

Reteaching Activity 7-1

Conflict Resolution

Directions: Match the definitions in the left column with the term or word about conflict resolution in the right column. Write the answers in the space provided.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. _____ is a disagreement between people. 2. Conflicts can be caused by differences in _____ over just about anything. 3. When you have conflicts with your parents about rules, try to put yourself in the _____ of your parents. 4. Try to understand that parents set limits for the well-being of their _____. 5. Work to maintain positive relationships with the people in your _____. 6. Conflicts between _____ often involve issues about property and space. 7. Conflicts can be about _____, rewards, and privileges. 8. Teasing is a form of _____. 9. _____ are people who pick on individuals who are smaller or weaker. 10. _____ or name-calling is a form of bullying. 11. Calling a person a name based on his or her culture or _____ is totally unacceptable. 12. _____ is a negative and unjustly formed opinion. 13. When teased, you can explain that the teasing makes you _____. 14. Words should be used to build people up, not _____ them down. | <p>conflict
tear
opinion
uncomfortable
prejudice
position
race
children
labeling
environment
bullies
siblings
bullying
power</p> |
|---|--|

Lesson 4 Reteaching Answer

Clayton, Elaine Clayton



Lesson 4 Reteaching Answer:

The Mini Course Walter R. Borg,1970 **The Reading Intervention Toolkit** Laura Robb,2016-04-15 This classroom resource addresses the instructional challenges faced by fourth to eighth grade teachers and provides research based tools needed to improve students reading comprehension These classroom tested interventions can be used with struggling readers in 5 10 to 15 and 30 to 40 minute settings Key features of this professional development resource include responsive teaching and differentiation the four kinds of interventions that can support students reading intervention tools and strategies for teachers and students the use of focus standards to discuss key reading strategies inferring finding main ideas and themes and using context to determine a word s meaning and getting students to write about their reading *Scott Foresman-Addison Wesley Mathematics* ,2008 **Reteach Workbook** WrightGroup/McGraw-Hill Staff,2002 Each lesson in the grade level program has a corresponding Reteach activity for those students needing extra practice and support

Teaching ESL and STEM Content through CALL Abdelilah Salim Sehlaoui,2018-10-15 English Learners ELs are left behind in Science Technology Engineering and Mathematics STEM The growing need for effective critical pedagogical competence CPC critical technological competence CTC and critical cross cultural communicative competence C5 in teachers who serve ELs has become more evident because of the increasing numbers of ELs and the global socio economic and technological developments C5 which encompasses CTC and CPC is defined in the book as the teacher s ability to communicate effectively across cultures with diverse individuals An educator who possesses C5 is able to critically understand the power relations and importance of the socio economic and political contexts in any human encounter and the ability to make connections with real life to teach STEM content successfully The book provides teachers of ELs with a research based framework using classroom tested Computer assisted Language Learning and Teaching CALL programs to empower themselves through a practical reflective self professional development component as they help their students succeed academically in STEM A critical pedagogical and a genre based communicative approach is used to achieve this goal by teaching vocabulary grammar reading writing listening and speaking These key English language skills are given special attention in the book while supporting ELs native literacies and STEM education Throughout the book the critical pedagogical approach focuses on the socio economic context of education and makes connections between life in the classroom and real life Research on successful STEM schools indicates that cultivating partnerships with industry higher education nonprofits museums and research centers is crucial for engaging students in STEM learning through internships mentorships interdisciplinary project based learning and early college experiences To cultivate these partnerships and engage ELs in STEM requires educators to possess a C5 From an interdisciplinary approach the book s argument is supported by insights gained from research in various fields of inquiry The book offers practical detailed lesson plans hands on reflective inquiry activities classroom vignettes rubrics and research based criteria to evaluate practice strategies and

CALL programs and resources that are either very inexpensive or free of charge The main goal of the book is to develop students English proficiency and help ELs maintain their native literacy to succeed academically in STEM content areas

Kendall/Hunt Pre-algebra Teacher Guide , Prentice Hall Math Course 3 Study Guide and Practice Workbook 2004c Prentice-Hall, Inc,2003-12 A math text creates a path for students one that should be easy to navigate with clearly marked signposts built in footholds and places to stop and assess progress along the way Research based and updated for today s classroom Prentice Hall Mathematics is that well constructed path An outstanding author team and unmatched continuity of content combine with timesaving support to help teachers guide students along the road to success *New York Math: Math A* ,2000 Math of Money with Algebra - Extension Activities Clayton,Elaine Clayton,1994-06 New York Math: Math B ,2000 **Macmillan/McGraw-Hill Math: Teacher ed., v. 2** ,2004 **Prentice Hall Middle Grades Math: Course 1** ,1999 Onward with Mathematics 1 Teacher's Manual1st Ed. 1999 , **SRA Open Court Reading** Marilyn Jager Adams,2002 Contains materials designed to aid students in understanding the stories and lessons in Level 6 of the SRA Open Court reading series Blackline masters in the decodable books allow students to apply their knowledge of phonics elements to read simple texts **SRA Open Court Reading** ,2002 **Assessment for Learning** Rita Berry,2008-09-01 Assessment is an important part of effective teaching and learning It allows achievements to be recognized and helps both teachers and learners to reflect on and review their performance and progress While assessment has long been an end of learning activity to measure what learners can do the outcome oriented approach does not always foster learning motivation effectively A new perspective now encourages ongoing appraisal in the classroom to improve learning This book reflects current thinking of assessment with a stated focus on assessment for learning AfL It informs teachers about the latest developments and provides teachers with important tools for integrating assessment in the classroom The discussions on assessment theories are in depth and the examples used for illustrating the concepts are plentiful *Teaching Mathematics to All Children* Benny F. Tucker,Ann H. Singleton,Terry L. Weaver,2006 With the composition of today s classroom in mind this book approaches teaching and planning elementary mathematics by using methods that accommodate the diverse learning needs of any student having difficulties with basic math concepts The authors use personal experience and research that supports a complete set of developmental concepts and skills to outline the effective development of mathematical concepts and skills It stresses lesson planning that will result in learning understanding and retaining important concepts and skills K 12 Special Education and General Education Teachers Glencoe Writer's Choice ,2001 State adopted textbook 2001 2007 Grade 7 *Language* Dorothy S. Strickland,1990 Teen Health Mary Bronson Merki,1999

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