Promoting Oral Academic Language While Teaching Science

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Overview of the Session

1. Rationale for Teaching Language and Literacy During Science Instruction

Select Texts; Prepare Students for Reading and Writing Academic Texts

Explore Differentiated Reading and Writing Activities Tied to Standards

Share Family and Community Outreach Activities

Rationale for Teaching Language and Literacy During Science Instruction

Rock Unit
Earth Science
Third Grade Unit

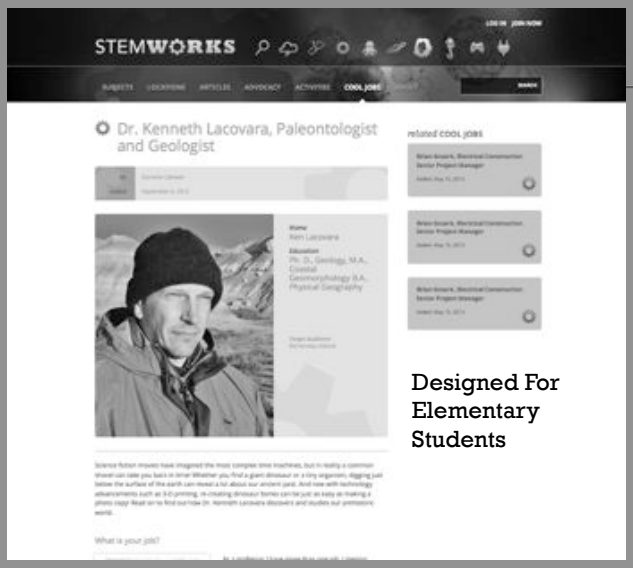
STEM Education

GRADE 3

http://www.teachengineering.org/view_lesson.php?url=collection/cub_/lessons/cub_earth/cub_earth_lesson1.xml

Science Experiment:

http://www.teachengineering.org/view_lesson.php?url=collection/cub_/lessons/cub_earth/cub_earth_lesson1.xml



Designed For Elementary Students

Careers in Science

Biographies
Memoirs
Essays
Included in definition of "**informational text**" by CCSS

http://www.stem-works.com/subjects/21-other-stem-subjects/cool_jobs/141

STEM Vocabulary Development in ESL Students

http://exclusive.multibriefs.com/content/fostering-stem-vocabulary-development-in-esl-students

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Fostering STEM vocabulary development in ESL students

Beth Crumpler
Thursday, October 17, 2013

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With the implementation of the Common Core State Standards, content-area literacy is a huge focus right now. The Common Core State Standards emphasize the literacy of math, science and technical subjects in English language arts.

Science, technology, engineering and math (STEM) content areas are difficult for ESL students. To meet the literacy objectives under the Common Core State Standards, ESL and content-area teachers must work together in teaching STEM content-area vocabulary.

ESL students will not be able to understand STEM subject area objectives or texts without understanding the technical vocabulary within each. This is why it is crucial for content-area teachers and ESL teachers to work together in teaching STEM vocabulary.

To effectively teach STEM vocabulary, use Sheltered Instruction Observation Protocol (SIOP) methods for English language development.

ESL teachers can teach content-area teachers second-language acquisition strategies. Content-area teachers can teach ESL teachers the technical language: phrases, terms, meanings, formulas, etc.

Strategies for STEM vocabulary development between ESL teachers and content-area teachers

- Generate a list of terms and phrases that ESL students will not know which need to be pretaught. Next preteach the terms and phrases before the lesson is taught in the content-area classrooms. Use methods and resources listed below for preteaching.
- Label classrooms with vocabulary labels to help ESL students have visual guides.
- Write all content demonstrations and directions out for students to see and reference. This can be on a class board, interactive whiteboard presentation or classroom handout.
- Create content-area objectives and language learning objectives that correlate with lesson tasks.
- Practice vocabulary through modeling of real-life scenarios. Do mini experiments, virtual experiments, virtual field trips and the like to create real-life scenarios.
- Use graphic organizers that generate meaning and understanding. Have students practice labeling and making diagrams of vocabulary concepts. These tools can be used development.
- Education Technology Guy has a list of STEM websites broken down according to discipline.
- NEA has provided a list of top 10 STEM teaching resources available online. These include NASA, the Exploratorium and Dream Up the Future.
- PBS's STEM Resource Center has a massive list of resources available for instructional uses. Resources are broken down by content area.
- The graduate STEM Fellows in K-12 Education also generated a list of STEM resources.
- Thomas Jefferson High School for Science and Technology has a list of Online STEM Resources.
- Here is a massive LiveBinder of STEM resources and web tools.
- Here is a list of strategies for engaging ELLs in the math classroom.
- Here is a list of ELL considerations for Common Core aligned math lessons by the NYC Department of Education.
- Colorin Colorado has a page full of resources to help grow ELLs into 21st Century Learners. The list contains ideas for teaching technology to ELLS.
- Teach.com has a list of top 10 strategies for technology instruction in the ELL classroom.
- Colorin Colorado has a page of ideas for teaching math to ELLs.
- Here is a list of strategies for teaching math to ELLS by Beatrice Moore-Harris.
- Here is a list for building ELL's Academic Language Proficiency in Math by Nancy Cloud.
- Learn to use verbal science acquisition strategies from The Science Teacher.
- Discovery Education Science has a list of strategies per language proficiency level for teaching ELLs science.
- Here is a list of 100+ SIOP Science classroom modifications for ELLs by Kristen Sweet.
- Here is a list of ideas for integrating science and vocabulary instruction by Stephanie Wessels.
- Here is a list of 40 STEM iPad apps for kids by Melissa Taylor.
- Here is a LiveBinder list of STEM iPad apps by Patricia SMeyers.
- Here is a list of must have app tools by Chris Beyerle.

STEM vocabulary instruction should be approached in an eclectic form with multiple approaches to facilitate comprehensible input for ELLs. The same content should be taught using different strategies to maximize student understanding since no ESL student learns in the same manner.

Using SIOP methods along with STEM resources will help ESL teachers and content-area teachers bring effective STEM vocabulary instruction and development to students. ESL teachers must work alongside STEM content-area teachers to meet the content-area literacy objectives under the Common Core State Standards.

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About the Author

Beth Crumpler is an ESL freelance curriculum writer, e-learning content developer and instructor. She has developed written content for some big names in the education sector. She is the founder of the adaptivelearnin.com website and blog, which both present ideas for using adaptive concepts in learning. She is a certified teacher of ESL and music. Beth enjoys studying technology for teaching ESL and in her spare time studies Spanish.

The Importance of Oral Language

Speaking and listening are facets of oral language. For decades, researchers have demonstrated that:

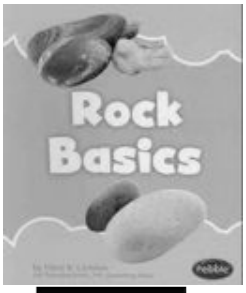
- there is a strong relationship between oral language and reading, writing, and thinking (Loban, 1963, Menyuk, 1984)
- oral language is the base on which the other language arts develop (Sticht & James, 1984)
- for this reason, it is very important to continuously support students in developing oral language throughout all grades (Pinnell & Jaggar, 1991)
- children develop oral language **by using it** (Halliday, 1975).

Preparing Students to Meet Common Core Standards

Selecting and Scaffolding Complex Informational Text

Determine the Best Near and On Grade Level Books for Language & Concept Teaching

Analyzing Books for Oral Language to Be Taught



Gr. 2.0; GRL J Lexile 300

Gr. 3.1; GRL M

Gr. 2.7; Lexile 620

Gr. 3.1; Lexile 400

Why text sets?

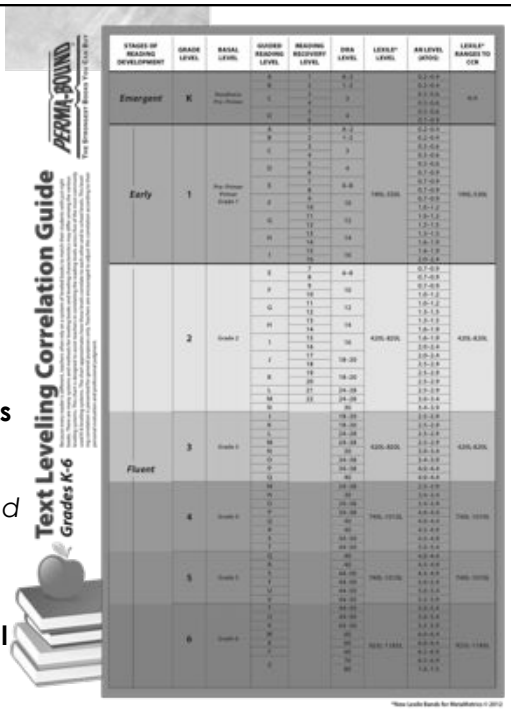
- CCSS explicitly call for reading sets of related texts
- Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period (NGA + CCSSo, 2010)
- Standard 9 asks children to identify similarities in and differences between two texts on the same topic
- This includes informational text on children's websites like National Geographic's *Young Explorer! (Cengage);* recorded books and so forth (Nell Duke, *Educational Leadership* November, 2013)

Grade 3

CCSS Levels:
J to Q
420 to 820

www.nsta.org/publications/ostb.ostb2013.aspx
Outstanding Science Trade Books for Students K-12
Joint project of the National Science Teachers Association and the Children's Book Council

TextProject.org
Free downloadable informational texts for Beginning Readers



Use Text Sets

- Provide Students with opportunities to learn the same high-frequency vocabulary across a number of books, words that they can use in their own early writing.
- Permit Students to develop schema associate with a particular theme and build networks of related concepts to talk and write about.
- Help students build confidence and fluency in speaking and listening comprehension; they have encountered these words and phrases before!
- Give them a chance to hear words with the same sounds so they can create stable associations between sounds and symbols
- Develop comprehension strategies (using pictures and text features, predicting) so they can tackle new books

Research on Reading Comprehension

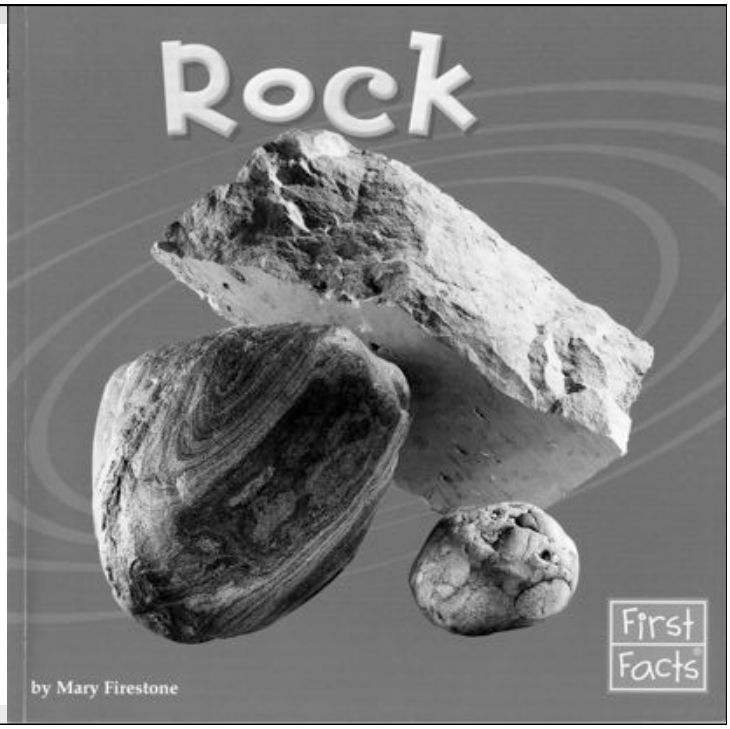
Selecting Texts:

- Interest Level
- Authentic Text
- Text Features
  - Page Length
  - Size and Layout of Print
  - Language Structures
  - Text Structure (comparison/contrast) and Genre (personal, factual, analytic)
  - Predictability and Pattern of Language
  - Illustration Support

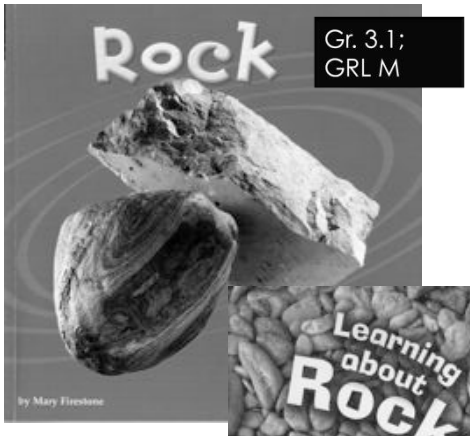
"No single method, program, or book will help accelerate the needs of all children or any subset of children. Only knowledgeable, reflective teachers can respond to the diverse and ever changing need of individual students."
—Ivey, 2000

Educational Leadership, September 2000

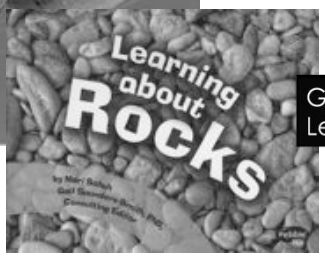
Based on the Previous Criteria This Becomes CORE TEXT For teaching about Types of Rocks and Rock Usage



Conduct a Read Aloud (or Watch an instructional video) to Get Language In



Gr. 3.1; GRL M



Gr. 2.7; Lexile 620

After the Read Aloud/ Video: Make Leveled Questions for the Book

http://www.youtube.com/watch?v=XxoSUgIgQF0

Use Leveled Questions

Entering

Beginning

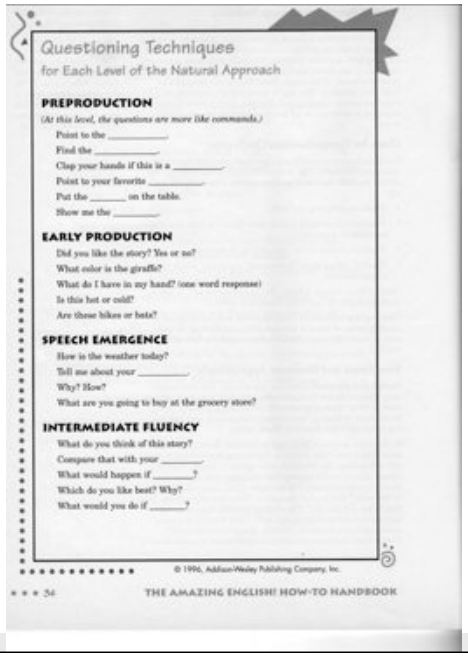
Beginning/ Emerging

Developing

Intermediate

Expanding

Advanced



Questioning Techniques

for Each Level of the Natural Approach

PREPRODUCTION

(At this level, the questions are more like commands.)

Point to the _____.
Find the _____.
Clap your hands if this is a _____.
Point to your favorite _____.
Put the _____ on the table.
Show me the _____.

EARLY PRODUCTION

Did you like the story? Yes or no?
What color is the giraffe?
What do I have in my hand? (one word response)
Is this hot or cold?
Are these bikes or bats?

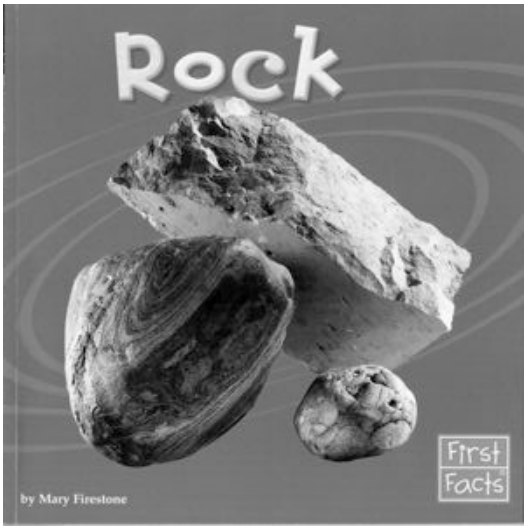
SPEECH EMERGENCE

How is the weather today?
Tell me about your _____.
Why? How?
What are you going to buy at the grocery store?

INTERMEDIATE FLUENCY

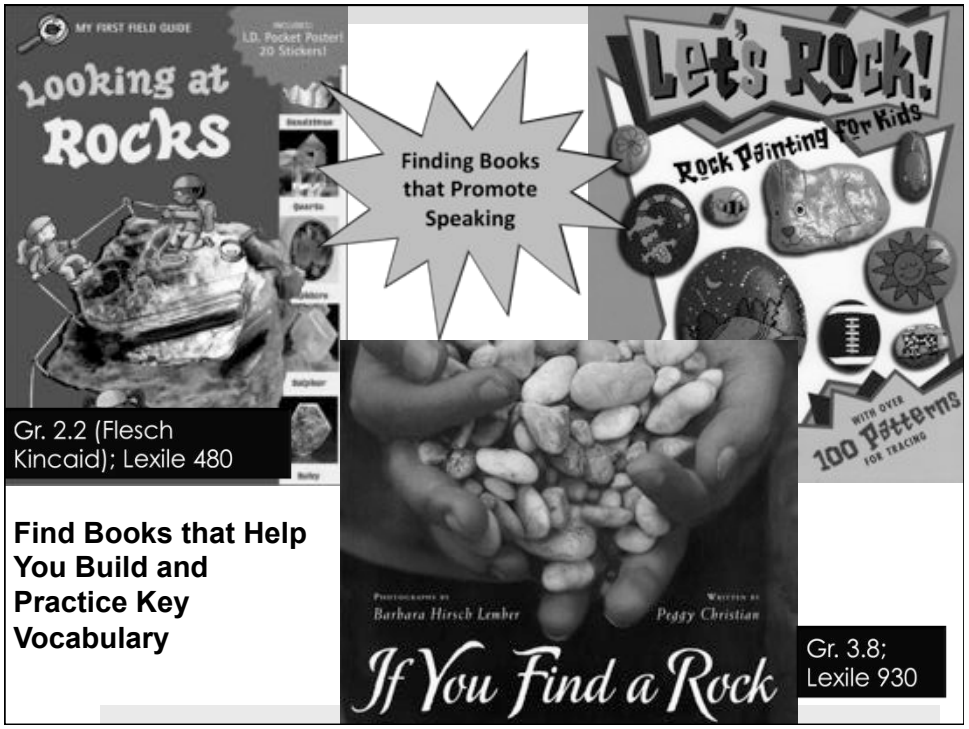
What do you think of this story?
Compare that with your _____.
What would happen if _____?
Which do you like best? Why?
What would you do if _____?

Conduct a Partner Read (Second Reading)



Work on Vocabulary

Insist upon academic language use



Encourage Interaction

- Partners are best
- Provide cooperative learning tasks with task interdependence
- Plan good language learning partners--do not pair a native speaker with an ELL unless at the advanced proficiency stage

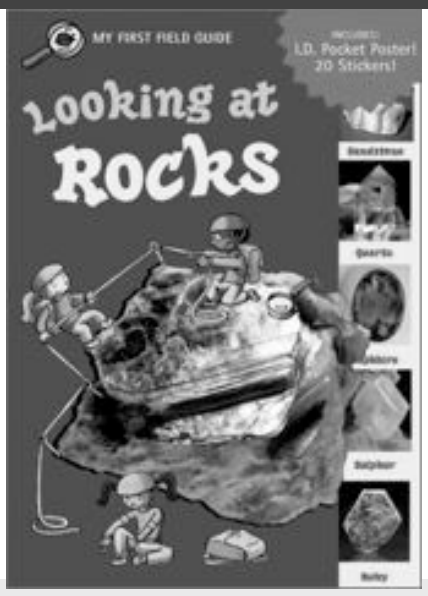
Song: Rocks and Gems and Minerals

http://www.kidsknowit.com/educational-songs/play-educational-song.php?song=Rocks%20And%20Gems%20And%20Minerals

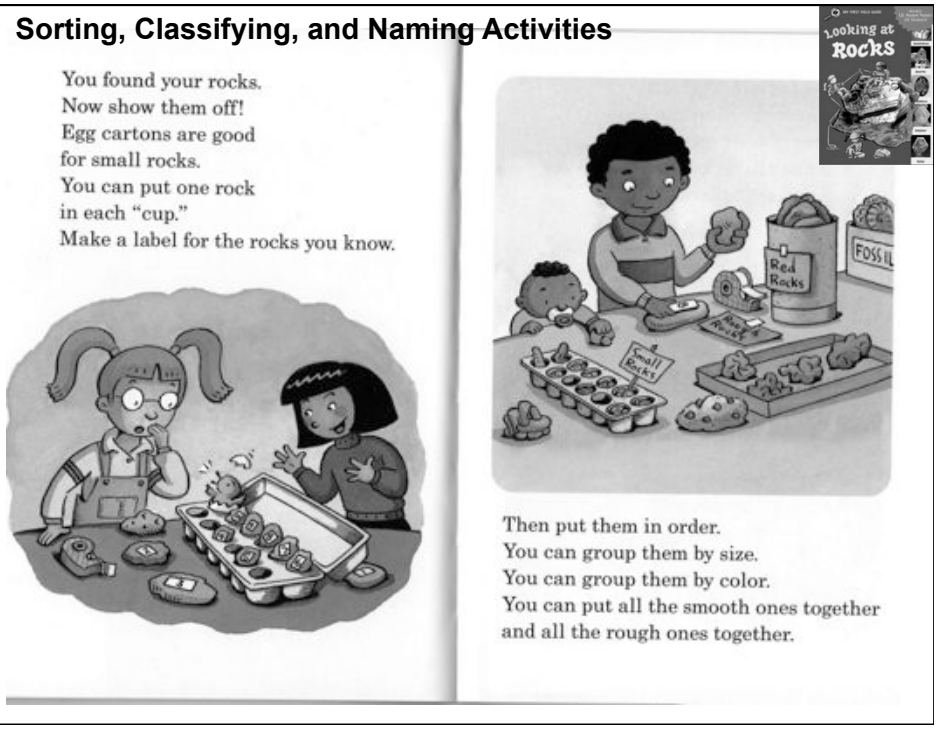
http://www.youtube.com/watch?v=lE3jR_RhxO4
Types of Rock- More of a rock/pop song

SONGS

Companion Scientist's Field Guide



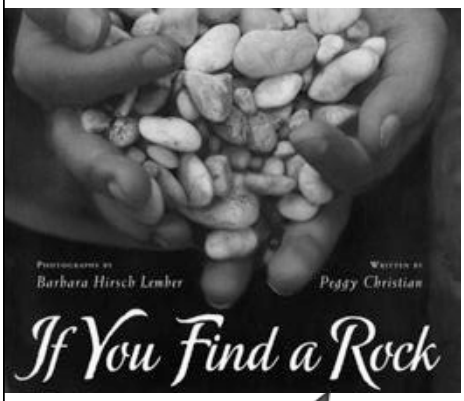
Sorting, Classifying, and Naming Activities



Let's Observe And Describe Our Rocks Using a Round Robin Cooperative Learning Activity

You have one minute to write words describing your rock: (colors, markings, features, size, shape):

Performance Poem: Create Actions



READ ALOUD WITH MOTIONS

If you find a rock—
a rock that's not
a skipping rock,
or a chalk rock,
or a resting rock,
or a wishing rock—
that's not
a splashing rock,
or a sifting rock,
or a worry rock,
or a hiding rock—
that's not even
a climbing rock,
or a crossing rock,
or a fossil rock,
or a walking rock,
but you like it anyway,
because it reminds you
of a place,
or a feeling,
or someone important—
then you have found
a memory rock,
and sometimes
those are the best
rocks of all.

Preparing Students to Meet Common Core Standards

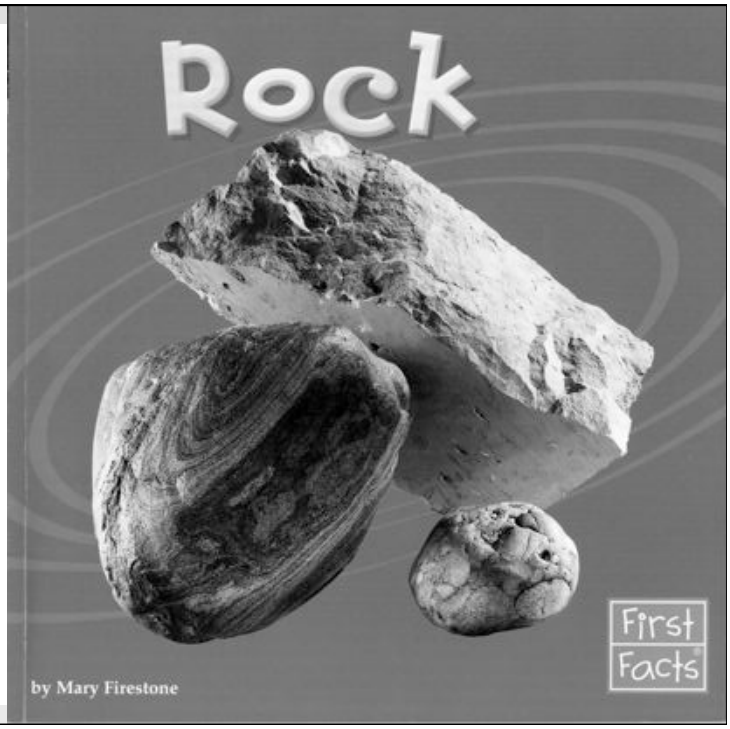
COMPLEX TEXT Common Core Standard:

CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

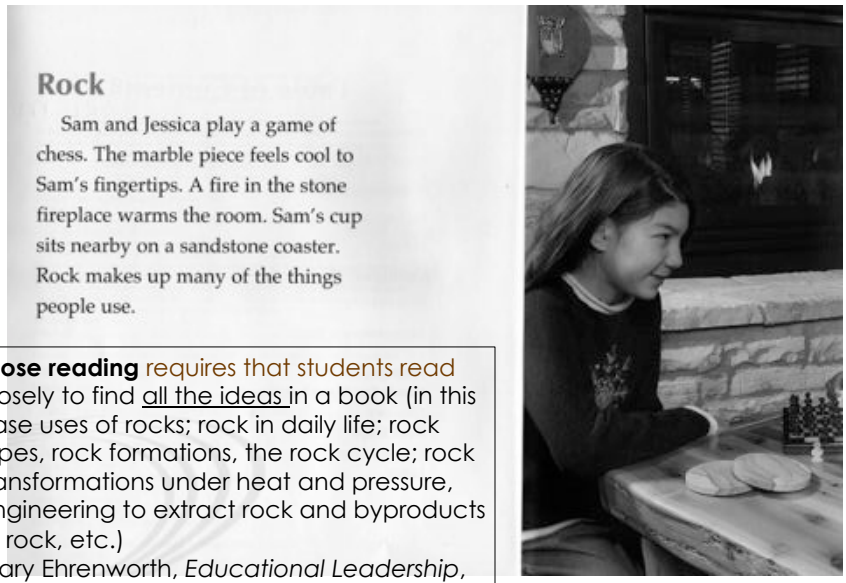
List SPEAKING AND LISTENING Common Core Standard:
CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ANALYZING THE CORE TEXT

Study the book for Frontloading Needs and also for Expanding Expressive Language (Oral and Written)



INTRO/CONNECTION WITH CHILDREN'S EXPERIENCE

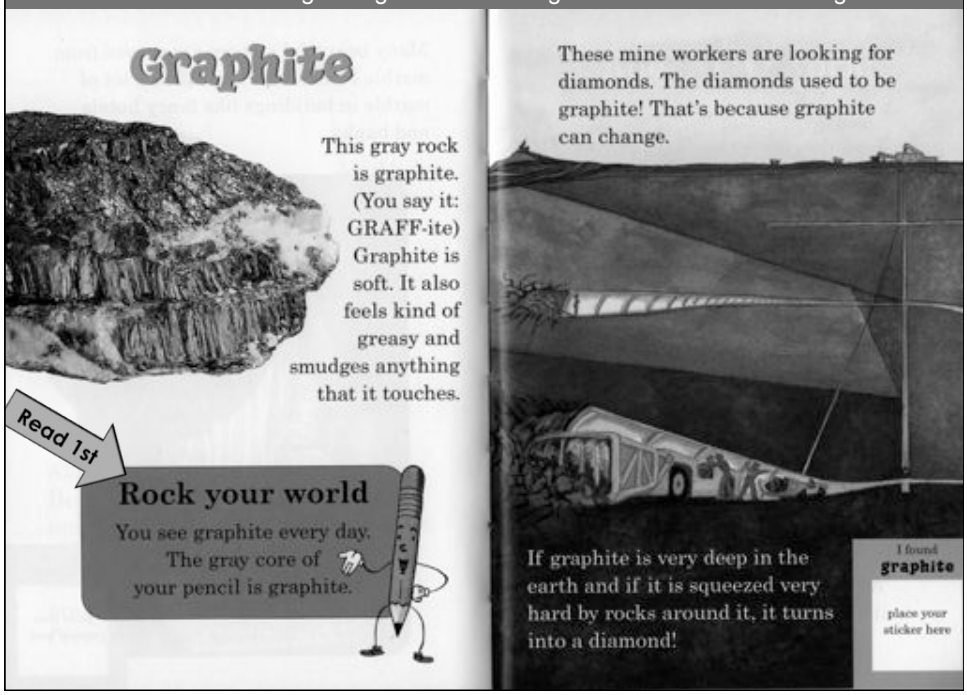


Rock

Sam and Jessica play a game of chess. The marble piece feels cool to Sam's fingertips. A fire in the stone fireplace warms the room. Sam's cup sits nearby on a sandstone coaster. Rock makes up many of the things people use.

Close reading requires that students read closely to find all the ideas in a book (in this case uses of rocks; rock in daily life; rock types, rock formations, the rock cycle; rock transformations under heat and pressure, engineering to extract rock and byproducts of rock, etc.)
Mary Ehrenworth, *Educational Leadership*, November 2013, 16-21

Build From Existing Background Knowledge to Create New Knowledge



Reading Graphics ("Not Just Pretty Pictures" Norman & Roberts, *Educational Leadership*, November 2013)

Types of Graphics:

- Photographs (labeled or not labeled)
- Captioned Graphics
- Cross-sectional diagrams
- Flowcharts
- Insets
- Maps
- Surface diagrams
- Tables
- Timelines
- Speech bubbles

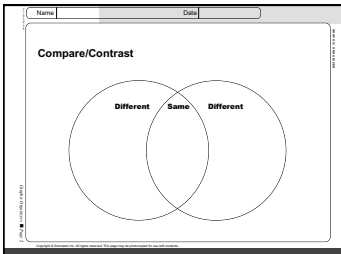
CCSS emphasize understanding and using graphical elements

- **Alternate Route to Information** (supplemental)

or

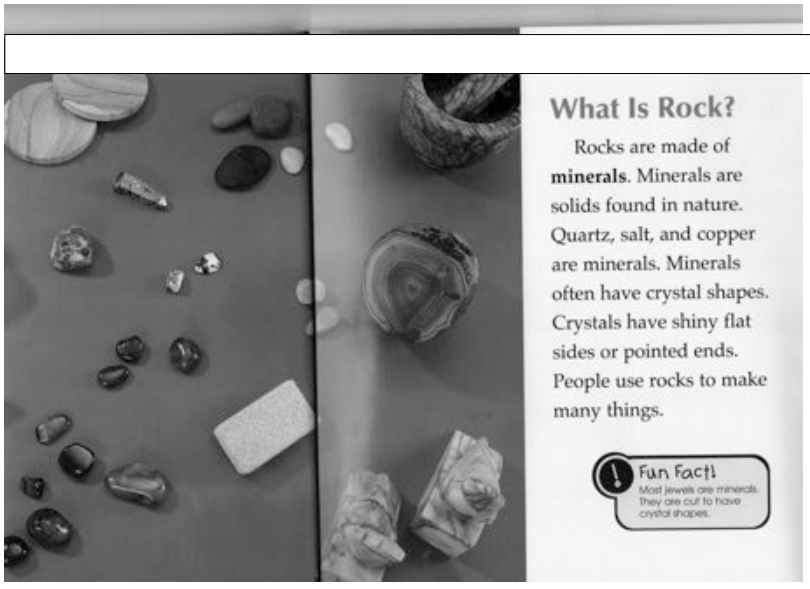
- **Visuals that Extend the Text**

60% of graphics in Gr.2-3 info texts convey information not given in the text (Fingeret, 2012)



Teach for example by giving a graphic organizer (Venn) to show what information was found in the text and what information was found in the graphics (or found in both)

Use Instructional Conversations:
Do the illustrations match the words?
What is the author trying to tell us with the graphics?

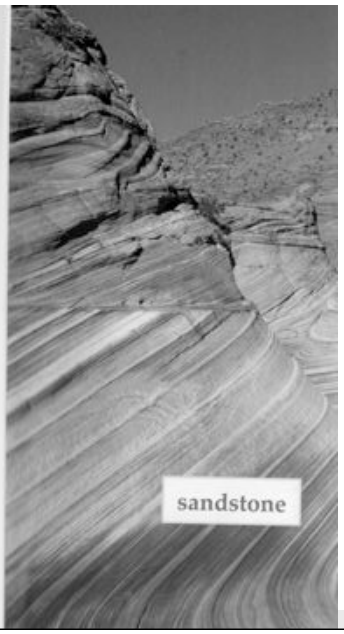


Teach kids how to study the graphics; second only in importance to vocabulary knowledge in terms of supporting comprehension (Duke, Roberts & Norman)

Sedimentary Rock

Most **sedimentary rock** is made from broken rock, sand, or clay. These things form layers on the bottom of rivers, lakes, and oceans. Rock forms when the top layers of sediment press down on the bottom layers. Sandstone and limestone are sedimentary rocks.

Fun Fact!
The Egyptian pyramids are made of limestone blocks. The pyramids have stood for more than 4,500 years.



Igneous and Metamorphic Rocks

Igneous rock forms above or below ground. Igneous rock forms when melted rock called **magma** cools. Granite, basalt, and obsidian are igneous rocks.

10

Metamorphic rock forms deep inside the earth. It forms when rock is changed by heat and pressure. Slate and marble are metamorphic rocks.

Mining Rock

Workers dig large holes to remove rock from the earth. Workers drill and blast rock from the sides and bottoms of these holes. Large pieces of rock are loaded onto trucks. The trucks take the rock to be cut or crushed.

Fun Fact!
Pumice is a stone mined from lava. People use pumice stones to smooth rough skin.

2

Cutting and Crushing Rock

Workers cut rock into smaller pieces. They use saws with diamond-tipped blades. These blades can cut rock into slabs or blocks.

Workers use machines to crush rock. Crushed limestone and clay are heated to make **cement**. Cement is mixed with water and rock to make concrete.

Subject Area Registers

- Specific Technical Vocabulary
- Particular Grammatical Features
- Particular Phrasing
- Subject-Specific Writing Style
- Particular Text Structures
  (enumeration, description, sequential/chronological, comparison/contrast, etc.)

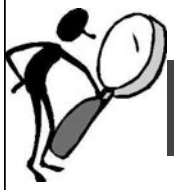
READING INFORMATIONAL TEXT Common Core Standard:

- **Craft and Structure**
- CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

Let's Analyze The Book for Language Learning Opportunities

Text Features

- **Noun Phrases**
- **Adjectival Phrases**
- **Sentence Patterns**
- **Linking Words/Cohesive Devices**
- **Text Structures**



ANALYZE THE BOOK TO SEE THE:

BACKGROUND KNOWLEDGE THAT IS NEEDED TO UNDERSTAND THE BOOK

DECODING/ENCODING SKILLS WE CAN TEACH WHILE TEACHING THE TOPIC USING THIS BOOK

READING/WRITING STRATEGIES WE CAN TEACH WHILE TEACHING THIS BOOK

OPPORTUNITIES TO TEACH COLLOQUIAL LANGUAGE

TESL/READ 507 Book Analysis Project

Name of Book:_____ **Grade/Age Level:**_____

Proficiency Level_____ **Pages Analyzed:** _____

For shaded boxes, scan entire book

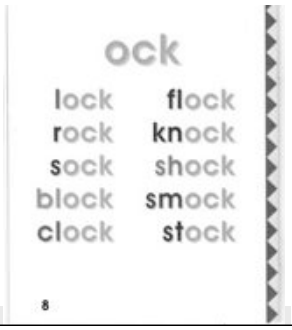
Background Knowledge Required by this Book:
Best Decoding Encoding Skills to Teach:
Sight Words in this Book:
Best Reading Writing Strategies to Teach with This Book:

Rock – springboard to phonics

- /a/ sound in English spelled with /o/ (rock, block, clock, sock)
- Early onset and rhyme in English/rhyming words
- /k/ sound in English can be spelled with the digraph /ck/ (rock, clock, block, lock)

roca compared to "rock"— very distinct use of letters

COMMON CORE (FOUNDATIONAL READING SKILLS)



Other phonics to teach:

- Long /a/ Sound:
  - a-e: Made, blade, shape, make, slate
  - ay: Clay, layer
- -ary
  - Sediment- sedimentary
- Compound Words
  - Sandstone
  - Limestone

Multisyllable words

- Mineral
- Solid
- Crystal
- Many, shiny
- Sedimentary; sediment
- Broken, layer, bottom
- Sandstone, limestone
- Igneous
- Metamorphic
- Granite, basalt, obsidian; slate, marble
- Melted, magma
- Pressure
- Worker
- Pieces, smaller, machine
- Cement

Word Sorts

Word Sorts Based On:

- **Where It Was Found (mountain, road, stream, beach)**
- **Type of Rock (sedimentary, metamorphic, igneous)**
- **Properties (size, shape, weight)**
- **Characteristics (hardness)**
- **Colors**
- Vowel Sounds/Rhymes
- First letters

Skills and Strategies

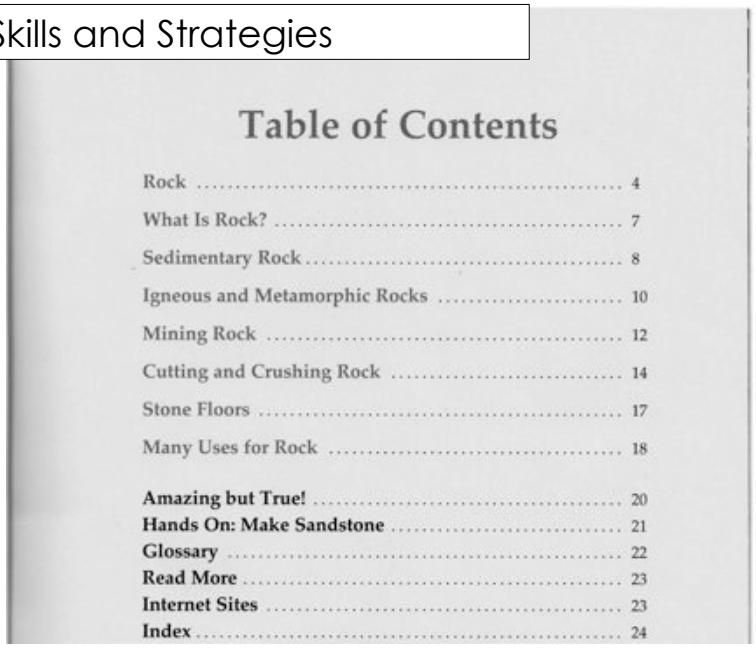
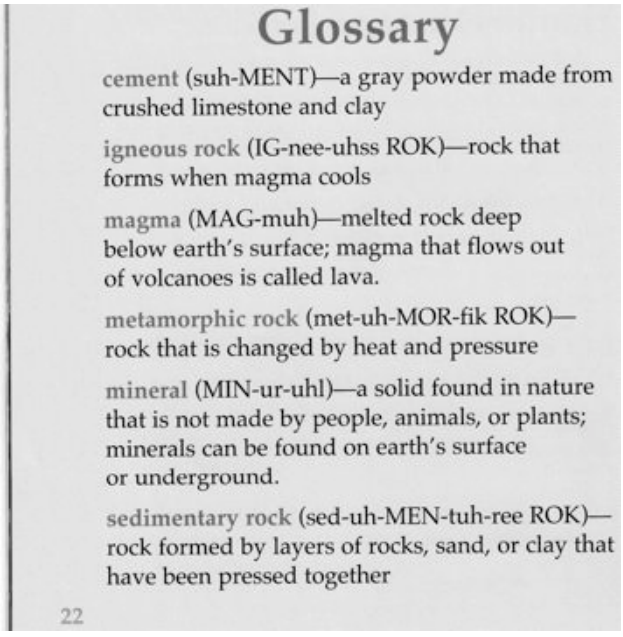


Table of Contents



Glossary

cement (suh-MENT)—a gray powder made from crushed limestone and clay

igneous rock (IG-nee-uhss ROK)—rock that forms when magma cools

magma (MAG-muh)—melted rock deep below earth's surface; magma that flows out of volcanoes is called lava.

metamorphic rock (met-uh-MOR-fik ROK)—rock that is changed by heat and pressure

mineral (MIN-ur-uhl)—a solid found in nature that is not made by people, animals, or plants; minerals can be found on earth's surface or underground.

sedimentary rock (sed-uh-MEN-tuh-ree ROK)—rock formed by layers of rocks, sand, or clay that have been pressed together

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Index

Read More

Oxlade, Chris. *Rock.* Materials, Materials, Materials. Chicago: Heinemann, 2002.

Rosinsky, Natalie M. *Rocks: Hard, Soft, Smooth, and Rough.* Amazing Science. Minneapolis: Picture Window Books, 2003.

Internet Sites

FactHound offers a safe, fun way to find Internet sites related to this book. All of the sites on FactHound have been researched by our staff.

Here's how:

1. Visit *www.facthound.com*
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3. Click on the **Fetch It** button.

FactHound will fetch the best sites for you!

Cognates: rock/roca; mineral; solid/sólido, crystal/cristal, sedimenary/ sedimentrio; igneous/igneo; metamorphic/metamórfico, etc.

Oral Language			
People, Places, Things (Improper/Proper Nouns)	Actions (Include Phrasal Verbs Here)	Descriptive Language (Adjectives/Adverbs)	Other (Conjunctions/Prepositions)
Stone Marble Sandstone Limestone Rock Solid Minerals Quartz Salt Copper Crystals Sand Clay Granite Basalt Obsidian Slate	Is/are Have Use Make/ made Form Change Take Dig Drill Blast Load Cut Crush	Sedimentary Igneous Metamorphic Shiny Flat Pointed Broken Melted Large Smaller Diamond-tipped	

Phrases/Sayings:
Other Observations: (e.g. visuals, size of print, etc.):

READING: FOUNDATIONAL SKILLS Common Core Standard:

PHONICS AND WORD RECOGNITION

- CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-Literacy.RF.3.3c Decode multisyllable words.)

FLUENCY

- CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
  - CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.

LANGUAGE Common Core Standard

Vocabulary Acquisition and Use

- CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

READING INFORMATIONAL TEXT Common Core Standard:

Craft and Structure

- CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Support Academic Listening Comprehension

Reinforce with Videos

Introduction: http://www.manythings.org/b/e/2347

www.makemegenius.com **Learning about 3 Types of Rocks (Gr. 5)**

http://www.youtube.com/watch?v=Pwlr2uSSgcc

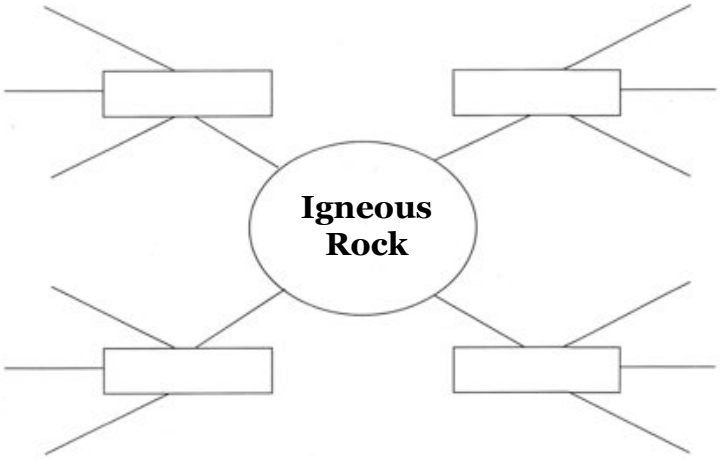
Ensure Active Listening!

SEMANTIC FEATURE ANALYSIS

Features →	Fits in your hand	Found in the Mountains	Easy to Collect	Large In Size	Easy to Move
rock	+/-				
pebble	+				
sand	+				
boulder	-				

Features Analysis

Character or Event Description Chart



Preparing Students to Meet Common Core Standards

What is Our Book's Discourse/Text Structure?

MATCH THE TEXT STRUCTURE
Support Reading Comprehension!

Chronological (Time Sequence)

Cause/Effect

Problem/Solution

Description

Enumeration

Comparison/Contrast

Graphic Organizer as Mediator

Text Features

- **Noun Phrases**
- **Adjectival Phrases**
- **Sentence Patterns**
- **Linking Words/Cohesive Devices**
- **Text Structures**

Cohesive Devices

- **Repetition of key words across sentences:**
  - **Rocks are made of minerals. Minerals are solids found in nature….**
  - **Most sedimentary rock is made from broken rock, sand, or clay. …..Rock forms when the top layers of sediment press down on the bottom layers. Sandstone and limestone are sedimentary rocks.**

(Rock is used everywhere repeatedly)

- **Use of Pronouns**
  - **These things…. (demonstrative pronouns)**
  - **It….. (subject pronoun)**

Sentence Patterns (Enumeration/ Description Informational Text)

- **Definitions: with is/are, have, use**
  - **Rocks are made of minerals**
  - **Minerals are solids found in nature.**
  - **Granite, basalt and obsidian are igneous rocks.**
  - **Crystals have shiny flat sides or pointed ends**
  - **People use stone floors in many buildings**

Third person singular (S-V agreement)

- **Passive voice:**
  - **Most sedimentary rock is made from…**
  - **Rocks are made of minerals.**
  - **Rock forms when…**
  - **Rock is also used for buildings.**

Word Cards

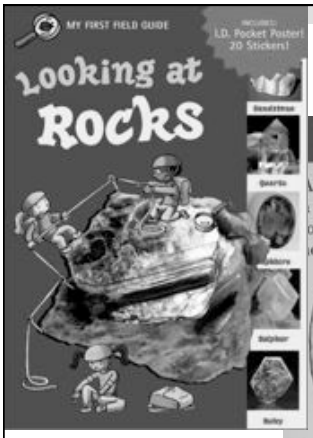
Sentence Frames

Scholastic Teacher Blogs

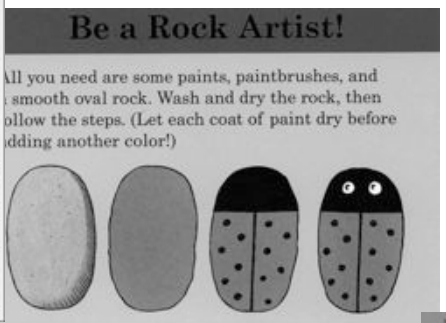
LISTENING/SPEAKING Common Core Standard: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

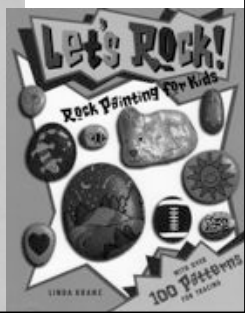
Support Language Use During Hands-On Activities



Investigations



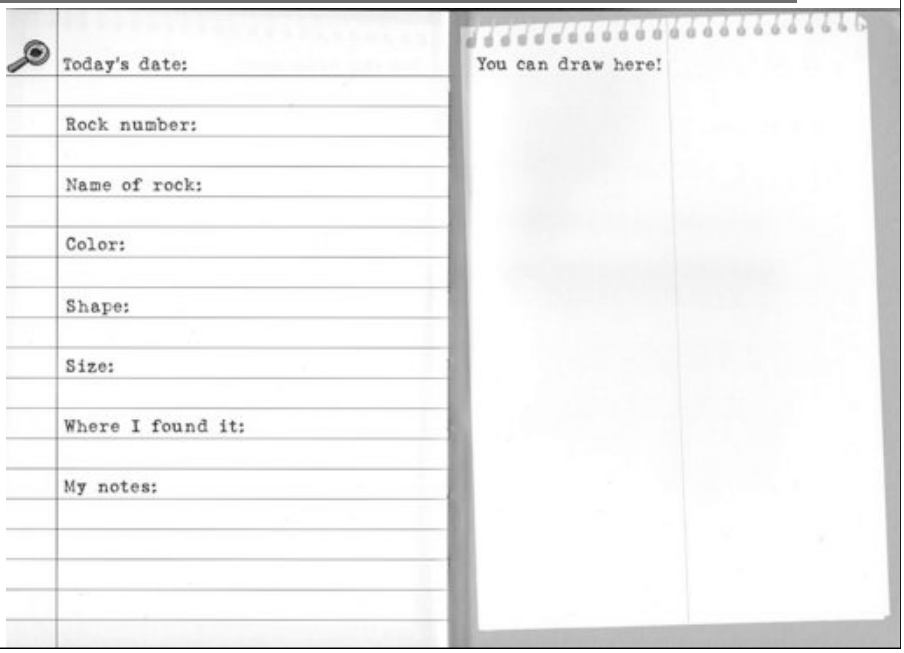
Rock Painting



WRITING Common Core Standard
Text Types and Purposes
CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.
- CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.

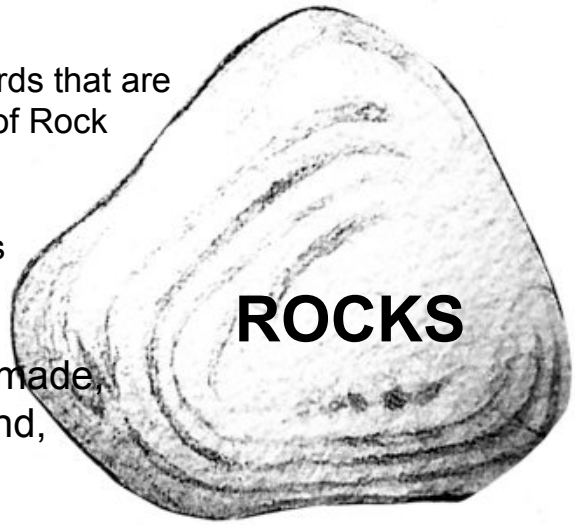
Early Recording/Drawing in English

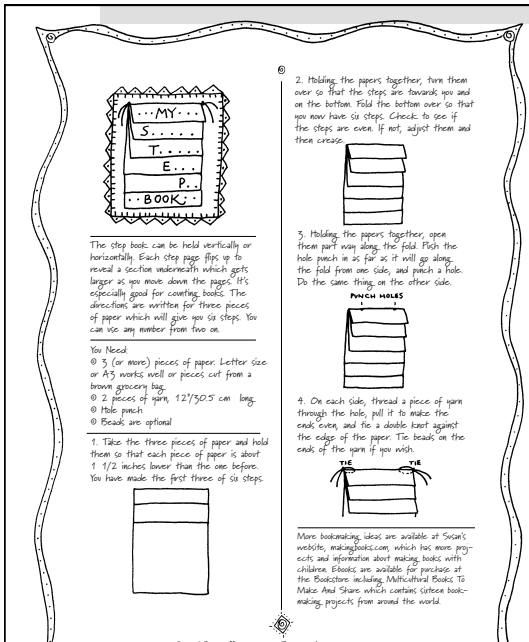


Shape Book Possibilities:

Rock Study:
Paste Specific Rock Words that are Examples of Your Type of Rock (sedimentary, igneous, metamorphic)
Paste Descriptive Words

Sight Words:
Are, in, have, make, made, from, on, of, when, and, the….





Foldables

See Free Projects

http://www.makingbooks.com

Scaffolding Tools For Our Writing Teacher Tookbox to Use with ELLs

Sentence Frames; Sentence Starters

Word Boxes

Graphic Organizers

Paragraph/Essay Frames

Writing Scripts/Frames/Templates

Stems to Get Started

With or without Word Boxes

Scripts to Use

I found the second chapter interesting for several reasons:

First….

Second….

Third….

I discovered that….

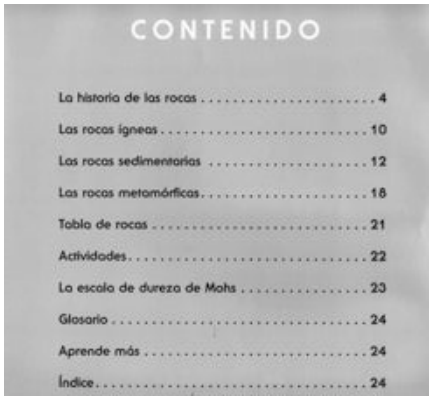
I also learned….

It was interesting that…

Finally…..

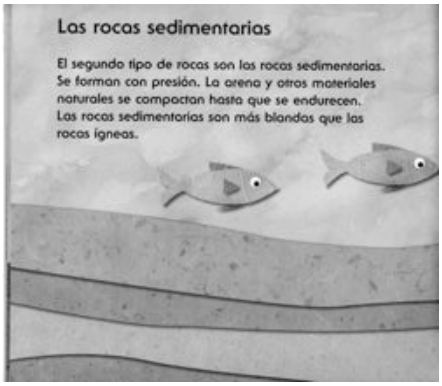
As you can see….

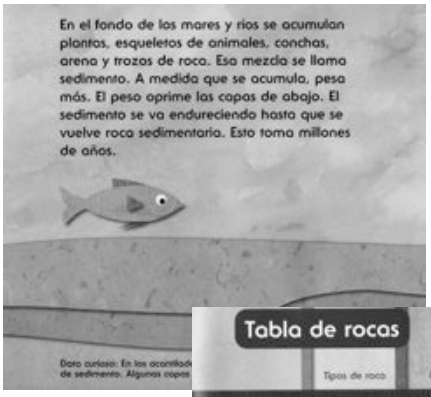
Bridging to Spanish


CONTENIDO

www.facthound.com
1404800158

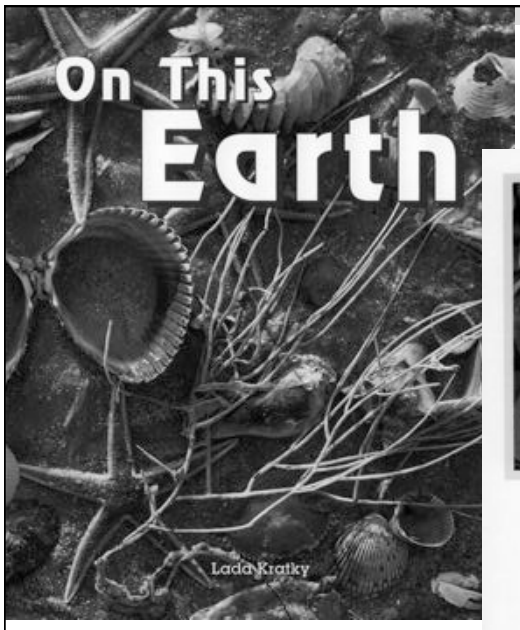
Bridging to Spanish





Personal Development—Building Self Esteem and Self Confidence

Celebrating Children's Cultural and Linguistic Identities



Self-Esteem

Preservation
Uniqueness of Each Living Being