2002-2003

teachers network

# Award-Winning Curriculum Programs by Teachers, For Teachers in NYC Public Schools

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2002-2003

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## Dear Colleagues:

For more than 20 years, Teachers Network has awarded IMPACT II grants to over 4,000 teachers throughout the New York City public schools. In 1998, we supplemented our program offerings with the launch of TeachNet, a grants and networking program designed to encourage the dissemination and adaptation of web-based curriculum units. It is with great pride that we present this catalog of award-winning IMPACT II and TeachNet curriculum units.

The projects showcased on these pages represent the creativity and commitment of New York City public school teachers. Teachers who have an innovative idea for a lesson plan that they have developed in their classroom may apply for an IMPACT II Disseminator grant, to help them package their ideas for dissemination to other teachers. Similarly, teachers who integrate the Internet into their curriculum may apply for a TeachNet grant, to publish their curriculum units on the web, for other teachers to adapt for their classes. The following pages profile the exemplary curriculum programs developed by our 2002-2003 IMPACT II and TeachNet grant recipients. Each profile features information about how to adapt the program in your own classroom, including staff and materials required, teacher contact information, and other helpful hints.

Major funding for IMPACT II grants is provided through the generosity of the AT&T Foundation and the Pfizer Foundation. Additional support is provided by J.P. Morgan Chase Foundation, Verizon Foundation, and Con Edison. Major funding for TeachNet grants is provided through the generosity of the AT&T Foundation and Atlantic Philanthropies. All of these organizations recognize the importance of supporting teachers who produce creative ideas and design excellent curriculum models to improve student achievement in their classrooms.

We hope you find this year's award-winning programs as exciting as we do. For more detailed information on how to adapt these programs for your own classroom, we encourage you to contact the Disseminator teacher. Also, if you are interested in receiving an IMPACT II grant or a TeachNet grant, either to adapt one of the following programs for your classroom or to disseminate your own original curriculum idea, we urge you to apply. IMPACT II grant application forms are included at the end of this catalog; TeachNet grant applications can be found on our website at www.teachersnetwork.org/nyc/application.htm or www.teachersnetwork.org/grants/nyc/teachnetadapt.htm. Finally, if you want to learn more about our organization or would like to network with and among the thousands of teachers representing our 25 nationwide affiliates, we encourage you to visit our award-winning education website: www.teachersnetwork.org.

We extend our deepest congratulations to our 2002-2003 IMPACT II and TeachNet award-winning teachers. We hope the examples profiled in this catalog provide the foundation for teachers throughout New York City to continue producing and adapting innovative and excellent curriculum projects to improve student achievement.

Yours sincerely,

Ellen Dempsey
President & CEO

Peter A. Paul
Director of Programs & Personnel

Carla Huck
Director of TeachNet

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## IMPACT II Profiles



**All hats on deck:**
LEFT TO RIGHT:
Ellen Meyers, Peter Paul, Sharon Labao, Ellen Dempsey, Andrea Clark, Carla Huck, Ben Iddings, Ken Chen.

**MORE HATS:**
LEFT TO RIGHT:
David Licata, Carol Thomas, and last but not least, Jeff Byrd.

## TEACHNET Profiles

# About IMPACT II

The IMPACT II grant program—originally piloted in New York City more than 20 years ago—is one of the most prestigious grants of its kind, both locally and across the nation. IMPACT II Disseminator grants of $650 are available to New York City public school teachers to further develop and disseminate excellent and original curriculum programs that they have developed for their classrooms in the areas of science, math, technology, and/or literacy. Adaptor grants of $250 each are awarded to teachers interested in adapting award-winning disseminator programs from the previous year.

## IMPACT II grant award winners:

- Receive recognition at award ceremonies and publication parties;
- Publish their work in print catalogs distributed throughout New York City Public Schools, and on the Internet;
- Receive support to prepare materials for dissemination to other teachers;
- Participate in and lead presentation skills workshops; and
- Network with like-minded professionals throughout New York City and across the country.

**To apply for an IMPACT II Disseminator or Adaptor grant:**
Complete the online application here: www.teachersnetwork.org/grants/nyc.
Or complete the application form(s) on pp. 61-64 of this catalog.
**Deadline: May 1, 2003**

For more information, contact:
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# The ABCs of Math


### •HOW IT WORKS

**The ABCs of Math** is an interdisciplinary program that develops children's skills in reading and writing, increases their understanding of basic math concepts, allows for creativity, encourages cooperation, and improves skills in applications of technology. The program begins with a genre study in picture books in a reading workshop. Mini-lessons include analysis of structure, author's craft, how illustration supports text, and the different sub-types of picture books, including counting and ABC books. The children learn that these books run the gamut from very primary in look and content to quite sophisticated. With the picture book baskets categorized, the study is extended to a subset, and interest is piqued by such works as Twizzlers, A Book of Percentages, Sir Cumference and the First Round Table, Domino Math, Math Course, and the like. After reading several of these and having partnership conversations, the children think about how the author has infused math learning into the text. They look at the cover and blurb and use KidPix to design book jackets for the volumes they have read. Working in partnerships at one of the five classroom computers, they create a cover and, when all children have had their turns, compile the covers into a slide show.

One book, G is for Googol by David Schwartz, is of particular interest. An ABC book in an adult format, this text amuses and excites students because of its humorous way of defining math concepts. Using it as a mentor text, they create a book of their own, **The ABCs of Math**. They refer to the classroom word wall and make an A-to-Z list of math words. Partnerships are assigned research topics and they scour math texts for material that will help them clearly explain their selected words. Finally, they compose the text and are ready to publish. Using PowerPoint, they design slides, with each containing a letter, the word, the accompanying explanation, and appropriate graphics and visual and auditory effects. Finally, the slides are combined and **The ABCs of Math** is done. Both slide shows are installed into lab computers and in grade three and four classrooms for use as resources for students and teachers.

### •THE STUDENTS

This program can be used in large or small groups in the classroom or in the computer lab. It is best used in grades three through six and at all functional levels. It addresses the needs of all learners via different modalities such as talk, writing, and using computers to achieve the desired outcomes.

### •THE STAFF

Hilary Sedewitch has been teaching for 12 years. She is currently teaching fifth grade and is also running a special after-school program in science and math through technology for fourth and fifth graders.

### •WHAT YOU NEED

**The ABCs of Math** can be implemented in any classroom with computers and software such as KidPix and PowerPoint. A collection of math-based picture books is essential. These books are readily available in libraries, stores, and through children's book clubs.

### •OVERALL VALUE

This program has proved invaluable to students because it easily blends essential curriculum areas and offers opportunities to reach toward standards in reading, writing, math, and technology. In a cooperative atmosphere, children work congenially, sharing talk and ideas and completing a project that can be used by other students and teachers for both reference and enjoyment. The allure of technology turns what might be an ordinary assignment into a creative collection of book jackets and an ABC slide show demonstrating clear understanding of grade-appropriate math concepts.

### Curriculum Areas

Math
Technology
Language Arts

### Grades

3-6

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# Amazing Alaskan Animals

**Curriculum Areas**
Science
Language Arts
Technology

**Grades**
2-6

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**•HOW IT WORKS**
In this program, children are immersed in a study of Alaska that focuses on animals and their adaptation to the environment. They learn note-taking skills while listening to nonfiction books about Alaska. A shared reading of realistic fiction about sled dogs (Silver by Gloria Whelan) motivates them to view the Iditarod.com website and follow the mushers through the Iditarod Race in March. Meanwhile, pairs of children choose an Alaskan animal to learn more about, with the focus on how these animals adapt to their unusual environment. Children use the computers and search engines like Yahooligans! to gather information about their animal and are taught, in a series of mini-lessons, how to write a simple research report. They are introduced to the following categories for which they need to find information: diet (what the animal eats and what eats it), life cycle, and adaptation (how it looks and special features). Using a T chart, children are taught to list their facts and then list a thought related to each fact. This helps them with their reading skills by making them think deeply about what they are writing. In additional mini-lessons, children are taught to categorize and bullet their notes, write a first draft, and eventually conclude with a final draft. The children work in pairs to gather and share information but final drafts are individually written. Each student also draws a large picture of his/her animal, which, along with the research information, is part of a class "big book" that is the culmination of their work.

**•THE STUDENTS**
Amazing Alaskan Animals was introduced to a third-grade class consisting of 21 heterogeneously grouped children who are average to low average in ability and academic achievement. They work on this project approximately three times a week for about eight weeks. This program is highly adaptable to other ages and achievement levels and can be used with smaller or larger groups. Children work at their own levels and feel successful in the process.

**•THE STAFF**
Ada Marcus has been a NYC teacher for 19 years and has presented this project, in various forms, for at least five years. She has received two Adaptor Grants, two Newsday Futurecorps Grants, a NYFA Music Grant, and a Teacher's Consortium Grant. She has also written curriculum and presented at an Administrator's Workshop for the Applied Learning Guide for New York City. She worked with an art teacher on this program, but depending on individual expertise, the program can be done without assistance.

**•WHAT YOU NEED**
To successfully complete this program, you will need some basic art supplies (butcher paper, oak tag, tempera paints, Craypas, scissors, and glue). In addition, you need access to computers and the Internet. Grolier's software is helpful but not essential. You will need fiction and nonfiction library books about Alaska. Lesson plans, mini-lessons, and book lists are available.

**•OVERALL VALUE**
This is an interdisciplinary program that involves many skills—-reading, writing, listening, speaking, group work and cooperation, research, and using technology. The culminating "big book" is presented to the school library and gives the children a sense of pride and accomplishment. Children are learning and immersed in the environment, and they are eager to learn more.



# Ancient Empires

**•HOW IT WORKS**
Ancient Empires focuses on both the social studies and language arts curriculum. To begin, a whole class lesson on the unit and expectations are outlined. The ancient empires are identified and discussed: Ancient China, Egypt, Greece, India, and Rome. The group brainstorms areas to research. Five groups of six students work cooperatively to gather information about famous people, ancient clothing, ancient wonders, and a detailed map of a specific empire. Groups assign the various areas to their members. After each group meeting, a written progress report is submitted to the teacher. On an ongoing basis, student groups conference with the teacher for guidance in the planning process and to assess their progress. The students use the Internet and printed materials to find information. Outside research is expected and encouraged through the use of home computers, library reference materials, and fiction and nonfiction literature. In order to equip the students, mini-lessons are introduced about each empire using replicas of artifacts, magazines, and books.

For this program, the technology resource teacher completed instruction in six to eight week cycles. There was a weekly 45-minute period with the class and then the teacher worked with the students in small groups daily. During the 45-minute period, students research the topic in print and on the Internet, and review the software that will be utilized to write about and illustrate their findings. With the help of the classroom teacher, all students utilize the computer daily to work on a specified task. Students work in small groups to gather information and each group has a representative report back during the whole-class meeting at the end of each lesson. After the information is gathered, students use a writing program, drawing program, database, and multimedia program to present their knowledge.

**•THE STUDENTS**
This program was designed for sixth grade students, but the activities have been adapted for grades two through six. Depending upon the ability of the class, research can be more in depth, completed in pairs, or teacher directed.

**•THE STAFF**
Catherine O'Sullivan is presently a technology resource teacher at P.S.60Q, an elementary school in Woodhaven. She works cooperatively with classroom teachers to use technology as a tool while teaching language arts, social studies, and science curriculum. As a classroom teacher, she has won the District 27 Computer Contest three times. Ancient Empires is a contest winner as well. Catherine received both her bachelor's and master's degree at Queens College and is presently earning her degree in school leadership at the New York Institute of Technology.

**•WHAT YOU NEED**
This program requires computers with Internet access, KidPix Studio Deluxe, AppleWorks, FileMaker Pro, HyperStudio, maps of ancient countries, and primary source materials, including pictures and replicas of artifacts.

**•OVERALL VALUE**
The program enables students to understand that ancient empires were diverse in culture and beliefs, while learning about famous people and beautiful structures from that period. Ancient Empires fosters self-esteem through cooperative learning. The use of various computer applications encourages the students' creativity through text and illustrations. The unit comes alive with the use of multimedia application, and learning becomes fun! The finished product can be used effectively as a reference tool later in the school year or for other classes in the same grade.

**Curriculum Areas**
Social Studies
Language Arts
Technology

**Grades**
2-6

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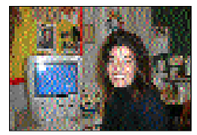

# Art Through the Ages

**Curriculum Areas**
Art
Language Arts
Technology

**Grades**
3-5

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**•How it works**
**Art Through the Ages** is a multimedia study of poetry and art. In this program, children are introduced to various artists from the Renaissance through Modern Art periods. Visiting related websites and online museums enables the children to research the biographies of these artists and their works. In addition to standard art books and other library materials, CD-ROM encyclopedias provide the students with useful information.

A cooperative learning setting is the focus of this program. The work of a particular artist is introduced with the reading of a book highlighting his/her life. Using laptop computers, the children visit sites where they are able to further study the details of the featured work. After analyzing the painting, the use of different media helps students to develop an original work in the style of the artist being studied. Searches are then made in anthologies and on the Internet for an appropriate poem that highlights the theme of the artwork. For example, an intensive study is done using Vincent van Gogh's series of paintings of sunflowers and irises. After the children analyze each piece, they paint their own versions. The cooperative groups then search for topical poems on www.google.com and compose their own poems expressing their feelings about the flowers. The poems are then published using a word-processing program.

**•The students**
There were ninety children involved in this yearlong study. The children were from third, fourth, and fifth grade classes. They came from a variety of socio-economic and cultural backgrounds. The program can be adapted for other grades.

**•The staff**
Judith Golden and Catherine Dede have both taught in New York City Public Schools for thirty years. They have been the recipients of several District 20 Mini-Grants. Their third and fourth grade classes work together as Partners in Rhyme. Both Judith and Catherine have been staff writers for District 20 working on the Reading Counts and Making Connections programs that connect children's literature to the mathematics and social studies curriculums. They have made presentations at staff development meetings. This curriculum has been successfully implemented in their classrooms for the past two years.

**•What you need**
Required materials for this program include a computer with Internet access and word-processing programs. It would be ideal to have a scanner and an overhead projector. Poetry anthologies, rhyming dictionaries, Meet the Artist books, and painting supplies are a necessity.

**•Overall value**
By participating in **Art Through the Ages**, students develop an appreciation for the various styles and techniques of several artists and poets. They also become skilled at researching and locating artwork and background information using books and the Internet.



# The Apples of My Eyes

**•How it works**
A day of character analysis and cooking is exciting and educational. Students begin by telling what they know about apples and where and how they grow. This is one lesson out of a week's worth of learning about this subject. Students discuss and brainstorm ideas that are then written on an experience chart of "What we know and what we want to learn." After reading the book Johnny Appleseed Goes A' Planting by Patsy Jensen, there is a discussion about the main character. The children answer such questions as: why he was called 'Johnny Appleseed'; how Johnny Appleseed helped people; and what you can make with apples. The students then prepare to pretend to be Johnny Appleseed. Ideas are elicited. They can roll up pants and sleeves, and use toy pots and pans upside down on their heads as hats. They also prepare to make apple pancakes. The various steps of the recipe are discussed. Children wash their hands, help measure ingredients, and mix.

The follow-up art activity is drawing pictures about the story or what the students have done. The story's sequence of events and the recipe are reviewed, along with math methods in measurement and science methods in changes of matter. The unit culminates with the book Rain Makes Applesauce by Julian Scheer and Marvin Bileck. There is a discussion of the water cycle and how apples grow, and the students dictate or write their own apple stories. Computer skills are useful for drawing and writing the students' stories. Field trips to a farm or even a botanical garden immerse the students in hands-on experiences.

**•The students**
This program was developed for two prekindergarten classes totaling forty children of mixed readiness skills. They've worked in whole group and small group activities. This program can easily be adapted for other skill levels and grades.

**•The staff**
Michele Menkes has taught prekindergarten, kindergarten, third, and fourth grade at P.S. 233, P.S. 20, and P.S. 272 for the past sixteen years. Currently, she is a prekindergarten teacher at P.S. 272, and has been teaching at the early childhood level for twelve years.

**•What you need**
A computer with a printer is needed, along with KidPix and Student Writing Center software to draw and write stories. Picture books on the subject area, such as how plants grow, and copies of the two books utilized in the lesson are needed.

**•Overall value**
The students are actively involved in all aspects of learning that evolve from the text. They enjoy role-playing and learn about different kinds of literature, character analysis, measurement, and growth. Acting out, taking an active role in cooking, and reaping the rewards of their labor motivates them. Integrating all subject areas in this lesson enables the students to explore many aspects of learning. Utilizing computer skills for drawing and writing ideas enhances their skills and knowledge. A variety of New York State Standards are followed as students learn the origin of a tale, display their knowledge and understanding in various ways, and expand their knowledge to higher level thinking skills in all subject areas. They listen to and comprehend material to demonstrate that knowledge in various ways. They relate new information to prior knowledge and experience, and carry out ideas. Language arts, math, science, and social studies bring lots of prior knowledge and new learning into play. **The Apples of My Eyes** seem to shine even brighter!

**Curriculum Areas**
Social Studies
Language Arts
Math
Science
Art

**Grades**
Prekindergarten - 3

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# Brooklyn: Our Beloved Borough

**Curriculum Areas**
Social Studies
Language Arts
Technology

**Grades**
1-5

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**•How it works**
**Brooklyn: Our Beloved Borough** integrates technology into the social studies and language arts curriculum. The students use the Internet to research the borough of Brooklyn as part of the Neighborhoods and Communities curriculum. The students visit various websites to research their topic and gather relevant information. They report what they have learned by writing in a variety of interesting formats. The students must first edit and revise their writing before it is published with the aid of the computer. Using Microsoft Publisher software, they create postcards and travel brochures about some of the different tourist attractions found in Brooklyn. They write books on various aspects of Brooklyn using Microsoft Word, and also create slide-show presentations about the history of their neighborhood using Microsoft PowerPoint. At the completion of their work, their families are invited to a Technology Expo, during which the students proudly display their fabulous projects.

**•The students**
Twenty-three second grade students participated in this program. The children worked on their project two times a week in their classroom. The class worked on both small group and individual projects. This program can easily be adapted to all grade levels and academic achievement levels. A teacher can alter the program by finding various websites that are appropriate for the students' academic level.

**•The staff**
Terri Olivieri has been teaching second grade for ten years. She received both a Bachelor of Arts in Early Childhood Education and a Master of Science in Elementary Education from Brooklyn College. This past June, she received a Master of Science in School Administration and Supervision.

This is the first year that she has implemented **Brooklyn: Our Beloved Borough**. She previously received an IMPACT II Award in 1995 for a grant entitled **Proud Pupils' Press.** In addition, she has led several technology workshops for both teachers and parents over the past five years.

**•What you need**
Required materials include computers with Internet access, a printer (a color printer is preferable), Microsoft Office (which contains PowerPoint, Publisher, and Word), and books to supplement the Internet for research. A digital camera is optional.

**•Overall value**
This is an excellent program that boosts the participants' self-esteem while integrating technology into the social studies and language arts curriculum. The students improve in language arts because they research, read, write, revise, and edit their pieces. They improve in social studies as they become aware of their community and its rich history. In addition, through their research, they become proficient in technology. Most importantly, students will feel successful and proud when their completed work is published and justly celebrated.



# Colorful Family Memories

**Curriculum Areas**
Language Arts
ESL
Art
Technology

**Grades**
6-8

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**•How it works**
**Colorful Family Memories** exposes ESL students to writing-workshop methods and incorporates four modes of learning. The students discuss family relationships and the influence these relationships have had on their lives. They listen to and read numerous picture books including The Relatives Came by Cynthia Rylant, Loving by Ann Morris, Saturday Mornings by Joelie Hancock, We're Good Friends, My Grandma and I by R.K. Hallinan, and Good Luck Gold by Janet Wong. The texts are presented as read-alouds or shared readings, and students respond to them in their classroom sketchbooks. The sketchbooks or journals are used for drawing and writing "seed" ideas for future pieces. The responses may be in the form of a list, semantic map, quickie write, free write, or sketch. The teacher can specify the form, giving the students a structured approach. Next, students choose several responses to elaborate on. They share their writing and experiences with their peers in small collaborative groups, enabling them to discuss familiar ideas in English.

In the final phase, the writers develop specific strategies, using two texts as models. As elsewhere, teacher modeling is essential. In My Family and Family Pictures by Carmen Lomas Garzo are incorporated in several mini-lessons. These two books model certain writing features and styles, and bring recognition to bilingualism in literature. The focus turns to creating sentences and developing paragraphs with main ideas and details that create images in the reader's mind. Through drafting and peer editing, students publish narrative pieces in both English and their native language to express their understanding of family relationships. Word processing programs are implemented to produce the final text, which is then incorporated into a bilingual class picture book enhanced with watercolor illustrations.

**•The students**
The program participants were twenty eighth-grade ESL learners at the intermediate level. This program can be adapted to any grade and used with large or small groups.

**•The staff**
Nikoleta Moulinos has been an ELL/ESL teacher in the New York City public school system for four years. Prior to that, she taught at the elementary level for four years at a private institution. Along with participating in district and in-house workshops, she has met with various staff developers, enhancing her teaching skills in order to meet the needs of her students.

**•What you need**
A number of texts are used in this program. An overhead projector and transparencies are needed, along with art supplies including sketchbooks, watercolors, brushes, paper, and poster board. Computers with software programs such as ClarisWorks or Microsoft Word are necessary for publishing.

**•Overall value**
**Colorful Family Memories** shows students that they have a story to tell. In addition to meeting the language arts/ESL standards, students develop self-expression skills and an awareness of themselves as writers. They listen to, read, and extract meaning from stories, and produce guided, original pieces based on their experiences and ideas while developing skills that include responding to text; understanding main ideas and details; and drafting, editing, and publishing. They use language reflecting an understanding of conventions through activities in listening, speaking, reading, and writing; read books on the same theme; and create and publish narrative stories and illustrations. As writers, they have an opportunity to express what they know, giving their ideas value and power.

# Exploring the Park

**Curriculum Areas**
Social Studies
Language Arts
Art
Technology

**Grade**
K-2

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**•HOW IT WORKS**

**Exploring the Park** is an inquiry-based program that integrates the areas of social studies, language arts, art, and technology. It teaches students the concept of interdependence, focusing specifically on the relationship between the local parks and the surrounding community. While the students of P.S. 321 explored Brooklyn's Prospect Park, this study can be adapted to other New York City parks. Throughout the study, students travel to the park and participate in a series of interviews and tours with various park staff employees. The students work in partnerships to formulate interview questions, take notes, and share the information they gather with other classmates.

The students use the information they collect to help them perform a variety of activities, including designing park maps, writing informational pieces about park services, creating park brochures, and painting murals. As a result of these projects, the students become aware of the many park services that are available to the community (i.e., ice rink, playgrounds, stage performance, zoo, and carousel), and how the community can show their support by using these services and caring for the park.

**•THE STUDENTS**

**Exploring the Park** is designed for any K-2 class. Throughout the study, students are actively engaged in a variety of different ways, including partnerships, cooperative learning groups, and independent work. The program can be modified to meet a wide range of student abilities.

**•THE STAFF**

Allyson Daley has been teaching the first grade for twelve years—ten of them in Connecticut and two in New York. Since her arrival at P.S. 321, she has participated in the Leadership Group and Summer Writing Institute of Teachers College, Columbia University. She has presented at Teachers College on reading centers and she serves as a mentor teacher, member of a district-wide Teacher Leader Committee, lab-site host for first-grade reading and mathematics, and is the math grade-level leader. She is currently on a school-wide social studies committee, writing a K-5 curriculum map. She was chosen to display her park curriculum project at the May 2002 Bank Street Social Studies: Reading the World Conference. She participates in Project Read, which provides intervention for at-risk students, and has collaborated with colleagues to develop and implement yearlong units of study in all content areas.

**•WHAT YOU NEED**

This program requires between eight to ten weeks, with classes meeting two to three times a week. (Many lessons can be integrated into the writing and art workshops.) The necessary resources include cooperative park staff members, volunteer chaperones, donated park maps, teacher-made data-recording activity sheets, and basic art and writing supplies. A camera, tape recorder, and video camera are helpful for recording interviews and tours.

**•OVERALL VALUE**

Through this inquiry-based study, students discover the concept of interdependence, specifically between their community and the park. While learning this valuable lesson, they develop language arts, technology, and art skills, in addition to developing a sense of pride in the work they perform.



# How Native Americans Lived in Harmony with Nature

**Curriculum Areas**
Social Studies
Language Arts
Technology
Arts

**Grades**
3-6

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**•HOW IT WORKS**

**How Native Americans Lived in Harmony with Nature** is an interdisciplinary program that infuses the elements of balanced literacy pedagogy with technology, arts, and research. Through explorations using a variety of resources (trade books, photographs, a film strip, cooking, and trips), students become familiar with how Native Americans of the Northeast, like the Iroquois and Algonquians, lived. In particular, they learn how and why Native Americans respected the natural environment.

The components of balanced literacy play an integral role in the students' explorations. For example, shared reading lessons are used to build up their knowledge base as well as to model comprehension strategies that readers use to make sense of nonfiction materials. Strategies include stopping after each paragraph to determine the main idea and supporting sentences, using context and syntactic clues to decipher unfamiliar words, and underlining and note taking. Students also learn how to use nonfiction elements (illustrations, captions, labels, etc.) to construct meaning. Children practice these strategies with new text to gain competency as well as to learn new content material. Afterward, they collaborate with a peer or work by themselves to apply these skills in researching their topics on how Native Americans used natural resources to survive. They learn how the research they compile and the various features of HyperStudio can be integrated to create a multimedia project.

**•THE STUDENTS**

Twenty-five students of various levels of achievement and learning abilities participated in the program. Originally, this unit was covered in fourth grade, but was adapted to third grade and can be further modified to meet the needs of older students.

**•THE STAFF**

This is Meelai A. Chow's second year teaching third grade in P.S. 124 since completing her master's degree. Wei Yee Chan, the multimedia lab teacher, assisted with the technical aspects of the program. After seeing how excited students got in computer class, the need became apparent for the creation of an authentic opportunity for them to apply technology to what was being taught in class. The individual programs complemented and enriched each other.

**•WHAT YOU NEED**

Trade books with ample illustrations and of various levels are necessary. To make the learning more concrete, a film strip or video and a trip to the Smithsonian Museum of Native Americans are encouraged. A multimedia lab equipped with computer, KidPix, HyperStudio, and word-processing software is needed for the second part of the program.

**•OVERALL VALUE**

**How Native Americans Lived in Harmony with Nature** makes learning more meaningful to students because subject areas are interconnected. The exploratory approach of the program also reinforces the idea that students and teacher are learning together and teaching each other. As the students actively participate and collaborate in this exploration, they gain insights into how Native Americans depended on and respected nature. In essence, students become teachers as they apply what they have learned to create a research report using an innovative medium that will be showcased in the school's literacy fair to celebrate their creativity and talents.

# The Jewel of the Nile

**Curriculum Areas**
Social Studies
Science
Math
Language Arts
Technology

**Grades**
3-5

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**•HOW IT WORKS**
**The Jewel of the Nile** focuses on Ancient Egypt for its cultural wealth and historic implications. Technology advances students' resources by providing a great deal of research materials and enabling each student to organize materials found by using semantic maps. This hands-on approach personalizes the understanding of the subject matter and makes for a more meaningful learning experience. Selecting catchy titles such as **The Jewel of the Nile** for this program and "The Mummification of Pyrus Malus" for an iMovie the students create makes the students hooked on learning.

Early in the program, the class takes a field trip to the Metropolitan Museum of Art to view the Ancient Egypt exhibit. Within a classroom of 30 students, the children are placed on four leveled teams. Each team has a leader who has computer skills. The teacher trains these students before and after school to become "mini mentors" for their peers. This process is ongoing, with the goal of each child becoming proficient on the computer by March. All the research that the children gather is placed on the desktop in a folder labeled "Egypt Research." The main activities used for the mummification of pyrus malus (an apple) are gathering information on the Internet, utilizing note-taking strategies, writing a report, narrative procedure, and poetry in standard form. Children are trained to use a digital camera. Then they import the images onto an iMovie. This movie is shared with the entire school at an annual science fair. The students create a web page displaying their iMovie so that other students can view the "The Mummification of Pyrus Malus."

**•THE STAFF**
Candice Lowe graduated from Towson University with a bachelor's degree in Elementary Education and recently received her master's degree from Long Island University in Computers in Education. She has been teaching in the New York City school system for four years, has always utilized the computer in the classroom, and has expanded her knowledge of technology and incorporated new components each year in order to enrich her students' learning. She is also a turnkey trainer for the language arts standards and shares her expertise with her colleagues.

**•THE STUDENTS**
This program follows the third grade curriculum for New York City. This activity is appropriate to use in grades three through five.

**•WHAT YOU NEED**
Several iMac computers with Internet access and one printer are necessary, as is written and Internet material on Egypt. This material, along with technological support, enhances the childrens' learning. The computer applications that are used are iMovie, Inspiration, and the Internet. The hardware used is iMac computers and digital cameras.

**•OVERALL VALUE**
In **The Jewel of the Nile**, all New York State standards are met. Curriculum areas include social studies, science, math, technology, and language arts. Today's children are highly visual learners. Therefore, creating an iMovie within the content areas enables the students to have complete ownership of their learning by using their higher-order thinking skills. If children are educated in technology early, they have a good career foundation. This style of teaching opens an array of creativity for all of those who are involved. The students' self-esteem is raised when they have participated in the actual process of creating a product (their iMovie).



# A Journey Through Biomes

**Curriculum Areas**
Social Studies
Math
Language Arts
Technology

**Grades**
3-6

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**•HOW IT WORKS**
In **A Journey Through Biomes**, students explore the five biomes: the savannah, the desert, the rain forest, the tundra, and the ocean, and how soil, water, rocks, and climate determine the types of plants that grow in these areas and the animals that feed on them. Various content areas such as social studies, mathematics, and language arts are integrated, and computers play a big role, with Internet access and word processing. Students actively engage in an ongoing writing process in which they compose poems, letters, and essays that pertain to the various aspects of the subject matter. They record information from different websites and gather data on the biomes' climates, plants, and ecosystems, and do research about a specific animal from one biome. The students download information and pictures of that animal, its characteristics, its predators, and its prey. They take notes and discuss these with the teacher and with their peers, both in groups and individually. Finally, the students produce individual pieces of writing, with a research paper as the culminating activity.

**•THE STUDENTS**
**A Journey Through Biomes** was created for students to work cooperatively and individually. It is a program for English language learners that can be adapted to all language and academic levels. Twenty students participate in this program. The activities are modified according to the students' language proficiency and academic levels. Those unfamiliar with standard English will benefit from visual aids, teacher-made materials, and the various websites' sounds and pictures. The students are paired heterogeneously in order to assist and encourage each other.

**THE STAFF**
Nydia Bernacet has taught English Language Learners (ELL) for eight years—three years for Bilingual Pupil Services and five years as a third grade teacher. She has a bachelor's degree in Education and a master's degree in Teaching English as a Second Language. She created **A Journey Through Biomes** to help students reach higher academic and language levels, and she is in her fourth year of implementing the program.

**•WHAT YOU NEED**
Required materials include several computers with Internet access for research and a word-processing program such as AppleWorks or Student Writing Center, various books related to biomes, an encyclopedia, magazines such as National Geographic for Kids, and portfolios. The class also goes on field trips to the Bronx Zoo, Central Park, and Flushing Meadows Park.

**•OVERALL VALUE**
This program takes students on a journey via science, social studies, and mathematics. It also promotes the students' awareness of life conservation and encourages them to be advocates for endangered species. During this journey, students become fascinated with the diversity of each biome and the learning that takes place on many levels. This is an interdisciplinary program in which students perform different tasks, go through the writing process, and finish with a product that increases their pride and self-confidence.

# A Millennium Commemorative

**Curriculum Areas**
Language Arts
Social Studies
Mathematics
Technology

**Grades**
3 and up

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**•HOW IT WORKS**
**A Millennium Commemorative** is a compilation of biographical research on the 100 most significant individuals of the last 100 years. It fosters research and writing skills, the use of technology in acquiring, compiling, and presenting research, and furthers the appreciation of our common heritage. The initial lesson, "How do people become famous," helps the students to distinguish between the concepts of fame vs. popularity/celebrity. Working individually and in cooperative learning groups, they research and write biographies of the last millennium's most influential persons. Important personal information as well as significant contributions are included, along with a bibliographic citation of source materials. The final publication is prepared using Apple Works and Student Writing Center. This volume also contains a preface, foreword, table of contents, illustrations, and a "Hall of Fame" photo gallery. Appendices include an alphabetical index, index by field of achievement, graphs, and a world history timeline of the last millennium.

The legacy of this program is further extended with the preparation, on the last day of school, of a time capsule. Relevant contributions are sealed until 2009, when the participating class will graduate from high school. At that time, an Authors' Day Reunion will be held, and the third-grade class of 2009 will meet and share ideas with the returning Millennium Kids in an open-forum discussion. A positive set of role models will be established through this living legacy, and the values implied in this publication will be communicated in concrete as well as abstract form.

**•STUDENTS**
The students involved in this project are an academically heterogeneous third-grade class at P.S. 177 in Brooklyn. The class receives weekly computer instruction. The computer lab is also available to students for individual research. A broad variety of ethnic/religious/ cultural backgrounds are represented. Over 85% of the students are from immigrant households, and approximately 10% of the students are LEP. This project lends itself to diverse grade/ achievement levels, as much of the work is cooperative.

**•THE STAFF**
A member of P.S. 177's Consultation and Literacy Committees, Marianne DeRosa develops a major thematic interdisciplinary program each year, in order to provide her students with opportunities to apply standards beyond the format of the traditional curriculum. She has been a third-grade teacher since 1990 (having previously taught language arts and pre-kindergarten), and has received awards from District 21 and Citibank for **A Millennium Commemorative**.

**•WHAT YOU NEED**
The bulk of this program was divided as required among the classroom, computer lab, and library. Materials employed include a variety of written and electronic reference works (biographies, historical works, encyclopedias, Internet sites, CD-ROM software, etc.), art supplies, writing materials, computers/printers, and a digital camera. Students supplemented their work with at-home Internet/CD-ROM research and visits to the public library. Apple Works and Student Writing Center are also used.

**•OVERALL VALUE**
This activity develops students' research skills and their ability to effectively communicate in written and oral form. Further objectives include increasing the students' knowledge in a variety of curriculum areas through acquaintance with recognized leaders in their respective fields, and development of awareness of the character traits and values that contribute to success. The final project serves as a valuable adjunct to the curriculum in several subject areas.



# The Native American Interactive Slideshow

**Curriculum Areas**
Social Studies
Technology

**Grades**
2-8

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**•HOW IT WORKS**
**The Native American Interactive Slideshow** is implemented in the classroom by alternating class lessons and independent/cooperative group work time at various stations. This is a long-term program that works in three phases.

Phase One requires more instructional time than the other two phases. It focuses on teaching the children to do research using the various stations (Books, Grolier Software, and the Internet). Phase One also teaches the basics for the HyperStudio software program. After each lesson, independent work time is allowed to experiment with what has been taught.

Phase Two focuses on the students doing research. There is very little class instructional time during this phase. However, it is important to be a facilitator and give guided instruction to students in need.

Phase Three focuses on creating the actual **Native American Interactive Slideshow.** The students design their ideas on paper and then use those designs to create the slideshow using HyperStudio on a computer. They save their work on disks. There are a few class lessons throughout this phase covering more advanced HyperStudio topics to help enhance the quality of the students' current paper designs. However, much of Phase Three requires guided instruction to those in need.

**•THE STUDENTS**
This program was developed for about 150 fourth-grade students from five different classes of mixed ability levels. It can be adapted for second through eighth grade students. Groups, individuals, or full classes can work throughout the school year.

**•THE STAFF**
Marla Schneider has been teaching at P.S. 41 in the Bronx for eight years. She taught in the classroom for grades kindergarten through three during her first six years. After completing her master's degree in Technology Education, she began teaching in the Library/Technology Center to grades one through five. She created a website for the P.S. 41 Library/Technology Center and has also helped create and design the school newspaper.

**•WHAT YOU NEED**
**The Native American Interactive Slideshow** requires books, computers, an encyclopedia software program (HyperStudio) and a connection to the Internet. It is helpful for each student to have his/her own disk.

**•OVERALL VALUE**
This program allows students to work cooperatively and, in turn, teaches them to problem solve with each other and to use task management. It shows the students that there is more than one way to obtain and supply information. The program gives the children plenty of time to gain independence and feel success, yet it also allows instructional and facilitating time as well. Students will feel self-satisfaction when they see what they are capable of and how much they have accomplished.

# A New York City Bird Field Guide CD

**Curriculum Areas**
Science
Language Arts
Technology

**Grades**
2-12

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**•HOW IT WORKS**
For the first step in producing **A New York City Bird Field Guide CD**, students are given an "Inspiration" handout on which they provide the information they have gathered in their classroom study of New York City birds. They do this either by hand or on the computer. Next, using various websites, they save pictures, sounds, movies, and any information they didn't collect in the classroom in a folder on the computer. The children title their folder by the type of bird, the name of the teacher, and the initials of their project partners. Once all the information has been collected, they create PowerPoint slides using the "Inspiration" template as a reference and the pictures, sounds, etc. they previously saved in a folder. There are usually seven slides: Title, Physical Characteristics, Food, Nest Eggs, Habitat, Song, and "Did You Know?" Children write text to accompany the slides, making sure all relevant information is provided.

Once complete, the rest of the class views the presentation in order to provide necessary feedback. The students then revise their slide shows adding timings and animation. All projects are then saved on the teacher's computer, who then burns it on a CD that is placed in the field guide. There are approximately sixty slide shows upon completion of the project. The projects are also put on the school website for other schools to view, emulate, and record their comments. The students often visit the website to read these comments.

**•THE STUDENTS**
There are four classes of thirty students who have all had prior experiences with computers. Students meet twice a week in the computer lab and engage in bird studies in the classroom. Their time in the lab is spent compiling information for their slide shows. Students are paired and assigned a bird by the teacher in their classroom before coming to the lab. This enables students to support each other according to their individual needs. While the students work in pairs, the teacher can also go around the lab providing the necessary support and feedback.

**•THE STAFF**
Steven Jaffe has been teaching technology integration for the last six years, with one of those years spent as a staff developer in District 6 training teachers how to better use technology in the classroom. Besides teaching technology to children, he is in charge of maintaining the school network and working on the school website. He has done workshops at NECC and many staff development sessions on integrating technology into the curriculum. He has also received an award from Bill Gates for a project on **How to Make a Virtual Vacation** and worked with the state Education Department on creating technology standards for New York State.

**•WHAT YOU NEED**
For this program, you will need computers with Internet access, Microsoft PowerPoint software, and an information template on which the students will fill in their bird information and any information they have collected from websites and other search engines.

**•OVERALL VALUE**
Working on **A NYC Bird Field Guide CD** gives children tangible products that they can take with them to show everyone. Children in the second grade learn that there are different mediums to express what they have learned and, in producing a CD, children can see other students' work from other classes and other schools.



# The Nino's Restaurant 9/11 Fund

**Curriculum Areas**
Language Arts
Technology

**Grades**
7-12

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**•HOW IT WORKS**
Students in this program were directly affected by the September 11 terrorist attacks. The students saw the Twin Towers collapse from the windows in their classrooms. Therefore, there is a tremendous relevance for them in **The Nino's Restaurant 9/11 Fund**.

Nino's Restaurant is close to the World Trade Center site and when tragedy struck, the restaurant dedicated itself to providing free meals to the many workers who gave of themselves so selflessly. The students found information about the restaurant by visiting it and doing research. They shared data, facts, and ideas, and created a body of work to present to their fellow students and the Parents' Association. One particular activity involved a news article about the founder of the restaurant, Nino Vendrome. The teacher read the first paragraph aloud and wrote down (on a T-chart) questions and new information gathered while reading. The students continued the activity with the remainder of the article. The group generated lists of questions they still had and lists of information they learned.

**•THE STUDENTS**
Thirty-three eighth graders participated in this program. They met outside of school to visit the restaurant, met five times weekly for two weeks, and went to the computer lab twice to work on the project. The social outreach theme of this program combined with the required tasks make this appropriate for middle school and high school students. In addition, students are able to work on areas of their choice: researching and collecting information, writing informational text, creating an artistic response, making an oral presentation, and using technology to support and extend their research.

**THE STAFF**
Marianne Gavin is an English teacher at Dr. Sun Yat Sen Middle School. The computer teacher, John Natuzzi, was an invaluable resource in teaching students how to use the PowerPoint presentation.

**•WHAT YOU NEED**
This program required three to four field trips to Nino's Restaurant. Students used video and digital cameras to record the artwork, people, and the restaurant itself. Periodicals (such as The Daily News) containing articles about Nino's were excellent sources of information for the students. Some students chose to copy the angel statue outside the restaurant, using oak tag and markers. The art supplies needed depend upon the students' preferences of mediums. Students also need access to computers and the program for a PowerPoint presentation.

**•OVERALL VALUE**
**The Nino's Restaurant 9/11** Fund was a very important and meaningful program for all participating students and those who learned of it. It has changed students' perspectives about their neighborhood and neighbors. The children were fascinated with the sense of volunteerism and humanity surrounding Nino's Restaurant. This helped promote empathy and social awareness. When students learn about and teach others something so evidently valuable, it boosts the self-esteem of all involved. Beyond the practical and essential opportunities of presenting nonfiction information to a real audience, students acquire a sense of accomplishment with this socially conscious project.

# Our Views of Edo

**Curriculum Areas**
Art
Sociology
Language Arts
Technology

**Grades**
7-12

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**•HOW IT WORKS**
In **Our Views of Edo**, students study One Hundred Famous Views of Edo, the Ukiyo-e woodblock prints by 19th century Japanese artist Hiroshige. They take a virtual journey to Edo, the former capital of Japan, and invent original illustrated narratives about imaginary characters that time travel and "jump" into amazing multidimensional adventures.

The class meets two periods weekly for a total of 12 classes. The program can be introduced as a stand-alone unit or in conjunction with a long-term study of Japanese art and culture. In week one, the class brainstorms what they know about Japan and are introduced to the work of Hiroshige. They go on a web search and locate specific information about the Edo Period, Ukiyo-e art, and Hiroshige's art and life. During week two, they look at images from "Hiroshige: One Hundred Views of Edo" (www.brooklynmuseum.org) and discuss what it would be like to "jump into" that famous view of Edo. Students select an image and brainstorm a beginning, middle, and end to their story. Then, each student chooses three plates for a beginning, middle, and end of their own imaginary adventure. In week three, each child uses photocopies of their chosen plates as a reference to write a first draft and begins to alter their photocopies to illustrate his/her story. In weeks four and five, students word-process edited versions of their stories and continue altering the images. In week six, they complete and share their stories—orally, on bulletin board displays, and on the school web- site.

**THE STUDENTS**
Three classes of 20 seventh-grade Institute for Collaborative Education (I.C.E.) students participated in the program. I.C.E. is a multi-ethnic, multi-racial school of heterogeneously grouped classes with students of various levels of achievement. Each class meets for two 50-minute classes per week in the computer lab. This program can easily be adapted to meet the needs of any middle- or high-school student and can be done in a traditional classroom with traditional media.

**•THE STAFF**
Meryl Meisler is an artist and educator who has taught in New York City since 1979. She became a digital art educator in 1995, and began "Enter Through The Form," a middle-school study of Japan using digital media, after her 2001 study/tour of Japan with The Japan Society.

**•WHAT YOU NEED**
**Our Views of Edo** can be done in any classroom. You can use traditional media (pencils, paper, and photocopies of Hiroshige prints) or use new media to create web-based projects.

**•OVERALL VALUE**
The students explore art and culture; interpret visual images for historical references; write a fictional narrative; adjust their use of spoken, written, and visual language to communicate effectively; and employ a wide range of strategies and writing process elements to communicate with different audiences. They use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge; and use spoken, written, and visual language for learning, enjoyment, persuasion, and the exchange of information.



# Poetry of the Universe

**Curriculum Areas**
Science
Technology

**Grades**
9-12

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**•HOW IT WORKS**
Students begin by accessing their prior knowledge about space and progress to understanding the dynamics of our own solar system. Energy cycles that include the nuclear chemistry of stars and the atmospheres of the planets are discussed. Computer models are used to test hypotheses about the balance of gravity and motion. The Big Bang Theory is explored as students develop their own creation theories based on scientific evidence about the universe. A brief discussion of the differences between Newton's ideas and Einstein's relativity helps to frame the debate on whether or not humans will travel through time. Students also look at the historical impact of scientific innovation in order to question whether humans should pursue time travel. Independent Internet research is a vital component of their time-travel research. Finally, students bring their ideas about the universe together in a poster that has a thesis exploring the connection between the universe and poetry.

**•THE STUDENTS**
Approximately seventy-five high school seniors participated in this program and another eighty took part in previous incarnations. Elements were also used with a total of 100 ninth-grade students last year. Students generally have had Internet experience but little exposure to simulation applications such as the one used here to model gravitational interactions. This year's classes had 20-25 students and met every day for 55-minute periods. Time was spent almost exclusively in the classroom, although the work with the gravity simulation was done in the computer lab. This might be difficult to adapt to non-secondary-school classes, but similar work with ninth and eleventh grade physics students has been successful. The classes contained a fair member of ESL/ELL students that required various forms of instruction and assessment. Both written and oral communications were options and, because the program was mostly conceptual, ideas were best represented visually. As often as possible, graphic organizers were used to help direct learning in a structured manner. The major assessments for the unit included different facets from creative writing to group work to visual art (collage, drawing, etc.) to accommodate different learning styles.

**•THE STAFF**
Kevin Mialky is in his eighth year teaching high school science and his second year as department chairperson. **Poetry of the Universe** began in the summer of 1999 when he participated in the Klingenstein Summer Institute through Teachers College. He has been using elements of the program for the past three years. He has also led professional development workshops for his schools and the Board of Education focusing on using rubrics in science assessment. The only assistance required was having the Network Administrator/Computer Teacher grant students access to the gravity simulation program.

**•WHAT YOU NEED**
As previously mentioned, a few basic cosmology books will be sufficient. If this is not an option, much of this can be found on the Internet. Stephen Hawking's books and Robert Osserman's Poetry of the Universe are solid, and the PBS series Stephen Hawking's Universe is helpful. Internet access is necessary, although the teacher can find most of the relevant information to distribute to students if needed. A gravity simulation program (such as the Gravitator program for the Mac) is also useful but not necessary. This and other computer models can be downloaded for free on the Internet.

**•OVERALL VALUE**
Who hasn't looked into the night sky and wondered what was going on out there? **Poetry of the Universe** encourages students to feel the creativity and relevance of science while meeting basic performance standards. It also pushes students to look for unexpected answers in the abstract world of our universe and provides a balance to experiments that measure the concrete natural surroundings.

# Project Friend

**Curriculum Areas**
Language Arts
Social Studies
Technology

**Grades**
2-6

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**•How it works**
**Project Friend** teaches values to both students with disabilities and their non-disabled peers. They learn to appreciate friendship, tolerance, and patience. Students integrate language arts and technology skills by using the computer to create original literacy and art projects related to friendship. It also increases the social skills of the special education students by using their non-disabled peers as role models. They also use a digital and video camera to demonstrate the program.

The program is implemented in the classroom in several settings. The students work in their second grade classroom and in the school library. Both groups of students work together in the computer lab for several weeks during the integration program for special projects. Students at the general education school receive sensitivity lessons prior to meeting the students with disabilities. The students also contact each other weekly via e-mail and participate in read-aloud and "book buddy" sessions in which they hear and read relevant stories. They put their responses on the computer, create a book on friendship using the KidPix program, and create a "friendship mural" using the digital camera to take photos of each other as they work together. Each student creates a paper square for a Friendship Quilt. They respond to the question "What is a friend?" and illustrate their response using KidPix. The students then do a performance, using sign language and singing songs about friendship, with their computer-created Friendship Mural as scenery. The program ends with a Celebration of Friendship party where students videotape vignettes of reactions and feelings about **Project Friend.**

**•The students**
There are 35 students participating in the program. The students meet in the computer lab once a week. The special education students need assistance in accessing the computer through adaptations and adult assistance. Students have Individualized Education Programs (I.E.P.) with computer access goals. This program can be adapted for older students as well as elementary level students. Students can be grouped in pairs and can work cooperatively on this project.

**•The staff**
Susan Bellack has been teaching for fifteen years and has dual certification in general and special education. She works in the library at P811Q and does language arts lessons. During the past five years, she has been providing Sensitivity workshops for the general education students and Inclusion Support workshops for participating staff. The program uses the support of the computer teacher and second grade teacher from the general education school, the library cluster teacher, one special education teacher, and paraprofessionals assigned to the special education students.

**•What you need**
A classroom with computers or a computer lab is needed for the program, as is access to the Internet, a digital camera, KidPix software, lesson plans, tapes, and various books.

**•Overall value**
**Project Friend** addresses one of the most important issues in our society today. It serves as a values- and character-education program for students with disabilities and their non-disabled peers. It addresses tolerance, patience, and friendship towards those who may seem different. It provides special education students an opportunity to interact with their general education peers, which helps increase their communication skills. It teaches students with disabilities appropriate social behaviors by using their non-disabled peers as role models. It also teaches general education students to better understand and accept people with disabilities.



# Publishing Poetry

**Curriculum Areas**
Language Arts
Technology

**Grades**
1-6

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**•How it works**
The students are immersed in poetry from the onset of the school year through shared readings and read alouds, so they are already familiar with the genre. To launch this five-week program, the teacher shares different types of poetry with the class, so children understand that poems can be long or short, rhyming or non-rhyming, etc. The teacher models writing different kinds of poems in daily mini-lessons and gives students time to experiment.

One activity is List Poems: students write a poem by listing characteristics of a person, place, or object. A student who loves cats might make a list poem about that subject. One student wrote a list poem about the color green. Students learn that poets often make sketches before putting words on paper to help them think of the right words. They also learn that there are very few "rules" in poetry—a poem does not have to begin with a capital letter or end with a punctuation mark! Over time, students grow more comfortable writing and revising their work. They write many poems, but each child ultimately chooses one favorite to go into the class anthology, which is photocopied. Each student keeps a copy and one is added to the classroom library.

**•The students**
Every student in the class participates in all activities. Even the most challenged child can be successful in writing poetry. **Publishing Poetry** had a profound impact on two struggling students this year. At the same time, accomplished writers can be challenged to write their own anthologies, to write like a mentor poet (perhaps Karla Buskins, Mary Ann Hoberman, or Jack Prelutsky), or to try formatting the text in a different way. Most mini-lessons and activities are taught to the whole class. However, the teacher can work with small groups of students who have common needs or strengths.

**•The staff**
Wendy Marks has been teaching first grade in New York City for three years. She has taught poetry each year and was fortunate to have a mentor from the Teachers College Writing Project work with her during her first year. She attended a Summer Writing Institute at Teachers College and, together with colleagues, worked alongside several staff developers from Teachers College. Currently, she is working on a second master's degree in reading.

**•What you need**
For daily mini-lessons, basic supplies are needed: writing folders, paper, pencils, and crayons. The classroom must have an abundance of poetry books. One example of a book that a teacher can use is the Random House Book of Poetry for Children compiled by Jack Prelutsky. A computer and printer allows teachers and students to type finished poems. Students are proud to type their own words and discover different ways to format them. Other materials include different colored paper (to mount poems), Lucite picture frame boxes (to display students poems throughout the school), a laminating machine (to preserve poems), and one-inch binders (these become the class poetry binders that each student takes home at the end of the study).

**•Overall value**
Elementary students develop an appreciation for poetry and recognize the work poets put into their writing. They feel famous when their writing is displayed and shared with their families at a class publishing celebration. Finally, they keep a class poetry binder to read, reread, and have as a memento forever.

Students can share their poetry with older or younger students, and create an anthology of selected poems to present at a school event or to read for their families or a local organization such as a senior center or hospital.

# Quilt the Curriculum

**Curriculum Areas**
Technology
Language Arts
Math

**Grades**
K-3

**More Information**
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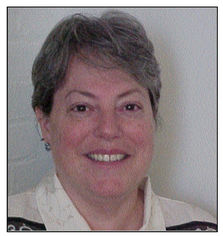

**•HOW IT WORKS**
**Quilt the Curriculum** combines technology, language arts, and math with the practical skills of decision-making, planning, cooperation, sewing, and pride in work to achieve standards in the chosen curriculum areas.

If there is a computer lab, teacher and students meet there, with the teacher focusing on several students per class session. While the rest of the class works on the assigned software chosen to enhance, reinforce, and enrich classroom programs, the focus students work on the same math software until they correctly complete a math screen they have chosen to use as their square in the quilt. The students are taught to save their work through the screen shot technique; to retrieve their saved screen through KidPix, Apple Works, or Claris Work; to add and edit text; and to print on printable fabric. Some students prefer to create original computer drawings to depict specific math concepts. Other students choose to draw math concepts on art paper and then scan their work into the computer, add text, and print. The entire class as a whole can plan out the look and placement of the finished quilt, and then the quilt is sewn together.

This program can be expanded to include any subject in any grade level. Students can also type out stories, poems, etc. and have them printed and sewn into a quilt. Photos can be scanned into the computer and then have text added before they are printed and sewn together. A manual for this program is available.

**•THE STUDENTS**
Three first-grade classes consisting of 55 students participated in this program. Although these were general education classes, some of the students were below grade level and tested for resource and special education placement. Most of the students were using a computer for the first time, and attended the computer lab twice a week. The program can easily be adapted for other grades.

**•THE STAFF**
Sharon Shebar has taught in the NYC public schools since 1980, first as a Special Education teacher in District 28 and 25, and then as a Computer Lab teacher and a pre-kindergarten teacher at P.S. 201 in Flushing, Queens. She is also the author of 17 books for both children and adults, and a teacher of writing in the Department of Continuing Education at Nassau Community College.

**•WHAT YOU NEED**
The program requires a computer, printer, scanner, curricula-based software, an art-based program such as KidPix, printable fabric, decorative fabric, thin batting, needles and thread, a pencil and a ruler, an iron and ironing surface, and either fabric scissors or a rotary cutter and a self-healing mat.

**•OVERALL VALUE**
**Quilt the Curriculum** integrates math, computer skills, planning, and cooperation skills, while developing an interest in sewing and quilting. Students gain experience in the chosen computer program, thus using the curricula in an enjoyable and meaningful way. They cooperate in the planning of a project and develop self-esteem by completing their work and experiencing the reactions of their peers, teachers, and families when the finished quilt is displayed.



# Recycle for Life: Science Through Art

**•HOW IT WORKS**
**Recycle for Life: Science Through Art** educates and empowers children to make a difference by promoting environmental issues through art. Students draw conclusions and make comparisons from real-life data, and the art projects provide them with exciting hands-on experiences that stimulate comprehensive and informative nonfiction writing. During this inquiry-based program, they discover the value of reducing waste and determine how to change wasteful behavior in school and at home.

For a period of eight weeks, students develop a campaign to promote recycling using various media. They view a video, "Where Does the Garbage Go?," that initiates discussions about the need to recycle and the impact of waste on the environment. They share ideas about recycling on the "Recycle for Life" wall. Then, the students create recycling campaign posters and hang them throughout the school. Next, students brainstorm various ways they can raise awareness. For example, they can conduct an audit to ensure that each classroom has the proper waste receptacles and signage, weigh the paper waste for two weeks, and chart the results, thus incorporating math into the program. They create word problems and collect and analyze data. Through a series of art projects, students discover various ways that paper can be reused. They collect paper boxes, decorate them, and distribute these "scrap boxes" to classrooms, explaining how to reuse paper for scratch copies, notes, and drawings. Other recycled-art projects include collage posters, Eric Carle collages, three-dimensional paper sculptures, and a fourteen-foot-long paper-plate dragon. For each project, students write "how to" instructions, thereby utilizing language arts. The final project is making paper from the scraps that have been collected. This encompasses all the elements of this interdisciplinary program: teaching peers about separating paper waste, weighing the paper waste, and reusing paper through art.

**•THE STUDENTS**
All 625 students in grades K-5 participated in this program though their art curriculum. It can easily be adapted by classroom teachers as well as small groups, including special education classes.

**•THE STAFF**
Pamela Saturday has taught Fine Arts at MNS for the past seven years. She holds a Bachelor of Arts and a Master of Fine Arts, and for the past two years has acted as Art Coordinator for District 2 in Manhattan. This program was conceived and implemented with the help of Lisa Sheers, Art Room Assistant, and Sherry D' Angelo, Parent Volunteer.

**•WHAT YOU NEED**
Most materials are recycled and can be found around the school or brought from home. Additional supplies include scissors, glue, tempera and watercolor paints, and blenders, screens, and tubs for papermaking. A computer with Internet access and/or the public library can provide reference material. Local sanitation departments can help with videos and instructional materials.

**•OVERALL VALUE**
Combining the science of recycling with art is a fun, creative, hands-on program that also addresses real-world problem solving. Students gain self-esteem as they learn a lifelong skill and share that knowledge with others in the community. This program meets New York State Standards for science, art, math, and language arts, and addresses the needs for all learners. It provides a springboard to creativity, from which the possibilities of topics and projects are boundless.

**Curriculum Areas**
Science
Art
Math
Language Arts

**Grades**
K-5

**More Information**
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# Seeds Of Learning

**Curriculum Areas**
Science
Mathematics
Language Arts
Social Studies

**Grades**
1-3

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**•HOW IT WORKS**
**Seeds of Learning** is a hands-on program that allows the students to make their own discoveries about plant life. It begins with a discussion of what plants (living things) need to survive. The students' responses are charted and tested through experimentation using lima beans. The next lesson begins with the book The Tiny Seed in which the children are introduced to the growth process of the plant. Working in small groups, the students examine vegetable seeds. They classify them according to size, color, and shape. The next day, in keeping with the theme of the book they have read, they select the "king" they wish to plant and begin keeping their plant log. The first page includes a narrative procedure ("How To") on planting seeds. Each day, the students continue observing and recording the progress of their seeds. During this time, they predict which seeds will grow first. Literature, as well as poetry, is incorporated. The students read independently and share what they learn. They use rulers to measure growth and magnifying glasses to examine the parts of their plant. The use of scientific and descriptive language as well as illustrations is encouraged. The students continue to compare, record, and share their discoveries. Several mini-lessons, such as how seeds travel and the importance of growing foods to eat, are taught. The excitement builds until the day in which they take their plants home. The culminating activity is a trip to the Botanical Gardens.

**•THE STUDENTS**
Twenty-three second-grade students participated in **Seeds Of Learning.** It is appropriate for mixed-ability students and can be easily adapted to their needs. The class works individually and in cooperative groups. They learn from one another as well as on their own. Full group discussions are also held daily.

**•THE STAFF**
Karen Olszewski has taught first and second grade at P.S. 76Q for eleven years. She presently teaches the second grade and has participated in the CUNY Literacy Enhancement Project, the N.Y.C. Mentor Teacher Program, and was a member of the Math, Science, and Technology Team. She has led literacy workshops on incorporating writing and literature in all curriculum areas. These experiences have helped inspire her to use a more integrated approach to teaching in the early childhood grades.

**•WHAT YOU NEED**
Planting supplies (soil, seeds, water sprayers, and plastic cups), non-fiction and fiction books, rulers, magnifying glasses, chart paper, and writing paper are all necessary tools.

**•OVERALL VALUE**
This program helps the students to meet the English Language standards as well as many of the performance standards for science and math. In addition, the students involved become excited about learning as they nurture their growing plants. They learn to interact with their peers in a positive way. This program is a definite self-esteem booster as they make their own discoveries and watch their plants grow successfully. They also improve their writing and vocabulary skills. The participating students became totally involved in this unit, which is key to learning.



# Shakespeare Forever!

**Curriculum Areas**
Language Arts
Social Studies
Technology

**Grades**
2-3

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Zulma E. Candelario

**•HOW IT WORKS**
**Shakespeare Forever!** is a four-week author study of William Shakespeare, in which students study his life and three plays: Macbeth, A Midsummer Night's Dream, and Romeo and Juliet. This program focuses on specific reading strategies during these four weeks. Students learn to find word meaning in context by listening to lines from Shakespeare and writing in their own words what he means. For example, one student paraphrased a well-known Shakespeare quote with "The course of true love is very bumpy."

Students also sequence the play's events by creating storyboards and illustrating the events in order. The students love pretending to be Shakespeare's characters and writing letters to other characters in his plays. This activity elicits incredibly expressive language, and is an excellent way to discuss the use of figurative language in literature.

**•THE STUDENTS**
Nineteen students with various academic levels participated in this program, and met daily in a second-grade inclusion classroom. One classroom computer was employed and students only needed to know how to use the mouse. This program can easily be adapted to students in a general-education second- or third-grade inclusion class by incorporating many hands-on activities, including dramatic play, rhythmic lessons, and graphic organizers. Children who read below grade level can participate in guided reading with the teacher, while independent readers work in small peer groups or on their own.

**•THE STAFF**
Molly Buck began teaching elementary school in February of 2001. She implemented this program for the first time this year in her second-grade inclusion classroom at P.S. 142 in District 1.

**•WHAT YOU NEED**
All that is necessary for **Shakespeare Forever!** to be successful is a classroom with at least one computer with PowerPoint software, a space for sharing books and writing, the Shakespeare plays and books, and writing journals. It is also highly recommended that the students be exposed to the presentation of a Shakespearean drama. The participating class read Macbeth in the fall and then went to Belvedere Castle in Central Park to see Shakespeare's Haunted House, a theatrical program that involves a number of Shakespeare's characters and Shakespeare himself. This program is performed every year specifically for children.

**•OVERALL VALUE**
Instilling recognition and appreciation for William Shakespeare and his classic works in a child will enrich his or her understanding of literature in the present and in the future. The themes that Shakespeare's plays touch upon are universal, so that they appeal to children as well as to adults. This approach to Shakespeare will make students confident and engaged about leading literate lives both in and out of school. Shakespeare has motivated the participating students to become better readers and more creative writers. Their eyes light up at the simple mention of Shakespeare, and they are more engaged in listening to, reading, and writing about his plays and characters than about any other author they have studied before or since.

# The Stock Market Project

**Curriculum Areas**
Math
Technology

**Grades**
9-12

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**•How it works**
Using a hypothetical investment of $10,000 in the stock market, students allocate the investment to three publicly traded companies; record the closing price of all three stocks on a worksheet every day; prepare a Weekly Investment Summary showing how much their initial investment is worth that day, the gain/loss on each stock, and the net gain or loss; manually calculate percentage return on each stock and then plot the same using MS Excel; manually graph the daily closing price of each stock and then plot the same using MS Excel; research the companies selected and summarize their primary business and financial results; and prepare a final report that includes an Executive Summary (text summary of results and company background) and MS Excel attachments.

**•The students**
**The Stock Market Project** was first used with eleventh and twelfth grade classes in the Fall of 2001, and has been revised and used again in the Spring of 2002. The students are very remedial in math and have never been exposed to MS Excel. This project gives them a relevant set of decimal numbers that they want to learn how to manipulate (i.e., they want to know how much they made), and the MS Excel program has significantly improved the capacity for quantitative thought and expression of many of these students. Because the MS Excel program is so powerful, the more remedial students can still feel successful by completing the minimal requirements; while more advanced students can prepare more-sophisticated schedules and graphs. This project is appropriate for any high school level, and perhaps even for middle school students.

**•The staff**
Sam Laury spent 20 years in business finance/internal auditing and became a new teacher in September of 2001.

**•What you need**
The most critical need is an ample number of personal computers with the same (i.e., most recent) version of MS Excel. The teacher needs to be proficient enough with MS Excel to train the students.

**•Overall value**
The program is extremely effective in engaging students in a large math project, particularly students who have not previously had much success with math. It starts slowly and builds nicely by the end, when the students are excited to see "who won" on the day they sell their stocks. Using MS Excel has given many students a new and exciting way to manipulate numbers and data.



# The Technological Peace Quilt

**Curriculum Areas**
Literacy
Technology

**Grades**
3-6

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Dr. Leonard H. Golubchick

**•How it works**
Students are exposed to a wide array of thematic literature and poetry in which the concepts of peace, anti-violence, and conflict resolution are depicted. Literacy is integrated with art and technology in collaborative projects. Through class discussions, students delve into real-world concepts and issues. Utilizing literature, poetry, and reflective writing as a catalyst, they think critically, analyze, question, and dissect issues and situations in a non-threatening atmosphere. Using double-entry journals, students respond to concepts/issues encountered in the literature and in life that they feel strongly about.

The students also create a peace quilt that combines technology and traditional quilt-making procedures. The children are first exposed to a wide array of literature and poetry that includes the theme of peace. They then choose a type of poem (rhyming, acrostic, haiku, etc) to use to write about peace. The students can also write a reflective paragraph about how peace can begin with them. They refine their thoughts and writing skills and, when the final draft is complete, students then type the poem/paragraph on the computer using Print Shop 11.0 or another program with t-shirt making capabilities. Then, the writing can be ironed onto a felt square or rectangle. (All squares or rectangles should be the same size.) The students then sew (the X stitch is a decorative, easy stitch) their square or rectangle onto a larger, different-colored square or rectangle. The individual squares or rectangles are either glued (using fabric glue) or sewed onto a large banner. Digital pictures can be printed onto the iron-on transfers and included in the quilt, which is then displayed at an art show and in the superintendent's office.

**•The students**
Twenty-four heterogeneously grouped sixth-grade ESL students participate in the ongoing weekly program. They meet in their classroom, which is equipped with six computers. The program can be adapted for younger grades as well as small groups since read-alouds, shared and paired reading, and reflective response are integral components of the program.

**•The staff**
This is Lisa Radford's fifth year at P.S. 20 as a Reading Intervention Specialist/Staff Developer. She contributes to staff development by creating and modeling reading lessons in self-contained classrooms, and is also utilized as a literacy consultant to teachers and appropriate personnel with regard to children with learning difficulties. She designs and implements a wide array of workshops to help parents best meet their children's needs, and is one of the coordinators of P.S. 20's annual learning fair as well as an active member of the school leadership team.

**•What you need**
To create a technological peace quilt, you will need computers, PrintShop software, books and poetry related to the theme, scissors, yarn, needles, felt, and an iron and ink-jet iron-on transfers.

**•Overall value**
**The Technological Peace Quilt** utilizes literature and poetry as a vehicle for the students' intellectual, emotional, and social growth. Students use the writing process to plan, create, edit, and revise drafts to produce a final work suitable for publishing, and are exposed to quality literature and poetry. This enables them to observe different writing styles and techniques, literary language, and rich vocabulary. The program addresses the needs of all learners by using a variety of reading approaches and materials, and by having students work in cooperative groups.

# Under the Sea

**Curriculum Areas**
Language Arts
Science
Social Studies
Technology

**Grades**
4-8

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Principal: Alice Young

**•How it works**
**Under the Sea** is a thematic English language arts program that incorporates science and social studies into a study of sea life. It teaches and enhances various reading strategies of the balanced literacy method. These strategies include read-aloud and guided, shared, and independent reading. The students read about many forms of sea life from different parts of the world and further their ability to research a topic. Some resources are lower level because some students are still developing their English language skills. Guided reading is essential in this case because the teacher can work with small groups and concentrate on a particular reading strategy, as well as working individually and with a whole class. The key is modeling reading strategies and having students practice in small groups or on their own. The plethora of reading material makes this possible and fosters a healthy learning environment.

The program begins with an appropriate read-aloud—The Rainbow Fish by Marcus Pfister—for motivation. A KWL Chart is then created to see what students know and want to know. The teacher selects material from books and magazines to begin reading strategies. After he/she models a reading strategy with the class, students practice in small groups and/or individually. There are also visits to the New York Aquarium and the Museum of Natural History to further their learning on sea life and give them an authentic experience with what they are learning about. The students can also sketch what they are viewing. For a final project, students do their own research on their sea animal of choice, and work on note taking, topic sentences, and paragraphing.

The students meet with the teacher four times a week for 45-minute periods in the classroom, and when they are ready to implement their research skills, three students at a time go to the computer room if they need to look for more information on the Internet.

**•The students**
This program was first implemented last year with six different classes ranging from grades 6-8. It can be adapted for earlier grades, depending on the level of reading materials used.

**•The staff**
Amy Schlamkowitz has been a teacher at M.S. 131 for two years, and has taught reading and English language arts classes. She received her master's degree in Elementary Education from Dowling College and her Bachelor of Science from the University of Tampa. She currently teaches the sixth grade.

**•What you need**
The resources needed include computers with Internet access, books, magazines, posters, diagrams, maps, and various art supplies. Videos and computer software programs such as Microsoft Encarta are also necessary for the enhancement of this unit. You can also contact various organizations to donate pamphlets and brochures for shared reading.

**•Overall value**
**Under the Sea** contains abundant creative, innovative, and effective aspects. It effectively assists in the improvement of student reading, writing, and researching abilities.



# Who Belongs Here? The Immigration Experience

**•How it works**
In **Who Belongs Here**, students share their knowledge and experiences of immigration. They compare what it was like in their original countries with their new lives in New York. They share their good-byes, airplane rides, and first impressions. The teacher uses picture books to build background knowledge. The students read historical fiction for further insight, make text-to-text connections, and begin essay writing. They compose character analysis essays of Anzia in Tenement Writer by Ben Sonder. After reading this book, the students realize that hard work and persistence are two essential ingredients for a better life.

The main questions of this program are: Who belongs here? Why do people migrate? What problems do immigrants encounter? What are the advantages and disadvantages of migrating? What contributions have immigrants made in the new country? Students turn back to these questions throughout the study for new insights. In an essay, they compare and contrast the advantages and disadvantages of life in New York to life in their native lands. In groups they elaborate on the pros and cons. Then, they begin to write persuasive letters back home trying to convince people to come or stay where they now reside. They learn about research skills, note taking, paragraph writing, main ideas, "catchy" leads, and voice. They compose poems and write about the immigrant experience by using the lyrical or narrative voice. They are challenged with similes, metaphors, personification, onomatopoeia, and alliteration. After a few weeks of study, students visit historical sights throughout the city: the Tenement Museum, Ellis Island, and the Brooklyn Museum. The students listen, observe, and sketch to think. They create watercolor paintings. Then they write to express their thinking. At the end, there is a publishing party to celebrate the student multi-genre anthology.

**•The students**
The students in this program are in a transitional class with multicultural backgrounds. Because of the wealth of literature, both fiction and nonfiction, on all different grade levels, this program may be done with a fifth grade, middle school, and high school ESL population.

**•The staff**
Ourania Pantazatos has taught the ESL population for 17 years. She has co-chaired the UFT Bilingual/ESL committee for two years and staff-developed part-time for two years. This is the second year that she has taught **Who Belongs Here? The Immigration Experience**.

**•What you need**
This program requires a computer with Internet access, a printer, and both fiction and nonfiction books pertaining to immigration. A video library is also useful for additional insight into the immigration experience, as well as allowing students to hear English spoken by other individuals.

**•Overall value**
The students examine the patterns of migration, the causes and effects, and the problems and solutions, while developing important and varied skills and building their self-confidence. The United States is a nation of immigrants coming from all over the world. The students gain an understanding and tolerance for other immigrants, cultures, races, and religions. They understand that immigrants have a tolerance for hard work so that future generations will have a better life—one without war, prejudice, and inhumane living conditions.

**Curriculum Areas**
ESL Language Arts
Social Studies
Humanities
Technology

**Grades**
5-12

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# A World of Hope and Peace

**Curriculum Areas**
Language Arts
Technology

**Grades**
2-8

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**•HOW IT WORKS**
A World of Hope and Peace combines language arts and technology. Although the content surrounds the tragic events of September 11, it can easily be adapted to other subject areas. The writing workshop is the basis for instruction, where the students are encouraged to write anything special, meaningful, and important pertaining to a specific subject in their writer's notebook. All of the discussions, mini-lessons, writing, conferencing, and sharing are done in the classroom. Depending on their needs and the stage of the writing process they are in, students gather for either whole class or small-group mini-lessons. Then the students reread their work and review it with a partner to revise and edit cooperatively. Individual conferences with the teacher follow for further support prior to publishing. From here, the students are divided into small groups to work in the multi-media lab to input their writing, scan their illustrations, and record their voices. They also take photos of each other with a digital camera. The work is then put together into a PowerPoint presentation. The writing pieces are also collected to make two big books. All this is done within a four-week span.

**•THE STUDENTS**
Twenty-six second grade students participated in this program, which can be adapted for students in grades two through eight and can be used with both large and small groups. Students with limited English proficiency build listening, speaking, reading, writing, and computer skills while also developing their self-confidence.

**•THE STAFF**
Suzy Poon currently teaches second grade at Yung Wing School-P.S. 124. She has taught there for seventeen years and has been a Reading Recovery Teacher for seven of those years. She works with many limited-English-proficiency children and has done workshops on reading and TERC math for teachers and parents. Wai Yee Chan assisted on this program. She has been a middle-school computer teacher for two years and also offers technology guidance to teachers while assisting them in their class projects. Martin Yu also assisted the class for this program. He is an American Read tutor from New York University who works in the multi-media lab.

**•WHAT YOU NEED**
Necessary materials include computers with Microsoft Office, word-processing, Photoshop, and PowerPoint software; a microphone; a color scanner; and a digital camera.

**•OVERALL VALUE**
A World of Hope and Peace provides students with an opportunity to discuss their hopes and fears about the world in general and their lives in specific. They express themselves orally and in writing, while developing their technology skills and exploring the various ways technology can be incorporated into the learning process. The PowerPoint presentation allows them to see themselves in a different light and promotes their self-esteem. Integrating learning with technology prepares them for the future. They come away from the experience with added skills and a newfound confidence.

teachers network

# TeachNet Summer Institute

New York City public school teachers (K-12) joined leading experts in the field for two days of intensive technology and curriculum development workshops at the annual TeachNet Institute at City College.

New and returning members participated in workshops designed to increase knowledge and use of educational resources on the Internet. Dr. Sheila Gersh (top right corner), world-renowned advocate of teacher professional development, was the keynote speaker. Dr. Gersh explored a variety of issues pertaining to using the Internet in the classroom, such as joining collaborative projects, "child-safe e-mail," and evaluation methods and accountability. The afternoon computer lab sessions complemented this workshop as teachers went online to apply theory to practice, designing curriculum units addressing student needs and enhancing teaching and learning.

John Schaefer, founder and director of Children's Media Workshop, conducted a session designed to empower teachers to use media technologies in their classrooms. Through the acquisition of real media literacy and digital technology skills, educators learned to use the language of popular culture to make learning interesting, relevant, and effective.

Teachers left the Institute equipped and enthused with new contacts, new skills, and new ideas to share with their colleagues.

# About TeachNet

www.teachersnetwork.org/TeachNet.

**TeachNet** was launched in 1998 to support a global network of teachers in designing web-based classroom curriculum, disseminating successful projects, and enhancing their own professional growth. TeachNet seeks to improve student learning and achievement by providing training, grants, networking, and resource sharing to enthusiastic and dedicated teachers at seven of the Teachers Network affiliate sites worldwide—New York City (NY), Boston (MA), Miami (FL), Santa Barbara County (CA), Westchester BOCES (NY), State of Maine, and Ireland.

## Participating Teachers

- Create and share engaging, standards- and technology-based lesson plans in a variety of subject areas and grade levels;
- Receive support from staff and other teachers at every step, with technical and pedagogical feedback, online discussion forums, summer institutes, and editors who help put lesson plans in a consistent, clear form for publication on the Teachers Network website;
- Join an online and offline professional community of educators who are dedicated to the effective integration of technology into the school curriculum; and
- Disseminate their work via publication on the web, conference presentations, program newsletters and catalogs, and award ceremonies.

**To join TeachNet NYC:** Complete the online application here:
http://www.teachersnetwork.org/nyc/application.htm
**Deadline: May 15, 2003**

**To apply for a TeachNet Adaptor Grant:** Complete the online application here:
http://www.teachersnetwork.org/Grants/nyc/TeachNetadapt.htm
**Deadlines: January 15, 2003 and June 15, 2003**

For more information, contact:
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# All the News Too Fit for Print

### •HOW IT WORKS

This program can serve as the introductory unit to an online journalism class in which students produce their own online magazine, Background Source (www.angelfire.com/ny4/scragg). The students learn the basics of journalism: doing research, writing a headline and a lead, news judgment, interview skills, objectivity, and avoiding plagiarism. They complete activities to practice these skills, and then put them to use by producing their own online publication. Not only is an online publication more current, it's also relatively inexpensive compared to printing a magazine. Using the Internet, students link directly to professional articles, read the daily headlines, and actually do research on the spot. They learn the value of working with primary sources and are enlightened by seeing the media from the ground up. In this way, students gain a working knowledge of media literacy, a crucial skill in today's society.

### •STANDARDS ADDRESSED

The students read and comprehend informational materials; research online documents; gain media and technology literacy; produce an informative report and a narrative account; participate in group meetings; make informed decisions about TV, radio, and film; analyze a public-speaking performance; analyze and revise work to improve its clarity and effectiveness; respond to nonfiction using interpretive and critical processes; produce work in at least one genre that follows the conventions of that genre; and critique and produce public documents.

### •MATERIALS USED

One computer with Internet connection and a word processing program is required for each student.

### •THE STUDENTS

This journalism class was an English elective course, so participants were more motivated than the average student. Most had a cursory knowledge of computers, e-mail, and Web navigation; only a handful of students had more complex technological knowledge. Students had to have passed the New York State English Regents to participate, so they had to be competent writers.

### •OVERALL VALUE

Using available technology allows students to see what goes into the making of a publication. They also learn how to make their own Web pages and see their stories (with their byline) online, which is extremely rewarding for both themselves and their families.

### •TIPS

Relate your lessons to current stories and allow students to see more traditional sources of news as well as their online counterparts. Require students to watch the news. You will notice a new sophistication in the way they interpret what they see. You may want to require that students can type fast enough to keep up with the exercises.

### •ABOUT THE TEACHER

Sandy Scragg is in her third year of teaching at Murry Bergtraum High School in New York City. Prior to teaching, Sandy worked in both television production and magazine publishing. She received her Master of Arts in English Education from New York University in May 2000.


**Curriculum Areas**
Language Arts
Journalism
Technology

**Grades**
10-12

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Principal: Barbara Esmilla

www.teachnet-lab.org/is24/vnacionales/elvis/index.htm

# Elvis Lives!

**Curriculum Areas**
Language Arts
Media Arts
Technology

**Grades**
8-12

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**•HOW IT WORKS**
Who is the "King of Rock & Roll" and why was he adored by millions of fans and still loved by so many some twenty-five years after his death? This program was developed to enlighten the current generation of young people to the origins of rock and roll's first superstar—Elvis Presley. Students research Elvis's life from birth, to his rise to fame, to his tragic end. This segues into another program currently under development: **Rock and Roll is Here to Stay.** For both, students spend time researching Elvis and the 1950s as the groundwork for their own "Oldies But Goodies" videos and the first annual Barnes Media Award Show ("The BMAs").

**•STANDARDS ADDRESSED**
Students make use of the materials and resources available for participation in the arts in various roles. They respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. They also develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape society.

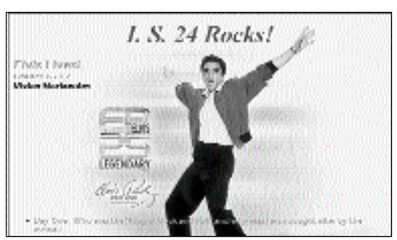
**•MATERIALS USED**
Necessary materials include a computer with Internet access, markers, chart paper, Elvis CDs/cassettes and videocassettes, a cassette or CD player, a VCR, television, and library books on Elvis.

**•THE STUDENTS**
The students are approximately 14 years old and of Italian, Irish, or Eastern European descent. They are listeners of pop, rock, and rap music. Most have heard of Elvis and are familiar with his voice and some of his music. Though **Elvis Lives** was developed for eighth grade students, it can easily be used with upper grades.

**•OVERALL VALUE**
Elvis Presley was and is an awesome presence in American culture. He was a true "rags to riches" phenomenon. The students learn how this poor boy from Memphis attained success because of his talent, hard work, personality, and generosity to family, friends, and strangers. And while his music was labeled "rock & roll," it borrowed from many forms of music: folk, bluegrass, early rhythm & blues, gospel, soul music, and even opera. They also learn how prescription drug use eventually led to an early end of his stellar career. This leads to another path — a very interesting discussion/comparison of Elvis's life with the lives of current music superstars/movie stars/athletes. While doing so, they develop language, media arts, and technology skills.

**•TIPS**
Have plenty of Elvis music handy, and show excerpts from several of his movies. Bye Bye Birdie is also a great movie to show the students (it's an Elvis/teen idol spoof). In keeping with the **Elvis Lives** theme, you may even want to introduce a bit of levity into the proceedings by showing a National Enquirer-style "Elvis Is Still Alive" article. Offer access to the Internet to students who are unable to go online at home.

**•ABOUT THE TEACHER**
Vivian M. Nacionales has been a New York City teacher for over 10 years, and has taught Spanish for seven years. For the past three years, she has been developing and implementing a three-year media program at her school.






www.thebleedingedge.org/features/japan_enter/mmpages/japan_intro.html

# Enter Through the Form: "Explore Japan" Treasure Hunt

**Curriculum Areas**
Art
History
Technology

**Grades**
7-9

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Principal: John Pettinato

**•HOW IT WORKS**
Get your passport ready—your class is about to go on a virtual treasure hunt to Japan. Students first brainstorm what they know about Japan, and discuss value and belief systems (such as religion, traditions, and rules), geography, rituals, art, architecture, and landscape design. They then give an example of each item they have listed on the chalkboard as it pertains to the United States or their home town.

Can they give answers that pertain to Japan? If you don't get a response, tell them not to worry—that is why the class is going on a treasure hunt! They search the Internet for information about Japan and, after their return, each student makes an illustration and writes a description of something they discovered on their treasure hunt. Each student invents his/her own character who possesses the ability to "time travel" to Japan. The information they discover on their hunt is used in planning their characters' journeys, resulting in an unforgettable experience.

**•STANDARDS ADDRESSED**
Students develop an understanding of the personal and cultural forms that shape artistic communication and how the arts, in turn, shape the diverse cultures of past and present endeavors.

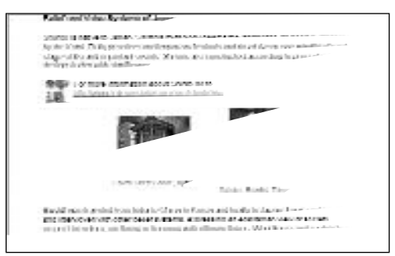
**•MATERIALS USED**
A computer with Internet access is needed, along with a chalkboard or white board with dry-erase markers, photocopies of the "Explore Japan" work sheet, and pencils.

**•THE STUDENTS**
The seventh grade digital art students at the Institute for Collaborative Education, a small sixth-through-twelfth-grade NYC public school, are the first to '**Enter Through The Form'.** They are racially, socially, academically, artistically, and technically heterogeneous.

**•OVERALL VALUE**
The students invent their own characters with the ability to time travel as the vehicle to study Japan through many eras. They are totally immersed in their character's stories; the material they gather in the treasure hunt helps to make the character's adventures more authentic. The students are excited about their work and they are immersed in a trans-cultural experience that is part of a year-long curriculum. The teacher enjoys the program because the kids are actively engaged and the class period seems to fly by.

**•TIPS**
Download the treasure hunt worksheet and adapt it to fit your curriculum needs. If you do not have enough computers with Internet access, print out the illustrated web pages of **Enter Through The Form: Explore Japan** and make enough photocopies for your students.

**•ABOUT THE TEACHER**
Meryl Meisler is an artist who has taught in the New York City Public Schools since 1979. She is a member of the Teachers Network Board of Directors and project director of a collaborative website of hundreds of students' projects from The Institute for Collaborative Education (I.C.E.). Meryl and her colleague Francine LaPorte were selected to participate in the Japan Society's Educators Forum, a three-week travel study tour of Japan in the summer of 2001. They co-authored **Enter Through The Form**. Meryl created **Explore Japan** so students can access information about contemporary Japan and its cultural heritage on the World Wide Web.



www.teachnet-lab.org/fklane/dracula/dracula/indexdracula.htm

# In Search of Dracula: History and Imagination

**Curriculum Areas**
Language Arts
Social Studies
Technology

**Grades**
10-12

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Principal: Eileen May

## •How it works

Starting with the image of Dracula as both historical and supernatural character, students are introduced to the theme of supernatural beliefs reflected in history, language, literature, and the arts. They learn to evaluate sources, understanding the difference between primary and secondary sources, facts and fiction, and reliable and unreliable information. The evaluation component is then applied to Web-produced information, so students learn how to assess information downloaded from the Internet. Other activities take the reader into the world of literature and the arts. The students use Internet sources as well as Web-based activities (quizzes and discussion forums) to learn more about mystery stories and supernatural characters in novels and movies. The Internet and the new types of media form the keystone of this entire program. Students are invited to independently explore the topic and construct their own instruments of learning and assessment using the online layout.

## •Standards addressed

Students listen, speak, read, and write for information and understanding. They collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. They analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. They use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments. They consider several analyses of the same event to understand how different viewpoints influence historical interpretation. They evaluate interpretations of important events and revise their ideas as new information is obtained.

## •Materials used

A computer lab with Internet connection and Microsoft Word is required.

## •The students

This program was used with a high school ESL student population that had at least two years of schooling in the United States. It also meets the needs of the mainstream student population in the areas of language arts and social studies. As a prerequisite for full participation in these activities, students should be familiar with Internet navigation and the use of a word processing program.

## •Overall value

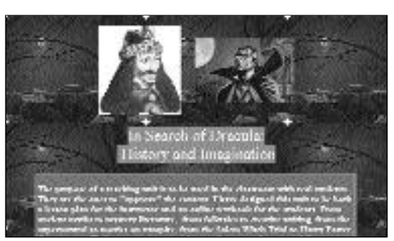
**In Search of Dracula: History and Imagination** is a valuable resource in presenting important concepts in language arts, literature, and social studies. It approximates the features of active learning: circular, open-ended, motivational, diverse, and interdisciplinary. Most activities contained here invite decentralization of instruction and the use of multiple methods to teach and learn.

## •Tips:

The website of this program can be "played with." Allow students to search, experiment, and follow the many links provided. You and your students can enrich and adapt this experience based on your own needs and educational goals.

## •About the teacher

Dinu Pietraru developed this program as an ESL teacher in a large high school in Brooklyn, New York. He has used the Internet in instruction for several years. He is currently a staff member of the UFT Teacher Center in Richmond Hill High School, Queens.






www.teachnet-lab.org/ps101/space/space/solarsystem.htm

# Journey Through Outer Space

**Curriculum Areas**
Science
Language Arts
Technology

**Grades**
3-5

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Dr. John Szczepanik

## •How it works

**Journey through Outer Space** was created to foster third-grade students' understanding of the relationships among the nine planets of the solar system and their different characteristics. This program is also great for fourth and fifth grade space explorers, who can follow the activities to complete their own solo missions. Learning about the planets isn't boring or tedious when made into a game. One way the students review their facts is by playing a game of Solar System Shuffle at starchild.gsfc.nasa.gov, an online learning center for young astronomers. The children try to match the descriptions of objects to the correct image.

## •Standards addressed

This program enables students to understand the composition and structure of the universe and the Earth's place in it. They learn about the sun, moon, planets, and other objects that can be observed and described. They explore big ideas and unifying concepts such as order and organization, and form and function.

## •Materials used

A computer with Internet access and a word-processing program are required, as are CD-ROMs on the solar system.

## •The students

This program should be started after initial lessons on the solar system have already begun. **Journey Through Outer Space** was created for a third-grade class of mixed-ability children, but it can be used with children up to the fifth grade. Teachers can modify the activities to suit their needs. For example, if you have a gifted class, the work will probably be done alone. If the ability level of your students is low, you can guide them through the activities or pair them with other students.

## •Overall value

The solar system is a massive concept for children to understand. The Internet brings these things to life and into their reach. This program allows children to express their knowledge and understanding in a variety of ways. The activities broaden the children's horizons and reinforce what has been already learned in class.

## •Tips

Give your class the background lessons they need in order to enjoy the activities and fully benefit from them. This program is meant to enhance what has been learned from a textbook, not replace it. There are numerous sites on the Internet that cover the solar system; however, you should stick with ones that match the reading ability of your class.

## •About the teacher

Marion Peluso is a third-grade teacher at P.S. 101 in Brooklyn, New York. Mrs. Peluso has been involved with Teachers Network for two years. She has taken the online courses for new teacher credit, as is the recipient of an IMPACT II grant. Mrs. Peluso received her master's degree in education this past May from CUNY at Brooklyn College.

www.teachnet-lab.org/ps101/bglasgold/oceanintro.htm

# The Ocean Biome

**Curriculum Areas**
Science
Technology

**Grades**
3-5

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**•HOW IT WORKS**
This is a set of lessons on the ocean as one of the many biomes that exist on Earth. The students travel from the shore, to the coral reefs, to the depths of the ocean, and become familiar with the marine plants and animals that make their home there. They learn what causes ocean currents and the effects these currents have on adjacent lands. They learn what causes tides, and an online activity has the students track the daily tides at the beach near them. The technology part of each lesson gives the children many pictures of the ocean biome as well as activities to do on the computer.

**•STANDARDS ADDRESSED**
Students demonstrate an understanding of organisms and their environments, the Earth's biodiversity, and changes that occur over time. They write an informative report and use scientific notation for the writing of experiments.

**•MATERIALS USED**
This program involves the computer as well as hands-on experimentation. The materials needed are a computer with Internet capabilities, a printer and scanner, word processing programs, and KidPix or any other illustrating program. A digital still or movie camera would be ideal. For experimentation, you need various everyday materials like food coloring, cups, cotton, rubber bands, graph paper, and the specific items that each experiment needs. All required materials are listed for each lesson.

**•THE STUDENTS**
This program is suitable for children of average ability in grades three through five. The teacher has the flexibility of adapting each lesson to the capabilities of the students. The children should have basic computer knowledge (word processing, illustrating, printing, etc). Many of the activities lend themselves to small cooperative groups, both at the computer and during the experiments.

**•OVERALL VALUE**
The Ocean Biome makes students aware of the diversity of life on Earth, and how all life is dependent on other life. Students learn how fragile our Earth is and the value of our natural resources. With the use of the computer, students have a world of information available. They increase their technological skills as well as their subject knowledge. Learning about the different ecosystems on Earth is part of every state curriculum. This program gives teachers the opportunity to impart a valuable lesson.

**•TIPS**
Research the topics beforehand and make sure the relevant websites are accessible and working. Teachers need to have all the necessary materials for the experiments. Practice working in small groups first so students don't get bogged down.

**•ABOUT THE TEACHER**
Bonnie Glasgold has been teaching in the New York City public school system for 22 years, and has been a science enrichment teacher for eight years. She employs a hands-on approach to the teaching of science. Since the incorporation of computers and the Internet, she has geared her lessons toward a technological-science curriculum.



www.teachnet-lab.org/motthall/asalcedo/EconomicsUnit/Economicsindex.htm

# The Real Way to Moolah Beach!

**Curriculum Areas**
Math
Technology

**Grades**
7-12

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**•HOW IT WORKS**
Students and adults alike have difficulties managing money. This program doesn't pretend to take the place of a financial analyst, but it does provide key insights into the fundamentals of managing money. Students learn about checkbook accounts and the basics of accounting. They are given transactions and learn how to register those transactions accordingly. As a culminating assignment, students are given an imaginary initial balance of three thousand dollars. They first create a budget and then go online to acquire as many useful goods as their money will allow. All spending must be justified using sound criteria such as obtaining a number of price quotes first, comparing specials versus normal price, obtaining extra perks for purchases, etc. Through this exercise, students learn the intricacies in decision-making. Maintaining a spreadsheet helps them understand the importance of wisely administering money. The sooner they learn how to manage their money wisely, the sooner they will be prepared for life. And in the end, isn't this the purpose of education?

**•STANDARDS ADDRESSED**
Students use symbolic forms to represent and analyze mathematical situations, and apply a wide variety of strategies to solve problems and adapt the strategies to new situations. They organize and consolidate their mathematical thinking to communicate with others, recognize and use connections among different mathematical ideas, and understand how mathematical ideas build on one another. They recognize, use, and learn about mathematics in contexts outside of mathematics.

**•MATERIALS USED**
A computer with Internet connection, a projector, a television, and spreadsheets are used.

**•THE STUDENTS**
Students should have some basic knowledge of computers, specifically word processing and spreadsheet software. This program is intended for eighth grade and above, but can also be done with highly motivated seventh grade students.

**•OVERALL VALUE**
In The Real Way To Moolah Beach! students learn the value of their money as well as what it takes to be a smart consumer. Students will enjoy doing things in a new light while learning new concepts. This program is a lesson in life.

**•TIPS**
If you have the opportunity and the appropriate software (WebWhacker), download some useful Web pages and have them ready for your students. This is a broad unit, so don't feel that you have to follow everything word for word.

**•ABOUT THE TEACHER**
Anthony Salcedo is laptop coordinator at the Mott Hall School, the first inner city public school to start a laptop program. At the school, every student carries a laptop computer. He was one of the keynote speakers at the Microsoft Laptop Summit 2000 in Seattle, Washington. He has also presented at other technology conferences and has received recognition from two superintendents for his achievements. He is currently an adjunct professor at NYU and is in his tenth year of teaching in the NYC public schools system.

www.motthall.org/curriculum/STARS/STARS&NASA.htm

# Student Experiment Flies on NASA Space Shuttle!

**Curriculum Areas**
Science
Technology

**Grades**
7-8

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Principal:
Dr. Mirian Acosta-Sing

**•HOW IT WORKS**
Listservs provide great leads for exciting programs. One of these lists told of NASA's outreach to New York City schools following the September 11th tragedy. NASA encouraged schools to apply to send a student science experiment aboard a space shuttle as part of a program called SEM (Space Experiments Module). After several months of hard work, the Mott Hall-CCNY STARS (Student Apprenticeships In Research) students produced an experiment that measured the ability of various natural and synthetic fabrics to absorb the high-energy radiation encountered in the shuttle's low earth orbit.

Technology was integral to the program's success. Most communications were via e-mail, and the students also received assistance through a videoconference with NASA personnel. The experiment required small devices called dosimeters for measuring radiation exposure, as well as samples of many kinds of fabrics. Through extensive web searches and e-mails, a generous scientist and engineer who provided the needed materials and advice were located. All measurements were recorded into a Microsoft Excel worksheet and will be used to analyze data when the experiment is returned following the flight. After the NASA team traveled to New York to help pack up the experiment and send it to Cape Kennedy, they provided digital pictures, via the Internet, of the process of integrating the experiment into the space shuttle.

**•STANDARDS ADDRESSED**
This integrated studies activity fulfills standards of science inquiry, science as a human activity, the use of technology, and many physics and engineering concepts.

**•MATERIALS USED**
Materials include computers with Internet access, fabrics, dosimeters, a digital camera and computer camera, a microphone, a digital projector, and Microsoft Excel and Word software for project documentation.

**•THE STUDENTS**
Mott Hall is a science, math, and technology magnet school for Community School District 6. It enrolls 450 students in grades four through eight. Seventh grade students participated in this program. Approximately 85 percent of the students were first- or second-generation immigrants from Latin American, especially the Dominican Republic. Approximately 10% were African-Americans. The others were almost all immigrants from other countries.

**•OVERALL VALUE**
How better to gain an appreciation for (and, hopefully, a love of) scientific investigation than to do real science and be responsible for reporting your results to the world. This program demonstrates the power of technology to connect students with the world.

**•TIPS**
Grab opportunities for "authentic" learning! Don't be humble, but be prepared for a lot of hard work.

**•ABOUT THE TEACHER**
In addition to teaching seventh-grade life science, Susan Herzog is the Director of Mott Hall-CCNY STARS, a collaboration between the two schools in which students spend three hours a week working with mentors in CCNY Science and Engineering Research Laboratories. She entered teaching as a second career at age 48 and is a pioneer in the use of the Internet in her school.




www.teachnet-lab.org/fklane/pmaslow/night.htm

# Taking Action Against Indifference: Elie Wiesel's Night

**Curriculum Areas**
Language Arts
Social Studies
Technology

**Grades**
9-12

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**•HOW IT WORKS**
Taking Action Against Indifference is divided into a teacher page and a student page. The teacher page includes four tests, other resources, and a link to the student page. The student page is divided into several sections, the first of which provides background for Elie Wiesel's book Night, a memoir about the extermination of the Jews in Nazi Germany. (It is recommended that students have previously studied World War II.) The home page asks, "Who is responsible?" The taking-action page presents an Internet-based assignment and a checklist of the necessary elements for sites created by students in their groups (or individually). The students design a site to tell what the Nazis did to innocent people. A page of links for information on the Holocaust is included.

The first assignment includes reading two news articles and a chapter from the book Friedrich by Hans Peter, and writing about the impact of a sign that says "Jews are not wanted here." Students also create a graphic organizer to help understand the word "indifference." They do homework assignments by themselves and class assignments in groups. They also use a discussion forum to talk about their answers. For the final assignment, students write their own memoir.

**•STANDARDS ADDRESSED**
Students produce written work that makes connections to related topics; critique writing, revise drafts, and publish to a wide audience; critique a document and use information for research; recognize a range of literary elements and techniques and use these elements to interpret the work; recognize the relevance of literature to contemporary and/or personal events and situations; and maintain a consistent point of view, first or third person. They perceive events with historical empathy; and analyze the effects of specific decisions on history. They publish work on a virtual classroom space; review teacher-developed materials; compile, and evaluate data; and create their own website.

**•MATERIALS USED**
Required materials include computers with Internet connection, along with Microsoft FrontPage Editor and a word-processing program. Two books are also used: Night, by Elie Wiesel, and Friedrich, by Hans Peter.

**•THE STUDENTS**
The students are from many different ethnic backgrounds and religions, but none of them are Jewish. Their range of ability is wide. The students also have a broad range of computer experience, although most do not have computers at home.

**•OVERALL VALUE**
The students are exposed to valuable ideas and develop a social conscience while they simultaneously develop language and technical skills.

**•TIPS**
Having the students work in groups while doing the Web pages is more fun for them, and they tend to help each other as well.

**•ABOUT THE TEACHER**
Peggy Maslow has been a New York City English teacher for 24 years. She has also taught journalism and was the school newspaper advisor. Her interest in using technology started 16 years ago when she began taking New York City Writing Project courses that explored encouraging students through the publishing of writing via computer.

www.teachnet-lab.org/ps101/chornik/tangramindex.htm

# Tantalizing Tangrams

**Curriculum Areas**
Math
Language Arts
Technology

**Grades**
3-5

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## •How it works

This is a third grade mathematics program in which students identify polygons and develop spatial and fractional relationships and geometric concepts by using the ancient Chinese puzzle of tangrams. Through a language arts component, they develop an appreciation of the folk tale by first identifying its elements and then writing their own tales.

In the first lesson, students identify the shapes of the tangrams, listen to two folk tales, and then retell them by forming the shapes of the story's characters with the tangrams. In lesson two, students identify the elements of a folk tale and write an original story incorporating characters that can be formed with tangrams. In lesson three, students develop geometric concepts such as rotations, reflections, and translations using tangrams. In lesson four, they develop concepts related to fractional equivalence. Lastly, tangrams are used to develop and reinforce the concept of the area of polygons.

## •Standards addressed

Students develop spatial pattern recognition; discern the whole from its parts; recognize relationships and make predictions; identify, compare, and analyze attributes of two-dimensional shapes; use properties of symmetry, similarity, and congruence; and build knowledge through problem solving and showing relationships between figures. They develop an understanding of translations, rotations, and reflections; describe and compare quantities by using real-world models of simple fractions; and understand concepts of area and how changes in dimension affect the area of a polygon.

They read books on the same subject or in the same genre, produce a response to literature, participate in group meetings, prepare and deliver a presentation, demonstrate a basic understanding of the rules of the English language in written and oral work, analyze and revise work to improve its clarity and effectiveness, and produce work in one genre that follows the conventions of that genre.

## •Materials used

Required materials include computers with Internet capabilities, a printer, word processing and drawing and painting software, tangram pieces, graph paper, and mirrors.

## •The students

**Tantalizing Tangrams** is suitable for students in grades three through five. Since the work is done in cooperative groups, students with varying abilities work well together.

## •Overall value

Through the hands-on nature of this program and the use of the Internet, students become motivated learners. They also develop pride in studying Chinese folk tales and writing their original folk tales to be shared with the class.

## •Tips

Teachers will enjoy doing the tangram puzzles as much as your students. Play along with your students, but be careful—you may not want to stop!

## •About the teacher

Carolyn Hornik has been a New York City public school teacher for twenty-six years, devoting twelve as a classroom teacher and fourteen as a technology coordinator. She teaches in-service courses for the New York City Board of Education After-School Professional Development Program and online courses for new teachers through Teachers Network.



www.teachnet-lab.org/ps88/ridgewd/present

# Virtual Travel Through the USA

**Curriculum Areas**
ESL
Language Arts
Technology

**Grades**
4-8

**More Information**
Dan Fenner
Seneca-P.S. 88
60-85 Catalpa Avenue
Ridgewood, N.Y. 11385

Phone: (718) 821-8121
Fax: (718) 386-7214

Danf63@yahoo.com

Principal:
Dr. Ellen Margolin

## •How it works

In this program, ESL students from various countries write about their experiences living in Ridgewood, New York. They e-mail their writing to a school in Miami, Florida, and receive return e-mail from students about life there. The students in both states also survey their own schoolmates on various topics and exchange the data and graph the comparisons while learning to create bar graphs and pie charts using a computer spreadsheet.

The students create a QuickTime VR panorama of their classroom. Using a digital camera to capture twelve photographs, they complete a 360-degree view of the classroom. (A tutorial on how to create QTVR panoramas is included in Lesson 7.) Each student writes a paragraph about a friend in the class. They are recorded as they read their paragraphs into the computer and add these soundtracks to the QTVR panorama. The results are then sent to Florida. The students get very excited about creating this glimpse of themselves. You can view past results by clicking Sample Movie in the table of contents of this program.

## •Standards addressed

The students develop drafting, writing, and revising skills. They use strategies to edit and publish written work and create autobiographical and expressive compositions, as well as personal letters. In mathematics, they understand that data represent specific pieces of information about real-world objects or activities. They organize, display, and read data in simple bar graphs, pie charts, and line graphs; understand that data comes in many different forms; and learn that collecting, organizing, and displaying data can be done in many ways. They also understand the basic concept of a sample.

## •Materials used

Required materials include computers with Internet connection, single-use cameras, a digital camera, and a scanner.

## •The students

This program was designed for fourth and fifth grade ESL students from Mexico, Ecuador, the Dominican Republic, Uruguay, Albania, Poland, Yugoslavia, Morocco, Pakistan, Yemen, and Vietnam. They are a mix of beginning, intermediate, and advanced students. Many of them had little or no computer experience.

## •Overall value

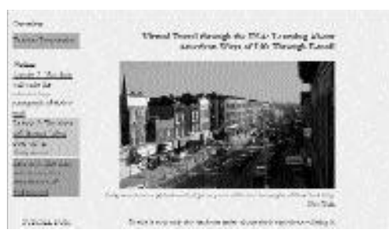
**Virtual Travel Through the USA** was created to give ESL students a more complete picture of their new country. Providing them with the opportunity to communicate with other students their own age is an excellent way to achieve this. The opportunity to communicate provides them with strong motivation to write and to work on their graphs and charts.

## •Tips

Plan the writing and survey topics as much as you can with the teacher from the school with which you are communicating.

## •About the teacher

Dan Fenner is both the technology coordinator and an ESL teacher at P.S. 88, a large elementary school in Queens.



www.teachnet-lab.org/is24/llangsner/monet/waterlilies.htm

# A Walk in an Impressionist Garden with Monet and van Gogh


**Curriculum Areas**
Art
Language Arts
Technology

**Grades**
6-12

**More Information**
Lori Langsner
Myra S. Barnes-I.S. 24
225 Cleveland Avenue
Staten Island, NY 10308

Phone: (718) 356-4200
Fax: (718) 356-5834

LoriArt00@aol.com

Principal: Richard Spisto


**•HOW IT WORKS**
Using technology and the Internet, students visit the paintings of Monet's house and gardens in Giverny (giverny.org) and the collection at the van Gogh museum in Amsterdam (www.vangoghmuseum.nl). These visits provide valuable information on the artists' lives and works. Students become familiar with Monet's Water Lilies and van Gogh's Sunflowers by viewing posters in class and original paintings on the Internet. They learn to interpret and appreciate the unique style of Impressionism as they analyze and interpret these paintings through an artist's eyes. Using the Internet, the students compare and contrast the art they see. As the culminating activity, using tempera, they design a Water Lily mural and a Sunflower still life. Those already familiar with acrylic paint may choose to do an acrylic painting on canvas.

**•STANDARDS ADDRESSED**
This program fulfills the New York State Learning Standards for the arts, English language arts, and technology. The students create, perform, and participate in the visual arts; are knowledgeable about and make use of the materials and resources available; and respond critically to a variety of works.

Students develop an understanding of the personal and cultural forces that shape artistic communication and how the arts, in turn, shape society. They read, write, listen, and speak for information, understanding, literary response, and expression.

**•MATERIALS USED**
A computer with Internet access is needed, as is the video and book Linnea in Monet's Garden along with the music CD "A Walk in the Garden." Supplies include tempera and acrylic paints, painting paper, canvas, and brushes.

**•THE STUDENTS**
This lesson was created for a sixth-grade major-talent art class, but it is easily adaptable for all age groups.

**•OVERALL VALUE**
Through the use of technology and the Internet, students are given the opportunity to visit the paintings of Monet's house and gardens in Giverny and the collection at the van Gogh museum in Amsterdam. These visits provide valuable information on their lives and works. This is a wonderful motivational tool for students to design their own Impressionist paintings.

**•TIPS**
**A Walk in an Impressionist Garden with Monet and van Gogh** can usually be completed in one month. Library and computer lab visits aid in the Internet exploration of these artists. If students have Internet access at home, this lends itself to assigning homework to gather additional research and background information. There are many valuable books, videos, and CDs that appeal to all the senses and stimulate interest and creativity in all students.

**•ABOUT THE TEACHER**
Lori Langsner is an art teacher at Myra S. Barnes Intermediate School 24. She has been incorporating technology into her classroom for the past three years. Mrs. Langsner is one of the original writers of the TeachNet Grant Project for her school and is also the recipient of an IMPACT II Award Disseminator Grant for her **Art of the Orient: Scroll Painting**.



www.teachnet-lab.org/westside/FLASH/curriculumvitae.swf

# Write A Winning Resume!

**•HOW IT WORKS**
**Write A Winning Resume!** is a beginning-to-intermediate HTML program for students of all levels, ages 16 or older, that encourages beginning technical writing. Students write a resume in HTML using tables, and the end product is a work that can be published on the Internet. Upon seeing their work online, they become motivated to create a quality product. In addition, the students create a handbook giving step-by-step instructions on how to find a job online.

**•STANDARDS ADDRESSED**
Students develop writing and technology skills while producing an electronic text relating to their own life, allowing for creative and artistic expression. This is a great system for communicating with potential employers.

**•MATERIALS USED**
Required materials include a computer with Internet connection and a simple word processing program such as SimpleText or WordPad. Teachers wishing to publish their students' writings will need a server to send the work to, which can be provided by their district or superintendency, or it can be published on a free space such as Yahoo.com.

**•THE STUDENTS**
The program is designed for students of all levels, ages 16 or older.

**•OVERALL VALUE**
**Write A Winning Resume!** provides students with something that is immediately useful to them in their personal lives while they learn intermediate HTML code and improve their writing skills. Working cooperatively and publishing their work allows for social interaction and develops pride and self-confidence.

**•TIPS**
Show the students how to apply color to their web page. It helps to write the necessary basic code on the board for student reference. A projector connected to the computer is useful in demonstrating how to open, save, and view the web page. Encourage students to help each other.

**•ABOUT THE TEACHER**
Laura Anderson teaches web design and computer math in an alternative high school in New York City. She is a certified math teacher who has been teaching for 17 years and has found the computer to be a very effective learning tool. Her classroom is a computer lab.



**Curriculum Areas**
Language Arts
Business
Technology

**Grades**
10-12

**More Information**
Laura Anderson
West Side High School
140 West 102 Street
New York, NY 10025

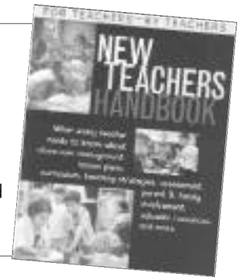
Phone: (212) 678-7300
Fax: (212) 678-7380

PureHawk@aol.com

Principal: Jean McTavish


# PUBLICATIONS AND VIDEOTAPES PRODUCED BY TEACHERS NETWORK

By Teachers, For Teachers




### NEW TEACHERS HANDBOOK
Highly acclaimed, updated bestseller

What every teacher needs to know about classroom management, lesson plans, curriculum, teaching strategies, assessment, parent and family involvement, and much more. Written by teachers from school districts all across the country, this how-to publication contains everything from the practical to the conceptual—plus valuable resource information. Detailed and decisive, while entertaining and heartening.


### HOW TO USE THE INTERNET IN YOUR CLASSROOM
Created by 28 teachers—from Peru to California to Maine—and offering a variety of perspectives on teaching with the Internet, this is the definitive guide for everyone grappling with the newest literacy—technology, and how to use it in the classroom. Net-savvy teachers offer their own classroom materials, lesson plans, web sites, and words of wisdom.

We've made a direct connection between our book and the Internet. How To Use The Internet In Your Classroom contains numerous links that directly connect to fabulous online tools, lesson plans, and templates—all just a click away on www.teachersnetwork.org.


### HOW WE ARE CHANGING SCHOOLS COLLABORATIVELY
This is a veritable showcase of teachers' success stories and case studies, blueprints for collaboration, and interviews with leading education experts. There are also special how-to sections on online networking and grant writing.

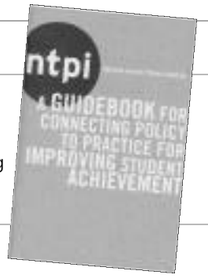

### HOW TEACHERS ARE CHANGING SCHOOLS
Teacher leaders share what they have learned about: restructuring schools, teacher-designed curricula, team teaching, school governance, creating visions, improved community/school relationships, schools-within-schools, and teacher-designed schools.


### TEACHER/PARENT PARTNERSHIPS HANDBOOK
Tips and tools from teachers across the country on how to get parents truly involved in their children's education.

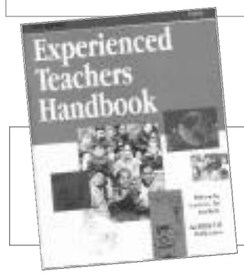


## THE TEACHER'S VOICE


### WHAT MATTERS MOST—IMPROVING STUDENT ACHIEVEMENT (2000)
Connects the findings of the National Teacher Policy Institute (NTPI) to the recommendations of the National Commission on Teaching & America's Future. Through NTPI action research studies, MetLife Fellows highlight the ways in which policy plays out in the real world of schools and classrooms.




### NTPI—A GUIDEBOOK FOR CONNECTING POLICY TO PRACTICE FOR IMPROVING STUDENT ACHIEVEMENT (2000)
Introduces NTPI to organizations interested in aligning policymaking with student learning by joining a nationwide network of affiliates that has a proven track record of success.

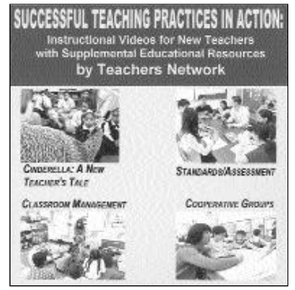



### FREE WITH YOUR PURCHASE OF 10 BOOKS OR MORE

**EXPERIENCED TEACHERS HANDBOOK**
Packed with hundreds of specific strategies, tips, steps, worksheets, and model programs to help every teacher become a more effective, successful educator.

## VIDEOS ON CD-ROM

**SUCCESSFUL TEACHING PRACTICES IN ACTION**
Created as a companion piece to Teachers Network's best-selling publication New Teachers Handbook, this compilation of videos features veteran teachers in action, in their classrooms. Available in CD-ROM or VHS format, these videos revolutionize the professional development of teachers to include the multimedia classroom. Each video also features web links to educational resources, including innovative lesson plans and curriculum units!




### VIDEOS

**INVENTING THE FUTURE OF TEACHING / THE TEACHERS NETWORK / THE TEACHERS VISION**
This 53-minute, three-video set shows how teachers in communities throughout the U.S. are shaping schools and classrooms of the future now.

**IN IT TOGETHER—BUILDING TEACHER-PRINCIPAL COLLABORATION**
This 12-minute video features principals' and teachers' thinking and experience—offering strategies and techniques that help build collaborative learning communities.



For a publications order form, please call (212) 966-5582 or e-mail info@teachersnetwork.org

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# TEACHERS NETWORK CATALOG 2002-2003

## Award-Winning Curriculum Programs By Teachers, For Teachers in NYC Public Schools

IMPACT II Program Director: Peter A. Paul
TeachNet Director: Carla Huck
Editor-in-Chief: Andrea Clark
Associate Editor: John DeAngelis
IMPACT II Consultant: Marilyn Siegel
TeachNet Consultant: Kathy Morin
Designer: KC Witherell
Cover Photos: tk
Other Photography: John Schaefer

All grant proposals are reviewed by a committee convened for this purpose.
For this year's grants, the IMPACT II Review Committee comprised the following members:

| | |
|---|---|
| Peter A. Paul | Teachers Network |
| Marilyn Siegel | New York University School of Education |
| Teresa Caliari Olya | P.S. 22 |
| Barbara Mindel | P.S. 158 |
| Anthony Scimeca III | P.S. 207Q |
| Sheldon Jonas | P.S. 9Q |

Major funding for the 2002-2003 IMPACT II grants and networking program has been provided through the generosity of **The AT&T Foundation** and **The Pfizer Foundation.** Additional support has been provided by J.P. Morgan Chase Foundation, Verizon Foundation, and Con Edison.

Major funding for the 2002-2003 TeachNet grants and networking program has been provided through the generosity of the **AT&T Foundation** and **Atlantic Philanthropies.**

# Join a professional community of New York City teachers and a network of educators nationwide working together to improve student achievement

**Teachers Network** is a non-profit education organization that has been working for more than 20 years to support and connect innovative teachers through grants and networking opportunities in the areas of curriculum, leadership, policy and new media. With headquarters in New York City, the Teachers Network community of educators is linked nationwide by 25 affiliated organizations including education foundations, public school systems, and several state education departments that have adopted Teachers Network programs. Recently, Teachers Network established its first international affiliation with the launch of TeachNet Ireland. Teachers Network's mission is to provide teachers with the knowledge and skills to become leaders in their classrooms and schools, thereby improving student learning and achievement. Visit Teachers Network's award-winning education web site at www.teachersnetwork.org. For more information, e-mail us at info@teachersnetwork.org.

**IMPACT II Disseminator & Adaptor Grants.** Disseminator grants of $650 are available to teachers to further develop and disseminate exemplary programs that they have developed in their classrooms. Grant award winners are: recognized at award ceremonies and publication parties; provided with support to prepare materials for dissemination; published in print catalogs and online; supported in learning presentation skills and leading workshops; and networked with like-minded professionals. Adaptor grants of $250 each are awarded to teachers interested in adapting award-winning disseminator programs. Interested teachers can learn more about these programs in our annual catalogs, online at www.teachersnetwork.org, and at our spring curriculum fairs. Applications are available online at www.teachersnetwork.org/grants/nyc.

**TeachNet New Media Grants.** TeachNet provides grants to teachers to design, digitize, and disseminate curriculum. Selected teachers: participate in summer training institutes and workshops during the school year; create web pages on our web server to test materials; receive recognition worldwide through online publication of curriculum units; network via the TeachNet listserv and web forums with project participants; and have access to curriculum and technology consultants. Material developed by TeachNet participating teachers can be found at: www.teachersnetwork.org/TeachNet.

**Teachers Network Policy Institute Fellowships.** Each spring, New York City teachers are invited to submit applications for $1,000 fellowships to participate in the Teachers Network Policy Institute. Teachers selected to become fellows in the Policy Institute: increase knowledge of major challenges facing the teaching profession through readings and discussions with leading policy experts; improve leadership skills; are recognized by the public and media; represent teachers nationwide as spokespeople for policy issues; participate in conducting action research; and become members of an online community of educators from across the country. Join us at: www.teachersnetwork.org/tnpi.

**New Teacher Resources & Online Courses.** For new teachers who are looking for support, help is only a click away at www.teachersnetwork.org/ntny. On this New Teachers New York area of our site, you will find: online mentoring by experienced teachers; teacher-developed curriculum units and lesson plans; instructional advice; and, links to educational resources. You can also earn up to 40 hours of New York City Board of Education new teacher credits through our New Teacher Online Survival Courses—taken from the comfort of your own home or school via your Internet connection and e-mail account. Courses include: Strategic Lesson Planning, Classroom Management, Standards/Assessment, Teaching Methods, Families as Partners, Becoming a Professional, and Identifying Resources. Course instructors are classroom teachers. The text for the courses is our best-selling **New Teachers Handbook**, written by teachers, for teachers. To register online, go to: www.teachersnetwork.org/newteachers.

cut here



teachers network

# IMPACT II DISSEMINATOR GRANT APPLICATION

A Disseminator is a current K-12 New York City Public School teacher who has developed an original, innovative curriculum program that has been used in the classroom; applicants should also be able to show how this program has improved student learning. Grants are awarded in three categories: math, science, and integrating new media (technology) in the curriculum (but may also include other subject areas). Major funding for IMPACT II grants is provided through the generosity of The AT&T Foundation and The Pfizer Foundation. Additional support is provided by J.P. Morgan Chase Foundation, Verizon Foundation and Con Edison. Disseminator Grants of $650 each will be awarded. Completed applications must be postmarked by May 1, 2003. You may apply for only ONE grant. This application is also available online at: www.teachersnetwork.org/grants/nyc .

All sections of the application must be completed for consideration. There are three sections to this application:

I. Applicant Information  II. Program Information  III. Program Profile

Mail completed application to: Teachers Network; *Attn:* Peter A. Paul; 285 West Broadway; New York, NY 10013.
For more information, please call Peter at: 212-966-5582 or e-mail him at: ppaul@teachersnetwork.org.

## 1. APPLICATION INFORMATION

| | |
|---|---|
| NAME (FIRST, MIDDLE INITIAL, LAST) Mr.__ Ms. __ Mrs. __ Dr.__ | LICENSE |
| SUBJECT(S) CURRENTLY TEACHING | GRADE LEVEL(S) |
| HAVE YOU RECEIVED AN IMPACT II GRANT BEFORE? Yes __ No __ | IF YES, PLEASE SPECIFY THE TITLE AND YEAR OF THE AWARD |
| COMPLETE SCHOOL NAME AND NUMBER | PRINCIPAL'S NAME |
| SCHOOL ADDRESS | COMMUNITY SCHOOL DISTRICT |
| CITY/STATE/ZIP | SCHOOL PHONE NUMBER |
| SCHOOL FAX NUMBER | YOUR E-MAIL ADDRESS |
| HOME ADDRESS | |
| CITY/STATE/ZIP | HOME PHONE NUMBER |
| HOW DID YOU LEARN ABOUT THIS GRANT? | |

I am applying for a:

☐ Math and/or Science Disseminator Grant

☐ Educational New Media (Technology) Disseminator Grant

Teacher's signature and date: _____

I support this application** : _____
Requires principal's signature and date (sign above)

## II. PROGRAM INFORMATION.

Please describe your program by responding to the following questions. Attach your typed responses along with samples of materials developed (e.g., student work, lesson plans). We also strongly encourage you to send photos showing students participating in the program. Materials should be original work.

*Please note: The use of italics below relates to new media grant programs. New media programs should use computer technology as a tool in creating a meaningful learning experience for students. Computer projects may use the World Wide Web and/or stand-alone software applications.*

1) What is the title of your program?
2) What is the instructional purpose of your program? *How does technology help achieve that purpose?*
3) What kinds of resources does this program use and how do you select those resources?
4) How are you implementing this program in your classroom? Describe how students gain the necessary *technological* competency *and how you divide class time between time spent at–and away from–the computer.*
5) What are the main activities that comprise your program? Please describe.
6) Are you the original source or did other source(s) contribute to the development of your program? Explain.
7) What would you estimate the cost would be for a teacher to adapt this program? Please include items such as technical training, hardware, and/or software. Also, please list budget items.

## III. PROGRAM PROFILE.

Please write a narrative description of your program. The total text should not exceed 500 words. Please use the format outlined below. This narrative should be sent with your application. If you are selected to receive an IMPACT II Disseminator Grant, this profile will showcase your program in Teachers Network's IMPACT II Catalog–to be disseminated throughout New York City Public Schools. Your work will also be featured on Teachers Network's premier education web site: www.teachersnetwork.org.

| | |
|---|---|
| CURRICULUM AREA(S): | List one or two areas of major focus. |
| NEW MEDIA USED: | *Describe the kinds of computer applications and hardware used.* |
| LIST OF GRADE LEVEL(S): | Please list grade levels for which your program might be appropriate. |
| TITLE OF PROGRAM: | Please name your program. |
| HOW IT WORKS: | Describe your program clearly and concisely. Give examples of what students do and learn. Provide one detailed example of a classroom activity *and how technology plays a role.* |
| THE STUDENTS: | Tell how many students participate in the program–including level of achievement, *relevant technical background,* and how often they meet. Indicate if they meet in the classroom, computer lab, or both. Can the program can be adapted to other ages and achievement levels and/or used with larger or smaller groups? How does your program address the needs of all learners in your classroom? |
| THE STAFF: | What is your teaching background? How long have you been doing the program? List awards and other recognition, workshops led, etc. Do you need assistance (paraprofessionals, volunteers, librarians, computer teachers)? |
| WHAT YOU NEED: | Describe the setup (space, location of computers) and materials needed (books, supplies, Internet access, number and kind of computers, software). Mention material you have prepared that would be helpful for teachers interested in adapting your program. Include such resources as field trips, use of school media center, web sites, public library, contributions from parents or institutions, and guest speakers. |
| STANDARDS: | What learning standards (state and/or city) are addressed by this project? |
| OVERALL VALUE: | Write a few sentences that "sell" your program. Describe the program's best features, innovative aspects, *creative and effective uses of technology,* and contributions to student achievement. Explain why teachers would want to adapt it for their classes. Statements such as "promotes self-esteem" should be followed by how the program accomplishes this. |
| MORE INFORMATION: | Please list your: name, school, school address, school telephone, school fax, **e-mail address**, and principal's name. |



# teachers network IMPACT II ADAPTOR GRANT APPLICATION

An Adaptor is a current K-12 New York City Public School teacher who selects a classroom program profiled in Teachers Network's IMPACT II Catalog and creatively modifies it to his/her own classroom situation. You may adapt any program that would be of benefit to your grade level/subject and students. Adaptor Grants of $250 each will be awarded. Major funding for IMPACT II grants is provided through the generosity of The AT&T Foundation and The Pfizer Foundation. Additional support is provided by J.P. Morgan Chase Foundation, Verizon Foundation and Con Edison. Completed applications must be postmarked by May 1, 2003. You may apply for only ONE grant. This application is also available online at: www.teachersnetwork.org/grants/nyc .

All sections of the application must be completed for consideration. There are three sections to this application:

I. Applicant Information  II. Information and Implementation  III. Administrative Support

Mail completed application to:

Peter A. Paul
Teachers Network
285 West Broadway
New York, NY 10013
For more information, please call Peter at: 212-966-5582

## 1. APPLICATION INFORMATION

| | |
|---|---|
| NAME (FIRST, MIDDLE INITIAL, LAST) Mr.__ Ms. __ Mrs. __ Dr.__ | LICENSE |
| SUBJECT(S) CURRENTLY TEACHING | GRADE LEVEL(S) |
| HAVE YOU RECEIVED AN IMPACT II GRANT BEFORE? Yes __ No __ | IF YES, PLEASE SPECIFY THE TITLE AND YEAR OF THE AWARD |
| COMPLETE SCHOOL NAME AND NUMBER | PRINCIPAL'S NAME |
| SCHOOL ADDRESS | COMMUNITY SCHOOL DISTRICT |
| CITY/STATE/ZIP | SCHOOL PHONE NUMBER |
| SCHOOL FAX NUMBER | YOUR E-MAIL ADDRESS |
| HOME ADDRESS | |
| CITY/STATE/ZIP | HOME PHONE NUMBER |
| HOW DID YOU LEARN ABOUT THIS GRANT? | |

## II. INFORMATION AND IMPLEMENTATION

1. Title of Disseminator Program to be adapted _____

2. Program disseminator's name_____

3. Direct contact with the disseminator of the program that you are interested in adapting is **required** before a grant can be approved. I made contact via the following method (include date of contact):

   _____ E-mail _____ Telephone _____ Workshop _____ Letter _____ Visit _____ Curriculum Fair

   Other, please explain_____

4. Fill in the number of students at appropriate grade level(s) who will be involved in your adaptation
   K____ 1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____ 11____ 12____

5. When will you begin using this classroom program? Date ____/____/____
   Why did this program interest you?

_____

6. What is the educational need for this program in your class?

_____
_____
_____

7. What qualities or parts of this program most impressed and interested you, and why?

_____
_____
_____

8. How will you implement the classroom program with your students and integrate it within your curriculum? What changes will be made from the original classroom program?

_____
_____
_____

9. How will you know that your adaptation made a difference (assessment)? Summarize the effects of your program on students.

_____
_____
_____

10. Signature of the Applicant/Teacher _____ Date ____/____/____

## III. ADMINISTRATIVE SUPPORT

(TO BE COMPLETED BY THE SCHOOL PRINCIPAL)

I support implementation of this program. Yes ___ No____
If the adaptation is successful, would you be able to fund its continuation as part of the regular school budget?
____Yes ____No Comments: _____

_____

Signature of the principal:_____ Date ____/____/____