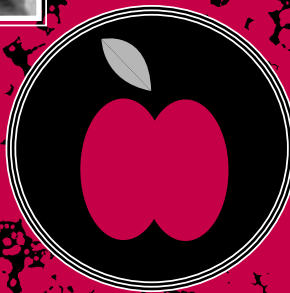
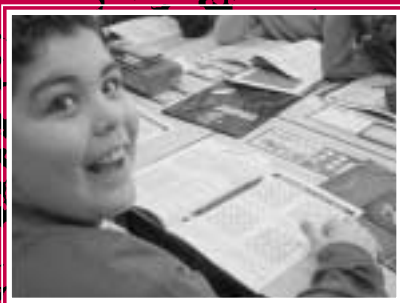


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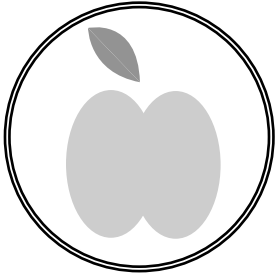
**AWARD-WINNING
CURRICULUM PROGRAMS
BY TEACHERS, FOR TEACHERS
IN THE NEW YORK CITY
PUBLIC SCHOOLS**





2003-2004

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BY TEACHERS, FOR TEACHERS
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PUBLIC SCHOOLS**





Teachers Network Catalog 2003-2004

Award-Winning Curriculum by Teachers, for Teachers in NYC Public Schools

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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
Nikoleta Moulinos	Dr. Sun Yat Sen—M.S. 131
Suzy Poon	P.S. 124—Yung Wing School
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Major funding for the 2003-2004 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 2003-2004 TeachNet grants and networking program has been provided through the generosity of The AT&T Foundation and Atlantic Philanthropies.

Dear Colleagues:

For almost 25 years, Teachers Network has awarded IMPACT II grants to over 50,000 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. This year, we have also begun offering IMPACT II *Ready-Set-Tech* grants. 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 with innovative ideas for lesson plans that they have developed in their classrooms have received IMPACT II Disseminator grants, to help them package their ideas for dissemination to other teachers. Similarly, teachers who integrate the Internet into their curriculum have received TeachNet grants 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 2003-2004 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 has been provided through the generosity of the AT&T Foundation and the Pfizer Foundation. Additional support is provided by J.P. Morgan Chase, Verizon, and Con Edison. Major funding for TeachNet grants has been provided through the generosity of the AT&T Foundation and the 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.

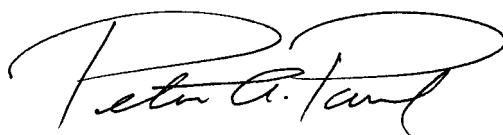
We hope you find this year's award-winning programs as exciting as we do. For more detailed information on how to use these programs for your own classroom, we encourage you to contact the Disseminator teacher. Also, if you are interested in receiving an IMPACT II *Ready-Set-Tech* grant, we urge you to apply. Information on this program—as well as an online application—can be found on our web site at: www.teachersnetwork.org/calendar. 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 and worldwide affiliates, we encourage you to visit our #1 award-winning education web site: www.teachersnetwork.org.

We extend our deepest congratulations to our 2003-2004 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



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By teachers, for teachers

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. Teachers Network has two international affiliates—TeachNet Ireland and TeachNet London. 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. For more about the services and opportunities available through Teachers Network, please visit our award-winning website—created by teachers, for teachers: www.teachersnetwork.org.

Left to right:

Andrea Clark, Peter Paul,
Ellen Dempsey, Ben Iddings,
Sandy Scragg, Jeff Byrd,
Benna Golubtchik, David Licata,
Ellen Meyers



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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 have been awarded 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 have also been awarded to teachers to adapt 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.

New for this year! IMPACT II *Ready-Set-Tech* grants of \$400 are available. For more information, including deadlines and an online application, visit: www.teachersnetwork.org/calendar.

For further information, contact:
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A is for Aviator

► HOW IT WORKS

As an introduction to **A is for Aviator**, community helper books are used for guided reading. A KWL model helps determine the students' prior knowledge of aviators/pilots, and the completed charts are prominently displayed in the classroom. An ongoing word wall is developed with vocabulary words on the topic (i.e., scientist, experiment, spacecraft, control tower, air traffic controller, and compass). The students create their own creative/artistic models of astronauts and pilots.

This study began while the space shuttle Columbia was in flight. Students discussed how the astronauts/scientists on board conducted scientific experiments and the nature of these activities during space flight. They learned basic research skills via daily newspapers, *National Geographic* magazines, and television coverage of the flight. Models of the shuttle were created to emphasize the different components of the spacecraft such as booster rockets, heat shields, computers, etc., and the importance of each part in relation to the astronaut's scientific responsibilities. During the orienteering lessons, the children learned primary directions using a hands-on approach. They walked around the classroom and the block equipped with their own functioning professional compasses. They truly felt like junior aviators, and became painfully aware of current events when the Columbia exploded. Interactive writing was used to record their thoughts and feelings, and they also drew pictures. These pictures and a class letter were sent to the families of the fallen astronauts. Individual books for each child on astronauts and pilots were created with the use of a computer, utilizing scientific vocabulary and concepts. The students read and illustrated each page of their spirally bound teacher-created books.

► THE STUDENTS

Ten 6- to 8-year-old special education students with a variety of handicapping conditions and readiness to first grade levels actively participated. This program can easily be adapted for older special education students and a lower-grade general education population.

► THE STAFF

Donna Rose McNamara has taught special education students in New York City for 14 years and has a master's degree in deaf education. She received an IMPACT II Adaptor Grant in 2002. This is her first year conducting this program. Two paraprofessionals and NYU student Kristen Cappadona assisted her.

► WHAT YOU NEED

Compasses, art supplies, and books on maps, astronauts, pilots, airports, and planes are useful. Newspapers, magazines, a globe, and United States and world maps are vital visual information sources.

► OVERALL VALUE

The class experienced a wealth of meaningful knowledge and took great pride in their work. They were exposed to scientific concepts and vocabulary, current events, map skills, literary selections, and creative art experiences. After the compass study, they made the connection of the importance of scientific precision in flight. Their newly gained knowledge also enabled them to become aware of the distinctiveness of aviators and to communicate with each other in a more meaningful way.



CURRICULUM AREAS

Science
Literacy

GRADES

Special Education K-2

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African Safari!

CURRICULUM AREAS

Science
Art
Geography
Language Arts
Technology

GRADES

3-5

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► HOW IT WORKS

African Safari! is the final project in a month-long study on the different physical regions of Africa and its animals. The safari is divided into three regions: Grasslands, Rainforest, and Desert. The class breaks up into groups to study each region's terrain and animals. After all the research and reports are finished, the students turn the class into a safari for other classes to come and experience. The regions are decorated with murals and 3-D sets that the students make based on their studies of the physical terrain. In each region, half of the students are in costumes, which they have created, that look like the animal they studied, and their partners are the safari guides who present information about the animals to the visiting lower grades. The visitors leave the class having experienced a safari while learning about the terrain and animals of Africa.

► THE STUDENTS

An entire class of 25 students with a wide range of academic levels participates in the program. All work is done in the classroom, except for the research, which is done in the library and the computer lab or at home. Due to the extensive research and nonfiction reading that has to be done, this is a project that is better suited for the upper grades. It is also better to do this with a whole class rather than a small group in order to get the full effect of the safari. This project covers a wide range of skills including research, writing, art, and dramatic acting. This makes it a program where all kinds of learners can be successful.

► THE STAFF

Molly Horne is a third grade teacher who is beginning her third year of teaching. In her first year, this program was done only in her classroom. Last year, the entire third grade participated. Extra hands, via parents or paraprofessionals, can be very helpful but not completely essential. A computer teacher or librarian can also help the students do their research.

► WHAT YOU NEED

African Safari! can be done in your very own classroom. You will need lots of books and photographs about the terrain and animals of Africa, along with computers with Internet access in order for the students to do research. The program includes lots of student-friendly web sites that are also helpful. Additionally, there are lots of different worksheets and maps to help with the research as well as the field trips to the Museum of Natural History and the Bronx Zoo. You will need fabric for the costumes and card stock or oak tag for the masks. You should have the rest of the supplies (paint, markers, a roll of brown paper, tissue paper, etc.) in your class.

► OVERALL VALUE

This program provides a product that the entire school can enjoy and learn from. It's about children learning, and enjoying what they learn, so they can teach other children and be proud of their work.

Attraction in Action



CURRICULUM AREAS

Science
Technology

GRADES

3-5

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► HOW IT WORKS

Attraction in Action is a science/technology program appropriate for the third through fifth grade. Through a series of three hands-on discovery lessons and one computer-aided research lesson, the students develop a better understanding of magnets and their use in everyday life. In one lesson, students test different types of quantities of fabrics and papers in order to block magnetic force. They also see if water can block the force.

► THE STUDENTS

A total of 54 third grade students in two separate classes participated in this program. Both classes functioned above grade level, had been aided in their technological skills by the library/media teacher, and met with the science teacher weekly for a 50-minute period. The three hands-on lessons occurred in the classroom. The technology lesson occurred in the library. This program can easily be adapted for older students who have a background in magnetism. The reading level is quite high for the research component, so that lesson could be modified for those students that are not strong readers.

► THE STAFF

Teresa Caliari Olya has been teaching for over 15 years and has taught **Attraction In Action** for three years. She has previously won an IMPACT II award, received five mini-grants from the UFT, three grants from Common Cents, a Dr. Mary J. Leou Excellence in Science Teaching Award, and grants from donorschoose.org, the Staten Island Rotary, and the Staten Island Reading Association. She is also the 2002 borough winner and the 2001 citywide winner of the Department of Sanitation's Golden Apple Award in the Trashmasters Reduce and Reuse category.

► WHAT YOU NEED

Depending on the amount of materials, students work in groups of two to four in the classroom. You will need class sets of several types of magnets – ring, bar, mini-horseshoe, and ball. You will also need objects to test, but you should be able to gather them from around the classroom or your home. Iron filings, magnet carts (from Delta Education), compasses, string, rulers, papers, and fabrics of various thicknesses complete the necessary items.

► OVERALL VALUE

This program is very discovery-orientated, as the student learning is the result of actually doing and acting out the questions that need to be answered. The students answer the question "How strong is a magnet?" by adding more layers of cardboard or another layer of flannel in an effort to block its force. Children don't just hear that the Earth is a magnet—they can prove it! The technology lesson complements the hands-on activities by showing how magnets are used today and providing background material in a better manner than through lectures. After the initial outlay, the program is relatively economical and the children have a great time as they are learning!



Authors Alive: Students' Twist on Famous Works

CURRICULUM AREAS

Literacy
Technology

GRADES

2-6

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► HOW IT WORKS

Authors Alive: Students' Twist on Famous Works is a thematic English/Language Arts program that incorporates the use of technology. To reach all components of a balanced literacy unit, various strategies are implemented using books by Eric Carle and Lois Ehlert. Strategies include read-alouds, reading and listening comprehension, sentence structure, sequencing, character development, and setting. During one such lesson, the students listen to *The Hungry Caterpillar* by Eric Carle. They then retell the story, with illustrations from the book as a guide. Retelling the story helps in the sequencing activity that follows. The students have previously learned what sequencing is and apply their knowledge to this story. They then focus on the beginning, middle, and end of the story, and are asked to use their imagination to alter the story and create a new one as a class. The skills they learned are then applied to their individual stories. For their final project, the students create a story of their own based on the works of Eric Carle or Lois Ehlert. With computer assistance and a little imagination, they ultimately complete and publish their own book.

► THE STUDENTS

Thirteen students of various academic levels participate in this program. Although this program has been developed for students with disabilities, it can be used with children of all ability levels. Within the classroom, students are given the opportunity to work on their books in large groups and also work independently during scheduled time in the writing center. The students practice using the Internet, KidPix, Clipart, and Board Maker programs during biweekly computer classes. They also continue to develop their keyboarding skills. Adapted books along with small-group and individual read-alouds ensure exposure and understanding of the text by all students regardless of functioning level.

► THE STAFF

Camille Blake has been a teacher at P.S. 176 for the past four years. She received her master's degree in Special Education from the College of New Rochelle. Stefanie Pavelka has been teaching for the past three years. They have developed and adapted curriculum to meet the academic and social needs for students with autism. Serving on the Literacy, Math, and Science committees has allowed them to work with administration and other staff members to better serve the needs of their students.

► WHAT YOU NEED

The program requires several computers with Internet access software (KidPix, Clipart, Board Maker), a printer, multiple copies of books by Eric Carle and Lois Ehlert, a video camera, videotape, paper, pencils, markers, crayons, scissors, glue, camera, film, and laminating paper.

► OVERALL VALUE

By incorporating books and technology, **Authors Alive: Students' Twist on Famous Works** gives students the opportunity to use their imaginations in a new way. In publishing their own books and presenting them to an audience, the students feel a sense of pride and accomplishment.

Broadway Bound Books



CURRICULUM AREAS

Language Arts
ESL
Art
Technology

GRADES

4-9

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► HOW IT WORKS

Broadway Bound Books allows students to exercise and integrate many different skills in one project. Students select a book that they enjoy reading, and then write, publish, and present a program about the book as if it were a Broadway play. This program follows the format of *Playbill* magazine. Students plan for a publication by extracting the information from the book they read. The program encourages them to look beyond the written materials and gain insight into an author's thoughts. It exposes them to the many steps and aspects of publishing, such as illustrations, publishers, copyright dates, and other credits. The teacher presents a sample publication and discusses the parts with the students. They are given a guide to analyze their book by stating its themes, settings, and plots.

The different sections found in *Playbill* each develop a different skill. The *Critic's Corner* helps them form their opinions of the book and share their impressions in writing. In class, they learn the figurative and literal aspects of language such as simile, metaphor, hyperbole, alliteration, personification, idiom, and onomatopoeia. They search for these literary elements in the books they choose and provide examples for them. *Who's Who In the Cast* enables them to analyze and critique the main character, the supporting characters, the antagonists, and the protagonists of the story. In the back of their program, they create their own advertisement for the publication. They study advertising strategies by researching magazine and newspaper ads. Finally, they present their publication to other teachers and classes to practice their presentation and public speaking skills. The students viewing the presentation fill out evaluation forms in a positive tone to encourage and praise their efforts for future improvement.

► THE STUDENTS

The students participating in this program are in a transitional ESL class. It can easily be adapted in any level of fourth through ninth grades and may be used with large or small groups.

► THE STAFF

Roza Ng has taught the Bilingual/ESL population at M.S. 131 for 16 years. This is the first year she implemented this program.

► WHAT YOU NEED

Required materials include a collection of *Playbill* magazines, a variety of books, art supplies (including scissors, glue sticks, color pencils, and watercolor paint), computers with printers, 8½" by 11" computer paper folded in half, and a video camera with videotape.

► OVERALL VALUE

Broadway Bound Books calls upon the students to exercise multiple skills such as reading, writing, organization, editing, commentary, book reviewing, character analysis, publishing, art, advertising, oral presentation, and evaluation. The program helps the students meet Language Arts and ESL standards while enabling them to be creative and expand their thinking beyond the reading material. It also helps them to formulate an opinion and to develop a sense of pride in their accomplishments.



Celebrating American Folk Heroes and Heroines

CURRICULUM AREAS

Language Arts
Social Studies
Technology

GRADES

2-5

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► HOW IT WORKS

Celebrating American Folk Heroes and Heroines is an interdisciplinary program that teaches students how folk literature reveals U.S. history, geography, and cultural values within the genre of adventurous “tall tales.” Building on superhero characters such as Spiderman and Batwoman, students are introduced to the earlier great American folk heroes/heroines, including Sally Ann ThunderAnn Whirlwind Crockett, Mike Fink, and the subject of the program’s touchstone text, Mose Humphrey, the legendary New York City firefighter whose story is told by Mary Pope Osborne in *New York’s Bravest*. Humphrey is of particular importance because he is the first urban folk hero in America. He represents the courage and strength of firefighters throughout history, a courage so dramatically displayed on September 11, 2001. By listening to the book and examining its lavish illustrations of New York City in the mid 1800s, students learn how the elements of exaggeration and braggadocio give shape to tall tales as well as how these stories provide us with a wealth of information about the kinds of people, places, and events that shaped our cultural history. All of the lessons are designed to promote student learning in a variety of ways that allow them to organize their thinking, develop language skills, and increase their appreciation of literature.

The study of folk literature is also an appealing way for students to explore how the Internet is an important research tool. Once they have learned about American tall tale characters and the U.S. regions that inspired them, students are ready to write their own original tales that, after they work through each step of the writing process, can be illustrated and published with the use of a computer.

► THE STUDENTS

The program is designed for classes in grades two through five that meet in the library. Throughout the study, students have the opportunity to strengthen

their language arts, social studies, and technology skills through whole group, independent, and cooperative learning activities. The program can easily be adapted for individual needs through the simple modification of literature and Web site selections.

► THE STAFF

Doris Meyer has been teaching in P.S. 158 since 1987. She is currently the library-media specialist, and for fourteen years she taught grades three through six. She has worked with consultants from the Teachers College Writing Project and has been an annual participant in the National Arts Club Creative Writing Program for students in New York City public schools. Since becoming library-media specialist, she has conducted workshops for parents on the effective use of literature with children. She has a special passion for folklore and storytelling that she enjoys sharing with her students.

► WHAT YOU NEED

The essential needs of this program involve the book *New York’s Bravest* by Mary Pope Osborne, folktale anthologies that include American tall tales, a visually appealing map of the U.S., and a computer with word processing software, Internet access, and a printer.

► OVERALL VALUE

Celebrating American Heroes and Heroines enables students to gain a deeper appreciation of the genre of tall tales within the larger body of American folktales. It is an entertaining and fascinating way for teachers to set instruction goals related to reading and listening comprehension, critical thinking and creative writing skills, knowledge of U.S. geography and history, and computer technology. Since September 11, it is especially valuable in the way it affords insight into the spirit of American heroism.



Cruising Through the City – A Beginner’s Guide!

► HOW IT WORKS

Cruising through the City – A Beginner’s Guide! is an interdisciplinary study that focuses on learning about the means of transportation available in New York City and the Red Hook Community in Brooklyn. The students tour the Panorama of the City of New York, a permanent exhibit at the Queens Museum of Art, and sketch drawings of the boroughs, the Atlantic Ocean, the Brooklyn, Manhattan, and Verrazano Narrows Bridges, landmark buildings, subway trains, and ferries. Throughout the study, the children read poems about transportation and are exposed to fiction and nonfiction literature through read-alouds and partner reading. The students use the Internet to research specific information about bridges (type, when construction started, when opened to the public, etc.) and the subway (why it was needed, when it was constructed, etc.). They compile facts about transportation in New York City and the Red Hook Community in a newsletter and word search. As a culminating project, the students construct a relief map of the five boroughs using clay and tempura paints. They design bridges using visual aides from the Internet, Popsicle sticks, and yarn. Subway trains are made from milk cartons, aluminum foil, and buttons. The students create 3-D sculptures of landmarks, buses, and ferries using papier-mâché. The relief map of New York City is added to the school’s museum, where the students act as curators for visiting classes that are provided with a transportation newsletter and word search to reinforce learning.

► THE STUDENTS

Second grade students of various learning abilities participate in this study for six weeks. This unit can easily be adapted to meet the needs of younger or older students.

► THE STAFF

Lisa Aldrich and Amy Gomes have been teaching second grade at P.S. 15 for three years. In November 2002, Lisa joined the Community School District 15 Teacher Leader Group. Lisa also presented a math workshop at the 79th Annual Meeting of the National Council of Teachers of Mathematics Conference in Orlando, Florida. Amy recently completed her master’s degree in Early Childhood Education from Brooklyn College.

► WHAT YOU NEED

This program requires a six-week duration with classes meeting four times a week (many lessons can be integrated into the reading writing and math workshops). The necessary resources include poems and books related to the theme of transportation, poetry notebooks, teacher-made activity sheets, AppleWorks and Student Writing Center software, a computer with Internet access, an overhead projector, an LCD projector (optional), papier-mâché, Popsicle sticks, black yarn, milk, cartons, tempura paints, clay, craft glue, buttons, fluorescent sticky notes, tri-fold presentation board, poster-board-size foam board, and paper.

► OVERALL VALUE

Cruising through the City – A Beginner’s Guide! makes learning meaningful and enhances the students’ oral and written communication skills. The children work together as a team while taking pride in sharing their knowledge about transportation in New York City with the school community.

CURRICULUM AREAS:

Social Studies
Science
Math
Language Arts
Technology

GRADES

2

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Digital Portfolios

CURRICULUM AREAS

Technology
Language Arts

GRADES

6-7

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► HOW IT WORKS

In **Digital Portfolios**, students learn the art of web design through HTML and the Microsoft FrontPage program. They also take the time to do creative writing and then choose their best writing samples to make web pages. Topics in their portfolios include book critiques, music and television reviews, family stories, culture, and personal thoughts on various themes and ideas. The students draw pictures and then scan them to add to their web sites, and are taught how to make a frames web site so that they can bring all of their writing into a digital portfolio. They also edit each other's work for grammar, spelling, and aesthetic quality. Finally, they make corrections and upload the web sites. This project allows enrichment for gifted students who wish to advance their web skills independently and even add JavaScript and Flash to their digital portfolios.

► THE STUDENTS

One hundred and twenty sixth and seventh grade students at Christa McAuliffe Intermediate School 187 in Brooklyn, New York created digital portfolios. The students' ages ranged from 11 to 13 years old and they came from various cultural backgrounds. These heterogeneous classes met twice a week for forty minutes. This project can be adapted for the fourth grade and up. The students were all very interested in the Internet and in learning to design their own web pages.

► THE STAFF

Marlene McGarrity is a technology teacher at Christa McAuliffe Intermediate School 187. She has been teaching for ten years, with seven of those years spent in the Board of Education. Marlene has won District 20 grants twice and participated in a fellowship in robotics and mechanical engineering at Polytechnic University this past summer.

► WHAT YOU NEED

Digital Portfolios requires the use of at least one computer with Internet access along with a printer, a digital camera, a scanner, a GIF Construction Set, and Microsoft FrontPage or Microsoft Word software programs. This project can be adapted students in the fourth grade and up.

► OVERALL VALUE

If you want excitement and a real-life use of technology, making web sites is the way to go! Building digital portfolios makes students excited about writing, editing their work, and publishing it.

Discovering Math, Science, and Technology Through Skeletons



CURRICULUM AREAS

Math
Science
Technology

GRADES

5-6

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► HOW IT WORKS

Discovering Math, Science, and Technology Through Skeletons is an interdisciplinary program that allows fifth grade students to explore math and science principles related to bones and skeletons. It provides students with extensive investigations of concrete situations, materials, and resources. It also motivates students to understand math, life, science, and technology through hands-on experiences using CD-ROMs, the Internet, owl pellets, animal bones, skulls, and human skeleton kits. These resources are needed to meet the National Science Teachers' Association Standards (5-8); the National Council Teachers of Math Standards (5-8); and the Math, Science, and Technology Standards.

Students are introduced to the program by researching the differences between vertebrate and invertebrates – their habitats, predators, and prey. They research the role that animals play in the food web and the impact they have on their surrounding habitats. Using the school.discovery.com site, students explore concepts related to the food web, overpopulation, ecology, survival of the fittest, and endangered species. In a second activity, they research the owlpages.com site for the role the owl plays in the food chain. They also research the distinguishing characteristics, biology, descriptions, and life history information on all the species found in North America. Once students are familiar with the facts related to owls, they integrate the information into hands-on activities. They dissect owl pellets, removing the bones and identify them using bone-sorting charts. They weigh and measure each bone and analyze statistics based upon ratios. Once the bones have been sorted and identified, they are reassembled and glued to construction paper to form a correct anatomical skeleton. Students study the teeth (to determine the animal's diet), the eye socket location (to determine if the animal is nocturnal), and the purpose of each bone they have classified. Using kidshealth.com, they study the bones related to the

human skeleton and identify them. They also conduct science experiments and dissect real animal bones. Finally, students construct a five-foot human skeleton, identify and label the bones, learn what the skeletal system does, discover which bones are used at different times, and compare this information to the animal skeletons they assembled previously.

► THE STUDENTS

Approximately 35 fifth 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 M. Sweeney developed and has implemented this program for the past five years. He has won the Disney Channel Award for Education, the Readers Digest American Hero in Education Award, and was the 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 a computer with Internet access, CD-ROMs, videos from the Discovery Channel, science books, and science kits. *The Owl Integrated Activity Guide* provides students with a visual guide to the owl pellets, bones, and skeletons. Helpful print resources include the lesson plans related to this program.

► OVERALL VALUE

Discovering Math, Science and Technology Through Skeletons helps students understand ecological concepts, biological diversity, and basic anatomy. Students become effective learners since they use a hands-on approach to solving a mystery inside an owl pellet and explore their skeletons at the same time.



Entrepreneurship and Everyday Technology

CURRICULUM AREAS

Business
Technology

GRADES

10-12

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► HOW IT WORKS

In **Entrepreneurship and Everyday Technology**, students, under the facilitation of a business education teacher, create and run a business using technology to bring a hand-made product to market. Potential products include scented soaps, picture frames, decoupage boxes, or chocolates. The students work individually as well as cooperatively in pairs and in small groups. They learn principles of marketing, advertising, research, and bookkeeping as well as everyday computer applications. They create business cards, brochures and flyers, and even write advertising jingles.

When the class begins, the teacher assesses the individual skills of the students and pairs them up to help refine their computer skills as well as discover unique talents that might come to bear on the student-chosen projects (for example, if a student is discovered to have a talent for drawing, the class can encourage him/her to create a logo or visual ad campaign for this project). The students work on computers together, reciprocally teaching. Those with advanced skills can explore more complex levels of design and graphs and charts. Beginner-level students learn the basics and create simpler designs. All are expected to participate and create, and are judged not competitively, but by individual effort and participation as well as their ability and desire to work as part of a team. Accountability is a large part of the criteria for accomplishment.

► THE STUDENTS

A maximum of twenty-five students and a minimum of ten can participate in this program per term. Prior technological experience is not necessary, but it helps to have students familiar with basic computer skills. Ideally, students meet in a computer lab, but they can also use some class time in another room with work tables.

► THE STAFF

Allison Witty has a teaching background in business, marketing, and math. She has run mathematics workshops for the Manhattan Superintendent's office and has also conducted business workshops in her school.

► WHAT YOU NEED

The ideal setup is for the class to have time in a computer lab. Each semester, about \$300.00 covers the cost of supplies to make the products that are sold.

► OVERALL VALUE

In **Entrepreneurship and Everyday Technology**, students develop and increase their sense of involvement because they actually participate in the process from its inception to the final realization of their goals. They choose a product that they will research and for which they will gather resources, create, and then learn the requisite skills to commit themselves to owning and operating that business. This program has proven to be an asset to the entire school community as those not involved in the program reap the benefits by purchasing products made and/or made available by the student employees. It brings a sense of community and improved morale of staff, administration, and students.

Environmental Science



CURRICULUM AREAS

Science

GRADES

11-12

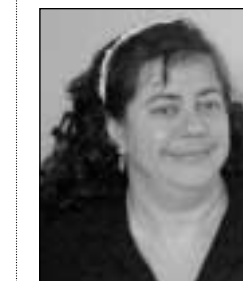
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► HOW IT WORKS

Environmental Science is a course lasting one school year. Student responsibilities include homework assignments, which can be e-mailed to the teacher, and labs, which often require students to design original procedures and make frequent use of reference books. Theoretical topics include food chains and webs, adaptation and evolution, ecological succession, material cycles, and land and water biomes such as tropical rain forests and coral reefs. Applied topics include air and water pollution, ozone depletion, overpopulation, alternative energy sources, and the environmental impact of agriculture. Many of the lab exercises last several weeks. As an example, one lab investigates the effect of fertilizer on freshwater plant algae. Students prepare containers of pond water (to provide microorganisms), elodea plants, and de-chlorinated water. Each group of students prepares two containers. One container receives 10 ml. of powered plant food and the other does not. The containers are then covered to prevent evaporation. All containers are labeled and placed on shelves in a greenhouse or in light blanks (shelving units with fluorescent "grow-lights"). These are monitored weekly for a period of four weeks. Students observe the color and apparent health of elodea plants and the growth of algae on the containers. (You can use soda bottles with the tops removed or any clear container.) Typical results might show that the bottle with the fertilizer has shown considerable algae growth, compared to the one without the fertilizer.

► THE STUDENTS

This program is offered as an elective for all juniors and seniors who have completed their Regents requirements. It has also been adapted for use by the Special Education Department and might be suitable for gifted middle school students who have taken a year of Earth Science. Currently, Edward R. Murrow High School offers seven sections of **Environmental Science** with 34 students per class. Some are average achievers and

others are quite gifted. Others have physical disabilities or require resource room support. The range of ability can often be used to advantage by pairing those with different abilities. Many of the stronger students have voiced interest in teaching, so the experience of helping their peers is valuable to them.

► THE STAFF

Su Ellen Silverman is a licensed Biology teacher with twenty-one years of experience in the New York City school system. Seventeen of those years have been spent at Edward R. Murrow High School. She has taught Regents Biology, Earth Science, Astronomy, and Environmental Science; has participated in project leadership at York College in 1989; and earned a Woodrow Wilson fellowship, which enabled her to study at Princeton University in 1999.

► WHAT YOU NEED

Many of the laboratory materials are simple, inexpensive, and often improvised, i.e., solar reflectors made from Styrofoam cups covered with aluminum foil. Much of the equipment is basic lab material that a school is likely to have already (e.g., balance scales, test tubes, and dissecting kits). Owl pellets are used for a lab on food chains and must be purchased yearly. Large numbers of transparent containers are required for experiments.

► OVERALL VALUE

The academic content is both interesting and relevant to the students. Even the weaker ones find their curiosity sparked. A number of students have extended their knowledge well beyond the classroom. Each year, students return from vacations, proudly announcing that they have recognized organisms or relationships that were studied in class. It is not unusual for students to apply their knowledge to their summer jobs.



Help Save A Life!

CURRICULUM AREAS

Science
Math
Technology

GRADE

4

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► HOW IT WORKS

Help Save a Life! is a science-based unit that creates awareness about marine life—specifically sea turtles. The students first read books and other research obtained from teacher-approved Web sites. They are then placed into groups where they are in charge of creating a specific part of a PowerPoint magazine after having mini-lessons on how to use the software to help create their slides (two per group). After learning that sea turtles are endangered, the students are given a problem-based-learning question: What can be done to help these turtles? One answer is to raise money for an organization that assists sick and endangered marine life. The class writes letters to organizations requesting information. The groups discuss effective ways of public speaking and each member is assigned a specific part of a speech to present. The groups rehearse in front of their classmates before venturing out to other classes. They also create colorful posters to remind students to donate money. By sharing speeches over the PA system, the students reach the entire school population.

Each week, the students collect money from containers placed around the school and graph the results using Spreadsheet in AppleWorks. At the end of the fifth week, they complete adoption forms and write mock checks that are sent with letters from the students explaining what they learned about sea turtles, their interest in saving these and other marine life animals, and a summary of their efforts to raise money.

► THE STUDENTS

Thirty-two heterogeneously grouped fourth grade students participated in this project, which is appropriate for higher grades. Lower grades can easily adapt with some minor accommodations such as omitting some of the main activities and using AppleWorks (Presentation) instead of PowerPoint. The students receive computer training in the computer lab along with training in the classroom. They are placed into groups where

performance levels vary, and are provided with three extra classroom periods per week to complete the project. It can be adapted to a smaller or larger group, and children of all performance levels can take part and feel successful.

► THE STAFF

Cheryl-Ann Beharry has taught first grade for one year and fourth grade for two years. This is her first year designing and implementing **Help Save A Life!** As an educator, she understands the importance of computer skills and constantly tries to incorporate technology into every subject. Although this program can be done without assistance, obtaining help from an outside source such as a computer teacher is recommended.

► WHAT YOU NEED

In order to complete this program, the teacher must have access to computers. Software programs such as PowerPoint, Print Shop, Adobe Photoshop, and AppleWorks (Spreadsheet) help create an enhanced version of the program, but it can be completed on AppleWorks using Word Processing, Spreadsheet, and Presentation. A scanner is not necessary; students can photocopy and paste pictures into their printed magazine. The students also need to have books on sea turtles.

► OVERALL VALUE

Students need to understand how humans affect their environment. They grow as individuals and learn the importance of research and how to present it using technology. Their self-esteem is developed through group work, speech presentations, new software programs, raising money for a cause, and knowing that they can make a difference in the world. **Help Save a Life!** meets standards across major subject areas (math, reading, science, and technology). It involves every type of learner and the end result will last a lifetime.

Inquiring Minds Want to Know...



CURRICULUM AREA

Literacy
Social Studies
Technology

GRADES

2-12

MORE INFORMATION

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► HOW IT WORKS

Inquiring Minds Want to Know... is a social-studies-based nonfiction writing project celebrating Women's History Month through interviews with selected female educators in the students' school. Children's skills in reading and writing nonfiction are developed while their knowledge of the role of women in history is enhanced. Work in oral and written communication is included and students are encouraged to use critical thinking to develop thoughtful interview questions. The children study published interviews and note the questions that evoke story-like answers. They differentiate between "inside" (those that delve deeply) and "outside" (those that elicit superficial responses) questions and make decisions about which to use and the appropriate sequence. They select the interview subjects and do shared writing to compose a letter requesting an appointment for an interview. After additional planning, interviews are held and first drafts begun. They turn responses into readable narratives, ending with a detailed written portrait of the subject. Appropriate writing strategies are taught in mini-lessons as children compose, revise, proofread, share, and revise again. Finally, they are ready to publish.

Using wireless eBooks and word-processing skills learned in the computer lab, students type their pieces and do a final revision and editing. Digital photos of interviewer and subject are imported for the cover, and dedications and "About the Author" sections are added. A celebration of the completion of this work includes sharing the interviews with the school community. Each day during Women's History Month, a student reads portions of his/her interview over the loudspeaker during opening exercises.

► THE STUDENTS

Twenty-two heterogeneously grouped third grade students participate in this project, which is done in the classroom. Students receive instruction in technology during their weekly periods in the computer lab and

though the classroom work is done using wireless laptops, it can just as easily be completed in the lab or in a one- or two-computer classroom. This program can be easily adapted to larger or smaller groups with children of any ability level and to any other projects that lend themselves to interviews

► THE STAFF

Lori Rosenthal has been teaching for 14 years and has taught grades two and three. She has been using the Columbia University Writers Workshop model in her classroom for about five years. Though this program can be done without assistance, a computer teacher helped with the eBooks and a Teachers' Center teacher added her strong knowledge of the writing process.

► WHAT YOU NEED

Essential materials include biographies of famous women, which can be found in the school or public library, and samples of interviews from children's magazines or newspapers. Any computer set-up is workable, from wireless laptops to a computer lab. Internet access is not necessary. Computers should have word processing software. If photographs are used, a digital camera and photo-editing software is needed.

► OVERALL VALUE

The excitement generated by **Inquiring Minds Want to Know...** motivates students to learn the skills necessary to produce exemplary pieces of writing and, at the same time, meet the standards in English/language arts (reading, writing, oral language, conventions), social studies, applied learning, and technology. Many areas of the curriculum are integrated, thus making maximum use of learning time. The skills so easily acquired during this study can be built upon as students progress through the grades.



It's a Bird. It's a Plane. No, It's a Parachute!

CURRICULUM AREAS

Science
Math
Technology

GRADE

1-4

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► HOW IT WORKS

In **It's a Bird! It's a Plane! No, It's a Parachute!**, students learn that different variables or factors can affect the flow of a parachute. These factors include the materials used, the size and shape of the parachute, and the length of the string. The students learn about the history of the parachute, including the uses of parachutes and how air pressure helps the parachute flow. They measure parachute canopies and string lengths in centimeters and inches, compare and contrast the different sizes of the parachutes, keep a journal using the Claris Works software program, rewrite simple sentences about their subject matter, and make use of the Internet to research further information.

In one experiment, the students make parachutes out of different materials (nylon, plastic, cardboard, cotton, and paper) and then have an adult release their creations out the classroom window. From the street level, the class observes how the various parachutes perform, and note which ones seem to perform the best. Each group records the findings in their journals. They then transfer their information onto the computer.

► THE STUDENTS

The project includes 23 first graders in a bilingual setting where Spanish is spoken. Ten of the students are new arrivals. Activities are done for six to eight periods per week. This project can easily be adapted for older children.

► THE STAFF

Lourdes Cintron has taught in elementary school for 25 years. She was a member of the National Science Foundation in 1992, and was the Science Facilitator at P.S. 98 until 1993.

► WHAT YOU NEED

You will need books on parachutes; one or two computers; Claris for Kids software; and nylon, plastic, cardboard, cotton, paper, and string.

► OVERALL VALUE

It's a Bird! It's a Plane! No, It's a Parachute! is of great interest to students. Not only is it enjoyable, but while enjoying their activities, they also learn to practice the scientific method and come to understand how different variables can influence the outcome of an experiment. They also increase their writing and computer skills, and develop a sense of pride in their work.

Landmark Puppets



CURRICULUM AREAS

Science
Language Arts
Social Studies
Arts
Technology

GRADES

3-6

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► HOW IT WORKS

Landmark Puppets is an integrated curriculum unit that employs the buildings of New York City to enhance the teaching of the history and physical science of the urban environment. The students begin by observing slides and pictures to compare man-made structures with ones found in nature. Hands-on experiments are conducted to illustrate the architectural design concepts of color, geometric shapes, textures, symmetry, pattern, perspective, and scale. Students record their experiments and findings in their architecture journals. Using newspapers to make logs, they build dome structures big enough to fit two students inside. Using recycled materials brought from home, they build structures and construct a class model city. They study perimeter and area, and conduct metric measurements of their school building. In geometry they examine angles and shapes and create pictures of "Angle Cities." During meeting and read out loud, students learn about architecture and architects, and from picture books they see and discuss famous buildings of New York City. On field trips they visit these buildings and sketch them in their journals. In the classroom they form cooperative groups according to the building they want to study, and use the Internet to research the designer and history of their chosen building and the neighborhood in which it resides. The students each use the word processor program to write a report using their research. Groups of three to four students then create large puppets of the buildings they have researched, and moveable arms and legs are attached. The students explore elements of play writing, including theme, conflict, character, and dialogue, and create a script for their puppets. The culminating project includes a puppet show where the puppet buildings act out their history.

► THE STUDENTS

This program has been used with third- to sixth-grade students in ESL, gifted and talented, and heterogeneously grouped classes that meet in rooms containing two to six computers. It can be adapted for younger grades.

► THE STAFF

Joan Kane has been teaching for fifteen years, and has been a classroom teacher for six years. Last year she was one of ten urban teachers from the U.S. to be chosen to go to South Africa with the USDA's Teach Us program. She is also an adjunct professor at Fordham University instructing graduate students in science education. She received her master's degree in Museum Education from Bank Street College and was curator of school programs for the Hudson River Museum where she designed programs for school children in science, art, and history. She participated in the CUNY science-teaching program and was a part-time science staff developer in District 2.

► WHAT YOU NEED

To create puppets, you need foam, core, cardboard, construction paper, tissue paper, markers, paper fasteners, scissors, and yarn. You also need books about landmark buildings and computers with access to the Internet for research. Each student uses a journal or folder.

► OVERALL VALUE

Landmark Puppets engages students in studying the history of New York City. It uses hands-on experiments to explore the built environment. Through field trips to famous buildings, students go beyond their neighborhoods and learn that New York City has many interesting and educational areas. Through the theater arts of puppetry, script writing, and performance, students develop their public speaking skills. This program addresses the learning styles of all learners.



New York City Sites

CURRICULUM AREAS

Social Studies
Language Arts
Technology

GRADES

6-12

MORE INFORMATION

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► HOW IT WORKS

Native New Yorkers are not always as familiar with what their city has to offer as the millions of tourists who visit daily. The same can also be said for students.

New York City Sites is a technology-driven program about New York City supported by a Social Studies and Language Arts curriculum. The students, through the use of the Internet, go on virtual tours of some of the city's most popular sites, obtaining information that will be used to create new brochures for future visitors. The first step is for the students to familiarize themselves with the Internet. They learn to log on, access a search engine (google.com), and search for pictures on the site they have chosen to explore. Once the students acquire this basic skill, they learn to copy, paste, and save in Microsoft Word so they can easily retrieve their found information. The search is guided by an Information Response Sheet that asks for specific data: location, architect, construction dates, etc. The students also list five facts about their site that *they* find interesting. After all the information has been collected, the students place it into a brochure format using a template created by the teacher in Print Shop 5.0 that is then loaded on each computer so they can work at their own pace.

► THE STUDENTS

There were 12 special education students (12:1:1) participating in this program. They visited the computer lab twice a week. The computer skills were easily learned by most of the students. The research end of the project that involved acquiring information challenged the students to use their literacy skills. Their literacy efforts were reinforced by the teacher and the paraprofessional responsible for the project. This project can be easily adapted to all age levels and abilities.

► THE STAFF

Susan Naclerio has been a Special Education teacher at the Bronx Occupational Training Center, P721X, for the past 20 years. She has a master's degree in Special Education from the University of Virginia. She has enhanced her teaching skills by completing courses at Boston College and Columbia University Teacher's College and through district and in-house workshops.

► WHAT YOU NEED

This program requires a computer with Internet access, printers, ink cartridges, software programs Print Shop 5.0 (or an updated version) and Microsoft Word, worksheets provided by the teacher, and brochure paper.

► OVERALL VALUE

New York City Sites is a very effective tool in engaging students in a project that uses the computer not only as a vehicle to obtain information but also to advance self-learning through the Internet. By using technology, the students are able to acquire a more in-depth understanding of their site through both textural and visual sources. The culminating activity—creating brochures—allows the students to make the connection between their research on the Internet and how the information can be presented.

Our Beautiful Rain Forest



CURRICULUM AREAS

Technology
Science

GRADE

3

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► HOW IT WORKS

Our Beautiful Rain Forest is presented over a period of one month. It is conducted in a cooperative learning atmosphere and involves the use of technology, art, science, language arts, and mathematics. The children plant seeds, learn how plants survive in the atmosphere, nurture their plants, and then take them home. They study trees and how they are beneficial to people and the environment. A *National Geographic* CD about the rain forest is introduced as whole class instruction. Later, the students pair off to work together. They are assigned computer time to access the Internet and research relevant topics. The class also works in groups to create posters that are placed in the hallways of their school. In one activity, the class creates a diorama of the rain forest using shoeboxes and recycled cardboard from paper towel rolls. They also use old magazines to cut out things that belong and live in the rain forest. This material is used to make a collage. They are also shown articles about people in California who helped save the redwood trees. The children choose animals of the rainforest that they like, perform research, and do book reports. The students also present a play that is adapted from a story concerning the saving of the rain forest.

► THE STUDENTS

This program was designed for a third grade class with 25 students who range from struggling to above-average intelligence. Many of these children have moved here from other countries. This study of the rainforest can very easily be adapted to fourth and fifth grade studies by permitting more extensive research on people who have tried to save the rainforest, and on animals that are or may become extinct.

► THE STAFF

Clemencia Saleeby is an elementary school teacher and has been teaching for six years. She has been doing this program for two years.

► WHAT YOU NEED

Required materials include one computer that has Internet access and is located in an area of the classroom where everyone can see the monitor. This is necessary when introducing the National Geographic CD to the students. Also required is a social studies book, *The Greek Kapok Tree*, paper supplies for creating projects, and materials for experiments on runoff.

► OVERALL VALUE

Our Beautiful Rain Forest is a fun program. Children love to play the National Geographic CD and are very excited about doing research on the Internet. They also love to create dioramas and experiment. They work cooperatively and learn to share and listen to one another. Performing a play and inviting their peers and parents also contributes to their feelings of self-worth.



A Peace Forest Grows in Manhattan

CURRICULUM AREAS

Science
Math
Language Arts
Technology

GRADES

Pre-K – 3

MORE INFORMATION

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► HOW IT WORKS

A Peace Forest Grows in Manhattan is an integrated classroom study of trees, forests, and peace. Children study the parts of a tree by looking at trees in their neighborhood. They make bark and leaf rubbings and, back in the classroom, they read fiction and nonfiction books about trees, forests, and peace, and write about these books and subjects. They also learn to identify different trees by their leaves. Technology is used to document and enhance learning. The importance and need of trees will also be studied. Children learn and talk about peace and create their own peace forest with art materials that are displayed in the halls of the school. In the spring, the children plant a tree in the school garden.

► THE STUDENTS

Eighteen pre-K students participated in this program, which is appropriate for mixed-ability students from pre-K to third grade. The children work both cooperatively and individually. The program is adaptable for different early childhood grades of varying abilities and is also adaptable for small- and/or large-group work. Some expertise in using digital cameras and computers is needed. The children learn in a variety of settings and groups and with a variety of materials and methods. Projects are set up so that all the children can feel and be successful.

► THE STAFF

For the past eight years, Chantal Lindh has been the pre-K teacher at P.S. 20. Prior to that, she was a reading recovery teacher and led literacy workshops for parents and teachers. She has received several grants from the Teachers' Consortium and has been developing the peace forest curriculum for the past three years. With younger children, the assistance of a paraprofessional is crucial, and help from a computer teacher is invaluable.

► WHAT YOU NEED

In order to complete the project, it is necessary to have outdoor access to neighborhood trees, and the use of computers and digital cameras is important. Essential materials are paper, art supplies, fiction and nonfiction books, magnifying glasses, chart paper, and measuring tape. Visits to Central Park and/or the Botanical Gardens would be invaluable as well. The National Arbor Day Foundation's Web site (arborday.org) is extremely helpful.

► OVERALL VALUE

A Peace Forest Grows in Manhattan is an integrated hands-on program that teaches children how to make observations in their world and how to record information about trees. The students are exposed to a vast array of books that augment their explorations. The literacy skills of the children are developed through writing and reading about their subject matter. Trees are a reminder to children in New York City that even though they live in a predominantly concrete and skyscraper world, they are also still part of the natural world—a world necessary for survival. The creation of the peace forest shows the children that they can work together to create a beautiful, peaceful place.

Project Planet

► HOW IT WORKS

In **Project Planet**, students first study maps and globes, and then internalize what they have learned by creating their own globes out of papier-mâché. The class plans the project together. Students make a papier-mâché mixture, measure and cut newspaper, blow up balloons, and carefully cover them with dampened strips. When the globes dry, a rubber band is placed around the center to represent the equator and to help children place the land bodies with accuracy. A digital camera is used to photograph the students as they perform each step. Next, students write directions instructing others how to make a globe. They list and draw materials needed; draft, edit, and rewrite their directions; and transfer their work to the computer. In preparation for creating a PowerPoint slide presentation, they plan on paper an approximation of what their slide show will look like, and make many design decisions. The students also design a rubric in order to assess whether they have done a good job of writing clear directions and presenting a visually interesting body of work. Finally, they share their PowerPoint presentations, and their work is posted on the Internet, where students, their families, and the world may view their work.

► THE STUDENTS

The program is designed for students in grades three through six. It takes six to eight weeks, depending on the amount of time allotted each week. Students meet in class daily and in the computer lab weekly. This program can be adapted to suit an infinite number of classroom settings. It addresses the needs of all learners because the many different aspects allow opportunities for success for each type of learner, whether he/she is kinesthetic, visual, or linguistic.

► THE STAFF

Alexandra Atkin has been teaching for eleven years, and for eight years at P.S. 8 in Washington Heights. She has a National Board Certification (Early Childhood Generalist) and a master's degree in elementary education with a dual certification in reading instruction. This program requires skilled assistance for the technology segment.

► WHAT YOU NEED

To teach **Project Planet**, you need basic classroom art materials, textbook references, maps/globes, several computers in a lab setup, a digital camera, a scanner, Microsoft PowerPoint software, and disks.

► OVERALL VALUE

The students OWN this project! They become engrossed in every step and care deeply about their final projects and presentations. Along the way, they practice working collaboratively, reading, writing, measuring, planning, drawing, building, painting, and speaking. Using computer technology to showcase their work and make it come alive is incredibly rewarding. Students take home their globes and share what they have learned with their families.



CURRICULUM AREAS

Social Studies
Art
Language Arts
Technology

GRADES

3-6

MORE INFORMATION

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Schoolyard Trees and Me!

CURRICULUM AREAS:

Science
Social Studies
Art
Math
Language Arts
Music
Physical Education
Technology

GRADES:

K-6

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► HOW IT WORKS

Early in September, students introduce themselves and explore who they are as individuals and as members of a classroom community. They use graphic organizers to compare and contrast themselves to classmates and teachers. This frames the first theme of the social studies curriculum (“Myself and Others”) and provides a springboard into science. As they discuss similarities, students find that they are all living! This view then broadens to plants and animals. In journals, they observe and describe the changes occurring in plants and animals right in the schoolyard. They collect and examine seeds, leaves, and bark from trees. They design a bulletin board depicting each student as a seed, and make predictions (in booklets, drawings, and writings) about how planted seeds will grow and change during the year and beyond. Digital portraits are taken and incorporated onto the board. Seed-germination activities give hands-on experience.

Next, Lois Ehler’s *Red Leaf, Yellow Leaf* illustrates the life cycle of a plant via literature. The leaf collection is used to research the names of local trees using guides in the science center. Children also gather around the computer in small groups to use the Internet for information about trees. This transitions into a math lesson focusing on shapes to sort and identify leaves. Students learn the common names of at least three local trees and teach them to family members. Autumn leaf collecting is used to create leaf-print shirts with red, orange, and brown acrylic paint. Children print the word “fall” or “autumn” on their shirts using alphabet letter sponges and wear them on a trip to the Brooklyn Botanic Garden. They learn the Raffi song “Roots and Shoots Everywhere,” which says that children are the “roots and shoots” of our world, and dance to it after making costumes using leaf-printing techniques and oversized t-shirts. A springtime trip to Central Park illustrates the relationships between living and non-living things in the environment (Urban Park Ranger Ecology Program). Throughout the year, activi-

ties are documented and become a Microsoft PowerPoint presentation titled **Schoolyard Trees and Me!**

► THE STUDENTS

The participants were twenty-five enthusiastic bilingual multicultural kindergarten students at P.S. 20 in the Lower East Side of Manhattan. This program can easily adapt to all grade levels. Younger children will require more guidance and assistance with tools and supplies.

► THE STAFF

Aurora Olivieri is in her sixth year of teaching elementary school. She has a master’s degree in Education and a Bachelor of Science degree in Biology. She was recently awarded a Local Learning Fellowship from City Lore. Elizabeth Dickerson, a paraprofessional who works with her, has fifteen years of experience and has taught dance and cheerleading in after-school programs for the past seven years. She also tutors students using a variety of computer programs designed to advance reading ability.

► WHAT YOU NEED

To complete this program you need a computer, a digital camera to document the children’s activities, tree identification books, T-shirts, acrylic non-toxic fabric paint, sponge alphabet letters, the “Let’s Play” CD by Raffi, a CD and cassette player with headphones, and classroom literature about seeds, trees, and the ecology.

► OVERALL VALUE

Schoolyard Trees and Me! enables children to attain valuable concepts that embrace many curricular areas. Students see themselves as part of the scheme of the living world and gain pride by teaching others. Throughout the year, learning is a community activity, so the children grew socially and intellectually.

Symmetrical Butterfly Project



CURRICULUM AREAS

Science
Language Arts
Technology

GRADES

K-2

MORE INFORMATION

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► HOW IT WORKS

Symmetrical Butterfly Project involves hands-on and research activities, and takes approximately four to six weeks depending on grade level and ability. Students learn about the characteristics and life cycle of the butterfly, do research on different species, and present what they learn. They are introduced to the subject through an interactive KWL process of documenting what they already know about butterflies and writing questions on Post-its that are sorted by category and turned into a chart that remains up throughout the entire project as a resource. Read-alouds and shared readings feature nonfiction books that are accessible during independent reading time. Students are also introduced to note-taking in their research journals. Based on the categories identified when charting questions, they take notes on life cycle, habitat, food, survival, enemies, and environment of the butterfly. Toward the end of the week, a live butterfly kit is set up and monitored until the butterflies hatch. The children make daily observations on the changes that occur.

During the next week, the children use technology as a research tool. They are divided into groups and taught how to search the Internet and use a Butterflies of the World CD-ROM program. A class trip to the American Museum of Natural History’s butterfly exhibit and a viewing of a videotape about butterflies is done during this phase. Children choose a specific type of butterfly and learn as much as they can about it. They use the information for a written report and an oral presentation.

The final week results in a class book created by the children of their own original butterfly designs. The children are introduced to the KidPix Deluxe program where they draw and design their butterflies using a process that helps them understand symmetry in design. The entire project results in two products that can be used to assess the children’s learning. This research model can be used to study and report on any animal.

► THE STUDENTS

This program was first implemented with a group of 20 first graders with basic computer knowledge and experience with the Internet and KidPix program. It can be adapted for grades K through 2 and for smaller or larger groups and children of all achievement levels.

► THE STAFF

Veronica A. Barkley has taught second grade for the past six years. She currently teaches in a general education classroom at P.S. 198 in Manhattan’s District 2. Veronica was a recipient of two District 3 Teacher Incentive Grants.

► WHAT YOU NEED

You will need at least one computer with Internet access and CD-ROM drive. You will also need access to a TV and VCR; a live butterfly kit (from Insect Lore); and a CD-ROM, videotape, and books about butterflies.

► OVERALL VALUE

Symmetrical Butterfly Project provides opportunity for primary grade students to become scientists researching a fascinating topic. It promotes literacy in language arts, science, and technology, and incorporates activities and experiences that appeal to all learners. This program can be adjusted by time and length to meet curriculum and scheduling constraints. Parts can be omitted or extended and the program can be adapted to study any species.



Twist and Bake Pretzel Shop

CURRICULUM AREAS

Special Education
Social Studies

GRADES

7-8

MORE INFORMATION

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► HOW IT WORKS

The students of P.S. 176X at I.S. 144 are children with autism. As such, the school population is in need of various learning experiences to enhance their ability to make positive choices and to improve the quality of their lives. Under the supervision of teacher Jodi Greenberg, the classes developed a fundraising project called **Twist and Bake Pretzel Shop**. They sell New-York-style pretzels to the staff and students of I.S. 144 and successfully demonstrate mastery of foundation skills that are applicable to achieving vocational competency.

The students participate in virtually every phase of the operation of the shop: advertising the sale, setting up shop, selling directly to customers, taking orders for delivery, handling money, and cleaning up afterwards. One of the outcomes of this project is that it provides the opportunity for everyone to experience “giving back” to the community. Part of the profit is used to purchase art supplies for the Hebrew Home for the Aged in Co-op City. The class takes a trip to donate the supplies and, at a later date, returns to join the senior citizens in working on an art project as part of the recreation program at the home. In this sense, this fundraising opens minds to education and hearts to others.

► THE STUDENTS

The students at P.S. 176X are ages 11 through 14 and are housed in community intermediate school 144. At this age, social interaction, communication, and personal self-concept are an integral part of a growing child’s self-confidence. Even the most challenged students participate in the project on a rotating basis and therefore have the opportunity to learn appropriate skills at a level of which they are capable. In this way, everyone participates and benefits from improving all the academic, social, and communication skills as well as improving self-image and developing a sense of

accomplishment. Although this has been designed for a middle school population of children with autism, this project is adaptable to any grade level from elementary up through high school.

► THE STAFF

Jodi Greenberg has been teaching special education for the past twenty-three years. She has two master’s degrees: one in special education and one in English literature. Ms. Greenberg also has a post master’s degree in Gerontology from the Wirthwiler School of Social Work and a year’s work towards her Doctorate in Education at Columbia University Teachers College. In addition, she has worked for twenty years as a pediatric nurse for special children at the New York Founding Hospital in New York. Children with special needs have always been the focus of her care and advocacy.

► WHAT YOU NEED

For the operation of the school store, basic supplies are needed: a cash register box, a ledger book, and paper and other materials for advertising. Also, there is the ongoing investment of product to be sold.

► OVERALL VALUE

Through the hands-on nature of the **Twist and Bake Pretzel Shop**, students have demonstrated a positive relationship to people of different ages and backgrounds in a work situation. Through their work, students have a chance to develop pride in themselves and the opportunity to help others.

Understanding *Julius Caesar* Through Diaries



CURRICULUM AREAS

Language Arts
Art
Technology

GRADE

9

MORE INFORMATION

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► HOW IT WORKS

Understanding *Julius Caesar* Through Diaries allows students to read and understand Shakespeare’s *Julius Caesar* by getting involved in a project that keeps them interested throughout the play. Instead of simply reading the work, students get the chance to become actively involved in it. At the beginning of the unit, the students choose the character that they want to be throughout the duration of the play. They are required to complete diary entries for this character at the end of each act, so in addition to documenting the major action in the play, they also report it from the viewpoint of one of the characters. In order to do this, they must understand how the characters feel, so they learn about characterization (how characters develop throughout the play). After Caesar is killed, they read articles about the assassinations of both John F. Kennedy and Abraham Lincoln. They then write articles of their own to be included in the diary. Students spend about a half hour per week in the computer room, writing their entries. They exercise their creativity by making decisions about layout and choosing different fonts and, to further enhance their diaries, they search the Internet for pictures that are related to how their character is feeling during the act that has just been read. All design elements of the diary must be related to the personalities of the characters they have chosen.

► THE STUDENTS

About 33 students per class participate in the program. They meet three times per week for one hour. All students have had experience with computers and understand how to use Microsoft Word and the World Wide Web, but some are more comfortable than others with design and layout. The program can be adapted for other grades and other Shakespearean plays as well.

► THE STAFF

Denise Goldman has been teaching English for four years. She is involved in The New York City Writing Project and a New Visions grant at her school.

► WHAT YOU NEED

Teachers need access to a computer lab with Internet access and a class set of *Julius Caesar* books. In addition, construction paper, glue, and scissors are required so students can construct their diaries.

► OVERALL VALUE

Understanding *Julius Caesar* Through Diaries allows students to read their first Shakespearean play with ease and enthusiasm. Students are able to understand plot as well as characterization, two concepts that are invaluable for English students. Creating their own diaries holds students responsible for their homework—which will be “published”—and establishes the need for editing, a concept that is also important for students to understand. The students are always proud of the finished product that is displayed in the classroom or the hallway.



Voyage to India

CURRICULUM AREAS

Social Studies
Math
Science
Language Arts
Technology

GRADES

3-5

MORE INFORMATION

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► HOW IT WORKS

Voyage to India focuses on India as a country, but especially on the everyday life of children/students in India. After learning about the religions, ethnic groups, holidays, geography, culture, and weather in India, the students then plan a simulated trip there, where they are transformed into Indian children. They play NetAid's World Class game, which helps to bring them closer to their Indian counterparts by introducing them to actual Indian students and some of the issues they face trying to reach their life goals. The Internet allows students to expand on their game experience by visiting the World Class site, where they are paired during the Internet activities and guided to certain pages.

After completing the activities, the class discusses what they have learned. Students also go to weather-channel.com to track the weather in their city of choice in India. They also compare the weather in India to the weather in New York City. After viewing these sites, the students create their own biography cards (similar to baseball cards) and pretend to be Indian students. In order to complete the cards, they chose a religion, an ethnic group, the holidays they celebrate, and a city to live in, and calculate the average weather in that city. Digital pictures are taken of the students for inclusion on their cards.

► THE STUDENTS

Voyage to India was introduced to a third grade class consisting of 23 heterogeneously grouped students. They worked on this project approximately three periods a week for four weeks. This program follows the third grade Social Studies curriculum for New York State and it can easily be adapted for other countries of study and other grade levels.

► THE STAFF

Nakia Haskins is a third grade teacher at P.S. 132-Juan Pablo Duarte. She was also a volunteer teacher for one year in Tamale, Ghana. As a result of her service abroad, she wants her students to be aware of issues facing children in developing countries.

► WHAT YOU NEED

Several computers with Internet access and one printer are necessary, as is Microsoft Word and written and Internet material on India. This material, along with technological support, enhances the children's learning. A digital camera is also used.

► OVERALL VALUE

In **Voyage to India**, all New York State standards are met. Curriculum areas include social studies, science, math, technology, art, and language arts. It also promotes the students' awareness of life in developing countries and encourages them to be advocates for education and the underprivileged. During this voyage, students become fascinated with all aspects of Indian life.

Curriculum, Community, Collaboration, and Celebration Conference



The second annual *Curriculum, Community, Collaboration, and Celebration* Conference was held at P.S. 261 in Downtown Brooklyn on Saturday, March 15, 2003. The conference brought together 400 K-12 New York City public school teachers, principals, and parents who are committed and passionate about improving student achievement. Highlights of the conference included a keynote address by renowned author Jonathan Lethem (*Motherless Brooklyn*), as well as remarks by New York City Deputy Chancellor Diana Lam. Our *Lunch With An Author* session featured a number of award-winning New York City children's authors reading and discussing their work, offering teachers practical strategies for enriching literacy instruction through author studies. Paula Fox, Nicholasa Mohr, Tony Medina, Ann Brashares, Yona Zeldis McDonough, and Sophie Blackall were in attendance.

The conference was presented by Teachers Network, in partnership with Community School District 15 in Brooklyn. The 2004 conference is scheduled for March 27, 2004. More information on the conference can be found on Teachers Network's web site, www.teachersnetwork.org.





About TeachNet

www.teachersnetwork.org/TeachNet

TeachNet was launched in 1998 to support a global network of teachers to design web-based classroom curriculum, disseminate successful projects, and enhance 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 eight 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, the Republic of Ireland, and the United Kingdom.

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.

Our online database of curriculum (www.teachersnetwork.org/TeachNet) contains over 250 teacher-developed projects, and is updated monthly with new submissions. Projects cover a range of topics, apply to national and regional standards, and all incorporate the Internet as a tool for communication, research, and publication. TeachNet teachers are truly in the vanguard of educational reform, ensuring quality control of classroom instruction and responsible use of technology.

New York City teachers who use technology in their classrooms are encouraged to apply for an IMPACT II *Ready-Set-Tech* grant. For more information, and to access our online application, please visit www.teachersnetwork.org//calendar.

For more information, contact:
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Bon Appétit: Cooking Crepes in Ms. Stentella's French Class



► HOW IT WORKS:

Bon Appétit is a highly enjoyable interdisciplinary program that helps students achieve performance standards in Foreign Language, Art, Language Arts, Math, and Technology. The final product is a class PowerPoint presentation designed and produced by the students, who also make (and eat!) crepes. The program starts with an introduction to French cuisine via a virtual tour on the Internet. The students explore eating, cooking, and life in France. Cooperative groups are used for the majority of this lesson. By allowing the students to work in teams that are given specific roles, they gain self esteem and leadership expertise. Lessons cover table-setting vocabulary and restaurant conversational skills.

► STANDARDS ADDRESSED:

The students develop an understanding of French culture and language through the use of many tools. They read, comprehend, and becoming familiar with a variety of documents. They write, speak, listen, and view in French, and become familiar with the language's conventions, grammar, and usage. The students also address standards in English/Language Arts, Mathematics/Geometry, Art, Cooking, and Technology. Most importantly, the students take away valuable life skills and an enthusiasm for learning.

► MATERIALS USED:

The program requires a computer with Internet access and PowerPoint and Microsoft Word software in addition to art supplies and a digital camera. You might want to cooperate with the home economics department and let the students learn to make crepes in the school kitchen. A math teacher may want to take a class trip to the supermarket and allow the students to shop for the specific ingredients using a budget and teams.

► THE STUDENTS:

Bon Appétit was designed for an eighth-grade special education class that consisted of 13 students from a variety of different countries. The students had varied language and intelligence levels, as each of them has a learning disability.

► OVERALL VALUE:

Through the hands-on team structure of this project and the use of technology, students become infused with useful knowledge and life skills while developing a sense of leadership and self-esteem. They also step "outside of the box" that they live in and examine a different culture. The program permits students to actually produce something themselves, allowing for a creative and positive learning process.

► TIPS:

If you are working with a larger number of students when cooking, you might want to divide the class in two and have two crepe station setups. If your school is equipped with a kitchen or cooking facilities, work with that teacher and create an interdisciplinary lesson.

► ABOUT THE TEACHER:

Danielle Stentella is a second-year French teacher at J.H.S.62 in Brooklyn, New York. She is in the process of completing her master's degree in education and is involved with many after-school volunteer programs to help her students build leadership and life skills.

CURRICULUM AREAS

Foreign Language
Art
Language Arts
Special Education
Technology

GRADES

7-8

MORE INFORMATION

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Connecting to China

CURRICULUM AREAS:

Social Studies
Technology

GRADES:

2-5

MORE INFORMATION

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► HOW IT WORKS:

Created for a third-grade class as part of a “Communities Around the World” theme, **Connecting to China** uses the Internet to research, explore, and bring life to concepts, places, and ideas in a way that a textbook cannot. In one activity, student locate information on the giant panda, meet and watch Mei Xian and Tian Tian through the Smithsonian National Zoo’s Panda-Cam, and then summarize all they have learned by drawing a picture and writing a paragraph using a software program such as Kid Pix.

► STANDARDS ADDRESSED:

Students know the location of places and geographic features, gather and use information for research purposes, determine what characters are like by what they say or do and by how the author or illustrator portrays them, and write compositions that describe and explain familiar objects, events, and experiences.

► MATERIALS USED:

Required materials include four Internet-ready computers, a scanner (used to include student samples), and KidPix software.

► THE STUDENTS:

Connecting to China was created for a third-grade class consisting of students varying in ability. Activities can be modified to suit a variety of needs—whole group instruction, independent work, or cooperative learning.

► OVERALL VALUE:

Since many third graders struggle with the concepts they are expected to learn, it is a challenge to find new ways to bring the curriculum to life. The Internet is a powerful tool for not just telling, but showing students what they have learned. This program helps students to gain a deeper knowledge of the world around them. It is also important for students to realize that people all over the world share common interests while having their own unique cultures.

► TIPS:

Have students visit local travel agents to get brochures on China. Not only will they find important information about the country, but the accompanying photographs will be an added source of inspiration. Another great project is for students to find pen pals from China. A good starting place for this is www.epals.com.

► 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 almost three years now, and was a 2001-2002 recipient of an IMPACT II grant.

Drawing the Line



► HOW IT WORKS:

Middle school students, new to digital art and web design, author, illustrate, and animate original web-based stories in the genre of children’s literature. To introduce the unit, the teacher brings in several copies of a story that draws upon the power of the line and the imagination: “Harold and the Purple Crayon” by Crockett Johnson. Students take turns reading it aloud and showing the illustrations, and tell each other the synopses of their favorite childhood stories. The students use Internet resources to explore line drawing lessons and follow step-by-step to improve their skills. For homework, each student writes a first draft of an original narrative that can be illustrated with lines. Paper and pencils and/or crayons are used to create a “physical/ traditional media” version of the book they will recreate using digital media. The students draw self-portraits and write artist/author statements to link to their projects and share their stories via the Internet with the school community and beyond!

► STANDARDS ADDRESSED:

Students understand and apply media, techniques, and processes related to the visual arts; use structures and functions of art; know a range of subject matter, symbols, and potential ideas in the visual arts; and understand the characteristics and merits of artwork. They use general skills, strategies, and stylistic and rhetorical aspects of the writing process; and employ

viewing skills and strategies to understand and interpret visual media.

► MATERIALS USED:

Computers with Internet access are required, along with Adobe Photoshop, ImageReady, Dreamweaver, and Microsoft Word software.

► THE STUDENTS:

This program was created for sixth grade digital art students at the Institute for Collaborative Education, a small, diverse, New York City public school for grades six through twelve. The students had little or no prior experience with digital media drawing, animation, and web authoring.

► OVERALL VALUE:

Drawing the Line brings out the author/artist in students. Every student has a story they enjoyed as a young child. Now it is their turn to create stories for a new generation of kids. The students improve their drawing skills using traditional and digital media, and learn to use web-authoring tools to tell a story in a linear fashion.

► TIPS:

This will be a long-term project. The student and teacher pre-planning and sketching stages are the most important. Require the students to bring their “physical/traditional media” books to every class for reference while creating the online versions.

► ABOUT THE TEACHER:

Meryl Meisler, digital art teacher at the Institute for Collaborative Education, began her work in 1979. She has received national recognition as a Disney American Teacher in the field of visual arts and serves on the Teachers Network Board of Directors. An accomplished artist in her own right, her self-portrait/poster “Submerged” was enjoyed by millions of New York City subway riders.



CURRICULUM AREAS

Arts
Language Arts
Technology

GRADES

5-7

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GIF Animation

CURRICULUM AREAS

Math
Technology

GRADES

6-12

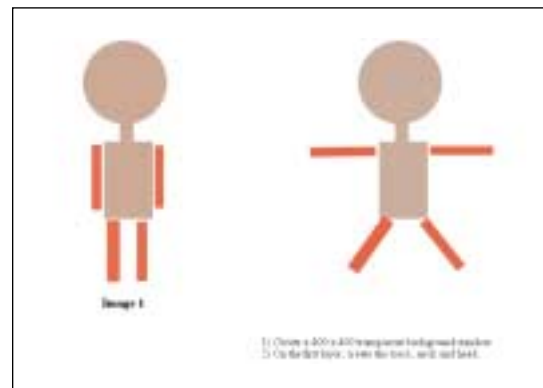
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► HOW IT WORKS:

In this program, students learn how to make GIF animations using Photoshop and Image Ready software. GIF stands for “Graphics Interchange Format,” but the process is much easier than it initially sounds. The GIF format stores multiple frames of illustration that give the appearance of movement when the frames are displayed individually. GIF animation is most often seen in those often-annoying Internet pop-up ads, but the format can be put to a much more constructive—and enjoyable—use! The first project is very simple—making an animated bouncing ball. The assignments get progressively more difficult as students add backgrounds and work with several layers of color. The students really enjoy this format because they don’t have to be artists to create these illustrations.

► STANDARDS ADDRESSED:

Students use technology tools to enhance learning, increase productivity, and promote creativity. They collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

► MATERIALS USED:

At least one computer with an Internet connection and Photoshop and Image Ready software is needed.

► THE STUDENTS:

Students of all abilities from sixth grade and up would enjoy this program. Students who learn fast can continue the lessons at their own pace.

► OVERALL VALUE:

GIF Animation enables students to be creative while engaging in a difficult process. Students are highly motivated since the end product is so satisfying.

► TIPS:

Don’t be afraid to experiment and allow the students to alter the assignments. This program requires some bravery, since most teachers do not know this topic very well. Take the risk! The kids will love it and forgive any lack of expertise. (There are various Internet sites that supply information and ideas on this subject.) When working with computers, make sure the students save their work often.

► ABOUT THE TEACHER:

Laura Anderson is a Math/Computer teacher at West Side High School, an alternative school in New York City. Laura has a bachelor’s degree in business and a master’s degree in curriculum and instruction from the University of Houston. She is a fully certified NYS Math Teacher and has been teaching for 20 years.

Go Yankees!



► HOW IT WORKS:

Go Yankees! is a unit of activities designed to inspire students to become part of an “All- Star Team.” As students read biographies, discuss, write about, and present the lives of one of America’s greatest baseball teams, they learn that life is about facing and overcoming hardships, meeting challenges, engaging in team spirit, and standing tall at home plate.

The extension activities listed in each of the four activities afford teachers and students opportunities to explore the physics, folklore, math, and dynamics of the game of baseball, a much-loved pastime.

► STANDARDS ADDRESSED:

Students read and comprehend informational material; use and evaluate a range of resources; produce a report/display of information; create an organized structure appropriate to purpose, audience, and content; collect, organize, interpret, and evaluate statistics; create, read, and interpret charts and graphs; connect mathematics to real-life situations; participate in group discussions and one-to-one conferences; prepare and deliver an individual presentation; analyze and subsequently revise work to improve its clarity and effectiveness; and employ appropriate forms of technology effectively.

► MATERIALS USED:

At least one computer with Internet access and Microsoft Word, Publisher, and Excel, printers, scan-

ners, a digital camera, a laminator, heavy stock paper, newspapers or sport magazines, and biographies of New York Yankees past and present.

► THE STUDENTS:

This program was developed for students in grades five through eight. A basic knowledge of the computer and the Internet is helpful.

► OVERALL VALUE:

This project truly reflects the many interests of students, as it was inspired and developed with their assistance. In addition to developing writing, math, and technology skills, students learn about sports history and perhaps their own family history as they interview their parents and grandparents. This project can also lead to discussions about self determination, facing challenges, sportsmanship, and fair play that all serve to develop student social skills.

► TIPS:

The project works best when each student is assigned an individual player. Listen carefully when students are discussing their reading. I got the idea to have a “World Series” event and to include a quote on the baseball cards from my students. Have students post interesting web sites they discover on the chalkboard for all to share. All the activities offered in **Go Yankees!** can be done using another team or sport.

► ABOUT THE TEACHER:

Sandra A. Skea is the author of several curriculum projects. She has completed a course of study with the Salvadori Institute at CCNY and was a contributing member of Amazon Quest. Sandra is also a member of the National Council of Teachers of Mathematics and of the Project Arts Committee at Mott Hall.



CURRICULUM AREAS

Language Arts
Mathematics
Technology

GRADES

5-8

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Let's Rock! A Unit on Rocks and Minerals

SUBJECT AREAS

Science
Technology

GRADES

3-5

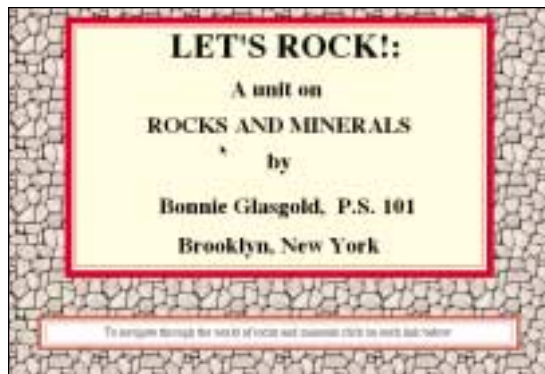
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► HOW IT WORKS:

Let's Rock! is a series of lessons on the exploration and investigation of rocks and minerals. The students learn about the properties of rocks and how to distinguish among the different types, while performing various experiments. They investigate the hardness of rocks, learn the effect of acid on certain rocks containing limestone, and perform streak tests to determine mineral color. They distinguish between the three types of rocks and classify them according to their properties. They discover what the rock cycle is, and compare it to other cycles on Earth. The students have the opportunity to do many laboratory experiments, including the scratch test for mineral hardness. The students use the computer as a tool for graphing, creating webs, answering databases, importing graphics, and performing research. They also use a digital camera and insert pictures into their documents.

► STANDARDS ADDRESSED:

Students demonstrate an understanding of change over time and of physical positions on Earth. They write a report of information, use scientific notation for the writing of experiments, and demonstrate an understanding of graphs, flow charts, and semantic maps.

► MATERIALS USED:

Students will need a computer with Internet access. A scanner will be used by the teacher for the insertion of documents. A digital camera comes in handy to photo-

graph the students at work and to add to the meaning of their reports. The program also includes a list of resources for students and teacher: reading and work material, class reading sources, worksheets, and Internet sites.

► THE STUDENTS:

The students currently involved in this project are average third graders. They need a prerequisite of knowledge of the computer and a thirst for experimentation! They should also have experience working in cooperative groups.

► OVERALL VALUE:

The best features of **Let's Rock!** are seeing the way the three types of rocks form through animated graphics, and the hands-on investigations. The students get to see what they have read about. They love experimenting with the various rocks and learning about the mineral contents. They personalize the lessons by performing research about their own birthstone and the history behind it.

► TIPS:

Teachers should plan out the series of lessons beforehand and make sure that all sites are still active. They should decide on what experiments they wish to include and have all the materials ready.

► ABOUT THE TEACHER:

Bonnie Glasgold is a science cluster teacher at P.S. 101 in Brooklyn, New York. She has taught for 23 years in the New York City public school system. She believes in a hands-on approach combined with literature to make science come alive, and has won numerous awards, including a TeachNet Adaptor grant, a Citibank grant for a Best Practices Lesson, and science fair awards at the district level. She has been a member of TeachNet for four years and many of her units are located on teachersnetwork.org.

Pedestrian Safety for Students



SUBJECT AREAS

Science
Mathematics
Technology

GRADES

3-12

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► HOW IT WORKS:

According to the American Academy of Orthopaedic Surgeons, "Pedestrian injury is second only to cancer as the leading cause of death in children between five and nine years of age. A study in New Haven, Connecticut, however, reveals that many childhood pedestrian injuries can be prevented. The Science of Safety starts as a "simple" science unit on force and motion as a way to help students understand velocity and thus understand how to cross streets safely. It is transformed into an amazing, wonderful, and relevant journey because of two things: the enthusiasm of the students and the power of the Internet. As a teacher, you are able to communicate directly via e-mail with professors of physics and chemistry, surgeons, and directors of national programs. When the responses from these experts pour in and are shared with your students, it is both exciting and empowering. The students improve their academic skills, learn new programs on the computer, and make their neighborhood a little safer. Here is that rare chance to bring the "real world" into the classroom.

► STANDARDS ADDRESSED:

Students understand the nature of scientific knowledge and inquiry, as well as the general nature and uses of mathematics; use basic and advanced procedures while performing the processes of computation; and apply basic properties of the concepts of measurement. They also use the general skills and strategies of

the writing process, and gather and use information for research purposes.

► MATERIALS USED:

A computer lab is used, along with a printer, scanner, digital camera, and disposable cameras. Word processing, spreadsheet, and painting programs are also used.

► THE STUDENTS:

Pedestrian Safety for Students was developed with a fifth grade class in a school with homogeneous groupings. This very large "top" class (32 students) had a large range of abilities. There were students who immediately became engaged in this unit and others who became enthusiastic after a period of time. Students need to use the Internet to gather information. Basic skills in writing and math are a must.

► OVERALL VALUE:

The students are fascinated with the material on the Internet because it is so relevant, and they love the lesson on spreadsheets. One very bright student who had often done only satisfactory work became totally engaged. Her work on this unit was not only thorough and thoughtful, but showed wonderful creativity. About halfway through this unit, she said, "This stuff is REAL!"

► TIPS:

There is a tremendous amount of information on childhood safety available on the Internet. Provide sites for your students and keep them focused.

► ABOUT THE TEACHER:

For the past ten years, Jill Williams has been developing a computer program in her elementary school in New York City. She tries to provide students with meaningful projects that address the curriculum areas and challenge their creativity. Her goal is to teach students to use the Internet and other tools of technology, and to apply these skills in exciting and interesting ways.



Rebuilding The World Trade Center Site: A 9/11 Tribute

CURRICULUM AREAS

Social Studies
Mathematics
Technology

GRADES

5-12

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► HOW IT WORKS:

This unit serves to memorialize the victims and heroes of the September 11 attack on the World Trade Center. It focuses on rebuilding, developing hope for the future, and “creating beauty and inspiration out of the ashes.” Students develop the concept of what a memorial is, evaluate proposed designs for the World Trade Center site, use drawing and painting tools to design their own structures, learn writing and word processing skills to describe their designs, and develop the concept of area as they determine the number and size of the structures that can be accommodated at the WTC site.

► STANDARDS ADDRESSED:

Students read, write, listen, and speak for literary response, expression, critical analysis, and evaluation as they evaluate and discuss criteria and design descriptions. They participate in group meetings; 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; develop eye-hand coordination and visualization skills by designing, constructing, and measuring structures; develop concepts of area of plane figures and surface area of solid figures as part of the construction phase; and develop a sense of pride and accomplishment through their work.

► MATERIALS USED:

Required materials include computers with Internet access, printer, and word processing, drawing and painting applications, as well as geoboards, rubber bands, boxes of various shapes and sizes, and rulers.

► THE STUDENTS:

This unit was created for fifth graders but is appropriate for older students. Because of the cooperative learning activities, students of varying abilities and skill levels work well together.

► OVERALL VALUE:

In this unit, the Internet is used as a research tool providing the most current information regarding the rebuilding of the World Trade Center site. Additionally, students gain confidence by working in cooperative groups and develop pride while developing and describing their own designs. Their designs were submitted to Mayor Bloomberg and to CNN, showing the students that their ideas and contributions can make a difference in our society. This sense of pride and empowerment fosters a sense of hope for the future by stressing the idea of rebuilding the WTC site instead of focusing on the horrific events of 9/11.

► TIPS:

Teachers should pre-screen online images and text and only present material that is appropriate for the age and maturity level of their students.

► ABOUT THE TEACHER:

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

Researching African Americans Who Made a Difference



CURRICULUM AREAS

English
Technology
ESL
Social Studies/History

GRADES

5-12

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► HOW IT WORKS:

This program is designed to teach students research skills needed to create an essay about a famous African American. This project has been used to prepare students for Black History Month in February. It is a project that teaches techniques for proper Internet research, process of drafting and preparing for the final copy. As a culminating activity, students practice oral presentation skills by reciting excerpts from their essay at a school-wide Black History Month celebration.

► STANDARDS ADDRESSED:

English Language Arts: Students will be able to: Produce a report of information; produce a narrative account (autobiographical or biographical); produce a narrative procedure; read and comprehend at least two books on the same subject; read and comprehend informational materials; participate in one-to-one conferences with the teacher; participate in group meetings; prepare and deliver an individual presentation; demonstrate an understanding of the rules of the English language in written and oral work; and analyze and subsequently revise work to improve its clarity and effectiveness; and respond to non-fiction, using interpretive and critical processes.

Technology: Exhibit legal and ethical behaviors when researching information using technology, and discuss consequences of misuse; use content-specific tools, software, and simulations (e.g., Web tools) to support

learning and research; select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems; and research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

► MATERIALS USED:

Internet connection, PowerPoint, and word processor.

► THE STUDENTS:

This project is designed for middle school (grade 6-8) ESL students with high-intermediate language skills. It could also be adapted to any language arts or social studies class, up to grade 12.

► OVERALL VALUE:

This project distinguishes itself from traditional research projects in that students are taught the skills of conducting research online, taking notes to write an essay in proper format, and using ideas, text, and graphics to design posters. Oral presentation skills are also enhanced as the final essay will be read to the school community during an assembly.

► TIPS:

Take the following steps to prepare for this project: Sign up for your own bookmarks page. (e.g.: Click on “My Page” Link at www.proteacher.com) and start bookmarking web sites for the students to use. Notify your school librarian to set aside books on famous African Americans. Set up a schedule with the librarian, when your students can use the library. Use PowerPoint Tutorial to introduce this assignment to your class.

► ABOUT THE TEACHER

Nancy King is an English teacher at The Ditmas School in Brooklyn, New York. She teaches English Language Arts to high level 8th grade ELL’s and the newly formed MAGNET Superintendent class, entitled “America’s Dream.”



Sculpting a Modern Art Chair with van Gogh & Gauguin

CURRICULUM AREAS

Art
Language Arts
Technology

GRADES

6-8

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► HOW IT WORKS:

To enhance students' understanding of the Impressionist movement in art history, this unit follows **A Walk in an Impressionist Garden with Monet and van Gogh**. Students make the connection between Impressionism and Post-Impressionism and its leading figures. To further their understanding of the Modern Art movement, they explore Post-Impressionism and specifically van Gogh's "Gauguin's Chair" and "Van Gogh's Chair" through Internet sites. They view slides of famous modern art works, choose a modern artist whose work appeals to them, and they create a small three-dimensional cardboard chair that will be painted in that artist's style.

► STANDARDS ADDRESSED:

Students actively engage in the processes that constitute creation in the visual arts, are knowledgeable about and make use of the materials and resources available, respond to and analyze works of art while connecting the individual work to other works and to aspects of human endeavor and thought, and develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape past and present cultures. They read, write, listen, and speak for information and understanding, literary response, and critical analysis and evaluation, and they apply technological knowledge and skills to design, construct, use, and evaluate products.

► MATERIALS USED:

A computer with Internet access, a VCR and television to view the video "Van Gogh's van Goghs," a slide projector with screen to view artwork, and various books and magazines. Cardboard and paints will also be needed.

► THE STUDENTS:

Sculpting a Modern Art Chair with van Gogh & Gauguin was created for a seventh grade major art class. However, it is easily adaptable to all age groups: K-12, after-school classes, community organization and senior citizen groups, and college-level courses.

► OVERALL VALUE:

Through the use of technology and the Internet, students visit the collection at the van Gogh museum in Amsterdam and go on a virtual trip at the site "Van Gogh and Gauguin: The Studio of the South." Visits to their favorite artists' homes, galleries, and museums provide valuable information on their lives and works.

► TIPS:

Library and computer lab visits aid in the 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 always shared her passion for art with her students and is constantly looking for new ways to utilize technology. She is one of the original writers of the TeachNet Grant Project for her school and she recently received a TeachNet Grant for **A Walk in an Impressionist Garden with Monet and van Gogh**.



What Sense Does It Make?



► HOW IT WORKS:

By incorporating a multi-sensory approach and an experiential curriculum, this program enables kindergarten and first-grade students to understand how their senses function. Students identify the five senses and their functions, and explain what information each sense gives us. This program promotes scientific inquiry by collecting information gained through observation and experience. The students provide and use relevant theme vocabulary and categorize the new vocabulary appropriate to each sense.

Both receptive and expressive language are used to determine the students' understanding of the concepts in the lessons and program. Word walls for each lesson provide a visual connection between the words and their characteristics and promote the development of vocabulary and spelling.

► STANDARDS ADDRESSED:

Students learn that humans and other organisms have senses that help them detect internal and external cues. They interpret a bar graph; sort and classify objects by shape, size and color; and collect data and record their results with tallies, blocks, and graphs. They show an understanding and appreciation of stories read; add to a growing vocabulary; and share ideas, facts, observations, and opinions with classmates and teacher.

► MATERIALS USED:

Required materials include a tape recorder and pre-recorded listening tape, a "feely box", assorted flavored jelly beans, a variety of scented objects, a "pin the tail on the donkey" game with blindfold, a scanner or camera, a computer with Kid Pix software, and construction paper, scissors, glue, and markers.

► THE STUDENTS:

The lessons in **What Sense Does It Make?** are geared to children with limited language skills and therefore rely on repetition. Hence, there is a similar and easy format to follow for each lesson. Also, many aspects of each lesson incorporate hands-on activities.

► OVERALL VALUE:

This program is suitable for any early childhood kindergarten classroom. The students enjoy the hands-on aspect of each lesson and are eager to talk and learn more about each sense. This helps children with a limited understanding of the vocabulary. The students' interest is maintained through the different interactive activities provided in each lesson. Other teachers might want to adapt this for their class because it is fun — for both the teacher and the children!

► TIPS:

Depending on the students' abilities, teachers can vary the completion time of the program.

► ABOUT THE TEACHER:

Cindy Lewis teaches a self-contained early-childhood (K-1) special education class at P.S. 142 in Lower Manhattan. Her students have been identified as speech and language impaired, learning disabled, and multiply handicapped. She just completed a year on sabbatical studying computers and the application of technology in the classroom.

CURRICULUM AREAS:

Science
Technology

GRADES:

K-1

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 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 and worldwide by 25 affiliated organizations including education foundations, public school systems, and several state education departments that have adopted Teachers Network programs. Teachers Network has two international affiliates—TeachNet Ireland and TeachNet London. 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.

Other opportunities available from Teachers Network in New York City include:

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; Aligning Standards, Curriculum, and 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.

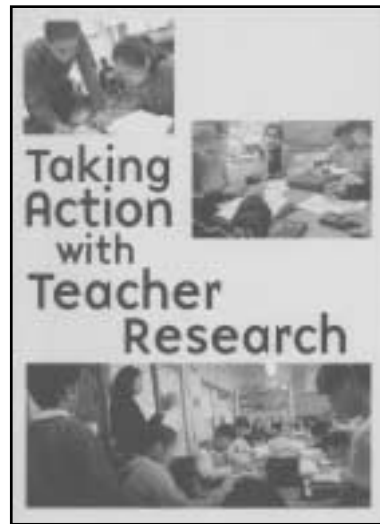
More information is available on Teachers Network's online New York City calendar at www.teachersnetwork.org/calendar.

IMPACT II Disseminators

Lisa Aldrich
Alexandra Atkin
Veronica Barkley
Cheryl-Ann Beharry
Camille Blake
Teresa Caliarì Olya
Lourdes Cintron
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Amy Gomes
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Nakia Haskins
Molly Horne
Joan Kane
Chantal Lindh
Marlene McGarrity
Donna Rose McNamara
Doris Meyer
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Roza Ng
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Stefanie Pavelka
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Su Ellen Silverman
Joseph Sweeney
Allison Witty

TEACHNET Disseminators

Laura Anderson
Bonnie Glasgold
Carolyn Hornik
Nancy King
Lori Langsner
Cindy Lewis
Meryl Meisler
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Sandy Skea
Danielle Stentella
Jill Williams



Taking Action With Teacher Research

Published by Heinemann Press

More and more, classroom teachers are using action research strategies to tackle basic issues and daily dilemmas—everything from designing their own professional development to reshaping instructional practice. Through their support of teachers who are eager to take up this work, Ellen Meyers and Frances Rust have found that the challenges to the reform of public schools are most likely to surface in three areas: resources needed to meet standards, conditions of the workplace, and status of the teaching profession. Their book is a lucid guide for teachers to address these and other problems in classrooms and beyond; to ask the right questions and design and implement research to find answers; and to use this data to effect change.

Every chapter contains rich examples of teacher research in action. When teachers consider themselves to be researchers, not just consumers of research, they are exercising leadership. And when teachers form networks to share their knowledge, they are breaking down obstacles that have thwarted their leadership for so long. Action research empowers teachers to do just that—to lead reform efforts and provide the remedies needed for all children to succeed.

The studies in this book are part of the work of the Teachers Network Policy Institute, whose mission is to give teachers an active voice in education policy making. For more information, contact www.teachersnetwork.org. All proceeds support the Teachers Network Policy Institute.

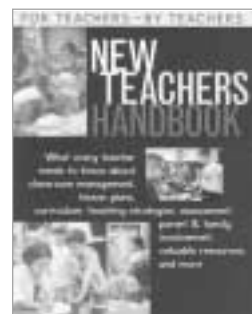
[This book] opens exciting possibilities for amplifying the voice of reflective teachers in the councils of educational policy—and just in time.

--Christopher M. Clark,
Professor of Education and Executive Editor
of *Teachers and Teaching*

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.

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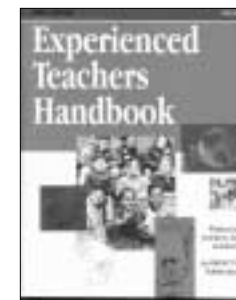


What Matters Most—Improving Student Achievement (2000)

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.

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VIDEOS

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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.

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