

Are video games a good way to keep fit?

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.

First of all, I think that active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play.

In addition, you can play them whenever you want. Some people think that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

To sum up, I believe that video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.

Top Tips for writing

1. Write your essay in clear paragraphs. Use phrases like *First of all*, *In addition* and *To sum up* to start each paragraph.
2. Express your own opinion using *I think*, *In my opinion* or *I believe*. Mention other viewpoints with phrases like *Some people think* and say whether you agree or disagree with them.

Sample Opinion Essays For Grade Three

**Nancy Mather, Barbara J.
Wendling, Rhia Roberts**



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The Common Core Companion: Booster Lessons, Grades 3-5 Leslie Blauman, 2015-07-14 Skill building through potent instruction day by day In these much anticipated sequels to *The Common Core Companion* Janiel Wagstaff and Leslie Blauman provide a collection of connected lessons and formative writing assessments that bring Monday to Friday clarity to the task of integrating reading and writing with ELA standards In each volume the 50 lessons are divided into five week long learning sequences addressing key literacy goals A best practice glossary If Then charts unit planning calendars and other tools round out these essential references both in book and online Follow each sequence and week by week you ll build the instructional potency to help students achieve a year s worth of growth as you integrate Writing Narratives with Identifying Sensory Words in Text Research with Identifying Topic and Details Opinion Writing with Close Reading for Text Evidence Comparing and Contrasting with Publishing Using Digital Tools Informative Writing with Use of Text Features **My View, My Voice, Levels 3-5** Rebekah Coleman, Carolyn Greenberg, 2018-04-02 This classroom resource provides teachers with a strong foundation in the elements of persuasive writing In the 21st century classroom the skills and strategies required to effectively evaluate and compose opinions has never been greater This book discusses why teaching persuasive writing is relevant and beneficial to the target age groups and includes resources to help grades 3 5 students examine multiple views on a topic and write their own informed effective opinions and arguments Persuasive writing provides students with an avenue to examine a topic develop informed views express their opinions and defend their ideas with logical evidence based reasoning This resource takes a unique approach to the topic of teaching persuasive writing with an effective combination of tips strategies and resources With mentor texts student writing samples rubrics lesson plans and questions to assess professional growth at the end of each section teachers will learn why persuasive writing is so important in today s classrooms and how to tackle the challenge of teaching it This book includes 21 persuasive writing strategies 10 lesson plans student writing samples mentor texts anchor charts *Writing Assessment and Instruction for Students with Learning Disabilities* Nancy Mather, Barbara J. Wendling, Rhia Roberts, 2009-10-12 A hands on guide for anyone who teaches writing to students with learning disabilities This valuable resource helps teachers who want to sharpen their skills in analyzing and teaching writing to students with learning disabilities The classroom tested research proven strategies offered in this book work with all struggling students who have difficulties with writing even those who have not been classified as learning disabled The book offers a review of basic skills spelling punctuation and capitalization and includes instructional strategies to help children who struggle with these basics The authors provide numerous approaches for enhancing student performance in written expression They explore the most common reasons students are reluctant to write and offer helpful suggestions for motivating them Includes a much needed guide for teaching and assessing writing skills with children with learning disabilities Contains strategies for working with all students that struggle with writing Offers classroom tested

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Student and Teacher Writing Motivational Beliefs Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

Becoming a Teacher of Writing in

Elementary Classrooms Donna Kalmbach Phillips, Mindy Legard Larson, 2015-12-22 Becoming a Teacher of Writing in Elementary Classrooms nurtures teachers identities as writers connects to the realities of writing instruction in real and diverse classrooms and encourages critical and creative thinking This text is about writing instruction as a journey teachers and students embark on together The focus is on learning how to teach writing through specific teaching and learning structures found in the Writing Studio mini lessons teacher and peer conferencing guided writing and sharing celebrating and broadcasting writing Pedagogical features include teaching structures and strategies Problematizing Practice classroom scenarios assessment resources and a Companion Website Because a teacher who views him or herself as a writer is best positioned to implement the Writing Studio a parallel text Becoming writer give readers space to consider who they are as a writer their personal process as a writer and who they might become as a writer **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

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web relate protein synthesis and its two major phases to the central dogma of molecular biology identify the steps of transcription and summarize what happens during each step explain how mrna is processed before it leaves the nucleus describe what happens during the translation phase of protein synthesis

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web apr 28 2023 correct answer a deoxyribonucleic acid explanation dna stands for deoxyribonucleic acid it is a molecule that contains the genetic instructions used in the development and functioning of all known living organisms dna is composed of two long chains of nucleotides twisted into a double helix structure

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web a change in dna structure may result in a change in the protein synthesised by a gene if there is a change in the order of the bases in a section of dna eg in a gene then a different protein may be produced this protein may not function in the same way as the original protein would have before the change occurred in the dna

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web key points dna replication is semiconservative each strand in the double helix acts as a template for synthesis of a new complementary strand new dna is made by enzymes called dna polymerases which require a template and a primer starter and synthesize dna in the 5 to 3 direction

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web mar 21 2022 the objective of this quiz is to test your knowledge on dna rna and protein synthesis however this quiz will also work as a study guide seeing as the correct answers will be given after each submitted answer dna replication quiz questions and answers grade 9 biology quiz questions and answers cell structure and function

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web in the transcription stage of protein synthesis the section of the dna molecule where the gene is located the gene coding for a particular polypeptide unwinds the hydrogen bonds between the complementary base pairs break causing the two dna strands to unzip

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web the dna bases pair together a t t a g c and c g dna is arranged in a double helix structure a gene is a short section of dna that is the genetic code for a characteristic

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web dna and protein synthesisencyclopædia britannica inc dna is an organic chemical that contains genetic information and instructions for protein synthesis it is found in most cells of every organism dna is a key part of reproduction in which genetic heredity occurs through the passing down of dna from parent or parents to offspring

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