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Activities for very young learners pdf

Skip to the content Exercise is not only good for your child's body; it also helps shape his mind. So why are schools cutting physiological and external play from the curriculum? Your second grader has a spelling bee today. It's 7:30 .M. B. It's a material exam. C. Turn on some music and challenge it to jump around for ten minutes. Okay, that's a trick question, because all these strategies can be helpful. But if you answered C, you did a preparation test and there's a good chance your child will be fine, too. Of course, you know that regular physical activity is important for children's health and reduces their risk of being overweight. However, the intriguing news is that it is also associated with higher academic achievement. A recent study by the Delaware Department of Education and the nonprofit Nemours Health & Prevention Services analyzed the records of more than 80,000 Delaware public school students. We found that children who were more physically able generally performed better on reading and maths tests than their less active peers. More exercise seems to provide an even greater benefit, although short bursts can also improve a child's cognitive function, says Neal Halfon, M.D., a consultant to the Too Small to Fail campaign, which raises awareness of the condition of American children. Studies suggest that physical activity during school is particularly strong for children. Researchers from the University of Rome Foro Italico found that when children aged 8 to 11 exercised just before testing, they were more able to concentrate and their scores improved by an average of 10 percent. There is a clear scientific basis for this phenomenon, explains John Ratey, M.D., co-author of Spark: The Revolutionary New Science of Exercise and the Brain. Physical activity causes the brain to produce a protein called BDNF (a brain derived neurotrophic factor), which helps build and maintain nerve cell connections. The stronger these networks, the easier it is for a child to understand and retain information, says Dr Ratey. Exercise also causes the brain and body to produce neurotransmitters that help brain cells communicate and improve a child's mood, motivation, and focus. Most parents don't need a biology lesson to be convinced of this body and brain link. When Lydia Odell's son, Brady, who is now 6, started kindergarten, he would rather move than sit quietly during class. So Odell, who had her own wiggle as a child, decided that Brady was running a few laps around the house or jumping on cranes before school. The extra activity paid off. Unfortunately, too many children don't get enough physical activity in school to take advantage of the potential benefits in the classroom. Nationwide, financially restricted school systems are cutting P.E. classes to balance budgets. And in many places there is a holiday the victim of current pressure to raise standardised test scores, as schools maximise teaching time and minimise interruptions; only nine states have mandatory pauses. A study funded by Eunice Kennedy Shriver's National Institute for Child Health and Human Development in ten locations found that third graders had gym classes just 69 minutes a week. This is nowhere near the Guidelines of the National Association for Sport and Physical Education (NASPE) of 150 minutes of physical education per week for elementary school students and 225 minutes for high school students. But you don't have to settle for the limited physical activity your school provides. There are several steps you can take to bring more movement into your child's school day. If you don't think your child is getting enough gym time, check your state's Department of Education website to see if there are mandates regarding the amount and type of P.E. Keep in mind that quantity doesn't always match quality. In a good physical education class, children should spend a minimum of 50 percent of their time doing at least moderate physical activity instead of standing on the sidelines waiting for a turn, notes Dr. Darla M. Castelli, an associate professor of physical education at the University of Texas at Austin. It is also important that the curriculum exposes your child to various activities such as basketball, volleyball and tennis. This will help her discover athletic passions that can grow into life's pursuits. Rally support to improve your child's school exercise opportunities. Meet with your child's physical education teacher and school administrator and work together to improve physical activity opportunities before, during and after school, suggests Cheryl Richardson, senior program director at NASPE. For example, you can mention this study by the Centers for Disease Control and Prevention: Researchers concluded that creating more time for physiological ed does not adversely affect academic achievement and, in many cases, may actually have a positive impact on test scores, behavior and concentration. Also list as many administrators as you can to watch an inspirational video from SPARK, a nonprofit public health organization in San Diego, about why children need more physical education, at the beginning of this story. Take a peek at David Hardesty's fifth-grade class in Gillette, Wyoming, and you'll get a firsthand lesson in what exercise experts call brain fractures (though they really should be called brain enhancers). Every 15 minutes, Hardesty has her students engage in two minutes of exercise such as abs and jumping cranes. The strategy had a big impact. My students had double-digit gains on standardized tests in math, reading and language use, Hardesty says. See if your school is inclined to try these breaks, which cost nothing and are easy to spend. Your district may be interested in experimenting with other public school trend: schools: early morning trainings in which students do skles, squats, relay courses, games and more. Kathleen Tullie, whose children attend Memorial Elementary School in Natick, Massachusetts, and a group of fellow moms even started a 60-minute A.M. fitness program known as BOXING (Build Our Kids' Success). It is now offered at nearly 200 schools across the country. Visit bokskids.org for information on how to bring it to your school. If money is a limit to your school's athletic program, start raising funds or exploring grant opportunities. Perhaps you should peel off a chocolate bar and sell wrapping paper for the benefit of something that promotes activity, such as a walkathon or 5K community. Encourage the children to join you. You will lead by example and make the whole family capable in the process. Also consider looking for a local financial partner. Jacqueline Edelberg, a Chicago mom and co-author of How to Walk to School: Blueprint for a Neighborhood School Renaissance, helped turn Nettelhorst, her children's elementary school with poor results. One of her big successes was convincing the NHL's CHICAGO Blackhawks to fund Nettelhorst's new landlord fitness room. There are so many potential partners, such as sports equipment manufacturers, corporations with wellness initiatives and chambers of commerce, Edelberg says. You just have to scout them and approach them. Despite your best lobbying efforts, your child is unlikely to get all the physical activity they need at school. Try these ideas to practice more before and after class. Go to school on your own money. Walking, scootering or riding a bike helps your child learn. You can arrange a walking school bus with neighboring families. Or, if your school isn't around, park far enough to stretch her legs well. Do not rush to start your homework. Instead, have your child fill their brains with active play. Joe Becwar, a New York dad, takes son Nate, 6, to the park after school. This makes a big difference to his ability to focus on homework, Becwar says. Inject sweat at the time of its study. Brain interruptions aren't just for schools. When your child is reading or writing, set the kitchen timer for ten to 20 minutes. When it shuts down, to jump her rope or to bowl before proceeding with the task. Help him get physical. Whether your child is working, swimming or football, allowing him to join an active after-school program will not only help him develop a new skill, but will also increase his concentration, improve self-confidence and help him to stem new friends. Originally published in the April 2013 issue of Parents © copyright . All rights reserved. Printed from this link to an external site that may or may not meet accessibility guidelines. People learn English for many reasons. Unfortunately, students often think there is a one way to learn English and that the same things are important for everyone. All who are aware of why they learn English can also be convinced that different things are important for different students. This lesson uses a quiz that was first set up online and helps identify students as: English for career purposes LearnerGlobal English LearnerLearner Who Wants to Live (or already lives) in English-speaking cultureEnglish for Fun and Pleasure Learner Aim: students' awareness of what of English learner they areActivity: English learning quizLevel: Intermediate and above Begin the lesson asking students to discuss the different reasons people have for learning English Have the students take the quiz. Quiz rating using the following chart:English for career learning - Type 1 studentGlobal English Learner - Type 2 student Who wants to live (or already lives) in English-speaking culture - Type 3 studentEnglish for fun and pleasure student - Type 4 learnerAnswers 6 questions or more as type 1 student = English for career purposes LearnerAnswers 6 questions or more as type 2 student = Global English LearnerAnswers 6 questions or more as type 3 student = Student who wants to live (or already lives) In English-speaking cultureAnswers 6 questions or more as a type 4 student = English for fun and pleasure LearnerBased on their score, give students a copy of the description of the type of student included on page two of this lesson plan. Obviously, these types of students are approximations. However, by doing the quiz, students are aware of why learning English is important to them, and the 'student type' profile helps them better judge which activities matter most to them - and when to give yourself decisions! Finish the lesson by subsequently discussing the implications of these different types of students. What kind of English student are you? When do you use English outside of class? Talking to other non-native English speakers (i.e. not American, British, Australian, etc., but with people who have learned English as a second or foreign language). Talking to native English speakers. When I travel on vacation. With colleagues on the phone or by e-mail. A few hours every day Now or twice a weekAny dayFor learning English? Live in an English-speaking country. Use English to get a better job - Improve English for my current job. Speak English for the holidays. To use English to stay informed by reading newspapers, magazines, the Internet. Which statement best expresses your opinion on English? It's important to speak English for your job. It is important to speak American English or British English. The most important thing is communication. It doesn't matter if you make a few mistakes. I have to ask directions and order breakfast when I go on vacation. What is the most important English task for you? Understanding native English speakers. Write excellent communication via email or in letters. Exchanging ideas with other people in English (both original non-native speakers). Searching for and understanding basic things in English. How often do you use your English? Every day at work, shopping and talking to people. Not very

often, only when I travel or meet strangers in my own country. Regularly when you read, talk to friends online, watch TV in English, etc. How do you use English online? I just want to learn English. Otherwise, I visit the pages in my own language. I love looking at english sites from all over the world. I'm doing research for my job. I love visiting American or British sites to learn slang and lifestyle. What statement applies to you? Basic pronunciation is important, excellent pronunciation is impossible. The pronunciation should be clear, it does not matter if it is British or American, etc. Pronunciation is not so important. I need to understand and write English well. Pronunciation and the correct accent are very important to me. I want native speakers (Americans, Brits, Australians, Canadians, etc.) to understand me. Do you think that... Learning English is stressful, but important for business. Learning English is key to improving my life where I live. Learning English is fun and one of my hobbies. Learning English is one of my favorite hobbies. Do you dream in English? NeverSometimesOftenRarely English? NeverSometimesOftenRarely

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