BASIC SMALL PACING LESSONS pdf

Welcome to Small Basic! Small Basic is the only programming language created specially to help students transition from block-based coding to text-based coding. By teaching the fundamental elements of syntax-based languages in an approachable manner, Small Basic gives students the skills and confidence to tackle more complex programming languages such as Java and C#.

A Strategy that Accelerates Learning Educators who use effective classroom management techniques, employ good teaching practices and interactive learning activities have the power to turn on the learning lights. He proposed that true learning depends on the amount of time a student spends actively engaged in the learning process compared to the amount of time the student needs in order to learn. For example, if Bill needs 60 minutes to recognize and know ten new sight words or be able to type 25 words per minute with no errors, and he spends 30 minutes on the learning, then Bill will not master the material. Later research studies amplified this concept. These studies explored how time can be more efficiently used in classrooms and the instructional practices that lead to active student learning. The California Beginning Teacher Evaluation Study BTES of grades 2 through 5 in a large number of elementary schools identified teaching activities and classroom conditions that advanced student learning. BTES findings highlighted three important time concepts: Allocated time is the total amount of time available for learning; e. According to the BTES and many subsequent studies, teachers who allocate more time to a specific content area have students who achieve at higher levels than teachers who allocate less time to the same content. The Florida Department of Education FLDOE embraced this research concept when it developed the policy that mandated an uninterrupted 90 minute reading block for all public elementary schools. This standardized reading time allocation guarantees that all elementary students have an equal opportunity to learn to read. The BTES study also noted factors that limit learning or cause students to lose interest during the allocated timeframe, such as: Unscheduled interruptions, public announcements, fire drills, visitors and other school management practices Uneven transitions between activities and inefficient classroom management procedures that disrupt the learning flow, such as disorderly material distribution or disorganized assignment collection Over-reliance on seatwork, uninteresting and overly demanding lessons and other non-engaging instructional practices The BTES findings on engaged time or time on task demonstrate that the more engaged time students have, the higher they achieve. Highly interactive instructional styles led to greater amounts of student engaged time, and, consequently, increased student learning. Highly effective teachers use interactive presentations with modeling, questions and answers, guided practice, and constructive feedback before students work independently. It is also interesting to note that high student engagement during teacher-led instruction and group work yielded high engagement during independent seatwork. Academic learning time has to do with quality; it is the amount of time students spend actively working on tasks of an appropriate difficulty. Computer game makers use this same research concept. For the teacher, striking the balance between challenge and success in the classroom is more demanding and complex than any game, particularly with a heterogeneous group of students. To deliver lessons designed to maximize academic learning time, teachers must: Along with school management practices that ensure quality classroom time, time on task depends on good classroom management processes and highly interactive teaching styles. Four significant classroom management processes promote time-on-task: Room arrangement â€" Well-organized room arrangements provide easy student movement and good teacher-student eye contact. Trouble-free traffic patterns reduce distractions and disruptions. In addition, educators whose rooms are arranged so they have a clear view of all their students can easily monitor student engagement and attend to student activities. Rules and procedures â€" Effective rules and procedures reduce the time spent on disruptions and disciplinary situations Transitions â€" Efficient practiced transitions help students move in and out of the room smoothly and get to work quickly at the beginning of class or on the next learning activity. Preparation and pacing â€" Doing the hard work of pre-planning and preparing ample activities and materials allows educators to focus on the lesson momentum. Good pacing reduces dead time and keeps students involved and on task. What are practical ways of using this

information? In The Art and Science of Teaching, Robert Marzano identifies and explains four steps that work well in a variety of curriculum areas and classroom settings to promote time-on-task. Students require explanation for most curricular aims or learning goals. For example, if a teacher wants students to be able to perform oral presentations and assess their own skills, then the students need to be able use an evaluation rubric containing four criteria. It is very helpful for students to see someone not necessarily the teacher model the successful use of the skill or knowledge. Demanding learning goals require assistance and practice. Teachers need to include a number of instructional activities for students to practice with improvement-oriented guidance and feedback. At this point students are to display genuine mastery of the learning goal. Engaged time-on-task is especially relevant here. Independent practice makes sure that students can apply the knowledge or skill in a variety of circumstances and is deeply understood. Innovative educators use many interactive strategies during the first three steps and particularly during guided practice. Here is an annotated list of well-recognized, interactive teaching strategies:

2: About Your Privacy on this Site

Pacing a lesson so its nearly seamless takes expertise and practice -- and can be one of the greatest challenges for new teachers. For those more seasoned out there, here's a scenario many of us can relate to from the early days: way too much time for one learning activity, while not enough for another and clunky transitions in between.

Estimated time to complete this lesson: Create games with the help of shapes. Create game elements by using various properties and operations of the Shapes. As you know, you can use various operations of the Shapes object to draw, color, rotate, and animate shapes in the graphics window. Now you will learn how you can use different shapes to make games. Balancing the Ball â€" The Game In this simple game, you balance the ball on a seesaw in the graphics window. The timer displays how much time the user keeps the ball balanced on the seesaw. Notice how you can create different shapes with the Shapes object to add colorful elements to the game. Balancing the Ball â€" How to Play So how do you play this game? Steps to play the game: Rotate paddle, angle CalculateBallMetrics Shapes. DrawRectangle 10, 10, , GraphicsWindow. AddRectangle , 10 Shapes. Move paddle, , GraphicsWindow. AddEllipse 30, 30 Shapes. Move ball, ballX, ballY GraphicsWindow. Move directions, 80, GraphicsWindow. Max , angle - 1 ElseIf GraphicsWindow. You add a shape and move it by using different operations and properties of the Shapes. You add event handlers and use different conditions for different actions. In this game, you score points by using the mouse to select the correct shape from the shapes that appear in the graphics window. The objective of the game is to score points by clicking the correct shape. Again, notice how we are using different types of colorful shapes by using the Shapes object. Various shapes move across the screen. A shape name appears briefly, and the user must click the shape that matches the shape name. The user scores points for clicking the correct shape. AddTextBox , 0 Controls. DrawRectangle -2, 25, GraphicsWindow. Height - 50 GraphicsWindow. FillRectangle -2, 25, GraphicsWindow. AddEllipse 60, 40 Shapes. Move elli, , 50 GraphicsWindow. AddRectangle 60, 40 Shapes. Move rect, , 50 GraphicsWindow. AddEllipse 80, 80 Shapes. Move circle, 20, 50 GraphicsWindow. AddRectangle 40, 40 Shapes. Move square1, , 50 GraphicsWindow. AddRectangle 40, 80 Shapes. Move rect1, , GraphicsWindow. AddEllipse 35, 60 Shapes. Move elli1, , GraphicsWindow. AddRectangle 20, 20 Shapes. Move square2, , GraphicsWindow. Move elli, , EndIf Shapes. Move rect, , 50 EndIf Shapes. Move circle, , EndIf Shapes. Move square1, , EndIf Shapes. Move rect1, , EndIf Shapes. Move elli1, , 70 EndIf Shapes. Move square2, , EndIf Shapes. ShowMessage "Your score is: GetTop circle1 If Controls. FillRectangle 0, 0, , 20 GraphicsWindow. DrawText 10, 5, "Score: You add the text box and set the text in the text box by using different operations of the Controls object. You add and move different types of shapes by using the Shapes object, and you add a timer by using the Clock. In addition, you set different conditions to carry out different actions. Now you know how to: Create games by using shapes. Create game elements by using various properties and operations of the Shapes object. Show What You Know Write a program to display a graphics window, and then perform the following steps: Create a slightly opaque flower in the graphics window by using various shapes. Create a separate panel that contains separate, corresponding shapes that you have used to create the flower. Drag each shape from the panel to recreate the flower. To see the answers to these questions, go to the Answer Key page.

3: Third grade Lesson My Sister, The Great One | BetterLesson

Has anyone got an ideas for teaching students pacing for middle distnace lessons. I have a few ideas, but would really like to get my classes looking at how to pace, not "can you keep running so make sure you can pace yourself".

Table of Contents Chapter 7. Lesson Plans and Unit Plans: The Basis for Instruction You have set yourself up for success by learning everything there is to know about school and district policies and where to find correct answers to questions; setting up an organized classroom with every book, paper, and handout ready to go; working out basic rules to create a classroom that is a welcoming and safe place for intellectual development; determining consequences to support the rules; and planning for procedures, schedules, and seating charts that make sense. Now it is time to get to the actual purpose of the jobâ€"teaching students. With the standards and pacing guide in hand see Chapter 3 , you are ready to write lesson plans that will inspire students and generate success. The eight-phase lesson plan template described in this chapter delineates the key components of great lessons, making the best use of every teaching moment. When lessons flow sequentially, always reviewing prior knowledge and then constructing deeper understanding based on new concepts and skills, learning is relevant, organized, and comprehensible. The Challenge In college I majored in French and minored in physical education. Because I loved both and knew that each would be fun to teach. I never considered that the two might be a tough combination for someone who might want to hire me. I just wanted to learn more in subjects I loved. Two French instructors stand out in my mind for deeply expanding my knowledge of the language. Gambieta was ornery and frightening, and she taught grammar with the power of a hurricane, making clear her extremely high expectations. Each night we had a pile of homework to complete. The next day she would call on one or two of us to go to the board to translate a complicated sentence she had written there. Any mistakes meant a demeaning tirade that each of us dreaded. Whenever she chose me, I committed errors and then endured her ridicule, which caused me to feel helpless and hopeless as a student of language. No matter how I studied or performed at the board, my work was never of the quality that Mme. I did learnâ€"though through tyranny and fearâ€"and I memorized and eventually mastered her required skills. Fortunately, I loved French so much that she could not defeat me. The second professor who stands out in my mind is Dr. A tiny man physically, his immense adoration of the language brought magic to everything we did in class, whether it was reading, writing, speaking, discussion, or just taking in his mesmerizing lectures. Each moment in his presence increased my confidence and my love of French. Bertollo described and explained great literary authors and their works, he closed his eyes and transported his learners into an enchanted world of learning. Each class was inspirational and motivational and multiplied my knowledge and understanding. He treated each of us as if we were uniquely bright and gifted. He wanted us to love French language and literature as he did. Lessons Learned These two instructors were each teaching the same subject area to college students, but they possessed very different attitudes about igniting student learning. They were both passionate and knowledgeable, but very dissimilar in their lessons and delivery. I learned, but which teacher and type of lessons best illuminated my learning? Success by Design It is strange, but some teachers do not complete detailed lesson plans every day and then wonder why students do not learn. Although years of experience can shore up less-than-complete planning, nothing compares to well-planned lessons. Comprehensive plans increase the likelihood that lessons run smoothly, so that students receive quality instruction. By planning ahead, you are always set for the day. If you become ill, you do not have to drag your sick body from a cozy, warm bed to write plans and then drive in a semiconscious state to the classroom to organize each aspect of the upcoming day, including additional activities and backup materials for a substitute. How nice to remain inert and under the covers knowing that thorough lesson plans are complete and on the desk, with all supplementary material prepared! Few factors are as vital to teaching success as having well-designed lessons. Imagine a doctor who does not plan adequately for surgery, a contractor who builds a house as he pounds along using scrap lumber and duct tape wherever he finds them, or a teacher teaching a lesson with no foundation or clear direction. Students attain desired learning outcomes through excellent lessons. Creating the plans should not take longer than presenting the actual lessonâ€"but it may feel that way at first. Textbooks

and supplementary materials for the subject or grade level provide many lesson plan outlines, strategies, and activities. Being fully familiar with the materials and with grade-level and subject requirements leads to solid instruction. Excellent materials sit on shelves or are available online while teachers spend hours trying to design lessons instead of taking advantage of what already exists. Refer to and implement ideas and lessons from these materials, and then modify or fill in when no available tool can adequately meet instructional needs. Lesson Plan Phases After studying, observing, and reflecting upon lessons and lesson plans for many years, I have manipulated and adapted ideas to create a sequential design that reaches each diverse learner. Although on-the-spot modifications are almost always necessary while teaching, I use an eight-step model that engages students by building on their knowledge. Introduction Set a purpose. Describe the overarching reason for this lesson. Introduce the key concepts, topic, main idea. Get students on the right track. Pull students into the excitement of learning. Make the learning relevant. Explain how this lesson extends past learning and leads to future learningâ€"that is, the significance of the concepts, skills, and focus of the lesson. Foundation Check on previous knowledge. Verify what students already know. Double-check on learning from the past. Focus on specific standards, objectives, goals. Link the lesson to the standards, and let students know exactly what they will know and be able to do as a result of this lesson. Check for correctness and add to background knowledge. See it; say it; read it; write it. Brain Activation Ask questions to clarify ideas and to add knowledge. Engage students in the learning and build background with probing questions. Clarify and correct misconceptions. Engage students in activities that will inform you as to whether students are confused or have incorrect ideas so corrections can be made before the misconceptions become worse or detrimental to learning. Body of New Information Provide teacher input. Lecture, add key points and new information, read the text or articles, and solve problems. Present the body of the lesson. This may be a whole-class lecture, a small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active not silent reading without specific goals or mindless completion of a worksheet. Clarification Check for understanding with sample problems, situations, questions. Have students practice with the information just taught. Practice and Review Provide time for practice and review. Allow students time to practice under your supervision. You and the students work together. Select additional strategies for small groups of students who still do not "get it. This practice prepares students for successful homework, and it prepares them for future learning. Closure Bring the lesson to closure. Link the lesson phases and information together. Summarize the learning of the day, and discuss how it fits into the big vision for learning. Have students demonstrate what they know and can do by writing a brief note to hand in as they leave; the note may include questions, problems, or ideas on the learning. Alternatively, they may write in their journals or explain their understanding to a partner. Lesson Plan Template Figure 7. The key parts of the template underlying the lesson plan are the following: Time allotmentâ€"How much time to spend with each lesson phase, such as the introduction and the body of new information. Lesson phaseâ€"An explanation of the elements of each phase. Detailsâ€"Space for writing a supply list, page numbers, predetermined discussion questions, and other key lesson points. The plan assumes a time slot of 50 to 70 minutes. Because a period or day has a finite number of minutes, it is critical to plan lesson phases carefully. See Appendix A for a template you can use to plan a to minute lesson.

4: Basic Concept of Pacemaker |authorSTREAM

Anyone can learn basic English free using this website or our Facebook page where we give daily lessons on learning English. Search the website for a basic English lesson PDF book or exercise A quick way to find a baisc English lesson is to type in the search box what you are looking for.

But to play the notes well, it takes some advanced technique and theoretical knowledge. How well can you keep the R. How well do you maintain the balance among the voices? Do you understand the harmonic progressions? Can you identify all the Neapolitan chords? Are you able to analyze the structure of the movement in terms of the Sonata-Allegro form? As far as, technique wise I can play hands at different volumes but not very well, obviously doing it within the same hand is beyond me. Or they just play the whole thing at forte. I routinely send my students to exams and competitions with this piece, and the comments they get back from the "judges" make you wonder if the "judges" understand anything at all. And to convey its emotional depths. Originally Posted by Jouishy I feel you so much! I experienced exactly that. I wish I had your lucidity to realize it earlier! I started the piano in February It was clear to me that I wanted to take lessons, in part so I would not start on the wrong note metaphorically speaking , not taking bad habits right from the start. I found a student at the local conservatory who was teaching and started lessons with him. I told him I had some musical knowledge from playing clarinet in High school, reading the treble clef fluently, knowing the rhythms, what the notes on the piano were, etc. I was mostly lacking the reading of the bass clef. First lesson, he asked me to play something. There was a piece I had fun playing on a small keyboard when I was younger. The only melody I could play with both hands at the same time: Then he gave me the famous minuet in G major to practice. We look a bit into it in the lesson. He was surprised that I was able to play consistently while following the beat of a metronome. Up until the moonlight sonata, it was mostly fine. I enjoyed what I could achieve with my pieces. And it clearly gave me the willingness to play those pieces correctly one day! But maybe I could have grown the same motivation without practicing pieces that were way too hard for me. In the last months with that teacher, I was starting to feel dissatisfied with what I was doing. I was needing some fresh air and some easier pieces! He is a very nice guy. He asks for news once in a while. He did tell me a few times, when we were having lessons together, that he liked me so much as a student and that every teacher would want more students like me, since I was motivated and dedicated. He did push me as much as he could. He wanted me to get each piece to the max I could get. He pushed very hard in the Mozart sonata. I did improve a bit, but not very much, and I think that time would have been better spent on something else. When he left so I had no choice but to change teacher, I was sad. I took lessons to avoid taking bad habits and was blindly confident that my teacher would guide properly. It was a really cold shower. At first, I was very discouraged, but then, I told myself that it was a good thing that I was forced to change teacher and that it was better to fix my bad habits at 1,5 year of playing instead of later. So I rolled up my sleeves and start fixing thing, one at a time. Talking back to my former teacher, he did admit skipping some things. In our recent discussion, he told me that there was no piece that matched my level at that time and that correspond what I was seeking for. But he seemed to be afraid to disappoint me or, in general, that I would be annoyed or bored with easy pieces. It feels mostly like a lack of confidence from a young teacher. Looking back through this experience I had, I feel like I should have told my teacher right from the start that one of my goals with taking lessons was not to take bad habits, and that I was willing to practice technique. In fact, at times, giving me stuff that was too hard for me had some of the contrary effect: When I was practicing my Debussy, I was often sighting in despair in front of my inability to get it right. I would have largely preferred that he waited a few months more before bringing me this. I really think you would benefit from a similar step back, and you probably go through this with your current teacher. Just open the dialogue and see what comes out of it! If it takes 10 years, or more, so be it. Maybe the exam-road I decided to take is not the best one to bring me there. And there is a balance to find between rationality and fun. That can be a hard sweet spot to find! You definitely should address the question with your teacher, telling him you want to build strong technique and are perfectly comfortable playing easy pieces to be able to achieve your goals. You kinda sound

like an exact copy of me, with the prior clarinet experience lol. But honestly playing things that are much harder than I should be playing is boring me, because it takes a lot more mental endurance to do it, especially when I know it will never sound as good as I might want it to be. Is my teacher pacing lessons to quickly?

5: Lesson Plans and Unit Plans: The Basis for Instruction

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Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Unit Introduction The lessons housed within this unit all provide practice on specific skills or strategies. Still others were designed to give students meaningful practice while I conducted required testing. In these next seven lessons, we tackle identifying fictional elements, describing main characters, summarizing, and making connections between texts by comparing and contrasting characters. The pain and the great one. New York, New York. My rotten redheaded older brother. Before reading I ask students to be on the look out for ways to describe the sister. I also tell them that when a great trait comes to mind, think of a piece of evidence from the text that would support that idea. After reading, I have students partner share their ideas of character traits. I always get a mix of responses: Besides, that describes her age not her character or personality. I take three or four of their better responses and we record each in their packets. As we write each one, I have students also give me a specific piece of evidence from the story that would support their trait. I was honestly impressed with some of their traits and support. It was obvious that their teachers in second grade had spent a bit of time on this skill. When we had a good amount of responses and evidence describing the sister, we moved on to the last part of the page where it asks if the character changes. All students agreed she did not as she remained bossy, jealous, etc. Pain and the Great One. Today they are to: Begin reading their independent fiction text. Look for ways to describe a main character by thinking of appropriate character traits and locating evidence for their ideas. If students are towards the end of their books, they can reflect on whether a character has changed during the story and look for ways to support their answers. While students work, I conduct independent or small group conferences. Closure 10 minutes At the end of the work time, students share their work with their reading partners. As they share, I walk the room looking for great examples of both types of responses. I make notes of those who had strong connections to the text and their own life experiences or had excellent examples of character traits with textual evidence and then share these with the class.

6: CTE Online :: Outline Planner :: Animal Science - CTE Online Model

Pacing lesson plans and worksheets from thousands of teacher-reviewed resources to help you inspire students learning.

7: Time-on-Task: A Teaching Strategy that Accelerates Learning

Now you will learn how you can use different shapes to make games. Let's start with a very simple game that you can create by using the Shapes object in Small Basic.

8: Fluent writing : how to teach the art of pacing in SearchWorks catalog

Small Basic generates and displays a unique ID for your program. Using this ID, you can share your program with others. You can also give your program a suitable title, provide a brief description, and define the category for your program.

9: Is my teacher pacing lessons to quickly? - Piano World Piano & Digital Piano Forums

This Pacing Calendar provides a suggested order of assignments and timing for utilizing the EasyTech curriculum in a year-long technology course.

BASIC SMALL PACING LESSONS pdf

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