

### 1: Hard-learned lessons in classroom management – Cécile Lainé

*I design my guitar lessons around each individual student and strive to keep the lesson light and enjoyable while also aiming for a high standard of education. Whether you are looking to play for pleasure at home, around the campfire, or want to learn practical music theory for composition and/or improvisation.*

You read a whole book! A parent or older sibling needs to read the new words in the box to the child before he begins reading the lesson. Show the child the word point to it with the mouse and read it to him. Have him read the word to you. You can ignore the list of letters. You can also zoom in at any time. After you read through the words, have the child read the lesson story to you. Have someone show you the words and then read you the story. Lesson Congratulations on finishing your book! That is how to read big words, really, really long words. It will be easy for you. You will learn how to put the sounds of words together. Read this first page 1 vowels. It is all vowels. Do you remember their usual sounds? The last row has all of the vowel sounds you will be practicing. Lesson Read this next page 2 b by putting each vowel with the letter B. Lesson Read the next page 3 d in your phonics lessons. Lesson Read the next page 4 f in your phonics lessons. Lesson Read the next page 5 g in your phonics lessons. Lesson Read the next page 6 h in your phonics lessons. Lesson Read the next page 8 k in your phonics lessons. Lesson Read the next page 9 l in your phonics lessons. Lesson Read the next page 10 m in your phonics lessons. Lesson Read the next page 11 n in your phonics lessons. Lesson Read the next page 12 p in your phonics lessons. Lesson Read the next page 14 s in your phonics lessons. Lesson Read the next page 15 t in your phonics lessons. Lesson Read the next page 16 v in your phonics lessons. Lesson Read the next page 18 y in your phonics lessons. Lesson Read the next page 19 z in your phonics lessons. Lesson Read the next page 20 b d in your phonics lessons. Lesson Read the next page 24 p r three in your phonics lessons. Lesson Read the next page 25 s t three in your phonics lessons. Lesson Read the next page 26 v w x y z three in your phonics lessons. Lesson Read the next page 27 three review in your phonics lessons. Lesson Read the next page 28 three again in your phonics lessons. Lesson Read the next page 29 three once more in your phonics lessons. Lesson Read the next page 30 c, k in your phonics lessons. Lesson Read the next page 31 ck in your phonics lessons. Lesson Read the next page 32 nd in your phonics lessons. Lesson Read the next page 33 st in your phonics lessons. Lesson Read the next page 34 ft in your phonics lessons. Lesson Read the next page 35 nt in your phonics lessons. Lesson Read the next page 36 lk in your phonics lessons. Lesson Read the next page 37 lf in your phonics lessons. Lesson Read the next page 38 sk in your phonics lessons. Lesson Read the next page 39 four rhyme in your phonics lessons. Lesson Read the next page 40 y in your phonics lessons. Lesson Read the next page 41 y groups in your phonics lessons. Lesson Read the next page 42 doubles in your phonics lessons. Lesson Read the next page 43 sh in your phonics lessons. Lesson Read the next page 44 th in your phonics lessons. Lesson Read the next page 45 ch in your phonics lessons. Lesson Read the next page 46 review in your phonics lessons. Lesson Read the next page 47 ing in your phonics lessons. Lesson Read the next page 48 ung in your phonics lessons. Lesson Read the next page 49 verb ing in your phonics lessons. Lesson Read the next page 50 ink in your phonics lessons. Lesson Read the next page 51 unk in your phonics lessons. Lesson Read the next page 52 a in your phonics lessons. Lesson Read the next page 53 i in your phonics lessons. Lesson Read the next page 54 o in your phonics lessons. Lesson Read the next page 55 u in your phonics lessons. Lesson Read the next page 56 e in your phonics lessons. Lesson Read the next page 57 e in your phonics lessons. Lesson Read the next page 58 old in your phonics lessons. Lesson Read the next page 59 ind in your phonics lessons. Lesson Read the next page 60 long in your phonics lessons. Lesson Read the next page 61 ing in your phonics lessons. Lesson Read the next page 62 ed in your phonics lessons. Lesson Read the next page 63 er in your phonics lessons. Lesson Read the next page 64 long er in your phonics lessons. Lesson Read the next page 65 long and short in your phonics lessons. Lesson Read the next page 66 chunk in your phonics lessons. Lesson Read the next page 67 more in your phonics lessons. Lesson Read the next page 68 x in your phonics lessons. Lesson Read the next page 69 sh in your phonics lessons. Lesson Read the next page 70 sh in your phonics lessons. Lesson Read the next page 71 ch in your phonics lessons. Lesson Read the next page 72 ch in your phonics lessons. Lesson

Read the next page 73 wh in your phonics lessons. Lesson Read the next page 74 th in your phonics lessons. Lesson Read the next page 75 qu in your phonics lessons. Lesson Read the next page 76 review in your phonics lessons. Lesson Read the next page 77 L blends in your phonics lessons. Lesson Read the next page 78 L blends cont. Lesson Read the next page 79 L review in your phonics lessons. Lesson Read the next page 80 sm in your phonics lessons. Lesson Read the next page 81 st in your phonics lessons. Lesson Read the next page 82 sc in your phonics lessons. Lesson Read the next page 83 s blends in your phonics lessons. Lesson Read the next page 84 r in your phonics lessons. Lesson Read the next page 85 r blends in your phonics lessons. Lesson Read the next page 86 beginning blends in your phonics lessons. Lesson Read the next page 87 ar in your phonics lessons. Lesson Read the next page 88 or in your phonics lessons. Lesson Read the next page 89 more in your phonics lessons. Lesson Read the next page 90 ir in your phonics lessons.

### 2: Lessons Learned Quotes (99 quotes)

*Learn for free about math, art, computer programming, economics, physics, chemistry, biology, medicine, finance, history, and more. Khan Academy is a nonprofit with the mission of providing a free, world-class education for anyone, anywhere.*

Each math lesson provides in-depth instruction ideal for learners of all ages and abilities. Both metric and English units are used in these math lessons. Circumference and Area of Circles Description: Both metric and English units are used in these lessons. Elementary Math Lessons Description: These lessons on number theory include the following topics: Connections to geometry and the real world. Introduction to Fractions Description: Convert Fractions to Mixed Numbers. Convert Mixed Numbers to Fractions. Math instruction is visual and conceptual. These lessons use both visual and conceptual approaches. Multiply fractions with and without cancelling, multiply mixed numbers, reciprocals, divide fractions, divide mixed numbers, solving real-world problems. Instruction is visual and conceptual. Adding and Subtracting Decimals Description: Estimate Decimal Sums and Differences. Multiplying and Dividing Decimals Description: Estimate Decimal Products and Quotients. Consumer Math with Percent Applications Description: Many connections to money in these lessons. Integer Properties and Arithmetic Description: Integer properties and the number line. Mixed Review of Arithmetic Operations. Data and Graphs Description: Step-by-step instruction on how to read, interpret and construct Line, Bar and Circle Graphs. Determine which graph is appropriate for a given set of data. Mean Median Mode Description: Negation, Conjunction and Disjunction. Conditional, Compound, and Biconditional Statements. Truth tables used in all lessons. Sets and Set Theory Description: Basic definitions and notation, types of sets, equality, Venn diagrams, subsets, Universal set, set-builder notation, complement, intersection and union. Many visuals in these lessons.

### 3: Online Dance Classes For 10+ Styles - Free Online Dance Lessons

*The lessons learned session is a very important part of the lessons learned process. If the session is not successful, the organization loses out on the lessons learned opportunity. To obtain optimum results, the lessons learned sessions should be facilitated by someone other than the project manager.*

May 20, Author: Cecile Laine 25 Comments For all the teachers who have ever had a class that made them feel like a failure, I see you. This blog post is for you. Before meeting my 5th grade class, I was very confident in my ability to win over any class using Compelling and Comprehensible Input. That was simply arrogant on my part, and I had a brutal wake-up call this year. When I took over this class late September at my new school, students were learning about French with paper and pencil. Very quickly, a group of vocal students started trying to take control of our class. Instead of embracing being released from paper and pencil, they abused their newfound freedom. They started making fun of my gestures, they blurted, shouted, talked over me, and over their classmates. Here is how I responded at first: I tried modifying instruction, for example I asked everyone to write a name for our character on a note card and choose a name at random to avoid conflicts. By November, I had completely lost control of the class. His videos drastically changed my approach. I took a hard look at myself, and realized I needed a much more consistent, structured, and strict classroom management approach. Jon made me realize that some classes need a very structured environment, and he gave me the tools to take back control. I used what Jon calls a hard reset. I created a behavior plan with our assistant principal and got buy-in from the homeroom teachers. I shared the behavior plan with the class, answered questions, and each student signed a copy of the plan. Then, I had them physically leave the classroom and re-enter under the new behavior plan. A few students entered the classroom shouting and dancing, I had them exit and try again until they entered quietly. Once we sat down, some students immediately tested the new plan by talking over me, and I responded according to the plan. It was super hard to remain consistent, I felt like I was constantly interrupting instruction to follow the behavior plan, I felt I was being a mean teacher! but within a week or two, things started getting somewhat back under control. One student even apologized to me! I used this small momentum to try to build our community again by doing Special Person. I will admit I was never a fan of Special Person, because I find it very repetitive. But it worked very well with this class so I milked it: This may look like a production project but it is not. All students had to do was read my personal answers, copy the correct questions from the posters posted in our classroom, and modify the answers with their personal info and pictures. It was a sneaky way to provide input. My students really got into this and surprised me by asking if they could present to the class, we really had a blast! I used a slideshow to tell the story and stopped right before the final twist, and then we watched the video as a reward. Thank you Alice for providing comprehensible input to my students and helping me keep my sanity! Our class was never all rainbows and unicorns, I did not turn the class around nor did I create the community I wanted to create; we just got a bit more productive and my students received some input. I am grateful I only had one class where I had to use these new-for-me classroom management strategies. Even though this experience was difficult, I am proud of myself for not giving up on my students and not resorting to worksheets and busy work. I hope this experience and some of the resources I posted will help other teachers with similar issues.

### 4: Khan Academy | Free Online Courses, Lessons & Practice

*You can really tell that he teaches because he loves the game and this passion is palpable in every lesson. I started working with Warren because I wanted to learn how to play socially with coworkers and after 12 lessons, he was able to give me a very good foundation on forehands, backhands, and serving.*

I am Pete Anna: Nice to meet you Anna: Writing Introduce yourself in the Comments section. Download the worksheet to learn the alphabet and numbers. Lesson 1 Activity Sheet For a fun way to learn the alphabet, watch the alphabet video below. Learning Strategy Each week we teach a new learning strategy. The first one is Set a Goal. What do you want to learn? Here is an example: Pat works at a coffee shop. She wants to greet her customers in English. She sets a goal: Setting a goal is an important learning strategy because it gives you a strong reason to keep studying. What is your goal for learning English this year? Send us an email or write to us in the Comments section. See the Lesson Plan for more details. Listening Quiz Check how well you understand the lesson with this quiz. Play the video and choose the correct answer. Quiz - Lesson 1: Welcome New Words apartment - n. She lives in an apartment. Pete meets Anna on the street. Anna has a new friend. It is nice to see you. Anna lives on Irving Street. Please try to say it again. Let us know your thoughts about this lesson in our Comments section or send us an email. Meeting people; Pronouncing linked sounds Your opinion.

### 5: ESL Help Resources | Wyzant Resources

*Let's Learn English is a course for English learners. Certified American English teachers designed the course for beginners. There are 52 lessons. Every fifth lesson, there is a review of the.*

Tom McDougal This essay is part of the larger radio documentary Teaching Teachers , which you can listen to in its entirety on this website or on our podcast feed iTunes. She noticed, for example, that there are many ways to figure out the area of a parallelogram. When she was in school, this had been taught to her as a formula. She was just expected to memorize it. In Japanese classrooms, however, teachers took a different approach. After learning how to find the area of a rectangle, students would be given a parallelogram. Their task was to take what they knew about rectangles to try to figure out the area of this new shape. These teaching strategies came from the United States, they told her. This was really curious. Education ideas developed in the U. It turns out math lessons in Japan used to look a lot like lessons in the U. But when researchers develop new ideas about teaching and learning, Japanese teachers have an effective way to learn those new ideas, and practice them. Akihiko Takahashi The name for lesson study in Japanese is jugyokenkyu. So, the study or research of teaching and learning. A group of teachers comes together and identifies a teaching problem they want to solve. Maybe their students are struggling with adding fractions. Next, the teachers do some research on why students struggle with adding fractions. They read the latest education literature and look at lessons other teachers have tried. The lesson plan is like their hypothesis: If we teach this lesson in this way, we think students will understand fractions better. Then, one of the teachers teaches the lesson to students, and the other teachers in the group observe. Often other teachers in the school will come watch, and sometimes educators from other schools too. How are the students reacting to the lesson? What are they understanding or misunderstanding? The purpose is to improve the lesson, not to critique the teacher. In the United States, we tend to think that improving education is about improving teachers â€” recruiting better ones, firing bad ones. But the Japanese think about improving teaching. Lesson study is one way to do that, he says. No one to turn to for help Jasmine Bankhead needed to figure out a way to improve teaching at her school. Finally, the school district had taken dramatic action by firing the principal, the staff and all the teachers. Her job was to turn a failing school into a successful one, with all the same kids, but an entirely new teaching staff that she got to choose. She set up workshops and sent them to professional development days. She and her administrative team would visit classrooms, hoping to see all this great inquiry-based teaching. What they saw instead were a lot of teachers standing at the front of the room, talking. So they fell back on what they remembered about how their teachers taught, says Bankhead. This is a common complaint about the traditional approach to teacher professional development in the United States. Teachers go to workshops and professional development days where they might get great new ideas about teaching. But when they get back to their classrooms and try to put those ideas into practice, all kinds of questions come up. Teachers in the United States have been expected to go into their classrooms, shut their doors, and figure things out on their own. They decided to get in touch with the professor, see if he could help them. Before that, he was an elementary school teacher in Japan. He first came to the United States in the early s looking for all the great approaches to teaching math that he and his colleagues in Japan had learned about from American researchers. There was no lesson study in the United States. He started it with a former American teacher, Tom McDougal, who was frustrated with the lack of good professional development in U. Since , McDougal and Takahashi have worked with more than 20 schools in the Chicago area. Teachers come together to identify a problem they want to solve. Then they spend months doing research and planning a lesson. Angela Flores and Melissa Warner teach third grade. Wanna Allen teaches fourth grade math and science. When they first came together to identify the teaching problem they wanted to solve, they had several things on their mind. One, they knew the overall goal for the school was for teachers to work on inquiry-based teaching. Two, they were thinking about the Common Core. Lesson study, they thought, would be a good way to do that. She liked the idea of lesson study right away. Flores, Warner and Allen decided to plan a math lesson that would focus on the third grade Common Core math standards for geometry. They noticed that kids often struggled with understanding

how to find the area of a shape. If they were asked to find the area of an odd shape — a parallelogram or a few rectangles put together — kids often had no idea where to begin. It took months of planning and consultation with McDougal and Takahashi to come up with a lesson plan. That gets a laugh from her colleagues. Their principal, Bankhead, does arrange for subs to come in occasionally to free them up for planning. But for the most part, doing lesson study requires teachers to be willing to work at night and on weekends. Stephen Smith After nearly six months of planning, Allen, Warner and Flores are ready for their public research lesson. Warner has volunteered to teach it. We really want feedback. Third-graders have gotten special permission from their parents to stay after school. They get a quick snack of pizza and then file back into their classroom, where a crowd applauds for them as they enter and sit down at their desks. McDougal and Takahashi are here too. The observers are all holding clipboards and iPads, ready to take notes. The goal of this lesson is to find the area of a different kind of shape. It looks like this: Warner gives each student a copy of the shape. The kids begin working, quietly, on their own. Occasionally she asks a kid to explain his or her thinking. She just listens and observes. This is a technique she learned from doing lesson study. In Japanese, there are a bunch of words and phrases that describe specific things teachers do to help children learn. This vocabulary about teaching comes from years of doing lesson study. Warner gives her kids several minutes to work on figuring out the area of the L on their own. Warner, eager to share their methods for finding the area of the L. Some students calculated the perimeter of the L instead of the area. This is something Ms. As part of the lesson study process, teachers think ahead of time about how kids are likely to respond to the lesson. What are the common misconceptions? What are kids likely to do wrong? Warner and her colleagues came up with a list of 18 different incorrect methods for finding the area of the L. Her goal here on the rug is to go through some of those incorrect methods, see if other students can find the flaws, and eventually steer everyone in the direction of methods that work. But others look confused. Warner calls on him. He divided the L into two rectangles and calculated the area of each one. This seems to be a breakthrough moment. To see if students really get it, Ms. Warner calls the class back to focus on her. A bunch of kids are still stuck on perimeter. And some insist you need to multiply the area of the two rectangles. But then a really interesting thing happens. This is where the visitors in the room share what they observed. Their job was to watch the kids. How were the students reacting to the lesson? What were they understanding or misunderstanding?

### 6: 5 Essential Teaching Strategies to Deliver an Effective Lesson

*Recent Examples on the Web: Noun. Branch also is offering youngsters free lunches, arts and crafts classes, a reading program for older children, ballet dance lessons, and sessions to teach kids and adults how to use and program computers.*

The better understanding we have of life, the more we live in the truth. Below are 33 of the most powerful lessons in my life. I encourage you to share yours with us by leaving a comment below. Seeing children play can make even the bluest day brighter. Money is not the root of all evil, fear is. The secret to happiness is the acceptance of yourself. Happiness is not based on external status, it is an internal state. Every man has a right to choose his own destiny. The path is the way. Coming is going, going is coming. The hardest is found in the easiest. Heaven and hell exist here and now, within your own mind. Life is the largest stage. Music is one of the most supreme expressions of life. It is gone within an instant, and therefore, extremely precious. Remember what your mother taught you, it came from the most sacred place of love that exists. Never let an argument last, never hold a grudge, it will make your heart heavy. Be grateful for this moment, it is all there is. The source of most of your frustrations and anxiety are the result of living in the future, or the past. Spend time alone with yourself every day. Always go with yourself, never against yourself. You have to be your own best friend. The truth shall indeed set you free. Lies only exist if we believe in them. Even the most fundamental beliefs about reality are not true in themselves. Our thinking makes them true in our experience. Your thoughts create reality. The biggest lie is the lie of your imperfection. Being kind is more important than being right. Your heart is your best compass. Your beliefs are a filter for your reality. Love is the supreme expression of life, it is the essence and ground of all creation.

### 7: Learn to Read – Easy Peasy All-in-One Homeschool

*Comments on "33 of Life's Most Powerful Lessons" It's a hard lesson to learn. @ Clay: Thanks for linking me, I truly appreciate it. Vote Up 0 Vote Down Reply.*

Another 10 Fun Classroom Activities to Help Students Practice Speaking English Updated on June 9, more This collection of fun games and role play activities for English language teachers should arouse some enthusiasm after a vocabulary drill or new grammar study. As the sequel to the previous article 10 Fun Classroom Activities to Help Students Practice Speaking English , these exercises are aimed at helping your students get to know each other better and practice speaking with confidence in the ESL classroom. English classes of all sizes and ages can get involved, meaning adults, children, parents, tutors and school teachers can all participate. The activities can be used as time allows or if you want to focus on learning a specific skill such as speaking or practicing new vocabulary. Source Face Game If your students do not know already then first teach them the following parts of the face: Now, ask the students to make fists with both hands and touch their ears. On the first round, you play the role of the leader and say: The third time that you say ear, say it more slowly, so that other players know that you are about to switch. When the new part is called out in this example, forehead , everyone must quickly move both of their fists from ear to forehead at the same time. If anyone, including the leader, touches any part of the face other than the forehead is the loser and takes over as the new leader. As punishment, the loser must share their views on any subject of your choosing with the class. Fast Food Role Play This role-playing exercise requires two students. Ask for volunteers or select from the class. One student will act as the manager of a fast food restaurant. The other will act as a student looking for a part-time job. The restaurant has advertised a part-time vacancy, so the student has come for an interview. Some useful supplementary vocabulary includes: Travel Agency Role Play This role-playing exercise requires two students. One student will act as an agent in a travel agency. The other student will act as a customer. The customer wants to take a trip to Australia for two weeks and asks for help from the agent about the travel route, airplane tickets, hotel rooms, places of interest, etc. The students should try to keep the conversation lively. Each student will select and play the role of a current or historical political figure such as: You will acts as the host of a TV discussion panel in which each of the famous political personalities participate. Begin the discussion by asking one of the students what they think about the future of America. After the first student has answered, each of the other students can give their opinions. Guessing Game Using vocabulary the students have learned recently, prepare some cards with one word written on them. During class, select one of the cards without showing the students what is written on it. The students will try to figure out what the word is by asking questions, which you will answer. Is it made out of paper? Is it a thing or a person? Is it an animal? Is it something we can use? The students can guess what is written on the card whenever they think they have enough information. Anyone who guesses right wins a piece of candy or another reward provided by you. Then go to the next card. Source Company Employees Role Play This role-playing exercise requires four students who will act as employees who work in the same company. Person A joined the company just two weeks ago. Person B is an average employee who is fed up with the job after working there for ten years. Person C is an easy going person who has been working there for four years. The fourth student will act as the director of the office, Person D. A asks them to keep the noise down and tells them to act more professionally in the workplace. This causes B to begin arguing with A while C tries to calm the situation. The director will walk in during the heated argument. Each student should think about what they would say and act in his or her role. Master of Business Administration, be cocky, be serious, quarrel, and lecture somebody for wrongdoing. Piece Together a Narrative Copy each sentence below on a card, and give each student one or two cards in random order. The students must memorize the sentence on their cards and then hand the cards back to you. The students take turns to recite their sentences to the class. After all students have spoken, the whole class must work out the correct sentence order to make the completed narrative. Besides, does it really matter who wins and who loses! Shorten or lengthen the narrative according to the number of students you have in your class. Musical Chairs Game Ask your students if they know any songs in

English. Make space so that the students can place their chairs in a circle with one chair less than the total number of students. The game starts with the students circling around the chairs, singing the song they have just learned. The one student left standing is the loser of this round. Remove one chair and start the game again. Repeat until only one player is left.

**Celebrity Name Game** Before class, prepare cards with names of well-known celebrities on them, one per student. The names should be easily recognizable to the students. Their description may begin with statements such as: I have blonde hair. I recently married a famous singer.

**Split the class into two teams to add some healthy competition.**

**Exchange Student Role Play** This role-playing exercise requires two students. One student will act as a curious young foreign exchange student. The other will act as his or her tutor.

The student saw some advertisements for the upcoming presidential campaign. How does your country elect a president? Who is allowed to vote? Can anyone run for election? Which is the best ESL classroom activity for kids?

### 8: All Lessons | Learning Hindi!

*Include All Experiences - Lessons learned should draw on both positive and negative experiences. Act Quickly - Obtain feedback as quickly as possible to avoid people forgetting the challenges faced during the course of a project.*

Formally conducted lessons learned sessions are traditionally held during project close-out, near the completion of the project. The purpose of documenting lessons learned is to share and use knowledge derived from experience to: Promote the recurrence of desirable outcomes Preclude the recurrence of undesirable outcomes As a practice, lessons learned includes the processes necessary for identification, documentation, validation, and dissemination of lessons learned. Utilization and incorporation of those processes includes identification of applicable lessons learned, documentation of lessons learned, archiving lessons learned, distribution to appropriate personnel, identification of actions that will be taken as a result of the lesson learned, and follow-up to ensure that appropriate actions were taken. Lessons learned document the cause of issues and the reasoning behind any corrective action taken to address those issues. What was learned about the project in general? What was learned about project management? What was learned about communication? What was learned about budgeting? What was learned about procurement? What was learned about working with sponsors? What was learned about working with customers? What was learned about what went well? What was learned about what did not go well? What was learned about what needs to change? Lessons learned should draw on both positive experiencesâ€” good ideas that improve project efficiency or save money, and negative experiencesâ€” lessons learned only after an undesirable outcome has already occurred. Every documented lesson learned should contain at least these general elements: Project information and contact information for additional detail A clear statement of the lesson A background summary of how the lesson was learned Benefits of using the lesson and suggestion how the lesson may be used in the future At any point during the project life cycle, the project team and key stakeholders may identify lessons. Upon project completion a lessons learned session is conducted that focuses on identifying project success and project failures, and includes recommendation to improve future performance on projects. The lessons learned session is typically a meeting that includes: Did the delivered product meet the specified requirements and goals of the project? Was the customer satisfied with the end product s? If not, why not? Where costs budgets met? Was the schedule met? Were risks identified and mitigated? Did the project management methodology work? What could be done to improve the process? What bottlenecks or hurdles were experienced that impacted the project? What procedures should be implemented in future projects? What can be done in future projects to facilitate success? What changes would assist in speeding up future projects while increasing communication? Lessons learned and comments regarding project assessment should be documented, archived, presented, and openly discussed with the intent of eliminating the occurrence of avoidable issues on future projects. The ultimate purpose of documented lessons learned is to provide future project teams with information that can increase effectiveness and efficiency and to build on the experience that has been earned by each completed project. If documented and disseminated properly, lessons learned provide a powerful method of sharing ideas for improving work processes, operation, quality, safety and cost effectiveness, etc. Best Practices Include All Experiences - Lessons learned should draw on both positive and negative experiences. Act Quickly - Obtain feedback as quickly as possible to avoid people forgetting the challenges faced during the course of a project. Document - Store lessons learned throughout the project in a central repository. Make Accessible - Make lessons learned accessible to other projects. Archive Lessons - Lessons learned should be archived as historical project data and incorporate into the organizations lessons learned. Disseminate Lessons - Disseminate lessons learned to the project management community. Reuse Lessons - Reuse lessons learned from past projects to help better manage current projects. Involve Stakeholders - Involve all project participants and stakeholders in the lessons learned process. Solicit Feedback - Conduct a post-project survey to solicit feedback on the project from the project team, customers, and stakeholders who were well-acquainted with the management of the project. Identify Lessons Learned - Convene a lessons learned session to promote the success of future projects. Archive Data - Archive all project data in a central

repository. Include best practices, lessons learned, and any other relevant project documentation.

### 9: A different approach to teacher learning: Lesson study | American RadioWorks |

*"You'll learn, as you get older, that rules are made to be broken. Be bold enough to live life on your terms, and never, ever apologize for it.*

**Model Your Expectations** Before you begin your lesson, make sure that you teach and model your expectations for the lesson. For example, if you were teaching a science experiment, the first thing that you would do is show the students how to properly use the materials. You would also tell them the consequences of what would happen if they do not handle the materials properly. **Actively Engage Students** Children learn by doing, not just by hearing. Get your students engaged in the lesson by having them partake in hands-on activities. Use cooperative learning techniques, or technology like an iPad or a whiteboard to enhance your lesson. **Be Mobile** While students are busy applying the skills that you have taught them you need to be mobile and move around the classroom to make sure all students are keeping on track with what they are supposed to be doing. Take this time to answer any questions, give the children who may be off a task a gentle reminder, and scan the classroom to make sure all is going as planned. As you move about the classroom, ask students critical thinking questions to strengthen their comprehension skills. Use how and why questions to make sure that you are meeting your objective. **Compliment Positive Behavior and Hard Work** When you see a student paying attention, working hard, and doing what they are supposed to be doing to meet your goal, compliment them. Make sure that all students see you doing this, so they will understand why you are pleased and in turn try to meet your objective for the lesson in a positive way as well. Look for any patterns that may have come up, or try to find what you were lacking in a particular area. Once you are armed with this knowledge of self-reflection, you can take that information and do something with it. You will find this self-reflection to be extremely valuable in developing your skills as an educator. This deep understanding will only help your lessons become more effective. What elements do you think need to be in a lesson in order for it to be an effective one? Do you know what specific characteristics make for a great lesson? Please share your thoughts with us in the comment section below, we would love to hear your ideas. Janelle Cox is an education writer who uses her experience and knowledge to provide creative and original writing in the field of education.

Textual commentary. Managing projects with microsoft project 2013 Copy shepherds diet 2010 ashrae handbook refrigeration Ellen Glasgow, beyond convention The omnivores dilemma young er edition Finder pumps uhn manual V. 2. Reactor design The Encyclopedia of Autoimmune Diseases (Facts on File Library of Health and Living) Nietzsche: an anthology of his works. Khirbet Qumran and its environs Eric M. Meyers The new dictionary of needlepoint canvas stitches Inspirational Sayings for Kids Official report of the speech delivered by Hon. Edward Blake, leader of the Liberal Party of Canada on th Fundamentals of pathology pathoma 2017 The insects an outline of entomology 5th edition Land rover discovery sport manual Android studio 2.3 development essentials The ABCs of Safe Healthy Child Care Design strategies and statistical methods used in descriptive epidemiology Tacos recipes and provocations Healing by the great physician Coherence of Gothic conventions Touchstone 2 students book The burden of the Balkans Treating death like a disease rather than as a natural process Chromosome atlas of cultivated plants VisiCalc for the Apple II plus and Iie computers Evolution in the genus Bufo. Being a part and apart : dialectics and group communication Scott D. Johnson and Lynette M. Long James patterson kiss the girls A Renaissance Aryan. Classification of ring and C\*-algebra direct limits of finite-dimensional semisimple real algebras Urban planning of seoul Brs microbiology and immunology 5th edition S10 v8 conversion manual Clouded titles mayday edition The scripts of ancient Northwest Semitic seals Part IV: The controlling process The Australian Race