



Chapter 1 - Lesson 1 & 2: People Live & Work in Louisiana

Matching Directions: Match each vocabulary word with the correct definition.

- | | |
|---|----------------------|
| _____ 1. things we can't live without | a. wants |
| _____ 2. things we can live without but like to get | b. services |
| _____ 3. things that can be brought or sold | c. natural resources |
| _____ 4. work that someone does for someone else | d. citizen |
| _____ 5. a person that lives in and belongs to a community | e. goods |
| _____ 6. a material that can be found in nature | f. needs |



Multiple Choice Directions: Choose the correct answer for each question.

7. Why do people choose to live near businesses and downtown areas?
- They don't like being in the country.
 - There are no downtowns and business areas.
 - goods and services are always close by.
 - people like to live right next door to places like Toys-R-Us and Chuck-E-Cheese.

8. What are some examples of natural resources.

- wood, oil, water, and stone
- oil, water, vinegar, and spices
- ketchup, mayonnaise, mustard, and relish
- wood, metal, plastic, and aluminum

9. What are some examples of natural resources.

- wood, oil, water, and stone
- oil, water, vinegar, and spices
- ketchup, mayonnaise, mustard, and relish
- wood, metal, plastic, and paper

People choose to live near businesses like the ones below. Finish each sentence to tell why.



10. People like to live near schools and libraries because they are places to _____.



11. People like to live near grocery stores because they are places to _____.



12. People like to live near hospitals because they are places to go if you are _____ or _____.



13. People like to live in neighborhoods because they are places to build your _____.



14. People like to live near factories because they are places that _____ things.

15. People like to live near banks because they can save and get _____ from them.

Harcourt Social Studies Study Guide 3rd Grade

**James McLeskey, Lawrence
Maheady, Bonnie Billingsley, Mary T.
Brownell, Timothy J. Lewis**

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schools over the past five decades and presents a compelling case for a new way forward that will bolster students reading skills Today it s not uncommon to find students in a fourth grade classroom reading books suitable for third second or even first graders Teachers suggest books to students at their deemed instructional levels but how these instructional levels are determined is suspect With a comprehensive critical analysis of instructional level pedagogy Shanahan exposes its shaky foundations and shows how faulty research findings have become so entrenched He gathers an extensive body of research studies that overwhelmingly contradict the instructional level theory and offers an evidence based consideration of how educators must instead use grade level reading to bring about maximum learning gains This seminal book concludes with practical advice for implementing grade level reading instruction including detailed descriptions of the types of instruction and scaffolding needed to increase students reading achievement from teaching decoding and challenging texts to scaffolding reading to maintaining motivation Shanahan asserts that a better approach can ensure that all students have an opportunity to leave high school with reading abilities commensurate with their personal social civic and economic goals

High Leverage Practices for Inclusive Classrooms James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, Timothy J. Lewis, 2018-07-20 High Leverage Practices for Inclusive Classrooms offers a set of practices that are integral to the support of student learning and that can be systematically taught learned and implemented by those entering the teaching profession The book focuses primarily on Tiers 1 and 2 or work that mostly occurs with students with mild disabilities in general education classrooms and provides rich practical information highly suitable for teachers but that can also be useful for teacher educators and teacher preparation programs This powerful research based resource offers twenty two brief focused chapters that will be fundamental to effective teaching in inclusive classrooms *Academic Language in Diverse Classrooms: Mathematics, Grades 3-5* Margo Gottlieb, Gisela Ernst-Slavit, 2013-02-27 Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning **Data Book of Social Studies Materials and Resources** ,1980 *Exemplars for the New Social Studies* Frank L. Ryan, 1971

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Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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