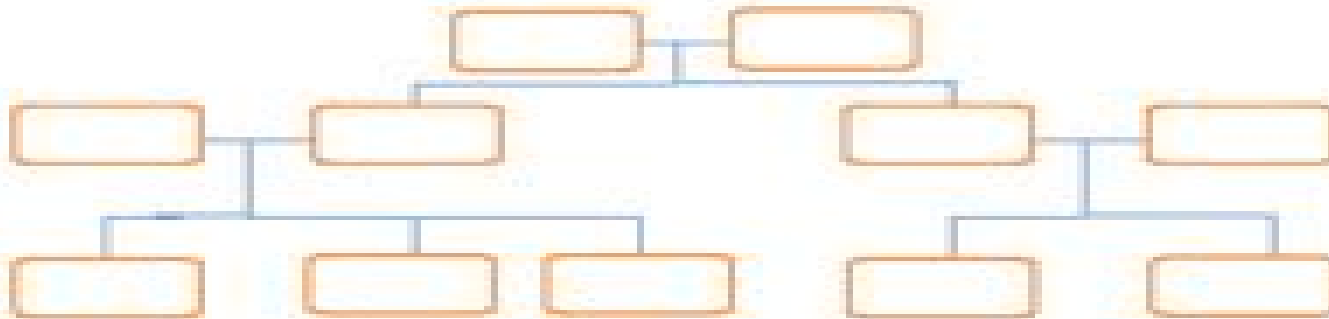


ÁRBOL DE MI FAMILIA

OBJETIVO: DIBUJA UN ÁRBOL DE TU FAMILIA USANDO TUS FAMILIARES O PERSONAS FAMOSAS.

DEBES INCLUIR: YOURSELF, MOM, BROTHER, SISTER, GRANDMOTHER, GRANDFATHER, AUNT, UNCLE, COUSINS (AT LEAST 2)

DIBUJA USANDO LA SIGUIENTE FORMA:



ESCRIBE POR LO MENOS 3 ORACIONES EN ESPAÑOL DESCRIBIENDO A CADA PERSONA USANDO TU LISTA DE VOCABULARIO.

PUEDES USAR OTRA HOJA DE PÁPEL PARA ESCRIBIR LAS ORACIONES.

DESPUÉS, DIBUJA Y COLOREA CADA PERSONA EN TU FAMILIA.

EJEMPLOS DE ORACIONES EN INGLÉS:

- The person's name and their relationship to you or to someone else
- What they like to do in their free time
- Description of what they are like (appearance, personality, age, occupation, etc)

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Expresate 2 Teacher:

Pre-AP Instruct Res Holt Spanish 3 2008 Holt Rinehart & Winston, 2008 **Revisiting Education in the New Latino Diaspora** Edmund Hamann, Stanton Wortham, Enrique G. Murillo, 2015-04-01

For most of US history most of America's Latino population has lived in nine states California Arizona New Mexico Colorado Texas Illinois Florida New Jersey and New York It follows that most education research that considered the experiences of Latino families with US schools came from these same states But in the last 30 years Latinos have been resettling across the US attending schools and creating new patterns of inter ethnic interaction in educational settings Much of this interaction with this New Latino Diaspora has been initially tentative and improvisational but too often it has left intact the patterns of lower educational success that have prevailed in the traditional Latino diaspora

Revisiting Education in the New Latino Diaspora is an extensive update with all new material of the groundbreaking volume Education in the New Latino Diaspora Ablex Publishing that these same editors produced in 2002 This volume consciously includes a number of junior scholars e g C Allen Lynn Soria Colomer Amanda Morales Rebecca Lowenhaupt Adam Sawyer and more established ones Frances Contreras Jason Irizarry Socorro Herrera Linda Harklau as it considers empirical cases from Washington State to Georgia from the Mid Atlantic to the Great Plains where rural suburban and urban communities start their second or third decades of responding to a previously unprecedented growth in newcomer Latino populations

With excuses of surprise and improvisational strategies less persuasive as Latino newcomer populations become less new this volume considers the persistence the anomie and pragmatism of Latino newcomers on the one hand with the variously enlightened paternalistic dismissive and xenophobic responses of educators and education systems on the other With foci as personal as accounts of growing up as an adoptee in a mixed race family and the testimonio of a successful undocumented college graduate to the macro scale of examining state level education policies and with an age range from early childhood education to the university level this volume insists that the worlds of education research and migration studies can both gain from considering the educational responses in the last two decades to the newish Latino presence in the 41 U S states that have not long been the home to large well established Latino populations but that now enroll 2.5 million Latino students in K 12 alone

Timely and compelling Revisiting Education in the NLD offers new insight into the Latino Diaspora in the US just as the discussions regarding immigration policy bilingual education and immigrant rights are gaining steam Drawing from a variety of perspectives contributing authors interrogate the very concept of the diaspora The wide range of research in this volume thoughtfully illustrates the nuanced phenomena and provides rich descriptions of complex situations No longer a simple question of immigration the book considers language and legal status in schools international adoption teacher preparation and the relationships between established and relatively new Latino communities in a variety of contexts Comprised of rich thoughtful research Revisiting Education provides a fascinating window into the context of Latino reception nationwide

Rebecca M Callahan Associate

Professor University of Texas Austin As the leader of a 10 years and counting research study in Mexico that has identified and interviewed transnationally mobile students with prior experience in U S schools I can affirm that in addition to students with backgrounds in California Arizona Texas and Colorado migration links now join schools in Georgia Minnesota Oklahoma Alabama etc to schools in Mexico For that reason and many others I am excited to see this far ranging interdisciplinary new text that considers policy implementation through lenses as different as teacher preparation Latino adoption into culturally mixed families the fate of Latino newcomers in low density districts where there are few like them and the misuse of Spanish teachers as interpreters This is an relevant book for American educators and scholars but also for readers beyond U S borders Hamann Wortham Murillo and their contributors should be celebrated for this fine new collection Dr V ctor Z iga Dean of Research and Extension Universidad de Monterrey

Learning English Neil Mercer,Joan Swann,1996 English is learnt internationally in a range of diverse settings This book examines processes of language acquisition in English as well as what it means to learn English in different parts of the world It looks at the place of English within formal education and at some of the controversies that have surrounded the teaching of English

Language and the Joint Creation of Knowledge Neil Mercer,2019-04-25 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Language and the Joint Creation of Knowledge draws on the most prominent writing of Neil Mercer covering his ground breaking and critically acclaimed work on the role of talk in education and on the relationship between spoken language and cognition The text explores key themes relating theoretical ideas to research evidence and to practical educational situations that improve children s lives Offering students and researchers a clear accessible and up to date account of a sociocultural perspective on the relationship between spoken language and cognition it explains one of the key themes in Neil Mercer s work that humans have uniquely evolved the capacity to think together or interthink Offering a crucial insight into the work of Neil Mercer this selection showcases why his approach has become the dominant paradigm in educational research and why it is increasingly influential in the psychology of teaching and learning This unique collection of published articles and chapters which represent the key themes and range of his research over the last 40 years will be of interest to all followers of his work and any reader interested in the role of language in education

Annual Report - National Advisory Council on Bilingual Education United States. National Advisory Council on Bilingual Education,1976

Teaching, Learning and the Curriculum in Secondary Schools Steven Hutchinson,Bob Moon,Ann Shelton Mayes,2005-07-08 The articles which make up this reader provide both overview and analysis of the central issues in secondary education Focused closely upon what it means to teach and learn in the modern secondary classroom this book provides invaluable insight into the development of secondary

education today It is an ideal introduction to the task of teachers in secondary schools Issues covered in the book include the new agenda around teaching and learning effective pedagogy the teacher student relationship teaching learning and the digital age grouping by ability managing the curriculum change assessment equal opportunities and educational change This is the lead book in a series which bring together collections of articles by highly experienced educators which introduce explore and illuminate the issues surrounding teaching in secondary schools They are invaluable resources for those training to become teachers newly qualified teachers and more experienced practitioners particularly those mentoring NQTs

Developing Culturally and Historically Sensitive Teacher Education Yolanda Gayol Ramírez, Patricia Rosas Chávez, Peter Smagorinsky, 2020-09-17 Shortlisted for the UK Literacy Association's Academic Book Award 2021 This volume explores the literacy education master's degree program developed at Universidad de Guadalajara in Jalisco Mexico with the aim of addressing the nation's emerging social economic technological and political needs Developing the program required taking into account the cultural diversity historical economic disparities indigenous and colonial cultures and power inequities of the Mexican nation These conditions have produced economic structures that maintain the status quo that concentrates wealth and opportunity in the hands of the very few creating challenges for the education and economic life for the majority of the population The program advocates providing tools for youth to critique and change their surroundings while also learning the codes of power that provide them a repertoire of navigational means for producing satisfying lives Rather than arguing that the program can be replicated or taken to scale in different contexts the editors focus on how their process of looking inward to consider Mexican cultures enabled them to develop an appropriate educational program to address Mexico's historically low literacy rates They show that if all teaching and learning is context dependent then focusing on the process of program development rather than on the outcomes that may or may not be easily applied to other settings is appropriate for global educators seeking to provide literacy teacher education grounded in national concerns and challenges The volume provides a process model for developing an organic program designed to address needs in a national context especially one grounded in both colonial and heritage cultures and one in which literacy is understood as a tool for social critique redress advancement and equity

Pre-AP Instruct Res Holt Spanish 1 2008 Holt Rinehart & Winston, 2008 *Routledge*

International Companion to Education Miriam Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium

Body and Language Gerd Bräuer, 2002-07-30 Highlights the bridging character of drama based foreign and second language teaching for intercultural learning Drama here is not limited to theater related work but means the interplay between body and language in general to include for example sports dancing singing and storytelling The major techniques and curricular structures of educational drama and its application in the foreign and second language classroom are introduced What are the techniques methods strategies and curricular structures that engage

language learners in continuing dialogue between one's own culture and the one yet to be discovered. What comprises the language we speak in order to understand and be understood? Which body is it we communicate through and to? This volume answers these and other questions of the pedagogy of drama-based teaching across the foreign second language curriculum and on all levels of the educational pyramid. There are two major issues currently discussed in drama-based foreign and second language methodology. The first is goal-oriented, asking whether the acquisition of accuracy or fluency is more important and whether a controlled learning through imitation or an open through improvisation learning environment is more efficient. The second issue concerns using drama in language teaching: either its use is process-oriented where drama becomes an immediate medium for language learning or product-oriented where it becomes primarily the reason for language learning. The book outlines the theoretical frameworks of both issues and introduces personal narrative, comparative observation, and analytical reflection, illuminating opportunities for learning at both ends of the seemingly contradictory poles of both issues.

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