

Chapter 1 : Abuelo and the Three Bears / Abuelo y Los Tres Osos by Jerry Tello | Scholastic

The TRUE story of the 3 little pigs by racedaydvl.com as told to Jon Scieszka. Grandma Annii's Story Time - Duration: Grandma Annii 1,, views.

Ask for clarification and further explanation as needed about the topics and texts under discussion. They will compare and contrast key details of this story with another version. My students need more practice with the skill of comparing and contrasting. Most of the students will read it independently, but I will work with a group of students to lend them support with focus and comprehension of the story and task. Building vocabulary knowledge is essential in teaching second language learners. That is why, as they read, I want them to notice unknown words. As they notice these unknown words, they will write them on a chart paper that I will have available for them on the white board. They will get to use the smelly markers making it more fun for them. I am asking them to write it on the chart paper because it allows me to see what they have questions about. This is a powerful visual way to monitor their knowledge and to make modifications if needed. Also, I will take time to discuss the meaning of some of the words they have questions about. We will use the vocabulary strategies to define the words. Afterwards, we will meet on the rug to take part in Socratic Seminar. Socratic Seminar is about discussing ideas, sharing different points of views, and defending these different points of view. We will discuss what is the same and different from the version of the story we read yesterday of The Three Bears. Then each student will take a key detail of the story - setting, character, plot, problem, or solution - to compare and contrast it. Because they are still in the process of mastering this skill, they will use a Venn diagram to record their comparisons and contrasts. I start with the students on the rug with the objective written on the easel: I can read to compare and contrast key details in a folktale. I will read it chorally with them. Then, I will ask them: What does it mean to compare and contrast? I give them direction as to who is reading with me and who is reading independently, and then I send them off.

Chapter 2 : 13 Books That Put a Spin on Classic Fairy Tales | Scholastic

*Abuelo y los tres osos/ Abuelo and the three Bears (Spanish and English Edition) [Jerry Tello, Ana Lopez Escrivá, Ana LÃ³pez EscrivÃ¡j] on racedaydvl.com *FREE* shipping on qualifying offers. Presented in both English and Spanish, this book brings a Hispanic flavor to the story of Goldilocks and the Three Bears.*

Opening 10 minutes My students have been exploring folk tales. We have been reading several different versions of each folktale. We just read Goldilocks and the Three Bears. I use a version of the story with a Latino flavor called, Abuelo and the Three Bears to introduce this math lesson, available from Scholastic Books. Because of my immigrant population, I love reading this book that has many words in Spanish. The entire book is also available in Spanish. We will be using counting beans in the lesson, so this book is a fun way to introduce the "beans" as the bears in this version of the story eat frijoles beans instead of porridge. I gather my students around my chair and read them the story. When we are done reading it, we take the time to compare the story to the original version of the story to Abuelo and the Three Bears. After we are done comparing, I ask the students, How many of you like beans? The students share their opinions. I tell the students, Today, we are going to have some fun with beans in math today. If you have a different type of interactive whiteboard, you can still use this lesson by opening the file in Smart Notebook Express. There is also a PDF you can use to recreate this part of the lesson. There is a content objective and a language objective to help focus on vocabulary expansion for my English Learners ELs to be congruent with SIOP instructional techniques. I read these objectives aloud for my students. Content Objective I can tell different ways to make ten. Language Objective I can tell a friend a way to make ten. We have made ten using a ten frame. Can we figure out different ways to make ten without a ten frame? One counts the red beans and records, one counts the white beans and records, and the last one counts how many in all. This is an instructional strategy that helps to build the English skills of my EL students. Each student has a Turn and Talk partner. I ask them to hold hands with their partner and raise their hands in the air so I can quickly check that everyone has a partner. I ask the question, My friend shook beans and came up with these different ways to make ten. The discussion begins and I can tell that some of the students are struggling. Could the number 4 be up there? What number would you need to go with it? This helps the students begin their discussion. When they are done talking, I call on some of the students to share their answers. I repeat the answers as a sentence, 10 and 0 is 10, to prove modeling for my EL students. We now return to our seats for guided practice. I run 10 copies of the bean on white construction paper. I then stack a piece of red construction paper behind the bean and I cut both pieces of paper at the same time. I glue the two pieces of construction paper together to make a two sided bean. I gather the students into a circle and I tell them, We are going to GENTLY toss ten beans into the circle and create number sentences that tell about them. I demonstrate how to safely toss the beans into the circle. I tell them that everyone will get a chance to toss the beans into the circle. I pass the beans out and have the students toss the beans into the circle. We count the beans and figure out what is the number sentence that describes the beans 2 and 8 is I have the students say each number sentence. After we are done with the number sentence, the students give their beans to someone who has not had one. We repeat the process several times, giving the students lots of opportunity to compose number sentence. When we are done, I collect the beans and we prepare for independent practice. You will also need red and white beans for the students to "toss". You can buy commercially made bean manipulatives or simply get some white beans and spread them out on a newspaper and spray one side of them red. I distribute the recording sheet to the students and give each student 10 red and white beans. I tell the students, you will be tossing ten beans. I want you to color in your paper to show what the beans look like. If you toss the beans and get 5 red beans and 5 white beans, you will color in 5 red beans on your sheet and leave the other 5 white. You will then write a number sentence under the beans describing what you roll. If you rolled 5 red and 5 white, you would write, 5 and 5 is Continue doing this until you have completed the worksheet. The students begin working and I move about the room to observe their work. I clarify the directions and help the students as needed. When the students are done, I check their work and have them say at least one of the number sentences aloud to continue to build language

skills.

Chapter 3 : Treasures Vocabulary Powerpoints 2nd Grade â€“ racedaydvl.com

Abuelo and the Three bears, or abuelo Y Los Tres Osos, was a fun bilingual book that I actually read with three first graders. It is like two books in one because you can read it in english and then turn it upside down to read it in spanish.

Chapter 4 : Abuelo and the Three Bears by Jerry Tello

Summary and Context. Today, the students will read the story, Abuelo and the Three Bears, a Mexican version of the Three racedaydvl.com will compare and contrast key details of this story with another version.

Chapter 5 : Kindergarten Lesson Frijoles!-Exploring Ways to Make Ten

The story that Abuelo tells is the story of three bears who lived in the woods, Papa Bear, mama Bear and little Osito. They want to eat frijoles, but they are too hot so they go for a walk so.

Chapter 6 : Abuelo and the Three Bears Jeopardy Template

Kids Books: ABUELO & THE THREE BEARS read aloud for children has NO Goldilocks! Instead, Grandpa changes it up & creates a Twisted Fairy Tale with a sprinkling of Spanish! KidTime StoryTime reads.

Chapter 7 : Second grade Lesson Abuelo and the Three Bears Day 1 of 2

In Abuelo and the Three Bears, the author creates a new story by building on the traditional tale and giving it a twist. The book is written in both Spanish and English and it is formatted in a unique.

Chapter 8 : Abuelo and the Three Bear by Carly Anonsen on Prezi

I use a version of the story with a Latino flavor called, Abuelo and the Three Bears to introduce this math lesson, available from Scholastic Books. Because of my immigrant population, I love reading this book that has many words in Spanish.

Chapter 9 : racedaydvl.com: abuelo and the three bears

Transcript of Abuelo and the Three Bear Summarizing Then Somebody Wanted But So So is the soluton to the problem. So Abuelo told Emilio the story of Trencitas and the Three Bears When we summarize fiction, we only want the MOST IMPORTANT INFORMATION.