

relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

6. Subtract multiples of 10 in the range 10–10 from multiples of 10 in the range 10–10 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement & Data

1. Order three objects by length; compare the lengths of two objects indirectly using a third object.

2. Express the length of an object as a whole number of length units, by laying copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

3. Tell and write time in hours and half-hours using analog and digital clocks.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.



Geometry

1. Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

2. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and create new shapes from the composite shape.

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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Working with Children in the Early Years Carrie Cable,Linda Miller,Gill Goodliff,2012-11-12 Working with Children in the Early Years is an accessible introduction to early years theories policy and practice offering practitioners in a diverse range of settings the opportunity to develop their knowledge understanding and skills for working with young children This fully updated second edition builds on new government agendas and interests in supporting quality provision for young children and their families Bringing together current research and thinking in a broad range of areas it covers the diversity of practitioner roles and multi agency working working with families listening to children observing and assessing developing professional roles health and well being curriculum and pedagogy the importance of play and learning in the early years All contributions are strongly practical and underpinned by relevant theory and will support students and practitioners studying in the field of early years and early childhood studies as well as those aiming to achieve Early Years Professional Status The book will also appeal to training providers equipping them with a valuable and unique source to support a range of early years courses

Resources in Education ,1997

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impressed with it and love the idea Others aren't sure about it because they have heard complaints and that it confuses kids Some educators really embrace it and others don't like the idea of change They also worry that it means they have to change their teaching methods Yet there are plenty of benefits involved with the common core curriculum As you learn about it you will be more comfortable with what your child will be learning about In the past a big problem with schools is that they all did things differently A child going to school in one region would learn different things than others Yet they all took the same standardized tests A student that moved due to family circumstances may find they are in a school where they are very far behind or where they are too far ahead With educational standards in place educators can make sure that students are exposed to the skills and the information they need to build on from one grade to the next Parents can feel good knowing that their child is going to get a good education no matter where they have and which public school they attend Inside this Book you are about to learn the following information What is Common Core Why is Common Core so Popular Now Be Prepared for Changes in the Classroom Math Standards English Standards Evaluating the Success of a Child with Common Core Working with your Child's School and so much more

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Virginia State Documents, 1994 [The Inclusive Classroom](#) Margo A. Mastropieri, Thomas E. Scruggs, 2007 The Inclusive Classroom Strategies for Effective Instruction Third Edition By Margo A Mastropieri and Thomas E Scruggs Recent Praise for The Inclusive Classroom Strategies for Effective Instruction Quite detailed Quite practical Everything is well linked to both research and standards Joseph E Nolan Indiana University of Pennsylvania This text is exceptional The authors have provided numerous practical examples throughout the book that are easy for inexperienced teachers to implement I believe even teachers with extensive experience would find new ideas in this textbook Karen B Clark Indiana University South Bend As you can see the real strength of The Inclusive Classroom is its emphasis on practical research based teaching and learning strategies in an inclusive environment The third edition focuses on the basic tools general educators need and directly relates content to the academic and professional demands of teachers in inclusive settings Practical and Effective Teaching and Learning Strategies In the Classroom features offer tips strategies

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