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2011-2012

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*See page 1 for
more details*



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The Education Fund enlists the support of the private sector to improve Miami-Dade public schools and bring excellence to public education. Our work reaches all 21,000+ teachers in 415+ schools and benefits thousands of students. We've provided:

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FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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**Saturday,
October 29, 2011
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The Education Fund's IMPACT II program offers teachers new ways to engage South Florida students. Ford salutes your efforts to create a stronger, more innovative future for your classroom.

A Message from the Superintendent of Miami-Dade County Public Schools



For 25 years, The Education Fund has been a partner of Miami-Dade County Public Schools, sponsoring initiatives that support teachers with networking and training, creating opportunities for community participation, and engaging students with hands-on classroom projects. By providing teachers the opportunity to be catalysts for innovation in the classroom through projects such as IMPACT II, The Education Fund gives teachers the resources to bring their ideas to life and the avenue to share them with others.

I have attended the IMPACT II Idea EXPO & Teacher Conference for many years to support our teachers who value the exchange of ideas and seek to learn from each other. I commend the dedicated educators who contribute their time and energy to produce and share their best practices.

Having been a teacher, I understand the need to stay ahead of the curve by keeping students engaged and interested in the subject matter. The resources and support of IMPACT II are designed to pass on innovative, cost-effective teaching ideas in a user-friendly network that includes the Ideas with IMPACT catalog, curriculum “how-to” Idea Packets, the Idea EXPO & Teacher Conference, and Adapter grants.

Teachers have the power to affect hundreds, perhaps thousands, of students. IMPACT II encourages teachers to include their colleagues in this sphere of influence as well. I look forward to viewing all of the ideas that come out of this year’s IMPACT II program.

Alberto M. Carvalho
Superintendent of Schools
Miami-Dade County Public Schools



Superintendent Carvalho at EXPO



The Education Fund's IMPACT II: A Network of Ideas

IMPACT II is a program of The Education Fund that focuses on strengthening curriculum, student achievement and teacher leadership by identifying and connecting teachers who exemplify professionalism and creativity in their classrooms. This comprehensive network has specially designed programs that encompass beginning teachers to experienced teachers.

Teachers who have developed successful classroom teaching ideas are given **Disseminator Grants** to package and market their proven projects through the *Ideas with IMPACT catalog*, the **Idea EXPO & Teacher Conference** and the **Idea Packets**, which contain curriculum materials such as lesson plans, worksheets and resource lists that help teachers adapt the ideas to their own classrooms. **Adapter Grants** provide supplies for the project ideas. Curriculum guides for each project and IMPACT II applications can be accessed at www.educationfund.org.



HOW IMPACT II CAN WORK FOR YOU

- **ATTEND** the Idea EXPO & Teacher Conference, Saturday, October 29 at the Miami Beach Convention Center.
 - Select from 75 hands-on “by teacher-for teacher” workshops for k-12 teachers in all subject areas.
 - Attend the EXPO and become eligible for quick & easy Adapter Grants.
 - Register online at www.educationfund.org.
- **APPLY** for an Adapter Grant to purchase materials to adapt one of the ideas featured in this catalog or in past years' catalogs. Contact the teacher who developed the idea to discuss your adaptation.
- **APPEAR** in next year's *Ideas with IMPACT* catalog. Apply for a Disseminator Grant by April 1.
- **ACCESS** on-line applications, curriculum Idea Packets and Idea EXPO registration at www.educationfund.org.

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The Education Fund's Ideas with IMPACT

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Eight Engaging Educational Enhancements

This project implements a number of teaching strategies, classroom routines and procedures that positively impact student learning outcomes by giving teachers the time to do what they do best – teach! They include the following:

1) engineer easy student routines that include bell work procedures and daily classroom job rotation that build student leadership skills; 2) engage students in cooperative learning techniques that include a self-evaluation checklist of their role in a group; 3) empower students by providing choices so they learn to be independent thinkers, such as allowing reporting options (PowerPoint, posters, poems, etc.); 4) enlighten with exceptional visual aides during center activities; 5) entice with exciting games such as *Plinko*, a *Price is Right* game, modified for classroom use; 6) extend learning with software to meet the varying needs of students; 7) energize with edible lessons that provide a multi-sensory approach to learning; 8) enjoy and celebrate students' milestones which promote their self-esteem.



“A repertoire of eight teaching strategies shapes the classroom into an engaging active learning environment that motivates students to learn.”

Students

Twenty-one, second-grade students of all achievement levels participate in the program. The teaching strategies may be adapted for the primary and intermediate grades and used with a whole class or in small group instruction.

Staff

Mayra Perez is a National Board Certified Teacher who recently obtained a Master's degree. She has been a recipient of several of The Education Fund's Teacher-Mini Grants, IMPACT II Disseminator and Adapter grants. This project is an accumulation of the best strategies she has used throughout her 25 years of teaching.

Materials & Resources

The project emphasizes the benefits of small group arrangements with four to six students in each group.

Materials needed are as follows: roll of tickets; commercial pocket charts such as a Venn diagram or a concept or word web; large poster board; plastic containers; price tags; colored markers; a variety of products for the classroom store such as pencils, pens, notebooks, healthy snacks, finger puppets, and stickers. *The Frog Publication Classroom Learning Game Sets* and the *Plinko* game by Lakeshore Company provide exciting, independent, skill practice.

Standards

Sunshine State Standards

Reading

LA.2.1.5.3; LA.2.1.6.1;
LA.2.1.7.1; LA.2.1.7.3;
LA.2.1.7.4; LA.2.1.7.5;
LA.2.1.7.6; LA.2.1.7.8;

Language Arts

LA.2.1.4.1; LA.2.1.4.7;
LA.2.3.1.1; LA.2.3.1.2;
LA.2.3.1.3; LA.2.4.1.2;

Social Studies

SS.2.A.3; SS.2.E.1.1;
SS.2.E.1.2; SS.2.E.1.3;
SS.2.E.1.4; SS.2.C.2.4.

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Mayra Perez

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Coral Reef Elementary

Mail Code: 1041

Telephone: 305-235-1464

Principal: Christina Guerra

Partner Up for ESOL



Middle school students who have command of English and also speak Spanish or Russian were paired with first-grade “English for Speakers of other Languages” (ESOL) students to assist with language, reading and writing skills. The sixth-grade students were able to communicate and explain things to the younger students, easing the transition for the ESOL students. They read together once a week and the older buddies prepared the ESOL students for the computerized “Accelerated Reader” tests. The older students kept journals and reflected on the younger students’ progress.

The program positively impacted all the students involved. The pairing not only improved the first-grade students’ language skills but improved the sixth-grade students’ social and academic skills. With guidance and support from the sixth graders, the ESOL students adjusted quickly and improved their English skills. Lending younger students a hand encouraged the older students, improved their attitude towards school and fostered a sense of self-worth during their own time of transition to the teen years.

“Pairing up sixth-grade students with their first-grade ESOL buddies helps both groups to adjust emotionally and thrive academically.”

Students

Twenty-two sixth-grade students and 22 first-grade students participated in this project. The students met once a week for the entire school year. The project can be adapted to any intermediate grade (4–8) paired with any primary grade (K-3).

Staff

Patti Ward, a teacher for 27 years, has a Bachelor of Science cum laude from Barry University and a Master’s in Urban Education from Florida International University. She has implemented similar programs in the past but this is the first time she focused on “English for Speakers of other Languages.”

Materials & Resources

The Accelerated Reader program and books, which are housed in most media centers, are utilized for this project. Other materials for the project are composition notebooks, crayons, colored pencils, computers, video/digital cameras (optional). Grants from Target (\$500), Weareteachers.com (\$200) and parent donations were used to purchase extra story books, primary and intermediate composition books, and colored pencils. The Education Fund’s Adapter grants (www.educationfund.org) can also provide funds for project supplies. Students paired-up at the media center, classrooms and the outside patio.

Standards

Next Generation Sunshine State Standards
 L.1.1. Demonstrate standard English grammar and usage.
 L.1.2. Demonstrate standard English capitalization, punctuation, and spelling
 L.1.4. Determine the meaning of unknown and multiple-meaning words
 L.1.5. Demonstrate use of figurative language
 RF1.1. Demonstrate the organization and basic features of print.
 RF1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 RF1.3. Apply grade-level phonics and word analysis skills in decoding words.
 RF1.4. Read with sufficient accuracy and fluency to support comprehension.

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Florida Matching Grants Program



Patti Ward

Sixth-Grade Level Chair
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 Telephone: 305-933-6161
 Principal:
 Dr. Annette Weissman

Engineering Structures with Spanish Influence

Originally an Assurant Teacher Mini-Grant

This project combines the study of the Spanish language, mathematics, science and social studies. The students become researchers, architects and engineers as they create a model of a building that demonstrates Spanish influence and architectural style.

Researching the social perspectives and analyzing the motives and methods of this widespread design influence, students explore how Spanish building styles and trends have inspired the architectural development of countries around the world. After studying resources, techniques and cultural determinants through readings and photographs, students will visit local historical landmarks influenced by Spanish design. To further explore the field, a visit to, or having a speaker from, an architectural or engineering firm gives students an overview of the type of work associated with the building and design industry. After the students finish their structures, the models can be exhibited in the media center to coincide with a cultural fair or a parents' night.



“In this hands-on, interdisciplinary project, students synthesize their research to produce a model of a Spanish-style building.”

Students

Eighteen second- and third-grade students participated during their Spanish class, which met twice-a-week for one hour. This project is adaptable to the secondary level with older students creating structures that are made to scale. It can be used in a larger group setting by having students work in teams.

Staff

Marty Vera-Llano, a National Board Certified Teacher, has been teaching for 23 years. She holds certification in eight subject areas and is pursuing her doctorate degree in Educational Leadership. She has been a recipient of several grants from The Education Fund.

Materials & Resources

The following materials are needed to implement the project: large working surface, computer with internet, LCD projector, writing, coloring and cutting utensils, glue, paper, card stock, foam board, camera, measurement tools, and raw materials such as clay, sand, stones, wood, etc.

Helpful resources are the media center, field trips to the Spanish Monastery, Little Havana and Coral Gables to view Spanish architecture and historical landmarks, guest speakers from architectural firms, and classroom volunteers to help with building the models.

Standards

Sunshine State Standards

Social Studies

SS.A.5.2.7; SS.B.1.2.2;
SS.B.1.2.5; SS.A.1.2.1;
SS.A.1.2.2; SS.A.6.2.1;
SS.A.3.2.3; SS.A.6.2.4;
SS.B.1.2.5; SS.A.6.2.6;
SS.B.2.2.1; SS.A.1.2.1;
SS.A.5.2.7; SS.A.6.2.4;

Science

SC.E.1.2.1; SC.A.1.2.1;

Mathematics

MA.B.1.2.2; MA.B.3.2.1;
MA.B.3.2.1;

Language Arts

L.A.1.2.1; L.A.C.1.2.2;

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Marty Vera-Llano

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Coral Reef Elementary

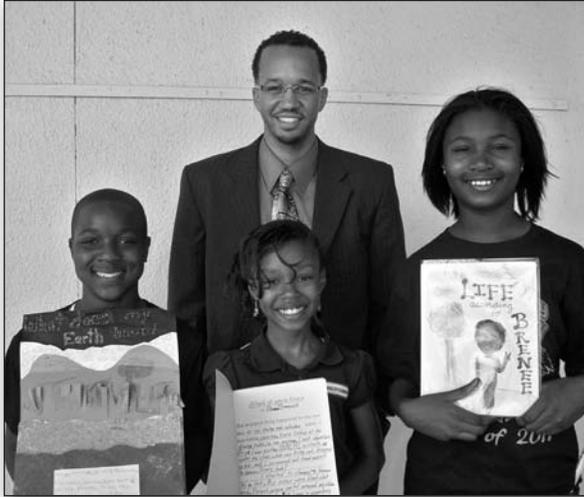
Mail Code: 1041

Telephone: 305-235-1464

Principal:
Christina Guerra

Bookmaking Bonanza

Originally a Brickell Avenue Literary Society Teacher Mini-Grant



Exploring great books correlates with effective writing. An assortment of quality children’s literature is used to model writing techniques to students. Targeted lessons continue throughout the year and allow students to explore fiction, nonfiction and poetry and discover exemplary writing examples to emulate. Once students learn the elements of effective writing, they begin applying and imitating these techniques to create several original books that correlate with thematic units they have studied. The array of bookmaking formats used include pop-up books, grocery sack books, lift-the-flap books, story structure books and many other fun styles.

Later in the year, the students take an original story and go through the writing process to publish a hardcover book. Once their characters are well-defined, the students use a storyboard to help them plan the sequence of their stories. With prewriting, drafting, and editing they further develop their stories until they are fit for publishing.

“Children love stories – especially those they write themselves. Creative bookmaking capitalizes on this to develop students’ reading and writing skills.”

Students

Eighty-six fourth-grade students with a wide variance of academic abilities participated.

Staff

Eugenio Gant has been teaching for six years in Miami-Dade and Leon counties and has been a team leader in both. Teaching is his passion, and he enjoys serving as a positive role model and helping students reach their full potential. He is the 2011 Teacher of the Year at his school.

To provide his students with memorable, authentic experiences, he has received over \$11,000 in grants from The Education Fund, Target Foundation, Dade Reading Council and Leon County Schools Foundation.

Materials & Resources

The accompanying Idea Packet for this project describes more than 12 books that students can create. Materials needed include glue, glue sticks, construction paper, cardstock, tag board, crayons, markers, various children books (mentor text), folders, scissors, brass fasteners, hardcover blank books, visual aids, and various other art supplies.

The school media center and public library can be utilized to secure the necessary mentor text to use with the activities. A visit from an author to discuss his job and to encourage students in their writing enhances the project.

Standards

Next Generation Sunshine State Standards

Language Arts

LA.4.4.1.1: write narratives based on real or imagined ideas, events, or observations; LA.4.4.1.2: write a variety of expressive forms that employ figurative language, rhythm, dialogue, characterization, and plot; LA.4.4.2.3: write expository essays;

LA.4.2.1.2: identify and explain the elements of plot structure; LA.4.2.1.6: write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution; LA.4.3.5.3: student will share the writing with the intended audience.

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The William J. and Tina Rosenberg Foundation

Eugenio Gant

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Carol City Elementary

Mail Code: 0681

Telephone: 305-621-0509

Principal: Patricia
Bloodworth-Johnson

Branch Out and Read

Originally an Assurant Teacher Mini-Grant

This school-wide book exchange fosters reading, thrift and conservation. Besides reading more and saving money, students experience firsthand the value of reusing and recycling.

Parents especially enjoy the money saving aspect of the program and students enjoy finding that special book and recommending their favorites to their friends.

Once the trading date is selected, the advertising begins. Signs are posted, flyers are distributed and announcements are made. Students bring in books to trade the week preceding the exchange date. Students receive an exchange ticket for every book they contribute. On the trading day, a schedule is posted and students holding tickets can select any book available. Student volunteers sort the books during the week preceding the exchange and, with the help of parents, set-up the display of books in the cafeteria or media center on the exchange day. As an alternative, mobile carts may be used to transport books to each classroom.



“A school-wide book exchange promotes reading, thrift and conservation!”

Students

This is a school-wide activity in which it is important to have all students participate.

Staff

Maria Aluma teaches at Blue Lake Elementary. Since obtaining The Education Fund’s Teacher Mini-Grant for this project a few years ago, she has held school book exchanges at least twice a year in which hundreds of books have been exchanged. During the week preceding the exchange two students assist in receiving books and giving tickets. On the actual exchange date, a few parents and students assist in setting up the display and monitoring the actual exchange.

Materials & Resources

There are minimal supplies needed to conduct the exchange: a roll of tickets from an office supply store, boxes, a storage area for a week, a display area for a day, and large rolling carts (optional). The school cafeteria and library are used for displaying the books.

Extra books may be donated by parents for those students unable to contribute. If any monetary donations (PTA, etc.) are collected, additional books may also be purchased inexpensively from garage sales, thrift stores such as the Red, White & Blue stores in Hialeah and North Miami, and Friends of the Library sales.

Standards

Next Generation Sunshine State Standards

Language Arts

LA.A.2.1.2

The student selects material to read for pleasure.

Sponsored by



Maria Teresa Aluma

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Blue Lakes Elementary

Telephone: 305-271-7411

Mail Code: 0441

Principal: Aida Marrero

Found Figurative Language



After defining, giving examples, and pointing out figurative language in guided reading, this project challenges students to find examples in their independent reading. As they read, they place post-it notes on pages where they find the designated figurative language: simile, metaphor, personification, hyperbole, onomatopoeia, etc. They record the example, book title, and author on an index card and place it in a treasure box. Those examples are read aloud daily to the class and posted for all to see. Daily, the boy and girl with the most and/or best examples are crowned Queen of Figurative Language with a jeweled tiara and King Scribe who is given a jeweled golden staff.

The lessons progress from poetry reading and writing, to narrative writing to expository writing so students are exposed to a wide variety of examples in both fiction and non-fiction. Not only are students eager to find examples in their assigned reading, but the project spurs them on to find figurative language in unexpected formats, such as in songs or commercials.

“The reward of being king- or queen-for-a-day motivates students to identify, process the meaning, and share examples of exemplary figurative writing.”

Students

A fourth-grade gifted class of 33 students participates in this on-going activity. The project appeals to students as it offers an incentive and an opportunity to share what they know.

Staff

Terri Sabbag has taught elementary students for 18 years with seven of those years teaching the gifted in grades four and five. She holds a Master's degree in Gifted. For many years, she has required students to identify figurative language in their independent reading, but this is the first year she has found success “coronating” students who earned that honor.

Materials & Resources

Materials needed include a tiara and staff (both can be crafted by students or purchased), capes (optional), treasure box (an old jewelry box student-decorated with sequins, glitter etc.) post-it notes, index cards, and a bulletin board.

Children's magazines and books can be obtained from home, class, school or public libraries. Independent reading material, definitions and examples of figurative language are available in the Found Figurative Language curriculum idea packet available in the Publications section at the Education Fund's website at www.educationfund.org.

Standards

Next-Generation Sunshine State Standards

Language Arts

LA.4.3.3.3 Creating precision and interest by expressing ideas vividly through varied language techniques;

LA.3.4.1.2 Write a variety of expressive forms (e.g. chapter books, short stories, poems, skits);

LA.4.3.1.1 Generating ideas from multiple sources;

LA.4.3.3.1 Evaluating the draft for developmental ideas and content;

LA.4.2.1.7 Identify and explain an author's use of descriptive, idiomatic, and figurative language and examine how it is used to describe people, feelings, and objects.

Sponsored by



Terri Sabbag

Teacher of the Gifted
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 Telephone: 305-235-1412, ext. 133
 Principal: Deanna Dalby

From Glass Slippers to Golden Sandals

Cinderella stories from around the world become a springboard to enhance students' learning in reading and languages arts. After reading multiple versions of this popular fairy tale, students create and publish their own Cinderella or Cinderlad stories. *Where in the World is Cinderella?* activities allow students to explore different countries and cultures and to recognize the commonality that exists in all cultures. Students select a country of their choice to research and present a report to the class about the Cinderella story of their chosen country.

After reading various versions of the Cinderella story, students write their own story and create a 3-D puppet based on their main character. Students transform their stories into artistic books and gain valuable insight into the writing and publishing process. At a Meet the Authors event, the students present their books and puppets to the school community.



“The universal fairy tale of Cinderella jumpstarts the creative process as students search other cultures for similar tales and spin-off their own versions.”

Students

A total of 32 students from second-, third-, fourth- and fifth-grade classes participated. The activities can be adapted to any elementary grade level, and can be used by students with varying achievement levels.

Staff

Latha Murali, a Miami-Dade County educator for more than 18 years, has a Master's degree in Early Childhood Education from Florida International University. She is an Early Childhood Generalist, having received her National Board Certification in 2002. She has been the recipient of The Education Fund's IMPACT II, Teacher Mini-Grants, and Citibank Success Fund grants.

Materials & Resources

All the activities for this unit can be completed within the classroom setting using supplies that are readily available in every school. To enhance the activities, the following additional items may be used: fabric, nylon sheer hose, poly stuffing and felt for making the puppets; and scissors with specially-designed blades, colored paper and card stock for the book-making.

Numerous Web sites that are used in the research are included in the Idea Packet for this project. The puppets may also be entered into art competitions at the annual Miami-Dade County Youth Fair.

Standards

Next Generation Sunshine State Standards

Language Arts

LA.5.1.7.8;
LA.5.1.7.2;
LA.5.1.7.3;
LA.5.1.7.7;
LA.5.1.6.1;
LA.5.1.6.2;
LA.5.1.6.3;
LA.5.1.6.8;
LA.5.4.1.2;
LA.5.3.3.2;
LA.5.3.3.3;
LA.5.3.3.4.

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**Rod and Lucy
Petrey**

Latha Murali

murali@dadeschools.net

Gloria Floyd Elementary

Mail Code: 2021

Telephone: 305-255-3934

Principal:

Felicia K. Joseph

Meet the Poet on Facebook



To engage teens in poetry, this project applies the structure of the social networking site Facebook to poets. First, students are introduced to poetry terms and figurative language. Second, students identify figurative language in their assigned poetry readings and record examples of it in a notebook. Next, students work in groups to collectively research 20 famous poets, including a search of Facebook profiles. To build background knowledge of the poets, biographical information and synopses of the poetry they have written is gathered. Finally, each group selects a poet and creates a Web page on the poet's life and works, replicating the model icons used on an actual Facebook profile page. Each group also displays their Facebook replica on a poster and exhibits it at the school.

In addition to enticing students to study poetry, this project teaches students about the dynamics of online social networking, the importance of privacy when posting information and the creative ways Facebook can be used to extend learning.

“Students overwhelmingly “like” this project because it connects poets to their favorite social networking site.”

Students

Eight-five Advanced Language Arts students in grades seven and eight meet three times in one week to complete the project. The project can be adapted to elementary or high school level by adjusting strategies to meet students' needs.

Staff

Trellany McMath has been awarded a number of grants including, *Reliving History through the Underground Railroad*, in which students participated in reader's theater, and a \$1,000 grant for Youth Mentoring the Elderly, in which Girl Scouts became mentors for elderly women living in a residential facility.

Materials & Resources

Materials for this project include: paper, poster board, pens, markers, computers with Internet access, overhead projector, color printer with ink, and a laminator (optional).

Student work is displayed in the school's media center or on a designated bulletin board for student, teacher, visitor and parental viewing. It is recommended that teachers adapt this project for Poetry Month in April since it is after the FCAT. It can also be used as a reward for students' efforts in preparing for the FCAT. The project engages students because it connects lessons to technology that students enjoy.

Standards

Next Generation Sunshine State Standards

Language Arts
L.A.6-8.2.1.7;
L.A.6-8.2.2.1;
L.A.6-8.1.6.9;
L.A.6-8.1.7.7.

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Florida Matching Grants Program



Trellany McMath

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Thomas Jefferson Middle

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Principal: Marie Fernandez

Nibble on a Good Book

Originally a P.L. Dodge Foundation Teacher Mini-Grant

The purpose of this school-wide competition is to motivate all students to read and to foster in students the love of reading with a real “taste of literature.” Every month, the three students who earned the most Accelerated Reader points from each class are invited to the Media Center for a book and cook activity. A book is read to the winning students followed by an accompanying cooking adventure that is matched to the story. During the cooking activity, math and science connections are also incorporated.

For example, following a reading of the *The Hungry Caterpillar* students make edible insects out of celery and toppings, measure and graph caterpillar sizes and sequence the lifecycle of a butterfly. In another example, *Snowflake Bentley* is read, snow cones are eaten, crystals are made, and a graph comparing the yearly snowfall of the New England states is created. A social studies extension traces other notable, misunderstood people who have followed their passions and made a lasting imprint on the world.



“The circulation of books skyrockets as students compete to earn a spot at the next “Book and Cook” event.”

Students

Every class from pre-K through fifth-grade participated. In each class, three students with the most points on their Independent Reading Level were selected. The reading of chapter books increased as more points are attributed to the longer books.

Staff

Arlene Trotter is a science coach and Theresa Angiolillo is a National Board certified media specialist. Both have more than 25 years of teaching experience and have received numerous grants from The Education Fund. This year the focus of the book and cook activities has been to connect science to literature.

Materials & Resources

Any children’s book with cooking connections can be used, including *Cactus Soup*, *Cranberry Thanksgiving*, *Curious George and the Pizza*, *Strega Nona* and all the books by Laura Numeroff (*If You Give a Mouse a Cookie*). Basic cooking supplies include utensils, measuring cups, a hot plate, cupcake pan, snowcone maker, and electric frying pan. Food items can be purchased as needed at any grocery.

The assistance of the media specialist and the Media Center are an integral part of the program. Other resources used were the Food Network and Discovery Learning.

Standards

Next Generation Sunshine State Standards

Language Arts
LA.A 1.2.1
LA.E 1.2.2
LA.C 2.2.1

Science
SC.H 1.2.1
SC.H 3.2.1
SC.F 1.2.3
SC.A 1.2.1

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**The William J. and
Tina Rosenberg
Foundation**

Arlene Trotter

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Theresa Angiolillo

NBCT

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North County K-8

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Principal: Melissa Mesa

Ophelia's Perfect Picture

Originally a Brickell Avenue Literary Society Teacher Mini-Grant



Combining digital photography with unique character traits, students capture the essence of literary symbolism with a new perspective: a camera lens. After reading, in this case, Shakespeare's *Hamlet*, student groups attempt to symbolically capture the characters of Ophelia and Hamlet through objects, settings, colors, and placement of scenes found throughout the school site. Through both photos and written submissions, groups are able to delve into more insightful analysis, relating character action to plot and meaning. Photos, accompanied by the lines of the play they picture, are then posted school-wide and voted on by classmates, faculty, and other students familiar with the text.

This project engages students more willingly than the usual text review and encourages them to delve into deeper levels of meaning within the text. The use of a photo essay and digital editing capabilities allows students to interact with the technology they already enjoy to complete the assignment.

“Students take photo field trips around the school to symbolically capture the characters of Hamlet and Ophelia.”

Students

One hundred high school seniors participated from English 4 courses, including AP and Honors. Students, meeting on an alternating block schedule, completed the project in two classes. School-wide voting took an additional three weeks. With adaptations, students of all ages can participate.

Staff

An eight-year teaching veteran, Julie Vivian possesses National Board Certification in Adolescent/Young Adult Language Arts and a MS in English Education. She has been awarded three Teacher Mini-Grants as well as Sanford-Expo and Samsung Four Seasons of Hope grants.

Materials & Resources

This project utilizes 2-3 digital cameras, basic computer/printer access and classroom copies of the required text (*Hamlet*). To facilitate the voting, the printed photos are displayed throughout the school on large, colorful posterboards. As part of the lesson implementation, photo and written grading rubrics, lesson assignment sheets and a beginner's guide to basic photography are included in the project's Idea Packet at www.educationfund.org.

In addition to the materials, students took “field trips” around the school site to capture the best images for character representations.

Standards

Next Generation Sunshine State Standards

Language Arts

LA.1112.2.1.2 - analyze and compare a variety of traditional literary works and identify literary elements of each; LA.1112.2.8 - explains how ideas, values, and themes of a literary work reflect the historical period; LA.1112.6.3.3.- demonstrate ability to select print and nonprint media appropriate for the purpose, occasion, and audience; LA.1112.2.1.7 - analyze, interpret, and evaluate an author's use of descriptive language, (i.e. symbolism) explain how they impact meaning with an emphasis on how they evoke reader emotion.

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Florida Matching Grants Program



Julie Vivian

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Miami Coral Park Senior High

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Telephone: 305-226-6565

Principal:

Dr. Nick Jacangelo

Teen Expressions Poetry Slam

Originally a Citibank Success Fund Grant

This poetry project is an avenue for students to explore many forms of language, vocabulary, and creative forms of self expression. To begin, the project exposes students to various forms of poetry. They compare and contrast traditional poetry versus contemporary and note the commonalities of life experiences expressed in both. As budding poets, they learn to collect words and contribute to a word pool for classroom use. Groups are then formed to build contemporary group poems with students contributing in the roles of image weaver, language keeper, metaphor generator or music maker.

After writing as a group, students create their own personal poetry books entitled, *My Growing Pains Poetry Project*, which is based on their experiences. From their own collections, each student selects one poem to recite at a culminating poetry slam, an oral poetry contest of original works. To improve their presentations, students are shown DVDs of poetry performances. A student committee arranges the details of the poetry slam and invites the school community to attend.



“A student-centered Poetry Slam brings poetry to life and adds rigor and relevance to both gifted English and intensive reading classes.”

Students

One freshmen gifted/English class and five classes of 11th- and 12th-grade students who were in intensive reading and were retaking the FCAT participated in the 10-week project.

Staff

Corrine Richardson has been teaching Reading, English, ESOL, and SPED for 17 years and worked as a Curriculum Specialist, PD Liaison, and Team Leader at various middle and high schools in Miami-Dade County. She has been awarded two grants from The Education Fund, a grant to attend the IRA Conference, and the AASL Media Specialist and Teacher Award. She has presented at the ALA Annual Conference.

Materials & Resources

Materials needed for the project are a dry erase board and markers or a Smart board, manila folders, colored paper, markers, prizes for the top three performers at the poetry slam, biscuits and iced tea. Resources include: *The Power of Performance*, a DVD by The Poetry Lounge 3; *Brave New Voices*, a DVD of Russell Simmons HBO poetry show; *Keeha's House*, a novel by Helen Frost; *Poem Crazy* by Susan Goldsmith Wooldridge; *Immersed in Verse* by Allan Wolf; *The Elements of Poetry*, a DVD by Just the FACTS Learning; Turn-it-in.com is used to check for plagiarism. A poetry book talk by a librarian is beneficial.

Standards

Next Generation Sunshine State Standards

Language Arts
Reading Process: Standard 5
Fluency: LA.910.1.5;

Writing:
LA.910.4.1;

Literary Analysis (Fiction):
LA.5.2.1;

Vocabulary Development:
LA.910.1.6;

Target Technology:
LA.910.6.4;

Target Publishing:
LA.910.3.5;

Listening and Speaking:
LA.910.5.2.

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Florida Matching Grants Program



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Dr. Rosann P. Sidener

ADDvocacy: Math Speaks



This project makes math relevant to the real world. Students create word problems that raise awareness about community and global issues. First, students are assigned an issue, such as unemployment or world hunger. Second, they collect numerical facts and statistics related to the issue. Next, students learn a four-step method to create word problems. Then, they design their own word problems by filling in blank problem-solving organizers using their research and imagination. Sometimes, students may be given sample word problems as a template to follow, depending on the math concept being studied. When students create word problems as solutions to problems in the world, they discover why they are learning math.

The project can peak student interest not just in math, but across the curriculum. It provides a forum for students to engage in community or global issues by highlighting their causes in math problems with accurate statistical data, and then sharing them as bellringers for other classes or in posters, mini-workbooks and Web sites.

“In this cross-curricular project, math students become excited about word problems and engaged in community or global issues.”

Students

An entire math class can participate, regardless of past achievement levels. Previously, the project was implemented with students in grades 9-12, but it can be adapted to grades 1-8. For example, younger students can illustrate or verbally record their word problems.

Staff

Tandy Caraway has been a certified teacher in Florida for four years. She was honored as a SpotSuccess recipient and ABCTE Teacher of the Year (Honorable Mention). She has received Florida Learn & Serve pilot and renewal grants, State Farm/UF Partnership grant and a Sprint Character Education grant.

Materials & Resources

The project can be implemented with a low or high level of technology. It is essential in implementing this project for the teacher to use a whiteboard, an overhead or a LCD projector. High tech adaptations using the Internet, computers and/or a LCD projector are optional. Required materials include problem-solving organizer worksheets, pencils, and word problems from book(s).

The accompanying, comprehensive Idea Packet for this project contains a problem-solving organizer, sample word problems and a list of Web sites and teacher resource books to use.

Standards

Next Generation Sunshine State Standards

Mathematics

MA.912.A.10.1: Use a variety of problem-solving strategies;
MA.912.A.10.2: Decide whether a solution is reasonable in the context of the original situation.

Language Arts

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.910.3.1.3: The student will prewrite by using organizational strategies and tools;

Social Studies

SS.912.C.2.5: Conduct a service project to further the public good;
SS.912.C.2.10: Monitor current public issues in Florida.

Sponsored by

**Rod and Lucy
Petrey**

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Miami Killian Senior High

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Ricardo Rodriguez

Math in the Market

This project places students in a real-world setting to problem solve and apply the math concepts they learn in class every day. Students who are fearful of math find inspiration and a new perspective when they can apply what they have learned in a familiar location outside of school. Siblings and parents interact in new and different ways at the supermarket where routine tasks become challenging and engaging. This project produces an enthusiastic student response to math while maximizing parental involvement.

The project begins with classroom activities that prepare students for the event at the market. For example, in a third-grade lesson students find the mass of a crayon, and then using various strategies, estimate the mass of several boxes of multiple crayons. At the market, students use a worksheet that directs them to different aisles to solve problems using estimation, geometry, multiplication, division, and measurement while analyzing prices, weights, sizes, expiration dates, and calories of various products.



“A new-found enthusiasm for math and a dramatic increase in parental involvement occur when students take their math lessons to the market.”

Students

The project is intended as a whole-school activity for K – 5 students, but can be adapted to secondary levels. All students can participate in the classroom “market” math simulation activities. Depending on the store policy, the evening activity can be divided by grade group, or held on separate nights for the primary and intermediate groups.

Staff

Delia Kilcoyne is a National Board Certified teacher and has been teaching for 22 years. Her graduate studies were in science education. Besides the parents attending the supermarket activity, one additional supervisor (teacher/parent) for every 50 students is advised.

Materials & Resources

For the classroom activities, teachers need balance scales, rulers, and various empty food boxes. At the supermarket, items needed are a large table for signing-up students, pencils, clipboards, “Math at the Market” worksheets, and door prizes (optional). Often the supermarket will donate gift cards, snacks and drinks for the event. Prior to the event, the worksheets from the Idea Packet will need to be adapted to the venue being used, noting the location of products and the produce, bakery, and floral departments. The school PTA donated funds for the supplies and door prizes.

Standards

Next Generation Sunshine State Standards
 Mathematics
 MA.3.A.1.1 Model multiplication and division problems presented in context;
 MA.3.A.6.1 Represent, compute, estimate and solve problems;
 MA.3.A.1.2 Solve multiplication and division fact problems by using strategies that result from applying number properties;
 MA.4.A.2.4 Estimate fraction and decimal amounts in real-world problems;
 MA.5.G.5.2 Compare, contrast, and convert units of measure within same dimension to solve problems.

Sponsored by



Delia Kilcoyne

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David Fairchild
Elementary

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Principal: Lucy Amengual

Catch and Release



Since students in South Florida are the future stewards of our marine environment, it is important to teach them to preserve the population and habitat of marine life. Students start by researching billfish, the apex predators, and then design pamphlets and a PowerPoint to inform schoolmates in other classes about the beauty of billfish, the important role they play in the ecosystem, the plight they face and the efforts to preserve them.

Another aspect of the project is a “fishing” activity that increases student knowledge and awareness of Florida’s salt and freshwater fish populations, the reasons there are size and bag limits, and open and closed seasons. For the “fishing” game, paper fish that have paper clips attached to their mouths are caught with a fishing pole that has a magnet as a hook. The object of the “fishing” is to follow the state fishing regulations to determine if the paper fish, which are labeled with a real name and a fictitious size and date, may be kept or released.

“This project teaches students to be responsible stewards of our aquatic resources.”

Students

The fishing activity is suitable for middle and high school level students. It may be too complex for elementary school students as the handouts on fishing regulations contain advanced vocabulary. If modified, it could be an effective teaching tool for a variety of marine science lessons for elementary students.

Staff

Bill Harrington is a professional Florida geologist and has been teaching for 15 years. He also teaches a Marine Biology Summer Camp for the YMCA and, in the past, has taught a summer marine studies program for Miami-Dade County.

Materials & Resources

Materials needed are a bucket, small magnets, fishing line, paper clips, colored construction paper, scissors, markers, and a “fishing pole” (cane pole or yardstick). Using large colored copies of fish printed from Web sites for the paper fish cutouts is helpful in identifying the fish.

Download the Florida Fishing Regulations from the Florida Fish and Wildlife Conservation Commission Web site at <http://myfwc.com>. From the Billfish Foundation at billfish.org, download their youth publications that teach marine science/conservation: *Spearfish* for elementary students and *Sailfish* for teenagers.

Standards

Next Generation Sunshine State Standards

Science
SC.912.L.17.8

Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

SC.912.L.17.20

Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

Sponsored by



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Hialeah Senior High School

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Principal:

Dr. Verena Cabrera

Nature Buddies

Nature Buddies encourages today's wired students, many of whom spend little time in natural areas, to step out of their classroom and explore the natural world. Nature walks also set the stage for children to learn about scientific inquiry. As students experience nature firsthand, their curiosity is peaked and questions arise, which is the primary goal of science. And, just like scientists, they collect items, record and illustrate their findings in a journal, and share their observations.

To heighten their observation skills, students are taught to be nature detectives by engaging in sensory-activities using checklists to guide them to look, smell, feel, and listen. The older students explain to their younger buddies the science concepts they encounter on their explorations, which also reinforces the lessons for the older students. Bringing nature into their everyday lives benefits all students as it instills an appreciation for living things, a sense of wonder and a love for science.



“As simple as venturing outdoors, nature walks foster scientific inquiry and combat “nature-deficit disorder” in students.”

Students

Fifth-grade students are linked with Pre-K or Kindergarten students. The program can pair other grades and ages as well as students from the same grade level.

Staff

Navia Gomez has been teaching for 12 years and holds a Master's degree. She has been Teacher of the Year at her school, the Beckman Coulter Science Teacher of the Year, the Pearson's Most Valuable Science Teacher, and a two-time grant recipient from Donors Choose. She serves as the elementary liaison for the Dade County Science Teachers Association. For eight years, she has used *Nature Buddies*.

Materials & Resources

Guides for teachers are: *Fun with Nature* (a take-along guide), *Science Adventures*, *Nature Activities for Young Children*, *Learning from Nature* (integrates all subject areas), *The Everything Kids Nature Book* and *Last Child in the Woods* by Richard Louv.

Nature walks are conducted on school grounds. A field trip to the Biscayne Nature Center is ideal as students can “wade” in water, observe, touch and collect sea creatures. In-school presentations are offered by the Anti-Venom Unit and Division of Forestry. U.S. Fish & Wildlife and National Park Service Web sites have nature scavenger hunts.

Standards

Sunshine State Standards

Science
 SC.H.1.2.2 – knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate their results;
 SC.H.1.2.1 – uses the scientific processes and habits of mind to solve problems;
 SC.H.2.2.1 – understands that most natural events occur in comprehensible, consistent patterns.

Sponsored by

The William J. and Tina Rosenberg Foundation

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Laura Saunders
 Elementary

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Principal:
 Margaret Ferrarone

Carnival of Colonial Fun!



This thematic unit focuses on the colonial era and the American Revolution. To begin the unit, students read a variety of works that highlight these time periods in American history. These theme-related books help build background knowledge and enable students to gain new insights as they vicariously experience events and take part in adventures and emotional encounters of that era.

After their immersion in reading, the students translate their learning into reader's theatre, puppet show reenactments, character comparisons, and journaling. Students then create original projects, such as creating a colonial comic book, using information acquired through the literature, the primary sources of letters and diaries, and art, music, food, and games from the colonial period in American history.

For the culminating Carnival of Colonial Fun, the class creates a colonial village using boxes and other art supplies, performs as famous colonial people in a "Living Wax Museum" and composes an American Revolution Hall of Fame.

“Students travel back to the colonial era and bring history to life... all without leaving the classroom!”

Students

Seventy-five students from the second- to fourth-grade who are in a fulltime bilingual gifted program worked 30-40 minutes a day on these projects. Carnival of Colonial Fun can easily be adapted for students up to the sixth-grade.

Staff

Marlene Figueroa has been teaching for 21 years, with 15 years of experience teaching gifted and advanced students. She is on the grant writing committee at her school site. She is National Board Certified as a Middle Childhood Generalist. She also holds a Master's degree in Reading Education and is pursuing a Specialist degree in Educational Leadership.

Materials & Resources

Materials used are as follows: the M-DCPS social studies textbook by Harcourt; paints; markers; construction paper; colored card stock; chapter, children's picture and reference books, such as *Great Colonial Projects You Can Build Yourself*.

The Colonial Williamsburg's Web site at www.history.org/kids offers interactive games, videos and virtual tours. The Smithsonian at americanhistory.si.edu/house portrays American history through the daily lives of occupants of a single house. The school's PTA provided a field trip to St. Augustine, which enhances the project, but is not required.

Standards

Next Generation Sunshine State Standards

Language Arts
LA.B.2.12 Writes for a specific occasion, audience and purpose

Social Studies
SS.A.4.2(5.2);
SS.B.1.2.(5.1).

An extended list of standards is included in the accompanying Idea Packet for this unit which is posted at The Education Fund's Web site at www.educationfund.org in the Publications section listed under Curriculum Idea Packets.

Sponsored by

Florida Matching Grants Program



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Coral Way K-8 Center

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Principal: Josefina Otero

Good Habits to Bank On

In this class banking program, students learn good financial habits through lessons on saving, investing, spending, and budgeting as well as understand the rewards of good behavior. To begin, students are provided with a “bank account.” The money used is actually points students earn based on their behaviors. Like real money, the points need to be earned, budgeted, saved, spent and subjected to penalties. Deposits can be based on students’ GPA or meeting specific performance goals. The points earned can be “spent” on small items for immediate gratification such as a Homework Pass, or saved for a longer range goal such as a one-grade boost on a weekly test. Just as real banks charge penalties and fees, so does this program for behavior such as disrupting class, unexcused absences/tardies, etc. Students soon learn they are responsible for both the size of the deposits (with their performance) and the spending decisions they make (buy now, or save for a later, better reward). Students benefit from experiencing firsthand the attention to detail and discipline that is required to maintain their accounts.



“A banking model ties rewards to performance, so students learn sound banking practices and the value of good behavior and grades.”

Students

High school seniors, ranging from AP and Honors to regular/remedial, including LEP, LD and gifted students, participated on the regular class schedule. The project is easily adapted to middle or elementary students by varying the complexity of the banking, or by using in-class currency.

Staff

Mr. Astuto is in his seventh year of teaching in M-DCPS. He has received awards from the Florida Council on Economic Education, the Federal Reserve Bank of Atlanta, the Miami Branch of the Federal Reserve Bank, and the SIFMA Foundation for Investor Education. He has also received Project RISE grants.

Materials & Resources

Needed materials include a computer and printer, spreadsheet program (such as Excel), and a presentation program (such as PowerPoint). A LED projector can be helpful in displaying items to students. Other supplies include: photocopy paper for the printing of forms, banking rules and student balances (which are posted), and colored card stock for creating an in-class currency (optional).

For younger students, items available for purchase can include donated treats, school supplies or small toys. Educational materials for all ages are readily available online from the Federal Reserve at www.federalreserveeducation.org.

Standards

Next Generation Sunshine State Standards

Social Studies
 SS.7.E.1.6: Compare the national budget process to the personal budget process.
 SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
 SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.

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Florida Matching Grants Program



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South Miami Senior High

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Principal:

Mr. Gilberto Bonce

Wall of Tears



Using primary resources, each student researches one teenager who was personally affected by the Holocaust and writes an account of the person's life. This essay includes the subject's family and culture, information on their city and their wartime circumstances, and if they survived after the war years. The student then creates a biographical card with a photo of their subject. The student also includes excerpts written (if available) by the teenager to read during a special ceremony to remember those who experienced the horror of the Holocaust. During the ceremony, the room is darkened and a flashlight illuminates the students, who stand up one at a time, to read their biographical cards in the first person.

In a separate activity, the students write poems in conjunction with the emotions and connections generated during their research. They then share their special poems with the class. As a tribute to the teens of the Holocaust, the biographies, pictures and poems are displayed on a wall in the classroom known as the Wall of Tears.

“Teenagers research teenagers of the Holocaust to better understand the atrocities that were inflicted on ordinary teens like themselves.”

Students

Twenty students in the sixth-, seventh- and eighth-grades participate.

Staff

Leonardo Valmana has served as a Councilman's aide for the City of Hialeah and a translator for delegations during NAFTA. He has worked in public relations for political campaigns and fundraisers. For many years, he has held the social studies department chair position at his school. He also is the sponsor for the Geography Bee, the History Bee and the Black History Bowl. In the year he received the Social Studies Beginning Teacher Award, he was one of only three Florida teachers to be honored.

Materials & Resources

Equipment and materials needed include: cardstock, flashlight, flash drives, computers with access to the Internet, books and periodicals from the school or public library.

Web sites useful in researching the Holocaust include the following: Florida Holocaust Museum, www.flholocaustmuseum.org; United States Holocaust Memorial Museum, ushmm.org; Holocaust Documentation and Education Center (Hollywood, Florida) hdec.org; USC Shoah Foundation Institute (visual archives of Holocaust survivors), <http://dornsife.usc.edu>.

Standards

Next Generation Sunshine State Standards

Social Studies
SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writing, music and artifacts

SS.8.a.1.4. Differentiate fact from opinion; utilize appropriate historical research and fiction/nonfiction support materials.

SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format and purpose of significant historical documents.

Sponsored by

**Robert Russell
Memorial Foundation**

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Principal:

Marie Fernandez

Teaching Trunks on the Holocaust

The Florida Holocaust Museum provides literature-based teaching trunks to use to meet the Florida Mandate for Holocaust Education. Their dynamic trunk curriculum teaches the lessons of the Holocaust, genocide and character education with trunks designed to accommodate the needs of one class or a team of teachers.

The trunk materials align with state standards, and are appropriate for students at each grade level. The focus of each trunk is carefully developed to create a spiraling educational approach that builds upon the previous grade level trunk. The first- and second-grade trunk is a video-based series on respect and tolerance education. All other trunks contain picture books, class sets of literature, curriculum guides CDs, videos/dvds, poster sets and resource materials.

The curricula focus on integration of subject areas, cooperative learning, multiple intelligences and an emphasis on reading and writing skills. Themes include:

- *Different and the Same* for first- and second-grade;
- *Creating Community* for third- and fourth-grade;
- *Beginning Holocaust Studies* for fifth-grade;
- *Investigating Human Behavior* for middle school;
- *Historical Perspectives of the Holocaust* for high school.

Further study is available through specialized trunks:

- *Arts Trunk* for elementary students;
- *Human Rights and Genocide Trunk* for middle and senior high students.

How to Reserve a Trunk Free-of-Charge

Contact the Florida Holocaust Museum in St. Petersburg at www.flholocaustmuseum.org directly to reserve a trunk to use in your school or classroom. They ship free-of-charge. For more information: trunks@flholocaustmuseum.org, 727-820-0100, ext. 249.



Impact II Holocaust Education Sponsor

Robert Russell Memorial Foundation

Teaching Trunk Advisors

Contact the local teachers listed below for curriculum-related ideas, advice and support in using the trunks.

Tom W. Glaser

tomwglaser@dadeschools.net

Mr. Glaser teaches at Mater Academy Charter High School. He attended the first U.S. Holocaust Memorial Museum Belfer Conference and was one of the first 25 Mandel Fellows. He is a member of the Florida Education Commissioner's Task Force on Holocaust Education and the Miami Beach Holocaust Memorial Education Board. He has presented at numerous conferences and attended the Vladka Meed Summer Seminar on the Holocaust and Jewish Resistance in Poland and Israel, as well as visiting Holocaust sites in Germany, Austria, and Italy.

Xosé Manuel Alvariño

Alvarino@dadeschools.net

Mr. Alvariño participated in the University of Miami Summer Institute: Teaching the Holocaust, Human Rights & Social Responsibility, 2009 and the Advanced Holocaust Symposium, MDCPS/University of Miami, 2010, both under the direction of Dr. Miriam Klein Kassenoff. He has been the recipient of several National Endowment for the Humanities Fellowships and a Fulbright Fellowship in China.

M-DCPS Resource on Holocaust Education

Dr. Miriam Klein Kassenoff

Holocaust Education Specialist, M-DCPS
Director, University of Miami Holocaust Summer Teacher Institute
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View the trunks and attend a workshop on the Holocaust Teaching Trunks at the Idea EXPO Teacher Conference on Saturday, October 29th. Register online at www.educationfund.org.

First Impressions: Creating New Opportunities

Originally an Assurant Teacher Mini-Grant



This eight session mini-course teaches pre-adolescents and adolescents how to present themselves in public to make a good impression. Many disadvantaged students who come from lower socio-economic families or are classified with disabilities have limited job prospects once they graduate. They may not have had the consistency of care to be taught basic life skills. At school, job skills are not uniformly taught and interview and social skills are often overlooked.

This course teaches students to examine their strengths and weaknesses with regard to job and social skills, so they can prepare for the job market. By combining lessons on social skills, role-playing, art, and writing, students learn about themselves and various careers. By the end of the course, they not only learn proper hygiene, etiquette, appropriate dress, and how to conduct themselves in a job interview, but also learn that active listening, following directions, punctuality, honesty, and responsible behavior are key to their future success.

“Students respond enthusiastically to learning the interpersonal skills that are essential for their future success.”

Students

Fourth-grade students with emotional/behavioral disabilities participated one to two times a week for eight sessions. The course is suitable for general education (grades 4-8), and special education (grades 4-10).

Staff

Melinda Fedorko has been working since 1991 as a Clinical Art Therapist. She has a National Board Certification as an Exceptional Needs Specialist. She earned a Bachelor of Science degree in Art Education from FIU and a Master's degree in Art Therapy from the University of Louisville. She has been awarded 19 grants and was named the 2010-11 Teacher of the Year at Peskoe Elementary.

Materials & Resources

Materials needed are worksheets and handouts which are included in the project's idea packet at www.educationfund.org. Also used are magazines, scissors, glue and drawing materials. Optional items include hygiene supplies (facial cleansers, toothbrushes, deodorant, soap).

For the final session, the students wore business attire and dined at a nearby restaurant where they exhibited the learned behaviors of good hygiene, social skills and proper etiquette. A Winn-Dixie store manager gave a presentation and conducted mock job interviews.

Standards

Next Generation Sunshine State Standards

Health Education – Fourth Grade:

HE.4.C.1.1: Identify the relations between healthy behaviors and personal health;
HE.4.C.1.2: Identify examples of emotional, physical and social health;
HE.4.C.2.5: Explain how media influences personal thoughts, feelings and health behaviors.

Language Arts – Fourth Grade:

LA.4.3.1.2: prewrite by determining the purpose;
LA.4.3.3.3: revise by creating precision and interest by expressing ideas vividly through varied language techniques;
LA.4.1.6.5: relate new vocabulary to familiar words.

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Florida Matching Grants Program



**Melinda Fedorko,
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Office of Psychological Services

Supervisor: Robin Morrison

Located at:

I & B Peskoe Elementary
Telephone: 305-242-8340

Principal: Mrs. Albuerne

The Ultraviolet Focus

Using glowing elements in the dark focuses attention on the lessons at hand for students with autism, ADHD, and other disorders. Many of these students have reduced attention spans and limited ability to focus, and benefit greatly from this project. The project is highly effective in motivating students to participate in any learning activity, either for initial acquisition of a skill or for repeated drills.

To assemble the fluorescent, dark-room production for a language arts lesson, the students decorate cut-outs of characters and other props with fluorescent paint from a story such as *The Very Hungry Caterpillar*. The painted story items are then glued to black sticks. As a student narrates the story, other students take turns moving the items through a darkened room in response to the (rehearsed) and narrated story. Since everything is dark, only the characters seemed to fly through the room as the story is told. A fascinating light show is produced with only a small UV light and a little imagination!



“A dash of paint, a light and a dark room dramatize the lessons and gain the rapt attention of all.”

Students

Sixteen students between the ages of five and 13 years old who are pre- or early-readers with intellectual disabilities, autism or ADHD participate. The project works best with small groups of four to six students and adapts well to other target skills and achievement levels.

Staff

Jean Goldenberg is a speech and language therapist who has been in the field for 36 years. She has a Master's in Speech/Language Pathology and is certified in Myofunctional Therapy. She is published in the *Journal of Speech/Language Pathology*.

Materials & Resources

Materials for the project include: one large UV or black light, fluorescent paints in a variety of colors, paintbrushes, black straws or small sticks painted black, poster board, foam board, glue, a laminating machine (optional, but helps to preserve the painted items), a room divider and a black cape. A variety of children's picture books are used for story ideas.

To extend this project to other lessons, letters, words or numbers could easily be illuminated. Further enhancements, such as backdrops or music, can be added with the assistance of an art and/or music teacher.

Standards

Sunshine State Standards

Language Arts
 LA.K.1.6.1;
 LA.K.1.6.4;
 LA.K.1.7.1;
 LA.K.1.7.3;
 LA.K.1.6.6.

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 Telephone: 305-681-7481
 Principal: Mrs. Fernandez

Everglades Enchantment

Originally a P.L. Dodge Foundation Teacher Mini-Grant



Students research all aspects of the Everglades and immerse themselves fully in the experience of this natural wetland habitat. They eagerly examine the immense variety of flora and fauna in paintings and photographs by locally and nationally known artists. They become aware of the life sciences and environmental issues surrounding the Everglades as they make “eco-tour” brochures and compose a tour guide spiel. Ideally their research is reinforced by an onsite field experience which further aids them in formulating a theme and message for their informational mural.

Once the research is done, students are assigned an animal or plant of the Everglades and create sketches which are transferred to the primed wall surface. Students have a great sense of accomplishment at the culminating event when the mural is unveiled. This project reinforces art, science, geography, creative writing and social studies lessons as it fosters high self-esteem and cooperative learning.

“What a delight to see students become little experts on the Everglades and use their talents to make a lasting mural that promotes this local treasure.”

Students

This project is suitable for first- to 12th-grade classrooms and for small groups, such as an Art Club.

Staff

Abena Robinson has been an artist and art teacher for twelve years with a plethora of art awards. Her influence as an art educator is notable as she was twice-named Teacher of the Year at two different schools. Ms. Robinson is a member and/or a board member of Art Serve, Oscar Thomas Foundation, One Ear Society, and Dade Art Educators Association. She is a community-wide art advocate with her message that artistic achievement often is a catalyst for academic improvement. Third-grade teacher, Ann Luke, assisted with the project.

Materials & Resources

Materials: Acrylic Liquitex paint, pre-cut stencils of animals and plants (needed for Special education and younger students), gesso, brushes, dropcloth/newspapers, rollers, painting pans, aprons, water buckets, rags, sketchbooks, journals, and varnish.

Resources: *Everglades National Park: A True Book* by Wende Fazio; *The Everglades: River of Grass* by Marjory Stoneman Douglas; and *Hoot* by Carl Hiaasen (A Newbery Honor Book). Useful Web sites: VoseMurals.com; nwf.org; Clydebutcher.com; nps.org; ElizabethThompsonart.com; and Jan Kolenda’s Everglades tile mural on YouTube.

Standards

Sunshine State Standards

Visual Arts
VA.B.1.2.2;
VA.D.1.2.1;
VA.A.1.2.1;
VA.B.1.2.1;
VA.B.1.2.2

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**The Arthur F. and
Alice E. Adams
Charitable Foundation**

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Principal:

Maria L. LaCavalla

I See, I Hear, I Read!

Originally a P.L. Dodge Foundation Teacher Mini-Grant

To begin the project, each secondary art student selects a high-quality children's book they would like to share with younger students. From this book, a student selects an illustration and/or a character and paints it onto an apron. Then, the student is assigned an elementary class in which to read the book while wearing the apron. A pocket on an apron aids in storytelling as it can keep close-at-hand artifacts, puppets, beanie babies, or other items relevant to the story.

The colorful paintings on the aprons focus attention on the story and create interest in the young students to further pursue books by that author or illustrator. Having older students expose younger ones to award-winning literature with illustrations by highly-regarded artists, builds interest in these works by the young students as they follow the lead of their teenage mentors. This reading mentor project was such an energizing experience for the school that it was extended to the neighboring preschools.



“Young students are eager to look, listen and learn when teen mentors don their hand-painted storybook aprons and read.”

Students

Fifty-four students in a painting class for grades 7-10 were reading mentors to elementary students in grades K-3. It is adaptable to a variety of ages and subject matter, including science and mathematics.

Staff

Kathy Grenier (Ms. Kay), the painting teacher for the middle and high school students at Miami Community Charter School, has been painting since she was young and was a commercial artist for 10 years, working on scale models, brochures, floor plans, elevations, layouts, advertisements, and murals for Architectonica, Mayfair in the Grove, Keysgate and many other large firms.

Materials & Resources

The following materials are needed for this project: white aprons (Joann's Fabrics), plastic tablecloths, a gallon of flat white paint as gesso (Family Dollar), fine-line black permanent markers, acrylic paints (Blick's), palettes, brushes, water containers, and an assortment of children's books on an extended loan from the media center or classroom libraries.

The aprons may be displayed in the media center (and checked-out by teachers or teen mentors), entered into school art exhibitions or Youth Fair art competitions.

Standards

Sunshine State Standards

Visual Arts
 VA.A.1.4 - 1, 2, 3, 4;
 VA.B.1.4-1, 2, 4;
 VA.E.1.4-1, 2;
 VA.A.1.3.3;
 VA.A.1.3.2;
 VA.A.1.3.1;
 VA.A.1.3.4;
 VA.E.1.3.1

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 Alice E. Adams
 Charitable Foundation***

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Miami Community
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Telephone: 305-245-2552

Principal: Dr. Jila Rezaie

The Education Fund's Plant-A-Thousand-Gardens – Collaborative Nutrition Initiative

Planting the Seeds

The urgency to educate children in health and nutrition has become as critical as improving their minds. The Education Fund's Plant-A-Thousand-Gardens – Collaborative Nutrition Initiative took root in five M-DCPS elementary schools in 2007 to address academic achievement while confronting the obesity epidemic that afflicts one of three American children. The program uses edible gardens as outdoor learning laboratories to instill in children the desire to eat vegetables, reduce intake of unhealthy foods and learn in all subject areas. Based upon the hands-on planting and harvesting of edible vegetable and herb gardens, students become enthusiastic participants in an interdisciplinary experience that combines the teaching of nutrition with science, math, reading, writing and art. Meanwhile, parents volunteer in the gardens and attend workshops on nutritional literacy and on how to prepare "old favorites" in healthier ways. In four years, the program has expanded to 25 elementary and middle schools throughout the district.

Increase in Academic Achievement

Students, excited to get out of the classroom and get their hands dirty, scarcely realize they are learning, but evaluations show significant improvements, not only in test scores, but also in attitudes and behavior. Survey results revealed 99% of the students demonstrated an interest in science with 64% showing an interest in math. Overall, there was an 84% gain in science scores from pre- to post-testing.

To learn how your school can implement the Edible Garden program, e-mail Juli Zeno at jzeno@educationfund.org or attend the Plant A Thousand Gardens C.N.I. workshop at The Education Fund's annual IMPACT II Idea EXPO on Saturday, October 29, 2011. Additional information is available at www.educationfund.org.



Improvements in Eating Behaviors

Survey results in 2010-2011 school year reported that 52% of the children had become healthier eaters and 56% had increased their knowledge of nutrition. In addition, 63% of the parents reported healthier family eating behaviors. Teachers reported that the program helped students relate the lessons learned in the garden to their classroom learning, enforced collaborative learning and involved more parents in their children's schools because of the school gardens. Accordingly, 73% of the parents reported that their school's culture has changed because of The Education Fund's edible garden program.

Recognition

M-DCPS lauded The Education Fund's edible garden program as one of the first ventures to join their food and service divisions with the academic departments, as principals, teachers, advisors, cafeteria managers, nurses, maintenance workers and district-level curriculum and food-service administrators all collaborated to make the gardens grow. In 2009, The Blue Foundation for a Healthy Florida awarded the program with its prestigious Sapphire Award for "demonstrating excellence in addressing health disparities within the community." The program was also honored by the University of South Florida's College of Public Health with its Exemplary Practices in Childhood Obesity Prevention Award.

Future Expansion

The foundation of The Education Fund's edible gardens program is teacher training. In 2010-2011, 106 teachers attended several training sessions in which they received mentoring on how to plant and maintain their gardens, integrate them into the curriculum, reach out to the community, collect data to evaluate the program and advocate for nutrition literacy and healthy eating. The success of the schools in which teachers have assumed ownership of the gardens and initiated training of new teachers was the inspiration for using a "teaching the teachers" model as the catalyst for future expansion. Through this means, the edible garden program will grow by 50% in the 2011-2012 school year.

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The Education Fund's Citi Postsecondary Success Program (CPSP)

What is CPSP?

The researcher M. Roderick (2008) found that too many urban students, especially first-generation college goers, face huge roadblocks to college access. To ameliorate the problem, in March 2009, Citi Foundation, together with the Academy for Educational Development (now known as FHI 360) and the Public Education Network (PEN), launched the Citi Postsecondary Success Program (CPSP). Miami-Dade was selected as one of only three sites in the U.S. to participate in this national initiative. In Miami-Dade, The Education Fund partnered with M-DCPS to organize and direct CPSP in three public high schools. CPSP also collaborates with local postsecondary institutions, non-profit organizations, business groups and funders to increase the number of public high-school students who prepare for, enroll in, and graduate from postsecondary institutions. Our ultimate goal is to duplicate the CPSP model throughout public high schools in Miami-Dade County.

Within five years, CPSP seeks to build capacity in three demonstration schools by increasing:

- High-school graduation rates
- College readiness
- Postsecondary enrollment
- College graduation rates

The CPSP model aims to achieve these goals by:

- Fostering dialogue among partners and stakeholders
- Leveraging and coordinating resources
- Collecting and using data to assess strengths and bridge gaps
- Instituting school-based strategies for long-term change

The CPSP Schools

CPSP works directly with three schools: Miami Beach Senior High; Miami Southridge Senior High; and Westland Hialeah Senior High. Each school's in-house CPSP coordinator organizes staff and partner meetings to plan ways for students to engage in college-going activities and college academic planning. The schools conduct college clubs and college visits to teach students how to navigate the financial aid and admissions applications processes, and to prepare for the college entrance exams. Partners' meetings bring business and community leaders together with school staff to expedite the delivery of resources to students. These efforts have translated into a 20% increase in college enrollment among the three CPSP schools.

What Is Asset Mapping?

In order to effect long-term change, the three CPSP schools engage in a researched-based planning model known as asset mapping. Created by AED, (now known as FHI 360), and based on the latest research, the CPSP asset maps identify assets of a strong college-going culture in high school in three categories: key content knowledge, academic behaviors, and contextual skills and awareness. Within each area, the maps describe up to 20 behaviors and/or strategies that an effective school would have in place for all students. In CPSP schools, key staff compared their school's current practices against the behaviors/strategies on the asset maps in order to determine where the school needed improvement in fostering college-preparation opportunities. As a result of the mapping, CPSP schools developed a road map for involving all grade-level teachers, of all disciplines, in teaching the college-going skills identified on the asset maps.

Learn More

The Education Fund: www.educationfund.org

Public Education Network (PEN): www.publiceducation.org

FHI 360: www.fhi360.org

Consortium on Chicago School Research at the University of Chicago (CCSR): <http://ccsr.uchicago.edu/potholes>

Educational Policy Improvement Center (EPIC): www.epiconline.org

CPSP Sponsors

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The Ethel & W. George Kennedy Family Foundation
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CPSP is implemented locally by The Education Fund as part of a national initiative by the Public Education Network (PEN) and FHI 360.



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