Bilingual Bi-literate Bicultural By Choice!
Would you like your students to be normal or amazing?
Bilingual BiLiterate Thinkers!
Activate the Desire to Learn!
Critical Viewing
Mosaic of Thought!
Though

Colors

Word

Though

Verbs

Adjectives

Thoughts

Nouns
Oral Language Development
Language Usage
Students must be Metacognitive and Metalinguistic!
When Metacognitive I’m Aware and Understand my Own Thought Processes!
When Metalinguistic I Navigate - Negotiate both Languages.
Brain Break
Activate Student’s Desire to Learn!
First Language

Second Language

Learning Conditions
Amplify don't Simplify!
Point of Approximate Development
All Students Have Ability but They Need Opportunity
Technical Change
- Materials
- Structures
- Protocols
- Timelines
- Practices
- Policies
- Systems

Adaptive Changes
- Habits
- Rituals
- Assumptions
- Attachments
- Beliefs
- Feelings
ELD Culture
Gradual Release of Responsibility
“Earthquakes”: Identify Key Details and Answer Text-Dependent Questions (15 TO 20 MIN.) RI.4.1, RI.4.2, RI.4.3, RI.4.10, RF.4.4a SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d

Compare and Contrast Firsthand and Secondhand Accounts (15 TO 20 MIN.) RI.4.5, RI.4.6, RI.4.9, W.4.10,

Identify and Describe Cause-and-Effect Text Structure (15 TO 20 MIN.) RI.4.1, RI.4.3, RI.4.5, W.4.10, SL.4.1a, SL.4.1b, SL.4.1c
How do we reach these goals?
Vocation, Passion, Patience!
The teacher’s biggest enemy...
The student’s biggest enemy...
—Chunks
—Bites
—Increments
Space to think
Space to brainstorm
Space to organize
Space to revise
Space for voice
Start from where students are.

Start from what they know.
Gradual Release of Responsibility
Multiple Encounters, Multiple Contexts!
Applying the Familiar in Unfamiliar Contexts!
Objective
Climbing
What does the text say?

What does the text mean?

How does the text work?
Curious, I took a pencil from my pocket and touched a strand of the web. Immediately there was a response. The web, plucked by its menacing occupant, began to vibrate until it was a blur. Anything that had brushed claw or wing against that amazing snare would be thoroughly entrapped.
Curious, I took a pencil from my pocket and touched a strand of the web. Immediately there was a response. The web, plucked by its menacing occupant, began to vibrate until it was a blur. Anything that had brushed claw or wing against that amazing snare would be thoroughly entrapped.
Curious, I took a pencil from my pocket and touched a strand of the web. Immediately there was a response. The web, plucked by its menacing occupant, began to vibrate until it was a blur. Anything that had brushed claw or wing against that amazing snare would be thoroughly entrapped.
Curious, I took a pencil from my pocket and touched a strand of the web. Immediately there was a response. The web, plucked by its menacing occupant, began to vibrate until it was a blur. Anything that had brushed claw or wing against that amazing snare would be thoroughly entrapped.
Curious, I took a pencil from my pocket and touched a strand of the web. Immediately there was a response. The web, plucked by its menacing occupant, began to vibrate until it was a blur. Anything that had brushed claw or wing against that amazing snare would be thoroughly entrapped.
curious
strand
web
plucked
menacing
occupant
vibrate
blur
brushed
claw
wing
snare
thoroughly
entrapped
strand
web
menacing
occupant
vibrate
thoroughly
entrapped
menacing occupant

thoroughly entrapped
Menacing
Menacing
Entrapped
Entrapped
Not Menacing!
Ultimately, the Biggest Predictor of an Early Transition is...
BOOKS
BOOKS
BOOKS
The name of the game is...

Instructional Routines
Instructional Routines

Predictable
Anticipated
Expected
Welcomed
Appreciated
“Education is not preparation for life but life itself”

John Dewey
hector4english@gmail.com

Facebook: Hector4English
Twitter: Hector4English
LinkedIn: Hector J Ramirez