

**YEAR THREE** of the newsletter for great resources from your Texas Panhandle P16 Council!



## ***FEBRUARY 2015 NEWSLETTER***

**CHECK OUT SUBJECT-SPECIFIC INFORMATION BELOW FOR RESOURCES  
AND IDEAS TO  
SUPPORT WHAT YOU'RE DOING IN THE CLASSROOM!**



### **SCIENCE**

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Although I do not think virtual labs should ever be used in lieu of a hands-on laboratory experiment, they can be used to reinforce material, prepare students for upcoming labs, or fill in for you when you are absent so they are more productive. However, it is hard to justify the expense when they are infrequently used. There are some free virtual labs out there that can be very effective. The PBS website (<http://www.pbslearningmedia.org/>) has a number of activities for different subjects and age groups.

Additionally, for those who use a learning platform: at the TCCTA conference this year one presenter reported that Sapling had a better overall comprehension success for chemistry than other comparable services.



### **SOCIAL STUDIES**

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[CLICK HERE](#) for the latest information and resources for your social studies classroom, INCLUDING RESULTS FROM OUR SOCIAL STUDIES SURVEY!



## ENGLISH

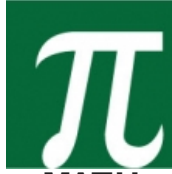
Heather Hale

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I am happy to say that I have been implementing many of my previous techniques in class, and my students have responded well. They appreciate being taught how to study because they see that as something they will use in the real-world (unlike their perception of predicate nominatives or iambic pentameter). This month I would like to examine #3 on my list of critical study skills.

I found this study cycle [handout](#) on the Florida State University website. I think it is a great example of the process of studying, and it shows that studying is a long-term process of learning the material, not something that happens the night before an exam.

This [blogspot](#) provides a step-by-step method for creating an actual schedule on Microsoft Excel. Tailor it to a weekly study schedule or for finals week. What a great tool to budget time. (Unsurprisingly, Pinterest can be a great resource for other schedule methods.)



## MATH

Tammy Nash

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Recently I observed a powerful math lesson in a Geometry class that could easily be adapted to any math classroom. The students were in groups of 4 and they were given a geometry case to study. The case at the moment I was in the class was Isosceles Trapezoid vs. Regular Trapezoid. One group took the side of Isosceles Trapezoid and the other group took the side of Regular Trapezoid. Both groups were given the same example to work with in the case. The teacher had each group present their cases to the jury, which was the rest of the class. The groups had to present evidence and could be questioned by the opposing side. The groups gave closing arguments and the jury deliberated. It was so much fun to watch the students take control of their learning. The teacher was able to quickly step back and take a facilitator role. Students were being thoughtful about their presentations and you could see the level of thinking go deeper as the students were having to formulate questions to ask.

We have to intentionally provide time and opportunity for students to formulate their own questions and help them develop questions with meaning.

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