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Marshall berman all that is solid melts into air summary

Develop an understanding of the steps involved in designing structures. Context This is one lesson designed to allow students to create, design, and evaluate different structures. Students will use Lego blocks to create several different designs. They will evaluate the different steps involved in creating their structures. They will think about possible alternative steps to build their structures. The evaluation process is an important concept of early education because students don't seem to understand what design validation is or why it matters. (Criteria for scientific literacy, p. 349.) Students also have trouble assessing and applying knowledge from other contexts while engaging in design and technology activities. (Criteria for scientific literacy, p. 349) Since students love to build with many different types of materials, this activity with different types of materials will make it easier for them to engage in the application and evaluation process. Once students have mastered the design of simple facilities, they should move on to designing, assembling and managing more complex systems. Planning ahead It is important that blocks are pre-grouped and prepared to give student groups the same number and type of blocks. Motivation Set up a few bag sets of standard Lego blocks in advance. Make sure each of the bags contains an equal number of blocks of different sizes (blocks with one, two, four and eight pegs.) Divide students into groups of three to four. Tell them to create a structure that uses all the blocks. Allow students 5-10 minutes to work as a group on their structures. As a whole class, share and discuss group structures. Ask students: How are your structures alike? By which are they different? What blocks did you use for the base? Which ones were used for the middle? How many steps did it take to make your structure? Have you changed the structure at all? how to? Have you all contributed to the construction and design process? Development Tell students they will complete some design challenges using their Lego blocks. Start by making students build the highest structures they can. Ask students: What blocks did you use for the base? How did you decide which blocks to use? Did you determine that by trying it out or talking about it? How many times have you had your structure restored? Now the students have designed the widest structures they are able to do. Ask students: How did you determine the design of this structure? What blocks did you use for the base? Middle? How many times have you had your structure restored? Is this a strong structure? How do you know? How did you test it? Can you redesign it to make it stronger? Then, they have students build structures that are able to bridge over three inches in length. Allow students 5-10 minutes to make their own Ask students: How many steps have been taken to make this structure? What was the design of this different from the others? How was the design similar? What blocks did you use for the base? Which blocks were used for the middle? How did your group decide on the design of your structure? For your students to repeat this whole process using Tinker Toys. Use the above questions for each of the three different designs. After students finish building structures using Tinker Toys, ask students: Were there more steps involved in building tinker toy structures than Lego blocks? How were they different? How were they alike? Which blocks is best to build a tall building? Why? Which blocks are best for building a wide structure? Why? Which blocks were best for building the bridging structure? Why? Assessment Tell students: Today we looked at the different types of structures and steps she took to build them. Now your group will accept the challenge. You will give each one 30 drinking straws and a small amount of clay. Your challenge is to build the tallest and strongest bridge you can. We're going to test the power of your bridge by putting in a 20-penny pile. Allow students 15-20 minutes to complete their bridges. When complete, test each group's bridge for strength. Ask the students: Why did you design the bridge this way? How many times was your group supposed to start over? What steps has your group taken to design this bridge? Could your bridge have held the weight of a coin? If not, what do you think you need to change in your design? What did other groups do with their design that worked well in this challenge? Extensions For your students to bring a list of instructions. Ask students: How many instructions are on your list? Why do instructions usually take more than one step? What do the instructions help do? is it important that the instructions give clear steps? Why? For student groups to write instructions for making peanut butter and jelly sandwiches. Have each group give their instructions to another group, and then try to make a sandwich using only the instructions provided to them. Ask students: Was there more than one step involved in making sandwiches? Are any of the steps unclear? Are there steps that are omitted in the instructions? How could steps change to be better? Send us feedback on this lesson &t; Replies: Red font color or gray tufts indicate text that appears only in the Reply copy. Topology dealing with desktop interface IP address subnet mask Default gateway R1 G0/1 209.165.201.1 255.255.255.224 N/A S1 VLAN 1 209.165.201.2 255.255.255.255.255.224 N/A Server NIC 209.165.201.30 255.255.255.224 209.165.201.1 Background / Scenario This activity includes many skills acquired during networking essentials studies. First, you, configure IP addresses on network devices in a simplified network. Second, you will set up wireless configurations on your home network. Finally, you will confirm your implementation by testing end-to-end access to the web server, www.server.pka and router R1 using SSH in a simplified network. Deploy router R1 Configure device name by Address Desk. Configure the IP address on the G0/1 interface according to the IP address desk and enable the interface. Create a banner that warns anyone accessing the device that unauthorized access is prohibited. Be sure to include the word warning in the banner. Assign cisco as your console password and enable sign-in. Assign a class as an exec mode encrypted privileged password. Encrypt all passwords for normal. Configure SSH to R1: Set your domain name to networking.pka Generate a 1024-bit RSA key. Create a user with a username with a cisco123 password Configure VTY lines for SSH access. Use local user profiles for authentication. Switch S1 Configure device name by Address Desk. Configure the IP address of the switch in the ALL interface according to the IP address desk and enable the interface. The server configures the ip address of the server according to the IP address desk. In the initial wireless router, enter the start group. From the web browser on your PC, configure the following: Initial Wireless IP Address of router: 192.168.1.1 UserName / Password: MyHome Security Mode: WPA2 Personal Pasphrase: 192.168.20.1 Home IP address: 192.168.20.101 Maximum number:..... 100 DNS 1: 209.165.201.30 End devices in home configuration wireless settings so that end devices can access www.server.pka. Ssid:..... MyHome Security Mode:..... WPA2 Personal or WPA2-PSK Passphrase: 123Cisco Note: Use the Config wireless configuration card for tablet PC and Pda. Check connectivity Make sure your IP addresses are in the correct networks. All end devices should be in the 192.168.20.0/24 network. If they are not on the correct network, enter the following commands at the command prompt. PC&t; ipconfig /release PC&t; ipconfig /renew Make sure all end devices in the House can access www.server.pka. Make sure all end devices in the House can access R1 through password cisco123. PC&t; ssh -l admin 209.165.201.1 Script Router R1 enable configuration t hostname R1 interface g0/1 ip add 209.165.201.1 255.255.255.224 no shutdown banner motd \$Warning: Unauthorized access is prohibited!! \$ line con 0 password cisco login allow secret class service password-encryption ip domain name networking.pka crypto key to generate rsa 1024 username admin password cisco123 line vty 0 4 transport input ssh login local Switch S1 enable configure t hostname S1 interface vlan 1 ip address 209.165.201.2 255.255.255.224 no shutdown Danh mục: Kỹ thuật lập trình ... CHAPTER 11 ■ PULLING IT ALL TOGETHER: CLOWN CANNON 233 BalloonNode.translateX = 100 + Main.random.nextInt(400); balloonNode.visible = true; balonAnim.playFromStart(); BalonMulti = 1; ... } checkBalloon().Void{ if

(collision(clownNode, balloonNode)){ balloonNode.visible = false; balloonMulti = 2; } CHAPTER 11 ■ PULLING IT ALL TOGETHER: CLOWN TOP .. 72 broadcast functions, 27, 31, 44, 199, 211 emitCloud functions, 208 emitter functions, 208 emitter attributes, 29-35 emitter classes, 25, 27-29, 31, 33, 44, 48, 240 emitters, 24 Emitters... The case study will be completed in an interactive notebook. Be sure to clearly mark each part. A PDF to study a case is also on the right side if you need to work on it at home. We have already respected the quiz once (before the quiz). Watch the video Chemical Structure OF DNA and then get a post quiz sheet from Vargo. Turn the quiz in immediately.dna_structure_flip.pdfWatsonCrick1953.pdfSee Vargo for required inventory. Instead of chewing drops, we'll use colored marshmallows. If you're not sure how to complete the models, watch the video below. Be sure to cut and paste the tables for this section. To respond to multiple choices, just specify a number and alphabetical choice. There's no need to write the whole question or answer. Just answer the question in the notebook. Notebook.

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