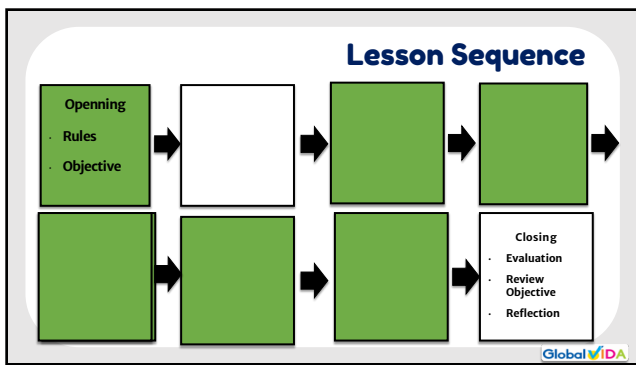
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Crear tu propio cuento  
Create your own story



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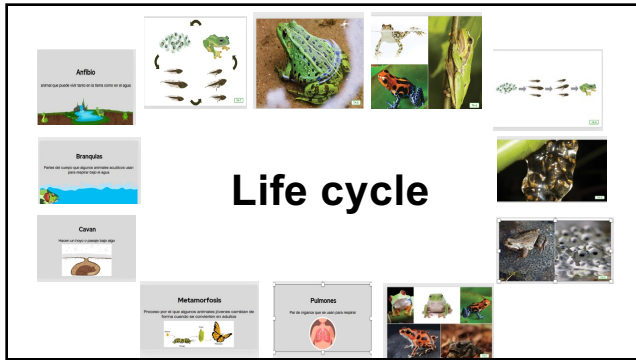
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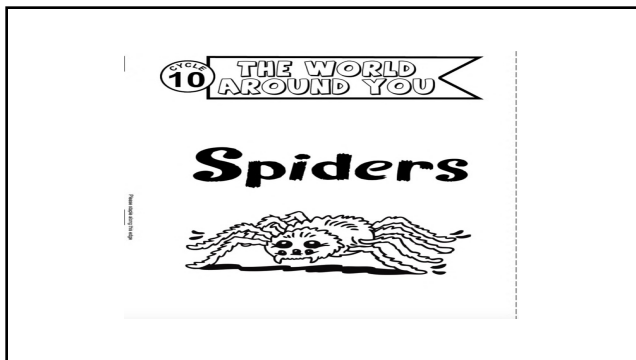
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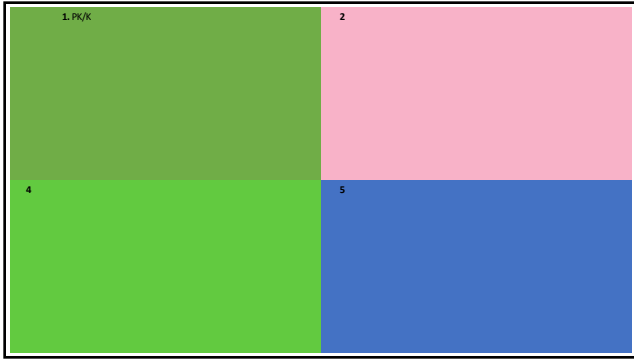
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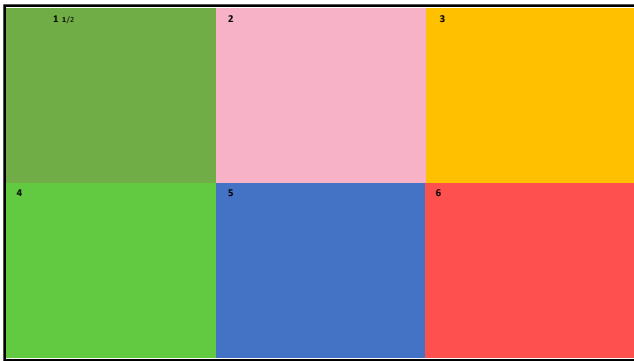
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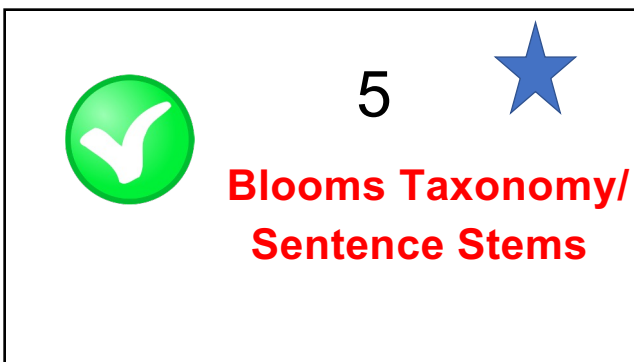
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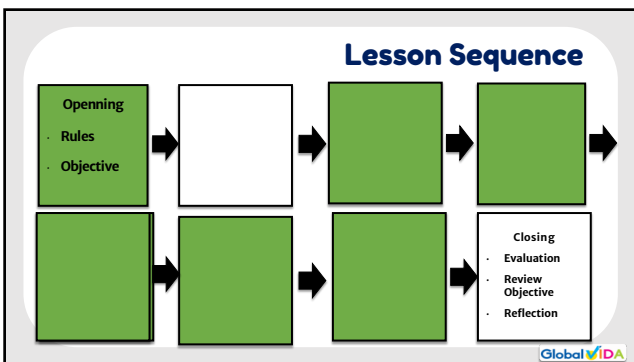
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## BLOOMS PAC

Título:  
Género:  
Destreza:  
Vocabulario:

Preguntas de comprensión

Recordando	Comprende
Aplicando	Analisis
Evaluando	Creando

Title  
Genre  
Objective  
Skills  
Vocabulary  
Comprehension questions

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

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		<b>PREGUNTAS DE COMPRENSIÓN</b>			
		Recordando		Comprende	
Título:					
Género:		Aplicación		Análisis	
Destreza:					
Vocabulario:		Evaluación		Creando	

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		<b>COMPREHENSION QUESTIONS</b>			
		Remembering		Comprehension	
Title:					
Genre:		Application		Analysis	
Skill:					
Vocabulary:		Evaluation		Creating	

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## Blooms Taxonomy

**Remember**

- Who...?
- Where...?
- What one...?
- What...?
- How...?
- How many...?
- When...?
- What does it mean...?
- What happened then...?
- What is the last one...?
- Why you take all this...?
- Why speak to...?

**Understand**

**Evaluate**

- Is there a better solution to the problem than...?
- What do you think about...?
- Can you defend your position about...?
- Do you think... is a good or bad idea?
- How would you...?
- How would you...?
- How would you...?
- How would you...?
- How would you...?
- How would you...?

**Create**

- Can you see a possible addition to...?
- If you had access to all resources, how would you deal with...?
- What would happen if...?
- How would you feel...?
- How often would you...?
- How would you improve...?
- What changes would you make to...?
- How would you rewrite the materials from...?

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## 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

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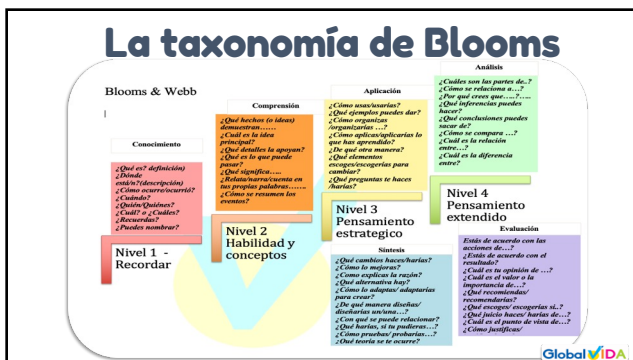
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Bloom's Levels of Questioning - Generic Question Stems for Science & Math					
<p><b>1. REMEMBER</b> - recalling information</p> <p>What information is given? What are you being asked to find? What formula would you use in this problem? What does _____ mean? What is the formula for...? List the... Name the... Where did...? Who was/were...? When did...?</p>	<p><b>2. UNDERSTAND</b> - 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><b>3. APPLY</b> - 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><b>4. ANALYZE</b> - ability to see parts &amp; 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 hypothesis? What prior research/formulas support your conclusions? How else could you account for...?</p>	<p><b>5. EVALUATE</b> - judgment based on criteria</p> <p>How can you tell if your answer is reasonable? What would happen to _____ if _____ variable were 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 ethical? Are your results biased?</p>	<p><b>6. CREATE</b> - 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 if... Design a scenario for... Pretend you are... What would the world be like if...?</p>

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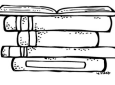


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<p><b>MAKING AN INFERENCE</b></p> <p>Based on..., I can conclude that... It could be that... Based on the clues, it could mean that... When the character said..., I think he/she felt... I think he/she said..., because... I infer that... This clue in the book made me think... My conclusion is... I am inferring... Based on the evidence in the text, I infer...</p> 	<p><b>VISUALIZING</b></p> <p>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...</p> 
<p><b>QUESTIONING</b></p> <p>wonder... I was confused when... How could...? Why do you think...? Who...? What...? Where...? When...? What if...? I don't understand... but I think...</p> 	<p><b>MAKING CONNECTIONS</b></p> <p>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...</p> 

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<p><b>MAKING AN INFERENCE</b></p> <p>Based on..., I can conclude that... could be that... Based on the clues, I could mean that... When the character said..., I think he/she felt... I think he/she said... because... I infer that... This clue in the book made me think... My conclusion is... I am inferring... Based on the evidence in the text, I infer...</p> 	<p><b>SYNTHESIZING</b></p> <p>I now understand why... I am beginning to think/realize... I used to think... I am changing my mind about... My new thinking is... This led me to think... and now I realize that... I already knew... and now I realize... I understand this better because...</p> 	<p><b>Discussion STEMS</b></p> <table border="1"> <tr> <td> <p><b>AGREE</b></p> <p>I agree with... because... I like what you said about... I have a similar idea... I have a similar thought... I feel the same way, but would like to add...</p> </td> <td> <p><b>DISAGREE</b></p> <p>I disagree with... because... I see it differently because... I thought about it in a different way... I see what you're saying, but I think...</p> </td> <td> <p><b>ADD-ON</b></p> <p>I would like to add... That's a great idea, but have you thought about...? Another thought... I wonder if...</p> </td> </tr> <tr> <td> <p><b>QUESTION</b></p> <p>What if...? What about...? Can you be more specific about...? I would love to know more about...</p> </td> <td> <p><b>CONNECT</b></p> <p>This made me think of... This reminds me of... This is similar to... I've had a similar experience... When I think about both ideas...</p> </td> <td> <p><b>ENGAGE</b></p> <p>What do you have to share? What's your opinion about this? Is there anything you would like to add? How do you feel about this?</p> </td> </tr> </table>	<p><b>AGREE</b></p> <p>I agree with... because... I like what you said about... I have a similar idea... I have a similar thought... I feel the same way, but would like to add...</p>	<p><b>DISAGREE</b></p> <p>I disagree with... because... I see it differently because... I thought about it in a different way... I see what you're saying, but I think...</p>	<p><b>ADD-ON</b></p> <p>I would like to add... That's a great idea, but have you thought about...? Another thought... I wonder if...</p>	<p><b>QUESTION</b></p> <p>What if...? What about...? Can you be more specific about...? I would love to know more about...</p>	<p><b>CONNECT</b></p> <p>This made me think of... This reminds me of... This is similar to... I've had a similar experience... When I think about both ideas...</p>	<p><b>ENGAGE</b></p> <p>What do you have to share? What's your opinion about this? Is there anything you would like to add? How do you feel about this?</p>
<p><b>AGREE</b></p> <p>I agree with... because... I like what you said about... I have a similar idea... I have a similar thought... I feel the same way, but would like to add...</p>	<p><b>DISAGREE</b></p> <p>I disagree with... because... I see it differently because... I thought about it in a different way... I see what you're saying, but I think...</p>	<p><b>ADD-ON</b></p> <p>I would like to add... That's a great idea, but have you thought about...? Another thought... I wonder if...</p>						
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<p><b>QUESTIONING</b></p> <p>wonder... I was confused when... How could...? Why do you think...? Who...? What...? Where...? When...? What if...? I don't understand... but I think...</p> 	<p><b>USING SCHEMA</b></p> <p>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 to... I can relate to... because I know... I am thinking of... I was able to understand this because I know...</p> 	<p><b>Sentence Stems for Fiction Summaries</b></p> <p>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...</p>						

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# Bridge/Bridging

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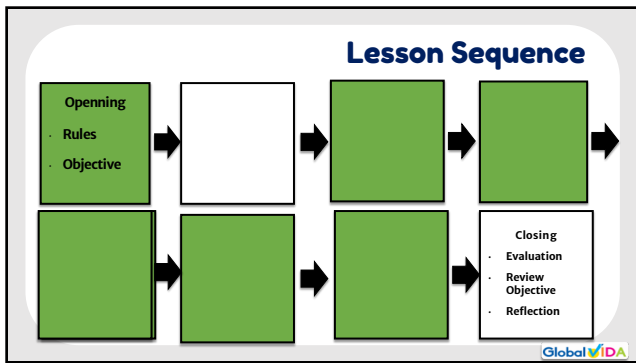
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Escoge tu tema por grados para la práctica del puente




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What is the difference between bridge and bridging?

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**Foldable / Plegable**

<b>Vocabulario Realia</b>	<b>Pictorials</b>	. Lado a lado . Carteles en paralelo
Narratives	<b>Mapa metalingüísticos</b>	Extension



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VOCABULARY

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**Enfoque del día**



Temas para el enfoque del día

- ¿Qué son los animales?
- ¿Podemos clasificar a los animales en diferentes grupos como mamíferos, aves, reptiles, anfibios y peces?
- ¿Cómo funcionan los animales de temperatura constante, endotermos y la función adaptativa a los días?
- ¿Cómo puede ser diferente de sangre fría, la temperatura de su cuerpo no es constante, la mayoría son ectotermos y dependen del ambiente.
- ¿Cómo pueden los animales que sobreviven en países que no tienen muy calor y poca agua con su cuerpo, pueden ser endotermos o ectotermos y presentar una temperatura variable?
- ¿Cómo se relacionan los animales que dependen del agua para la reproducción, de cuáles tienen respirar los pulmones y a través de la piel, de cómo respiran por branquias?
- ¿Qué son los animales domesticados que tienen un campo muy amplio de aplicación en actividades, actividades recreativas en casa, son de sangre caliente y son ectotermos?
- ¿Cómo animales se relacionan de diferentes maneras según el ambiente que los rodea, algunos son terrestres y otros acuáticos.
- ¿Cómo hacen todos los animales de que los animales se reproduzcan para poder sobrevivir?
- ¿Cómo aprende sobre animales de qué figuras con animales y otros con sus actividades.

Animales

nocturno  
marino  
raro  
cebra  
zoólogo  
panda  
papagayo

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### Enfoque del día

**Temas para el enfoque del día**

1. ¿Qué son los animales?
2. Clasifícalos a los animales en diferentes grupos como: mamíferos, aves, reptiles, anfibios y peces.
3. Clasifícalos por animales de temperatura constante, variable y la también invariable a su vida.
4. Clasifícalos por animales de sangre fría, la temperatura de su cuerpo lo es constante, la respiración por pulmones y respirar por sus branquias.
5. Clasifícalos por animales que comen de pasto o que los tiene muy cortos y casi el cual son los ovinos, pueden ser ovíparos u ovovivíparos y presentar una temperatura variable.
6. Clasifícalos por animales que dependen del agua para la reproducción, de adultos machos nupcias con polímeros a través de la boca de los huevos que los fecundan.
7. Clasifícalos por animales terrestres que tienen el cuerpo recubierto de plumas y las extremidades anteriores transformadas en alas, son de sangre caliente y son ovíparos.
8. Clasifícalos en animales de diferentes maneras según el ambiente que los rodea. Algunos son terrestres y otros acuáticos.
9. Clasifícalos sobre los animales es que los animales se reproducen para poder sobrevivir.
10. Clasifícalos sobre animales es que algunos son salvajes y otros son muy domesticados.

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### Animales por todas partes

#### Vocabulario

<ul style="list-style-type: none"> <li>✓ cocodrilo</li> <li>✓ murciélago</li> <li>✓ oso</li> <li>✓ bison</li> <li>✓ camello</li> <li>✓ chimpancé</li> <li>✓ cóndor</li> <li>✓ vaca</li> <li>✓ coyote</li> <li>✓ madriguera</li> <li>✓ desierto</li> <li>✓ elefante</li> <li>✓ extinción</li> <li>✓ granja</li> <li>✓ flamenco</li> <li>✓ zorro</li> </ul>	<ul style="list-style-type: none"> <li>✓ jirafa</li> <li>✓ cabra</li> <li>✓ gorila</li> <li>✓ manada</li> <li>✓ hipopótamo</li> <li>✓ caballo</li> <li>✓ hiena</li> <li>✓ canguro</li> <li>✓ león</li> <li>✓ llama</li> <li>✓ marsupial</li> <li>✓ mono</li> <li>✓ nocturno</li> <li>✓ zarigüeya</li> <li>✓ avestruz</li> <li>✓ panda</li> </ul>	<ul style="list-style-type: none"> <li>✓ parque</li> <li>✓ papagayo</li> <li>✓ pavo real</li> <li>✓ mascota</li> <li>✓ marrano</li> <li>✓ conejo</li> <li>✓ mapache</li> <li>✓ selva tropical</li> <li>✓ exótico</li> <li>✓ rinoceronte</li> <li>✓ oveja</li> <li>✓ ardilla</li> <li>✓ tigre</li> <li>✓ relocalizarse</li> <li>✓ cebra</li> <li>✓ zoológico</li> </ul>
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Lista de vocabulario temático: Animales

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#### Definición de vocabulario temático: Animales

<p><b>camello</b> ✓</p> <p>Un camello es un gran animal del desierto utilizado para el transporte de personas y suministros. <u>Carretil</u> tenía demasiado miedo para viajar en <u>camello</u>.</p>	<p><b>chimpancé</b> ✓</p> <p>Un chimpancé es un mono de tamaño mediano que vive en África. Algunas personas han tratado de enseñar a los <u>chimpancés</u>.</p>	<p><b>cóndor</b> ✓</p> <p>Un cóndor es un ave con alas muy grandes que comen carne. Pasa mucho tiempo en el <u>cóndor</u> para increíble, pero no es.</p>	<p><b>vaca</b> ✓</p> <p>Una vaca es un gran mamífero criado en las granjas. <u>Leche</u> encontró que las <u>vacas</u> pueden tener leche o negro.</p>	<p><b>coyote</b> ✓</p> <p>El coyote es una especie de perro salvaje que vive en el suroeste de los Estados Unidos.</p>	<p><b>madriguera</b> ✓</p> <p>La casa de un animal salvaje es llamada <u>madriguera</u>. La madre <u>lobo</u> volvió a su <u>madriguera</u>.</p>	<p><b>desierto</b> ✓</p> <p>Los desiertos son los lugares calientes en los que no hay agua. A algunas serpientes les gusta vivir en el <u>desierto</u>.</p>	<p><b>elefante</b> ✓</p> <p>Los elefantes son animales enormes, pero sus colas realmente les ayudan para tomar agua. El <u>elefante</u> utilizó su trompa para tomar agua.</p>	<p><b>hipopótamo</b> ✓</p> <p>Un hipopótamo parece un cerdo gigante y le gusta estar en el agua. Sara vio el <u>hipopótamo</u> andando alrededor del submarino en el zoológico.</p>	<p><b>caballo</b> ✓</p> <p>Los caballos son animales grandes utilizados para transportar personas y cargas pesadas. Después de montar el <u>caballo</u>, <u>Lupe</u> tuvo que regresar a la granja.</p>	<p><b>hiena</b> ✓</p> <p>Las hienas son animales salvajes en África y Asia que se parecen a perros grandes. El grupo de <u>hienas</u> atacaron al hipopótamo.</p>	<p><b>canguro</b> ✓</p> <p>Un canguro es un animal encontrado en Australia con una cola, dos patas cortas frontales y dos patas traseras fuertes utilizadas para saltar grandes distancias. Observamos el <u>canguro</u> saltando sobre la cerca.</p>
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**Cerdo** ✓  
 animal usualmente visto en granjas  
 • Tocino, jamón y carne de cerdo vienen del cerdo.  
 • A los cerdos les gusta echarse en la tierra.  
 • Los cerdos tienen largas orejas.  
 • Los cerdos tienen narices amplias planas, llamadas morro.  
 • Los cerdos tienen patas cortas y cuatro pezuñas.

**Conejo** ✓  
 pequeño animal peludo  
 • Los conejos viven en cuevas bajo la tierra.  
 • Los conejos tienen largas orejas que les mantiene el equilibrio.  
 • Los conejos tienen una cola esponjosa.  
 • Los conejos brincan con las largas, fuertes patas traseras.  
 • Los conejos pueden correr rápido y saltar lejos.

**Rinoceronte** ✓  
 animal muy grande que vive en África  
 • Un rinoceronte es llamado un "rhino".  
 • Ellos viven en África y Asia.  
 • Ellos tienen bien sea uno o dos cuernos en su hocico o nariz.  
 • Los rinocerontes tienen piel muy gruesa.  
 • El rinoceronte blanco es muy raro.

**Oveja** ✓  
 animal que está relacionado con las cabras.  
 • Las ovejas tienen pelo grueso en forma de lana.  
 • La gente cría las ovejas por su lana.  
 • La gente come la carne de la oveja.  
 • Las ovejas hacen un sonido de balido.  
 • La gente hace cosas de la piel de la oveja.

Datos sobre el vocabulario temático:  
**Animales**

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**REALIA** +

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**Materiales**

- tarjetas de vocabulario
- papel de construcción
- mapa de clasificación

**Realia 1**

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**Realia 2**

**Materiales**

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

Realia 2

Global Ed

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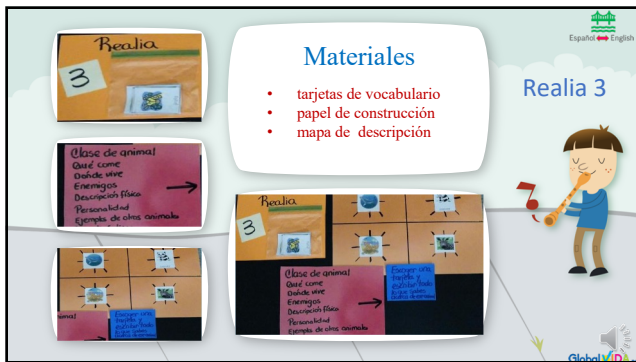
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**Realia 3**

**Materiales**

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

Realia 3

Global Ed

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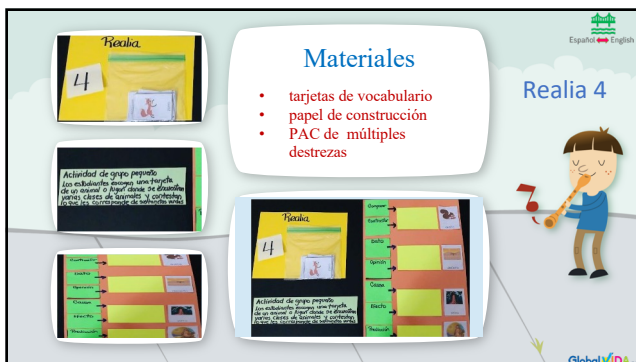
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**Realia 4**

**Materiales**

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

Realia 4

Global Ed

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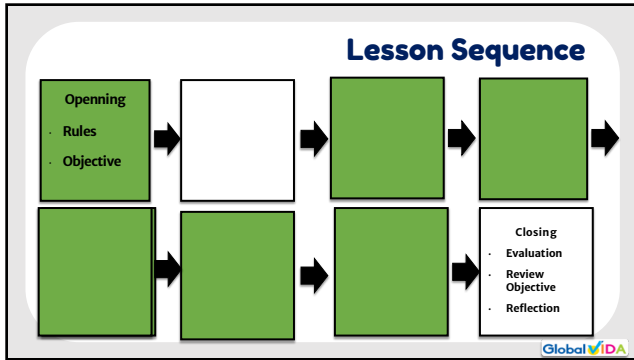
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**Bridging has 2 main objectives...** 

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.



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**QUESTIONS?**




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[Luzroth@globalvida.net](mailto:Luzroth@globalvida.net)





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**PREGUNTAS**



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