

1977

Your Population is Raisin!

Joe Moore

Keystone Area Education Agency

Follow this and additional works at: <https://scholarworks.uni.edu/istj>



Part of the [Science and Mathematics Education Commons](#)

Recommended Citation

Moore, Joe (1977) "Your Population is Raisin!," *Iowa Science Teachers Journal*: Vol. 14 : No. 1 , Article 31.
Available at: <https://scholarworks.uni.edu/istj/vol14/iss1/31>

This Article is brought to you for free and open access by UNI ScholarWorks. It has been accepted for inclusion in Iowa Science Teachers Journal by an authorized editor of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Quickies

If you have an idea that facilitates science teaching, jot it down and send to Editor, *Iowa Science Teachers Journal*, Biology Department, University of Northern Iowa, 50613. Be sure to include the name of your school and position. Here are some recent contributions.

More Snow Jobs

Paul Joslin, College of Education, Drake University

On the first day of snow, when the attention of children is obviously distracted from normal classroom procedures, have them bundle up and go outside. Once outside, have the students follow you in a line and form a circular path. You can then use the circle formed in the snow, to teach or review concepts associated with motion, time, direction, fractions and geometry. For example:

1. Have students walk clockwise, then counterclockwise, to teach them concepts of relative motion.
2. Have a student represent the tip of a clock's hand and walk around the circle clockwise. Have other students identify the hourly positions as they are passed by the moving student. This may be repeated with another student representing the minute hand.
3. Tramp out diameter lines in north-south and east-west directions. This will divide the circle into halves and quarters. Relate these areas to "half-hour" and "quarter-hour". You may wish to divide the circle into smaller, equal segments to teach smaller fractions.
4. Have students identify the compass points, north, south, east and west. Then have them identify intermediate positions, such as, northeast or southwest. Have one student stand in the center of the circle, while other students are positioned along the periphery. Ask students the direction they are from the reference student.
5. Teach the names of the lines related to a circle, such as, perimeter circumference, diameter, radius and tangent.
6. Count the number of steps around the circumference. Then count the number of steps across the diameter. Derive the concept of π by dividing the measurement of the circumference by that of the diameter.

* * *

Your Population is Raisin!

Joe Moore, Science Consultant, Keystone Area Education Agency

Sampling techniques are used to quickly estimate the size of populations within given sets. Teach students the value of such techniques by having them determine the approximate number of raisins in a box of raisin cookies. Discuss the technique. Discuss the results. Eat the leftovers.