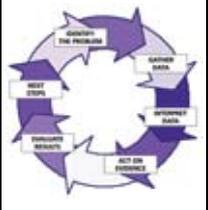


Every Day Science

May 2011

Facts and challenges for the science explorer

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>1</p> <p>Table salt fortified with iodine was sold for the first time on this date in 1924 by Diamond.</p>	<p>2</p> 	<p>3</p> <p>Thyroid glands in animals need iodine to produce hormones that regulate their metabolism.</p>	<p>4</p> <p>Find out where your thyroid gland is located.</p>	<p>5</p> <p>Read and post the illustrations in <i>Human Body Poster Book: Ultimate Guide to How the Body Works</i> by John Farndon (grades 3+).</p>	<p>6</p> 	<p>7</p> <p>Read <i>Vitamins and Minerals for a Healthy Body</i> by Angela Royston (grades 4–6).</p>
<p>8</p> <p>Use <i>Uncovering Student Ideas in Physical Science</i> (Keeley and Harrington 2010) to reveal students' preconceptions of fundamental concepts.</p>	<p>9</p> <p>Search by "book chapters" and read "Just Rolling Along" for free at www.nsta.org/store.</p>	<p>10</p> <p>Birthday of Nobel winner, physicist Richard Feynman, who was awarded the <i>Oersted Medal</i>.</p>	<p>11</p> 	<p>12</p> <p>Learn about another great physicist in <i>Isaac Newton and Physics for Kids</i> by Kerrie Logan Hollihan (grades 4–7).</p>	<p>13</p> <p>From your own experience, write a definition of <i>gravity</i>.</p>	<p>14</p> <p>Find out and report on how other people in your school describe gravity.</p>
<p>15</p> 	<p>16</p> <p>Read "Action Research" (Milton-Brkich, Shumbera, and Beran 2010) in <i>Science and Children</i> at www.nsta.org/elementaryschool.</p>	<p>17</p> <p>See other teachers' research results at http://journals.library.wisc.edu/index.php/networks.</p>	<p>18</p> <p>Do you have a question about teaching practices?</p>	<p>19</p> <p>Learn how to become a teacher researcher at http://gse.gmu.edu/research/tr.</p>	<p>20</p> <p>Join and query one of the NSTA e-mail lists to get answers from other teachers to a teaching question.</p>	<p>21</p> 
<p>22</p> <p>Report your research results at a meeting with your colleagues.</p>	<p>23</p> <p>Read the journal entries from <i>Taking Inquiry Outdoors: Reading, Writing, and Science Beyond the Classroom Walls</i> by Barbara Bourne.</p>	<p>24</p> <p>Plan an investigation into bubble blowing—outside!</p>	<p>25</p> 	<p>26</p> <p>Read <i>Pop! A Book About Bubbles</i> by Kimberly Bradley (grades K–2).</p>	<p>27</p> <p>Does humidity have anything to do with what makes a bubble last for a long time?</p>	<p>28</p> <p>Read "What is relative humidity relative to anyway?" (Carroll, Martin, and Carroll 2006) in <i>Science Scope</i> at www.nsta.org/middleschool to learn about humidity.</p>
<p>29</p> <p>Visit www.scilinks.org/MyScilinks/Home.aspx for a lesson plan to teach on the irregular days during standardized testing.</p>	<p>30</p> <p>See a list of virtual science inquiry games for grades K–12 at www.learningscience.org/scq1aabilitiessciinquiry.btm.</p>	<p>31</p> <p>Pick a "science snack" (activity) to do from the Exploratorium's list at www.exploratorium.edu/snacks/snacksbysubject.html.</p>				