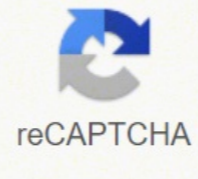




I'm not robot



Open

Product Introduction

Traditional panel lighting design by direct or side light type, our innovative Non-Light Guide Thin Panel Lighting design apply LED and optical lens could be obtain panel lighting. Compare to Side-Light type, that can to leave out light guide and optical films, and can cost down 35% and reduce weight 44%, and compare to Direct-Light type can reduce thickness 66% and weight 40%. This design can reduce weight great and enhance product performance, and let component minimization with can enhance production capacity. That can bring to earn profits and competition power for our company.

Eye-Care features & Technical means:

1. At the same luminous flux due to its light emitting area is larger than others, so the relative luminance value is less than others source, and obtain glare least
2. Blue-Wavelength ray will harm the macula of the eye, Our development of products to pick the appropriate wavelength filters or LED to reduce the blue wavelength, that in order to eye-care
3. Apply optical design to control light distribution to achieve the effect of anti glare



Product Features

Technology We apply second optical lens design to replace traditional side-light type, with can saving light guide plate and multi-optical film

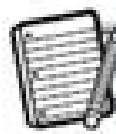
Innovation The innovation is we only use LEDs, one Reflector and one diffuser plate could get panel lighting

Market Our design can cost down 35%, and can bring higher profit margins for our company

Design This design can greatly reduce weight, and enhance the product value

Other advantages Component minimization with can reduce assembly man-hours , that can enhance the yield and improve productivity

Name _____ Date _____ Class _____



GUIDED READING ACTIVITY 4-2

Sparta and Athens

Directions: Outlining Reading the section and completing the outline below will help you learn more about Sparta and Athens. Refer to your textbook to fill in the blanks.

- I. _____ overthrew the nobles with the support of the common people.
- II. By 500 B.C., most city-states became either _____ or _____.
 - A. In an oligarchy, a(n) _____ have power.
 - B. In a democracy, all _____ share in the government.
- III. _____ was an oligarchy that focused on military training.
 - A. Spartans were afraid that the _____ might rebel, so they trained for war.
 1. Spartan boys started training at age _____.
 2. Spartan girls were trained in _____ so that they would become healthy mothers.
 - B. Sparta's _____ was an oligarchy.
 1. Two _____ headed a council of _____.
 - a. The council included _____ citizens over age _____.
 - b. The council presented laws to a(n) _____.
 2. The assembly was made up of all Spartan men over age _____.
 - a. They _____ on the council's laws.
 - b. They chose _____ to enforce laws and collect taxes.
- IV. Athens was originally an oligarchy but became a(n) _____.
 - A. A noble named _____ canceled all the farmers' _____ and freed slaves.
 - B. _____ won the support of the poor by giving them land and loaning them money.
 - C. _____ is credited with making Athens a democracy.
 1. He reorganized the _____ to play the central role in governing.
 2. He created a council of _____ citizens to carry out daily business.

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SECTION 4-2



| GUIDED READING NOTES | | | | LEVEL |
|----------------------|--|------------------------------|---------|-------|
| DATE | TITLE | | | A |
| STUDENT | STRATEGIES APPLIED | DIFFICULTY WITH | FLUENCY | |
| Stevie | <input type="checkbox"/> ENKLE - Picture clues <input type="checkbox"/> F201 - Beginning sounds <input type="checkbox"/> SNAKE - Stretching words <input type="checkbox"/> MONKEY - Chaining <input type="checkbox"/> FROG - Skip unknown words <input type="checkbox"/> SOLUNDS - Dig words <input type="checkbox"/> LION - Try different words | letter/sound correspondences | - | |
| Violet | <input type="checkbox"/> ENKLE - Picture clues <input type="checkbox"/> F201 - Beginning sounds <input type="checkbox"/> SNAKE - Stretching words <input type="checkbox"/> MONKEY - Chaining <input type="checkbox"/> FROG - Skip unknown words <input type="checkbox"/> SOLUNDS - Dig words <input type="checkbox"/> LION - Try different words | * Perfect | + | |
| Alex | <input type="checkbox"/> ENKLE - Picture clues <input type="checkbox"/> F201 - Beginning sounds <input type="checkbox"/> SNAKE - Stretching words <input type="checkbox"/> MONKEY - Chaining <input type="checkbox"/> FROG - Skip unknown words <input type="checkbox"/> SOLUNDS - Dig words <input type="checkbox"/> LION - Try different words | 1:1 / letter/sound | - | |
| Anna | <input type="checkbox"/> ENKLE - Picture clues <input type="checkbox"/> F201 - Beginning sounds <input type="checkbox"/> SNAKE - Stretching words <input type="checkbox"/> MONKEY - Chaining <input type="checkbox"/> FROG - Skip unknown words <input type="checkbox"/> SOLUNDS - Dig words <input type="checkbox"/> LION - Try different words | Sight word - my | + | |
| Mae | <input type="checkbox"/> ENKLE - Picture clues <input type="checkbox"/> F201 - Beginning sounds <input type="checkbox"/> SNAKE - Stretching words <input type="checkbox"/> MONKEY - Chaining <input type="checkbox"/> FROG - Skip unknown words <input type="checkbox"/> SOLUNDS - Dig words <input type="checkbox"/> LION - Try different words | Lots of prompts w/pattern | - | |
| | <input type="checkbox"/> ENKLE - Picture clues <input type="checkbox"/> F201 - Beginning sounds <input type="checkbox"/> SNAKE - Stretching words <input type="checkbox"/> MONKEY - Chaining <input type="checkbox"/> FROG - Skip unknown words <input type="checkbox"/> SOLUNDS - Dig words <input type="checkbox"/> LION - Try different words | | | |

EXTENSION ACTIVITY: Alpha Chart Sounds
 RECOMMENDATIONS: Violet - Do RR w/level B

KarenJonesTPT.com

Causes of War of 1812

Reading Comprehension Questions

Causes of The War of 1812
Guiding Questions:

1. Why did Britain fight in the war of 1812?
2. Why did the war of 1812 cause the second American Revolution?
3. What were the four causes of the War of 1812?
4. How did Washington, Adams, Jefferson and Madison deal with impressment?
Washington _____
Adams _____
Jefferson _____
Madison _____
5. What is a blockade?
6. Why was Tecumseh?
7. What did Tecumseh get for weapons?
8. How did Tecumseh get his weapons?
9. What is a War Hawk?
10. Who were the two main War Hawks?

Google Docs Included!

Perfect for struggling readers!

Guided reading activity 1-4 government.

Use context and diagrams to understand. Ask concepts for help if you still don't understand what you're reading. Who can practice active reading? Anyone can practice active reading from children to students to adults, reading for both instructive and entertainment purposes. It could be something that interests you, a word that confuses them, or a question or comment they may have, anything. During this period, when students are reading, the teacher provides any necessary assistance as well as records any observations. Check out our article on 10 reading strategies and activities for elementary students. Navigate through the table of contents and read the back cover. Title to Active Readings you read, think about the information you gathered in your pre-reading activities. Break reading into smaller portions. This is when the teacher introduces the text and takes the opportunity to teach the students before the beginning of the reading. Teacher's role: Listen to students as they read. Observe every behavior of readers for strategy use. Intercalate with students and help when needed. Observe and take notes on individual students. When you practice active reading, you use specific techniques to actually learn what you read. What is an active reading? Sometimes reading can be a rotation activity that happens without really thinking about the words you're seeing. In traditional reading groups, words are taught and skills are practiced in workbooks - while in a guided reading group, the teacher builds meaning and language and skills are incorporated into reading, not with workbooks. There are three essential elements in guided reading, they are before the reading, during the reading and after the reading. Traditional reading groups Students are tested on their skills - while at the rartnecnoc rartnecnoc es reuq meug arap etnatropmi @A arutiel ad oEAsneerpMoc A .oEAsArutsmi ad ognol oae otnemadna me jAtse somulia sod ofAsAnilava a ,adauag arutiel ed acimeAnid reading material to understand and learn. Look up words if you don't know what they mean. Still need details? Highlight or underline important words and phrases so you can find them later. Take notes when you agree or disagree on points. After reading, have students draw a 3 map of what history was. Student role: Read the text for themselves, in syllabus or in syllabus. Ask for help if needed. Then they will share them as a group after reading the 3. Here we take a look at the teacher and student papA© during each element, along with some activities for each, as well as comparing the traditional reading group with a dinAal guided reading group. The traditional © grouped by general determination of the capacity of the while guided by specific evaluation for the strengths and appropriate level of the text. Choose some words from the text that may be difficult for students or words that tell what the story is. You can also set up a schedule for small sessions u about 20 minutes long, taking five-minute breaks between them to keep up to date. Looking for more reading strategies to incorporate into your classroom? Traditional reading groups focus on decoding words, while guided reading groups focus on understanding The role of the teacher: talk and discuss what has just been read. Invite students to answer or add details. Return teaching opportunities to the text, such as finding answers to questions. Evaluate students' understanding. Increase the text by offering activities such as writing or drawing. Even if you don't go back and read the text, it may not actually resonate with you so you don't understand. Then let the students sort the words in When you practice active reading, you get involved with the material so you understand better and remember it. Linking to understand a tested and proven Technique to read for the maximum understanding is called called call The full text with light focus. Lead the full text. Lembre from what you have read testing your specific detail memory. See what you read again and take notes, rewritten with your own words. Try to make a code for you even use for notes. If you get to a point where you do not understand what you're reading, stop. Are you surprised by the information? Student role: Talk about what you just read. Consult the forecasts and react to history. Read the text to answer the questions from Professor. Read story with partner or group. It will be in addition to History. After reading, the teacher talks to the students about what they have just read and the strategies they used, and leads students through a discussion about the book. See how they compare: Traditional groups focus on the lesson, not on the student while guided reading focuses on the student, not in the lesson that will really help the student to learn and understand the plan of class faster. Activity to try: Order of words. During reading, students write what they want in adhesive notes. From QuestionAnswered.net When you practice active reading, you are using specific strategies to make your reading more engaged. Whenever you want to employ the active reading, you can try some premature activities before you eat As you can know about the topic and anything you can learn as a world. Student role: chat with the group about history. Levant questions about the story to be read. Create expectations about text. See information in the text. Activity to try: Draw a story map. The role of the teacher: Select an appropriate text for the group. Prepare an introduction to the story that they will read. Briefly the story the students. Leave some unanswered questions that can be answered throughout history. Here we take a look at Traditional Reading Groups versus Dynamic Guided Reading Groups. Try to make predictions about what you will read. Write down a few things you want to know when you're done reading. Learn more about the author, the editor and the date of publication. Activity to be Experienced: Self-adhesive Notes. When you take the time to read something, it's always a benefit when you can really understand and remember what you eat. Traditional groups the teacher follows a script prepared AeA' A' A' A' while in the guided the teacher is actively involved with the text and the students. students.

The x-axis is labeled "1 through 6" in one-point intervals. The y-axis is labeled "15 through 40" in five-point intervals. Laney's data points are in red and are as follows for weeks 1 through 6: 20, 22, 23, 23, 21, and 23. Laney's goal line stretches from 20 at week 1 to 28 at week 6. When children enter the 3rd grade, they begin comprehending more complex texts and building a reader's vocabulary. Our third grade printable worksheets and reading passages help eight- and nine-year-olds learn and review third grade reading concepts such as parts of speech, fact versus opinion, and story morals. Barrington is a village in Cook County and Lake County, Illinois, United States. The population was 10,327 at the 2010 census. A northwest suburb of Chicago, the area features wetlands, forest preserves, parks, and horse trails in a country-suburban setting. Barrington is part of the Chicago metropolitan area and serves as the hub of activity for the surrounding 90-square-mile (230 km ... Chandigarh (/ ʃ ʌ n d i ˈ g ɑː r /; local pronunciation: [ʃɑ̃ːˈgɑːʃ]) is a city, district and union territory in India that serves as the joint capital of the two neighbouring states of Punjab and Haryana. Chandigarh is bordered by the state of Punjab to the north, the west and the south, and by the state of Haryana to the east. It is considered to be a part of the ...

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