



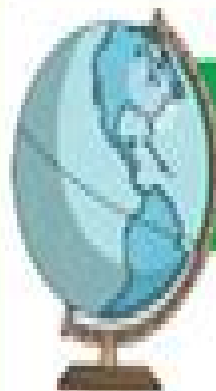
Social Studies: Find Someone Who ...

Find a classmate who agrees with each statement. When you find someone, write their name on the line.

1. I have a sibling.	2. I've traveled to South America.	3. I can name a desert.	4. I can name an ocean.
5. Some of my family live overseas.	6. I can find New Zealand on a map.	7. I am fluent in more than one language.	8. I am wearing something made in a different country.
9. I know which way is north.	10. I have a passport.	11. I've been to the Southern Hemisphere.	12. I can explain latitude and longitude.
13. I was born in a different country.	14. I've traveled to more than 10 states.	15. I can name more than 10 state capitals.	16. I've traveled to another state.
17. I can name all of the continents.	18. I can name all of the regions of the United States.	19. I can say hello in five languages.	20. I am just from another country.



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Find a classmate who agrees with each statement. When you find someone, write their name on the line.

1. I've seen a volcano.	2. I've traveled to South America.	3. I can name a desert.	4. I can name an ocean.
5. Some of my family live overseas.	6. I can find New Zealand on a map.	7. I am fluent in more than one language.	8. I am wearing something made in a different country.
9. I know which way is north.	10. I have a passport.	11. I've been to the Southern Hemisphere.	12. I can explain latitude and longitude.
13. I was born in a different country.	14. I've traveled to more than 10 states.	15. I can name more than 10 state capitals.	16. I've traveled to another state.

B&W and Color



Social Studies Activities Using The World Wide Web

Grade 46

RJ Alexander



Social Studies Activities Using The World Wide Web Grade 46:

Science Activities Using the World Wide Web Kathy Sage,1999 Get kids wired up then fired up with this step by step guide to using the Internet to study six science topics flight germs simple machines sharks the digestive system and weather Each topic includes Web search directions Web addresses and model lessons for the whole class small groups or individuals Reproducible and clear directions for both teachers and students make this book a practical tool to blend teaching with technology **101 Internet Activities: Middle School , Literature-Based Teaching in the Content Areas** Carole Cox,2011-01-12 Grounded in theory and best practices research this practical text provides teachers with 40 strategies for using fiction and non fiction trade books to teach in five key content areas language arts and reading social studies mathematics science and the arts Each strategy provides everything a teacher needs to get started a classroom example that models the strategy a research based rationale relevant content standards suggested books reader response questions and prompts assessment ideas examples of how to adapt the strategy for different grade levels K 2 3 5 and 6 8 and ideas for differentiating instruction for English language learners and struggling students Throughout the book student work samples and classroom vignettes bring the content to life *Making the Most of the Web in Your Classroom* Timothy D. Green,Abbie Brown,LeAnne Robinson,2008 I have not seen a more teacher friendly resource for using the Web in the classroom The authors took both novices and experts into consideration A must have in every school Elizabeth Alvarez Math and Science CoachChicago Public Schools IL A user friendly tool on many levels I would recommend this book to media specialists instructional technology teachers and district coordinators for both content and technology April DeGennaro Gifted Education TeacherPeoples Elementary School Fayetteville GA Translate Web technology into practical applications for the daily curriculum Designed for novices and experienced users this comprehensive guide includes all the need to know aspects of using the World Wide Web to support student learning Making the Most of the Web in Your Classroom covers the language of the Web describes Web editing software and shows how to use Web tools that offer unique learning opportunities for students This book examines issues of student safety appropriate netiquette and copyright and other legal considerations and provides field tested strategies examples and reproducibles to help teachers create powerful learning opportunities Educators will be able to meet ISTE NETS technology and content standards as they Design and build Web sites Help students develop their own Internet projects Evaluate and manage Web projects Featuring a list of key terms in each chapter this timely resource will motivate your students and help make technology a seamless part of your classroom instruction

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 **Educators Guide to**

Free Social Studies Materials ,2005 *Teaching Secondary and Middle School Mathematics* Daniel J. Brahier,2016-02-12 *Teaching Secondary and Middle School Mathematics* combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM s just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author s 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities *Teaching Secondary and Middle School Mathematics* combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics [Resources in Education](#) ,2001 **Streamlined ID** Miriam B.

Larson,Barbara B. Lockee,2013-08-22 *Streamlined ID A Practical Guide to Instructional Design* presents a focused and

generalizable approach to instructional design and development one that addresses the needs of ID novices as well as practitioners in a variety of career environments Emphasizing the essentials and big ideas of ID Streamlined ID presents a new perspective one that aims to produce instruction that is sustainable optimized appropriately redundant and targeted at continuous improvement The book features an enhanced version of the classic ADDIE model Analysis Design Development Implementation and Evaluation that emphasizes the iterative nature of design and the role of evaluation throughout the design development process It clearly lays out a systematic approach that emphasizes the use of research based theories while acknowledging the need to customize the process to address a variety of pedagogical approaches Instructivist Constructivist and Connectivist The book opens with an overview of the basics of ID and each subsequent chapter describes major activities in the ID process with step by step instructions and tips for streamlining the process Numerous job aids serve to maximize the efficiency and effectiveness of your design efforts Each chapter highlights key concepts and provides additional exercises and assignments based on the work of Benjamin Bloom Streamlined ID is an ideal reference guide for optimizing professional practice *Reading and Learning Strategies* Susan Davis Lenski, Mary Ann Wham, Jerry L. Johns, 2006-06-22 **Educators Guide to Free Social Studies Materials** Educators Progress Service, 2005-08 *Digital Citizenship in Action, Second Edition* Kristen Mattson, 2024-04-12 This new expanded edition incorporates the latest research from scholars in media and information literacy educational technology and digital citizenship and aims to show students possibilities over problems opportunities over risks and community successes over personal gain It also provides guidance for elementary and secondary teachers and includes updated examples that are relevant to today's most widely used technologies *Discourses of Globalisation and Citizenship Education* Joseph Zajda, Anatoli Rapoport, 2025-06-03 This book analyses dominant discourses of globalisation and citizenship in schools It focuses on topics such as the impact of technology on inquiry in citizenship education and global citizenship teacher education through collaborative online international learning The chapters in this volume advance further dominant discourses on the phenomenon of globalisation and citizenship education and how it impacts the nature of teaching citizenship education in schools around the world By building on intercultural dialogue citizenship education and values education in schools the book promotes critical appraisal of various views of the world and offers different ways to reconstruct and re-imagine social reality and citizenship education for democracy and equality *The Busy Educator's Guide to the World Wide Web* Marjan Glavac, 2000 **Teaching History for the Common Good** Keith C. Barton, Linda S. Levstik, 2004-07-13 In *Teaching History for the Common Good* Barton and Levstik present a clear overview of competing ideas among educators historians politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students' historical thinking In many cases disagreements about what should be taught to the nation's children and how it should be presented reflect fundamental differences that will not easily be resolved A central premise of this book though is that systematic theory and

research can play an important role in such debates by providing evidence of how students think how their ideas interact with the information they encounter both in school and out and how these ideas differ across contexts Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education The authors review research on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts They explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools Beyond simply describing the factors that influence students thinking Barton and Levstik evaluate their implications for historical understanding and civic engagement They base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy Their ultimate concern is how history can help citizens engage in collaboration toward the common good In *Teaching History for the Common Good* Barton and Levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children s and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose *Teaching History for the Common Good* is essential reading for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject

Current Index to Journals in Education ,2001 *Handbook of Reading Research, Volume III* Michael L. Kamil,Peter B. Mosenthal,P. David Pearson,Rebecca Barr,2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the

time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed

Microsoft Bookshelf Internet Directory Microsoft Press, Microsoft Corporation, 1996 The Microsoft Bookshelf Internet Directory for 1996 provides a paper and an on line directory of the most useful resources on the Internet to be jointly developed by Microsoft Press and the Microsoft Bookshelf product team This up to date directory and resource guide offers direct links to 5 000 sites in the directory and the searchable companion CD provides direct links to all the sites listed

The New Social Studies Barbara Slater Stern, 2009-11-01 This volume *The New Social Studies People Projects and Perspectives* is not an attempt to be the comprehensive book on the era Given the sheer number of projects that task would be impossible However the current lack of knowledge about the politics people and projects of the NSS is unfortunate as it often appears that new scholars are reinventing the wheel due to their lack of knowledge about the history of the social studies field The goal of this book then is to sample the projects and individuals involved with the New Social Studies NSS in an attempt to provide an understanding of what came before and to suggest guidance to those concerned with social studies reform in the future especially in light of the standardization of curriculum and assessment currently underway in many states The authors who contributed to this project were recruited with several goals in mind including a broad range of ages interests and experiences with the NSS from participants during the NSS era through new young scholars who had never heard much about the NSS As many of the authors remind us in their chapters much has been written of the failure of the NSS However in every chapter of this book the authors also point out the remnants of the projects that remain

Television and New Media Audiences Ellen Seiter, 1998-12-17 Why is talk about television forbidden at certain schools Why does a mother feel guilty about watching Star Trek in front of her four year old child Why would retired men turn to daytime soap operas for entertainment Cliches about television mask the complexity of our relationship to media technologies Through case studies the author explains what audience research tells us about the uses of technologies in the domestic sphere and the classroom the relationship between gender and genre and the varied interpretation of media technologies and media forms *Television and New Media Audiences* reviews the most important research on television audiences and recommends the use of ethnographic longitudinal methods for the study of media consumption and computer use at home as well as in the workplace The book discusses reactions of audiences to many internationally known television programmes including *The Flintstones* *The Jetsons* *Street Fighter* *Mighty Morphin Power Rangers* *X Men* *Sesame Street* *Dallas* *Star Trek* *The Cosby Show* *Teenage Mutant Ninja Turtles* *National Geographic* etc

Whispering the Strategies of Language: An Mental Journey through **Social Studies Activities Using The World Wide Web Grade 46**

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