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Tales of a Fourth Grade Nothing

2014-05-29 Judy Blume Peter thinks he has the world's biggest problem – his naughty little brother, Fudge. Fudge causes trouble wherever he goes and it's usually up to Peter to sort out the mess. When Peter wins a tiny green turtle called Dribble, he's determined to keep it away from his brother. But when Fudge does get his hands on Dribble – disaster strikes! Tales of a Fourth Grade Nothing is the first book in the hilariously funny Fudge series from the bestselling author and household name Judy Blume, featuring cover art from picture book star, Emily Gravett. The chaos continues in Otherwise Known as Sheila the Great and Superfudge.

Testimonios: Stories of Latinx and Hispanic Mathematicians

2021-08-16 Pamela E. Harris Testimonios brings together first-person narratives from the vibrant, diverse, and complex Latinx and Hispanic mathematical community. Starting with childhood and family, the authors recount their own individual stories, highlighting their upbringing, education, and career paths. Their particular stories, told in their own voices, from their own perspectives, give visibility to some of the experiences of Latinx/Hispanic mathematicians. Testimonios seeks to inspire the next generation of Latinx and Hispanic mathematicians by featuring the stories of people like them, holding a mirror up to our own community. It also aims to provide a window for mathematicians (and aspiring mathematicians) from all ethnicities, with the hope of inspiring a better understanding of the diversity of the mathematical community.

The Most Dangerous Game

2020-01-01 Richard Connell After falling overboard from a yacht, Sanger Rainsford swims to a nearby island. There General Zaroff, a big-game hunter who knows of Rainsford from published accounts of his hunting snow leopards in Tibet, invites him to dinner. Zaroff is bored of hunting because it no longer challenges him; he has moved to Ship-Trap Island in order to capture shipwrecked sailors. Any captives who can elude Zaroff, his manservant Ivan, and a pack of hunting dogs for three days is set free. No one has yet lasted that long, although a couple of sailors had come close. Zaroff offers sailors a choice—should they decline to be hunted, they will be handed over to Ivan, who had once been official knouter for The Great White Czar. Rainsford denounces this as barbarism, but has no way out. He reluctantly agrees to be hunted...

Why Place Matters

2014-02-25 Wilfred M. McClay Contemporary American society, with its emphasis on mobility and economic progress, all too often loses sight of the importance of a sense of “place” and community. Appreciating place is essential for building the strong local communities that cultivate civic engagement, public leadership, and many of the other goods that contribute to a flourishing human life. Do we, in losing our places, lose the crucial basis for healthy and resilient individual identity, and for the cultivation of public virtues? For one can't be a citizen without being a citizen of some place in particular; one isn't a citizen of a motel. And if these dangers are real and present ones, are there ways that intelligent public policy can begin to address them constructively, by means of reasonable and democratic innovations that are likely to attract wide public support? Why Place Matters takes these concerns seriously, and its contributors seek to discover how, given the American people as they are, and American economic and social life as it now exists—and not as those things can be imagined to be in some utopian scheme—we can find means of fostering a richer and more sustaining way of life. The book is an anthology of essays exploring the contemporary problems of place and placelessness in American society. The book includes contributions from distinguished scholars and writers such as poet Dana Gioia (former chairman of the National Endowment for the Arts), geographer Yi-Fu Tuan, urbanist Witold Rybczynski, architect Philip Bess, essayists Christine Rosen and Ari Schulman, philosopher Roger Scruton, transportation planner Gary Toth, and historians Russell Jacoby and Joseph Amato.

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve

1994 California. Physical Education Curriculum Framework and Criteria Committee This framework describes a developmental, sequential, age-appropriate physical education program designed to provide students of all ages with the knowledge and ability needed to maintain an active, healthy life-style. Three major goals of the curriculum are that students should: (1) develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement; (2) develop and maintain a positive self-image and strive to achieve personal excellence in planned physical activities; and (3) develop appropriate social behaviors by working independently and with others during planned physical activity. The guide, divided into six chapters, provides concepts and strategies that form the foundation of a comprehensive physical education system for kindergarten through grade 12. The chapter titles are: (1) "A Vision for Physical Education"; (2) "Goals and Disciplines for the Physical Education Curriculum"; (3) "Physical Education Guidelines for Kindergarten through Grade 12"; (4) "Environment Needed for a Quality Physical Education Program"; (5) "Quality Instruction in Physical Education"; and (6) "Criteria for Evaluating Instructional Resources." A definition and outcomes of the physically educated person, a program advisory clarifying adapted physical education program services, and a list of publications available from the California Department of Education are appended. (LL)

Visible Learning

2008-11-19 John Hattie This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers - an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

Getting Ready for the 4th Grade Assessment Tests

2002 Erika Warecki Getting Ready for the 4th Grade Assessment Test: Help Improve Your Child’s Math and English Skills - Many parents are expressing a demand for books that will help their children succeed and excel on the fourth grade assessment tests in math and English –especially in areas where children have limited access to computers. This book will help students practice basic math concepts, i.e., number sense and applications as well as more difficult math, such as patterns, functions, and algebra. English skills will include practice in reading comprehension, writing, and vocabulary. Rubrics are included for self-evaluation.

Visible Learning for Teachers

2012-03-15 John Hattie In November 2008, John Hattie's ground-breaking book Visible Learning synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. Visible Learning for Teachers takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of Visible Learning to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management. Visible Learning for Teachers is a must read for any student or teacher who wants an evidence based answer to the question; ‘how do we maximise achievement in our schools?’

American Red Cross First Aid/CPR/AED Participant's Manual

2011 American Red Cross Rev. ed. of: First aid/CPR/AED for schools and the community. 3rd ed. c2006.

Good Strategy/Bad Strategy

2011-06-09 Richard Rumelt When Richard Rumelt's Good Strategy/Bad Strategy was published in 2011, it immediately struck a chord, calling out as bad strategy the mish-mash of pop culture, motivational slogans and business buzz speak so often and misleadingly masquerading as the real thing. Since then, his original and pragmatic ideas have won fans around the world and continue to help readers to recognise and avoid the elements of bad strategy and adopt good, action-oriented strategies that honestly acknowledge the challenges being faced and offer straightforward approaches to overcoming them. Strategy should not be equated with ambition, leadership, vision or planning; rather, it is coherent action backed by an argument. For Rumelt, the heart of good strategy is insight into the hidden power in any situation, and into an appropriate response - whether launching a new product, fighting a war or putting a man on the moon. Drawing on examples of the good and the bad from across all sectors and all ages, he shows how this insight can be cultivated with a wide variety of tools that lead to better thinking and better strategy, strategy that cuts through the hype and gets results.

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