



Animal Habitats Projects 2nd Grade

M Walker



Animal Habitats Projects 2nd Grade:

2nd Grade,1992

Resources in Education,2000-04

What Every 2nd Grade Teacher Needs to Know

Margaret Berry Wilson,2010-08-10 You're teaching 2nd grade this year. What do you need to know? In a warm conversational style punctuated with anecdotes and examples from her own classrooms Margaret Berry Wilson reviews second graders' common developmental characteristics and shares practical know-how on topics such as Arranging a circle desks and tables Choosing and storing supplies Scheduling a child-centered day and teaching daily routines Planning special projects and field trips that maximize learning and build community Understanding the special concerns of second graders' parents and finding the best ways to communicate with them

Teaching Lower Elementary Technology Mark Page-Botelho,2010-07-07

This book is a collection of my experience teaching lower elementary technology over the course of one year. There are lessons curriculum documents and thoughts regarding many issues that can arise while teaching technology to young children. This book is intended to be a reference for those who are interested in starting from scratch or for those who are looking for new ideas on how or what to teach regarding information literacy

Resources for Teaching Middle School Science Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them. Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8. The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards. This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands-on inquiry centered curriculum materials and other resources for science teachers. The curriculum materials in the new guide are grouped in five chapters by scientific area: Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science. They are also grouped by type: core materials supplementary units and science activity books. Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information. The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide. The criteria reflect and incorporate goals and principles of the National Science Education Standards. The annotations designate the specific content standards on which these curriculum pieces focus. In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science. Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to

science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents Engaging Students in Academic Literacies María Estela Brisk,2014-07-25 The Common Core State Standards require schools to include writing in a variety of genres across the disciplines Engaging Students in Academic Literacies provides specific information to plan and carry out genre based writing instruction in English for K 5 students within various content areas Informed by systemic functional linguistics a theory of language IN USE in particular ways for particular audiences and social purposes it guides teachers in developing students ability to construct texts using structural and linguistic features of the written language This approach to teaching writing and academic language is effective in addressing the persistent achievement gap between ELLs and mainstream students especially in the context of current reforms in the U S Transforming systemic functional linguistics and genre theory into concrete classroom tools for designing implementing and reflecting on instruction and providing essential scaffolding for teachers to build their own knowledge of its essential elements applied to teaching the text includes strategies for apprenticing students to writing in all genres features of elementary students writing and examples of practice

The Wisconsin Environmental Education Board ... Grant Recipients Wisconsin Environmental Education Board,2002

Solving School Challenges Starr Sackstein,Alexandra Laing,2025-03-31 In this comprehensive handbook you ll gain a treasure trove of strategies that you can implement to address some of the most common school challenges You ll see the amazing impact that educators are having on their schools and classrooms across the country The authors offer tangible solutions to problems such as teacher retention and the educator pipeline money technology innovation and initiatives mental health and well being data perceptions of education educator commitment and systemic issues These issues may seem daunting but the authors share stories of educators across the country who are already overcoming such obstacles Each chapter provides inspiring examples action steps and takeaways to help you improve your school or classroom This thorough resource is designed to be a reference that you can use as needed either by reading in order or flipping to the sections that most apply and returning to again and again for a wealth of practical ideas that you can bring to your own setting **Every Young Child a Reader** Sharan A. Gibson,Barbara Moss,2016 This resource will help K 2 teachers revitalize and restructure their classroom literacy instruction based on Marie Clay s groundbreaking and transformative literacy processing theory Clay s theories have created literacy success for more than 2 million struggling first grade readers in the United States and internationally through the Reading Recovery program This practical volume gives primary grade teachers specific

suggestions for using these principles and includes rich robust instructional examples to ensure that all children meet new and rigorous standards in all facets of literacy learning Replete with explicit depictions of classroom practice the book addresses the following critical aspects of K 2 literacy instruction Teaching foundational skills in brief skills lessons and as children learn strategic activity to read and write text Teaching for children s fast progress in increasingly complex literacy tasks Understanding the role of complex frustration instructional familiar and easy texts in reading instruction Teaching for knowledge building comprehension and writing for narrative and informational text Reader friendly chapters include Focus questions to target readers anticipation of topics discussed Illustrative examples of powerful teacher student interaction Connections between Clay s comprehensive theory of children s literacy development literacy standards and children s fast progress to literacy proficiency The combination of Marie Clay s research and theory with the authors understanding of these principles in today s classroom is what sets this book apart Lisa Lenhart director Center for Literacy Curricular Instructional Studies The University of Akron Gibson and Moss provide a resource for classroom teachers to support the continued learning of all their students especially those who need an aware and skilled teacher to keep them on track across the primary grades Robert M Schwartz professor Oakland University and trainer of teacher leaders Reading Recovery Center for Michigan This comprehensive and well designed book will be an excellent professional development resource for classroom teachers Reading Recovery teachers literacy coaches specialists and site administrators Kathleen Brown Reading Recovery teacher leader Long Beach Unified School District CA I am eager to use this book with my colleagues as we work to transform early literacy learning in our primary classrooms Terry MacIntyre Reading Recovery teacher leader Boulder Valley School District CO Civic Education in the Elementary Grades Dana Mitra, Stephanie C. Serriere, 2015 As former elementary school teachers the authors focus on what is possible in schools rather than a romantic vision of what schools could be Based on a 5 year study of an elementary school this book shows how civic engagement can be purposive and critical a way to encourage young people to examine their environment to notice and question injustices and to take action to make a difference in their communities and school Focusing on the intersection of student voice and critical inquiry the book describes how to embed civic engagement into curriculum school decision making processes and whole school activities Chapters provide an overview of what research has demonstrated about civic engagement at the classroom school and community levels including detailed descriptions of activities and lessons for practice Classroom teachers school principals community members and teacher educators can use this resource to foster a deeper richer understanding of what is entailed in civic life Book Features A vivid portrait of a typical public school that wants to do more than teach to the test An examination of the conditions that enable young people to participate in democratic practices including identifying and questioning injustices Concrete examples of student voice and critical inquiry in classroom contexts Practices and activities that encourage children to get along with others exchange perspectives and work across differences Offers a suggestive

range of evidence that high quality civic engagement initiatives can enhance students academic social and emotional engagement It reveals the nitty gritty of how experienced teachers can enable children who are immersed in meaningful civic work also to engage more deeply with mathematical problem solving peer collaboration literacy and social studies learning and development of empathy and mutual trust From the Foreword by Meira Levinson Mitra and Serriere show us not only that elementary aged children are capable of civic engagement but how such engagement can be nurtured in the classroom Children can be active civic participants this book demonstrates both the power of this idea and how we might accomplish this essential task Beth C Rubin Rutgers University

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