Guided Practice Vs Independent

Math understanding will fall into place when kids use Spectrum Focus: Place Value and Rounding for grade 4—it provides extensive practice to help children add and subtract multi-digit numbers, multiply and one- and two-digit numbers, and more. Packed with introductions, explanations, and comprehensive assessments, the Spectrum Focus series is designed to help every child meet (and exceed) expectations by offering an in-depth learning experience. This standards-based workbook doesn't just prepare them for classroom success—it helps them make real-world connections by applying learned skills to everyday scenarios.

Operations in Base Ten: Inverse Operations Practice

Operations in Base Ten: Adding and Subtracting to 18 Practice

Number Sense: Even and Odd Numbers Practice

Measurement: Working with Time Practice

Operations in Base Ten: Adding and Subtracting Money Practice

The study compared the effectiveness of the guided practice method and the independent practice method of teaching electronic spreadsheet applications. Two intact sections of computer software applications classes at the collegiate level were studied. Both sections were taught by the same teacher. A computer-generated spreadsheet skills test was used to determine the skill level and the amount of transfer of learning from a familiar to an unfamiliar program. No statistically significant differences were found between the guided practice and the independent practice methods of teaching electronic spreadsheet applications relative to content knowledge achievement and students' perceptions of the course. A significant difference was found in relation to the skill level achieved by students in favor of the guided practice method of instruction. However, independent practice learning activities were found to be significantly different in relation to the amount of transfer students exhibited from a familiar electronic spreadsheet to an unfamiliar one. Conclusions were (a) both independent practice learning activities and guided practice learning activities produced similar student performance results relative to content knowledge of electronic spreadsheets, (b) guided practice learning activities are more effective than independent practice learning activities when teaching electronic spreadsheet skills, (c) independent practice learning activities are more effective when teaching electronic spreadsheet skills to transfer to an unfamiliar electronic spreadsheet program, and (d) both independent practice learning activities and guided practice learning activities produced similar student ratings relative to students' perceptions of the course.

Operations in Base Ten: Adding 3 Numbers Practice

Guided Practice for Reading Growth, Grades 4-8

Operations in Base Ten: Subtraction Using a Number Line Practice

Operations in Base Ten: Adding Double Digits Practice

Data: Tables Practice

"Make sure your students follow your instructions." That sounds like a straightforward instruction, but in fact, it's fairly abstract. What does a teacher actually have to do to make sure students are following? Even the leader delivering this direction may not know, and the first-year teacher almost certainly doesn't. The vast majority of teachers are only observed one or two times per year on average—and even among those who are observed, scarcely any are given feedback as to how they could improve. The bottom line is clear: teachers do not need to be evaluated so much as they need to be developed and coached. In Get Better Faster: A 90-Day Plan for Coaching New Teachers, Paul Bambrick-Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success. Over the course of the book, we break down the most critical actions leaders and teachers must enact to achieve exemplary results. Designed for coaches as well as beginning teachers, Get Better Faster is an integral coaching tool for any school leader eager to help their teachers succeed. It's the book's focus on the actionable—the practice-able—that drives effective coaching. By practicing the concrete actions and micro-skills listed here, teachers will markedly improve their ability to lead a class, producing a steady chain reaction of future teaching success. Though focused heavily on the first 90 days of teacher development, it's possible to implement this work at any time. New and old teachers alike can benefit from the guidance of Get Better Faster and close their existing instructional gaps. Packed with practical training tools, including agendas, presentation slides, a coach's guide, handouts, planning templates, and 35 video clips of real teachers at work, Get Better Faster will teach you: The core principles of coaching: Go Granular, Make Feedback More Frequent, Top action steps to launch a teacher's development in an easy-to-read scope and sequence guide The four phases of skill building: Phase 1 (Pre-Teaching): Dress Rehearsal Phase 2: Instant Immersion Phase 3: Getting into Gear Phase 4: The Power of Discourse

Operations with Fractions: One-third Practice

Operations in Base Ten: Subtracting Multiples of 10 Practice

Operations in Base Ten: Addition Using a Number Line Practice

Operations in Base Ten: One-Digit Subtraction Practice

Operations with Fractions: One-half Practice

The purposes of this study were to determine (a) if the type of teaching method (guided practice vs. independent practice) significantly effected students achievement in an introductory database unit of a microcomputer applications course, (b) if a students' learning style (field-dependent or field-independent) significantly effected achievement, (c) if a student's problem solving ability has any relationship to a student's achievement based on treatment, and (d) if an interaction existed between learning styles and instructional method on achievement measures. The participants for this study consisted of 59 students enrolled in four intact sections of an undergraduate F314 Utility Software for Microcomputers course. Since participants determined the section to enroll in, the treatments were randomly assigned to the four sections. Twenty-eight students in Treatment I were taught in a computer lab, with each student seated at a computer, using the lecture/demonstration method. They completed guided practice learning activities. Thirty-one students in Treatment II were taught in a computer lab utilizing the lecture/demonstration method with each student at a computer. They completed independent learning activities with the instructor available for help. As a measure of cognitive style, the Group Embedded Figures Test was administered to the students. To measure students' problem solving confidence, approach-avoidance, and personal control the Problem Solving Inventory was administered and the total PSI was utilized in the analyses of the data. A student information sheet was used to obtain demographic data and information on each student's exposure and experience using microcomputer applications software. Descriptive statistics (frequencies, means, percentages, and standard deviations), Analysis of Variance (ANOVA), and the Pearson correlation were used to analyze the data. Results suggested that the guided practice instructional method is more effective than the independent practice method in improving college student achievement scores on database instruction and that achievement is not dependent on matching method of instruction and learning styles.

Operations in Base Ten: Subtracting Double Digits Practice

Number Sense: Place Value in Decimals Practice

Guided Practice Vs. Independent Practice

Operations in Base Ten: Adding Money Practice

Perspectives on Transitions in Schooling and Instructional Practice examines student transitions between major levels of schooling, teacher transitions in instructional practice, and the intersection of these two significant themes in education research. Twenty-six leading international experts offer meaningful insights on current pedagogical practices, obstacles to effective transitions, and proven strategies for stakeholders involved in supporting students in transition. The book is divided into four sections, representing the four main transitions in formal schooling: Early Years (Home, Pre-school, and Kindergarten) to Early Elementary (Grades 1–3); Early Elementary to Late Elementary (Grades 4–8); Late Elementary to Secondary (Grades 9–12); and Secondary to Post-Secondary (College and University). A coda draws together over-arching themes from throughout the text to provide recommendations and a visual model that captures their interactions. Combining theoretical approaches with practical examples of school-based initiatives, this book will appeal to those involved in supporting either the student experience (both academically and emotionally) or teacher professional learning and growth.

Perspectives on Transitions in Schooling and Instructional Practice

Teaching Microcomputer Software Applications (electronic Spreadsheets)

Number Sense: Standard and Expanded Form Practice

Operations in Base Ten: Counting Objects Practice

Number Sense: Number Names Practice

Offers strategies and practical tools to integrate writing assignments into math, science, art, and social studies.

Geometry: 2-D Shapes Practice

Measurement: Elapsed Time Practice

Get Better Faster

Measurement: Time Practice

Number Sense: Odd and Even Numbers Practice

Help your students with their mathematical fluency using grade-specific practice worksheets. The problems give students the important repeated practice for key mathematical skills and concepts. These are great for guided practice or independent work.

Number Sense: Numbers to 100 Practice

Data: Pictographs Practice

The Effects of Learning Style and Teaching Methodology on Achievement in an Introductory Database Unit

Operations in Base Ten: Money Practice Practice

Texts and Lessons to Improve Fluency, Comprehension, and Vocabulary

Guided Practice for Reading Growth provides all you need to support middle grade students reading two or more years below grade level. Twenty-four powerful reading lessons feature original poems and short texts that interest students and encourage them to think deeply. This unique book shows you how to: · Build students' background knowledge by watching and discussing videos. · Use poems to improve reading and fluency through practice and performance. · Invite students to write about their reading and increase comprehension and recall. · Encourage meaningful talk to enlarge students' analytical thinking and understanding.

Number Sense: Number Patterns Practice (Set 2)

Number Sense: Place Value Practice

Operations in Base Ten: Subtracting Single Digits Practice

A 90-Day Plan for Coaching New Teachers

Spectrum Place Value and Rounding

Teaching Microcomputer Software Applications (electronic Spreadsheets)Guided Practice Vs. Independent Practice

Number Sense: Number Sequences Practice

Teaching Writing in the Content Areas

Operations in Base Ten: Giving Change Practice

Geometry: Position and Proximity Practice