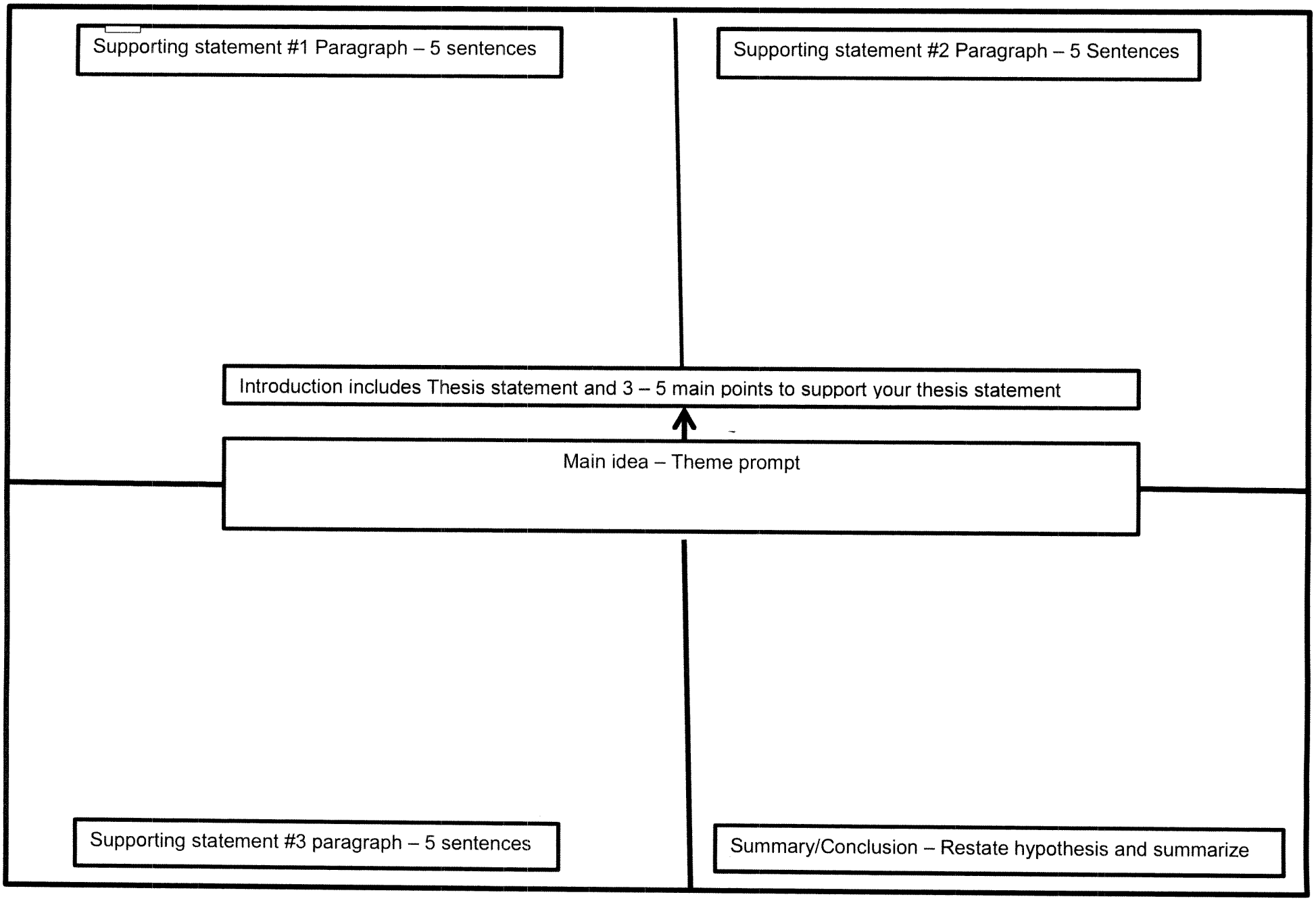
Student name: _____ Today's Date: _____ Due Date: _____ Theme/Topic: _____



Student name: _____ Today's Date: _____ Due Date: _____ Theme/Topic: _____

Supporting statement #1 Paragraph – 5 sentences

Protective Clothing:

1. Shirts having a neck collar and sleeves 4" or longer should be worn.
2. Shirts with a neck collar and sleeves to protect your neck, back, shoulders and chest from harmful ultra violet and infrared rays from the sun caused by over exposure which may lead to skin cancer.
3. Trousers should extend from the waistline to the ankles.
4. Trousers protect the legs from abrasions and ultra violet and infrared rays form the sun.
5. Loose fitting and baggy shirts are not permitted and should be avoided.

Supporting statement #2 Paragraph – 5 Sentences

Foot Protection:

1. Footwear recommendations for Masonry should meet standards of the American National Standards Institute (ANSI Z41.1-1991)
2. Occupational Health and Safety Act (Administration) and National Institute of Occupational Safety and Health (NIOSH).
    a. Durable leather;
    b. Hard, thick, slip resistant soles;
        i. To prevent slipping on wet concrete floors;
    c. Extend above the ankle fully laced to protect the ankle.

Introduction includes Thesis statement and 3 – 5 main points to support your thesis statement with a grabber (attention getter) **Safety is of the utmost importance. Try to image what your life would be like if you lost your eyesight, hearing, or a limb? Every worker should take his or her own safety as a top priority. There are three key elements I am going to discuss related to Personal Protection, including protective clothing, in addition to foot, face, eye, as well as hearing protection.**

Main idea – Theme prompt

Masonry - Personal Protection: Complying with Safety Standards

Eye, Face and Hearing Protection:

1. Prevent potential eye injury from concrete dust, mortar, brick/block, lime, sand, or fragments or other debris by wearing eye protection bearing the Z87 makings on the lenses, and frames.
2. Always wear a face shield when potential facial injuries may result from the work being performed (e.g. splitting a block).
3. Hearing protection should be worn when exposure to noise that is not below the limits listed in the OSHA standards. (e.g. ear muffs, pods, or plugs).

Supporting statement #3 paragraph – 5 sentences

Summary:

In conclusion, safety is of the utmost importance for the individual employee, as well as the entire crew on any job site. Ensuring your personal protection through following ANZI, OSHA, and NOSHI standards related to personal protective equipment is of paramount importance. Specifically following requirements for clothing, foot, eye, face and hearing protection will enhance your personal safety and extend your career. These are merely a few of the personal protection requirements; many more exist pertaining to the masonry industry.

Summary/Conclusion – Restate hypothesis and summarize

Flash Card Frisbee

To help students learn literary terms, begin with a pair and share activity. The teacher defines each term and gives the students examples either from popular products names or advertisements or from popular music. Then ask each pair to identify another example of that term and share it with the class. This is a quick method to see if students understand the terms and help them if they are confused.

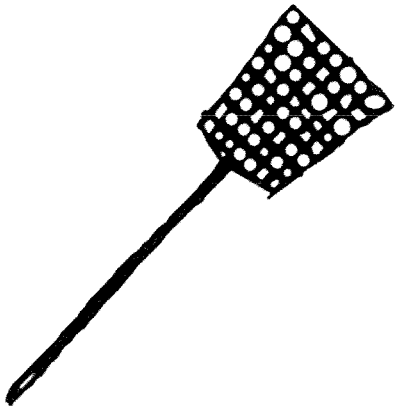
One of the activities that useful for reviewing literary terms or vocabulary words is Flash Card Frisbee. If the teacher has access to an I-Pad and an I-TV, upload any of many flash card application put terms that students need to know. Put a link on the school's webpage and students can practice on their smart phones or computers at home, but many of them won't. To help those students, project the flash cards on a screen and throw a soft, foam Frisbee to one of the students. (Use the soft foam type because students like to use them as weapons and bounce the Frisbee off some unaware students' head. This way the students remain alert without injuring anyone.) The student defines the term and throws the Frisbee another student to try the next term. If an I-pad is not available, same thing, just read the definition to the student.

Vocabulary Basketball

A variation on this kind of review is Vocabulary Basketball. Collect small buckets (ice cream buckets work well.) and label them with the vocabulary words or the literary terms. Line the students up in two teams. Read the definition of term, an example of the term or a sentence with the term missing and the two students compete by throwing a small basketball into the corresponding bucket. The team the gets most answers correct gets to leave the class first or earns a piece of candy.

Vocabulary Bingo

Create laminated Bingo cards using the literary terms or the vocabulary words. Give each student a handful of jelly beans to cover the appropriate word when they hear the definition. Read examples of the terms, definitions or sentences with the words missing. The students cover the appropriate words with jelly beans. The first student to completely cover his card with jelly beans wins.



Fly Swatter Vocabulary Tag

As a teacher invest in a couple of plastic fly swatters. Write the literary terms or vocabulary words on the board. Separate the class into two teams. Each team sends one contestant to the starting line. The teacher reads a definition, an example, or a sentence with a word missing. The two contestants run to the board armed with flyswatters. The first contestant to correctly swat the appropriate term wins a piece of candy.

In Conclusion

New teachers need to understand that these activities will be more exciting if they keep their energy levels high. The teacher needs to cheer for students' efforts and give students many high fives, or thumbs up for student achievement. Teachers are both the cheerleader and the game show host. Teachers should expect to leave work completely exhausted after one of these activities. If your teachers are hoping to have a quiet, docile classroom, they are in the wrong business. They should become a librarian. (Never mind, the latest television program shows the librarians saving the world.) If teachers want to have an exciting classroom where all of the students are engaged and interactive, try these activities. Adding a little spice can help new teachers improve student understanding and discipline.

EDUCATION WEEK
Literacy Skills For the Web Showing Gap

Skills' Gaps for Online Reading Linked to Family Income

New Research Highlights Link to Family Income

By Benjamin Herold

Back to Story

Long a cause for alarm, the gap in reading skills between poor students and their more affluent peers is well-established and worsening, researchers say.

Now, there is more bad news: The real magnitude of that reading achievement gap may be greater than previously believed, because educators and researchers have not adequately accounted for the different skills that are required to successfully read online, as opposed to in print.

That is the gist of a new study, conducted by Donald J. Leu of the University of Connecticut, which found "a large and significant achievement gap, based on income inequality, in an important new area for learning—the ability to read on the Internet to learn information," according to a news release from the university.

Titled "The New Literacies of Online Research and Comprehension: Rethinking the Reading Achievement Gap," the complete study examined 256 7th graders from two Connecticut school districts. It is scheduled to be published in January in the academic journal *Reading Research Quarterly*.

Mr. Leu's findings were limited to a small sample that did not include students whose families are at or below the poverty line.

The study found that both upper- and lower-middle-income students generally do a poor job of reading to locate online information, critically evaluating and synthesizing that information, and communicating online. Across the board, participating students were particularly bad at gauging the reliability of scientific information on a website and writing to communicate information via an email message and classroom wiki.

And the gap between students from the two income groups being studied, Mr. Leu found, was large: about a year's worth of learning during the middle school years.

Donald J. Leu, a researcher the University of Connecticut, speculates that the online-reading-skills

gap could derive from unequal expectations for how the Internet should be used in school.

In an age when the Internet is an increasingly essential daily tool for finding answers, seeking understanding, and communicating, such findings could have significant implications for schools.

Professional associations such as the Washington-based International Society for Technology in Education and the National Council of Teachers of English have attempted to codify the need to teach students so-called digital-literacy skills.

In 2013, for example, the Urbana, Ill.-based NCTE updated its definition of "21st Century Literacies," which focuses on imbuing students with a "wide range of abilities and competencies," including many of those that Mr. Leu highlighted as lacking. According to the NCTE, "active, successful participants in this 21st century global society must be able to develop proficiency and fluency with the tools of technology," as well as "manage, analyze, and synthesize multiple streams of simultaneous information," and "create, critique, analyze, and evaluate multimedia texts."

Internet Use at School

For the most part, teachers in the field have been slow to embrace and implement instructional strategies that would support those goals, said William R. Kist, an associate professor of education at Kent State University, in Ohio, who has written extensively about the use of technology in the classroom.

"I think there's a really active backlash among teachers to screen-based literacies," Mr. Kist said in an interview. "But the fact is, kids are going to be reading on screens all the time, and they need to learn how to be discerning readers of online and Web-based content."

Mr. Leu's research is valuable because it highlights the distinct skills that are required for online and screen-based reading, said Mr. Kist, who said he was "surprised" by the findings of an income-based achievement gap in online reading and comprehension.

The Connecticut researchers did not attempt to scientifically pinpoint a cause for that gap, but Mr. Leu speculated that it could derive, in large part, from unequal expectations for how the Internet should be used in school. Participating students in the lower-middle-income category (who came from families with a median income of $58,981) were six times as likely as students from the upper-income category (median family income of $119,228) to report that they were never required to use the Internet while at school.

The researchers used statistical and other research methods to rule out pre-existing differences in how well students read in offline or traditional settings, as well as the amount of prior knowledge students brought to the subjects covered in the research study, as causes behind the newly identified gap.

The new study is the latest in an emerging body of research pointing to the ways in which the rise of digital reading—fueled in schools by the sudden, massive influx of digital devices and software—is posing new challenges and opportunities for teachers, students and ed-tech vendors.

Psychology Today

Tackling the "Vocabulary Gap" Between Rich and Poor Children

Children from lower income homes may hear 30 million fewer words by age three.

Published on February 16, 2014

In recent years there has been growing concern about the "vocabulary gap" widening between children from different socioeconomic groups. By age three, it is believed that children growing up in poor neighborhoods or from lower-income families may hear up to 30 million fewer words than their more privileged counterparts.

There are a broad range of advocates, organizations, and researchers tackling the vocabulary gap between rich and poor children. In this blog post I will discuss the latest research and provide links to some of the various resources parents and caregivers can access if you are interested in expanding your child's vocabulary and shrinking the 'word gap.'

Anne Fernald is a psychology professor at Stanford University who has discovered that the language gap between rich and poor children emerges during infancy.

According to Fernald, five-year-old children of lower socioeconomic status (SES) score two years behind on standardized language development tests by the time they enter school. In fact, a March 2013 study by Fernald and colleagues titled, "SES Differences in Language processing Skill and Vocabulary Are Evident at 18 Months," reported that signs of the vocabulary gap are evident before a child is even two-years-old.

The two factors that most explain the income-related gaps in school readiness are parenting styles and home learning environments. This is actually good news because it means that if we can better equip parents with the knowledge and tools to succeed as their children's first teachers—and mobilize them to act on that knowledge and use those tools—we could see a significant decline in both the vocabulary and school readiness gap.

In October 2013, Hillary Clinton, who is dedicated to closing the vocabulary gap, wrote,

> Studies have found that by age four, children in middle and upper class families hear 15 million more words than children in working-class families, and 30 million more words than children in families on welfare. This disparity in hearing words from parents and caregivers translates directly into a disparity in learning words. And that puts our children born with the fewest advantages even further behind. Among those born in 2001, only 58 percent of poor children started school ready to learn, compared to 75 percent of children from middle income families.

Researchers believe that low-income parents may underestimate by as much as 50 percent the impact that they can have on improving their child's vocabulary and cognitive development. This is why it's so important to get this message out there and to offer simple ways that parents from every socioeconomic background can strive to shrink the vocabulary gap.

When parents understand the long-term benefits of investing time in a child's vocabulary, the more time they invest... which is the most effective way to close the word gap.

The Vocabulary Gap Between Rich and Poor Is Often Established Before Age Two

Dr. Fernald's research has shown that significant differences in both vocabulary and real-time language processing efficiency were already evident at age 18 months in English-learning infants from higher- and lower-SES families. By age 24 months, there was already a six-month gap between SES groups in processing skills critical to language development.

Fernald and her colleagues at The Center for Infant Studies at Stanford used special technology to make all-day recordings of low-SES Spanish-learning children in their home environments. The researchers found striking variability in how much parents talked to their children.

Fernald suggests that slower processing rates are partly responsible for slower vocabulary growth in the early years. Fernald says that toddlers learn new vocabulary from context, and the faster a child can get at the words he or she knows, the more able the child is to figure out the next word in the sentence and to learn any new words that follow. This is one reason that unplugging the television and reading to young children is so important.

Infants who heard more child-directed speech developed greater efficiency in language processing and learned new words more quickly. The results indicate that exposure to child-directed speech—as opposed to overheard speech—sharpens infants' language processing skills, which creates an upward spiral for learning vocabulary.

New brain research has shown that early adverse childhood experiences can harm the development of a child's brain. The prefrontal cortex of the brain—which is associated with the ability to pay attention, exhibit self-control, organize and plan—is particularly vulnerable during childhood development.

Conclusion: Childhood Socioeconomic Status Is Not Destiny

Unfortunately, inequities that present themselves in early life can create a ripple effect throughout a person's life. According to researchers, most of the high school achievement gap between poor, middle-income and wealthy students is already visible by kindergarten and the children who have weak pre-literacy and numeracy skills in kindergarten are, on average, the same children with weak vocabulary and math skills in seventh grade.

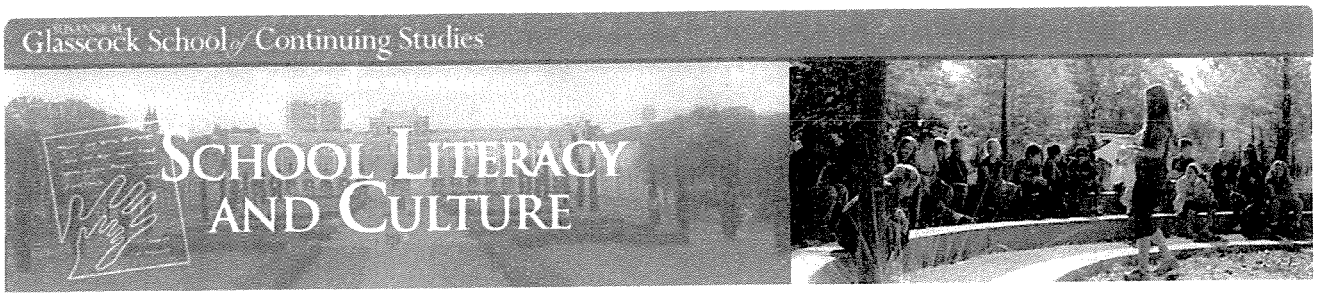
"It's clear that SES is not destiny," Fernald concludes. "The good news is that regardless of economic circumstances, parents who use more and richer language with their infants can help their child to learn more quickly."

Christopher Bergland

RICE

SEARCH

Glasscock School of Continuing Studies



School Literacy and Culture
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Longitudinal Studies
- The High/Scope Perry Preschool Study
- The Abecedarian Intervention Project
- Chicago Child Parent Center
- The Economic Argument
- The Thirty Million-Word Gap
- The Medical Case for Early Intervention

The Thirty Million Word Gap

In this groundbreaking study Betty Hart and Todd Risley entered the homes of 42 families from various socio-economic backgrounds to assess the ways in which daily exchanges between a parent and child shape language and vocabulary development Their findings were unprecedented with extraordinary disparities between the sheer number of words spoken as well as the types of messages conveyed After four years these differences in parent-child interactions produced significant discrepancies in not only children's knowledge, but also their skills and experiences with children from high-income families being exposed to 30 million more words than children from families on welfare Follow-up studies showed that these differences in language and interaction experiences have lasting effects on a child s performance later in life

The Early Catastrophe
Betty Hart & Todd R. Risley

Mission:
Betty Hart and Todd Risley were at the forefront of educational research during the 1960 s War on Poverty Frustrated after seeing the effects of their high quality early intervention program aimed at language skill expansion prove unsuccessful in the long-term they decided to shift their focus If the proper measures were being taken in the classroom the only logical conclusion was to take a deeper look at the home What difference does home-life make in a child s ability to communicate? Why are the alarming vocabulary gaps between high school students from low and high income environments seemingly foreshadowed by their performance in preschool? Hart and Risley believed that the home housed some of these answers

Experimental Method:
Hart and Risley recruited 42 families to participate in the study including 13 high-income families 10 families of middle socio-economic status 13 of low socio-economic status, and 6 families who were on welfare Monthly hour-long observations of each family were conducted from the time the child was seven months until age three Gender and race were also balanced within the sample

Results:
The results of the study were far more severe than anyone could have anticipated Observers found that 86% to 98% of the words used by each child by the age of three were derived from their parents' vocabularies Furthermore not only were the words they used nearly identical, but also the average number of words utilized the duration of their conversations and the speech patterns were all strikingly similar to those of their caregivers

After establishing these patterns of learning through imitation, the researchers next analyzed the content of each conversation to garner a better understanding of each child's experience They found that the sheer number of words heard varied greatly along socio-economic lines On average children from families on welfare were provided half as much experience as children from working class families, and less than a third of the experience given to children from high-income families In other words, children from families on welfare heard about 616 words per hour, while those from working class families heard around 1,251 words per hour, and those from professional families heard roughly 2,153 words per hour Thus children from better financial circumstances had far more language exposure to draw from

The Number of Words Addressed to Children Differs Across Income Groups

In addition to looking at the number of words exchanged, the researchers also looked at what was being said within these conversations What they found was that higher-income families provided their children with far more words of praise compared to children from low-income families Conversely, children from low-income families were found to endure far more instances of negative reinforcement compared to their peers from higher-income families Children from families with professional backgrounds experienced a ratio of six encouragements for every discouragement For children from working-class families this ratio was two encouragements to one discouragement Finally children from families on welfare received on average two discouragements for every encouragement

Children's Vocabulary Differs Greatly Across Income Groups

To ensure that these findings had long-term implications, 29 of the 42 families were recruited for a follow-up study when the children were in third grade. Researchers found that measures of accomplishment at age three were highly indicative of performance at the ages of nine and ten on various vocabulary, language development, and reading comprehension measures. Thus, the foundation built at age three had a great bearing on their progress many years to come.

Inferences:

Within a child's early life the caregiver is responsible for most, if not all, social simulation and consequently language and communication development. As a result, how parents interact with their children is of great consequence given it lays a critical foundation impacting the way the children process future information many years down the road. This study displays a clear correlation between the conversation styles of parents and the resulting speech of their children. This connection evidences just how problematic the results of this study may truly be.

The finding that children living in poverty hear fewer than a third of the words heard by children from higher-income families has significant implications in the long run. When extrapolated to the words heard by a child within the first four years of their life, these results reveal a 30 million word difference. That is, a child from a high-income family will experience 30 million more words within the first four years of life than a child from a low-income family. This gap does nothing but grow as the years progress, ensuring slow growth for children who are economically disadvantaged and accelerated growth for those from more privileged backgrounds.

In addition to a lack of exposure to these 30 million words, the words a child from a low-income family has typically mastered are often negative directives, meaning words of discouragement. The ratios of encouraging versus discouraging feedback found within the study, when extrapolated, evidences that by age four, the average child from a family on welfare will hear 125,000 more words of discouragement than encouragement. When compared to the 560,000 more words of praise as opposed to discouragement that a child from a high-income family will receive, this disparity is extraordinarily vast.

The established connection between what a parent says and what a child learns has more severe implications than previously anticipated. Though Hart and Risley are quick to indicate that each child received no shortage of love and care, the immense differences in communication styles found along socio-economic lines are of far greater consequence than any parent could have imagined. The resulting disparities in vocabulary growth and language development are of great concern and prove the home does truly hold the key to early childhood success.

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<http://www.gsa.gov/graphics/pbs/The_Early_Catastrophe_30_Million_Word_Gap_by_Age_3.pdf>

--- Prepared by Ashlin Orr, Kinder Institute Intern, 2011-12

For more information about putting this research into practice, please explore our work at the Rice Oral and Written Language (OWL) Lab. Click here to learn more.

MyVocabulary.com -- Word List, Word Games and Vocabulary

A) Academic, Accounting, Accuracy, Achievement, Administration, Advancement, Affiliation, Affordable, Alternatives, Analysis, Aplomb, Appreciation, Appropriate, Ardent, Array, Assembly line, Associate, Association, Astute, Attentive, Attitude, Audition, Awareness

B) Balance, Basics, Behavior, Benefits, Bonus, Building, Bureaucracy, Business

C) Capability, Career, Chemistry, Choice, Circulation, Classified, Collaboration, Collaborative, Communication, Community, Comparable, Compensation, Compliance, Confidence, Confusion, Conscientiousness, Constant, Construction, Contacts, Contribution, Credibility, Credit, Critic, Cultural, Curiosity, Customer

D) Daily, Deadline, Debate, Degree, Demonstrate, Department, Design, Development, Devote, Dexterity, Diagnosis, Diploma, Diplomacy, Direction, Discipline, Discussion, Disposition, Dispute, Distribution

E) Eagerness, Ease, Economics, Edit, Education, Effective, Effort, Element, Eligible, Empathetic, Employee, Employer, Endurance, Energy, Ensure, Enthusiasm, Entrepreneur, Establish, Ethics, Etiquette, Excel, Expenses, Experience

F) Facilitate, Fair, Finance, Flexibility, Focus, Foundation

G) Generous, Genuine, Goal, Graduation, Growth, Guideline

H) Handle, Hands-on, Headhunter, Helpful, Hindsight, Hiring, Hobby, Hospitable, Housing

I) Ideal, Ideas, Immediate, Impact, Imperil, Impression, Impropriety, Improvement, Independent, Industrious, Informative, Infringement, Input, Inquiry, Inquisitive, Inspiration, Instinctive, Insurance, Integrity, Intelligence, Intense, Intention, Interests, Interpret, Interview, Inventory, Investment

J) Job, Jocular, Judicious, Just

K) Keen, Kindness, Knowledge

L) Laud, Learning, Lender, Library, Listening, Litigation, Loyalty

M) Management, Manager, Manner, Marketing, Membership, Mentor, Model, Monetary, Motivation

N) Name, Negotiate, Network, Notoriety, Numerous

O) Objective, Obvious, Offer, Operations, Opinion, Opportunity, Optimistic, Organization, Outsourcing, Ownership

P) Passionate, Patience, Payroll, Persistence, Personality, Pleasant, Pleasing, Policy, Positive, Possibilities, Potential, Practical, Practice, Praise, Presentation, Privacy, Proactive, Problem, Problem solving, Production, Profession, Promotion, Prospective, Protection, Purchasing, Purpose

Q) Quality, Quantity, Quest, Question, Quick, Quintessential, Quirk

R) Rapport, Recommendation, Recruit, Reflection, Relationship, Relevancy, Reliability, Relocation, Research, Resolution, Resources, Respect, Responsibility, Responsive,

MyVocabulary.com -- Word List, Word Games and Vocabulary

A) Ability, Academic, Academies, Accounting, Accuracy, Achievement, Administration, Advancement, Affiliation, Affordable, Alternatives, Ambition, Analysis, Aplomb, Appearance, Application, Apply, Appreciation, Apprenticeship, Appropriate, Ardent, Array, Associate, Association, Astute, Attentive, Attitude, Audition, Awareness

B) Balance, Barrier, Basics, Behavior, Benefits, Bias, Blue collar, Brawn, Building, Bureaucracy, Business

C) Capability, Career, Carpenter, Certification, Challenge, Chemistry, Choice, Circulation, Classified, Communication, Community, Comparable, Compensation, Compliance, Confidence, Confusion, Conscientiousness, Constant, Construction, Contacts, Continuum, Contractor, Contribution, Cosmetology, Course, Credibility, Credit, Credit union, Critic, Cultural, Curiosity, Customer

D) Daily, Deadline, Debate, Degree, Demeanor, Demonstrate, Department, Design, Development, Devote, Dexterity, Diagnosis, Diploma, Diplomacy, Direction, Discipline, Discussion, Disposition, Dispute, Distribution, Dues, Dysfunction

E) Eagerness, Earnings, Ease, Economics, Economy, Edit, Education, Effective, Effort, Electrician, Element, Eligible, Empathetic, Employee, Employer, Employment, Encouragement, Endurance, Energy, Ensure, Enthusiasm, Entrepreneur, Equipment, Establish, Estimate, Estimator, Ethics, Etiquette, Expenses, Experience, Exposure

F) Facet, Facilitate, Fair, Finance, Flexibility, Focus, Foundation

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I) Ideal, Ideas, Identify, Immediate, Impact, Impression, Impropriety, Improvement, Independence, Industrial arts, Industrious, Industry, Information, Informative, Infringement, Input, Inquiry, Inquisitive, Inspiration, Instinctive, Insurance, Integrity, Intelligence, Intense, Intention, Interests, Interpret, Interview, Inventory, Investment

J) Job, Job share, Jocular, Journeyman, Joy, Judgment, Judicious, Just

K) Keen, Kindness, Knowledge

L) Laud, Learning, Lender, Liability, Liable, Library, Listening, Litigation, Local, Low-level, Loyalty

M) Management, Manager, Manner, Marketing, Membership, Mentor, Model, Monetary, Monitor, Motivation

N) Name, Negotiate, Network, Notoriety, Numerous

O) Objective, Obvious, Offer, On site, On the job training, Operations, Opinion,

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Tackling the "Vocabulary Gap" Between Rich and Poor Children

Children from lower income homes may hear 30 million fewer words by age three
Published on February 15, 2013 by Christopher Bergland in The Athlete's Way

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