



Experiments



Elephant Toothpaste

You will need

- A clean plastic soda bottle
- 1/2 cup 20-volume hydrogen peroxide liquid
- 1 Tablespoon of dry yeast
- 3 Tablespoons of warm water
- Liquid dish washing soap
- Food colouring
- Small cup
- Safety goggles

NOTE: Foam will overflow from the bottle; place the bottle on a tray.

1. Hydrogen peroxide can irritate skin and eyes, so put on those safety goggles and ask an adult to carefully pour the hydrogen peroxide into the bottle.

2. Add 8 drops of your favourite food colouring into the bottle.

3. Add about 1 tablespoon of liquid dish soap into the bottle and swish the bottle around a bit to mix it.

4. In a separate small cup, combine the warm water and the yeast together and mix for about 30 seconds.

5. Now the adventure starts! Pour the yeast water mixture into the bottle (a funnel helps here) and watch the foaminess begin!

Elephants Tooth Paste Lesson Plan

Lakin, Liz



Elephants Tooth Paste Lesson Plan:

Teaching and Learning Online Franklin S. Allaire, Jennifer E. Killham, 2022-04-01 Science is unique among the disciplines since it is inherently hands on. However, the hands on nature of science instruction also makes it uniquely challenging when teaching in virtual environments. How do we as science teachers deliver high quality experiences in an online environment that leads to age grade level appropriate science content knowledge and literacy but also collaborative experiences in the inquiry process and the nature of science? The expansion of online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners. Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning (Killham et al 2014, Wong et al 2018), PreK-12 teachers consistently report feeling underprepared or overwhelmed by online learning environments (Molnar et al 2021, Seaman et al 2018). This is coupled with persistent challenges related to elementary teachers' lack of confidence and low science teaching self-efficacy (Brigido, Borrachero, Bermejo, Gunning, Duran, Duran 2004). Ideal for undergraduate teacher candidates, graduate students, teacher educators, classroom teachers, parents, and administrators, this book addresses why and how teachers use online environments to teach science content and work with elementary students through a research-based foundation.

The Art of Appraisal Barbara D. Culp, 2017-09-13 The Art of Appraisal saves time and boosts performance with effective tools and a streamlined process. With a few detailed comments, an appraisal can correct weak habits, boost midlevel professionals, and launch excellent teachers into greatness. The Art of Appraisal allows administrators to reap the greatest benefits by creating clarity and efficiency in the process. First, a binary feedback structure ruled by four performance tiers is described. Then, ten key areas of teacher responsibility are defined. Each task is further parsed into four subcategories. Evaluations become faster and easier, and the feedback becomes exponentially more profound. Rich with real world examples and comments about different performance ratings, The Art of Appraisal clarifies and distills the evaluation process. Supplemental chapters are packed with practical comments that can be pasted into evaluations. This structured step-by-step system was developed by Dr. Culp, an educational professional with over forty years of experience. An invaluable tool for administrators and the teachers they evaluate, The Art of Appraisal allows a school's most effective tool to be used in the most efficient manner.

Developing Independent Learning In Science: Practical Ideas And Activities For 7-12 Year Olds Lakin, Liz, 2013-08-01 This practical guide to promoting and developing independent learning is presented in a mixed format using both diagrammatic and textual stimulus. It offers tips and suggestions to achieve effective teaching and learning and raises standards by enabling the pupil to become independent and responsible for their own learning. Autonomous in their thinking and creative and critical in their understanding, Liz Lakin describes a progression away from dependency on the classroom teacher whose role changes readily from teacher to facilitator. Drawing on practice-based research, she introduces the skills and processes associated with independent learning through established strategies such as

Assessment for Learning the use of Active learning techniques problem solving activities and peer assessment Each chapter presents tried and tested ideas strategies and activities for the development of higher order skills such as application synthesis evaluation and reflection to use with pupils across the dependency spectrum Several relate to the higher levels of attainment and are therefore applicable at Key Stage 3 The effectiveness of teacher pupil feedback and the role of homework form a significant focus for the latter part of the book A truly thought provoking interactive book with a difference that takes teachers on a learning journey It encourages us to reflect on how we learn how our pupils learn and what the collective implications for effective teaching and helping pupils to construct their learning are Reading and actively engaging with this book is indeed a learning journey invaluable to practitioners The text contains many invaluable references and deals with topics such as the value of homework how people learn and how people respond to techniques addressee to hem in learning situations An essential reading for practicing teachers and particularly students in training and their tutors Dr Sue Dale Tunnicliffe Senior lecturer in Science Education Institute of Education University of London UK There has never been a time when independent learning is more important in school science In *Developing Independent Learning in Science* Liz Lakin challenges the reader to examine how they teach science and why pupils respond as they do The result is a book that should be of great value to those who teach science to 7 12 year olds and to science educators in general A particular strength is the way the author interweaves rigorous thinking about learning with activities for the reader to help them engage with the text In addition there is a mass of useful thinking in here and plenty of classroom suggestions The book is worth reading simply for the honesty of the How not to climb Helvellyn case study Michael J Reiss Professor of Science Education Institute of Education University of London UK In this book Liz Lakin involves the readers in the kind of independent learning that she is describing and advocating It should enable practising teachers to stand back from their work to consider why we want children to learn in a certain way as well as providing useful ideas about how to do it It is written in a personal and engaging style and is a unique addition to books on science teaching Wynne Harlen OBE PhD Visiting Professor of Education University of Bristol UK

Relearning to Teach David Fawcett, 2019-09-16 *Relearning to Teach* challenges the seemingly complex teaching profession and the various initiatives strategies and ideas that are regularly suggested It explores how teaching methods are used without a clear understanding of why which leads to ineffective teaching that is believed to work but ultimately doesn't Cutting through the clutter of conventional teacher guidance David Fawcett tackles myths head on sharing the latest research and explaining how this will look translated to a classroom environment The book breaks down the complexities of teaching into manageable chunks and offers practical advice on how to take charge of your own CPD to become a more reflective and successful practitioner Focusing on what's most relevant and helpful to build effective teaching practice and self improvement it raises key questions such as Is lesson planning just a box ticking exercise Why do students remember in lessons but forget in tests Is asking more questions beneficial Is feedback actually worth it *Relearning to Teach*

is a must read for all teachers looking to pinpoint the why of teaching methods and to gain an understanding of the reasons why various pedagogies are used within the classroom *Teaching Early Years Mathematics, Science and ICT* Annette Hilton, 2020-07-22 When young children first arrive at school they generally know how to use a mobile phone and a tablet and how to count share and measure They have a sense of wonder about the world around them They expect to further interact with technology and to build and extend their mathematics and science knowledge Teaching Early Years Mathematics Science and ICT shows how teachers of children in their first three years of formal schooling can guide students in developing a sound understanding of the key concepts in mathematics and science in classroom and field activities It shows how to select appropriate educational technology and effectively and routinely integrate it into the learning experience as part of students wider classroom learning Throughout the authors make connections between children s out of school and in school experiences as well as connections across key learning areas They provide real classroom examples of learning experiences which can be adapted for different year levels A reflection template assists teachers in planning and successfully implementing teaching strategies to meet curriculum requirements Teaching Early Years Mathematics Science and ICT helps teachers bridge theory and practice in teaching children aged 5 to 8 years **Totally Tweens and Teens** Diane P. Tuccillo, 2020-04-30 The library programs featured in this unique collection are those that have been suggested created and led by youth with the help and guidance of the supportive adults at their library Many times librarians bring ideas to teens in hopes of getting them to buy in and perhaps help them to run programs In this book you ll primarily find a role reversal Tweens and teens lead the way with whatever adult information support and supervision they need to see their proposals through To accomplish this the youth are encouraged to create new ideas are empowered to make decisions and are given control Plus the ideas they bring to life are not just peer focused The programs activities and events they create and lead can be for children adults or even for all ages or mixed audiences as well as for fellow tweens and teens In addition to finding a wide array of proven ideas recommendations and testimonials from real tweens and teenagers you will discover helpful advice on using the philosophies behind allowing youth to not only have a say but to take action testimonials from adults who have worked directly with youth having this level of empowerment suggestions on getting approval and providing funding and other support for youth ideas ways to evaluate such youth led programs and sample forms flyers and other materials that can be adapted **Learning Through School Science Investigation** Azra Moeed, Dayle Anderson, 2018-08-24 This book explores teaching and learning through science investigation and practical work It draws upon two representative case studies from New Zealand and examines what students are learning from science investigation in addition it identifies and describes ways in which teachers can make changes that benefit student learning when given time to reflect and respond to research literature and findings The book illustrates how teaching through science investigations in ways that are informed by research can lead to positive learning outcomes for students As such it offers valuable insights for practitioners

researchers and educators with an interest in learning through science investigation **Powerful Ideas of Science and How to Teach Them** Jasper Green, 2020-07-19 A bullet dropped and a bullet fired from a gun will reach the ground at the same time Plants get the majority of their mass from the air around them not the soil beneath them A smartphone is made from more elements than you Every day science teachers get the opportunity to blow students minds with counter intuitive crazy ideas like these But getting students to understand and remember the science that explains these observations is complex To help this book explores how to plan and teach science lessons so that students and teachers are thinking about the right things that is the scientific ideas themselves It introduces you to 13 powerful ideas of science that have the ability to transform how young people see themselves and the world around them Each chapter tells the story of one powerful idea and how to teach it alongside examples and non examples from biology chemistry and physics to show what great science teaching might look like and why Drawing on evidence about how students learn from cognitive science and research from science education the book takes you on a journey of how to plan and teach science lessons so students acquire scientific ideas in meaningful ways Emphasising the important relationship between curriculum pedagogy and the subject itself this exciting book will help you teach in a way that captivates and motivates students allowing them to share in the delight and wonder of the explanatory power of science **Writing: Unit-lessons in Composition** ,1965 Always Follow the Elephants Anahad O'Connor, 2009-09-29 From The New York Times s intrepid Really reporter and author of the bestselling Never Shower in a Thunderstorm more mind opening health facts and fictions In this follow up to the bestselling Never Shower in a Thunderstorm New York Times columnist Anahad O Connor uncovers the truth behind a hundred more old wives tales and conventional wisdom cures O Connor investigates nagging questions of domestic safety such as whether you can get radiation poisoning from standing too close to a microwave You ll actually be exposed to more watts from your cell phone He unearths astounding first aid MacGyverisms such as the attempts by Vietnam War battlefield medics and professional sports stars to seal wounds with super glue The bottom line it works but can irritate skin And he looks into the claim that a pregnant mother with heartburn should expect a hairy newborn and is as baffled as the scientists who tallied up the clearly evident infant hairdos For anyone curious about whether to starve a fever or a cold or whether stifling a sneeze will damage the body O Connor delivers yet another winning and irresistible collection of tips about our health **McGraw-Hill Reading** ,200? Hummingbird's Squash Terry Lofton, 2013 Hummingbird tries new methods to grow huge fruits and vegetables and faces a bully with other plans for the garden while Coyote plays tricks to teach her about the history and wisdom of traditional foods **Science in a Jar** Julia Garstecki, 2019-07-23 With Science in a Jar kids and grown ups need only gather a jar and a few other inexpensive and readily available household objects to begin investigating and confirming the science at work all around them The 35 experiments included cover various scientific disciplines life science earth science physical science weather and more Some activities like creating a cloud in a jar are quick experiments that can be

performed over and over again Others like the earthworm habitat will be enjoyed over time Science in a Jar also features several projects that help demonstrate how science and art intertwine the sometimes overlooked A in STEAM Each experiment is headed by a supplies list and difficulty level as well as a short description of the project to be undertaken and the scientific principles with which the readers will interact Directions and photographs guide readers through the scientific method in each experiment while short features offer multileveled reading opportunities with explanations of terms interesting quick facts and brief descriptions of how scientists apply the specific concepts that readers just witnessed in the larger world today In addition to providing readers with a better understanding of basic scientific concepts Science in a Jar ignites curiosity increases confidence to investigate scientific concepts and fosters a love of science **Oh, Ick!** Joy Masoff,2016-11-01 From the bestselling author of Oh Yuck and Oh Yikes with over 1 25 million copies in print here is an A Z compendium of hands on grossness Featuring 114 interactive experiments and ick tivities Oh Ick delves into the science behind everything disgusting Stage an Ooze Olympics to demonstrate viscosity and the nature of slime Observe how fungi grow by making a Mold Zoo Embark on an Insect Safari to get to know the creepy crawlies around your home And learn what causes that embarrassing acne on your face by baking a Pimple Cake to pop and eat Eww **Normal Instructor and Primary Plans** ,1926 **Catalog of Copyright Entries. Part 1. [B] Group 2. Pamphlets, Etc. New Series** Library of Congress. Copyright Office,1932 *The Bulletin of Pharmacy* ,1926 Popular Science ,1932-12 Popular Science gives our readers the information and tools to improve their technology and their world The core belief that Popular Science and our readers share The future is going to be better and science and technology are the driving forces that will help make it better The Great Southwest ,1889 **Sisters in War** Peg Trout,2008-07 The women who served in the Army Navy Woman Marines and CoastGuard during World War II ventured into a man s world to stand shoulder to shoulder with them and perform the military duties that brought the war to its end They were radio operators aircraft mechanics storekeepers nurses physical therapists pilots Link trainer operators parachute packers photographers intelligence analysts transportation and motor pool operators and teletypists They served in Europe NorthAfrica the Far East and on Japanese occupied islands in the Pacific Some were killed others were taken POW They were not on the peripheries of the war many were in up to the top of their GI boots fulfilling their assigned duties and all were extremely proud to contribute their skills and support Here are 53 stories of the nearly 400 000 women veterans who served in World War II PEG TROUT is a native of a small farming town in northwestern Ohio She joined the Navy upon graduation from highschool and served for seven years three of those years during the Vietnam War After being discharged she earned a Bachelor of Arts Degree in Education from San Diego State University California and a Master Degree of Education at Xavier University Cincinnati Ohio She began teaching and coaching girl s school sports in 1984 She holds a Professional Certificate in Photography from the University of California San Diego She is a member of the Women In Military Service For America Memorial Foundation Inc Washington D C

WAVES National Stars and Stripes of San Diego California American Legion Post 3 Findlay Ohio California Association for Health Physical Education Recreation and Dance and the North County Photographic Society Encinitas California She lives and continues to teach in San Diego California

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