

## Sample Lesson Plan using Template 1

	<u>Date:</u>	<u>Year level:</u> Year 3/4	<u>Lesson duration (minutes):</u> 60 minutes
Broad title indicating the content.	<u>Title of lesson:</u> Using Body Benchmarks for Estimating Length		
Describe outcomes in your own words. Be specific.	<u>Learning Outcome/s and Specific Purpose:</u> <i>At the end of this lesson students will:</i> <ul style="list-style-type: none"> <li>• Know certain useful lengths, based on parts of their body;</li> <li>• Be able to use these benchmarks to estimate lengths;</li> <li>• Understand that these benchmarks may change as they get older.</li> </ul>		
Link learning outcomes to VELs (or other curriculum documents where appropriate).  Categorise links by strand and specify domains and dimensions.	<u>Links to VELs:</u> <b>Strand: Physical, Personal and Social Learning</b> <u>Domain:</u> <i>Interpersonal Development</i> <u>Dimension:</u> <i>Working in Teams</i> <ul style="list-style-type: none"> <li>• Students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.</li> </ul> <b>Strand: Disciplinary Learning</b> <u>Domain:</u> <i>Mathematics</i> <u>Dimension:</u> <i>Measurement, Chance &amp; Data</i> <ul style="list-style-type: none"> <li>• Students estimate and measure length using appropriate instruments and use different units of measurement including formal and informal.</li> </ul> <b>Strand: Interdisciplinary Learning</b> <u>Domain:</u> <i>Thinking Processes</i> <u>Dimension:</u> <i>Reasoning, Processing and Inquiry</i> <ul style="list-style-type: none"> <li>• Use of organised information for problem solving and decision making in an investigation.</li> </ul>		
What prior knowledge or skills are required?  How does this lesson link to the previous one?	<u>Prerequisite knowledge/concepts/skills/vocabulary are required? How does this link to previous lessons?</u> <ul style="list-style-type: none"> <li>• Measuring with rulers/tape measures;</li> <li>• Measurement Vocabulary – centimetre, metre, estimate, approximate, length, width, depth, span, body benchmarks;</li> <li>• Knowledge of units of length (cm, m);</li> <li>• Knowledge that 100cm=1m, 50cm=1/2m;</li> <li>• Repeated addition/multiples, especially of 5s, 10s, 20s, 25s, 50s;</li> <li>• Simple addition and subtraction.</li> </ul>		

# Edi Lesson Plan Examples

**L Cohen**

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the 'L Cohen' text.

## Edi Lesson Plan Examples:

**Explicit Direct Instruction (EDI)** John R. Hollingsworth, Silvia E. Ybarra, 2009 A proven method for better teaching better learning and better test scores This teacher friendly book presents a step by step approach for implementing the Explicit Direct Instruction EDI approach in diverse classrooms Based on educational theory brain research and data analysis EDI helps teachers deliver effective lessons that can significantly improve achievement all grade levels The authors discuss characteristics of EDI such as checking for understanding lesson objectives activating prior knowledge concept and skills development and guided practice and provide Clearly defined lesson design components Detailed sample lessons Easy to follow lesson delivery strategies Scenarios that illustrate what EDI techniques look like in the classroom **K-8 Classroom Methods** Randi N. Stanulis, Brenda H. Manning, 2003 Emphasizing the teacher's roles as guide and strategist this textbook provides first time teachers with examples activities cases and suggestions for instructional practice Chapters address the role of reflection in teaching the creation of a classroom community social responsibility and scho **EPIE Materials Report**, 1981 **EPIE Materials Report** EPIE Institute, 1977 Primary Plans, 1912 Independent and Weekly Review, 1920 Journal of Health, Physical Education, Recreation, 1961 **The Independent** William Livingston, 1920

**Contexts of Teaching** Jesus Garcia, Elizabeth Spalding, Richard R. Powell, 2001 This unique new book enters into the middle and high school teaching methods market with an intimate first person approach and an emphasis on reflective teaching Reader biography teaching philosophy and portfolio activities make this a practical book rich in applications Teaching is portrayed as a process of ongoing learning growth and development and a strong emphasis is placed on multiculturalism and diversity While most books tend to take a more traditional skills based approach Contexts of Teaching presents teaching methods from a constructivist inquiry perspective consistent with current educational trends Chapter topics include Knowing Middle and High School Students Rethinking Classroom Management considering Curriculum planning instruction Selecting Instructional Materials Teaching with Technology Implementing Instruction Strategies and Methods Assessing Student Learning Understanding the Role of Community Making a Difference in Today's Classrooms and Reflecting for Professional Renewal For teachers of middle and high school students **Push**, 1904 **Teaching Strategies** Donald C. Orlich, 1998 *The American Penman*, 1924 **The Agricultural Education Magazine**, 1929 *The Independent and the Weekly Review*, 1922 **The Independent**, 1922 **The Independent** Leonard Bacon, Joseph Parrish Thompson, Richard Salter Storrs, Joshua Leavitt, Henry Ward Beecher, Theodore Tilton, Henry Chandler Bowen, William Hayes Ward, Hamilton Holt, Fabian Franklin, Harold de Wolf Fuller, Christian Archibald Herter, 1924 School Library Media Quarterly, 1988 **Philippine Education**, 1917 **School and Society**, 1924 *School & Society* James McKeen Cattell, Will Carson Ryan, Raymond Walters, 1924

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web truth table the binary multiplier truth table is given below binary multiplier types the following are the binary multiplier types 1 2 2 binary multiplier or 2 bit multiplier 2 bit multiplier using 2 bit full adder 2 bit multiplier using individual single bit adders

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web the verilog arithmetic operators all produce full precision results e g adding two 8 bit numbers produces a 9 bit result in many designs one chooses a word size many computers use 32 or 64 bits and all arithmetic results are truncated to that number of bits i e arithmetic is performed modulo 2word size

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web sequential multiplier assume the multiplicand a has n bits and the multiplier b has m bits if we only want to invest in a single n bit adder we can build a sequential circuit that processes a single partial product at a time and then cycle the circuit m times p b a s n nc n xn n n 1 s n 1 s 0 init p 0 load a and b repeat m times

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web apr 15 2021 1 i am trying to implement a 4 bit signed sequential multiplier i have a for loop in my tb but only the multiplicand changes not the multiplier when i manually change the multiplier i notice that my product outputs all 0s then it changes to the actual product what am i doing wrong

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multiplier b 8 bit multiplicand and the outputs are p product and rdy ready signal indicating multiplication is over

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web you cannot use the multiplication operator of verilog the lab file submission deadline is on 9 28 by 6 00pm write simulation for a multiplier the input output ports of the 8 bit multiplier is as follows module seqmultiplier input wire clk input wire enable input wire 7 0 a input wire 7 0 b output wire 15 0 c

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web in 1951 Émilienne demougeot in her study de l unité à la division de l empire romain emphasized again 395 as an important turning point and the parting of the ways between east and west <sup>2</sup> since then most textbooks refer to 395 as the year of the definitive partition of the empire in an eastern and western half

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web jan 30 2020 this map shows the division of the roman empire into the western roman empire and the eastern roman empire circa 395 ce under the reign of emperor theodosius

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web during a period of strife between constantinople and rome culminating in the east west schism of 1054 the normans advanced slowly but steadily into byzantine italy Reggio the capital of the tagma of Calabria was captured in 1060 by Robert Guiscard followed by Otranto in 1068

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web in the roman empire relations between east and west meant connections between the eastern and western parts of a unified structure of empire Romans sometimes complained about the corrupting influence on their city of Greeks and Orientals

but they employed greek tutors to educate their sons

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web romans in the western empire spoke latin while those in the eastern empire spoke greek the western empire was roman catholic and practiced traditional roman culture while the eastern empire was dominated by the eastern orthodox religion and had a more diverse culture influenced by different people

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web the eastern roman empire was more cosmopolitan in nature than western rome and had accepted differing philosophies religions and ideas than the city of rome

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web nov 21 2020 in many ways the post roman germanic kingdoms of western europe and the byzantine empire shared a similar fate both saw a sharp ruralization that is a decline in the number of inhabited cities and the size of those cities that were inhabited both saw plunges in literacy

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web may 21 2017 eastern vs western roman empire compared when the roman empire dissolved into eastern and western entities the east became the byzantine empire while the west forged a new identity tied to the latin church the disintegration of the roman empire began in earnest during the 3rd century

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web sep 27 2019 the western roman empire is the modern day term for the western half of the roman empire after it was divided in two by the emperor diocletian r 284 305 ce in c 285 286 ce the romans themselves did not use this term

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web transition from republic to empire augustus of prima porta rome had begun expanding shortly after the founding of the roman republic in the 6th century bc though not outside the italian peninsula until the 3rd century bc thus it was an empire a great power long before it had an emperor 20

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web feb 16 2022 the east and west roman empires were split to help stabilize the enormous empire after a period of great crisis when did the eastern and western roman empire split in 284 a d the roman emperor diocletian split the enormous roman empire into a tetrarchy it was broken again in 395 a d by theodosius i the crisis of

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web greek east and latin west for the division of the mediterranean into distinct western and eastern linguistic and cultural spheres dating to the time of the roman empire east west schism for the division between roman and constantinopolitan patriarchal sees of

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web jul 15 2023 eastern roman armies had to repulse threats and maintain the borders but they did not face the overwhelming odds of their western roman counterparts finally despite persia s overall strength and coherence there was a lull in persian militarism that lasted through the entire fifth century

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web the term western roman empire is used in modern historiography to refer to the western provinces of the roman empire collectively during any period in which they were administered separately from the eastern provinces by a

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web first off in the peppered moth example the dark allele is dominant just wanted to clear that up before going further usually i would say no the recessive allele cannot become the dominant one it may seem so due to natural selection

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web birdseye view instructions open the simulation and play the role of the bird in both the dark and the light forest try to behave as a bird would behave choosing the moths that are the most obvious at the end of each simulation record the percent of moths captured in the table below percent dark moths percent light moths before after

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web 1 describe how the population of moths changed in each generation for both the newspaper and the white moths 2 what moth coloration is the best adaptation for a dark newspaper background how do you know 3 how does the simulation model natural selection 4 examine the table and construct a graph

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web apr 7 2023 in this simulation from ask a biologist at arizona state university students act as birds and eat peppered moths of different colors preparatory reading materials introduce students to peppered moths natural selection and the scientist who worked to identify natural selection in the moths

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web the peppered moth is widespread in britain and ireland and frequently found in ordinary back gardens yet its amazing story has made it famous all over the world it is one of the best known examples of evolution by natural selection darwin s great discovery and is often referred to as darwin s moth

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web the only factor different between the two types of moths is the color of the wings your role in the simulation is that of a predator guide the bird with the mouse to the moths click on the moth with the mouse to eat the moth every time you eat a moth you will hear the crunch of an exoskeleton if you miss the moth you will hear the bird call

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web guide the bird to the moths click on the moth to eat it you have one minute to eat as many moths as you can see what impact eating more light or dark moths has on moth population

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web the chance that the bird will see and eat the moth depends on the color contrast between insect and bark the predation will range from 0 to 50 or from 0 to 99 which can be selected by the user the relation between color contrast and percentage predation can be a straight line or a curved line see graphs below

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