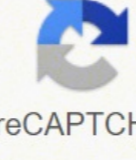


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Name: _____



Persuasive Writing Graphic Organizer



<p>Opinion</p> <p>Start with a hook. Then, state your opinion.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Reasons</p> <p>Tell why you feel that way.</p>	<p>1. <hr/><hr/><hr/><hr/><hr/><hr/></p> <p>2. <hr/><hr/><hr/><hr/><hr/><hr/></p>
<p>Examples</p> <p>Give examples of your reasons.</p>	<p>3. <hr/><hr/><hr/><hr/><hr/><hr/></p>
<p>Opinion</p> <p>Restate your opinion in conclusion form.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Word Processing Basics



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Word Processing Basics



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Name: _____ Date: _____

Wordy Wise Vocabulary Test Lessons 1-4

Matching

1. _____ abundant	A. A person who comes into a country to live there
2. _____ abundant	B. Having control over someone or something
3. _____ abundant	C. Wealthy
4. _____ abundant	D. Free of debt, committed to a larger goal than most
5. _____ abundant	E. Having the right to do something
6. _____ abundant	F. To be full of life
7. _____ abundant	G. More than enough
8. _____ abundant	H. To talk with or
9. _____ abundant	I. Very busy, full of confusion
10. _____ abundant	J. Wealth

Check the correct answer:

11. To talk to or hear in public. True or False

12. During the Civil Rights movement, people boycotted buses. True or False

13. An acronym for a word's spelling. True or False

14. Refer to lightly touch. True or False

15. A wedding and a form of a ceremony. True or False

Multiple Choice

16. What is an object that can be measured?

A. A job
B. A game
C. A ball of yarn
D. A book

17. What comes from people across a stretch of water?

A. Lorry
B. Ship
C. Ferry

<p>Story Planner</p> <p>Introduction - Introduce the main characters - Introduce the story setting</p> <p>Build-Up - Develop the characters and the setting - The points that lead up to the conflict or climax (high point) in the story</p> <p>Conflict/Climax - The conflict or climax</p>	<p>Story Planner</p> <p>Introduction - Introduce the main characters - Introduce the story setting</p> <p>Build-Up - Develop the characters and the setting - The points that lead up to the conflict or climax (high point) in the story</p> <p>Conflict/Climax - The conflict or climax</p>
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Ink saving Eco

<p>Date: 15+ days</p> <p>Subject: LA/Writing</p> <p>Unit Title: Research & Technology</p>	<p>CC Objective: CC.2.A.1.1-1.2 Write informative/explanatory texts in which they introduce a topic, supply some background information, state a position, claim, or thesis, and supply relevant facts, statistics, and quotations to support their analysis, evaluation, or argument. CC.2.A.1.3-1.4 Write informative/explanatory texts in which they introduce a topic, supply some background information, state a position, claim, or thesis, and supply relevant facts, statistics, and quotations to support their analysis, evaluation, or argument. CC.2.A.1.5-1.6 Write informative/explanatory texts in which they introduce a topic, supply some background information, state a position, claim, or thesis, and supply relevant facts, statistics, and quotations to support their analysis, evaluation, or argument. CC.2.A.1.7-1.8 Write informative/explanatory texts in which they introduce a topic, supply some background information, state a position, claim, or thesis, and supply relevant facts, statistics, and quotations to support their analysis, evaluation, or argument. CC.2.A.1.9-1.10 Write informative/explanatory texts in which they introduce a topic, supply some background information, state a position, claim, or thesis, and supply relevant facts, statistics, and quotations to support their analysis, evaluation, or argument.</p>	<p>Key Skills Covered: 1. Research 2. Text complexity 3. Writing 4. Using evidence in reading and writing 5. Mastery of learning</p>
<p>Formative Assessments: & check, completion of each phase in the writing process, final product.</p>	<p>Resources Needed: 1. Multiple informational grade-level books 2. Multiple informational web pages 3. Writing Process Paper (for the end of year) 4. Microsoft Word/PowerPoint 5. Highlighters 6. Sticky Notes 7. Internet access</p>	<p>Targeted Vocabulary: 1. Research 2. Text complexity 3. Writing 4. Using evidence in reading and writing 5. Mastery of learning</p>

Concrete course design. Instructors also agree that they often need to adjust their lesson plan during class depending on what the students need. 7. A successful lesson plan and integrates and integrates these three key components: Objectives for student learning Teaching/learning activities Strategies to check student understanding Specifying concrete objectives that learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig. Source: The Science Penguin Ask one question that you feel shows an understanding of the concept you are teaching. Reference this chart. Source: The Elementary Math Maniac Make your own or if you're not the crafty sort, buy 12 of these desktop flip charts for \$16.49 from Really Great Stuff. 12. Have them make a T-chart and on the left-hand side write a fact or opinion, and on the right side, give evidence to support their fact or opinion. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track. Asking open-ended questions requires a little more thought and helps draw out where they really are. Image source: YouTube This can be a fun way to end a lesson, and students love it! Ask students to do something like put their hands on their head for yes and stand on one leg for no. Plus, 15 ways to know when your students aren't "getting" it. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. It is a reminder of what you want to do and how you want to do it. Sort cards into piles: Got it, Almost There, and Re-Teaching Needed. An important strategy that will also help you with time management is to anticipate students' questions. Ask questions "on the fly." Stop frequently to ask questions as you go through your lesson. 10. It's so important to stop frequently during your lessons to check for understanding with your students. Do a Quick Write. L. Use emojis. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Conclusion To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Use technology. Use these strategies throughout the day to make sure everyone is on track. 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Retrieved from back to top Have them share their answer with a partner or collect the cards to review for the next day. Image source: Pinterest Ask one quick question that shows students are keeping up and have them write their answers on individual whiteboards. 17. Source: Shutterstock Sometimes all it takes is a quick thumbs up or thumbs down (or even thumbs sideways) to make sure your students are all still on board. Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. Divide students into groups based on their answers and keep teaching. Consider the following questions when planning your introduction: How will I check whether students know anything about the topic or have any preconceived notions about it? Reflecting on Your Lesson Plan A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. 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For additional feedback on planning and managing class time, you can use the following resources: student feedback, peer observation, viewing a videotape of your teaching, and consultation with a staff member at CRT (see also, Improving Your Teaching: Obtaining Feedback, and Early Feedback Form, . You can outline on the board or on a handout the learning objectives for the class. Decide on whether you want students to respond orally or in writing. Source: The Primary Peach One of the quickest ways to check for understanding is to have your kids hop on their device and use one of the awesome tech tools like Quizlet, Kahoot or Google forms to show what they know. Source: Upper Elementary Snapshots Print these free cards, laminate them, and connect them together with a ring or twist tie. Additional Resources Online: Video clips of GSIs at the University of Michigan actively engaging students in a practice teaching session: 🍓 Plan the First Day's Session: How to create to a lesson plan for the first day of class: References Fink, D. Give them a Yes/No question. Ask students to give a physical response. What will students need to do to help them understand the topic better? As you plan your examples and activities, estimate how much time you will spend on each. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities. What will I do to introduce the topic? (5) Develop a conclusion and a preview Go over the material covered in class by summarizing the main points of the lesson. 13. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on. 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A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Do a quick sort. 6. Source: Not So Wimpy Teacher Download this free resource and print up a stack of self-assessment cards in different colors for different subjects. For example, you can take a simple poll: "How many of you have heard of X? 1). 8. See if students can make connections, define words, answer questions and explain concepts. 9. Pull any students together that still need more and re-teach.

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Retrieved from back to top Have them share their answer with a partner or collect the cards to review for the next day. Image source: Pinterest Ask one quick question that shows students are keeping up and have them write their answers on individual whiteboards. 17. Source: Shutterstock Sometimes all it takes is a quick thumbs up or thumbs down (or even thumbs sideways) to make sure your students are all still on board. Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. Divide students into groups based on their answers and keep teaching. Consider the following questions when planning your introduction: How will I check whether students know anything about the topic or have any preconceived notions about it? Reflecting on Your Lesson Plan A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. 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Concrete course design. Instructors also agree that they often need to adjust their lesson plan during class depending on what the students need. 7. A successful lesson plan and integrates and integrates these three key components: Objectives for student learning Teaching/learning activities Strategies to check student understanding Specifying concrete objectives that learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig. Source: The Science Penguin Ask one question that you feel shows an understanding of the concept you are teaching. Reference this chart. Source: The Elementary Math Maniac Make your own or if you're not the crafty sort, buy 12 of these desktop flip charts for \$16.49 from Really Great Stuff. 12. Have them make a T-chart and on the left-hand side write a fact or opinion, and on the right side, give evidence to support their fact or opinion. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track. Asking open-ended questions requires a little more thought and helps draw out where they really are. Image source: YouTube This can be a fun way to end a lesson, and students love it! Ask students to do something like put their hands on their head for yes and stand on one leg for no. Plus, 15 ways to know when your students aren't "getting" it. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. It is a reminder of what you want to do and how you want to do it. Sort cards into piles: Got it, Almost There, and Re-Teaching Needed. An important strategy that will also help you with time management is to anticipate students' questions. Ask questions "on the fly." Stop frequently to ask questions as you go through your lesson. 10. It's so important to stop frequently during your lessons to check for understanding with your students. Do a Quick Write. L. Use emojis. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Conclusion To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Use technology. Use these strategies throughout the day to make sure everyone is on track. 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Retrieved from back to top Have them share their answer with a partner or collect the cards to review for the next day. Image source: Pinterest Ask one quick question that shows students are keeping up and have them write their answers on individual whiteboards. 17. Source: Shutterstock Sometimes all it takes is a quick thumbs up or thumbs down (or even thumbs sideways) to make sure your students are all still on board. Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. Divide students into groups based on their answers and keep teaching. Consider the following questions when planning your introduction: How will I check whether students know anything about the topic or have any preconceived notions about it? Reflecting on Your Lesson Plan A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. Make it a natural part of your process so that your students will know they are coming and pay attention. If I ran out of time, which ones could not be omitted? Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. Having additional examples or alternative activities will also allow you to be flexible. Beattie's Classroom Take a page out of The Daily Five's book and create these checkmarks to help your students remember to check for understanding as they read. How does the topic relate to the one that's coming? Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. 11. 16. After all, is there a worse feeling than being met with blank faces after you've delivered an entire lesson? Print out a copy and display it in your classroom for inspiration. 5. For additional feedback on planning and managing class time, you can use the following resources: student feedback, peer observation, viewing a videotape of your teaching, and consultation with a staff member at CRT (see also, Improving Your Teaching: Obtaining Feedback, and Early Feedback Form, . You can outline on the board or on a handout the learning objectives for the class. Decide on whether you want students to respond orally or in writing. Source: The Primary Peach One of the quickest ways to check for understanding is to have your kids hop on their device and use one of the awesome tech tools like Quizlet, Kahoot or Google forms to show what they know. Source: Upper Elementary Snapshots Print these free cards, laminate them, and connect them together with a ring or twist tie. Additional Resources Online: Video clips of GSIs at the University of Michigan actively engaging students in a practice teaching session: 🍓 Plan the First Day's Session: How to create to a lesson plan for the first day of class: References Fink, D. Give them a Yes/No question. Ask students to give a physical response. What will students need to do to help them understand the topic better? As you plan your examples and activities, estimate how much time you will spend on each. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities. What will I do to introduce the topic? (5) Develop a conclusion and a preview Go over the material covered in class by summarizing the main points of the lesson. 13. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on. 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Retrieved from back to top Have them share their answer with a partner or collect the cards to review for the next day. Image source: Pinterest Ask one quick question that shows students are keeping up and have them write their answers on individual whiteboards. 17. Source: Shutterstock Sometimes all it takes is a quick thumbs up or thumbs down (or even thumbs sideways) to make sure your students are all still on board. Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. Divide students into groups based on their answers and keep teaching. Consider the following questions when planning your introduction: How will I check whether students know anything about the topic or have any preconceived notions about it? Reflecting on Your Lesson Plan A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. 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