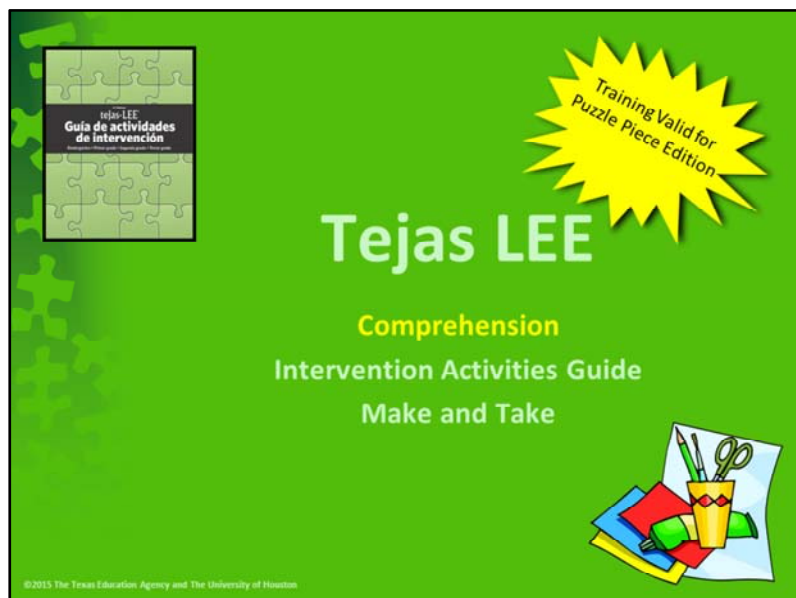




Key Points



NOTES FOR PRESENTER:

Before the training, you will need to gather the materials for your make and take. For this module, for each participant, you will need:

- 5 --Letter Sized File Folders (color)
- 1 --Legal Sized File Folders (color)
- 16--Library Cards Pockets
- 12--3 x 5 index cards (any one color)
- 1—business envelope (4 ⅛ x 9 ½)
- 2 —spinners
- 1 --sheet white construction paper (cut on long side into 1 inch strips)
- 1—Gallon Sized Ziploc bag

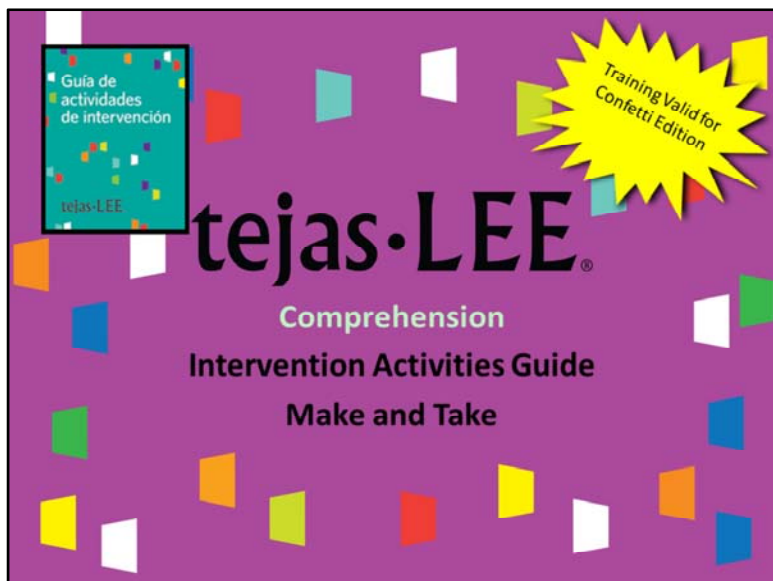
You will need to print the handouts for this training in COLOR.

In addition, each table will need the following sharable materials:

- Scissors, several pairs
- Glue or rubber cement
- Color markers (washable or permanent)
- Black Sharpie Markers
- Stapler
- Rubberbands



Notes



Key Points



Notes

Copyright Notification

2

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Key Points



Notes

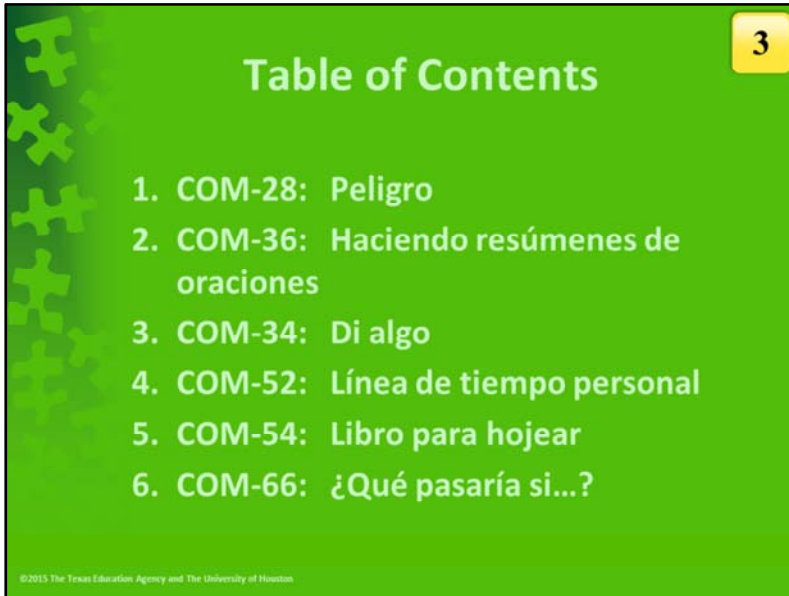


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1. COM-28: Peligro
2. COM-36: Haciendo resúmenes de oraciones
3. COM-34: Di algo
4. COM-52: Línea de tiempo personal
5. COM-54: Libro para hojear
6. COM-66: ¿Qué pasaría si...?

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Key Points

SAY:

This slide shows the folder games we will be making today.

DO:

Give participants a moment to read through this list.



Notes




Key Points

SAY:

Let's start with activity COM-28: Peligro. Please take out packet FON-28. This is a Jeopardy style game that can be very flexible as the categories and questions are not set and therefore can be changed according to the story selected.



Notes

5

COM-28: Peligro

For this activity, please get the following materials:

- 12 blank 3 x 5 cards
- 12 library card pockets
- 1 Legal Sized folder
- 2 strips of white construction paper (1 inch strips)
- COM-28 Packet

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Key Points

DO:

Have participants gather the materials they need for this activity.

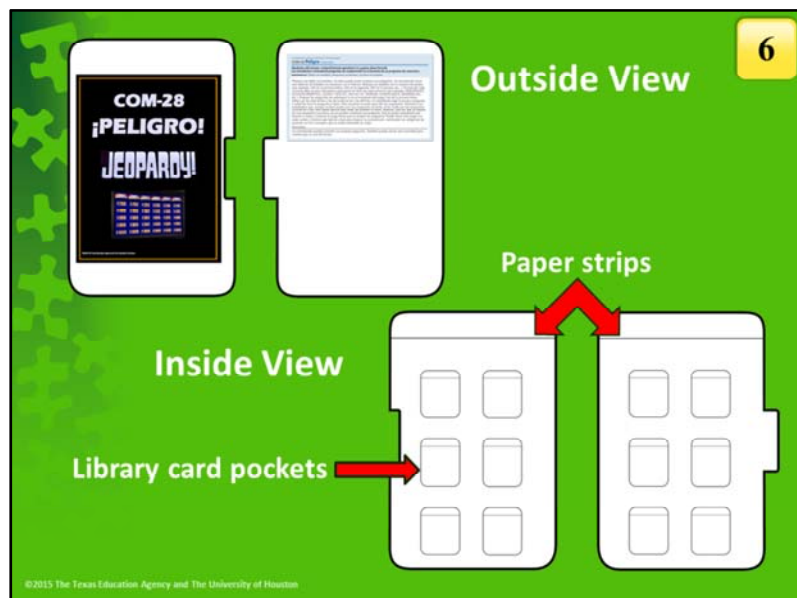
They should arrange the twelve library pocket cards into 4 columns of three leaving space at the top for the 1" strips of white construction paper. We have added the point value to each of the pockets (100 for the first row, 200 for the second row and 300 for the third row). Teachers can modify this as they want. Having a completed example available for teachers to see is very helpful.



Notes



Key Points



SAY:

Glue the activity cover on the front of the folder. On the back of the folder, paste the instructions.

Inside the folder arrange the twelve library pocket cards into 4 columns of three leaving space at the top for the 1" strips of white construction paper. We suggest adding the point value to each of the pockets (100 for the first row, 200 for the second row and 300 for the third row). However, teachers can modify this as they want. Use the 12 index cards as placeholders for the question. Once the students have answered the corresponding question for that category and point amount then remove the index card to show it's no longer available.

The white strips of paper will go across the top. However, before gluing these down we recommend laminating the strips so that teachers can write the categories with dry erase marker and change them easily as needed.

DO:

Leave this slide up for reference while participants put together this folder game.



NOTES FOR PRESENTER:

Having a completed example available for teachers to see is very helpful.



Notes

COM-28: Peligro 7

Helpful Hints

Activity: COM-28

- Choose round numbers for the points so that it is easy for you to keep score.
- You may wish to laminate at least the white strips at the top of the folder. This will allow you to change the categories using an erasable marker.

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Key Points

DO:

Review this information with participants as they create their folder game.



Notes

COM-29: Haciendo resúmenes de oraciones

8

Cómo hacer un resumen

Elimina información obvia:

Maté la mosca con el periódico. ~~Va no está vivo.~~

Elimina información (detalles) innecesaria:

Voy a ir a la escuela en mi bicicleta ~~verde y oxidada que compré en una venta de garaje.~~

Elimina información repetitiva:

Mi papá me llevó a pescar al lago. ~~Me llevó al lago en su camioneta. Cuando llegamos al lago, salimos de la camioneta y nos pusimos a pescar.~~

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This slide has 1 ✓☆ **CLICK** of animation.

SAY:

Our next activity is COM-29: Haciendo resúmenes de oraciones. In this activity students learn how to eliminate words to summarize text. This activity scaffolds the process by giving them explicit things to eliminate.

✓☆ **CLICK**



Key Points



Notes

**COM-29: Haciendo
resúmenes de oraciones**

9

For this activity, please get the following materials:

- 1 Letter Sized folder
- COM-29 Packet

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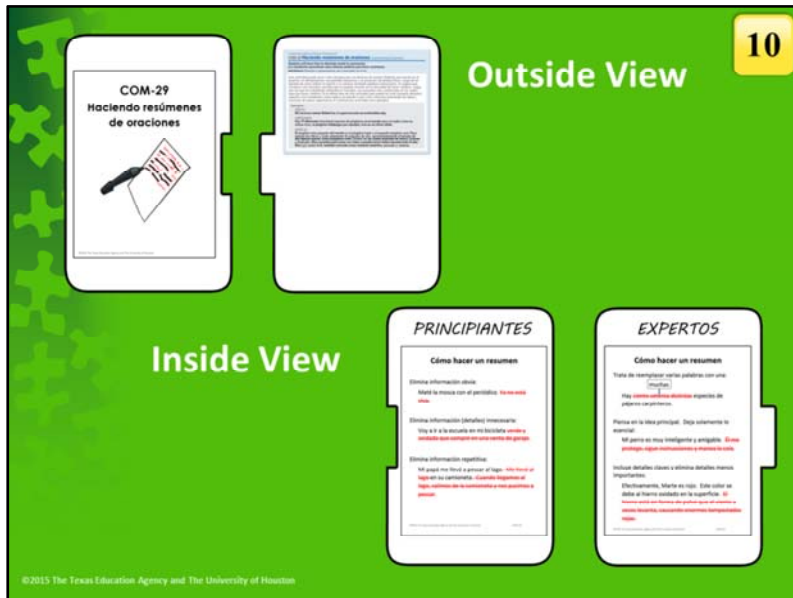
DO:
Read slide.



Key Points



Notes



Key Points

SAY:

On the front of the folder, glue the activity cover, and on the back, glue the activity instructions.

Inside the folder, on the left side, glue the “easy” hints on how to eliminate words to summarize and write “Principiantes” across the top. On the right side, glue the “medium/hard” hints on how to eliminate words to summarize and label this side “Expertos”.



Notes

COM-29: Haciendo resúmenes de oraciones

11

Helpful Hints

Activity: COM-29

- Do lots of modeling, showing students exactly which words to eliminate and explaining the "why". You may need to create additional sentences.
- Medium and hard level summaries require word substitutions. Teach this explicitly.

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DO:
Read slide.



Key Points



Notes

12

COM-34: Di algo

¿Qué puedo decir?

Puedes hacer un comentario sobre...

- Los personajes
- El escenario
- El problema
- Los acontecimientos
- La resolución
- Tu reacción a la lectura
- Tu opinión sobre lo que pasó
- Algo que te sorprendió
- Una experiencia parecida que tuviste
- Un resumen de la lectura
- Una conexión que hiciste
- Una predicción
- Una pregunta (i.e., Me pregunto...)

Di algo

1. Divide a tu grupo.
2. Asigna una copia de lo que vas a leer.
3. Decidan cómo van a leer.
 - En silencio
 - Tomando turnos
4. Ofrece al primer lector tiempo para elegir dónde leer y dónde va a leer. Que "diga algo" sobre el texto.
5. Siguen leyendo y pasando en los lugares indicados.

Reglas: Cuando te detienes para "diga algo", debes ser recordado o si que dices de leer. Cada miembro del grupo debe decir algo diferente.

Escribe algo

1. Anticipa la selección de lectura.
2. Localiza el lugar donde vas a detenerte y "Escribe algo" sobre el texto.
3. En cada parada, escribe: un comentario, una predicción, una sorpresa, una experiencia parecida.

Nota: Si tienes poco o nada que escribir, vuelve a leer la selección.



Key Points

This slide has 2 ✓☆ **CLICKS** of animation.

SAY:

This next activity will help students monitor their understanding by providing them with questions for them to reflect on during their reading. For example...

✓☆ **CLICK**

Give a summary about what's happened so far in the story. Or...

✓☆ **CLICK**

Please take out your packet for COM-34.



Notes

13

COM-34: Di algo

¿Qué puedo decir?

Puedes hacer un comentario sobre...

- Los personajes
- El escenario
- El problema
- Los acontecimientos
- La resolución
- Tu reacción a la lectura
- Tu opinión sobre lo que pasó
- Algo que te sorprendió
- Una experiencia parecida que tuviste
- Un resumen de la lectura
- Una conexión que hiciste
- Una predicción
- Una pregunta (i.e., Me pregunto...)

Di algo

1. Divide a tu grupo.
2. Asigna una copia de lo que vas a leer.
3. Deciden cómo van a leer.
 - En silencio
 - Tomando turnos
4. Ofrece al primer lector abundante tiempo para leer y donde sea a leer que "dice algo" sobre el texto.
5. Siguen leyendo y pasando en los lugares indicados.

Reglas: Cuando te detienes para "decir algo", debes ser recomendado o si que dices de leer. Cada miembro del grupo debe decir algo diferente.

Escribe algo

1. Anticipa la selección de lectura.
2. Localiza el lugar donde vas a detener y "Escribe algo" sobre el texto.
3. En cada parada, escribe: un comentario, una predicción, una sorpresa, una experiencia parecida.

Pista: Si tienes poco o nada que escribir, vuelve a leer la selección.



Key Points

This slide has 2 ✓☆ **CLICKS** of animation.

SAY:

Please take out your packet for COM-34. This next activity will help students monitor their understanding by providing them with questions for them to reflect on during their reading. For example...

✓☆ **CLICK**

Give your opinion about what's happened. Or...

✓☆ **CLICK**

Say something about the characters.



Notes

COM-34: Di algo 14

For this activity, please get the following materials:

- 2 library card pockets
- Business envelope (4 ⅞ x 9 ½)
- 2 spinners
- 1 Letter Sized folder
- COM-34 Packet

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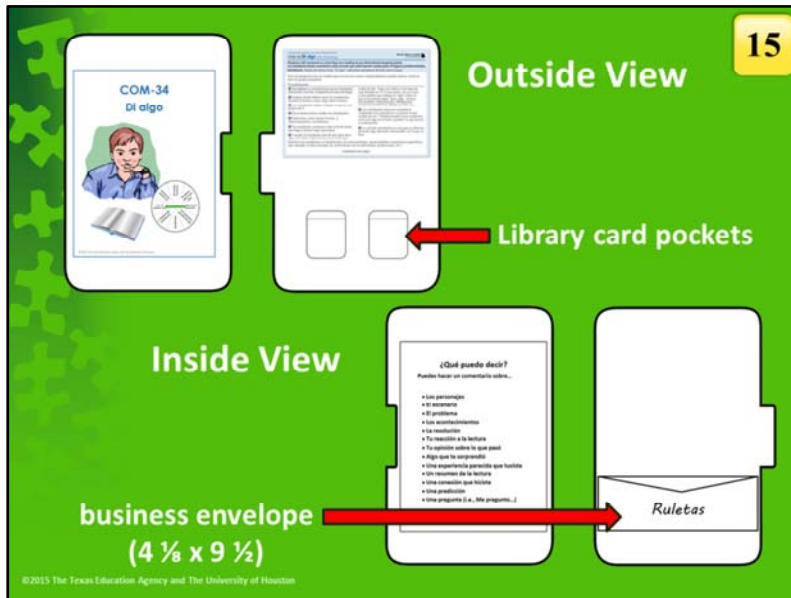
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Key Points



Notes



Key Points

SAY:

Glue the activity cover on the front of the folder. On the back of the folder, glue the instructions at the top and glue two library pockets at the bottom. Store the “Di algo” cards in these pockets.

Inside of the folder, on the left hand side, glue the handout labeled “¿Qué puedo decir?”. On the right side, glue a business envelope (4 1/8 x 9 1/2). Be sure to first fold back the flap before gluing down the envelope. Label the envelope, “Ruletas” and place the “Di Algo” wheels here.



Notes

COM-34: Di algo

16

Helpful Hints

Activity: COM-34

- Spinners are optional tools to use when students either cannot decide what to comment on or when they always make the same type of comment.

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DO:
Read slide.




Key Points



Notes

COM-52: Línea de tiempo personal

17



0 años

Yo nació

1 años

No aprendí a caminar

No dije mi primera palabra

2 años

No dejó de usar pañales

3 años

No cambiaron de casa

Comenzó Kindergarten

No aprendí a montar bicicleta

4 años

Yo aprendí a nadar

Todavía no

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Key Points

SAY:

In our next activity, COM-54, students will practice creating timelines using their own lives as the subject. Please take out the packet for this activity.

Notes

COM-52: Línea de tiempo personal 18

For this activity, please get the following materials:

- 1 Letter Sized folder
- COM-52 Packet

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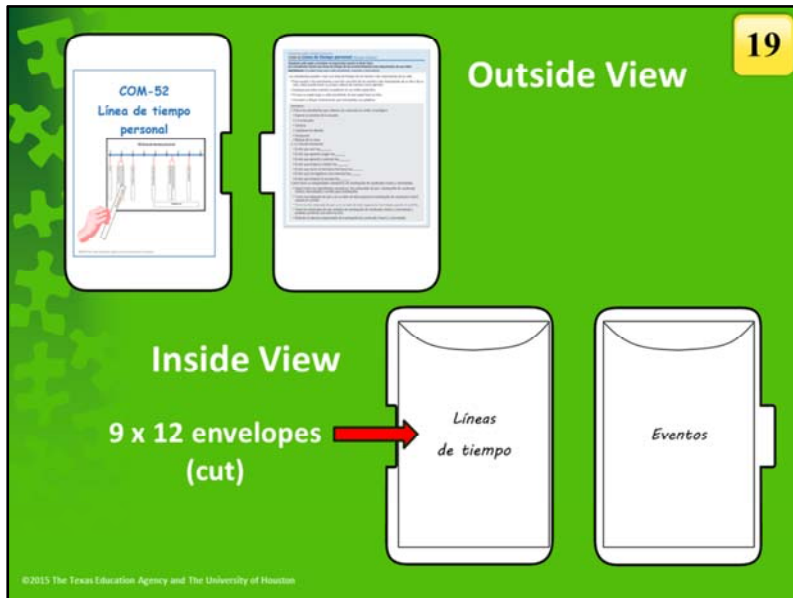
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Key Points



Notes



Key Points

SAY:

On the front of the folder, glue the cover that has the activity name. Turn the folder over and on the back, glue the activity instructions.

Cut off the tops of the 9x12 envelopes and cut out a little scoop on the front so that the sheets can show through. Label one envelope “Líneas de tiempo” and glue it on the inside of the folder on the left side. Label the other envelope “Eventos” and glue it on the ride side.



Notes

COM-52: Línea de tiempo personal

20

Helpful Hints

Activity: COM-52

- Not all students will have the same experiences so a "Todavía no" discard area is included on the timeline.
- Allow students to add their own special life events. They can either write them directly on the timeline or on the blank strips provided.

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DO:
Read slide.




Key Points




Notes

COM-54: Libro para hojear

21



Título
Personaje(s)
Escenario
Problema
Acontecimiento 1
Acontecimiento 2
Acontecimiento 3
Acontecimiento 4
Resolución
Opinión, Resumen, etc...



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Key Points

This slide has 4 ✓☆ **CLICKS** of animation.

SAY:

Please take out your packet for COM-54. In this activity students will create a flip book to help them with sequencing. Each page is labeled and students draw or write information about that category on the page. For example...

✓☆ **CLICK**

Los tres cerditos. This is the title of the story. Once we write that in, we can turn the page.

✓☆ **CLICK**

Next is characters. The main characters in this story are...

✓☆ **CLICK**

... "los tres cerditos". Students can also opt to draw a picture of them. The other main character in this story is...

✓☆ **CLICK**

... "un lobo". After this page is completed the student turns the page and continues with the "Escenario" (setting) and so forth until all the pages are completed.



Notes

COM-54: Libro para hojear 22

For this activity, please get the following materials:

- 1 Gallon Sized Ziploc bag
- 1 Letter Sized folder
- COM-54 Packet

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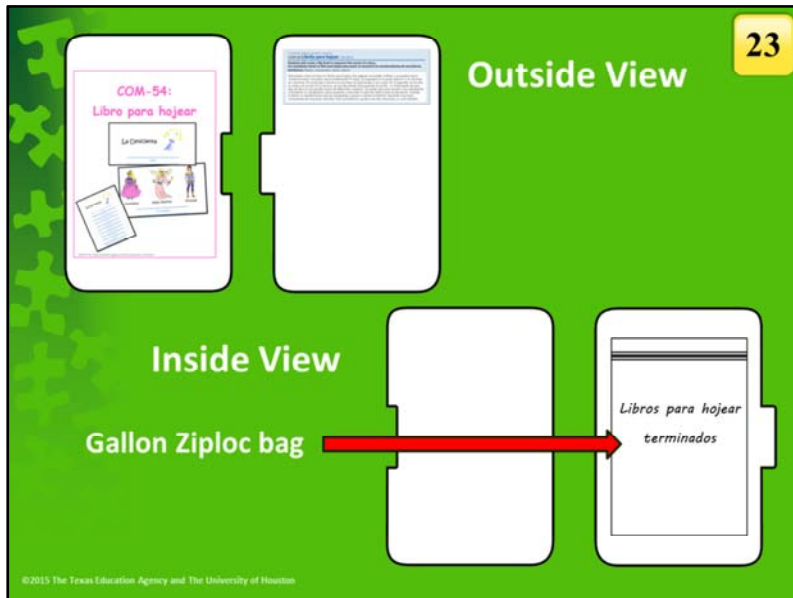
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Key Points



Notes



Key Points

SAY:

Glue the activity cover on the front of the folder. On the back of the folder, glue the instructions.

On the inside of the folder, glue the gallon size Ziploc bag on the right hand side. Label the bag "Libros para hojear terminados". Once students have finished their books, they can place their finished product in the bag as examples for others to flip through.

There is no pocket for the blacklines as it would have been a bit bulky, so teachers can just place the sets paper clipped together inside the folder.



Notes

COM-54: Libro para hojear 24

Helpful Hints

Activity: COM-54

- To make each page stand out, ask students to cut just below the thick dark line under the title.
- If students have less than 4 events, the subsequent pages can be shortened at the top (3/4 inch for each page not used) so that the flip book has even pages.

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DO:
Read slide.



Key Points



Notes

COM-66: ¿Qué pasaría si...?

25

¿Qué pasaría si...



...los juegos de video nunca se hubieran inventado? Entonces....

COM-66

¿Qué pasaría si...



...tú tomaras algo ajeno? Entonces....

COM-66

¿Qué pasaría si...



...tu autobús llegara tarde? Entonces....

COM-66

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Key Points

SAY:

Our last activity for today is COM-66: ¿Qué pasaría si...? In this cause and effect activity, students are given different scenarios and they have to give a possible effect for that prompt. Please take out the packet for this activity.



Notes

COM-66: ¿Qué pasaría si...? 26

For this activity, please get the following materials:

- 2 library card pockets
- 1 Letter Sized folder
- COM-66 Packet

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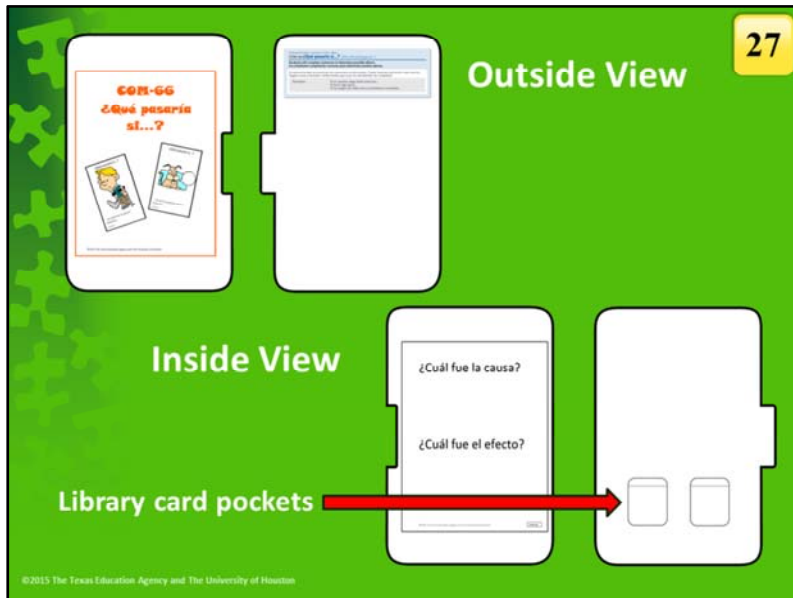
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Key Points



Notes



Key Points

SAY:

On the front of the folder, glue the activity cover and then turn it over and glue the instructions to the back of the folder.

On the inside of the folder, glue the cause and effect questions handout on the left hand side. On the right side, glue two library card pockets. The activity cards will be stored in these two pockets.



Notes

COM-66: ¿Qué pasaría si...?

28

Helpful Hints

Activity: COM-66

- Place the Cause and Effect answer sheet inside the folder on the page opposite the two library card pockets. This will help keep the activity focus on Cause & Effect.
- After the students respond to each prompt on the cards, have them identify Cause and Effect using those two questions.

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DO:
Read slide.



Key Points



Notes

The End 29

Download this training from:

www.tejaslee.org/Resources/trainer.html

Tejas LEE Make and Take

Also available:

- Tejas LEE Phonological Awareness Make and Take
- Tejas LEE Graphophonemic Knowledge Make and Take
- Tejas LEE Fluency Make and Take
- Tejas LEE Vocabulary Make and Take
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Key Points



Notes