



Dissecting Brains

By Sam Giftos

In Ms. Meyer's Physiology 1 class, students were put through the daunting task of dissecting sheep brains. They were required to dissect sheep brains as a review activity for their upcoming test. Sheep brains are surprisingly one of the most similar animal brains to the human brain so it gives students an understanding of what a real brain looks like and how the different parts function. "Students get a visual picture of the structures we have talked about in class and how they work together," said Ms. Meyer.

Students in Ms. Meyer's class typically enjoy dissecting. Carly Scott, a senior in Ms. Meyer's class, said, "Dissecting in general provides a good change of work pace." However, not all students are excited when brandishing a scalpel before a dissection. Typical complaints Ms. Meyer hears are "it smells bad" and "it feels funny" but most students enjoy and profit from the activity once they overcome their initial feelings.

Physiology 1 is just a preview to dissecting and a first step to understanding how the human body works. It is a class jam-packed with information, and dissecting only helps students grasp that knowledge.

Kindergarten Fun

By Bethany Cusac

It finally snowed! In turn, the Kindergarten classes are very grateful for the colder weather because they have been learning about winter and all the fun activities associated with it. The students wrote about their favorite winter fun and paired their writing with the creation of a snowman made of marshmallows.

Now that we are in the middle of winter, the Kindergarteners are getting ready for their celebration of 100 days in school. On that day, everything they learn will be centered around the number 100. Students are to bring in 100 items on that day where counting to 100 will be a frequent occurrence to celebrate numbers, counting, and the time they've spent at school..

The States of a... Pineapple?

By Jeston Rademaker



Different elements make up everything in our world except energy. Any fourth

grader would proudly be able to make this claim with conviction. How were these children able to understand such an abstract concept so quickly? It's in no small part in thanks to Third Grade teacher Mrs. Williams and her pineapple.

Mrs. Williams is teaching her Third Grade class the three different states of matter: solids, liquids, and gases. To make them understand she uses a snowman as a metaphor. It begins its life as snow, a solid. As it melts it becomes a liquid, and the water will evaporate into water vapor which gathers in the sky later to fall as snow thus continuing the cycle. They are able to see the different forms of matter in a fun way that they can relate to.

She then uses the pineapple to explain the different properties of matter. She will let them feel the firmness of the solid outside and compare it to the liquid juice on the inside. She will show them how many different forms can exist in the same things.

To further add to the children's knowledge of physics she asks if weight is related to size. Then, once the children have discussed their ideas, she shows them a bowling ball and beach ball. She explains density of an object compared to mass and volume.

By the end of the week Mrs. Williams' class had a new understanding of the world around them. They will now be able to understand some of the physics that are constantly surrounding them. They will see the differences between a cloud and rain and snow. They will know why hot water steams. This lesson could be the foundation of a love of science that could shape their life.

Starting 2016

By Lexie Swardenski

We all know how challenging it is to go back to school after a long, cozy break. Luckily for some second graders, Ms. Caudell taught fun and exciting activities to get the students brains back in the school spirit.

Due to the Arctic like weather Glasford has been having lately, Ms. Caudell has been teaching her class about penguins! She talked about several different types of penguins, like the Emperor Penguin and the Chinstrap Penguin and what types of environment they live in. The children learned that penguins can manipulate their body in order to adjust to the climates. Ms. Caudell also discussed what penguins eat. Did you know penguins eat squid? Talk about slimy! After Ms. Caudell taught about the cute penguins, she then moved on to a more serious topic her students thoroughly enjoyed.



The second graders learned about Martin Luther King, Jr. and the reason they celebrate MLK day. Ms. Caudell assigned the children to read books about Martin Luther King, Jr. She taught the kids how important MLK is to America and also world history. The students were very fascinated by how hard King worked to change the unfair, cruel laws that embodied the 1960s.

Luminescent 8th Graders

By Parker Hewit

Mr. Schroen gave his 8th grade science class a take-home experiment to demonstrate the effects of temperature on chemical reactions. The students were each given two glow sticks to bring home over the weekend: one to put in a room temperature environment and one to put into a cold environment, such as a refrigerator or freezer.

Luminescence, by definition, is any emission of light that is not caused by heating. It is used in television screens, neon lights, and is also the reason behind fireflies' light. This chemical reaction is also how glow sticks are able to emit light without any batteries or external power source. Glow sticks are basically made up of two different solutions: fluorescent dye mixed with phenyl oxalate ester solution and hydrogen peroxide solution. The phenyl oxalate ester and dye solution fills up most of the plastic container while the hydrogen peroxide is contained in a fragile glass vial inside the plastic tube. When the glow stick is bent, the glass vial inside is broken and the two solutions react with each other and start to emit light while the fluorescent dye gives the glow stick its bright color.

The 8th graders were to activate each glow stick, place them in both environments, and then periodically check them until they were no longer glowing. When they returned to school, after the weekend, they were quizzed about how temperature affects the rate of a chemical reaction.

