



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

## Participant Packet

### Using the *Guía de actividades de intervención*

#### Slide 3: **Think, Turn and Talk**



**Think, Turn and Talk** with a partner about why it would be useful to use the IAG in the classroom.

#### Slide 8: **What do we need to know about section introductions?**



Each domain, as well as most sub-sections, will have an introductory section.

- The purpose of the introduction sections is to provide \_\_\_\_\_.
- All introductions are presented in English.
- English was chosen for the informational sections to facilitate teachers' ability to work with other professionals on selecting activities and reviewing relevant information.

#### Slide 9: **What information can be found in tables?**



Sometimes tables are included as background information in sections and subsections.

- Tables are used to **summarize** important information related to Spanish reading, **highlight** the differences between English and Spanish rules, and **explain** the rules/conventions unique to Spanish.
- The examples shown in the training included tables for proper pronunciation of phonemes, accenting rules for homophones, and rules for the use of the comma in Spanish. In your IAG, find four other tables that you would find useful for your instruction.




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### Slides 11 and 15: **Activity Headers**



Conocimiento de los grafonemas | Ortografía

#### GRA-58 **Reglas ortográficas del pretérito imperfecto**

(Spelling Rules for Imperfect Past Tense)

Students will learn that the imperfect past tense of —ar verbs is always spelled with b.  
Los estudiantes aprenderán que el pretérito imperfecto de los verbos —ar siempre se escribe con la b.

MATERIALES: Cartel con ejemplo

- Each activity number is \_\_\_\_\_.
- The activity number consists of \_\_\_\_\_.
- What do the following abbreviations stand for?

IMP=

COM=

FON=

VOC=

GRA=

ESC=

FLU=

- The title and objective of the activity is presented in both \_\_\_\_\_ and \_\_\_\_\_.
- If needed, a \_\_\_\_\_ is included below the objective.

### Slides 12-14: **Blackline Masters**



All activities with a corresponding Blackline Master have an icon of a paper with a folded over corner. Blackline Masters are located on the Tejas LEE website. Over 100 activities have Blackline masters. Many of the Blackline Masters are actually in full color.

### Slide 19: **Variaciones**



Many activities have “Variaciones”. These are suggestions of ways of increasing or decreasing the difficulty of the activity by making minor changes in the activity.



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### Slide 20: **Glossary**



Try your hand at defining the following terms in Spanish found in the IAG. Check your definition by looking in the Intervention Guide Glossary on pages 191-192.

Andamios:

Bosquejo:

Carpeta:

Pauta:

Tarjetas de ayuda pedagógica: