Poverty Activity 1

Our last two activities include responses to the book *Teaching with Poverty in Mind* by Jensen. Please answer each questions fully, with complete sentences and no spelling/grammar/writing errors. You are demonstrating your understanding of the material. These can be handwritten or typed/word processed. They go into your folders when completed.

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papter 1-3					
1.	What is the adverse Children Experience model? (page 9)				
2.	What are behaviors and performance characteristics that children from poverty are				
	likely to display in school?				
3.	How does your read of the critical keyboard shape your understanding of poverty?				
4.	From your reading, what can you "do" as an educator to ameliorate the impact of poverty? Which action steps do you believe are critical (pages 21-22)?				
	poverty. Which action steps do you selleve are entited (pages 21 22).				
5.	What are the effects of stress on academic and behavioral performance?				

6.	Which of the cognitive lags that are identified most impacts your teaching or facilitating (or will)?
7.	Which of the steps mentioned on page 39 are ones that seem most effective to you and your work or future work?
8.	What aspects of neuroplasticity are new for you?
9.	How would you describe "fluid intelligence" to a colleague who had not heard of the concept?
10.	Which of the extremes that do not work listed on page 64, have you encountered in your teaching or heard about as a parent or educator?

Poverty Activity 2

Our last two activities include responses to the book *Teaching with Poverty in Mind* by Jensen. Please answer each questions fully, with complete sentences and no spelling/grammar/writing errors. You are demonstrating your understanding of the material. These can be handwritten or typed/word processed. They go into your folders when completed.

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11. Summarize the keys to schools being successful with high poverty students discussed in Chapter 4. 12. What are the mistakes that you have seen or heard of that highly successful schools never make—the achievement killers? If you don't have experience, pick one or two you have hear some schools doing. 13. In Chapter 5, pick 2-3 of the classroom focused strategies/interventions that most intrigue you and summarize Jensen's recommendations. 14. From reading the vignettes in Chapter 6, what specific teacher behaviors will you consider including if you do not currently manifest them or what behaviors that you already do well will you continue to serve all students successfully?	apter 4-6			
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	conside	r including if you do not currently manifest them or what behaviors that you		

15. What 2-3 overall take-aways do you have from reading Teaching with Poverty in Mind that will stick with you as an educator?