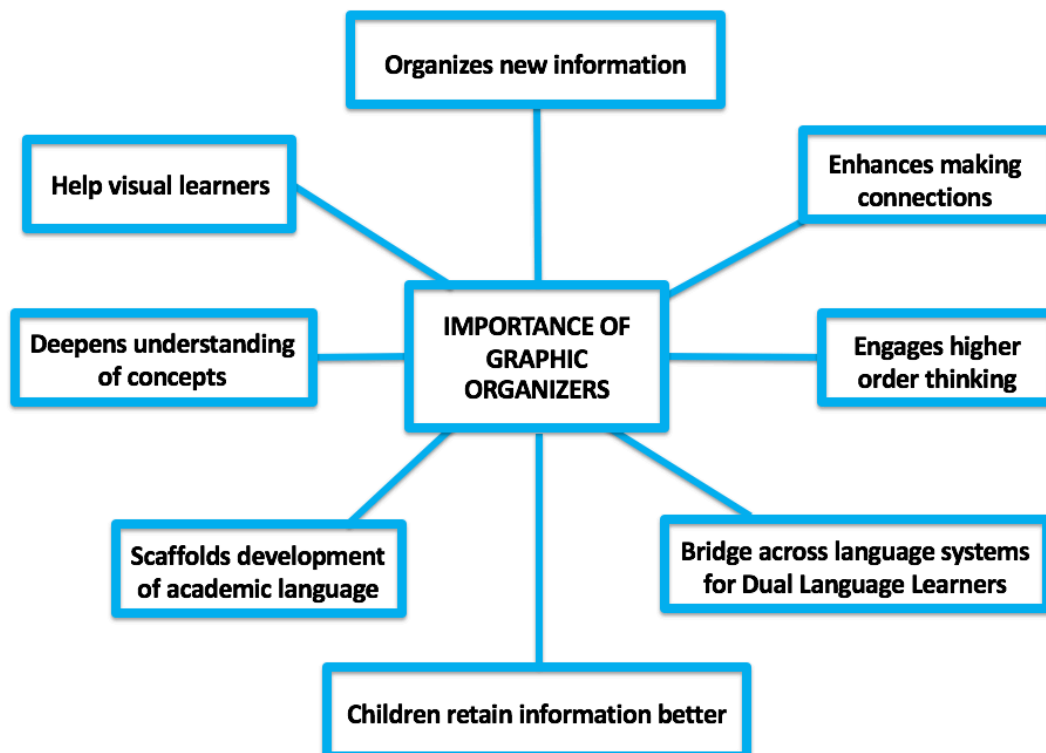


Graphic Organizers

Summary

Graphic organizers are a visual representation of thinking and processing of knowledge. While a wide range of visuals are important for supporting a child's comprehension of content, graphic organizers are a specific type of visual map or diagram that display relationships between facts, concepts or ideas – guiding and organizing thinking. Graphic organizers are, in fact, sometimes referred to as a “map” because they “map out” thinking in a visual manner. There are many similar names for graphic organizers including: knowledge maps, concept maps, cognitive organizers, advance organizers or concept diagrams.

Brain research tells us that the human brain is a pattern seeker, and that visual input is a key mechanism for learning. For all children, graphic organizers help to organize information and scaffold more conceptual and analytic thinking by providing a visual display of connections, patterns and the relationships between information. When a graphic organizer is used regularly, across content and purposes, children come to associate that visual pattern with thought processes and language systems. Research reviews have concluded that using graphic organizers improves performance in the following areas: *(see graphic organizer below)*.



For visual learners and children learning a new language, graphic organizers are particularly important to support comprehension because the relationships among ideas and information are visually displayed and therefore not language-dependent. This lessens the cognitive load for children. For Dual Language Learners who are learning academic content in one language and also learning a second language, the graphic organizers are vehicles that bridge across the two languages – greatly enhancing the transfer of knowledge into two different language systems

While there are numerous graphic organizers, SEAL has selected just a few that are connected to the key academic analytical functions and academic language functions (see *table below*).

Language Function	Related Graphic Organizers	Grammatical Aspects <i>(for Teacher Reference)</i>
Description	<ul style="list-style-type: none"> • Web • T-Chart • Tree Map • Categorical Matrix <i>(single row)</i> 	<ul style="list-style-type: none"> • nouns, pronouns • adjectives, adjective phrases • the verb “to be” & “to have” using common nouns and adjectives • articles, conjunctions, connecting phrases
Compare & Contrast	<ul style="list-style-type: none"> • Venn Diagram • Categorical Matrix <i>(two or more rows)</i> • T-Chart 	<ul style="list-style-type: none"> • adjectives, comparative adjectives, superlatives • adverbs • conjunctions
Classification	<ul style="list-style-type: none"> • Split Oval • T-Chart • Four-Square • Categorical Matrix 	<ul style="list-style-type: none"> • nouns • adjectives • connecting phrases
Sequence	<ul style="list-style-type: none"> • Flow Chart • Timeline • Story Map 	<ul style="list-style-type: none"> • past, present, & future tense of <i>was/is/will be</i> • signal words showing chronological order • adverb clauses, adverbs of time • subordinate conjunctives, relative clauses, prepositional phrases
Quantification	<ul style="list-style-type: none"> • Column Chart • Bar Graph 	<ul style="list-style-type: none"> • counting system, cardinal and ordinal numbers, • comparative adjectives, adjective phrases

Description / Descripción

Summary

Graphic organizers for **description** include the **Web** (La red), the **T-Chart** (Tabla en forma de T), **Tree Map**, and the **Categorical Matrix** (single row). These provide a visual scaffold that clarifies the meaning of a thing, a character, an event or a concept.

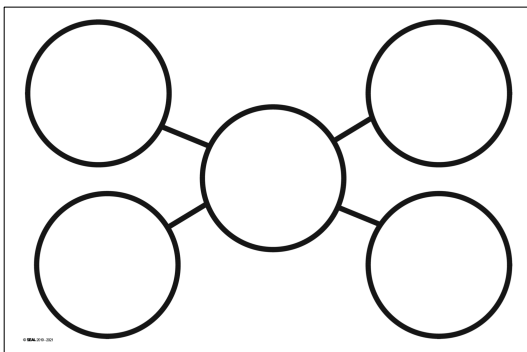
In the **Web**, the topic is labeled in a central circle. Descriptors, examples, behaviors and characteristics are linked to the topic through spokes that emanate from the circle, showing their connection.

On a **T-Chart**, the event or thing being described is labeled at the top of a page, with columns under it that are labeled “looks like”, “sounds like”, “acts like”, etc.

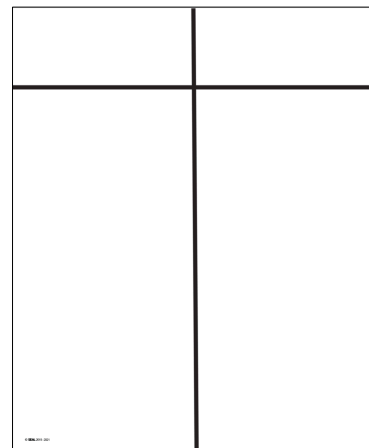
A **Tree Map**, similar to a T-Chart, creates columns relating to characteristics of the thing being described, providing component labels or key verbs that support children in description.

A **Categorical Matrix** (single row) is also a form of graphic organizer that later scaffolds into compare and contrast functions.

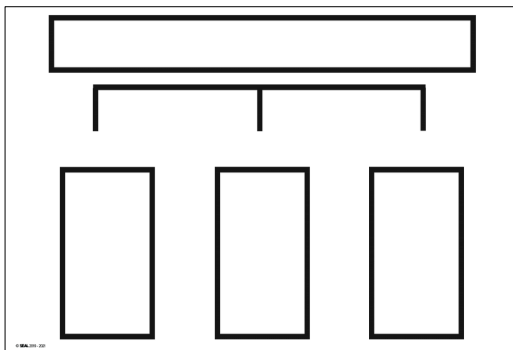
Web



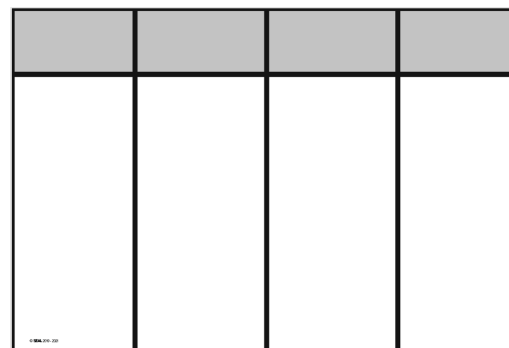
T- Chart



Tree Map



Categorical Matrix



Inherent Academic Language

English	Spanish
Describe, description	<i>Describir, la descripción</i>
Web	<i>La red</i>
Spokes	<i>Los rayos</i>
Characteristics, characterized by	<i>Las características, caracterizado por</i>
Attributes	<i>Los atributos</i>
Components	<i>Los componentes</i>
Parts, aspects	<i>Las partes, los aspectos</i>
Qualities	<i>Las cualidades</i>
Properties	<i>Las propiedades</i>
Contains	<i>Contener, Contiene</i>
Consists of	<i>Consistir en, constar de</i>
Defined by	<i>Se define como</i>
Exhibits	<i>Muestra, Mostrar, Demonstrar</i>
In addition	<i>Además</i>
Looks like, smells like, tastes like, sounds like.....	<i>Se ve como, huele a, sabe a, suena como...</i>

Grammatical Aspects

- Nouns, pronouns, adjectives, adjective phrases, articles, nominalization, conjunctions, connecting phrases.
- The verb “to be” using common nouns and adjectives
- The verb “to have” using common nouns and adjectives

Scaffolds

From simple to complex	
Prompts/questions	<p>Tell me about _____. What does it look like? What does it do? Describe _____. What are some of the characteristics of _____? Identify some components of _____.</p>
Indicaciones y preguntas	<p><i>Háblame de _____. ¿A que se parece? ¿Qué hace? Describe _____. ¿Cuáles son algunas de las características de _____? Identifica algunos componentes de _____.</i></p>
Sentence Frames	<p>The _____ is _____ (and _____). The _____ has _____ (and _____). The _____ are _____ (and _____). It has/they have _____. _____ consists of _____. _____ can be defined by its _____ and _____. The characteristics of _____ are _____ (and _____).</p>
Ejemplos de frases	<p><i>El _____ tiene _____ para _____ . El/ella tiene _____ . _____ es (una característica/ o consiste) de _____ . _____ se define por _____ y _____ . Las características de _____ son _____ y _____ .</i></p>

Language Function Chants

Description Chant

By Heather Skibbins

(Tune: If You're Happy and You Know It)

If you say what it looks like—you describe,
If you say what it looks like—you describe,
If you say what it sounds like, tastes like, or feels like,
If you tell its qualities—you describe.

The _____ is _____, _____ and _____,
The _____ has _____, _____ and _____,
It's characterized by _____ and _____,
If you tell its qualities—you describe.

Canto de descripción

Por Heather Skibbins

(Melodía: If You're Happy and You Know It)

*Si tú dices como parece—tú describes
Si tú dices como suena— tú describes
Si tú dices como huele o que sabor tiene,
Si tú dices las cualidades—tú describes.*

La hora de describir

Por Jaylene Shelby

(Melodía: BINGO)

*Es hora de describir
Aquí hay un objeto
Es muy _____
Se ve muy _____
Se siente muy _____
Es un/una _____*

Ejemplo de versículos rellenos

*Es hora de describir
Aquí hay un objeto
Es muy grande
Se ve muy limpio
Se siente muy suave
Es un peluche*

Veo, veo

Por Patricia Montes Pate

<https://www.youtube.com/watch?v=8yFRUW1Qxt4>

Veo, veo

¿Qué ves?

Una cosita.

¿Y qué cosita es?

Te la/lo voy, a describir,

Escucha bien, luego puedes deducir.

Diga algunas características

Es _____,

Tiene _____,

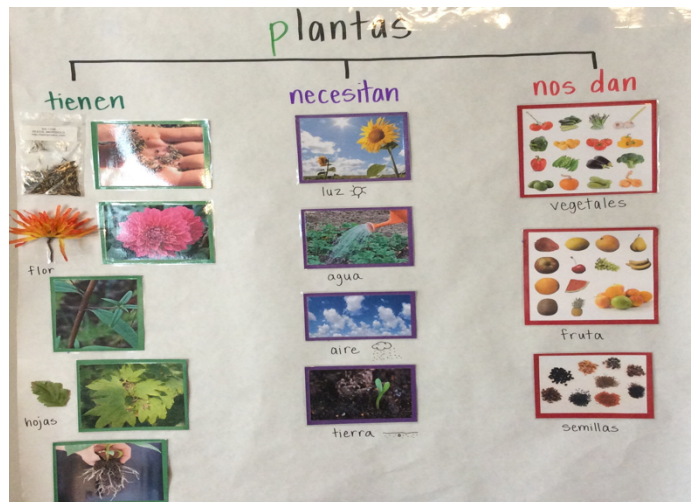
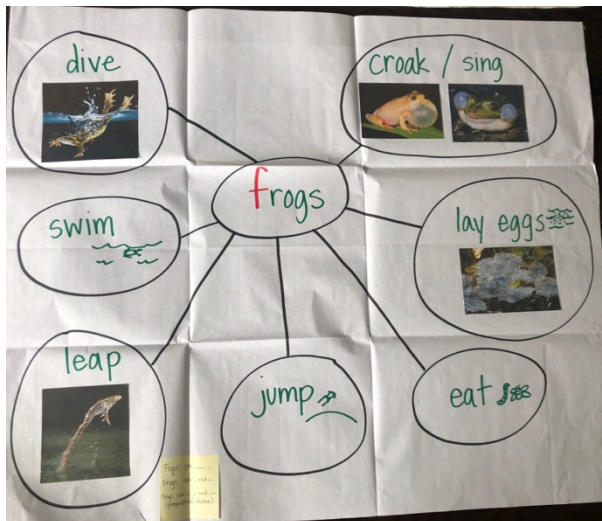
Una cualidad/propiedad/característica es _____.

Además _____.

Se ve/suena como _____.

Huele/sabe a _____.

Images of Graphic Organizers



Animal	Characteristics	Habits	Diet	Interesting Facts
 fish	 			

Notes on Strategy

Compare and Contrast / *Comparar y contrastar*

Summary

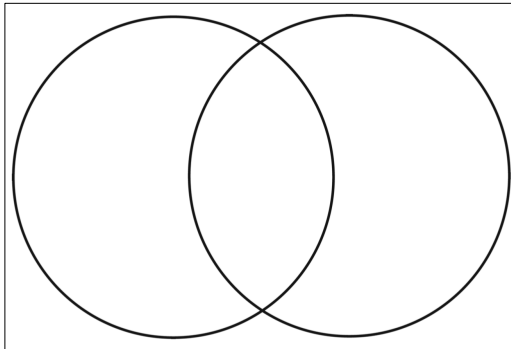
Graphic organizers for **comparing** and **contrasting** two or more things (or characters or events) include: the **Venn Diagram**, the **Categorical Matrix** (two or more rows), and the **T-Chart**. These represent the similarities and differences among things based on specific attributes.

In the **Venn Diagram**, there are two overlapping circles. The unique characteristics of two items or concepts are listed in the outer sections of the two circles. The overlap section lists the shared characteristics.

In the **Categorical Matrix**, the items to compare are listed in the rows; the characteristics of each item are listed in the columns. The rows are specific examples you want to compare.

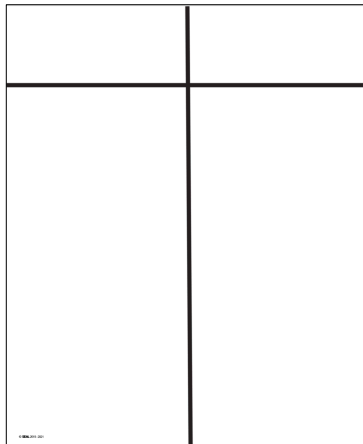
The **T-Chart** can also be used to compare and contrast characteristics of an object or concept.

Venn Diagram



Categorical Matrix

T-Chart



Inherent Academic Language

English	Spanish
Attributes, characteristics	<i>Los atributos, las características</i>
____er, _____est	<i>Más, La cosa más _____ de/que.</i>
Same, different	<i>El mismo, diferente</i>
Both	<i>Los dos, ambos</i>
Compare, contrast	<i>Comparar y contrastar</i>
Alike, "is like"	<i>Parecido, "es como"</i>
Unlike	<i>A diferencia de</i>
But, in contrast	<i>Pero, en contraste con</i>
Compare to, In comparison to	<i>Compara con, En comparación con</i>
Similar, similarly	<i>Similar, de manera similar</i>
Just as	<i>Así como</i>
Differences between	<i>Las diferencias entre</i>
Have in common	<i>Tiene en común</i>
Unique	<i>Único</i>
Some are _____; others are _____.	<i>Algunos son _____; otros son _____.</i>
Whereas, however	<i>Mientras que, sin embargo</i>
Distinction	<i>Distinción</i>
Distinguish between	<i>Distinguir entre</i>
As opposed to	<i>En lugar de</i>
On the other hand	<i>Por el contrario</i>
Are the same because...	<i>Son iguales porque...</i>

Grammatical Aspects

- Adjectives, conjunctions
- Comparative adjectives
- Superlatives
- Adverbs

Scaffolds

From simple to complex	
Prompts/questions	Tell me/show me one way that ___ and ___ are the same. Tell me/show me one way that ___ and ___ are different. How are ___ and ___ similar? How are ___ and ___ different? What are two similarities between ___ and ___? How would you compare ___ and ___? Compare and contrast ___ and _____.
Indicaciones y preguntas	<i>Díme / muéstrame una manera de que ___ y ___ son similares.</i> <i>Díme / muéstrame una manera de que ___ y ___ son diferentes.</i> <i>¿Cómo son ___ y ___ similar?</i> <i>¿Cómo son ___ y ___ diferentes?</i> <i>¿Cuáles son dos similitudes entre ___ y ___?</i> <i>¿Cómo compararía ___ y ___?</i> <i>Compare y contraste ___ y _____.</i>
Sentence Frames	___ is _____. _____ is not _____. ___ and ___ are the same. They both have/are _____. ___ is _____. By comparison, ___ is _____. Both ___ and ___ are/have _____. However, they differ in that ___ is/has ___, but ___ does not. Whereas ___ is _____, ___ is _____. While ___ and ___ are similar in that they share _____, a key distinction is _____.
Ejemplos de frases	_____ y _____ son similares / diferentes porque _____. Una característica única de _____ es _____. Tanto _____ y _____ son _____. _____ es _____; sin embargo, _____ es _____.

Language Function Chants

Let's Compare

By Laurie Olsen

(Tune: Brother John)

Let's compare, let's compare,
2 little things, 2 little things,
They are similar,
And also different,
Here's how, here's how:

They are similar, very similar
The _____ and _____. (repeat)
They both have/are _____,
And they have/are _____,
That's the same, that's the same.

They're also different, they're also different,
The _____ and _____. (repeat)
_____ has/is _____,
But _____ is/does not,
We compared, we compared.

Example of verses filled in:

They are similar, very similar
The ball and car. The ball and car.
They both are toys
And they are red
That's the same, That's the same

They're also different, They're also different
The ball and car. The ball and car.
The ball has stripes.
But the car does not.
We compared, we compared.

It's Fun to Compare

By Laurie Olsen

(Tune: The More We Get Together)

It's fun to compare objects
Compare objects, compare objects
It's fun to compare objects
And see what's the same.

They both are _____,
And they both have _____.

It's fun to compare objects and see what's the same!

Comparamos y contrastamos

Por Jaylene Shelby

(Melodía: Pulgarcito)

Comparamos, contrastamos,

2 objetos, 2 objetos,

Son iguales,

Son diferentes,

Yo te digo como:

_____ y _____ (repetir),

Son similares, son similares,

Los 2 tienen/son _____,

También tienen/son _____,

Son iguales, son iguales.

_____ y _____ (repetir),

Son diferentes, son diferentes,

_____ tiene/es _____,

Y _____ no lo tiene/es.

Comparamos, contrastamos.

Comparar y contrastar

Por Patricia Montes Pate

(Melodía: Buenos días)

<https://www.youtube.com/watch?v=WdQ-aiL8S7k>

Vamos a comparar, vamos a comparar,

El/la _____ y el/la _____.

¿Cómo son similar? ¿Cómo son similar?

¿Qué tienen en común? ¿Qué tienen en común?

Diga algunas características

Son iguales porque _____.

Ambos tienen/son _____.

Vamos a contrastar, vamos a contrastar,

El/la _____ y el/la _____.

¿Cómo son diferentes? ¿Cómo son diferentes?

¿Qué es una distinción? ¿Qué es una distinción?

Diga algunas características

Son distintos porque _____ y _____.

Una diferencia es que _____ y _____.

Ejemplo de versículos rellenos

Comparamos, contrastamos,

2 objetos, 2 objetos,

Son iguales,

Son diferentes,

Yo te digo como:

El carro y la pelota (repetir),

Son similares, son similares,

Los 2 son rojos.

Los 2 son juguetes.

Son iguales, son iguales.

El carro y la pelota (repetir),

Son diferentes, son diferentes,

La pelota tiene rayas.

Y el carro no tiene.

Comparamos, contrastamos

Ejemplo de versículos rellenos

Vamos a comparar, vamos a comparar,

La gallina y la vaca,

¿Cómo son similar? ¿Cómo son similar?

¿Qué tienen en común? ¿Qué tienen en común?

Son iguales porque los dos viven en una granja.

Ambos comen pasto.

Vamos a contrastar, vamos a contrastar,

La gallina y la vaca.

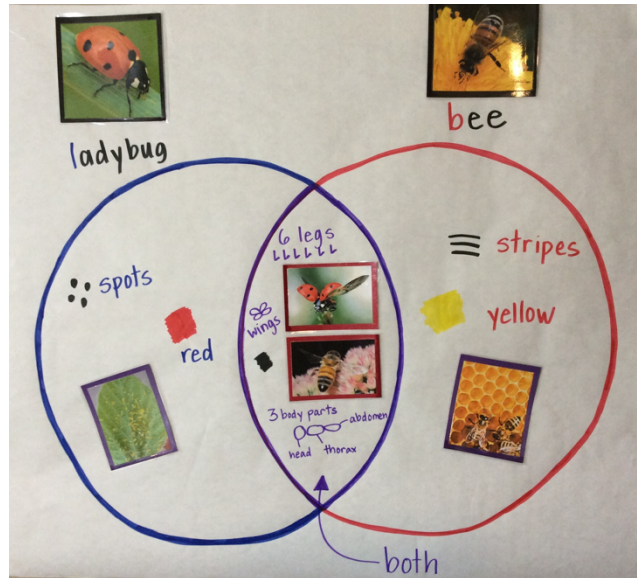
¿Cómo son diferentes? ¿Cómo son diferentes?

¿Qué es una distinción? ¿Qué es una distinción?

Son distintos porque la gallina tiene plumas y la vaca tiene pelo.

Una diferencia es que la gallina tiene dos patas y la vaca tiene cuatro patas.

Images of Graphic Organizers



Title Author Illustrator	Character	Who made it?	Who did it run from?	Who ate it?

Notes on Strategy

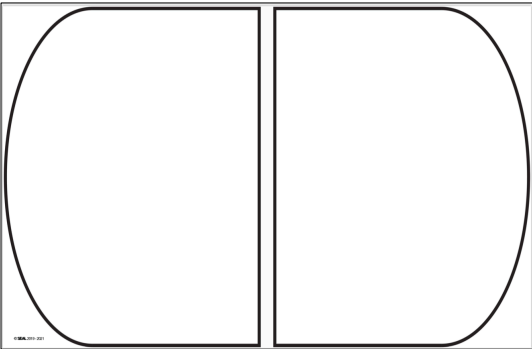
Classification (Sorting & Categorization) / *Clasificación y categorización*

Summary

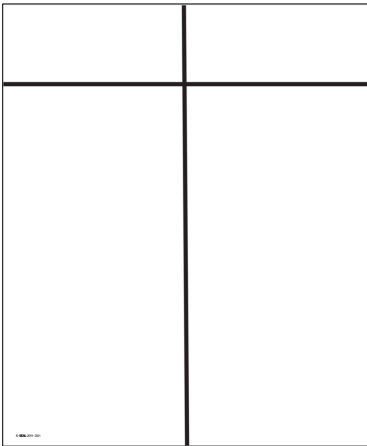
Graphic organizers used for *classification* and *categorization*, such as the **Split Oval**, **T-Chart**, **Four-Square**, and **Categorical Matrix** (2 or more rows), enable children to visualize how objects or ideas can be grouped according to main characteristics. It involves defining the category and the characteristics or rules that govern what belongs to that category.

The **Categorical Matrix** (2 or more rows) classifies things by shared attributes. It can be used to examine different characteristics (columns) of a thing, animal, event or concept (the row), as well as to focus on the key concept (the column) with a set of examples represented by the rows.

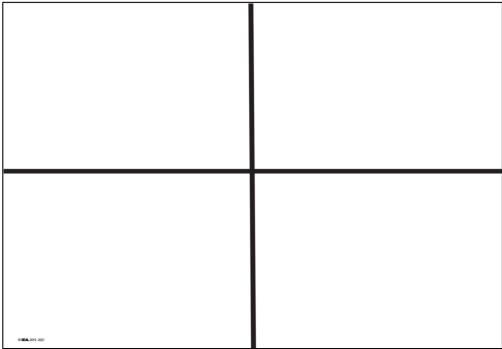
Split Oval



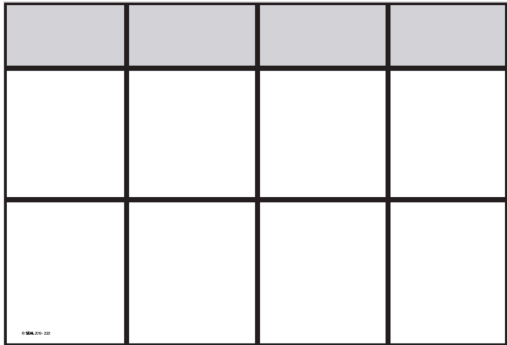
T-Chart



Four-Square



Categorical Matrix



Inherent Academic Language

English	Spanish
Parts	<i>Las partes</i>
Categories, categorize	<i>Las categorías, categorizar/clasificar</i>
Classification	<i>La clasificación</i>
Type, form, mode	<i>El tipo, la forma, el modo</i>
Features, traits, qualities	<i>Los rasgos, las cualidades</i>
Belong, belongs to	<i>Pertenecer, pertenece a</i>
Fits into	<i>Encaja con</i>
Group, grouped together	<i>Agrupar</i>
Similar properties	<i>Propiedades similares</i>
Sort	<i>Ordenar</i>
Comprised of	<i>Constar de</i>
Used for, made with	<i>Es usado para, hecho de</i>
Is/is not	<i>Es, no es</i>
Characteristics	<i>Características</i>

Grammatical Aspects

- Nouns, adjectives, connecting phrases

Scaffolds

From simple to complex	
Prompts/questions	<p>In which category do each of these belong? Show me. Is _____ an example of _____ or of _____? How do you know? To which group does _____ belong? Why? Which of these items belong together?</p>
Indicaciones y preguntas	<p><i>¿En cuál categoría pertenece cada uno de éstos? Muéstrame. ¿Es _____ un ejemplo de _____ o de _____? ¿Cómo lo sabes? ¿A cuál grupo pertenece _____? ¿Por qué? ¿Cuál de estos artículos pertenecen juntos?</i></p>
Sentence Frame	<p>_____ and _____ belong together because they are both _____. I know that _____ is a _____ because it has _____. _____ and _____ are both types of _____. _____ consists of _____. _____ and _____ are types of _____ because they _____.</p>
Ejemplos de frases	<p>_____ y _____ pertenecen al mismo grupo porque _____. Yo sé que _____ es _____ porque _____. _____ y _____ son (tipos/ formas) de _____. _____ se clasifica como _____. _____. _____ y _____ son tipos de _____ porque ambos tienen _____. _____.</p>

Language Function Chants

Sorting

By Laurie Olsen

(Tune: Row, Row, Row Your Boat)

Sort, sort, sort them out,
Where should they go?
Pick a group and tell me why,
That's how sorting goes.

Clasificar

Por Jaylene Shelby

(Melodía: Pulgarcito)

*Clasifico, clasifico
Cada cosa, cada cosa
Hay grupos para todo
Vemos el color,
Tal vez el tamaño,
Y agrupamos, agrupamos*

Para clasificar

Por Patricia Montes Pate

(Melodía: La bamba)

<https://www.youtube.com/watch?v=Coy8Hoa1DNw>

*Para clasificar, para clasificar,
Se necesita estudiar los objetos.
Estudiar sus rasgos y cualidades,*

*Ay, arriba, arriba,
Ay arriba, arriba,
Y a arriba iré.*

*Fijate en la forma, no, no, no, no,
Fijate en el color,
Mide el tamaño
¿Es pequeño, mediano, o es grande?*

Vamos a estudiar, para clasificar.

Image of Graphic Organizer



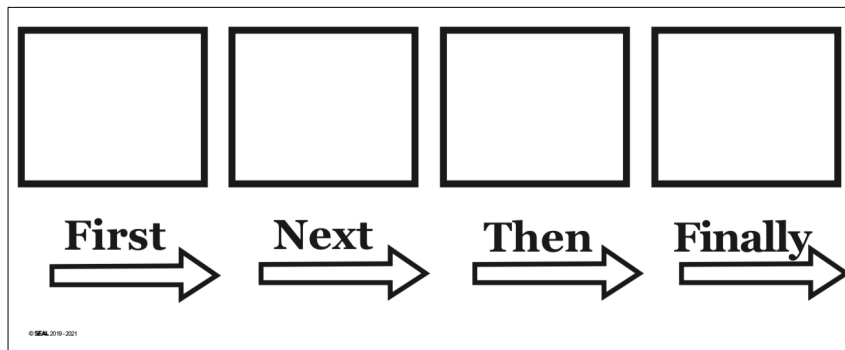
Notes on Strategy

Sequence/ Secuencia

Summary

Flow Charts (diagrama de flujo), **Timelines** (línea de eventos) and **Story Maps** (mapa del cuento) are visual representatives of a **sequence** of events, actions or a multi-step process. They foster logical and sequential thinking and display for children the order in which something happens.

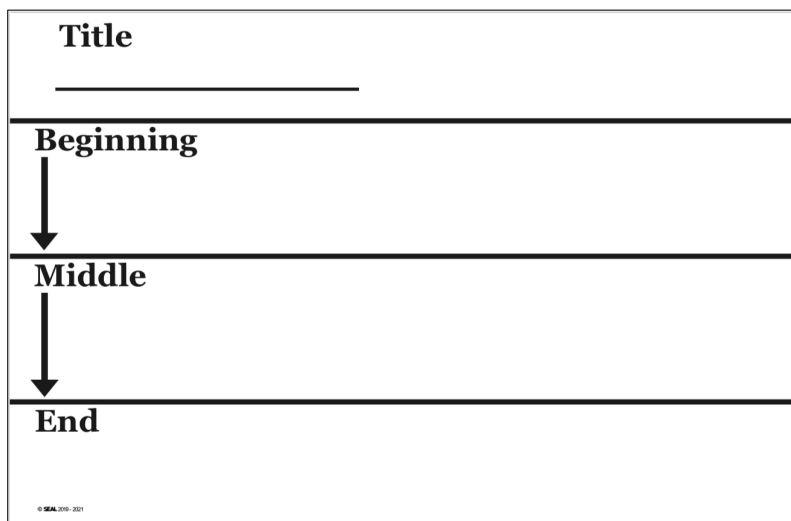
Flow Charts



Timeline



Story Map



Inherent Academic Language

English	Spanish
Flow chart	<i>Diagrama de flujo; mapa de secuencia</i>
Timeline	<i>Línea de tiempo</i>
Sequence	<i>Secuencia</i>
First	<i>Primero</i>
Second	<i>Segundo</i>
Third	<i>Tercero</i>
Then	<i>Luego, Entonces</i>
At first	<i>Al principio</i>
Next	<i>Después</i>
In the beginning	<i>En el principio</i>
In the end	<i>Al final</i>
Initially	<i>Inicialmente</i>
Previously	<i>Anteriormente</i>
Since, given that	<i>Puesto que, como</i>
Subsequently	<i>Desde que</i>
Finally	<i>Finalmente</i>
Following	<i>Después de</i>
Then	<i>Más tarde</i>
Before	<i>Antes de</i>
Sequence	<i>Secuencia</i>
Order, put in order	<i>Orden</i>
Process	<i>Proceso</i>
Change	<i>Cambio</i>
In order for...	<i>Para que</i>
Developed into	<i>Se desarrolló en</i>
Grew from	<i>Creció de</i>
Last week/year... yesterday...	<i>La semana pasada...ayer</i>
Cycle	<i>Ciclo</i>
Chronological	<i>Cronológico</i>
Left to right	<i>De la izquierda a la derecha</i>
Step	<i>Un paso</i>
In the past	<i>En el pasado</i>
Now, currently	<i>Ahora, actualmente</i>
Recount, retell	<i>Por la mañana</i>
Patterns	<i>Al llegar</i>
	<i>Un día</i>
	<i>Por la tarde</i>
	<i>Al pasar los días</i>
	<i>Al paso del tiempo</i>
	<i>Más adelante</i>
	<i>La próxima semana</i>
	<i>Hoy en día</i>
	<i>Además</i>

Grammatical Aspects

- *Past tense/present tense/future tense: was/is/will be*
- *Adverb clauses, signal words showing chronological order*
- *Subordinate conjunctives, adverbs of time, relative clauses, prepositional phrases*

Scaffolds

	From simple to complex
Prompts/questions	<p>Show me/tell me the first thing that happened. Now show me what came next. What was the last thing that happened? Put the events in the order they happened. Explain the events in the order they happened. Describe what happened from start to finish. What was the process that resulted in this final outcome?</p>
Indicaciones y preguntas	<p><i>Muéstrame / díme lo primero que pasó. Ahora muéstrame lo que vino después. ¿Cuál fue la última cosa que sucedió? Ponga los eventos en el orden en que ocurrieron. Explica los eventos en el orden en que ocurrieron. Describa lo que pasó de principio a fin. ¿Cuál fue el proceso que dio lugar a este resultado final?</i></p>
Sentence Frames	<p>_____ was/were _____. First _____. Then _____. Next _____. Finally, _____. In the beginning, _____. It was followed by _____. Over time, _____ occurred. Eventually it led to _____. In order for _____ to occur, _____ and _____ had to happen.</p>
Ejemplos de frases	<p><i>Al principio, _____. Luego _____. Más tarde _____. Después _____. Por último, _____. Al principio, _____. Después de _____. Hacia el final _____. El cuento se terminó cuando _____.</i></p>

Language Function Chants

Number Order Song

By Laurie Olsen

(Tune: Row, Row, Row Your Boat)

1, 2, 3, 4,
Put numbers in a row,
1st, 2nd, 3rd, 4th,
That's how the order goes.

El canto de la secuencia

Por Patricia Montes Pate

(Melodía: El baile de los colores)

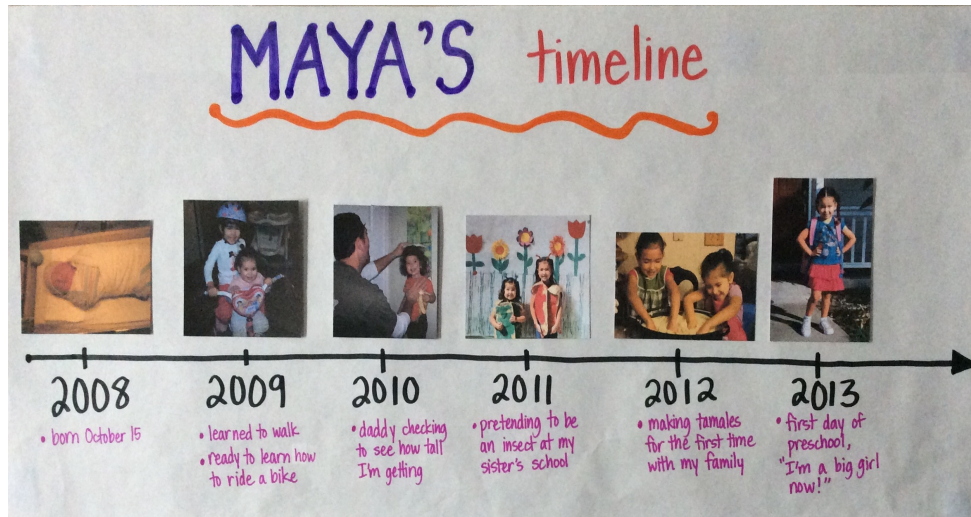
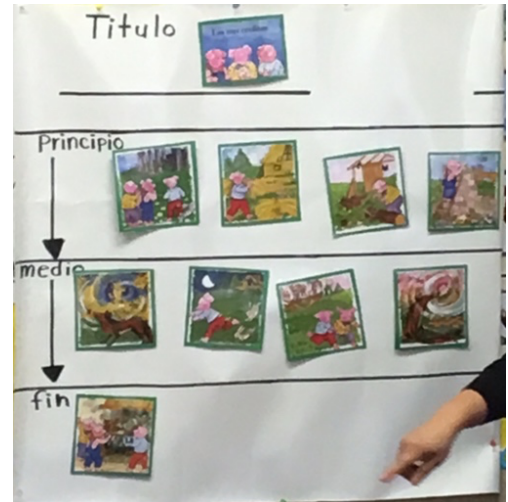
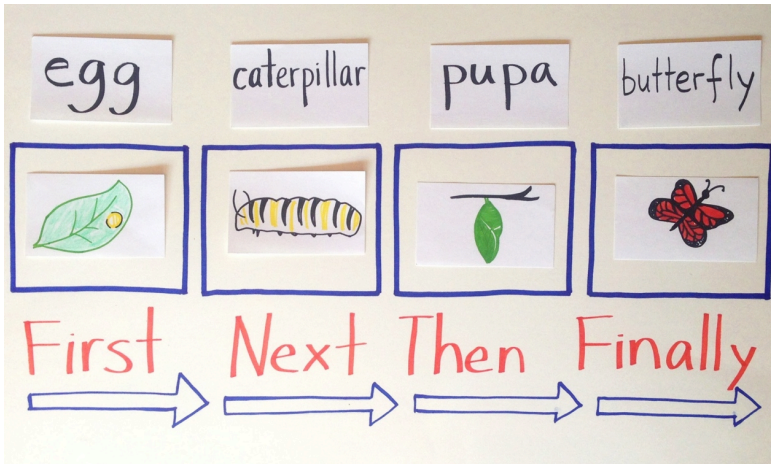
<https://www.youtube.com/watch?v=g-qPdZC54MU>

Este es el canto de la secuencia,
de la secuencia,
de la secuencia.

En este canto las palabras,
cantan el orden,
de lo que sucedió.

Primero, después,
Luego, y más tarde,
Hacia el final,
Y, por último.

Images of Graphic Organizers



Notes on Strategy

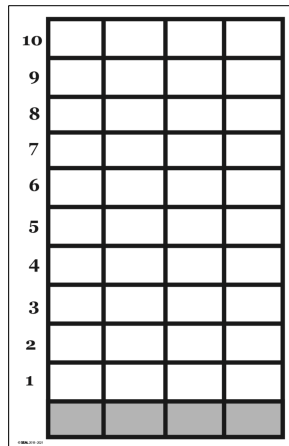
Quantification / Cuantificación

Summary

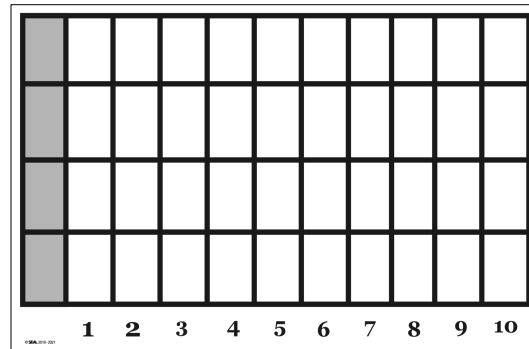
Quantification is the act of counting and measuring based on observation. It is fundamental as a math concept and a foundation for scientific method and social science data gathering.

A useful graphic organizer for quantification is the **Column Chart** (a vertical form of a **Bar Graph**) which enables children to see and conceptualize the relative number of items next to each other. Data is presented in columns, with the category names underneath the columns, and numbers listed from low to high along the vertical axis. It is important that the boxes be of equal size to visually reinforce the understanding of the concept *more or less*.

Column Chart



Bar Graph



Inherent Academic Language

English	Spanish
Quantity	<i>La cantidad</i>
Count	<i>Contar</i>
How many, how much	<i>¿Cuántos?</i>
More than, less than, equal to	<i>Más de, menos de, igual a</i>
Most, least	<i>El mayor número, El menor número, el mínimo</i>
Numbers	<i>Los números</i>
Sum, total	<i>La suma, la total</i>
Altogether	<i>Juntos</i>
In contrast, but, only	<i>A diferencia de, en contraste con, pero, sino, solamente, solo</i>
Data	<i>Los datos</i>
Classify	<i>Clasificar</i>
Category names	<i>Nombres de las categorías</i>

Grammatical Aspects

- Counting system, cardinal and ordinal numbers, comparative adjectives and adjective phrases.

Scaffolds

	From simple to complex
Prompts/questions	How many ____ are there? Which are there more of? Which are there the least of? Are there more _____ than blank?
Indicaciones y preguntas	¿Cuántas/os ____ hay? ¿Cuál tiene más? ¿Cuál tiene la menor cantidad? ¿Hay más _____ que _____?
Sentence Frames	There are more _____ than _____. There are ____ number of _____, but only ____ number of _____. Altogether, there are _____.
Ejemplos de frases	<i>La mayoría de los estudiantes están interesados en _____.</i> <i>Más estudiantes quieren aprender sobre _____ que _____.</i> <i>Sólo unos pocos estudiantes están interesados en _____.</i>

Language Function Chants

Quantification Chant

By Patricia Montes Pate

(Tune: Twinkle, Twinkle Little Star)

Counting's fun,
Come count with me.
Let's make a chart of what you see.

I see 1, 2, 3 _____
I see 1, 2, 3, 4 _____
I see 1, 2 _____
I see 1, 2, 3 _____

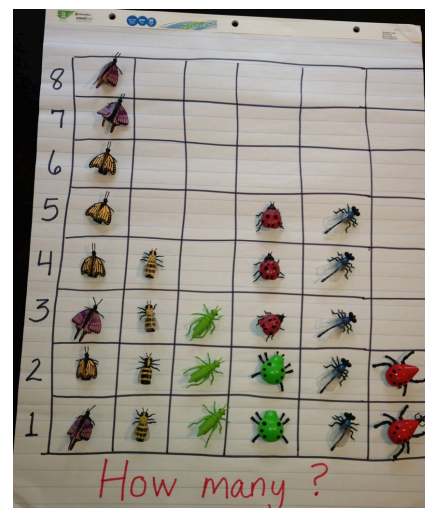
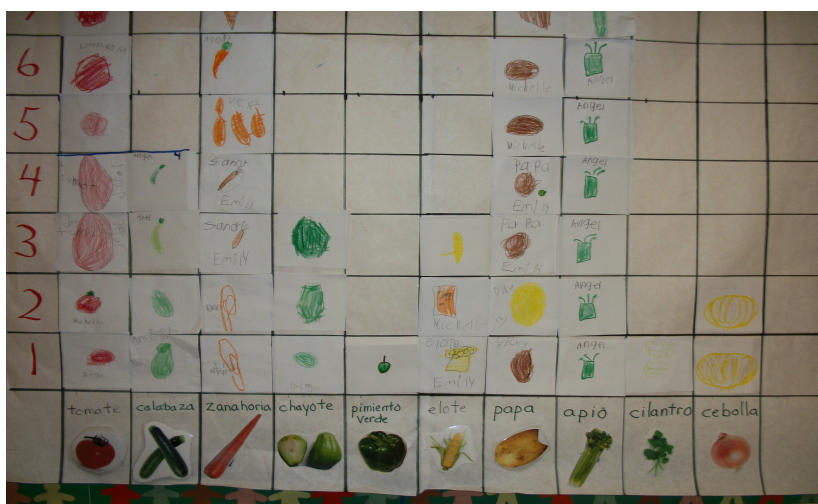
(Once chart is complete, engage children in talking about the chart (data) that was generated.)

Canción de Cuantificación
Por Patricia Montes Pate
(Melodía: She'll be Coming Round the Mountain)

Contaremos los objetos tú y yo,
 Tú y yo.
 Contaremos los objetos tú y yo,
 Tú y yo.
 Vemos 1, 2, 3 _____
 Vemos 1, 2 _____
 Vemos 1, 2, 3, 4 _____

(Crea un gráfico. Una vez que la tabla esté completa, haga que los niños hablen sobre la tabla (datos) que se generó.)

Images of Graphic Organizers



Notes on Strategy
