

Bounce Cards for Primary Grades (Spanish)

GRADES K-3

ELA	Math
<p style="text-align: center;">AREA OF FOCUS</p> <ul style="list-style-type: none"> I Interdependence of Oral Language, Disciplinary Writing, and Text Engagement IV Leveraging Students' Assets 	<p style="text-align: center;">AREA OF FOCUS</p> <ul style="list-style-type: none"> I Interdependence of Mathematical Content, Practices, and Language IV Leveraging Students' Assets
<p style="text-align: center;">GUIDELINES</p> <ul style="list-style-type: none"> 1 Opportunities to engage with grade-level appropriate content and to develop disciplinary practices and knowledge of the subject matter are built through interactive oral language development activities (including speaking and listening). 12 Materials guide teachers in how to value home language/s as a resource for learning content. 	<p style="text-align: center;">GUIDELINES</p> <ul style="list-style-type: none"> 1 Materials reflect the understanding that students learn language through prolonged exposure and opportunities to negotiate content and ideas in the target language, with scaffolds and supports for further development as needed. 12 Encouragement for ELs to use and build on existing language resources
<p style="text-align: center;">SPECIFICATIONS</p> <ul style="list-style-type: none"> 1b Teacher materials provide guidance on how to engage students in productive and sustained academic discussions in which students negotiate meaning (ask and answer questions) and co-construct knowledge about grade-level texts and content. 12a Multilingualism is presented as an asset in reading, and students are explicitly encouraged to develop home language literacy and to strategically use their home language for learning how to negotiate texts in the target language. 	<p style="text-align: center;">SPECIFICATIONS</p> <ul style="list-style-type: none"> 1b Encouragement for students to actively build their own understanding of mathematics, using language, through sustained activities and experiences 12a Appropriate opportunities for ELs to use and integrate first language (L1) and everyday English in communicating mathematical thinking

Description of resource and intended audience:

These conversation starters stress the importance of active listening and student discourse, and can be used in any content area. The cards provide three ways for students to participate in a conversation by adding on to what someone said (Bounce), summarizing or paraphrasing to add clarity (Sum It Up), or asking questions (Inquire).

Materials needed: Bounce Cards, Discussion Prompts.

Approximate time needed: Varies.

Instructions:

1. Cut apart the conversation cards so that one card can be given to each student in groups of three. Each person will have a role based on the card they get (Bounce, Sum it Up, or Inquire).
2. Select two students to model a conversation with you for the class, but practice with them ahead of time.
3. Model the conversation
4. Discuss three ways to respond in conversation.
5. Allow students to practice.

Alternate Instructions:

1. Once students are familiar with each role, you can cut apart an entire row so that every person in the group can Bounce, Sum it Up, or Inquire.
2. Select two students to model a conversation with you for the class, but practice with them ahead of time.
3. Model the conversation.
4. Allow students to practice.

<p>Rebota</p>  <p>Comparte tu idea con tu amigo.</p> <ul style="list-style-type: none"> • Eso me hace acordar a... • Estoy de acuerdo porque... 	<p>Súmalo</p>  <p>Cuenta lo que tu amigo dijo.</p> <ul style="list-style-type: none"> • Lo que dijiste es... • Entonces, ¿tú piensas que... 	<p>Pregunta</p>  <p>Hacele una pregunta a tu amigo.</p> <ul style="list-style-type: none"> • Dime más sobre... • ¿Cómo te sientes sobre...
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