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The class was made up of 20 students, 7 girls
and 13 boys. There were several students
who had an IEP including two who have
severe behavior problems. Overall, this was a
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PEOPLE WHO HAVE REACHED OUT
TO TELL ME THAT THEY PASSED! :)

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The above comic strip was shown at our first RETELL class. This inspires us to remember that we are responsible for teaching every student, and we need to think of efficient ways to reach all of them.

RETELL & Interactive Strategies - Mrs. Judy Araujo ...

The RETELL initiative and the introduction of this SEI Teachers ' Endorsement course come at a time when teachers of all students, and teachers of ELLs in particular, must be equipped to address the needs and build on the multilingual and multicultural assets of a diverse and ever-

Massachusetts Sheltered English Instruction Teacher ...

Capstone Project: BUS485 The structure of this assignment is comprehensive and integrative. It requires synthesis and evaluation of information, skills and

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Knowledge developed throughout the BS program at KBCOB. This 8 week assignment (introduced the 1st week of the class) will serve as a culminating project.

This book is a shorter version of *Developing Literacy in Second-Language Learners*, reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. This book concisely summarizes what is known from empirical research about the development of literacy in language-minority children and youth, including development, environment, instruction, and assessment. --From publisher's description.

Twenty-one poems about growing up in an Hispanic neighborhood, highlighting the delights in such everyday items as sprinklers,

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the park, the library, and pomegranates.

This is an essential book for everyone who wants to write clearly about any subject and use writing as a means of learning.

The world of 2017 is unrecognisable. In September, a robot, YuMi (with incredibly expressive nuances) will conduct a Tuscan orchestra while Andrea Bocelli sings Woman is Fickle (La donna è mobile) from Verdi ' s Rigoletto. University students have invented a ' rowbot ' which is faster than the Cambridge and Oxford boat crews in the annual regatta and they are challenging rivals to compete in a new hi-tech event: the Rowbot race. The Australians have developed Hadrian X which can lay 1000 bricks an hour – a task that would take two humans a day or two. De Laval International ' s cow-milking robot is being deployed in America to challenge the

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humans! All routine jobs will soon be carried out by robotic machines. This situation is depressing students who are striving to find jobs and feeling overwhelmed by the enormity of life. Education promotes compliant rather than creative learners, employing out-dated teaching models, which aimed to prepare pupils for routine work in factories and other places. Today, these mundane tasks are being taken over by artificial intelligence, so greater attention to learning needs and personal development is required for higher-level work, to be ahead of our new robot rivals! Students must acquire excellent abilities to communicate, collaborate and create, for coping with a rapidly changing, challenging, complex world. This book is the output of the first UK Doctorates by Professional Record, who have studied present society needs, formulating and implementing new ideas into their practice,

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to make learning more holistic, relevant and fun! Their suggestions encourage us to reflect, review and refine our present, outdated systems and produce a blue-print for a brave new world. Stories will make you smile at successes and wince at the failures. Sharing experiences, supports, energises and expands learning. The authors hope that students will not leave school hanging on the negatives but will in future be swinging with the positives, that a radical new approach to learning brings for them. Chapters in this book are contributed by: Jonathan Adeniji, Max Coates, Richard Davies, Rob Loe, Pauline Lovelock, Riccarda Matteucci, Elizabeth Negus, Kim Orton, Luke Sage, Rosemary Sage, and Sera Shortland.

Use the neuroscience of emotional learning to transform your teaching. How can the latest breakthroughs in the neuroscience of emotional learning transform the classroom?

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How can teachers use the principles and practices of positive psychology to ensure optimal 21st-century learning experiences for all children? Patty O'Grady answers those questions. *Positive Psychology in the Elementary School Classroom* presents the basics of positive psychology to educators and provides interactive resources to enrich teachers' proficiency when using positive psychology in the classroom. O'Grady underlines the importance of teaching the whole child: encouraging social awareness and positive relationships, fostering self-motivation, and emphasizing social and emotional learning. Through the use of positive psychology in the classroom, children can learn to be more emotionally aware of their own and others' feelings, use their strengths to engage academically and socially, pursue meaningful lives, and accomplish their personal goals. The book begins with Martin Seligman's positive

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psychology principles, and continues into an overview of affective learning, including its philosophical and psychological roots, from finding the “ golden mean ” of emotional regulation to finding a child ’ s potencies and “ golden self. ” O ’ Grady connects the core concepts of educational neuroscience to the principles of positive psychology, explaining how feelings permeate the brain, affecting children ’ s thoughts and actions; how insular neurons make us feel empathy and help us learn by observation; and how the frontal cortex is the hall monitor of the brain. The book is full of practical examples and interactive resources that invite every educator to create a positive psychology classroom, where children can flourish and reach their full potential.

Dualism is a motif that runs through literature of all genres and historical

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contexts, inspiring argumentation at the highest level and showing the formation of ideas in association as a creative exchange. It arises with special pertinence in western literature since the Renaissance and Reformation. In *Dualisms*, noted scholar Ricardo J. Quinones considers four major intellectual encounters: Erasmus and Luther, Voltaire and Rousseau, Turgenev and Dostoevsky, and Sartre and Camus. These four instances, Quinones argues, are important for what they are and what they represent: major intellectual contests that created the modern era and remain the 'agons' of our time. Through in-depth analysis, this study looks at the clarifications that emerged from four famous polemics. Discerning an 'itinerary of their encounters,' Quinones suggests a shared paradigm of development that is true for each of the examples of dualism. In all four cases, the two participants represented the vanguard of

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their time, and all of the debates started from shared intellectual positions until subsequent events revealed substantially different temperaments. It is the inescapable tension and connection between prior affinities and the discord of debate that continue to intrigue us. *Dualisms* is a tour-de-force, encompassing intellectual history, philosophy, theology, and literary criticism. It provides fresh perspectives on some of the most famous intellectual debates in all of literature, and considers the implications that they continue to have for the study of the humanities in the modern world.

As more English learners enroll in school each year, teachers and administrators are concerned with the large gap in reading and academic standing between ELs and students performing at grade level. This book addresses the language, literacy, and content instructional needs of ELs and

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frames quality instruction within effective schooling structures and the implementation of RTI.

Teacher and author Vivian Paley is highly regarded by parents, educators, and other professionals for her original insights into such seemingly everyday issues as play, story, gender, and how young children think. She is also recognized for exposing racism and exclusion in the early childhood classroom. Surprisingly, until now no one has attempted a comprehensive analysis of Paley's work. In *The Classrooms All Young Children Need*, Patricia M. Cooper takes a synoptic view of Paley's many books and articles, charting the evolution of Paley's thinking while revealing the seminal characteristics of her teaching philosophy. This careful analysis leads Cooper to identify a pedagogical model organized around two complementary principles: a curriculum

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Project that promotes play and imagination, and the idea of classrooms as fair places where young children of every color, ability, and disposition are welcome. With timely attention paid to debates about the reduction in time for play in the early childhood classroom, the role of race in education, and No Child Left Behind, *The Classrooms All Young Children Need* will be embraced by anyone tasked with teaching our youngest pupils.

Heritage represents the meanings and representations conveyed in the present day upon artifacts, landscapes, mythologies, memories and traditions from the past. It is a key element in the shaping of identities, particularly in the context of increasingly multicultural societies. This Research Companion brings together an international team of authors to discuss the concepts, ideas and practices that inform the

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entwining of heritage and identity. They have assembled a wide geographical range of examples and interpret them through a number of disciplinary lenses that include geography, history, museum and heritage studies, archaeology, art history, history, anthropology and media studies. This outstanding companion offers scholars and graduate students a thoroughly up-to-date guide to current thinking and a comprehensive reference to this growing field.

This engaging, succinct text is an introduction to both phonetics and phonology as applied to the teaching of pronunciation to English language learners. Section 1 selectively covers the main areas of phonetics and phonology, without going into any area in more depth than the average English language teacher requires or that the average English language teacher trainee can

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handle. Section 2 focuses on practical issues related to learners and how they learn languages, and what represents good practice in terms of classroom activities for pronunciation—including aspects such as targets, motivation and priorities. The chapters end with activities to help the reader understand concepts. Section 3 provides innovative sample activities which put into practice the theoretical points covered in the first two sections, answers to the various exercises, recommended further reading (both print and non-print), a glossary of technical phonetic terms, and a bibliography of works on pronunciation teaching. The text is accompanied by a Companion Website with audio recordings of model pronunciations and audio material relating to the activities.

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