

How to Make Slime

Goal – To make messy, gooey slime to play with.

Ingredients

- 1 cup of corn starch.
- 3 drops of food dye.
- Water.

Equipment

- 1 large bowl.
- 1 jug.
- 1 cup.

Method

1. Pour the cornstarch into the bowl.
2. Add a small amount of water to the bowl, stirring continuously.
3. Continue adding water until the slime becomes a gooey texture.
4. Add the drops of food dye into the slime and continue to stir until the dye is evenly mixed in.
5. Allow the slime to set for 10-15 minutes.
6. Enjoy your slime!

Suggestion

Wear gloves when making your slime to prevent getting food dye on your hands.



Simple Procedural Texts Examples For Children

**James Flood, Shirley Brice Heath, Diane
Lapp**



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Informational Texts in Pre-Kindergarten through Grade-Three Classrooms Elaine M. Bukowiecki, Marlene P. Correia, 2016-11-14 This book presents a myriad of instructional techniques and critical literacy strategies while serving as a professional resource for inservice and preservice primary grade teachers as they include informational texts in their classrooms In each of the nine chapters there is a particular topic that guides the focus of the chapter These themes include a rationale for incorporating informational texts in the primary grade classroom a discussion of the unique features of informational texts the selection of high quality informational materials for primary readers critical literacy prereading during reading and post reading strategies the writing of informational texts and inquiry projects for the primary classroom This book also contains a preface an introduction and an afterword in which the controversy regarding the Common Core State Standards is discussed Unique features of each chapter are specific standards reflecting the Common Core State Standards strategies for all students to be successful with the Standards transcriptions of lessons from primary grade classrooms examples of pupils work as they interact with informational materials and a Give It a Try section where a lesson plan or a pedagogical suggestion is presented for the reader to try out in his her own classroom The Texts in Elementary Classrooms James V. Hoffman, Diane Lemonnier Schallert, 2004-09-22 This volume explores a variety of topics including texts in the teaching and learning of reading word identification and text characteristics choosing fiction to support young children s literacy development electronic text in the classroom and issues surrounding text selection *Cambridge Reading Adventures Green to White Bands Transitional Teaching and Assessment Guide* Sue Bodman, Glen Franklin, 2016-01-21 Our international primary reading series will help your learners become confident independent readers **Balancing Principles for Teaching Elementary Reading** James V. Hoffman, Peter Afflerbach, Ann M. Duffy-Hester, Sarah J. McCarthey, James F. Baumann, 2014-04-08 Offers a principled conception of reading summarizes key research findings on effective teaching describes current practices suggests an action agenda **Teaching New Literacies in Grades K-3** Barbara Moss, Diane Lapp, 2009-11-30 Even the youngest readers and writers in today s classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher friendly handbook is packed with creative strategies for introducing K 3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book s 23 complete lessons and provide practical activities and assessments for promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included The Primary English Encyclopedia Margaret Mallett, 2008 This encyclopaedia includes short definitions and explanations of current UK requirements It includes an introduction identifying the heart of primary English and up to date information and key issues , ICT, Pedagogy and the

Curriculum Viv Ellis, Avril Loveless, 2013-01-11 This book explores the impact new information and communication technologies are having on teaching and the way children learn The book addresses key issues across all phases of primary and secondary education both in the UK and internationally ICT Pedagogy and the Curriculum looks at the relationship between ICT paradigms of teaching and learning and the way in which curriculum subjects are represented Three principal areas are addressed the wider perception of ICT in society culture and schooling the challenges to pedagogy the way in which ICT not only supports learning and teaching but changes the nature of curriculum subjects The tensions between the use of technology to replicate traditional practices and the possibilities for transforming the curriculum and pedagogy are explored offering an original and distinctively critical perspective on the way in which we understand ICT in education It will be of interest to all primary and secondary teachers and those in initial teacher training who are concerned about current technology initiatives in education and how to respond to them

Simply Stations: Listening and Speaking, Grades K-4 Debbie Diller, 2020-01-22 Teach students how to practice listening comprehension skills independently so learning sticks Simply Stations Listening and Speaking shows how to ensure that elementary students are purposefully and effectively practicing listening comprehension accountable talk phonological awareness oral language and vocabulary skills every day Your students will soon be purposefully engaged and making critical steps to owning their learning Debbie Diller has been refining literacy stations sometimes called centers for more than 40 years working with thousands of teachers and students In this book she guides you step by step through planning for instruction that incorporates literacy standards setting up and launching listening and speaking stations varying and refreshing content throughout the year to reflection and ongoing modification What stands out in this book is the full integration of instruction Debbie shows how whole group lessons transfer to stations work so students are practicing key skills independently and gives you everything needed for success Recommendations by grade level at every step including grade appropriate materials and audio resources for each station Whole group lesson plans differentiated by grade level and based on key literacy standards to introduce and support partner work On the spot formative assessment ideas and troubleshooting tips Ideas to improve English Language Learner s language acquisition including online Spanish language materials 30 time saving downloadable resources for teachers and students to ensure success and Dozens of full color real classroom photos so you see the possibilities first hand Simply Stations Listening and Speaking gives you invaluable tips solutions and insight that can transform the way your students learn and practice listening and speaking skills It s time to boost the impact of your literacy stations

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II James Flood, Shirley Brice Heath, Diane Lapp, 2015-04-22 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts Volume II brings together state of the art research and practice on the evolving view of literacy as encompassing not only reading writing speaking and listening but also the multiple ways through which learners gain access to knowledge and skills

It forefronts as central to literacy education the visual communicative and performative arts and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young A project of the International Reading Association published and distributed by Routledge Taylor Francis Visit <http://www.reading.org> for more information about International Reading Association books membership and other services

Identity-Based Literacy Instruction for Early Childhood and Elementary Classrooms Christopher J. Wagner, 2013-05-23 An essential text in literacy and teaching methods this book introduces the concept of identity in literacy learning and provides guidance toward designing identity based literacy instruction in early childhood and elementary classrooms An identity approach to literacy learning asks teachers to see and engage with the ways that children make and remake ideas about who they are as readers and writers as they learn about language and literacy This book explores what literacy teaching can look like when literacy is reframed as an identity practice and it prepares readers to design literacy instruction using an identity based instruction framework that focuses on four strands of teaching and learning community skills membership and reflection and narrative making Each chapter draws on examples of units and lessons developed by teachers using the four strands of the identity based instruction framework including instructional activities and resources This is a foundational book for pre service and in service teachers to learn and develop the necessary tools to implement literacy instruction that recognizes and responds to the many possibilities of who children are becoming as readers and writers

Teaching Children to Write Pam Hodson, Deborah Jones, 2013-10-18 A recent OFSTED report identified the fact that while many teachers were confident about their teaching of reading too many are neglecting the teaching of writing in the Literacy Hour This book building on the process approach adopted by both National Literacy Strategy and National Curriculum 2000 addresses the fundamental question How do you teach writing Pam Hodson and Deborah Jones provide teachers with practical strategies support through a clear and concise rationale and explicit explanation of the different stages of the writing process This theoretical perspective is the basis of differentiated writing frames provided for the classroom use of teachers and pupils alike Thus invaluable support is given to teachers and student teachers of writing across a wide range of genres throughout Reception Key Stages 1 and 2 and in the early secondary years

Teaching New Literacies in Grades 4-6 Barbara Moss, Diane Lapp, 2009-11-23 Upper elementary students encounter a sometimes dizzying array of traditional and nontraditional texts both in and outside of the classroom This practical handbook helps teachers in grades 4-6 harness the instructional potential of fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Twenty four complete lessons promote critical literacy skills such as comprehending analyzing and synthesizing information and using writing to communicate new ideas and pose questions Snapshots of diverse classrooms are accompanied by clear explanations of the research base for instruction in each genre Ready to use reproducibles are included

Marvelous Minilessons for

Teaching Nonfiction Writing K-3 Lori Jamison Rog, 2015-12-11 Today's young learners know more about their world than ever before. This remarkable book shows that even our youngest writers can consider audience and purpose as they use nonfiction writing to document their ideas and share those ideas with others. But if students are going to be able to use writing to learn, they must have opportunities for learning to write. That's what this book is for. A wealth of hands-on minilessons offer strategies for writing informational, persuasive, and procedural text. Each lesson starts with a learning goal and follows an I do, we do, you do format. Teachers will find a wealth of ideas for guiding young students to write about what they know and care about. *Exploring Procedures About* Frances Christie, 1990 Unlocking Writing Mary Williams, 2013-10-11 The underpinning theme of this book is how children develop as writers and how self-awareness raises achievement. It offers creative approaches to increasing pupil motivation and performance by involving, amongst other things, Drama and ICT. The contributors offer practical advice on ways to meet the needs of boys, able children, SEN pupils, and those learning English as an additional language; how to plan effective lessons; how to be flexible within the framework of the NLS; and the role of assessment and how it contributes to self-understanding. Central to all classroom practitioners and students, this innovative book improves general understanding of the process related to composition and transcription and helps to raise the standards of writing in all classrooms. Writing Under Control Judith Graham, Alison Kelly, 2013-01-11 Now in its third edition and reflecting changes in the Primary National Strategy, this best-selling textbook introduces primary teachers to key issues in the teaching of writing. Strongly rooted in classroom practice, the book includes the history, theory, and practice of teaching writing; children writing in and out of school; EAL and gender issues in writing; the development of writing across the years of the primary school; planning classroom routines and organising resources; balancing the composition and transcription elements in writing; monitoring and assessing writing; meeting individual needs; managing specific learning difficulties in writing, such as dyslexia. With its companion *Reading under Control*, also in its third edition, this book provides undergraduate and postgraduate teachers with comprehensive guidance for the teaching of literacy.

Developing Literacy in the Secondary Classroom Georgina Barton, Gary Woolley, 2017-05-01 Today's secondary classrooms are increasingly diverse places, and skilled English teachers need to be able to develop flexible teaching strategies that can be adapted to best serve diverse learners with divergent needs. This textbook for pre-service teachers gives them pragmatic guidance on the major aspects of literacy teaching and how to draw insight from research and apply it in diverse classrooms. Key coverage includes: The fundamental aspects of teaching reading and writing to adolescent learners; How to intelligently select and use literature with secondary students; Multi-literacies and the use of technology in English teaching; Assessment strategies for the classroom; Teaching techniques for developing reading comprehension. This is essential reading for anyone training to teach English in secondary classrooms and for recently qualified teachers looking to sharpen their practice. **PM Teachers Guide Blue** Jenny Bird, Raewyn Hickey, 2000-04 The PM Teacher's Guides offer

invaluable support and guidance to help you gain the maximum benefit from each of the Story Books Non fiction Books and Traditional Tales and Plays *Reading Framework for the ... National Assessment of Educational Progress* United States. National Assessment Governing Board,2008

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