



MCKINLEY SCHOOL



Cafecito



ENERO|JANUARY 2025



Lectura y Escritura

1. Continuamos con Aprendizaje de AVID
 - a. toma de notas
2. Fluidez en Lectura



Por Que Es Importante Tomar Notas?



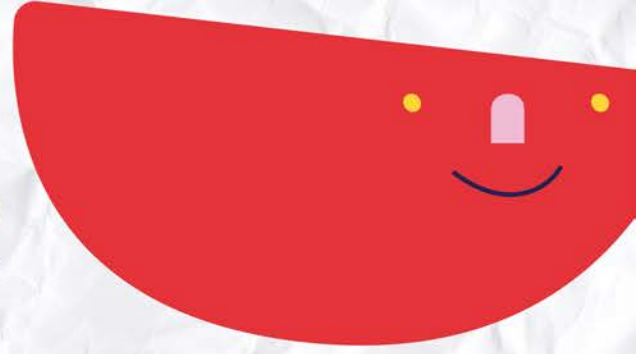
Por Que Es Importante Tomar Notas?

- Anima al aprendizaje activo.
- Mejora la concentración y la comprensión.
- Mejora la retención de la memoria.
- Prepara a los estudiantes para exámenes y tareas.



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Metodos de Tomar Notas



Metodo 1

Notas de Cornell

Notas de 2-3 Columnas

Metodo 2

Metodo 3

Organizadores Gráficos 



Notas de Cornell

- 
- Estructura
 - **Columna Principal**– ideas principales, preguntas, palabras claves
 - **Notas Detalladas**– notas detalladas o notas del texto
 - **Resumen**– para repaso y resumen
 -
 - **¿Por Que?**– Una forma estructurada que ayuda en retención de información y de repasar despues de lección

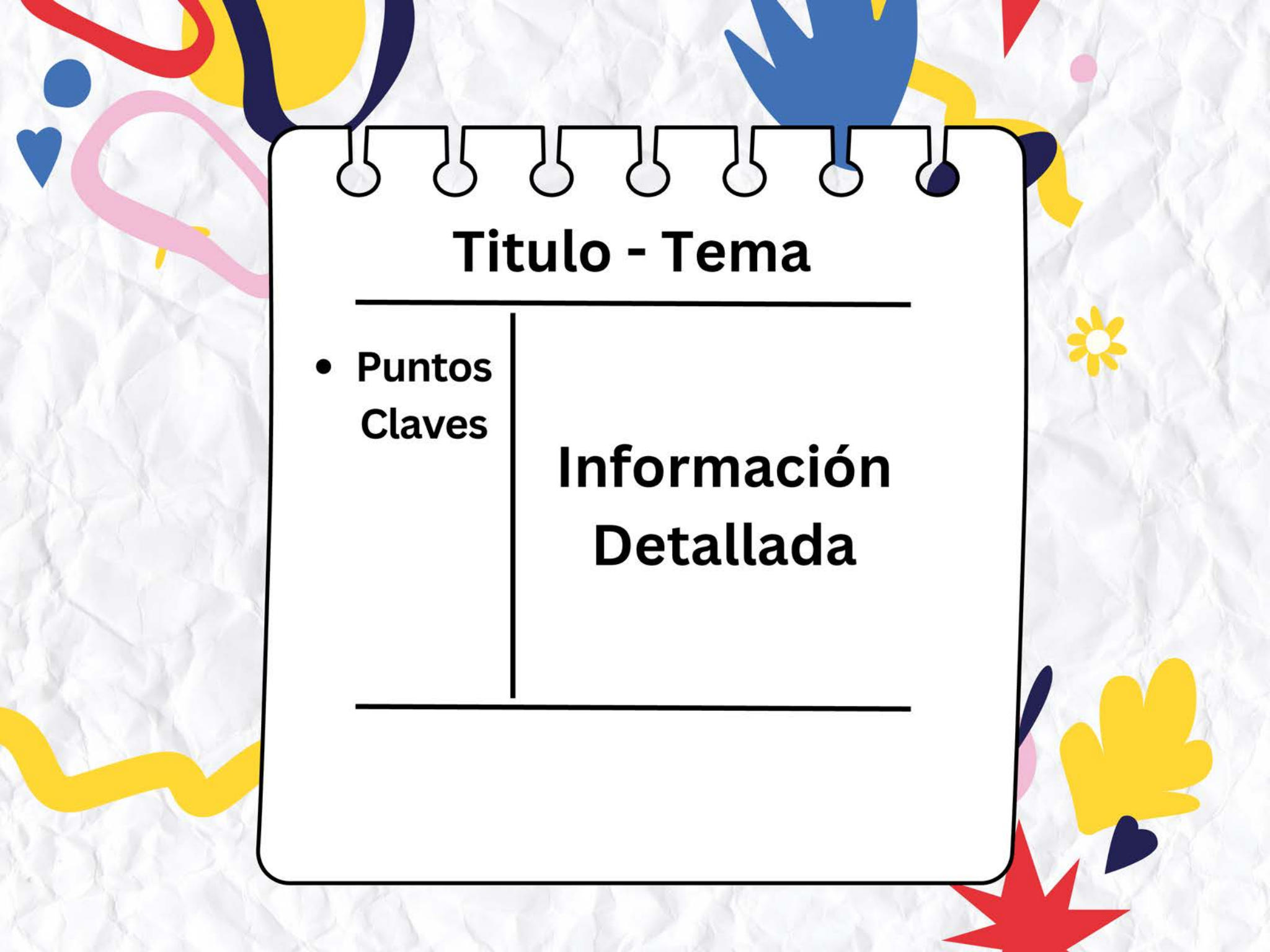
Titulo - Tema

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Titulo - Tema

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| <ul style="list-style-type: none">• Puntos Claves | |
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Titulo - Tema

- **Puntos
Claves**

**Información
Detallada**



Titulo - Tema

- **Puntos
Claves**

**Información
Detallada**

Resumen



Titulo - Tema

- | | |
|---|--|
| <ul style="list-style-type: none">• Ideas Principales• Preguntas• Palabras Claves | <ul style="list-style-type: none">• Puntos y ideas importantes• Fechas/Personas/Lugares importantes• Ideas / Organizador de ideas• Information del texto• Diagramas y Fotos• Formulas |
|---|--|

Resumen

Name: Mrs. Simpson

Date: April 4, 2018

Skill or Standard for focus / Objective: Standard RI.1.1
I can identify explicit and implicit information in a text and make inferences from a text.

When something is explicit, it is plainly stated. You do not have to make a guess.

When something is implicit, it is implied and you must use the info you have to make a guess.

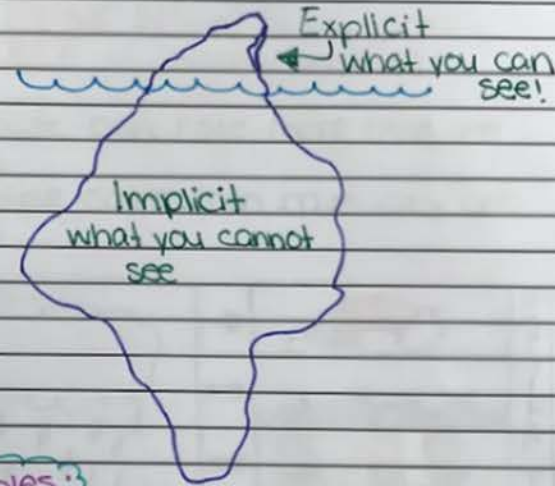
When we make an inference, we are making a guess using info from the text and info from our brain and coming to a conclusion.

Writers use implicit language to show us what is happening by describing and giving clues.

you must use your brain!

Explicit information is obvious and will be stated directly in the text.

Implicit information is implied and you must figure it out using your brain!



Examples:

Explicit - "Jane was so angry!"

Implicit - "Jane's face was red and you could almost see the steam coming from her ears"

Summary: Explicit information should be obvious, but implicit information will require me to make an inference, or a guess, based on the clues presented in the text.

The background is a white surface with a crumpled paper texture. It is decorated with various colorful abstract shapes: a red wavy line in the top left, a blue heart and a pink loop in the top left, a blue hand-like shape and a yellow wavy line in the top right, a yellow flower in the middle right, a yellow wavy line in the bottom left, a blue arrow in the bottom left, a red flower in the bottom right, a pink flower with dark blue leaves in the bottom right, a yellow flower in the bottom right, and a red star in the bottom right.

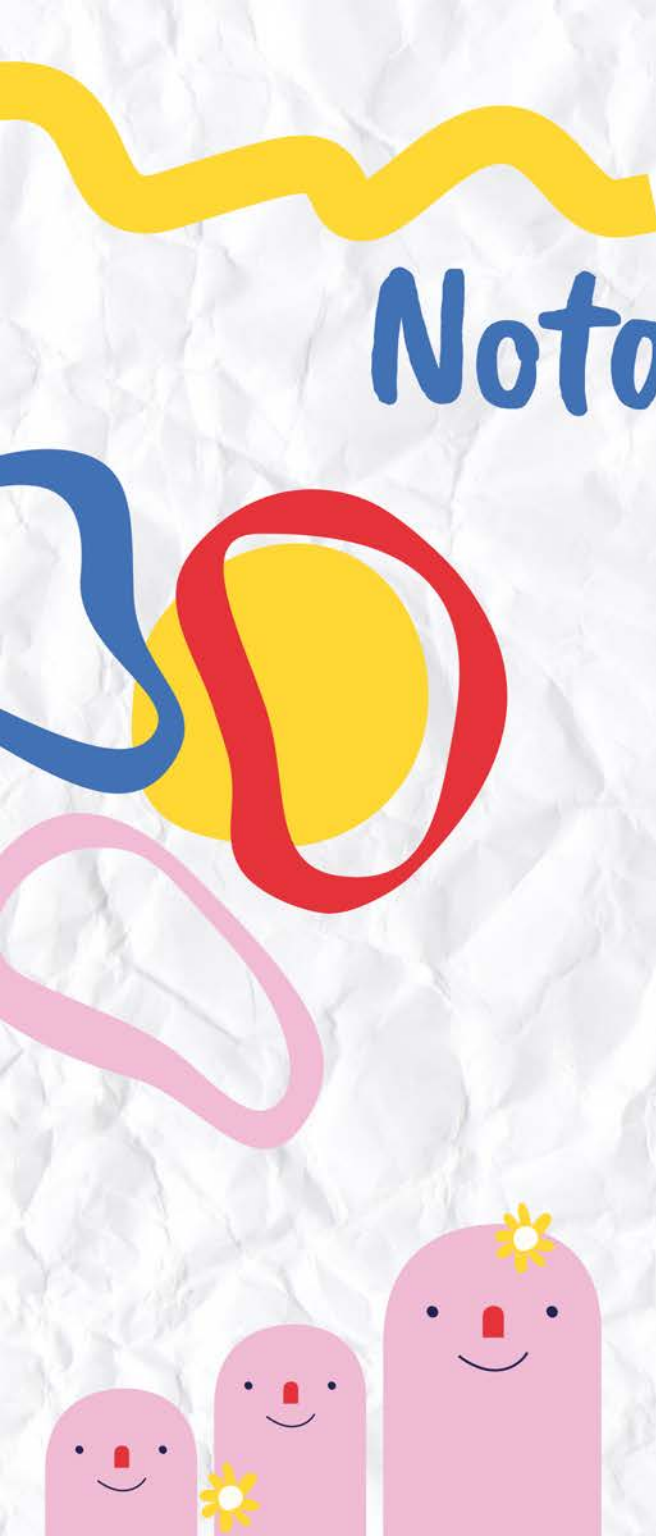
Aplicación

K-1



Notas de 2 a 3 Columnas

- Secciones
 - **Tema o Pregunta Guía**
 - **Primera Columna**
(ideas principales, preguntas, palabras claves)
 - **Segunda Columna**
(Detalles y Ejemplos)
 - **Tercera Columna**
(Notas Personales)
 - Una forma estructurada que ayuda hacer conexiones entre conocimientos previos y aprendizaje actual
- 



Notas de 2 a 3 Columnas

- **Primera Columna**

- Ideas principales, palabras de vocabulario, preguntas, causas, conceptos

- **Segunda Columna**

- Explicaciones, definiciones, notas del texto, efectos, “en mi palabra”

- **Tercera Columna**

- Detalles, “usar en oración, platicas de clase, explicación, fotos

Two-column notes.

My Notes

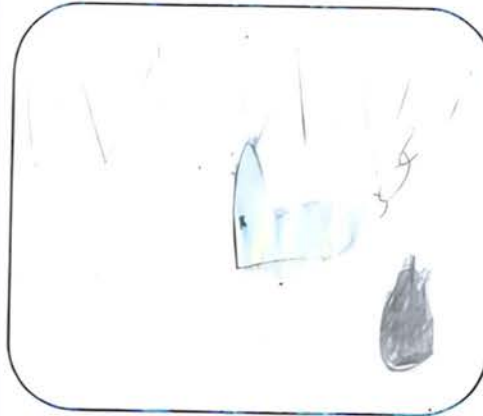


Name Chanti

Date 6-24-14

Topic F f

Topic number



FEAR



13

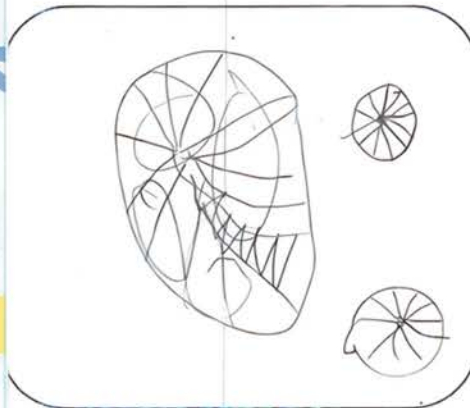


Name Chanti

Date _____

Topic Young

Topic V v



THING



VET

My Notes

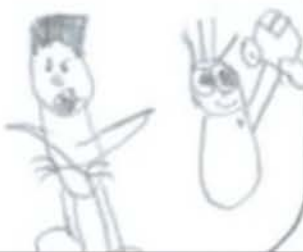


Spring



I heard that
babys go we.

Problem



a Problem
is a thing
that can
Help You out

October 19, 2015

th^{en}

th

Then I go

then I
go buy
something

th^{em}

I like them
I go with
them

th^{is}

This girl
is very pretty

th^{at}

that dog very
big

pe

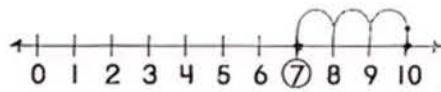
The pet
is very big



Pride

Subject

Chapter 1 Vocabulary



$$7 + 3 = 10$$

add

Part	Part
5	2
Whole	
7	

part

One part of
the whole

Part	Part
3	4
Whole	
7	

whole

Whole is the sum of
of 2 parts



$$4 + 2 = 6$$

Plus sign
+ =



$$2 + 1 = 3$$

1st

Three-column notes.

	Porter Pride	Topic/Objective Dear mother Earth 1 Feb. 24, 2015
Initial Question:	How do humans hurt animals without knowing it?	
throw trash	can get stuck in trash, eat it and choke or get sick, can get injured or cut by it	can harm any animal
cut down trees	stuck's away from trees falling on animals, leads home, no food	Forrest's creches, rainforest's creches birds
hunt	kill, injure, break family apart.	all animals
caching fertilizer fire candle cigarettes	destroy home, kill animals, burn them, smoke can hurt them.	animals in forests.
Summary:		

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Aplicación

K-1

Notas Usando Organizadores Gráficos

- Diagrama de Venn
- Gráfico "T"
- Mapa Conceptual
- Diagrama de Flujo
- Modelo Frayer
- Mapa de Doble Burbuja
- Línea de Tiempo
- KWL
- Diagrama de Árbol





Gráfico "T"

- Estructura- Útil para:
 - Pros/Contras
 - Causa/Efecto
 - Analizar perspectivas
 - Comparar y Contrastar
- ¿ Por Que Usarlo ?
 - Ayuda a los estudiantes organizar información lógicamente y establece una distinción clara y visual entre dos ideas principales y los detalles de apoyo

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Aplicación

K-1

T-Chart

Name: Coleman

Date: 08/23/2015

Topic → "2-D Shapes"

Main Idea	Details
Square 	- 4 equal sides - Straight lines - 4 right angles
Circle 	- curved line - 0 sides
Triangle 	- 3 sides - straight lines - 3 angles

GREAT
FOR
TAKING
NOTES

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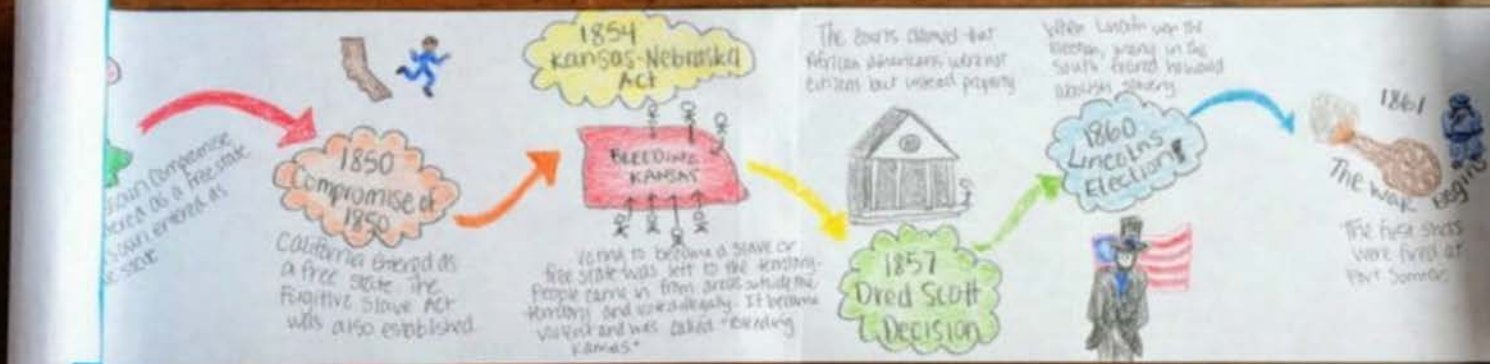
Linea de Tiempo

- Usos Communes:
 - Eventos Históricos
 - Procesos Científicos
 - Proyectos Personales
- Beneficios
 - Ayuda en la retención de memoria
 - Ayuda a los estudiantes hacer conexiones entre eventos
 - Organiza temas complejos en partes mas manejables

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Aplicación

K-1





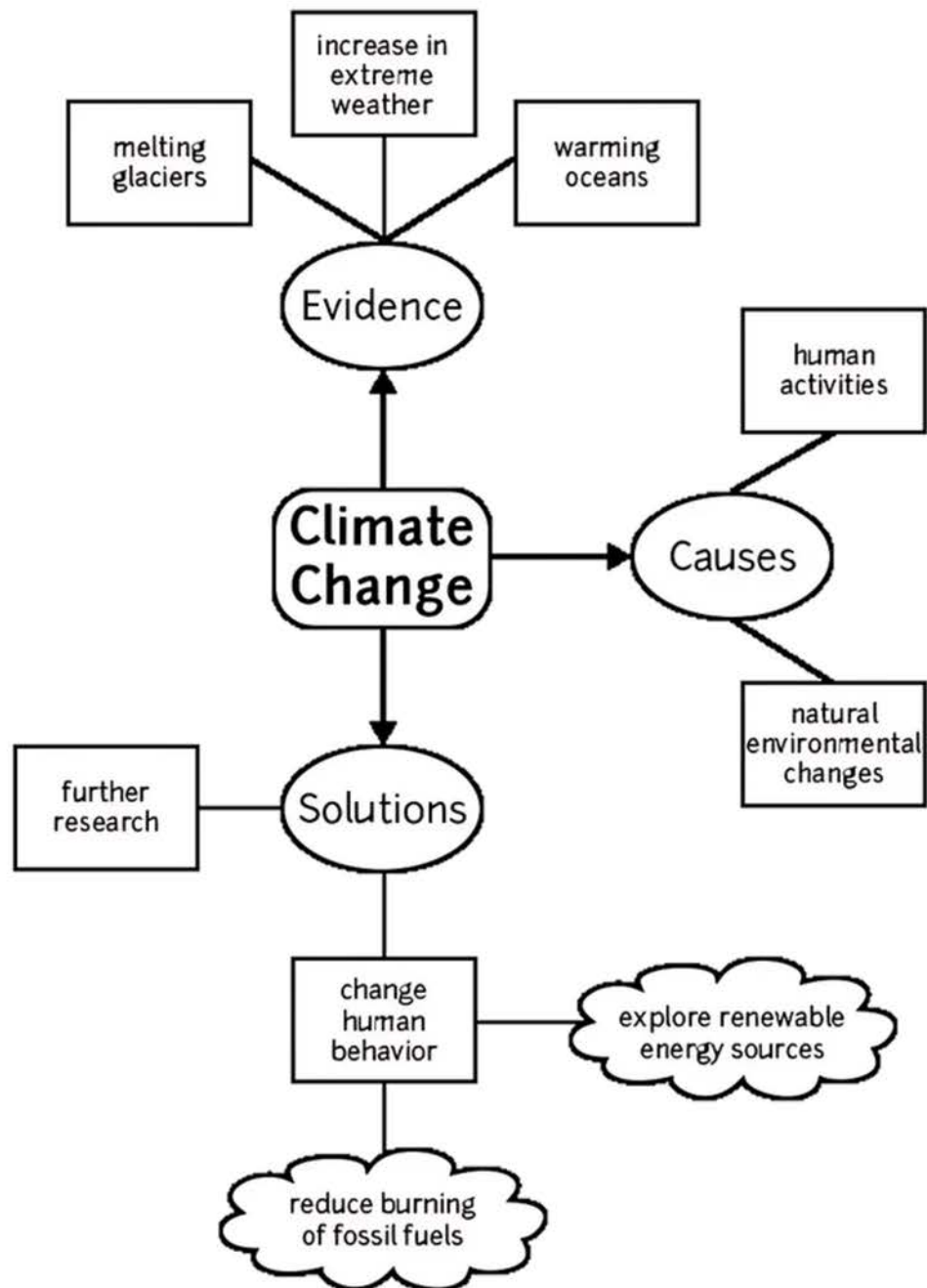
Mapa Conceptual

- Propósito:
 - Organizar ideas visualmente para demostrar relaciones entre conceptos
 - Util para hacer tormentas de ideas y organizar temas complejos.
- Por que usar mapas conceptuales? Ayudan a los estudiantes mirar la vision mas grande por medio de organizar información en categorías

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Aplicación

K-1





Gracias