

# C<sub>3</sub> BONDS

VOLUME 3, ISSUE 2

HOLIDAY 2004  
YEAR 2

## IMPLEMENTATION UNDERWAY FOR C<sub>3</sub> CLASSROOM TEACHERS

With the first round of classroom visits completed and the first semester of the 2004-05 academic year coming to an end, C<sub>3</sub> takes a look at the implementation of its strategies and concepts within the classrooms of its teacher participants. From data collected during the Program Coordinator's observations, the following statistics were noted: 28% of the classes were



engaged in investigative experiences with 56% of them done within one class period and 3% considered ongoing experiences. 16% of these experiences included data that was analyzed mathematically through graphing or other means. 100% of the C<sub>3</sub> teachers were using materials and information gained from the project with 86% focusing on higher level questioning techniques and 53% implementing sponge activities or class openers. 78% of the classrooms were using science activities from the summer project or follow up workshops while 86% incorporated classroom management



techniques emphasized in the program. 91% demonstrated that their supplies and materials were in use and 63% had highlighted laboratory safety procedures. 9% of all teachers were integrating science disciplines while 34% integrated math with science, 41% integrated history with science, and 53% were integrating science with other subjects. 97% of lessons observed utilized the



learning cycle and 48% of the lessons were taught through inquiry. 6% of the students were engaged in experimental design, 6% had engaged in a jigsaw and 22% through carousel strategies. 25% had learned through demonstrations and 25% had completed molecular level drawings. 97% of classes observed were utilizing cooperative learning, 72% of those with assigned tasks and 9% included in a group grading process.



72% of the teachers emphasized student communication skills and 81% had incorporated alternative assessment techniques. 9% were using student journals and 25% used learning logs. 1% had introduced conceptests, 28% of teachers had implemented concept maps and 58% card sorts. 1% indicated the use of demonstration assessment while 6% had students engaged in performance assessment. 3% demonstrated the use of preassessments, 3% student portfolios, and 13% utilized rubrics. 16% incorporated projects with 9% of the projects individual and 6% group



projects. 28% of all teachers emphasized real world connections during their learning experiences, 13% highlighting careers in chemistry and 19% integrating technology into the science learning experiences. It looks like we're off to an excellent start and the C<sub>3</sub> team thanks each teacher for the terrific work done so far. Great!

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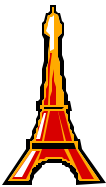
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## C<sub>3</sub> WAS "LIVIN' LARGE IN LAFAYETTE"!!

The C<sub>3</sub> team hosted a joint workshop session for both Year 1 and Year 2 participants during the annual Louisiana Science Teachers Association Conference held in Lafayette, Louisiana. As part of the conference kickoff short courses, 27 C<sub>3</sub> teachers from Louisiana, Arkansas, and Texas joined together to engage in a lively workshop session entitled "Learning to Be Leaders While Livin' It Up in Lafayette." Kicking things off with a highly energetic activity that required each person to "Find Someone Who" knew anything from a list of things typically associated with Lafayette and LSTA. And the session was off and running in typical C<sub>3</sub> fashion—fast and fun! Following the awarding of fabulous prizes to the winners, Mole Day projects were honored with **Trish Tidwell, Dan F. Long Middle School**, taking home the award for Year 2 (see related story on page 4).



Cooperative groups then engaged in a series of "Meaningful Mind Games" before exploring "Broken Colored Squares." The teachers used this experience as a means of looking at effective communication skills while problem solving. The "Two Foot Feat" challenge followed as each group worked together to construct a two foot

tower using only 50 straws and just as many paper clips. Each group attempted to design a tower that could stand freely while supporting the greatest amount of weight and the competitive edge came out all around the room! Year 2 teachers **Chris Baker, Choudrant High School**, and **Steve Gann, Airline High School**, were on the winning team that produced a tower able to hold more washer than we could



count! With more fabulous prizes presented, the whole group then dove into "Leading Into Inquiry," a series of experiences focused on implementing inquiry into the science classroom. Each cooperative group first worked through a card sort that focused on the essential features of inquiry and how it evolves from less to more student self-direction. From there the teachers reviewed case studies on different levels of inquiry found in secondary science classrooms. The C<sub>3</sub> team followed by facilitating a discussion that focused on the effective implementation of inquiry, using teacher input and reflections as its basis. Thanks to everyone for their typical energy and enthusiasm—the mayhem was wonderful!! It was a great initiation for this year's conference and plans are already underway for next year's meeting. C<sub>3</sub> will see you

## LSTA FILLED WITH C<sub>3</sub> FOLKS



The 2004 Louisiana Science Teachers Association Convention was filled to the brim with C<sub>3</sub> teachers as both Year 1 and Year 2 groups gathered in Lafayette for the annual event held October 28–30, 2004. Several of the C<sub>3</sub> participants presented breakout sessions while all in attendance made the rounds and gained resources and strategies from the sessions and courses they attended. And of course made the most of their Acadian hosts as they enjoyed the fabulous cuisine and exciting nightlife offered in the area. Those spotted from Year 2 include **Chris Baker (Choudrant High School)**, **Jimmie Bond (Rayville High School)**, **Andrew Coleman (Northwood High**

**School)**, **Lamar Cranston (Pinecrest Middle School)**, **Steve Gann (Airline High School)**, **Michelle Hopkins (Rutson High School)**, **David Hough (Weston High School)**, **Tommy McFarland (Woodlawn Junior High School)**, **Judy Madden (Bossier High School)**, **Christina Riley (Breaux Bridge High School)**, **Nola Schmidt (Nacogdoches High School)**, **Trish Tidwell (Dan F. Long Middle School)**, **Michelle Underwood (Chatham Jasper Henderson High School)**, and **Oretha Whitley (Lincoln Elementary School)**.



Thank you for representing C<sub>3</sub> in such an outstanding way! As always, you were fantastic!!

### MARK YOUR CALENDARS NOW!!

*Dates To Remember:*

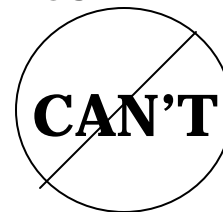


**December 17, 2004:** Deadline for ALL Semester One materials and assignments

**March 5–6, 2005:** Year 2 Workshop Weekend #2

**March 31, 2005:** Due date for ALL Collegial Coaching Materials to be in the Tech office

### DON'T USE FOUR LETTER WORDS:



"LOST TIME IS NEVER FOUND AGAIN."

*Benjamin Franklin*

## BREAKING DOWN THE BOARD

Year 2 C<sub>3</sub> teachers are currently engaged in two different online assignments as their Blackboard experience unfolds. Continuing the winning tradition established during Year 1, **100%** of Year 2 participants have successfully completed the Learning Cycle assignment and discussion. And now 53% have addressed Assignment #2. The second discussion stems from the initiation of each participant's Collegial Coaching partnership during the first semester of the 2004-05 academic year. In the Blackboard post, each Year 2 teacher reflected on the following: *what process did you engage in to select the educators you will be working with, what was their initial response to your invitation to participate, how did you feel approaching them with the project, were there any initial concerns from either you or those you will be working with, how has your administration reacted to this opportunity, can you share how things have progressed thus far.* Hopefully, through sharing the



experiences from each unique learning community, the Year 2 teachers will gain insight as well as fresh ideas that will enhance their effectiveness as they continue the partnership during the second semester. Hats off to **Tommy McFarland, Woodlawn Junior High School**, who was brave enough to initiate this important discussion. Kudos as well to **Michelle Hopkins (Ruston High School)**, **Oretha Whitely (Lincoln Elementary)**, **David Hough (Weston High School)**, **Christina Riley (Breaux Bridge High School)**, **Steve Gann (Airline High School)**, **Andrew Coleman (Northwood High School)**, **Michelle Woodruff (Huntington High School)**, **Chris Hightower (Summerfield High School)**, and **Judy Madden (Bossier High School)**, for jumping in and supporting Tommy and each other in the development of the ongoing posts. Cathi appreciates the excellent job that everyone is doing with the online learning community and encourages each Year 2 participant to complete ALL



## 2005 CLASSROOM VISITS ARE RIGHT AROUND THE CORNER!

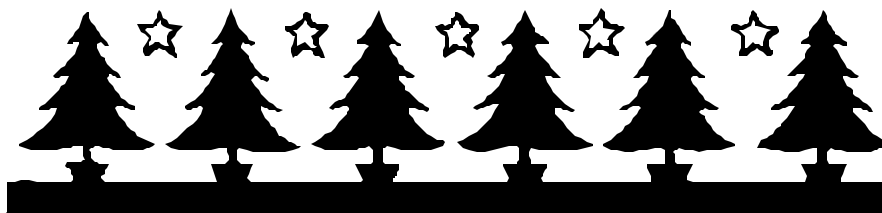
With the first set of classroom visits now completed, Cathi is already gearing up for the next round of teacher observations. Slated to begin in early January, the visits will be similar to what the C<sub>3</sub> teachers have already experienced. However, during the second round we will be looking for more of you to implement strategies that you might not have had a chance to try during the earlier part of the academic year.



The areas needing more focus and attention can be noted in the implementation data recorded in our opening article. Each C<sub>3</sub> teacher is encouraged to think of additional strategies that they can try and then challenged to work diligently toward further implementation in 2005. Let's really put our C<sub>3</sub> experiences to work for us as we get the new year underway—make 2005 a year to remember!!



M E R R Y  
C H R I S T M A S F R O M  
T H E C <sub>3</sub> T E A M !!!





# SPOTLIGHT ON C<sub>3</sub> SUCCESS



**Judy Madden, Bossier High School**, kicked off her class on chemical equations with some “hocus pocus magic” to capture the students’ attention. Cooperative groups then worked through Colorful Clips before engaging in a chemical equation carousel. And then **Judy** returned to her original “magic” demo. Super! . . .



**Oretha Whitley, Lincoln Elementary School**, used music to engage her students, playing the “Electromagnet Song” to begin class. Student groups then worked together to construct electromagnets before investigating



how to increase the strength of each magnet created. Wonderful! . . . **Lamar Cranston, Pinecrest Middle School**, modified a higher level learning experience to create an ideal exploration for his sixth grade students. Cooperative groups gathered different objects before devising the most appropriate method possible to determine its volume. Terrific! . . .



**Andrew Coleman, Northwood High School**, used a short Chemistry Can Be Pun to warm up his cooperative



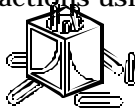
groups before challenging them with a card sort to assess their understanding of the periodic table. Each group made a newsprint presentation as **Andrew** facilitated a discussion to reinforce the concepts involved. Great! . . .

**Melvin Landry, Woodlawn High School**, performed the Potassium Permanganate demo before challenging his students to determine whether noted events were physical or chemical changes. Cooperative



groups then engaged in A Changing Carousel to observe and collect data, continuing the emphasis between the two concepts. Super! . . .

**Christina Riley, Breaux Bridge High School**, was able to construct an entire learning cycle on chemical reactions using C<sub>3</sub> materials. The thermite reaction was used to engage as well as assess the students, making a perfect “bookend” for the entire sequence.



Plus, students completed Colorful Clips and a Chemical Reaction Carousel. Fantastic! . . .

**Jimmie Bond, Rayville High School**, used rubrics to guide his students as they worked on poster projects that would illustrate or explain a specific formula or simple machine discussed in the Physical Science class. Students used magazine clippings, made drawings, or



creative means to complete their posters. Excellent! . . . **Cindy Tolliver, Airline High School**, did the highly exciting Balloon Molecular Geometry learning experience with her students and it worked great! In addition, **Cindy’s** students made awesome Brown Bag “Element Puppets” and displayed them throughout the room. Each bag represented a specific element and was decorated in a way that illustrated a use of the designed element. Fantastic! . . .



**Michelle Woodruff, Huntington High School**, engaged her students in a multi-day lab experience where students were challenged to develop procedures necessary for separating mixtures. In addition, **Michelle** emphasized the need for “professional lab reports” with the students. Wonderful! . . .



**Steve Gann, Airline High School**, is fast becoming the “King of Carousels,” engaging his class in not one, but TWO carousels as the students explored hydrocarbons. The first carousel provided the students with models to be named.



The second carousel offered students a chance to construct models of compounds named at each station, then draw structural formulas along with writing chemical formulas. Super! . . . And as usual, the C<sub>3</sub> teachers continue to delight and dazzle Cathi as



she makes her way into each classroom represented. Excellent job everyone. Way to really let your light shine!!

## MARKING A MAGNIFICANT MOLE DAY!!

On October 23, teachers and students across the country engaged in the annual Mole Day Celebration.

C<sub>3</sub> teachers were challenged to develop something special in their classrooms in an effort to initiate their students into the wild and wacky world of celebrating the mole! Dangling “fabulous prizes” out there as an incentive, Cathi asked anyone who organized something for Mole Day to submit it in the first annual C<sub>3</sub> Mole Day Challenge. And **Trish Tidwell, Dan F. Long Middle School**, brought home the prize for her “original” class project. **Trish’s** students were challenged to create posters or slogans for Mole Day, but they had to include one other thing—a definite Texas flavor. And her students didn’t let her down!! Some of the highlights included “The Texas Molehorns,” a Super Mole flying through Dallas, a Mole kissing the Texas flag, a Texas “Wanted” poster with a mole on it, and a cowboy Mole. What fun!!



**Trish** provides another excellent example of how to really mark a truly MAGNIFICANT Mole Day! Here’s to Mole Day 2005, Texas Style!!

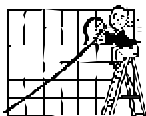
# CONGRATULATIONS: IT'S A CHAMPIONSHIP REPEAT!!

Hats off to **Chris Baker, Choudrant High School**, on leading his Varsity Boys' Cross Country Team to its second consecutive Class B State Championship. In addition, **Chris** (a former state champion himself!) also guided his Varsity Girls' Cross Country Team to its third straight runner-up title. Chances are, if you look under the word "dynasty" in the dictionary, you might see a picture of the CHS Aggies' running program. **Chris** is certainly seeing to that. Super job—you continue to make everyone SO PROUD!!!



## LOOKING TO "SPRUCE UP" YOUR SCIENCE CLASSROOM WHILE GRANTING STUDENTS OWNERSHIP OF IT?

The following ideas were spotted in different  $C_3$  classrooms along the way . . . **Oretha Whitley, Lincoln Elementary**, showcases her students' work with graphic organizers by displaying graphs, venn diagrams, and other examples on the walls of her classroom . . . **Lamar Cranston, Pinecrest Middle School**, also displayed his students' graphs, as well as lab reports; in addition, he had a large display of pictures featuring the students at work with various science learning experiences . . . **Andrew Coleman, Northwood High School**, has a large bulletin board full of pictures of his students at work, along with graphs, card sorts, drawings, and more displayed on newsprint. And to help get more student work displayed, **Andrew** uses a half sheet of newsprint each time—it cuts down on the space being used! . . . **Steve Gann, Airline High School**, and **Judy Madden, Bossier High School**, both have found a way to display student work without securing it to the wall—clothes pins are used to attach the papers to the Venetian window blinds in the room! In addition, **Judy** and her colleagues have designed and prepared special lab coats to catch the students' attention as they enter class. Each coat features illustrations for all disciplines of science and is both colorful and creative. Excellent ideas, everyone!!



## PUTTING THE PRINCIPAL TO WORK!!

**Judy Madden, Bossier High School**, knew exactly how to get her principal involved with  $C_3$ —put him to work while he was observing her! **Judy** was scheduled to do the  $H_2 - O_2$  rockets during her formal observation and arranged to have the principal LAUNCH each rocket with her new Tesla coil. WAY TO GO, **Judy**!!!



## We Do Extra Curricular, Too!



**Michelle Hopkins, Ruston High School**, is Co-sponsor of the RHS Science Club and has already been using  $C_3$  materials (including the "Two Foot Feat" from LSTA!) with the club members. **Chris Baker, Choudrant High School**, now changes his hat from Cross Country to Track and Field as he continues to lead the Aggie runners. Great job everyone. You're as talented out of the classroom as you are in it!!



## Leadership Links

**Judy Madden, Bossier High School**, serves as the Science Department Chair and has been busy attending in-service opportunities in order to better lead her colleagues. In addition, **Melvin Landry, Woodlawn High School**, and **Trish Tidwell, Dan F. Long Middle School**, are both directing their science departments, complete with regular meetings and training sessions. Good job!



**"IF YOU KEEP DOING THINGS THE SAME WAY, YOU WON'T EVER GET DIFFERENT RESULTS"** *advice passed along to a new recruit by his first employer*

Need a good resource for emphasizing reading in science class? **Melvin Landry, Woodlawn High School**, as well as the  $C_3$  team, recommends the book "Teaching Reading in Science." Written by Mary Lee Barton and Deborah L. Jordan (ISBN 1-893476-03-0, McRel), it highlights multiple strategies used in  $C_3$  along with other helpful tips and tools. Check it out!!



## MAY YOUR DREAMS COME ALIVE IN 2005!



*Happy New Year  
to the  
 $C_3$  Crew!!*

## BULLETIN BOARD:

Check out a super web site for sponge questions and problem solving puzzles: Visit <http://www.usaweekend.com> Click on frame games, then archives for a complete list

**GOOD AS GOLD!** This link is for gold, but the site has information for all elements. Go to this link and type in your weight. It will calculate the amount of gold in your body.

<http://www.webelements.com/webelements/elements/text/Au/biol.html>

Then go to this link and type in the amount of gold in your body. It will give you the market price for the gold you contain.

The Center for Science Education at EDC invites you to:

High School Students Working As Scientists Work: A 7 Session Online Course for High School Teachers

~January 28 through March 24, 2005~

~\$149~

~Earn Graduate Credit for additional fee~

Visit <http://cse.edc.org/highschool> for further information and online registration.

Course description:

This seven-session on-line course is about the infusion of scientific thinking strategies into your current lesson plans, adapting those lesson plans so that students take a more scientifically disciplined, inquiry approach to the reading, laboratory, discussion, and lecture experiences they have in class.

During the course, you will examine the myths and realities of doing inquiry in the high school classroom and develop a richer conception of inquiry. You will have opportunities to experiment on your individual lessons with a context-rich learning-cycle structure. In addition, you will use research-based resources to try to defend the idea that scientific thinking should be a goal in the science classroom. Each weekly session consists of three components:

- . Reflect on the topic of the week through related reading and teaching,
- . Post those reflections on the Web site, and
- . Participate in an exchange of comments on other participant reflections

Participating fully in the course requires a total of 30 hours in 7 sessions over 8 weeks.

**GOT GRAPHING WOES?** Check out the following web site for additional resources:

<http://nces.ed.gov/nceskids/graphing/>

CHEMISTRY QUIZZES:

<http://www.1001-periodic-table-quiz-questions.com/>  
Wow! This site offers an amazing array of chemistry-related quizzes for teachers to access, covering elementary grades right through high school.

Join an NSTA Committee  
NSTA President-elect Mike Padilla is seeking candidates to serve on NSTA's standing committees, advisory boards, and panels beginning June 1, 2005. Read more about the exciting positions available, and how you can lend your talent and expertise and really make a difference in the science education we provide to students by visiting [http://science.nsta.org/nstaexpress/nstaexpress\\_2004\\_10\\_25\\_comm.htm](http://science.nsta.org/nstaexpress/nstaexpress_2004_10_25_comm.htm).

With the click of a mouse, you can choose from over 2000 instructional videos, 20,000 video clips, and 1500 images to use in your classroom. Contact [edserv@lpb.org](mailto:edserv@lpb.org) for your school's password to this free service. Be sure to mention your parish and school when requesting your password!

**Help your students learn about molar mass, molecular volume, and Avogadro's number. Visit the following site for a terrific activity!**  
<http://www.flinnsci.com/homepage/ctlmindex.html>.

Free Classroom Materials from Channel Islands Marine Sanctuary. The Channel Islands National Marine Sanctuary in Oxnard, California has developed a number of classroom materials that use real data from research efforts in the Sanctuary. They can be found at <http://channelislands.noaa.gov> and include the following: Plumes & Blooms details the biological processes that make the Channel Islands unique. Marine Mammal Sightings Database allows users to see and report marine mammals. Monitoring a Habitat teaches students how marine biologists monitor marine habitats.

Have a question about classroom strategies in science or math that you would like help with? Contact the Math and Science Mentoring Archives at <http://www.sedl.org/scimast/archives/>  
The archives contain questions posed by teachers about instructional resources, teaching strategies, content, and assessment issues. You may submit your own question or read those already posted!

Designing a Lunar-Based Mission to Mars  
<<http://www.nsip.net/download.cfm>> (Grades 5-8 or 9-12; Individuals or Teams 2-4)  
If you could send a mission from the Moon to Mars, how would you do it and why? Define your science questions, then design a mission to answer them! You may design a robotic mission (orbiter, flyby, lander, etc.) or even send humans to explore firsthand!

## A DAY OF CELEBRATION, A YEAR OF FUN!



### *Don't Miss Out on Mole Day 2005!*

The National Mole Day Foundation, Inc, has all the scoop on how "molementum" is growing!! Don't miss this opportunity to "moletiply" the enthusiasm for chemistry in your classroom by "moletivating" those around you while having loads of fun. Be a part of the excitement as C<sub>3</sub> continues to celebrate all things molar when October 23 rolls around next year. Begin thinking about how you can create your own unique Mole Day celebration between 6:02 AM and 6:02 PM on Mole Day. Dine at a "Mole-inspired buffet", sponsor "Mole-lympiads", crown student "Mole royalty", sing "Mole tunes", and just generally join the "Famoley" as you enjoy what is becoming the Mardis Gras of Chemistry! For more information on National Mole Day, visit [www.moleday.org](http://www.moleday.org) or e-mail [mole@mhtc.net](mailto:mole@mhtc.net) Become a member now!!

## COLLEGIAL COACHING REMINDERS

Year 2 C<sub>3</sub> teachers are reminded of the following concerning the completion of their Collegial Coaching program:

- A total of 9 hours is required to meet the guidelines of the program
- If you haven't turned in documentation of your meetings for the fall semester, that needs to be done immediately
- Remember to fully document the meeting plans as well as the outcomes
- All meetings must be completed by the end of March, 2005
- All paperwork and documentation must be in the C<sub>3</sub> office by March 31, 2005
- Your second Blackboard assignment deals with the Collegial Coaching program; questions, concerns, issues, etc, can be addressed there if needed

Remember to contact Cathi should you need further information at any time. Good luck!!

## HOLIDAY HO! HO! HO!



1. What Christmas Carol is a favorite of parents? (Silent Night)
2. What do elves learn in school? (the elf-abet)
3. What is the difference between the Christmas alphabet and the regular alphabet? (the Christmas alphabet has no L [Noel] in it)
4. Why does Santa have three gardens? (so he can hoe, hoe, hoe)
5. What do snowmen eat for breakfast? (Frosted Flakes)
6. What do you get when you cross a snowman with a vampire? (frostbite)
7. What did the ghost say to Santa Claus? (I'll have a boooo Christmas without you)
8. How do sheep in Mexico say Merry Christmas? (Fleece Navidad!)
9. What does a cat on the beach have in common with Christmas? (Sandy Claws)
10. What do you get if you deep fry Santa Claus? (Crisp Cringle)
11. What kind of candle burns longer, a red candle or a green candle? (neither, all candles burn shorter)
12. Why was Santa's little helper depressed? (he had low elf esteem)
13. What do you call people who are afraid of Santa Claus? (claustrophobic)
14. What kind of bird can write? (pen-guin)





## 'Twas the Night Before Christmas, Redneck Version

'Twas the night before Christmas and all through the trailer, not a creature was stirrin', 'cept a redneck named Taylor.

His first name was Bubba, Joe was his middle, and a-runnin' down his chin was a trickle of spittle.  
His socks, they were hung by the chimney with care, and therefore there was a foul stench in the air.

That Bubba got scared and roused the boys.

There was Rufus, 12, Jim Bob was 11, Dud goin' on 10, Otis was 7.

John, George and Chucky were 5,4, and 3, the twins were both girls so they let them be.

They jumped in their overalls, no need for a shirt threw a hat on each head, then turned with a jerk.  
They ran to the gun rack that hung on the wall, there were 17 shotguns, they grabbed them all.

Bubba said to the young'uns, "Now hesh up ya'll! The last thing we wanna do is wake up yer Maw."  
Maw was expecting and needed her sleep, so out they crept out the door without making a peep.

They all looked around, and then they all spit, the young'uns asked Bubba, "Paw, what is it?"  
Bubba just stared, he could not say a word, this was just like all of the stories he'd heard.

It was Santy Claus on the roof, darn tootin', but the boys didn't know they was about to start shootin'!  
They aimed their shotguns and nearly made a mistake, that would have resulted in venison steak.  
Bubba hollered out, "Don't shoot, boys!" That's Santy Claus and he's brought us some toys.

The dogs were a-barkin' and a-raisin' cain, and Bubba whistled, and shouted, and called them by name.  
"Down, Spot! Shut up Bullet! Quiet, Pete and Roscoe! Git, Turnip and Tater and Sam and Bosco!"

"Git down from that porch! Git down off that wall! Quit shakin the trailer, Or you'll make Santy fall!"  
The dogs kept a-barkin' and wouldn't shut up, and they trampled poor Pete who was only a pup.

Santy opened his bag, And threw out some toys, Bubba got most, but left a few for the boys.  
Since the guns had been dropped he just might not die.

He jumped in his sleigh, told his reindeer to hurry, the trailer started to wobble Santa started to worry.  
Just as the reindeer got into the air, the trailer collapsed, but Bubba didn't care.

He was busy lookin' at all his new toys, then a thought hit him, and he said to the boys:  
"Go check on yer Maw, Make sure she's all right that roof fallin' on her could-a hurt just a might."

But Maw was OK, and the girls were too, they fixed up the trailer, it looked good as new.  
And as for Bubba, he liked Old St. Nick, but Santa thought Bubba was a pure-in-tee hick!

Bubba had a nice Christmas, And the boys did, too.  
And the Taylors wish A Merry Christmas to you!



## 5 Rules For Influence

1. BE GENUINE

*People who influence have an attractive quality of transparency, because they are not afraid to be themselves*

2. BE FOCUSED

*People who influence remind themselves regularly why they do what they do; they adjust their attitudes and strategies to match their focus*

3. BE PASSIONATE

*People who influence communicate in both action and attitude that they believe in what they do; passion is focus in action*

4. BE EXCELLENT

*People who influence do whatever it takes to be excellent; the equation for excellence is decision plus discipline*

5. BE TENACIOUS

*People who influence do not give up, give in, or give out—they press on*

## BE THANKFUL

Be thankful that you don't already have everything you desire.  
If you did, what would there be to look forward to?  
Be thankful when you don't know something,  
For it gives you the opportunity to learn.  
Be thankful for the difficult times. During those times you grow.

Be thankful for your limitations,  
Because they give you opportunities for improvement.  
Be thankful for each new challenge,  
Because it will build your strength and character.

Be thankful for your mistakes.  
They will teach you valuable lessons.  
Be thankful when you're tired and weary,  
Because it means you've made a difference.

It's easy to be thankful for the good things.  
A life of rich fulfillment comes to those  
who are also thankful for those setbacks.  
Gratitude can turn a negative into a positive.  
Find a way to be thankful for your troubles,  
and they can become your blessings.



## THE TWELVE DAYS OF CHEMISTRY

*Sung to the tune of "The Twelve Days of Christmas"*

Shared by **Cindy Tolliver**, Airline High School, C<sub>3</sub> Year 2 2004-05



**Cindy** indicates that her class does this at the beginning of the year when introducing lab equipment; twelve of the students line up in front of the class, with a table containing the items mentioned before them. When the time comes in the song, each student picks up the item they are singing about (and they do have to sing it!). Then each time they go through the song, they hold up their piece of equipment for the class to see. Then, at Christmas, they do it all over again, for reinforcement and FUN! **Cindy** shares that it's a scream!!!

**On the first day of Chemistry my teacher gave to me:  
*A test tube and an Erlenmeyer flask***

**On the second day of Chemistry my teacher gave to me:  
*Two pairs of forceps***

**On the third day of Chemistry my teacher gave to me:  
*Three glass beakers***

**On the fourth day of Chemistry my teacher gave to me:  
*Four glass plates***

**On the fifth day of Chemistry my teacher gave to me:  
*Five iron rings***

**On the sixth day of Chemistry my teacher gave to me:  
*Six Florence flasks***

**On the seventh day of Chemistry my teacher gave to me:  
*Seven watch glasses***

**On the eighth day of Chemistry my teacher gave to me:  
*Eight tongs a carrying***

**On the ninth day of Chemistry my teacher gave to me:  
*Nine covered crucibles***

**On the tenth day of Chemistry my teacher gave to me:  
*Ten graduated cylinders***

**On the eleventh day of Chemistry my teacher gave to me:  
*Eleven ring stands***

**On the twelfth day of Chemistry my teacher gave to me:  
*Twelve stirring rods***

## LEARNING CYCLE CHEMICAL REACTION

### ENGAGING:

\_\_\_\_\_ Engaged the student in a discrepant event

- Smashing Thermite Reaction
- $\text{Fe}_2\text{O}_3 (s) + \text{Al} (s) \rightarrow \text{Al}_2\text{O}_3 (s) + 2\text{Fe} (s) + \text{heat}$

### EXPLORING:

\_\_\_\_\_ Provided a hands-on/minds-on experience

- Paper Clip Lab (Colorful Clips)
  - Balancing Equations
  - Chemical Equations

### EXPLAINING:

\_\_\_\_\_ Facilitated an active discussion based on the students' previous experiences (Teacher Demo and Paper Clip Lab)

\_\_\_\_\_ Introduced appropriate terminology or vocabulary associated with events that occurred during the previous experiences

Topics to Cover:

1. Chemical Reaction
2. Word Equations
3. Chemical Equations
4. Types of Reactions
5. Reactant  $\rightarrow$  Products
6. Balancing Equations

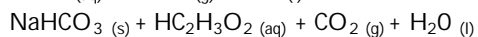
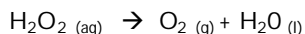
### EXTENDING:

\_\_\_\_\_ Engaged the students in an application of the previous learning experiences

Lab Experience

1. Observation, Inference, Write Chemical Equation, and Identify Types of Reaction

KI



2. Balancing Equations Carousel

### EVALUATING:

\_\_\_\_\_ Provided the students with a form of alternative assessment (concept map, card sort, gallery walk, demonstration assessment, pictorial assessment, conceptest, portfolio, journal entries or other student writing, performance assessment, etc)

1. Card sort
2. Concept Map
3. Teacher Demonstration (Thermite Reaction)
  - a. Write and identify type of reaction
  - b. Balance equation