

Creative
Teacher-Developed
Programs

1999-
2000

in the
New York City
Public Schools

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Dear Colleagues,

Since 1979, The Teachers Network—IMPACT II has awarded grants to over 4,000 New York City teachers in grades K through 12, across all subject areas, for all classrooms.

We continue the tradition with this year's teacher disseminator grant awardees whose work is featured throughout this catalog. The disseminator programs profiled in the catalog are listed by the following categories: how the program works, the students, the staff, what you need, the overall value, and the contact information. The programs have three main themes—math, science, and technology cross-referenced by reading, humanities, and language arts.

We are especially delighted to have funding for the disseminator grants and networking program from the AT&T Foundation and The Pfizer Foundation. Each foundation recognizes the importance of supporting teachers who are seeking to transform education and improve student achievement.

We encourage you to contact the disseminator teachers to discuss a program of interest and adapt the program for your students' needs. Also, visit our website at www.TeachNet.org to read about the work of hundreds of other IMPACT II teachers from around the country, learn about new grant opportunities, and communicate with like-minded colleagues.

A handwritten signature in cursive script that reads "Ellen Dempsey".

Ellen Dempsey,
President, The Teachers Network—IMPACT II

CATALOG OF CREATIVE
TEACHER-DEVELOPED
PROGRAMS 1999-2000
In the New York City Public Schools

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READY to lead

If you would like to have one of the disseminator teachers lead a workshop at your school, please contact the teacher or The Teachers Network—IMPACT II office.

All of the 1999-2000 Teachers Network—IMPACT II disseminator award recipients took part in the annual Learning to Lead professional development opportunity. This one-day workshop was held at Murry Bergtraum High School on Saturday October 19, 1999 and was facilitated by John Elfrank-Dana, Marilyn Siegel, and Marilyn Dixon. The grant recipients were able to meet one another, exchange information about their programs, and distribute their disseminator packets.

Small groups of disseminators convened and each member of the group made a presentation consisting of program overview, program activities and supportive materials. Questions and answers pertaining to the various curriculum programs in math, science, and technology were addressed both by the presenters and their audiences, along with invaluable group feedback.

A highlight of the day was the taking of group and individual photographs for the Catalog of Creative Teacher-Developed Programs. Plans were also made by the group and IMPACT II staff for the January 2000 New Century Curriculum Fair and Catalog Reception.



Joseph Sweeney



Vicki Amster



Debra Camputaro



Mary Christine Brady



Sheila Hofstatter



Rebecca Kaufman



Luis Torres



Take an idea and go creative

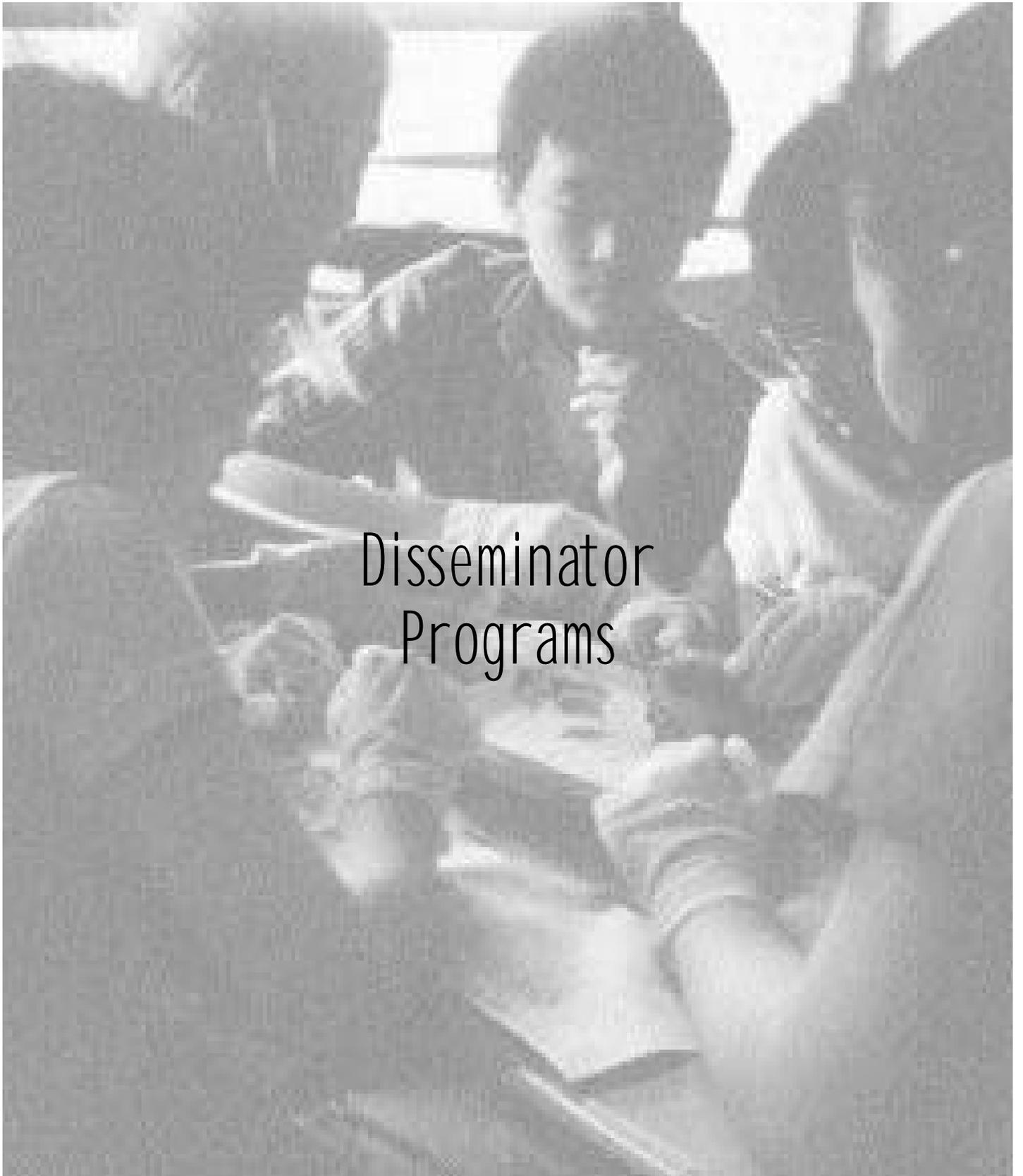
The Teachers Network–IMPACT II honors its grant recipients at annual award ceremonies. Take a moment, fill out the grant application on pages 36-37, and we will see you at next year's adaptor award ceremony.

On Tuesday, October 19, 1999, The Teachers Network—IMPACT II hosted an awards ceremony and reception at the AT&T Building in New York City in honor of the 1999 IMPACT II adaptor grant recipients, who were joined by their principals. At this gala, there was a lively exchange of ideas between the 1998-99 disseminator teachers and the 1999 adaptor teachers. Guests enjoyed a delicious meal, and listened to congratulatory remarks by Ellen Dempsey, President of The Teachers Network, and Marilyn Reznick, Vice President, Education, of the AT&T Foundation. Ellen Dempsey also introduced the members of The Teachers Network staff to the group. Everyone enjoyed this opportunity to share professional experiences and recognize each other's accomplishments.



Clockwise from the top: Having an enjoyable time at the Adaptor Awards Ceremony are Marilyn Reznick, Vice President, Education, the AT&T Foundation; and Ellen Dempsey, President, The Teachers Network. Smiling at the camera are Marilyn Siegel, Coordinator of Grants, IMPACT II; Cecelia Kramer, Adaptor, P.S. 22, Brooklyn; and Irene Lamm, Adaptor, P.S. 7, Queens. Posing for a Community School District 2 photo from left to right are Barbara Mindel, Adaptor, P.S. 158, Manhattan; Frances Bosi, Disseminator, P.S. 205, Queens; Ellen Meyers, Director of Communications, The Teachers Network; Ann Robitaille, Adaptor, P.S. 158, Manhattan; Saudhi Vargas, Principal, P.S. 158, Manhattan; Ilene Friedman, Principal, P.S. 40, Manhattan; Warren Livesley, Adaptor, P.S. 40, Manhattan; and Marilyn Siegel, Coordinator of Grants, IMPACT II. Indulging in the buffet at the event are IMPACT II grant recipients and their guests.





Disseminator Programs

FLOWER POWER

►HOW IT WORKS

Flower Power is an interdisciplinary program that taps into the “multiple intelligences” philosophy. It allows the students to address flowers from a variety of experiences. The hands-on aspect is the springboard for activities incorporating math, science, art, and writing. The Language Arts Performance Standards are reinforced through writing, listening, viewing, and reading. One of the standards met will be the reading of two books toward the total twenty-five books required for the year. Students are introduced to the artists Van Gogh and Monet in the biographical books of Mike Venezia. These artists are famous for their sunflowers and water lilies. Reproductions of their paintings are viewed and discussed. This is followed by a trip to the Brooklyn Botanical Gardens to view sunflowers and water lilies. Back in the classroom, students study sunflowers to determine their parts and functions. Seeds are planted so that each child may grow his/her own sunflower. This will also help the children meet the science standard. The activities culminate with the students painting a huge mural of water lilies in the style of Monet, as well as individual poems celebrating the sunflowers of Van Gogh.

►THE STUDENTS

There are 25 kindergarten students in the program. It is important to give them as many diverse experiences as possible, since they are like “sponges” at this age.

►THE STAFF

Vicki Amster has been teaching since 1965. She loves poetry and writes constantly. Ms. Diana Rivera, the paraprofessional, has been with Ms. Amster for two years. Together they work with small groups throughout the day.

►WHAT YOU NEED

This program uses books such as *Camille and the Sunflowers* by Laurence Anholt and *The Blue Butterfly* by Bijou LeTord, as well as Mike Venezia’s books about the life and works of Van Gogh and Monet. It also includes prints and a variety of art materials (tempera and watercolor paints). In addition, a variety of planting materials (seeds, soils, and pots) are necessary. There will also be a class trip to the Brooklyn Botanical Gardens during which the children observe, paint, and draw the water lilies in the pond.

►OVERALL VALUE

Teaching and learning are most effective when you study a topic from every vantage point. This program allows the students to investigate, report, and write creatively. It also helps them to produce an oeuvre through the eyes of Van Gogh and Monet while enriching the children’s knowledge of the two artists.

CURRICULUM AREAS

Language Arts
Science
Art
Math

GRADES

K-6

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QUICK QUILTS

CURRICULUM AREAS

Technology
Math
Social Studies
Literacy

GRADES

K - 2

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►HOW IT WORKS

Quick Quilts is an interdisciplinary program that uses quilting to address curriculum areas such as math, social studies, and literacy. The students focus on math topics such as counting, skip counting, backward counting, counting by fives and tens, geometric shapes and patterns, and fractions. A counting-by-five quilt is a typical classroom activity in which each student contributes a square to the quilt. The student selects five colored sticks and glues them to his/her square. Another class activity is a fraction quilt consisting of geometric shapes that have been cut out on an Ellison machine. Students color the appropriate fractional portions with markers and glue the shapes onto a square.

The students are exposed to story books that are age-appropriate and convey good visual images of quilting. Two of them are Kristen Avery's *The Crazy Quilt* and Tomie de Paola's *The Quilt Story*. Field trips to the Whitney Museum and the Museum of American Folk Art introduce the artistic concept of quilting to the students.

In the social studies component of the program, **Quick Quilts** addresses such issues as recycling, how different kinds of fabric are made, and which fabrics are appropriate in the climates of different countries.

One instructional period will be required for the introduction of the math/social studies topic. Students work on the execution of their quilt squares for one period immediately following the introduction of the topic, or later the same day. Individual quilt pieces are stored in the student's portfolio until all students have finished. Another period is required to assemble the pieces and bind them together.

Quilts can be made on a weekly or monthly basis. A special quilt can be made once a year for a special event such as the hundredth day of the school year.

►THE STUDENTS

Twenty-five students from four different countries in an LEP class participate in the program. Language levels vary, but the project is a hands-on activity that all students can contribute to and understand. The various activities in the project are suitable for small cooperative groups, whole class participation, or individual tasks.

►THE STAFF

Mary Christine Brady has taught ESL for eleven years. This is her second year teaching **Quick Quilts**.

►WHAT YOU NEED

Materials include lengths of fabric or fabric swatches; sewing notions; math manipulatives such as calculators, rulers, and tape measures; art supplies such as construction paper, markers, scissors, pinking shears, and various types of glues; a paper cutter; and an Ellison machine (a machine that can cut a variety of shapes).

There is one computer in the classroom. It has Internet access, enabling the students to get information on quilting. Guest quilters are invited to speak to students and show samples of their work.

►OVERALL VALUE

Quick Quilts is a hands-on visual program that includes students at all levels of language learning. It facilitates further language acquisition as students talk and write about their work. In the math content area, the program helps students achieve performance standards by addressing specific core curriculum. In the social studies component, the students learn about the global village as they identify different fabrics, and discuss their origins and where they are worn. Issues of recycling are introduced, as well as how imagination and creativity have turned the skill of quilting into an art form.

PEN PAL COMMUNITIES

►HOW IT WORKS

Pen Pal Communities is a cross-curricular program that helps students learn about other states in the U.S. It integrates computer technology and the Internet as a research tool with social studies, geography, art, literature, and writing.

Second graders read *Flat Stanley* by Jeff Brown. They analyze the main characters and discuss the advantages and disadvantages of being flat. They're asked to imagine where they would travel if they were flat enough to fit inside an envelope, and what they would tell the people they met about their community.

Children select the work center where they will complete tasks such as puppet making, letter writing, and creating a drawing of Flat Stanley that can be mailed with their letter. Computer groups are responsible for researching one topic about their own community (with teacher assistance). Topics are historical and recreational sites, museums, and natural resources. Each student turns this information into a report that is placed in a packet with his/her letter and drawing of Flat Stanley, class photos, and a request for information about the community where the packet is sent.

During ongoing work sessions, students utilize centers to edit, revise, and complete their work. Those using the computer receive teacher assistance in locating a school in a different state where they will send their Flat Stanley package. They address the envelope, locate the destination on the U.S. map, and estimate its general region (i.e., north or central U.S.).

As children receive responses, they share the packages and discuss what they have learned about each state, and create writing webs that will later be used to make more reports. Students compare their own community to the ones they have received information about.

As a culminating event, a "take-home

package" is made containing all of the materials received from each "Pen Pal" state. The packages are taken home each night by a different student to share the information and letters with his/her family.

►THE STUDENTS

There are 21 second grade students involved in this program, including 15 students from the Resource Room.

►THE STAFF

Debra Camputaro began teaching in 1990, and currently teaches second grade. She conducts workshops on whole-language literature-based learning in a child-centered classroom. Donna Gioello had been teaching in Special Education for 15 years. She has taught at intermediate and elementary school levels, working with special needs students. She was a contributor to the Family Literacy Curriculum for District 31's Project Read Program.

►WHAT YOU NEED

This program can be done in a regular classroom using computers equipped with a word processing program, a research program, and an Internet connection.

►OVERALL VALUE

Pen Pal Communities is an exciting cross-curricular experience. On the cognitive level, social studies comes alive as children explore maps and learn about different states. Writing skills are honed as children anxiously write back to their newly found friends. A comfort zone is created for the children to use the computer as a research and communication tool. Children gain an understanding of the U.S. mail system, and learn about their own communities and compare them to the communities of other children living far away.

CURRICULUM AREAS

Social Studies
Art
Technology
Language Arts

GRADES

Grades 2-5

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Using Visual Arts To Improve Literacy

CURRICULUM AREAS

Art
Language Arts
Social Studies
Technology

GRADES

K - 5

MORE INFORMATION

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►HOW IT WORKS

Using Visual Arts To Improve Literacy is a program that enhances literacy among ESL students through art appreciation, computer technology, enrichment experiences, and student-created works of art. The multiple intelligences of the students are addressed through visual and fine motor tasks as well as reading and writing. Students study works of some of the great painters and reproduce these works while reading biographies of the artists. This allows them to see the link between the artist's personal life and his/her artwork.

Technology is used to help students prepare and report their findings to both classmates and the school community. The Internet provides biographies of the artists, and the library media specialist can be very beneficial in making the search a positive experience.

Enrichment experiences help solidify student motivation in the project. PBS documentaries on the master artists are useful. A museum trip to view some of the original works of art that students have seen on the Internet and in books can be a powerful experience. The finale includes written reports and oral presentations to both the class and the entire school. These activities can be done individually or in groups.

►THE STUDENTS

The students are ESL 5th graders with intensified English instruction. Many of them receive double-period instruction.

►THE STAFF

Bonnie Cohen has been a bilingual and ESL teacher for seventeen years. Evelyn Collazo, ESL and bilingual paraprofessional, helps the children with their research and writing. Alice McElroy is a paraprofessional assigned to work with children in computer technology.

►WHAT YOU NEED

Children have access to four computers with two printers in the ESL lab. The ESL room is equipped with an extensive library. Materials are borrowed from the school and public libraries by both the students and teacher. Students use word processors to write their artist reports; graphics programs like KidPix help them arrange their presentation of the art; and scanners digitize photos of their own artwork.

Posters are available from art supply stores, and other materials can be bought at the gift shop of The Metropolitan Museum of Art. Regular trips to the library to use online computers are a central part of the program. The museum trip adds a dramatic finish to the project, with the students responding excitedly to the original works. In addition, providing students with professional-grade tools (canvas, brushes, and paints) helps bring the project to a meaningful conclusion.

►OVERALL VALUE

Students who are not native English speakers need a variety of ways to express their knowledge. The multiple intelligences are called into action through the various tasks required to complete the project. This program uses visual perception, fine motor ability, computer skills, and language capabilities while raising self-esteem by enabling students to express themselves in new ways and gain recognition for their accomplishments. This confidence-building program creates a long-term awareness and appreciation of art as an important means of self-expression and a powerful force in society.

IDENTITY BOOKS ON THE WEB

►HOW IT WORKS

Identity Books on the Web is an interdisciplinary project that helps students understand how history, geography, and life experiences affect them. Through guest speakers, the Internet, and newspaper and magazine articles, students research the history and geography of East Harlem. This project can easily be adapted for other communities.

Each student creates an identity book that includes a time line of his/her life, a map and description of his/her neighborhood, an interview with a community member, an identity collage, and an essay explaining how the history of the community affects his/her identity. The students present their identity books to their classmates.

The students then create a Heritage Global Studies Web page and put their identity books on the Internet. Using Microsoft PowerPoint, the students take digital photos, scan pictures, draw graphics, and write text. They reflect on the process by recording their activities and thoughts in an ongoing personal journal. They use reading and writing skills to learn about themselves, their community, and the technology of the Internet.

►THE STUDENTS

There are two classes of twenty-five ninth grade students. They are multi-level students, including special education and honors. The various activities lend themselves to small cooperative groups, whole class organization, and individual tasks. Students meet daily in the classroom or computer lab. This program is easily adapted to all types of learners and age groups, and includes reading, writing, listening, speaking, and technology skills.

►THE STAFF

Catherine DeLaura has taught ESL and social studies on the high school level for six years. She has received Channel 13 and UFT/NYC Teacher Center grants. She presently teaches social studies at The Heritage School, where she initiated Identity Books on the Web last year. The project uses English and art teachers at Heritage, but can be done solely in the social studies classroom. A computer teacher is useful.

►WHAT YOU NEED

Materials needed for this project are: different types of paper, glue, and string for the books, Internet access, computers in the classroom or access to a computer room during class time, Microsoft Word, PowerPoint and Photoshop, a digital camera and scanner, an Apple Web Page Construction Kit to create the site, and resources about the history and geography of the school's neighborhood.

►OVERALL VALUE

Identity Books on the Web enables students to measure the impact their community has had on their lives, as well as their impact on the community. They gain this information by exploring historic, geographic, and socio-economic aspects of the area. Students explore and express what makes them unique through the creation of identity books and their own Web page. This interdisciplinary program improves skills in history, English, and art, and successfully infuses technology into the curriculum and the lives of the students. It enables students of all cognitive levels and learning styles to achieve success.

CURRICULUM AREAS

Social Studies
English,
Art
Technology

GRADES

9-12

MORE INFORMATION

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Recycle a Bicycle

CURRICULUM AREAS

Language Arts
Social Studies
Math
Science

GRADE

6

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Melinda Leong, Director



►HOW IT WORKS

Recycle a Bicycle is an interdisciplinary expeditionary learning project that allows students to study machines as used today and in ancient civilizations. They tinker with, take apart, and build their own machines, investigating and discussing questions that come up during their “expedition.” Students build a bicycle and create their own accompanying manual. After researching and discussing their community, students donate the bike and manual to someone in need.

To help students make sense of their discoveries as they tinker with bicycles and other machines, we have outlined many classroom activities. Students work at learning stations to understand levers, fulcrums, inclined planes, wheels, and wedges. They discover the advantages of using simple machines, disassemble a bike and reassemble it using spare parts, and work on related problems with percentages, fractions, ratios, shapes, and designs.

Students survey and graph the use of bicycles in their community and discuss the use of machines today and in ancient civilizations. They study videos and drawings of Rube Goldberg devices and make a timeline of world bike use. They also design fantasy machines, participate in drama games with them, and research bike laws and statistics. Finally, they study the manuals and write their own manuals.

In the computer lab, students edit, illustrate, and publish their bike manual. This includes taking digital pictures of the recycled bikes and scanning and downloading relevant images. They also use the Internet to research laws, statistics, and resources for bikers in the New York City area.

►THE STUDENTS

The focus on reading texts, doing research, and developing written and oral communication skills helps English language learners reach higher performance criteria. The

hands-on approach allows kinesthetic learners to use their dominant form of intelligence. Visual learners are surrounded by relevant drawings and objects. In addition, the project builds interpersonal intelligence by providing many opportunities for collaboration and cooperation.

►THE STAFF

Lara Goldstone has taught middle school since 1993. She has presented the **Recycle a Bicycle** program with James McNulty for one year and has taught desktop publishing and computer skills for four years. She is currently the Humanities department chairperson at Manhattan Academy of Technology, participates in District Two’s ELA New Standards professional development conferences, and serves as a NYC Fellow in the National Teacher Policy Institute.

►WHAT YOU NEED

Students and teachers bring in discarded bikes and parts that they find around the city. Various tools (wrenches, vice grips, screwdrivers, hammers, air pumps, etc.) are needed. Students need classroom and library books on ancient civilizations, machines, and bicycles as well as Internet access to research laws that affect bicyclists, local bike organizations, etc. We have prepared a list of useful local organizations, Web sites, books, and videos.

►OVERALL VALUE

Students’ enthusiasm for tinkering with the bicycles engages them in reading and writing about biking. Students are excited when they see the working bicycle that they have created. They learn how to use word-processing software and hardware, as they edit and compile the bike manual. As students work collaboratively and cooperatively, studying their community and the way that people use bikes, their eyes open to the world around them.

MATH IN MOTION

►HOW IT WORKS

Math in Motion is an interdisciplinary program that simultaneously introduces children to literature and math. With each book, the children try to solve problems that are introduced. In *The Grouchy Ladybug* by Eric Carle, we discuss why the ladybug flies away each time she encounters a different-sized creature. This leads to a study of time and counting. Students then create their own book that shows how their day goes by, and how a clock regulates it.

After reading "The Button" from *Frog and Toad* by Arnold Lobel, the children create a book that classifies buttons by their unique characteristics. "Roll Over," a counting song, has them singing along in time to the story. They also make a book that illustrates the words of the song. We use cooperative learning as we work in small groups on each page, and have fun doing creative dramatics.

One of our favorite counting books is *The Ants Go Marching* (The Wright Group), which has an accompanying audio cassette. As they listen, the children form marching groups. They use problem-solving skills to create groups of two, three, etc. They discover that sometimes there will be an incomplete group or, as they will later call it, a remainder. We read a Liberian folk tale, "Two Ways to Count to Ten." Using macaroni, we learn to count to ten by ones, twos, and fives. The more ambitious children use the same method to count to one hundred.

In *Jelly Beans For Sale* by Bruce McMillan, we learn about money and purchasing power, e.g., one cent can buy one jellybean. The book's publisher offers free jelly beans. We write to the company, which provides the jelly beans for the book's photos, and we learn another lesson about letter writing and postage.

With each book, we solve new problems and integrate them into curriculum areas.

We incorporate the Principles of Learning as we work together, e.g., organizing for effect, high expectations, and recognition of accomplishments.

►THE STUDENTS

The kindergarten class is composed of twenty-five children. Ten of these children also work with the ELL teacher. After a story is read, we divide into groups using cooperative learning to present and solve problems. While the children function on different levels, the activities address each child's interests and needs. The children are constantly learning from each other.

►THE STAFF

Sheila Hofstatter has taught in New York City schools for 25 years and has been teaching kindergarten for the last 5 years. She is a recipient of both an Impact II Disseminator and Adaptor grant.

►WHAT YOU NEED

The most important component of this program is appropriate and high-interest books containing a mathematical concept. Additionally, there is a need for paper of different colors and sizes, markers, crayons, glue, felt, objects for sorting, wool and string for measuring, etc. These are commonly found in an early childhood classroom.

►OVERALL VALUE

Math in Motion uses the language arts program to promote the learning of math concepts, and is easily adaptable for large or small groups. There are no language barriers; all children learn by working together through hands-on activities. This program is implemented cheaply, the children enjoy participating, and they are very proud of their accomplishments.

CURRICULUM AREAS

Language Arts
Math

GRADES

K-Elementary

MORE INFORMATION

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The talking Book A.R.T. Project

►HOW IT WORKS

The Talking Book A.R.T. Project involves literacy, art, and technology. Students revisit a pleasant piece of childhood by reading the book *Goodnight Moon* together. This book has a soothing, rhythmic quality and is easy for students to illustrate while also learning to use new technologies like computers, scanners, video cameras, and the software program HyperStudio.

The students create original artwork using both traditional and digital materials. The artwork is scanned into the HyperStudio computer program, which enables them to add sound, graphics, rudimentary animation, and video, allowing the book to “come alive.”

Once the project is complete, students can reread the book, this time using HyperStudio to hear it read aloud, or to watch someone read it aloud on a video, and view their own and their classmates’ illustrations. This project is a motivation tool to interest students in reading, while they create art and learn to use technology. It can also be a jumping-off point for writing and illustrating their own books, as well as having classmates videotape them reading books, which can then be added to their own project.

►THE STUDENTS

Two classes of 15 SIE IV and SIE VII students meet daily for the Talking Book A.R.T. Project. They meet five times a week, and divide a double period between the computer lab and the art room. The students, who need no prior experience with computers, are introduced to various aspects of the program in the lab. The Talking Book A.R.T. Project can easily be adapted to all ages, grades, and skill levels. The needs of all learners are addressed because the multi-modality, multimedia features of HyperStudio lend themselves perfectly to different styles.

►THE STAFF

The Talking Book A.R.T. Project was developed and implemented by Rebecca Kaufman, an art and technology teacher. She received a U.F. T. Mini-Grant in 1995, and has given staff development workshops on infusing technology into the curriculum. She developed this project when the teachers in her school were given the task of incorporating literacy into all subject areas. In addition to her master’s degree in education, she also has a Bachelor in Fine Arts degree from the School of Visual Arts and is currently working towards a certificate in computer graphics. She has been teaching in the NYC Board of Education for fourteen and a half years.

►WHAT YOU NEED

This project can be carried out in any classroom with art supplies (paper and crayons, markers, or paint) and books from the school or public library. Access to a computer with the HyperStudio program and a scanner (students will scan their artwork into the computer) is also required so the books the students create can “talk.”

►OVERALL VALUE

Possessing little or no reading skills is a crisis situation for a high-school-age student. This project motivates kids to read while they perform a relatively enjoyable, non-threatening activity, namely art. The incorporation of technology is a bonus, and a static, linear book comes alive through video, animation, sound, and graphics. Teachers can use talking books to make otherwise-difficult subject matter fun, because the use of art materials and technology can make almost any subject palatable and easier to learn.

CURRICULUM AREAS

Art
Language Arts
Technology

GRADES

High School (9-12)

MORE INFORMATION

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FLAGS OF THE UNITED NATIONS

►HOW IT WORKS

Flags of the United Nations uses the computer as an integral publishing tool that enhances and expands language skills while providing information. The students of Class 2-201 rely on the computer as a means of expressing their ideas in a professional manner.

The school recently opened a Hall of Nations that includes replicas of the flags of the United Nations. The children have become interested in these flags—their colors, symbols, and meanings. This program provides the children a means of answering their questions.

The students first compare the colors, shapes, symbols, and designs of the flags. Then each child designs a flag to represent his/her school. Their work is displayed, and after much discussion (regarding design, color, and significance), the children vote on a flag to represent their school. Their school is the Ocean School, so the flag depicts the sun rising over the ocean. Its colors—blue and yellow—are the school colors.

For their next activity, each child chooses one U. N. flag—perhaps because of his/her family heritage, or simply because it is attractive. Students draw their flags on a computer using the KidPix program. The children then research their flag, using library materials and trade books such as *Flags of the World*, *Flags of the United Nations*, and *Art Express*. This information is then recorded on the computer with the *Claris Works* program. Their drawings are then imported to the *Claris* program to illustrate their research.

The last item added to the document is a laminated picture of each student imported from a Quicktake 200 camera. The culminating activity is the publication of the children's research and artwork in a book that becomes part of the school reference library.

►THE STUDENTS

The second grade students are taught in a self-contained classroom. Library time is scheduled in advance. A part-time paraprofessional is assigned to the class (due to the large number of students), and computers located in the classroom are used on a rotation basis.

►THE STAFF

Kathryn Lang began teaching in 1989, and is a recipient of a Datamation grant. A firm believer in technology as a means of enhancing curriculum, she won the District 27 Computer Contest in 1998.

►WHAT YOU NEED

Replicas of the flags of the United Nations are preferable. However, a poster of the flags is available from the U.N. Research sources include trade books, the Internet, and software programs such as *KidPix Deluxe*, *Claris Grolier*, and *The Children's Encyclopedia*. Both the computer and the school library are essential resources that afford the students a means of gathering information. The computer is used as both a publishing tool and a way to share information.

►OVERALL VALUE

The desire of the students to engage in this project validates the computer as a motivational tool. When a program includes computer work, children are more enthusiastic and certain of their results, and are eager to complete the work. The students remind the teacher about the schedule and events necessary to complete the project. The computer as a publishing tool is a means for all to succeed. The program allows for comment by peers and valuable reinforcement of a job well done. Students are empowered by success and continue to use the computer to express their ideas.

CURRICULUM AREAS

Technology
Social Studies
Reading
Writing
Art

GRADES

Elementary School

MORE INFORMATION

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ON THE OUTSIDE LOOKING IN

►HOW IT WORKS

On the Outside Looking In is an in-depth study of Hans Christian Andersen, integrating technology across the curriculum areas of language arts and social studies for Resource Room and ESL children.

Hans Christian Andersen was a Danish storyteller and “myth-maker” who believed in the inherent goodness of people.

Through his wonderfully imaginative stories, and from the movie *Hans Christian Andersen*, children come to understand that, regardless of language or appearance, people are basically the same the whole world over. In these turbulent times, when violence is prevalent and children are exposed to so many negative images, this is an especially meaningful lesson that is adaptable for all ages, levels of learning, and cultures.

In this program the children listen to, read, and write about Andersen’s stories. After a story is read and discussed, students gather material and ideas to complete writing and research assignments in the computer lab. A typical classroom activity has students retelling a selected story in their own words. While reading “The Ugly Duckling,” the children sympathize with the duckling’s plight of being different, suffer with him as he is excluded, and are overjoyed as he grows into a beautiful swan and gains acceptance. Students are excited and eager to retell this story by writing a song or poem, drawing a picture, or creating a video, all with help of technological tools.

By listening to Andersen’s stories read aloud and identifying with his characters, children develop enthusiasm for reading and writing. After experiencing stories like “Thumbelina” or “The Little Match Girl,” children with language and learning problems realize it is okay to be different.

►THE STUDENTS

The students enjoy art activities, writing and dramatizing stories, comparing and identifying with the characters, creating puppets, and singing songs from *Hans Christian Andersen*. These activities generate successful learning opportunities.

►THE STAFF

Judy Richter is a past winner of a Cool School Award and the recipient of a District 22 grant for Teaching Reading through Song Lyrics. She has been teaching children with learning disabilities at P.S. 52 for 23 years.

Odette Lozada has 12 years’ experience teaching ESL at P.S. 52. She is a past winner of a U.S. Department of Education grant.

►WHAT YOU NEED

Students complete word processing, desktop publishing, and research projects in the computer lab. The computer software includes Microsoft Word, Easybook Deluxe, Author’s Tool Kit, and Microsoft Encarta. Students meet weekly with a video artist in the ESL room, and video equipment is available. Hans Christian Andersen stories can be found in the school, neighborhood, and Resource Room libraries.

►OVERALL VALUE

On The Outside Looking In improves listening, reading, writing, and speaking skills, integrating technology across the curriculum areas of language arts, social studies, art, and music. The stories of Hans Christian Andersen develop hope, faith, and self-esteem. Students develop critical reading and thinking skills through a variety of projects, and gain technological competency by utilizing word processing and desktop publishing programs and creating their own video.

CURRICULUM AREAS

Language Arts
Social Studies
Technology

GRADES

4-5

MORE INFORMATION

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Michael J. Carr

Myth Makers

►HOW IT WORKS

Myth Makers is a dynamic program that encompasses all aspects of language arts: reading, writing, listening, and speaking. Students begin their mythological journey by listening to the Greek story of Arachne, in which the goddess Athena turns a young girl into a spider.

Through independent readings and collaborative research, students identify a myth's basic components, namely: gods or goddesses and an explanation of how something came to be. Once students learn how to identify myths, they use books, multimedia encyclopedias, and the Internet to continue on their mythological journey.

Students enhance their oral presentation skills by sharing research with the class. Dressed as mythological figures, students "tell their stories" to the class. Using props and costumes, students dramatically share information about worldwide myths and historical figures.

The final destination on their journey requires students to incorporate their information about myths into the writing process. As myth makers, students use what they have learned as a springboard from which they develop their own myths. Using acquired knowledge and imagination, students create myths to explain how something originated. The culminating activity allows students to share their myths with each other.

►THE STUDENTS

One hundred twenty-five sixth grade students with various technology backgrounds create their own myths. During weekly workshops, students work cooperatively and independently to write, edit, and publish their myths. Before creating their myths, students use books, multimedia encyclopedias, and the Internet to obtain information about numerous mythological figures from around the world.

►THE STAFF

Stacie O'Brien teaches language arts at the Bay Academy for the Arts and Sciences. As a staff developer, she leads workshops on the creation and implementation of classroom portfolios and rubrics. She is the student advisor for Arista/Arcon Honor Societies. Through Myth Makers, Ms. O'Brien's students benefit from an interactive environment, which fosters authentic learning.

►WHAT YOU NEED

In order to implement Myth Makers in the classroom, students need access to resource materials such as books, research software, and the Internet. Students need at least one classroom computer to produce the final version of their myth, which includes writing and illustrations.

►OVERALL VALUE

Myth Makers is an interdisciplinary program that encourages students' creativity. Through independent and cooperative research, students discover information regarding various mythological figures. Students use this acquired information to complete various tasks. Tasks are designed to involve multiple intelligences.

Students must research various sources and analyze their content for useful information. Through cooperative learning, students develop speaking skills by presenting their research to the class. Students utilize computer technology to facilitate each step of the project. Finally, students take ownership of a piece of writing that allows them to combine their research and their creative ideas.

During the Myth Makers program, students benefit from an interactive, authentic learning experience. They take great pride in their finished products—their own myth books.

CURRICULUM AREAS

Language Arts
Social Studies
Technology

GRADES

Middle School

MORE INFORMATION

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HIT OR MYTH

CURRICULUM AREAS

Language Arts
Social Studies
Science
Technology

GRADES

2

MORE INFORMATION

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Principal: Rosa Escoto



►HOW IT WORKS

Hit or Myth is an interdisciplinary multicultural program that encourages students to read and personalize a folk tale, myth, or legend. The program targets social studies and language arts. Through the use of a word-processing program (such as Apple Works) and a Macintosh Digital Camera, the students rewrite and photograph reenactments of scenes from the story. The students make costumes and stage sets and develop the format for a hardcover version of their work. A photo essay of the entire project is also produced.

The main activities are the reading of a myth or legend and rewriting it to reflect the students' likes and dislikes. Stories utilized include "The Legend of the Royal Palm," a Taino legend; "The Lizard and the Sun" by Alma Flor Ada; and "The Legend of Sleepy Hollow" by Washington Irving.

In order to assess the students' comprehension, open discussions, literature response forms, journals, and questioning based on Bloom's Taxonomy are used. Questions can be factual ("What is the name of the main character?" and "What does he/she do for a living?"). Comprehension questions reveal knowledge of a character's condition and motivation. Application questions put the student in the character's place ("What would you do?"). Synthesis allows the student to develop a new version of the story. Finally, evaluation enables the student to express personal views about the tale.

Using cameras and the computer, a copy of the student's story is produced and sent to a commercial publisher for final printing.

►THE STUDENTS

There are twenty-six second graders involved in the program. The students participate as writers, actors, make-up artists, researchers, and photographers.

►THE STAFF

Angel Ortiz has been teaching in New York City schools on the elementary level for six years. The school librarian and computer teacher are involved in the research and development phases of the program. Parent volunteers are needed to help create the costumes and stage sets.

►WHAT YOU NEED

The necessary materials are collections of multicultural folk tales, costumes, make-up, and stage sets, as well as computers, a Polaroid or 35mm camera, and a digital camera. The use of the computer lab, classroom, school auditorium, and a publisher such as the Student Treasures Publishing Company (which produces full-color hardbound books) are also vital.

In order to foster an understanding of scientific and cultural concepts, students take a trip to the Museum of Natural History. Students also visit the Brooklyn or New York Botanical Gardens for visual research. Internet and library access and a Grolier's Encyclopedia CD-ROM are also necessary for this project.

►OVERALL VALUE

Hit or Myth fosters a cooperative atmosphere and develops self-esteem and pride. Students use research, reading, and writing skills. They also rely on science, social studies, drama, art, and computer skills. The program is easy to adapt for different intelligence levels, using exceptional literature to ensure success. This is further enhanced as students dramatize their books in the classroom or at an assembly program for the whole school. Finally, each student receives a hardcover version of his/her work, engendering confidence and pride.

Celebrating Heroes

Creating Multimedia Interactive Biographies

►HOW IT WORKS

Celebrating Heroes presents valuable literary and technology experiences that enable students to explore the lives of heroes who have made the world a better place. In alignment with the New Standards, this thematic, interdisciplinary program motivates young adolescents to read, research, and write thoughtfully. Technology supplements trade books and other library material for research information about positive role models. Students read, then summarize and synthesize notes utilizing computer software, and, finally, compose biographies using word-processing techniques. The biographies are published in two formats: bound books that are copyrighted by young authors; and multimedia, interactive collective biographies that are group presentations. These groups are formed categorically. For example, a HyperStudio project entitled "Space Explorers" may be designed by a group of young authors who have selected subjects such as John Glenn, Neil Armstrong, and Christie McAuliffe.

The media-enhanced stories of heroes' lives are published using video and audio clips, scanned photographs, and other relevant artifacts. Exercising higher-order thinking skills and problem-solving strategies, students engage in motivational experiences that foster literacy, content knowledge, and technological expertise.

►THE STUDENTS

There are two seventh grade classes of 33 students involved in this program, which is adaptable for students from fourth grade through high school.

►THE STAFF

Louis Velez has been teaching for over 25 years. He is presently teaching computer technology classes, and is a past recipient of both Impact II and Teacher Center grants. Pat Shea-Bischoff is currently

the International Reading Association Coordinator for New York State. She has been teaching at Intermediate School 24 for over thirty-one years, and is also an adjunct at Fordham University. She has been the recipient of many grants and awards, including Impact II and Teacher Center grants.

►WHAT YOU NEED

Four computers connected to a laser printer are set up in the back of the room. Different computer software from Encyclopedia to HyperStudio, a multimedia authoring program, is available. Reference books are easily accessed. Materials for creating the bound books are also available.

Research facilities include the school media center and neighborhood branches of the New York Public Library. Students may also access the Internet at both of these facilities. Trips to museums and historical sites enhance students' understanding of their subjects.

►OVERALL VALUE

This highly motivational program immerses students in enriching literacy experiences and meaningful uses of technology in the classroom. Students are engaged in both individual and cooperative learning experiences while developing technological skills. Students gain an understanding of how their heroes make the world a better place through personal determination, self-sacrifice, and strength of character. The proud authors share their books and collective multimedia interactive biographies with parents, faculty, and other classes.

CURRICULUM AREAS

Language Arts
Technology

GRADES

5-8

MORE INFORMATION

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Women's History Month Exhibit

►HOW IT WORKS

The Women's History Month Exhibit enables students to set up a multimedia gallery exhibit that includes writing, art, and photography. Students: 1) interview mothers, grandmothers, and other females who have played significant roles in their lives, 2) write and edit essays and poems based on these interviews, 3) take original photographs and scan existing photos, and 4) plan a gallery exhibit of essays, original artwork, and photos.

Written tributes to inspirational women are read and discussed in the classroom. Winning essays in the Barnard College "A Woman I Admire" competition (including several of Ms. Stavsky's former students' essays that were published in *The New York Times*) and award-winning poetry are offered as models. Based on the interviews they conduct, students write and edit tributes to women who have played key roles in their lives. Students in the desktop publishing class scan and prepare photos and writing for an exhibit held in March at the school's GALLERY 438 (a large room dedicated to this purpose). Students also compose press releases, design invitations, and procure professional help from neighborhood gallery curators and artists. Students attend to many details, including framing, music engineering, and preparing refreshments for the opening reception of the GALLERY 438 Women's History Month Exhibit. Students are grouped according to their interests and talents.

►THE STUDENTS

Three or four classes of at least 100 students, including students of journalism, creative writing, and desktop publishing, are actively involved in the primary tasks of the project. Much of the work is done cooperatively and in committees.

►THE STAFF

Lois Stavsky has taught all levels and genres of writing classes at Seward Park High School since 1980. In 1988, she was named "Poetry Teacher of the Year" by the New York City Board of Education and Poets House. She is the co-author of two award-winning nonfiction books that have been cited in the New York Public Library's Books for the Teen Age.

►WHAT YOU NEED

The project requires an adequate, secure space within the school for hanging the framed essays, poems, photos and artwork. A nearby space (not the gallery itself) should accommodate the reception and refreshments for the opening. There should be access to at least two computers that can operate Photoshop and a high-dpi color scanner. The teacher must have frames, assorted boards, and the necessary hardware to mount the exhibit. The project requires field trips to gallery exhibits.

►OVERALL VALUE

Motivated to create a gallery that relates to their personal lives, students sharpen their interviewing, note-taking, writing, editing, and technical skills. Students' understanding and appreciation of other cultures and customs are heightened as they read and edit each other's poems and essays. Students of diverse performance levels and expertise assist one another. Students develop their skills as they learn how to plan every aspect of a gallery exhibit. Students take tremendous pride in viewing their work at an exhibit that is open to the public.

CURRICULUM AREAS

English
Technology
Art

GRADES

9-12

MORE INFORMATION

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MATH IS A HEARTBEAT AWAY

►HOW IT WORKS

Math Is a Heartbeat Away is a collaborative program among students, teachers, and medical personnel. It motivates students to understand math, life science, and technology concepts through hands-on experience with interactive computer software, CD-ROMs, the Internet, biological specimens, and science kits. These resources are needed to meet the National Science Teachers Association Standards (5-8) A, C, E, F, G; the National Council of Teachers Math Standards for the fifth to eighth grades; and the New York State Compact for Learning.

Students have the opportunity to study the human body's organ systems using CD-ROMs (Ultimate Human Body and Learning About The Human Body). These help the students visualize and understand the basic functions of the eye, heart, liver, and lungs. The students also cooperatively create reports during class using information gathered from Web sites.

Once students are familiar with the functions of the body organs, they complete activity sheets. Science kits and charts are integrated into lessons, i.e., Smoking Kit, Electronic Pulse Monitor, Breath Volume Kit, and Nutrition Kit. Students learn to measure stroke volume and lung capacity, find ratios and graph high blood pressure, and learn about nutrition and the effects of smoking. Students also investigate the function of the eye using CD-ROMs and the Internet, and they conclude their activity with an eye dissection. The school nurse and a doctor visit the class to answer questions, and a trip to a local hospital helps students connect material used in the classroom to the 'real world' of medicine.

►THE STUDENTS

Approximately 30 sixth grade students participate in this program, which can be adapted to any size group. Achievement level is not a qualification for successful program completion.

►THE STAFF

Joseph Sweeney developed **Math Is a Heartbeat Away** and has implemented it for the past five years. He won The Disney Channel Award and was District 30 Teacher of the Year in 1992. Mr. Sweeney is also an adjunct professor of education at Adelphi University.

►WHAT YOU NEED

This program uses a variety of resources including CD-ROMs, videotapes from The Learning Channel and Discovery Channel, biological specimens, science books, and science kits. The Body Atlas and The Human Body Fact Book provide a visual guide. A computer and Internet access will also be needed. Technology can include the Grolier Encyclopedia. Print resources include an activity guide featuring math, science, and Internet activities. Milk cartons, straws, balloons, rulers, eye charts, and plastic cups and containers are needed.

►OVERALL VALUE

Math Is a Heartbeat Away encourages students to confront their own preconceptions about math, life science, and technology. They become effective learners as they acquire a respect for science and its relationship to their body. This in turn impacts positively on test scores and self-esteem. In 1999, participating students won first place in the District 30 Science Fair.

CURRICULUM AREAS

Math
Science
Technology

GRADES

6-8

MORE INFORMATION

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THE MIDDLE SCHOOL PRINT SHOP

►HOW IT WORKS

The two main components of **The Middle School Print Shop** are graphic design and language arts. Students work on various classroom projects and reports using a variety of print and Internet sources.

Standards incorporated include reading and comprehending at least four books on the same subject or by the same author, reading aloud, participating in group meetings and one-on-one conferences with the teacher, preparing and delivering an individual presentation, demonstrating a basic understanding of the rules of the English language in written and oral work, and analyzing and revising work to improve its clarity and effectiveness.

Once students have completed the outline of their report by creating a rough draft, it is time to make the work look professional. From the graphics they create themselves to the clip art found in various computer programs, the students make their work come to life using applications like HyperStudio, PressWriter, and Claris Works.

As the year goes on, many major projects are created. One project that incorporates literacy and technology is the production of a monthly student newspaper or newsletter for the school or individual classes. This type of project enables students to be creative, intuitive, and professional. The students also create flyers as well as graduation items such as programs and invitations. A computer and printer will suffice, but it helps to have advanced technological support. An optional component of The Middle School Print Shop is the support staff. This is a group of students that use their computer skills to assist students in the program.

►THE STUDENTS

This program was initiated in grades 5-8, but students of all grade levels can participate. Small groups, individuals, or full

classes can work on projects that can develop throughout the school year. The writing and reading component can take place in the classroom or reading lab. All students can benefit from the experience and gains in literacy that this program offers.

►THE STAFF

Luis Eladio Torres developed The Middle School Print Shop. He began teaching at Hostos Community College in 1993. He has developed training programs for teachers, conducted parent workshops, and was presenting speaker for The Middle School Print Shop at the 1999 UFT Technology Fair. Luis is currently in graduate school at Mercy College.

WHAT YOU NEED

The Middle School Print Shop can be created in the classroom or department office. All you need to get started is a table to write and read on, a computer with the appropriate programs, paper, and a printer. The setup consists of four computers, a color laser printer, a banner-maker printer and two workstations. The more technology you have available, the more advanced your program will become. The school or public library is also an important resource for printed research material.

►OVERALL VALUE

The Middle School Print Shop is an excellent way to provide students with technology, literacy, and work-related training. The program satisfies state standards for language arts and technical literacy while creating individuals with skills, experience and a feeling of accomplishment and self-worth.

CURRICULUM AREAS

Language Arts
Technology

GRADES

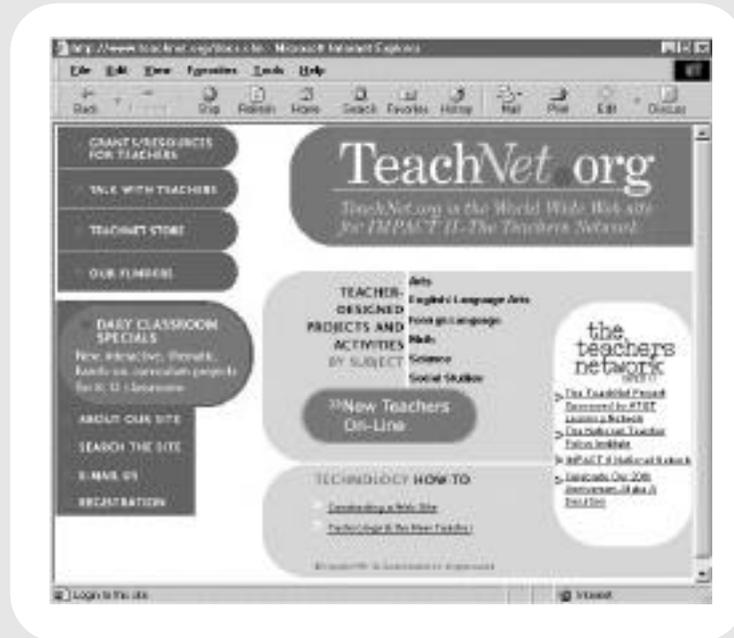
5-8

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TeachNet Disseminator programs

For the first time, we are featuring TeachNet Disseminator Programs in our annual catalog of creative teacher-developed programs. These programs were developed for dissemination via TeachNet.org, our website.

We invite you to adapt these programs, as well as the disseminator programs featured in the first half of this catalog, by completing the grant application on pages 36-37.

To view these projects on the Internet with live links go to: www.teachnet.org/docs/Network/Project/NewYork
We also encourage you to join us on TeachNet (www.teachnet.org), where you will find a wealth of information, ideas, and resources. See you on-line!

The Fascinating Moon Walk

SUBJECTS

Science
English

GRADES

5

franc@teachnet-lab.org

► PURPOSE

To stimulate curiosity about space exploration and the lunar landing. Students will use the Internet to research the United States' moon landing in 1969.

► TEACHER STEPS

The teacher will find books about the moon walk and related topics for students. Appropriate software for research (including a multimedia encyclopedia) should be selected.

► STUDENT ACTIVITIES

Students will first have a discussion to see how much is known about space exploration in general and the United States' 1969 manned landing on the moon specifically. They will then research information using multimedia encyclopedias, the Internet, and books, and organize material, summarize it, and write a written report. The reports will be typed on computers, and students will share their reports with classmates.

► ASSESSMENT METHODS

Assessment methods are the grading of written reports and group discussions.

► STANDARDS

Standards addressed include producing a report containing relevant information and doing research using various reference materials.

► TEACHER SKILLS

Teacher skills required include accessing the Internet; using a word processor; creating a database of questions; and previewing specific Web sites related to the 1969 moon landing.

► STUDENT SKILLS

Students will use the Internet and multimedia encyclopedias for research, and use different computer programs to create a database and semantic web.

► SOFTWARE

Materials include multimedia encyclopedias, information gathered with Internet access, books, and programs such as Apple Works, KidPics, and Superprint.

► RELATED LINKS

Space Science and Engineering Center
www.ssec.wisc.edu

► TIPS

Teachers can stimulate the students' interest by choosing the appropriate nonfiction books. Students who thought that reading non-fiction would not be as interesting as fiction quickly change their minds when they read materials about the 1969 moon walk.

Frances Carroll is a librarian at P.S. 101 in Brooklyn, New York. She is also a TeachNet Project Mentee.

Plate Tectonics

►PURPOSE

Students learn geologic history and time, stratigraphic nomenclature, general plant and animal fossils of the periods, climatic conditions, and the movement of the North American or Laurentia continental plate. Students learn how to read quickly through information from the Internet extracting the pertinent information to their project.

►TEACHER STEPS

The teacher prepares a worksheet for student use during the project.

►STUDENT ACTIVITIES

The students read information on the Precambrian period and see example answers to the worksheet that is presented to them. This enables them to see what is required of them and helps them become research readers. They find information on the three periods in Earth's history and rewrite the information on three index cards that they place on a timeline that stretches across a classroom wall. Students can be creative with their representation of each period and are not limited to index cards. However, the index cards provide the opportunity to consolidate their notes and better understand the information.

►TEACHER SKILLS

The teacher must be knowledgeable in web creation and guided lessons.

►STUDENT SKILLS

The students develop Internet navigation skills.

►SOFTWARE

Text Editor or another web authoring tool is needed.

►RELATED LINKS

<http://home.att.net/~kbwd/dynamic/tectonic.htm>
The project website.
scotese.com

The site that has many of the sources of information for the project.

Edward Colley teaches science at Murry Bergtraum High School in Manhattan. He is a TeachNet Project Mentor and an avid surfer (ocean waves that is).

SUBJECTS
Science (Earth Science)

GRADES
9-12

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Stock Market Game: Graphing Stocks

SUBJECTS
Math
Social Studies

GRADES
5-12

ESTIMATED CLASS PERIODS
6

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► PURPOSE

To produce computer-generated graphs charting the progress of various stocks over a four-to-six-week period.

► TEACHER STEPS

Teachers locate appropriate Web sites for finding daily stock quotes. They prepare computer-generated bar and line graphs using Kidpix to use as samples.

► STUDENT ACTIVITIES

In cooperative learning groups, students will follow the day-to-day changes in the stocks they have chosen to 'invest' in. The students will use Kidpix drawing tools to create bar and line graphs depicting the progress of their stocks. They will also print and share their graphs with their classmates.

► ASSESSMENT

The students will be assessed by the accuracy and quality of the graphs they produce.

► STANDARDS

Standards include predicting results and analyzing data; reading and interpreting information from a graph; describing and comparing quantities; collecting and organizing data to answer questions; making statements, and drawing conclusions based on that data.

► TEACHER SKILLS

Skills include using drawing and painting tools to create graphs, and accessing the Internet to research stock quotes.

► STUDENT SKILLS

Students will use drawing and painting tools, construct graphs using drawing tools, access the Internet to research stock quotes, and print the work they create on a computer.

► SOFTWARE

Software will include programs like Kidpix, ClarisWorks, AppleWorks, and Microsoft Works.

► RELATED LINKS

www.wsj.com
www.marketwatch.com
www.bloomberg.com
www.thestreet.com
www.multexinvestor.com
www.money.com
www.stockplayer.com

► TIPS

A follow-up lesson can be based on the use of a spreadsheet application to create graphs.

Carolyn Hornik is the computer coordinator at P.S. 101 and is a staff developer for District 21. She teaches an after-school professional development in-service course entitled *Computers In The Classroom*. This is her 24th year of teaching.

A Mask For All Seasons

►PURPOSE

Students create a plaster craft mask to depict the four seasons. Using computer skills to navigate Web sites, they learn about the Renaissance artist, Giuseppe Arcimboldo and his “Season” series of floral faces. The students will create symbolism in their masks through the use of collage materials.

►TEACHER STEPS

Teacher steps include locating Web sites to be used for reference purposes; gathering visual resources; and acquiring Vivaldi’s “Four Seasons” for use as a musical accompaniment.

►STUDENT ACTIVITIES

Students will view and discuss “Web Gallery of Art” and Arcimboldo’s paintings. They will brainstorm associations and phrases for the four seasons and decide which season has the most appeal to them. They bring in materials to enhance the feeling of that season.

To create their masks, students create color studies, apply plaster craft over the plastic molds to create the form which is then sanded, painted, and decorated. The students then set up a showcase of their work.

►ASSESSMENT

Methods include class discussion and critique, short quizzes, peer review and evaluation of work, and creative writing assignments.

►STANDARDS

Students will use sensory elements and expressive images to communicate their own ideas in works of art. They will actively engage in the process, creation, and performance in the visual arts. Students will respond critically to a variety of works by one artist, connecting the individual works to each other and to other aspects of human endeavor and thought.

►TEACHER SKILLS

The teacher will explore various Web sites to be used as reference sources and organize materials for a slide show presentation.

►STUDENT SKILLS

Students will navigate the World Wide Web to gather research information and images.

►SOFTWARE

The students will use the HyperStudio program.

►RELATED LINKS

www.kfki.hu/~arthp/html/a/arcimbol/index.html
Arcimboldo’s “Seasons” series of human faces turned into floral arrangements.

www.ades-place.com/art/masks.htm

►TIPS

Plaster craft is easier than papier-mâché to work with, but it is just as messy. It dries quicker but is more costly. Be prepared to work with groups of students daily rather than the entire class at one time.

Lori Langsner is an art teacher at Myra S. Barnes I.S. 24.

SUBJECTS

Arts
English

GRADES

8

ESTIMATED CLASS PERIODS

10 or more

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Women in Mathematics

SUBJECTS
Math

GRADES
9-12

aq19710@hotmail.com



► PURPOSE

The purpose of this project is to introduce students to women mathematicians throughout the centuries, and to acknowledge their contribution to mathematics. Students are also exposed to social and historical aspects of math.

► TEACHER SKILLS

Skills include Web creation, and familiarity with computers and the Internet.

► STUDENT SKILLS

Students use Web navigation and create newsletters and a newspaper with the use of Microsoft Word.

► STANDARDS

Standards include making a connection between the concepts learned now and the people who discovered them; promoting equality between the genders; helping girls realize that math is not 'closed' to them; and discovering that math is not 'dead' and that new discoveries are continually being made.

► OUTLINE

The teacher will locate Web pages about women mathematicians and link them to the Web page for this project. He/she can create general questions for students to research and search for current women mathematicians interested in being interviewed.

► STUDENTS

Students should go to the Internet sites provided or find their own and look up five significant women mathematicians and familiarize themselves with women's contributions to math. They should find one women mathematician to interview and develop thoughtful questions related to the person's field as well as some other questions (i.e., 'Who interested you in math?') Next, they put the information

they gather into a two-page newsletter to be distributed to classmates. The best articles (chosen by the students themselves) will be included in a newspaper distributed to their schoolmates.

► SOFTWARE

Students use Microsoft Word (html editor).

► RELATED LINKS

The project link: www.geocities.com/aq19710

► RELATED SITES

www.agnesscott.edu/lriddle/women/women.htm

www.awm-math.org/biographies.html

Angela Lee teaches math at Murry Bergtraum High School in Manhattan. She is a TeachNet Project mentee.

Brochure Design

►PURPOSE

To design and create a brochure using the computer, in order to explore how a brochure informs, educates, and persuades the reader through the use of text, typography, and visuals.

►TEACHER STEPS

The teachers should collect interesting, eye-catching brochures to show to students.

►STUDENT ACTIVITIES

Students brainstorm in groups about a chosen topic, describing and writing down what they know. (Ask: What is the purpose of a brochure and why would a business or group mail one?) They look at the sample brochures to get ideas and identify styles they like. (Ask why a certain style interests them, and encourage them to use those features in their brochures.)

The students divide into groups of four, and discuss relevant vocabulary words, including: demographics (Who is this brochure going to appeal to? How old are they? What is their income?); layout (A plan for a design. Layouts can be done on scrap paper); typography (Type or font style used to reflect what you are trying to convey to the reader); clip art (Art found in books, on CD-ROMs, or on the Internet that represents what your type or words convey).

The students research topics on the Web using search engines and pick out five interesting facts they feel would be significant in their brochure. They write title, headlines, and subheads and read them out loud to the class for feedback. (Is it attention-getting? Are the words redundant?) They use a thesaurus to replace overused words.

They then write descriptive text and sketch out rough design ideas for the brochure. (Graphics, which should include clip art, can be obtained from most software. A scanner may be used to scan photos

of art you might find elsewhere.) They try various layouts and decide which fonts and color schemes to use, referring back to various printed brochures. (Ask: Why is the letter style important to the success of the brochure? Why is the color scheme important? Samples are printed to see which changes need to be made. Approved copy is printed and folded as necessary.

►ASSESSMENT

Each group of students presents brochures to the class. Students write the answers to a critique and vote by silent ballot for the most effective brochure.

►TEACHER SKILLS

Teachers need a working knowledge of scanners and of utilizing the Internet.

►STUDENT SKILLS

Students learn to use scanners and how to utilize the Internet.

►SOFTWARE

Materials include print shop program, imaging software such as Adobe PhotoShop, scrap paper, and pens.

►TIPS

Follow up the lesson by having students design a brochure for a school concert or event using the skills they've developed. Have it printed professionally. Ask a local printer to visit the class to explain the printing process.

Diane Lufrano teaches art at Intermediate School 24.

SUBJECT

Art

GRADES

6-8

ESTIMATED CLASS PERIODS

5

dlufrano@TeachNet-lab.org

The Label Project

SUBJECT
Arts, English

GRADES
8-12

ESTIMATED CLASS PERIODS
10 or more

Merylart@earthlink.net



► PURPOSE

Students create their own digital self-portraits as “labels” and write labels for work on display at a museum. They write critical reviews of artwork, and communicate with the museum’s curators.

► TEACHER STEPS

The teacher contacts a museum’s education department to discuss upcoming exhibits that might interest to the class, and visits to preview works on display.

► STUDENT ACTIVITIES

There is a discussion of labels and their use in everyday products. Students bring in two samples from their favorite products, and analyze and list all the elements of the labels. They create a web of common elements, and view labels on artwork from museums. They discuss elements that are common to labels on products.

Next, the students create self-portraits of themselves as labels. They decide what information to include on the portrait and what imaginary commercial product they will use to represent themselves. In a series of homework assignments, students create sketches and drawings of the self-portrait label. The final version of the label is created with PhotoShop and ClarisWorks.

The students visit at least two museums. They choose two works of art for which they write their own labels. They take notes of their interpretations.

Back at school, students present their interpretations. They rewrite and word-process the final versions of their labels, and e-mail them to the museum. The students create an online gallery about their project. They exhibit their self-portraits and samples of their writing.

► ASSESSMENT

In my class, the teacher and the curator of the New Museum of Contemporary Art assessed the students’ works. The students

writing was assessed according to the number of works they interpreted and the depth in which they answered questions.

► STANDARDS

Students create, perform, and participate in the arts; respond to and analyze artworks; and respond critically to a variety of works, connecting the individual work to other works and to aspects of human endeavor and thought.

► TEACHER SKILLS

The teacher needs a working knowledge of computer technology and picture scanning.

► STUDENT SKILLS

Students need a basic knowledge of e-mail and word processing.

► SOFTWARE

Software used includes Microsoft Word, Excel, Adobe PhotoShop and ClarisWorks.

► RELATED LINKS

www.newmuseum.org

The New Museum home page

www.vkp.org

The Visible Knowledge Program

www.vkp.org/index.cfm?goto=classroom.cfm

Lobby of VKP classrooms (look for LABEL CLASS)

► TIPS

Funding for museums and not-for-profit galleries are often contingent on their work with the general public. They need to educate the public in order create an audience of viewers and collectors. They need you. Don’t be afraid to contact them.

Meryl Meisler, Disney American Teacher Award winner and multimedia artist, teaches computer art to children and adults. Meryl teaches at the Institute for Collaborative Education.

What Is Astronomy?

►PURPOSE

After reading the first three chapters of *Secret of the Andes*, children will learn to analyze components of the solar system and beyond. Children will use the Internet for research on astronomy.

►TEACHER STEPS

The teacher previews Web sites, limiting the focus of contents for students, and finding information on South America, life in the Andes mountains, and Incan lifestyles and traditions. He/she also reads *Secret of the Andes* in its entirety, and obtains information on astronomy.

►STUDENT ACTIVITIES

Students read the first three chapters of *Secret of the Andes*. Following this, they discuss the Incan tradition of worshipping the stars and the sun, and relate this information to their prior knowledge of astronomy. They also research Web sites pertaining to astronomy and locate information in Grolier's Encyclopedia. They then put this information into databases and work in cooperative learning groups to write informative reports and create artistic representations of researched topics using KidPics. A student from each group will read their report and share illustrations with the class.

►ASSESSMENT METHODS

Assessment methods include a chart based on facts learned from *Secret of the Andes*, focus questions on traditions linked to astronomy, reports from cooperative learning groups, and a test on astronomy.

►STANDARDS

The students produce an informative report, demonstrate an ability to read and comprehend informational materials, and demonstrate their knowledge of the English language in written and oral work. They also participate in group meetings.

►TEACHER SKILLS

The teacher needs a working knowledge of word processing, Internet research, and the creation of database spreadsheets.

►STUDENT SKILLS

Students need to have basic skills in word processing, graphic production, and researching.

►SOFTWARE

The novel *Secret of the Andes*, by Ann Nolan Clark is read, and the class makes use of Netscape, Claris Works; and Kid Pics; Grolier's Encyclopedia; various maps and globes, and *The Weekly Reader*.

►RELATED LINKS

yahoo.com/science/astronomy

►TIPS

Make sure children are familiar with technology skills needed, and prepare them in advance with knowledge of South America, the Andes, and the Incas.

Audrey Woloshin is a fifth grade teacher at P.S. 101 in Brooklyn, New York.

SUBJECTS

English
Science

GRADE

5

ESTIMATED CLASS PERIODS

5

hwoloshin@aol.com

Family Heirlooms

SUBJECTS
Language Arts
Art
Social Studies
Values Education

GRADES
7-8

ESTIMATED CLASS PERIODS
3

patsb@aol.com

► PURPOSE

Producing an old-time '40s-style family album, utilizing a laser scanner to preserve family photos, and publishing family stories using a word processor. This inter-generational project might be used in conjunction with Grandparents' Day or the Japanese holiday, "Respect for the Aged Day," which is celebrated in September.

► TEACHER STEPS

Locate an old-fashioned photo album or scrapbook to show students.

► STUDENT ACTIVITIES

While looking at a scrapbook from the 1940's or earlier, the students present ideas, comments, and impressions. (Ask: How are photo albums historical artifacts?)

All students should interview a senior family member (ideally, a grandparent or great aunt/uncle) while paging through a family album or a box of old photographs. While taking notes, the students should ask questions, eliciting the names of those pictured and a story surrounding the circumstances behind the picture. Students should develop a well-written story that will be used as a caption for the photo in the class album.

Following a discussion of the concept of family heirlooms, the family photos that have been brought in are scanned and printed on special photo paper. Decorative deckle-edged scissors should be used to trim the photos, imitating the old-time pattern. Students type anecdotes/captions using the word processor (preferably a script font to imitate the scrapbook style shown in the model).

► STANDARDS

The students improve communication skills through the interview process; understand the past through oral history; and construct a photo album reminiscent of days past.

► TEACHER SKILLS

The teacher must know how to operate a photo scanner and word processor.

► TIPS

Have students create family albums or scrapbooks displaying photos and memorabilia from their own lives from birth to the present.

Pat Shea-Bischoff is a teacher at I.S. 24 in Staten Island, New York. Pat is also the International Reading Association Coordinator for New York State and former President of the New York State Reading Association.

Primer For The Stock Market Game

►PURPOSE

This series of lessons will aid students in their participation in The Stock Market Game. When researching stocks on the Internet, students will find high/low graphs. After completing these lessons, they will be able to use these graphs to make educated decisions about choosing stocks and tracking stocks that they have already purchased.

►TEACHER STEPS

Teachers find Web sites with appropriate information; prepare student handouts demonstrating how to read high/low graphs; prepare focus questions for students to answer about specific graphs; determine cooperative learning groups prior to the lesson; and assign specific jobs to each student in the group.

►STUDENT ACTIVITIES

The students use handouts to follow along while the teacher presents the lesson, and they take appropriate notes. They then form groups to view teacher-recommended sites and discuss their interpretation of the graphs within the group. Afterwards, they choose one graph to use when answering focus questions in paragraph form, using a word processing program. They print out the graph used and hand it in with their answers.

►ASSESSMENT METHODS

Students may be evaluated by reading their answers to focus questions. Informal observation during group work periods will also be used when assessing student learning.

►STANDARDS

Standards include reading and comprehending informational materials; producing a report; participating in group meetings; demonstrating a basic understanding of the rules of the English language; collecting

and organizing data; making statements and conclusions based on data in a graph; using previously learned strategies, skills, knowledge, and concepts to make decisions; and making connections between concepts in order to solve problems.

►TEACHER SKILLS

Teachers need a working knowledge of the Internet and word processing software.

►STUDENT SKILLS

Students must search specified Web sites for information and use word processing software.

►SOFTWARE

Netscape Navigator or other web browsers and ClarisWorks or another word processing program are used.

►RELATED LINKS

www.aol.com—Keyword: 'stock quotes'

finance.yahoo.com

►TIPS

Giving students a choice of different stock graphs to interpret will make this activity more interesting. Be sure students print out the graphs that they select so that your assessment will be accurate. Grouping students heterogeneously works well for this activity.

Denise Zackman is a first year teacher at PS 101 in Brooklyn, New York.

SUBJECTS

Math
Social Studies

GRADES

4-12

ESTIMATED CLASS PERIODS

3

denise51499@yahoo.com

ADAPTOR GRANT APPLICATION

An adaptor is a current K-12 New York City Public School teacher who selects a classroom program profiled in the 1999-2000 The Teachers Network—IMPACT II Catalog of Creative Teacher-Developed Programs 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 September 2000. Completed applications must be postmarked by April 14, 2000. You may apply for only ONE grant. Please use a computer word processor or typewriter to fill out the application. Handwritten applications will not be accepted. If you want the application sent to you as an e-mail attachment, send your request to: jel frank@TeachNet.org. Note Mac or Windows, and the name of the word processing software you intend to use.

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:

John Elfrank-Dana,

Director of Technology and Curriculum, The Teachers Network—IMPACT II

285 West Broadway, Suite 540, New York, New York 10013.

For information: 212-966-5582 or jel frank@TeachNet.org

I. 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

II. INFORMATION AND IMPLEMENTATION

1. Title of disseminator program to be adapted _____

2. Program disseminator's name _____

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

Subject(s) _____

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 desired 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 during the school year Sept. 2000 to 2001. Yes ___ No ___

If the adaptation is successful, will you be able to fund its continuation as part of the regular school budget the following year? ___ Yes ___ No Comments:

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

The Teachers Network—IMPACT II supports public school teachers through grants and networking opportunities in the areas of curriculum, leadership, policy, and technology. The Teachers Network is a nationwide, educational, non-profit organization that identifies and connects innovative teachers who exemplify professionalism, independence, and creativity within public school systems. The Teachers Network serves 27 affiliates—cities, counties, and states—that have adopted IMPACT II grants and its networking model. Over 35,000 teachers have received IMPACT II grants; half a million teachers have benefited from IMPACT II networking opportunities.

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Interested in other publications and videotapes produced by The Teachers Network—IMPACT II?

► *Teachers Guide to Cyberspace*

Dozens of innovative classroom projects by classroom teachers using computers and the Internet, basic technical information, grants and fundraising tips, recommended web sites, and a special section on how to create your own web page.

► *How We Are Changing Schools Collaboratively*

Teachers' success stories and case studies, blueprints for collaboration, interviews with leading education experts, and special how-to sections on electronic networking and grantwriting.

► *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.

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Tips and tools from teachers across the country on how to get parents truly involved in their children's education.

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Adds the teachers' voice—for the first time—to the national debate on educational reform.

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