Kingore, B. (1993). Portfolios: Enriching and Assessing all Students: Identifying the Gifted Grades K-6. Des Moines: Leadership Publishers Inc.

SPANISH VERSION OF DIRECTIONS FOR DRAW STARTS

Completing the Activity:

1. Hand out the student's copy of the handout.

2. Say to each student:
   "Fíjense bien en los dibujos en esta página. Estos dibujos no están terminados todavía. Piensen en que podría ser cada uno de estos dibujos. Usen sus imaginaciones pare convertir los dibujos en also que se les ocurre. Pueden dibujar consu papel así, así, así, o así."

   As you talk, hold the handout and rotate it one turn clockwise each time to accent drawing with their paper in any position.

   "Cuando terminen sus dibujos, quiero que me digan algo sobre lo que dibujaron. Usen un lápiz y terminen el dibujo ahora."

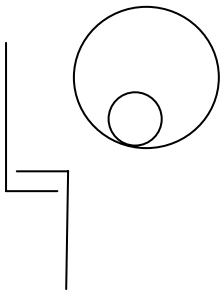
3. Most students will draw separate figures for each of the drawing starts. Occasionally, a student may combine two or more figures into one drawing. That is certainly permissible and often very exciting. However, avoid suggesting that students combine the figures in their drawings, thus allowing children to discover that possibility for themselves.

4. After the drawings are complete, either remind each student to write an explanation for each drawing or ask each student *individually* to tell you about the drawings.

   Say to each student:
   "Escribe o dime todo acerca de tus dibujos."

   If more explanation is desired, say:
   "Platícame acerca de tu dibujo.
   Dime más para que pueda entender lo que estás pensando."

   A brief explanation is needed beside each drawing, using as many of the child's words as possible, in order that adults may better understand the insights and depth of the student's thinking. For example, the student might:
   a) simply name the objects drawn,
   b) tell a sentence or sentences about the drawing,
   c) tell a brief story, or
   d) relate a scenario connecting more than one of the drawings.



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Spanish translation by San Antonio I.S.D.