
La Calaca Alegre Pdf Free __TOP__

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thanks to picture book i became interested in picture books and that was the great starting point. i only use a very short piece of the iberian roots because i want to focus on picture books and because i believe that for that level it is important to go deeper into the culture and learn more about the history of the iberian roots. what i used is the book of the five spanish brothers, the three brothers who lose their mother and who go look for her. a very old book written in the 17th century. having been recently in lisbon, i also learned about the weekly story, celulares, a form of oral narrative used in iberian culture. this book encourages the development of the narrator who is the author of the text he is telling. the narrator must tell the story first, then the author, who makes her narrative through verbal directions. the narrator is free to elaborate the story as he wishes. this edition is free on eblu one more lesson i want to share. i have noticed from my own reading some important questions that we can ask about books. i encourage students to go out and find books about "life" topics in spanish. for example, we can ask students to read the stories and then discuss: "what are the life lessons that

the characters share?" or "what did you notice about the books cover? were there favorite characters? why are they important?" i also am able to do some of my own assessments. what i find is that i do better when i can set goals that can be measured. for example, i will try to set up a rubric to evaluate students on how well they know what they learned. other things i might measure are how engaged the students are to the assessment, how well they are able to use the new material they learned, and how well they will be able to apply that new knowledge in their classrooms. these assessments will be contained in a.zip file under the tablas folder.

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the last two were taken from the thing itself! and they were written for native english speakers and meant to translate. your kids wont be rolling their eyes at you when you tell them to get a visual instead. i wish i could show you the progress that kids make in fluv. i am currently in the 8th grade, and this year, i've started to work on the fluv, and it's been amazing. in one of my classes, there's a kid in the 4th grade, and he's been taking fluv since 3rd grade. this year, he's already reviewed vocabulary with a friend, he's read two parts of the novel, he's done a lot of sentences with nouns, verbs, adjectives, with the vocab tool, and he's about to read a 3-act play. it's really been incredible to watch him work so hard, and he's done this entirely on his own. it's rare to find a kid who's interested in school, but this kid is really interested in fluv. when students have

their books and materials, they have to work through an introduction to the game. it is important that they have time to sit down with the books and experience a read this next to a table with a good amount of reading lights. students also need to experience a match; so i usually set up a station with scratch paper, a pen and a nice big bottle of water (for hydration) and a pill bottle with some capsules and a thermometer. the thermometer is so that students have a means to gauge the temperature of the room. having a clock face with hands also helps because students want to have some sense of time with this game. tell students that it is okay if they want to feel safe; that it is okay if they want to sit in the corner and read by themselves. also, i would not allow them to use their cell phones. the last thing you want is for a student to be distracted while doing this. 5ec8ef588b

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