

# 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.



# Procedural Text Example For Kids

**Debbie Diller**



### **Procedural Text Example For Kids:**

Nonfiction Mentor Texts Lynne R. Dorfman, Rose Cappelli, 2009 Guides teachers through a variety of projects samples and classroom anecdotes that demonstrate how teachers can help students become more effective writers of good nonfiction

**Teaching Informational Text in K-3 Classrooms** Mariam Jean Dreher, Sharon Benge Kletzien, 2015-09-09 Specifically designed for K 3 teachers this accessible guide describes ways to use informational text creatively and effectively in both reading and writing instruction The book presents lessons read alouds and activities that motivate students to engage with a wide variety of exemplary texts Links to the Common Core State Standards CCSS are explained throughout Key topics include how to build academic vocabulary balance fiction and nonfiction and address the needs of English language learners Examples from diverse classrooms and end of chapter discussion questions and engagement activities enhance the book s utility as a professional development resource Reproducible handouts and other tools can be downloaded and printed in a convenient 8 1 2 x 11 size

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

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

Collecting for the Curriculum Amy J.

Catalano,2015-09-28 If you re a librarian charged with collecting curriculum materials and children s literature to support the Common Core State Standards then this book the only one that offers explicit advice on collection development in curriculum collections is for you While there are many publications on the Common Core for school librarians and K 12 educators no such literature exists for curriculum librarians at the post secondary level This book fills that gap standing alone as a guide to collection development for curriculum librarians independent of the Common Core State Standards CCSS The book provides instruction and guidance to curriculum librarians who acquire and manage collections so you can develop a collection based on best practices The book begins with a primer on the CCSS and how curriculum librarians can support them Discussion of the Standards is then woven through chapters arranged by content area that share research based practices in curriculum development and instruction to guide you in curriculum selection Material types covered include games textbooks children s literature primary sources counseling and nonfiction Additional chapters cover the management of curriculum collections testing collections and instruction and reference as well as how to support and collect for special needs learners Current practices in collection development for curriculum materials librarians are also reviewed The book closes with a discussion of the future of curriculum materials **The Language of Schooling** Mary J.

Schleppegrell,2004-04-26 This book is about how language is used in the context of schooling It demonstrates that the variety of English expected at school differs from the interactional language that students use for social purposes outside of school and provides a linguistic analysis of the challenges of the school curriculum particularly for non native speakers of English speakers of non standard dialects and students who have little exposure to academic language outside of schools **The Language of Schooling A Functional Linguistics Perspective** builds on current sociolinguistic and discourse analytic studies of language in school but adds a new dimension the framework of functional linguistic analysis This framework focuses not just on the structure of words and sentences but on how texts are constructed how particular grammatical choices create meanings in the different kinds of texts students are asked to read and write at school **The Language of Schooling A Functional Linguistics Perspective** provides a functional description of the kinds of texts students are expected to read and write at school relates research from other sociolinguistic and language development perspectives to research from the systemic functional linguistics perspective focuses on the increasing linguistic demands of contexts of advanced literacy middle school through college analyzes the genres typically encountered at school with extensive description of the grammatical features of the expository essay a gatekeeping genre for secondary school graduates reviews the grammatical features of disciplinary genres in science and history and argues for more explicit attention to language in teaching all subjects with a particular focus on what is needed for the development of critical literacy This book will enable researchers and students of language in education to recognize how the grammatical and discourse features of the language of schooling construct the content areas role relationships and purposes and expectations of schools It also will enable them to better

understand the nature of language itself and how it emerges from and helps to maintain social structures and institutions and to apply these understandings to creating classroom environments that build on the strengths students bring to school

**Kids in the Kitchen** Katherine Scrapper, Katie Kjelland, Rhiannon Alberry, Maria Rodriguez, Quentyn Tilcock, 2011

**Procedural Text** **Unity and Diversity in Language Use** Kristyan Miller, Paul Thompson, 2006-01-23 The papers in this collection drawn from the 34th Annual Conference of the British Association for Applied Linguistics reflect a number of different perspectives within the field of applied linguistics at the start of the twenty first century While addressing the theme of unity and diversity each paper prompts critical reflection on tensions within the discipline between stability and change consensus and controversy similarity and variation The interpretation of language use is broad and varied taking both macro and micro perspectives Topics addressed range from issues of global communication in a world of shifting demographics and technological advances to analyses of specific contexts of interaction both professional and personal Contexts of language use frequently coincide with settings of language acquisition both within and beyond the language classroom and this opens up discussion of the focus scope and appropriateness of research stances in applied linguistics and practices in language pedagogy Furthermore variation is considered from a number of social cultural gender related linguistic and discourse perspectives calling into question terminology definitions and the nature of evidence at the heart of applied linguistic theory and practice

**Revitalizing Read Alouds** Lisa Hammett Price, Barbara A. Bradley, 2016-04-01 This practitioner friendly book provides recommendations for structuring read aloud routines in the early childhood classroom making the read aloud interactive and using instructional strategies that enhance childrens vocabulary and content knowledge It also includes methods for supporting children with special needs as well as English language learners

*New Literacies and the English Curriculum* Len Unsworth, 2011-11-03 In an age where the use of electronic media is expanding and the nature of traditional texts and text based learning is changing new literacies are becoming increasingly important in the school classroom This volume examines how new literacies can be used in the English curriculum and presents a series of research based studies applied to every level of school age education The chapters examine early literacy picture books the internet secondary school English and the problems of assessment in the new literacy age This forward thinking volume will be of interest to teachers and academics researching education literacy applied linguistics and social semiotic theory

**Language and Literacy Connections** Geraldine P. Wallach, Elaine Ocampo, 2025-06-02 Language and Literacy Connections Intervention for School Age Children and Adolescents Second Edition takes readers on a path of knowledge steeped in principles and practical applications Integrating language learning and disorders and literacy together in a coherent and cohesive narrative it covers the challenges facing school age students from early elementary levels through high school Using past and current research and interventions from speech language pathology SLP and reading and literacy arenas the authors present transcripts cases and detailed intervention sessions to provide a template for daily practice The

text raises questions relating to why am I doing this and provides some answers to this most complex yet basic question The text has four major goals 1 to encourage readers to evaluate past and current clinical and educational practices in language intervention at school age levels 2 to present intervention goals and activities that are theoretically sound but may require further research scrutiny 3 to explore aspects of curriculum relevant language intervention for students with language learning disabilities 4 to provide guidelines for school based practitioners that clarify how professionals with diverse backgrounds and roles share responsibility in language literacy and academic programming While taking a strong language disorders perspective the text would be a useful resource for teachers and other specialists who share students with language learning disabilities LLD with their school based speech language pathologists SLPs New to the Second Edition A new chapter Application Activities to Stretch Your Knowledge includes problems with possible answers and rationales that review significant concepts in language and literacy with a focus on adolescents A roadmap to scenarios and reports and key information at the beginning of the text Application activities in Chapter 10 with icons that highlight easy access to key information and connections with understanding the Whys Key Features Questions at the beginning of each chapter that reflect concerns of SLPs and their teams Projects and assignments that supplement and review the material Examples of teaching modules with practical lesson plans that integrate the role of SLPs in Interprofessional Practices IPP while explicitly addressing the curriculum across a variety of subject areas

*Non-Fiction Text Structures for Better Comprehension and Response* Gail Saunders-Smith, 2009 Non fiction text structures organize information into comprehensible patterns Knowing how to recognize and use these structures to navigate non fiction text greatly improves students understanding of what they read Gail Saunders Smith simplifies the process by providing teachers of grades 4 8 with ways to teach each of the five non fiction text structures compare contrast cause effect sequence procedure question answer and exemplification engaging whole class and small group activities using written verbal image three dimensional and technology responses study skills for locating recording and using information tools for assessing student understanding and explanations of the text features that organize information within the text structures and mini lessons for whole class small group and independent application of students text structure knowledge Examples photographs student samples and graphic organizers support your teaching and a bibliography of professional books and resources for locating leveled non fiction texts make this a complete ready to use guide for improving student comprehension

Enabling Praxis, 2008-01-01 In a range of professions professional practice today is under threat It is endangered for example by pressures of bureaucratic control commodification marketization and the standardisation of practice in some professions In these times there is a need for deeper understandings of professional practice and how it develops through professional careers Enabling Praxis Challenges for education explores these questions in the context of initial and continuing professional education of teachers It presents a theory of the development of praxis morally committed action oriented by tradition to show the ways

praxis is enabled and constrained by the cultural discursive material and social political conditions under which professional practice occurs It introduces the notion of practice architectures to show how particular conditions for practice shape the possibilities of praxis The way these processes work is illustrated by detailed exploration of a number of cases of praxis development in a variety of educational settings at a variety of levels in teacher education for schools and for vocational education and training in the continuing professional education of teachers in educational administration and in informal community based education for sustainability initiatives The book provides conceptual resources that permit deeper analysis of the character conduct and consequences of professional practice It concludes with challenges for education and for initial and continuing teacher education suggesting that the contemporary threats to education as a professional practice call for revitalisation of the profession professional bodies and the intellectual traditions that orient and guide educational practice

**English as a Second Language in the Mainstream** Constant Leung,Christine Davison,Bernard Mohan,2014-07-15

Since it was first established in the 1970 s the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education Drawing extensively on empirical research and theoretical work in linguistics sociology psychology and education the series explores key issues in language acquisition and language use English as a Second Language learners are now a considerable and increasing part of the mainstream of urban schools in English speaking countries Beyond the learning of English this development raises broader questions of language as a medium of education in a multilingual multicultural environment Drawing on their experience as researchers and educators in Australia Canada and England the authors of English as a Second Language in the Mainstream present an up to date account of advances in theory and practice Their analysis of system wide provision however suggests that a truly responsive educational vision is lacking government policy is inadequate educational practices for ESL students are either underdeveloped or poorly coordinated with practices for other students and the rhetoric of reform fails to engage significantly with issues of teaching and resources The authors argue towards a more comprehensive vision which can acknowledge the relation between issues concerning ESL students and issues concerning the educational system as a whole which can coordinate reforms in ESL education with general reforms which can explicitly and systematically integrate language learning and content learning and which can build more positively on the multilingual and multicultural nature of modern education for all students

*Teaching Climate Change to Children* Rebecca Woodard,Kristine M. Schutz,2024

*Teaching Climate Change to Children* describes the journey of two literacy researchers to learn about climate change and support relevant literacy pedagogy for young children pre K 6 The authors argue that climate change and social justice are inextricable from each other that children in the younger grades are capable of learning about climate change and that reading writing and language study is well suited to this work Three anchoring themes are offered to support literacy climate pedagogy interconnectivity relationality and action with rich classroom examples and different entry points to engage with

these themes either by starting small or going big The text includes chapters on the importance of taking an emotionally affirming stance and on the potential of incorporating arts based methods With love for the Earth and one another at its core this accessible book takes a broad view of what it means to cultivate sustainable futures for our planet for teachers and for children in today s schools Book Features A unique focus on teaching about climate change to young children as opposed to adolescents Insights drawn from a yearlong teacher inquiry group with classroom teachers and from literacy methods courses with preservice teachers Explicit attention to the importance of humanizing and care based practices in literacy climate pedagogy Classroom examples collected across four urban public schools where teachers used the activities and resources discussed in the book User friendly textboxes with suggestions and questions to guide discussion reflection and action

*Simply Small Groups* Debbie Diller,2021-08-17 Make the most of small group time in person or online To help students progress as readers they need personal attention from a teacher and a connection with their peers Small groups offer both When you work with just a few kids at a time whether face to face or in a virtual setting you provide a safe trusting environment that encourages them to challenge themselves In this timely handbook author and reading expert Debbie Diller provides concrete guidance for tailoring the small group experience to literacy instruction You ll learn how to assess student skills and needs how to flexibly organize groups and how to differentiate instruction to give every reader a pathway to success Features include Strategies and tools grouped by developmental reading stages At a glance charts for assessing current skill level and identifying next instructional steps Downloadable printables for planning and instructional use Easy adaptations for use in online learning Reflection prompts and guiding questions Whatever your instructional setting you and your students need the relationships that are best forged in small groups With this book you ll build those relationships and help young readers achieve success

*Literacy and Learning in the Content Areas* Sharon Kane,2017-07-05 The 3rd Edition of Literacy Learning in the Content Areas helps readers build the knowledge motivation tools and confidence they need as they integrate literacy into their middle and high school content area classrooms Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms Rather than passively learning about strategies for incorporating content area literacy activities readers get hands on experience in such techniques as mapping webbing anticipation guides booktalks class websites and journal writing and reflection Readers also learn how to integrate children s and young adult literature primary sources biographies essays poetry and online content communities and websites into their classrooms Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students content area learning Author Sharon Kane demonstrates how relevant reading writing speaking listening and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks

**Unison Reading** Cynthia McCallister,2011 Written as a guide to



help teachers who are interested in implementing Unison Reading in their classrooms and schools the book presents Unison Reading as both a method and a program including practical guidance and solid theoretical support     Write Ways Lesley Wing Jan,1991 Resource book for primary school teachers containing advice on developing extensive language learning programmes Includes activities sample units of work and reference lists     *Teaching Literature to Adolescents* Richard Beach,Deborah Appleman,Susan Hynds,Jeffrey Wilhelm,2013-08-21 This text for pre service and in service English education courses presents current methods of teaching literature to middle and high school students The methods are based on social constructivist socio cultural theories of literacy learning and incorporate research on literary response conducted by the authors Teaching Literature to Adolescents a totally new text that draws on ideas from the best selling textbook Teaching Literature in the Secondary School by Beach and Marshall reflects and builds on recent key developments in theory and practice in the field including the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs attitudes and ideological perspectives encountered in literature organization of the literature curriculum around topics themes or issues infusion of multicultural literature and emphasis on how writers portray race class and gender differences use of drama as a tool for enhancing understanding of texts employment of a range of different ways to write about literature integration of critical analysis of film and media texts with the study of literature blending of quality young adult literature into the curriculum and attention to students who have difficulty succeeding in literature classes due to reading difficulties disparities between school and home cultures attitudes toward school English or lack of engagement with assigned texts or response activities The interactive Web site contains recommended readings resources and activities links to Web sites and PowerPoint presentations and opportunities for readers to contribute teaching units to the Web site databases Instructors and students in middle and high school English methods courses will appreciate the clear engaging useful integration of theory methods and pedagogical features offered in this text

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