THE EDUCATION FUND

www.educationfund.org

2013-2014 ideas with IMPACT

K-12 idea SHARING made easy
see page 1

$$$ *for* ideas
see page 7

FREE supplies!!
see page 40

idea EXPO
Get INSPIRED **with tech tools & teaching tips**
see back cover

The Education Fund: Innovation in Action for Education

The Education Fund enlists the support of the private sector to improve Miami-Dade public schools and bring excellence to public education. Our work reaches all 20,000+ teachers in 430+ schools and makes a difference in the lives of thousands of students.

- ★ $41 million raised for public schools
- ★ 5,000 students' eating habits improved through an edible garden laboratory initiative
- ★ 34% increase in college enrollment attained as part of a national demonstration project
- ★ $7 million in free supplies for 18,000 classrooms
- ★ $2.5 million granted to teachers to foster student achievement in 4,550 classrooms
- ★ 10,500+ computers to students and parents
- ★ $900,000 raised for schools' visual arts programs
- ★ 1,675 business professionals teach-for-a-day

THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

www.educationfund.org

Attention Teachers! Get free supplies!

The Education Fund's Ocean Bank Center for Educational Materials makes surplus inventory and supplies donated by businesses available free to teachers to use in their Miami-Dade County Public Schools' classrooms.

To receive a pass to shop for free, visit www.educationfund.org, and click on the "For Educators" button.

Table of Contents

The Education Fund's Ideas with IMPACT

Production Director: Lorna Pranger Valle • The Education Fund • www.educationfund.org • 305-892-5099

Editor: Lucy Petrey • Board Member • The Education Fund

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driving

The Education Fund's IMPACT II program offers teachers new ways to engage South Florida students.

a brighter future

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Ford Motor Company Fund salutes your efforts to create a stronger, more innovative future for your classroom.

www.community.ford.com

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

GREAT TEACHERS AND OTHER THOUGHTS

GREAT TEACHERS

Many of you have come to know IMPACT II. **What makes IMPACT II possible is great teachers!** The program is fueled by teachers who offer fascinating, hands-on learning strategies that engage students; it's sustained by thousands of teachers who are willing to expand their repertoire.

In fact, each year, up to 1,000 teachers attend our IMPACT EXPO and give it high marks. We hope you'll join us to learn more about the ideas in this year's catalog and from prior years as well.

ENGAGING PROJECTS PLUS NEW TECHNOLOGIES

If you peruse the *Ideas with IMPACT* catalog, you'll see classroom-tested, K-12 projects in all disciplines. Following the district's lead, we have designated space for a special Robotics section, in addition to a wide range of STEM and BYOD projects that incorporate new technologies into all subject areas. In fact, many workshops at the Idea EXPO will include how to use iPads and apps to engage students in the connected, collaborative learning they love!

DONORS

Highlighting and sharing teaching success requires investors – donors who believe in teachers and The Education Fund's ability to assist them. We are fortunate to have a number of contributors, including:

- Our **teacher donors**, many of whom figured out how to donor-designate a portion of their United Way contribution to us
- **TD Bank**, a steadfast donor that co-sponsors the IMPACT II Idea EXPO
- **Ford Motor Company**, which has supported IMPACT II and teachers without reservation for a number of years
- **FPL**, which sponsors our Robotics section
- And many others who are listed on the inside back cover of this catalog.

We hope to see many of you at the EXPO. Until November, please know that we thank you for being a teacher, for your dedication to public education and for modeling lifelong learning.

Let the sharing begin!

Linda Lecht
President
The Education Fund

P.S. Register for the EXPO by Nov. 1st and get a discount. Visit www.educationfund.org to find out more about our programs that support teachers and students.

THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

"LIKE" US ON FACEBOOK

For every **"Like"** we receive, TriMix Foundation will donate $1 to The Education Fund! With 50,000 "Likes" we can raise $50,000!* Together we can do more for our public schools!

The Education Fund's Facebook page is a vibrant repository of education news in our community. We keep you informed of education trends, issues and fun-filled facts! We post photos and recaps of all of our events and school programs.

We would love to hear from you! Please post a comment, photo or simply "like" what we've posted! Share what is happening in your classroom and school. Tell us about your experiences with The Education Fund or post pictures related to grants or programs we've provided to you! Our audience loves to hear about our local public schools.

For every **"Like"** we receive, TriMix Foundation will donate $1 to The Education Fund!

*The TriMix Foundation will also match new cash donations to The Education Fund so you have two ways to help raise $50,000!

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

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

I have attended the IMPACT II Idea EXPO & Teacher Conference for many years to support our teachers who value the exchange of ideas and seek to learn from each other. Having been a teacher, I understand the need to stay ahead of the curve and I applaud The Education Fund for including in this year's catalog many projects that utilize technology in new ways to engage students in all subject areas.

IMPACT II is designed to pass on innovative, cost-effective teaching ideas in a user-friendly network that includes the *Ideas with IMPACT* catalog, curriculum "how-to" Idea Packets, the Idea EXPO & Teacher Conference, and Adapter grants. I commend the dedicated educators who contribute their time and talents to the IMPACT II network and I look forward to reviewing all of this year's ideas.

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

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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

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

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

HOW IMPACT II CAN WORK FOR YOU

- **ATTEND** the Idea EXPO & Teacher Conference, Saturday, November 16 at the Miami Airport Convention Center, (MACC).

  Select from 100 hands-on k-12 workshops

  Visit the STEM and cutting-edge BYOD Exhibits

  Attend the EXPO and become eligible for quick & easy Adapter Grants.

- **APPLY** for an Adapter Grant to purchase materials to adapt one of the ideas featured in this catalog or in past years' catalogs. Contact the teacher who developed the idea to discuss your adaptation.
- **APPEAR** in next year's *Ideas with IMPACT* catalog. Apply for a Disseminator Grant by April 1.
- **ACCESS** on-line applications, curriculum Idea Packets and Idea EXPO registration at www.educationfund.org.

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Our free, one-of-a-kind education program helps students develop strong financial skills in school and online.

Our trained instructors will visit your classroom to discuss banking basics, the importance of saving/budgeting and understanding credit. Or, you can download our lesson plans at tdbank.com/wowzone, where:

- content is available in English and Spanish.
- kids, teens and parents can access other great sections including a virtual stock market and game room.

For more information or to schedule your classroom visit, connect to the TD Bank WOW!Zone at tdbank.com/wowzone or call 1-888-751-9000 for a TD Bank near you.

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Miami Money Adventures in the WOW! Zone

Money management is a life-long skill that is important to teach early in life, but is often overlooked. Miami-Dade County teachers have discovered a time-saving resource that teaches financial education with fun, interactive lessons. The TD Bank WOW! Zone is a free financial education program created and implemented by TD Bank to help children develop strong financial skills, in school and online. Trained bank instructors present teacher-written lesson plans on topics ranging from an introduction to saving to understanding lines of credit and the stock market.

Two local educators who embrace the WOW! Zone resources have found the lessons to be a powerful tool in implementing the new common core standards that require real world learning opportunities.

At Shenandoah Middle the WOW! Zone lesson, *Reduce, Reuse & Save Money,* piqued student interest with its environmental theme and real-world application. Working through the program gave students opportunities for critical thinking, collaborative inquiry and discussions in math class as they sought answers to a host of intriguing questions. How does saving money intersect with being good stewards of the environment? How are my needs and wants related to the earth's stability? How can I use math to help answer these questions?

The fifth grade at Coconut Palm K-8 Academy received in-school instruction by a trained TD Bank instructor on *Budgeting for a Business* which included lessons on credit, interest and developing a simple business plan. This lesson can jumpstart a school-wide market day in which students produce, advertise, sell and purchase original student-made goods and services.

"The costs of poor financial choices can last a lifetime. Prepare your students for a sound financial future with free, interactive, real-world lessons offered by the TD Bank WOW! Zone."

Students

The Wow! Zone program offers lessons for grades K-12.

The *Reduce, Reuse, Save Money* lesson is geared for middle school students of all abilities and was successfully implemented with students who were performing in the lowest 25th percentile in reading and math. Fifth grade students participated in the lesson, *Budgeting for a Business*.

Staff

Laura Garcia-Rios has been a M-DCPS teacher for 12 years. Ms. Garcia-Rios holds a Master's degree in Special Education and a Specialist degree in Educational Leadership. She has made presentations at numerous state and national conferences.

Caroline Valdez, a 5th grade science teacher, obtained a Master's in Elementary Science Education from Hunter College. She taught for 12 years in East Harlem in New York City and conducted professional development for teachers in New York. For the past 5 years she has taught in M-DCPS and was nominated for Science Teacher of the Year by DCSTA.

Materials & Resources

TD Bank WOW! Zone Website
The TD Bank WOW! Zone website, tdbank.com/wowzone, is an online, interactive learning tool for children, teens, parents and educators in English and Spanish. Children 12 and under can follow the online cartoon adventures and visit the game room. For teens, the website provides helpful tips, budget worksheets and a virtual stock market game to help them get started on a lifetime of smart money habits.

TD Bank Instructors
TD Bank has trained bank instructors available to visit classrooms to teach their financial education lessons.

Junior Bankers Training Camp
Students go on an exciting adventure as they tour a local TD Bank store. Students get to step inside the vault, meet the tellers and learn how the ATM and Penny Arcade (the coin counting machine available at most TD Bank locations) work.

Visit tdbank.com/wowzone to register for a WOW! Zone session or setup a Junior Bankers Training Camp session. Students who complete the program receive a $10 coupon toward a new Young Saver account.

Standards

The WOW! Zone program for K-12 meets the National Council of Teachers of Mathematics standards.

Common Core Standards:

Reduce, Reuse & Save Money
CCSS.Math.Content.6.EE.A.2c
CCSS.Math.Content.7.EE.B.3
CCSS.Math.Content.8.SP.A.3

Budgeting for a Business
CCSS.Math.Content.3.MD.B.
CCSS.Math.Content.4.OA.A

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For more information, visit tdbank.com/wowzone

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Animation Institute of Technology

This project originated from a school-wide effort to improve student writing. Creating a comic improves students' sequencing and writing skills by incorporating language arts and fine arts with computer technology. Students first learn the basic components of creating a comic, including the common vocabulary, writing and drawing styles.

As a class, they read the "Expressions" section from *Making Comics* by Scott McCloud. They then brainstorm ideas for their comic based on personal experiences evoked by a series of thought-provoking questions. From these collected ideas, they develop their characters, story, and dialog for a six-panel comic drawing.

The teacher demonstrates the animation software and students enthusiastically create an animated version of their cartoon with the digital drawing tablet. Students become further engaged in the art of storytelling as they provide critical review of each other's comics, which hones the sequencing and writing skills of all involved.

"Students hone their storytelling and writing skills to produce a comic strip worthy of animation on the big screen for the whole class to enjoy."

Students

A total of 180 second- and third-grade students participate for one hour a week. Because the class works on individual projects, it can be used with large or small groups of any age or level. The software is easy to learn and students can coach each other.

Staff

Ms. Mastronardi has been a Miami-Dade County Public Schools art teacher for twenty-two years and has been National Board certified for ten years. She received a Florida Arts in Education grant and The Education Fund grant for *Animate It!* She was awarded a Best Buy grant to purchase additional computer technology.

Materials & Resources

Materials needed: white 8½" x 11" drawing paper, pencils, erasers, sharpeners, colored markers, rulers, and crayons. Also needed are an LCD projector with computer hook up, digital drawing tablet and stylus, and the software, Animation-ish, by FableVision. Provided in the Idea Packet are warm up drawing and brainstorming exercises.

Class library includes: Raina Telegemeyer's *Smile and Drama*; a collection of the Usborne's how-to-draw books; and Scott McClouds' *How to Make Comics*. Resources: attendance at the Miami International Book Fair's School of Graphic Novels; correspondence with various authors; and use of guest speakers on related topics.

Standards

Sunshine State Standards

Visual Arts
VA.3.F.1: Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.

VA.3.F.2: Collaborate to complete a task in art

VA.3.F.3.3: Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

Language Arts
LA.3.3.5.2: The student will write a final product for the intended audience.

Sponsored by

Rod and Lucy Petrey

Nancy Mastronardi

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Joella C. Good Elementary

Mail Code: 2181

305-625-2008

Principal:
Lizzett O'Halloran

Happily Ever After?

Have you ever wondered what would happen to the main character of a fairytale if the story continued after the "happily ever after" ending? With this project, the main characters in fairytales are brought back to an "after" life as students continue the stories adding a modern twist. After reading and analyzing a variety of fairytales from many cultures using a writing graphic organizer and a pre and post reading anticipation guide, students select a tale to embellish with a sequel set in the 21st century. The students use all stages of the writing process to create their books which are modeled in the style of a classic fairytale story. Each page of their book is illustrated with a drawing or clip art. The sequel stories can be either published in hardcopy or digital format or be produced as a video and shared with classmates.

The goal of this project is to enhance critical thinking, reading, research and writing skills. The project's best feature is the students' ability to use their imagination and creativity while learning key skills.

"Students' critical thinking and creativity come into play as they contemplate the life and times of characters after a fairytale ending."

Students

Participating in this project are sixth- and seventh-grade Regular and Advanced Language Arts students that meet daily for 55 minutes. Most of these students are at the FCAT levels of two to four. This project can easily be adapted to meet the needs and different grade levels of students from fourth-grade through 12th.

Staff

Ms. Calejo has taught Language Arts for more than 16 years and has won many awards such as: Project Rise grants, Teacher of the Year for the school, The Education Fund Impact II Adapter and Disseminator grants, and Inclusion Teacher of the Year. She is pursuing National Board Certification.

Materials & Resources

Materials needed for this project if students choose to do a multi-media project are a printer and a computer with Word, PowerPoint and the Internet.

Online resources include: Fairy Tales Theme (abcteach.com); Fairy Tales from Around the World lesson plans at Thinkinfinity and National Endowment for the Humanities, education division (Edsitement); Fairy Tale Unit Ideas (teachnet.com); Fables, Fairy Tales and Nursery Rhymes (ivyjoy.com); Russian Fairy Tales (lacquerbox.com); Myths, Folk and Fairy Tales lesson plans (scholastic.com).

Standards

Common Core Standards

Reading Literacy
CCSS.ELA - Literacy.RL.6.3;
CCSS.ELA - Literacy.RL.6.6.

Writing
CCSS.ELA-Literacy.W.6.3;
CCSS.ELA-Literacy.W.6.3a;
CCSS.ELA-Literacy.W.6.3b;
CCSS.ELA-Literacy.W.6.3c;
CCSS.ELA-Literacy.W.6.3d;
CCSS.ELA-Literacy.W.6.3e.

Production and Distribution of Writing
CCSS.ELA-Literacy.W.6.4;
CCSS.ELA-Literacy.W.6.5;
CCSS.ELA-Literacy.W.6.6.

Research to Build and Present Knowledge
CCSS.ELA-Literacy.W.6.8.

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Florida Matching Grants Program

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Howard D. McMillan Middle
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305-385-6877
Principal: Hilca Thomas

iLearn Hollywood Style: The Making of Superstar Writers

Originally a Teacher Mini-Grant sponsored by The P.L. Dodge Foundation

iLearn Hollywood Style is a multifaceted project involving reading, writing, digital storytelling, and filmmaking. It is an extension of the classroom's "Walk of Fame" display which honors the student- of- the-week with a headshot and bio. The project introduces students to literature rich in vivid, figurative language and provides engaging and entertaining activities to deepen understanding of plot, setting and theme. After sessions on storytelling, students write digital stories and upload photos to illustrate the text using the app, Storyrobe.

Following an introduction to script writing, student groups write scripts and create dialogue to adapt key scenes from a piece of literature into a screenplay. Each group turns their script, with the help of an iPad and iMovie app, into a student-produced and acted short video, complete with costumes, props and backdrops. The final films and digital stories are converted to a DVD which is premiered to parents, students, and guests during a Hollywood-style film festival that includes a red carpet and awards!

"As students vie for an Academy Award and a spot on the 'Walk of Fame,' they write their way into stardom."

Students

Two third-grade reading classes participate. One class has advanced students. In the other class, 80% of students perform below grade level. Both groups have reading for two hours daily. This project can be modified for students in second grade through high school.

Staff

Ms. Gay-Dorvil became a teacher in 2005. She was a 2012 Regional Finalist for Teacher of the Year and is National Board Certified. She chairs the United Way Student Campaign and has received grants from Target, Donors Choose and The Education Fund and she was awarded a fellowship from the Florida Humanities Council.

Materials & Resources

Literary works, such as *The Velveteen Rabbit, Because of Winn Dixie,* and *Wilfred Gordon McDonald Partridge*, inspire students' movie adaptations and digital stories.

ScriptFrenzy.org is used to provide script writing lessons. Digital storytelling lessons are conducted in a computer lab.

An iPad records student projects and apps, such as Storyrobe, iMovie and Video Star, create digital stories and films. Students use a storyboard to plan their digital stories and a rubric to evaluate their work. Film festival supplies, such as plastic trophies and red carpet, are from Oriental Trading and Party City.

Standards

Common Core Standards

English Language & Literacy
CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed.
CCSS.ELA-Literacy.RL.3.5: Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza.
CCSS.ELA-Literacy.RL.3.6: Distinguish their own point of view from that of the narrator.
CCSS.ELA-Literacy.W.3.4: Produce writing in which the development and organization are appropriate to task and purpose.

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The William J. and Tina Rosenberg Foundation

Dinah Gay-Dorvil

dinahgaydorvil @dadeschools.net

Natural Bridge Elementary

Mail Code: 3661

305-891-8649

Principal: Frank MacBride

iRead, iImagine, iBuild with LEGO StoryStarter

Originally a Teacher Mini-Grant sponsored by the Brickell Avenue Literary Society

To begin, the teacher or the students read several versions of a classic fairytale. After comparing and contrasting the various versions, the students write or dictate their own renditions of the tale. They then use LEGOS to build their story elements of setting and plot in which they place special LEGO characters embellished with suitable props. The variety of LEGO bricks and people figures enables young students to create, sequence, and tell their stories in a hands-on fashion. The visuals they create are photographed and incorporated into their individual books, which students are able to publish with the LEGO interactive software.

A variant of the lesson includes assigning small groups to read a story of their choice and to brainstorm and collaborate on a new story rendition. Another aspect would be to allow students to build first and imagine a story taking place in their creation. Using LEGO StoryStarter to teach reading and writing is a novel approach that brings student play into the business of learning.

"LEGOS in the hands of a teacher become manipulatives that help students to understand the fundamentals of storytelling and story writing."

Students

This project is designed for Kindergarten through second-grade students and can be modified for third- through fifth-grade students. Younger students (Kindergarten and first grade) need a teacher to guide the process, but older students can use it as a center activity.

Staff

Mayra Perez is a National Board Certified Teacher who recently obtained a Master's degree. She has been a recipient of several of The Education Fund's Teacher-Mini Grants, IMPACT II Disseminator and Adapter Grants. She has been teaching in Miami-Dade County for 27 years.

Materials & Resources

At least one LEGO Education StoryStarter kit is needed to start the project as a center activity. The kit includes bricks, special LEGO story props (cats, swords, crowns, etc.), and software to write and publish stories.

Also needed are classic fairytales and modern versions as either eBooks or paper-backs, such as *The Gingerbread Man* and *The Cajun Gingerbread Boy* or *The Three Little Pigs* and *The Three Little Wolves*.

Tablets with access to eBooks enable students to read and easily compare stories. A digital camera, a printer, ink and paper are needed to publish the storybooks.

Standards

Sunshine State Standards

English Language Arts and Reading
Standard 1: The student uses the reading process effectively.

LA.A.1.1: predicts what a passage is about based on its title and illustrations
Standard 2: The student constructs meaning from a wide range of texts.

LA.A.2.1: determines the main idea or essential message from text and identifies supporting information
Listening, Viewing, and Speaking
Standard 1: The student uses listening strategies effectively.

LA.C.1.1: Listens for a variety of informational purposes, including curiosity, solving problems, performing tasks, and following rules.

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Florida Matching Grants Program

Mayra Perez

mperez2@dadeschools.net

Coral Reef Elementary

Mail Code: 1041

School Phone: 305-235-1464

Principal: Christina Guerra

Let's Take a P.I.L.L. – Partnering in Literacy and Leadership

Originally a Teacher Mini-Grant sponsored by the Brickell Avenue Literary Society

This project hopes to instill a love of reading in students through a variety of reading resources with corresponding, interactive projects that involve students with the materials they are reading. The book activities are designed for students to prepare and present in collaboration with a community partner who visits the class.

For example, a local t.v. personality can work with a group of students on a news reporting project after reading a book about the journalist, Ida Bell Wells. Another popular activity involves community partners from a local law school who work with the students on a mock trial based on a book they read in which a friendly dragon takes control of a town's bridge. Students prepare a debate with one team of students defending the dragon's decision and another team accusing the dragon. Students present their case (with witnesses) before the law students who role play as the judge and jury. These types of activities allow students to truly respond to a text through role play and the use of character development.

"Enhance reading in the eyes of students by reaching far beyond the classroom to engage the community in interactive book projects."

Students

First- and second-grade students who are the lowest performing readers participated. Students met 30 minutes daily during reading intervention. The program can be modified for any age and performance level.

Staff

Mrs. Cortes has taught for six years. This is the second grant she received to enhance reading comprehension and inspire reading. She has been a grade level team leader for two years.

Ms. Grant, who assists in implementing this grant, has taught for five years. Her experience is in primary grades and she is a grade level team leader.

Materials & Resources

Materials used include leveled reading books, pre-chapter books such as *A Dollar for Penny*, camera, and a newspaper subscription. Art supplies needed are construction paper, poster boards, markers, crayons, pencils, writing paper, and scissors.

Resources include pairing with buddy partners from an older/advanced level class and inviting community partners from local businesses and organizations, such as mascots from sports teams, journalists, law students, scientists, etc., to work with students on book projects in their area of expertise.

Standards

Common Core Standards

Reading Fluency
RF.1.3g: Students will be able to read on level text with fluency and purpose.
RF.1.4a: Students will be able to summarize a story.
Reading: Informational Text
RI.1.2: Student will be able to identify the main idea of a selection.
RI.1.7: Students will be able to retell a story using illustrations and text.
RL.3.9: Students will be able to compare and contrast two literature pieces noting key similarities and differences within the plot.
Speaking & Listening
SL.1.2: Students will be able to respond to the text using details from the story.

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PEREZ TRADING COMPANY

Mercedes Cortes

mrscortesclass@yahoo.com

Florida International Elementary

Mail Code: 3024

305-685-8190

Principal: Sonia Mitchell

Florida Power & Light Company is proud to sponsor the Impact II program of The Education Fund bringing robotics to classrooms in Miami-Dade County.

CHANGING THE CURRENT.™ FPL®

Animated Androids: A Robotics Student Inquiry Project

Robotics introduces students to engineering and motivates them to be involved in creating future technology. This project lays the groundwork for students to grasp the design, operation and application of robots. As students enthusiastically delve into the designing and building of robots, the class is converted into a collaborative lab venture. To solidify their learning, students create and share a "how-to" PowerPoint in building robots and on the significance of bionics. Students, using reasoning and problem-solving skills, learn by trial and error to build mechanisms into robots that solve real life challenges while learning applications in science, technology, engineering and mathematics. Students videotape and view their initial prototype and subsequent modified versions, which helps to improve time, speed and function. The process culminates with students building their own course to test their creations in a robot crush challenge in which teams compete in operation, efficiency and strength in either a combat battle or in an operational function challenge.

"Students discover the science and technology of the future as they build robots and modify them to solve real-world engineering challenges."

Students

Animated Androids targets students in grades six through eight who work in groups.

Staff

Gwen Foote, Ph.D. is the Science Chair and Science Fair & SECME Coordinator. She is the 2013 SECME Teacher of the Year for Miami Dade County and the 2011 Teacher of the Year for her school. She has a doctorate in Instructional Leadership. In the past, she taught at Pine Ridge Indian Reservation and Oglala Lakota College and was a fine arts contributor to UNESCO. She is the recipient of grants from Toshiba, NASA, NES, and STARBASE. She is on the Review Board for NSTA and *Science Scope Magazine*.

Materials & Resources

LEGO MINDSTORMS NXT 2.0 kit ($389) has everything to create a robot and test it, including the software and the sensors for sound, light and touch. The software is easy to use as it is icon based. A graph viewer facilitates collecting and analyzing data from sensors. The free, MINDroid remote control app enables users to operate their robots from their smartphones. The Green City Challenge Combo Pack ($320) contains add-ons to build a power plant, wind turbine and a dam.

For LEGO competitions, go to legospace.com and http://science.dadeschools.net/STEM/index.html for information on SECME events.

Standards

Common Core Standards

English Language Arts 6-8:
RST.3.7: Integrate technical information expressed in a text with a version expressed visually;
WHST.3.7: Conduct short research projects to answer a question;
LA.6.4.2.2: Student will record information and list sources.

Next Generation Science Standards 6-8:

Big Idea 1: The Practice of Science - SC.7N.1.1;
Big Idea 2: The Characteristics of Scientific Knowledge - SC.6.N.1.5; SC.6.n.2.2; SC.7N.3;
Big Idea 11: Energy Transfer and Transformations - SC.7.P.11.2; SC.6.P.11.

Sponsored by

FPL

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Mail Code: 6541

305-532-3481

Principal: Rene Bellmas

Bionic Biome Buckaroos

Using the LEGO MINDSTORM Green City Challenge pack, the Vernier LEGO NXT STEM Environmental Science package of environmental sensor/probes, and the *STEM with Vernier and LEGO MINDSTORMS NXT Lab Manual*, students work in cooperative groups to investigate environmental issues.

The students use robotics kits to connect technology to solving environmental concerns in the community. Students design, build and program robots to execute data collection activities with conductivity and temperature probes, and pH, UV, and soil moisture Vernier sensors. These probes and sensors, coupled with the LEGO MINDSTORMS NXT intelligent interface, enable students to do traditional science labs in a new way, and add an element of fun.

This project is a productive and creative way to expand the complexity of any robotics program. In addition to providing an opportunity to learn about construction and engineering, this robotic project investigates water quality, UV radiation and sunscreen effectiveness, and renewable energy.

"Expand a robotics program to include traditional science labs by adding environmental sensors and probes."

Students

This project is designed for students in sixth- to eighth-grades. Groups of three to four students are arranged for each robot. All levels of students can participate, from ESE to Gifted. Ideally higher ability students should be grouped with lower ability students to create successful working groups.

Staff

Joy Rosales is a middle school Business Technology teacher who is National Board certified and has been named Teacher of the Year district finalist twice in her 18-year career. She has also taught ESE and Gifted at the elementary and middle level. She is a recipient of two Teacher Mini-Grants from The Education Fund.

Materials & Resources

Items needed: LEGO MINDSTORMS Education NXT Base Set includes a programmable *NXT Brick*, interactive servo motors, ultrasonic sound, light, and touch sensors; LEGO MINDSTORMS Education *NXT Software v. 2.1*; LEGO Green City Challenge Combo Pack contains three training mats, a challenge mat, and 1,300+ elements to build power plant, wind turbine, or dam models; Vernier LEGO NXT STEM Environmental Science package includes temperature probes, conductivity probe, pH, UVB, and soil moisture sensors; and a *STEM with Vernier and LEGO MINDSTORMS NXT Lab Manual* of 14 lab activities and four design-and-build robotics projects.

Standards

Common Core Standards

Mathematics:
Summarize numerical data sets in relation to their context.

Science:
Define a problem, support a scientific investigation, such as identify variables, collect, organize and interpret data, make predictions, defend conclusions.

Language Arts:
Write explanatory texts on technical processes.

Technology & Robotics:
Describe the role of sensors in the field of robotics; Build, program, and configure a robot to do predefined tasks; Solve problems using critical thinking skills and innovation.

Sponsored by

Joy Rosales

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South Miami K-8 Center

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Principal: Anamarie Moreiras

Think Like a Robot

In order for students to better understand the engineering design process, they design a simple robotic arm prototype out of common household objects. The groups go through several iterations of the design process while making their prototype and complete activities associated with each step of the design loop, such as identifying the target audience, researching the problem, identifying possible solutions, brainstorming, modeling, prototyping, and manufacturing.

Upon completion of their designs, the students show that their arms can perform a specified simple task. This activity will then be expanded to the building of a bionic robotic hand from a kit. Students build a working model of a hand and learn how simple machines work together to power a robotic hand.

Following the robotic hand activity, students build a robotic arm kit and begin to develop commands for the robotic arm to follow in order to achieve a desired outcome. This activity leads to the ultimate challenge of building and programming a MINDSTORM Robot which gives hands-on experience on how robots really work.

"Students have a natural curiosity about robots but seldom think about how they work. This project gives them the rare opportunity to tinker and find out!"

Students

This nine-week unit of study was designed for middle school honors students. It is adaptable for upper elementary through high school.

Staff

Mrs. Reinhartz holds a degree in Chemical Engineering and a Master's in Business Admin - istration. She worked for ten years with a local air pollution control manufacturer consulting with chemical manufacturers, paper mills, waste treatment facilities, engineering and pharmaceutical companies. In 2010 she earned Rookie Teacher of the Year – North Region. She is the SECME Coordinator and the sponsor of the school's Gold Level Mathcounts Club.

Materials & Resources

Household objects, such as dowels, duct tape, string, glue gun, wood boards, hangers, pvc piping, etc. are used for the arm prototype. Robotic Hand kits ($150) from The Yaeger Foundation require hand-held drills, screwdrivers, soldering irons and solder material, and the Robotic Arm Kits ($329) from Omnitron require screwdrivers, craft knives and files to assemble.

Resources include *Robotic Building for Beginners* by David Cook; *MINDSTORMS Robotics Engineering I: Intro to Mobile Robotics* (CD); worksheets downloadable from TeachEngineering.org and from the Omnitron teacher's kit (CD).

Standards

Common Core Standards

ELA-Literacy.RST.6-8.7: Integrate quantitative information expressed in words with a version expressed visually.
ELA-Literacy. RST.6-8.9: Compare information gained from experiments with that from reading a text on the same topic.
ELA-Literacy. RST.6-8.10: By end of grade 8, comprehend technical texts in grades 6–8 text.
ELA-Literacy. SL.8.4: Present claims and findings in a focused, coherent manner.
ELA-Literacy. W.8.2: Write explanatory texts to examine a topic and convey ideas.

Next Generation Standards - Science: SC.8.N.1, SC.8.N.4.

Sponsored by

FPL

Kristy Reinhartz

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David Lawrence Jr. K-8 Center

Mail Code: 5005

305-354-2600

Principal: Bernard Osborn

iLearn Civics

In this project, students become investigative researchers to identify an issue affecting the community (local, state, national or global), obtain policies that address the issue, create an alternative policy that could be more effective and implement an action plan, such as creating an online petition, using social media to promote awareness, or emailing elected officials to redress the issue.

Secondary students use technology in the form of desk top computers, smartphones or tablets to access the Project Citizen eBooks and other related online resources to gather information and to make learning interactive. This project addresses the Common Core Standards for grades six to twelve since it connects project based learning to literacy and social studies to science by the use of student-produced visual presentations that highlight and solve problems, including those with a science basis. To expand the project, students can videotape and upload presentations onto YouTube which can be used as models for future classroom implementation.

"The iLearn Civics program connects students to civic activism as they learn to monitor and influence public policy."

Students

Seventh-grade Advanced/Gifted, Regular and ESE/ELL students participated. It can be adapted for grades three to five using the Project Citizen Level 1 eBook.

Staff

La-Shanda West has been teaching since 2001. Her honors include: Florida Council for the Social Studies Beginning Teacher of the Year (2002); Miami-Dade Council for the Social Studies Teacher of the Year (2005); Teacher Leader Program Miami (2012). She has received $8,000 in grants from the American Library Association, the National Endowment for the Arts, and CiviConnection: Constructing the Past - Creating the Future.

Materials & Resources

For this project, five to seven tablets or computers with internet access are needed for small group instruction. The Project Citizen Level 1 and Level 2 textbooks can be accessed at: www.scribd.com/doc/48667350/ (Level 1) or www.scribd.com/doc/49415417/ (Level 2). Website resources are www.iCivics.org, which provides games and videos, and the Center for Civic Education, www.civiced.org.

The project is most effective if students bring mobile devices to download the Project Citizen eBook to their iPhones or smartphones which provides easy access for independent reading at home.

Standards

Common Core Standards

Language Arts
CCSS.ELA-Literacy.RST.6-8.3: Follow precisely a multistep procedure when performing experiments or technical tasks.
CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information from diverse media or formats (e.g., visually, quantitatively, orally).
CCSS.ELA-Literacy.RST.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
CCSS.ELA-Literacy.RST.9-10.9: Compare and contrast findings presented in a text to those from other sources.

Sponsored by

Florida Matching Grants Program

La-Shanda West

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Centennial Middle School

Mail Code: 6081

305-235-1581 x 2243

Principal: Yamila Carballo

I Never Saw Another Butterfly

In this project, students create their own clay tile wall hanging inspired by the stories, poetry and artwork found in the book, *I Never Saw Another Butterfly.* The drawings and poems are by the children of Terezin, a Nazi concentration camp outside of Prague, and are among the most poignant documents of the Holocaust.

First, the students listen to poetry written by the Terezin children. Then students sketch the imagery the poems conjure up in them. After that, they are shown the artwork from the book. This exposure to the innocent and honest depictions of stark realities as well as images of hope allows the students to see through the eyes of the children what life was like in the camp. Finally, they make a clay tile that reflects their sketches using either relief techniques or adding images onto the tile. The work is completed with under glazes to achieve color layering, a technique that adds a more emotional quality to the work.

The tiles, displayed in a school gallery, serve as haunting reminders of Holocaust atrocities that no child should ever have to witness.

"Through the paintings and poems of children of the Holocaust, students gain an understanding of one of the most tragic events of human history."

Students

More than 100 Fine Arts students in grades nine through twelve participated. Their level of achievement includes regular, ESE and ESOL, many with reading challenges.

Staff

Ms. Goldstein has been teaching for 20+ years dealing with children from all walks of life. She has been nominated multiple times for Teacher of the Year for her schools inside and outside of Miami-Dade County Public Schools. Ms. Goldstein volunteers extensively for The Education Fund, assisting in their annual art auction and art exhibition. She has used this idea for more than 10 years in different forms and medias.

Materials & Resources

Materials needed include sketching materials, clay, underglaze (stroke and coat), clear glaze, Celadon glaze and translucent glaze.

Resources include: the book, *I Never Saw Another Butterfly,* by Hana Volzvkova; Teaching Trunks on the Holocaust including an Arts Trunk, free trunks for all ages with free shipping (each trunk includes posters, artwork, maps, class set of books, dvds and curriculum guide on the Holocaust) from the Florida Holocaust Museum in St. Petersburg, Florida; the online exhibits from the U.S. Holocaust Museum; fieldtrip to the Holocaust Memorial on Miami Beach.

Standards

Sunshine State Standards

Visual Arts
VA.912.S.3.6: Develop works with personal vision
VA.912.S.3.9: Use malleable or rigid materials to construct representational or abstract forms
VA.912.S.3.12: Master tools for various media

Social Studies
SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.W.1.5: Compare conflicting interpretations about world events.
SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

Sponsored by

Robert Russell Memorial Foundation

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Miami Springs Senior High
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Principal: Edward R. Smith

Teaching Trunks on the Holocaust

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

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

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

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

Further study is available through specialized trunks:

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

How to Reserve a Trunk Free-of-Charge

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

Teaching Trunk Advisor

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

Tom W. Glaser
tomwglaser@dadeschools.net

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

M-DCPS Resource on Holocaust Education

Dr. Miriam Klein Kassenoff
Holocaust Education Specialist, M-DCPS
Director, University of Miami Holocaust Summer Teacher Institute
mkassenoff@dadeschools.net, 305-995-1201

View the trunks and attend a workshop on the Holocaust Teaching Trunks at the Idea EXPO Teacher Conference on Saturday, November 16th. Register online at www.educationfund.org.

Sponsored by

The Jack Chester Foundation

Medieval Times Masterpiece

From mosaics to illuminated manuscripts, medieval art activities are colorful and fun projects to create while learning about the Middle Ages. Medieval times are an engaging period to explore that is conducive to art activities and proves to be of high interest for all age groups. Students research, measure and create castles out of recycled boxes. They form and paint 3D dragons. They write and illustrate digital stories about feudal life, infusing sounds such as the dragon's roar or a battle scene using the app Fanfaria. The lessons students learn in art class are reinforced by the homeroom teachers to provide an all-encompassing look into a period of history.

The crowning activity is a massive mural that demonstrates teamwork and depicts village life, knights, dragons, jousts and castles adorned with banners, flags and heraldic shields bearing quips to catch the eye of contemporary students, reminding them to be courteous, courageous, and studious.

"A massive mural becomes the backdrop to a school-wide effort to learn about the Middle Ages as well as work as a team for the common good."

Students

The project was an incentive for best behaved second- to fifth-grade SPED students; Kindergarten and first-grade students also participated based on good behavior. Teachers, staff, parents, and former students painted the mural. The project can be adapted to all ages in both large and small groups.

Staff

Ms. Robinson has been a dedicated art teacher for 14 years with many art and art education awards, notably two-time Teacher of the Year for her school. The mural project began in 2012 and ended in 2013 with countless hours of work before, during and after school by many volunteers!

Materials & Resources

The mural was painted on a 226 foot concrete indoor hall wall. Materials needed are assorted colors of acrylic paint, Gesso to prepare the wall, brushes, palettes, rollers, drop cloths, and a projector and vellum to project drawings onto the wall. Helpful resources are PowerPoints on several themes, a DVD of Medieval Times Dinner Theatre, and a fieldtrip to the Museum of Contemporary Art to view marionettes, a form of entertainment in medieval times. Free resources and videos on medieval times can be accessed at the Khans Academy. FanFaria.com has digital fantasy story books to read.

Standards

Sunshine State Standards

Visual Arts
VA.5.C.3.1: Use elements of art and principles of design when engaged in art criticism.
VA.5.H.3.1: Discuss how skills learned through analysis and art-making process are used to
solve problems.
VA.5.O.2.1: Analyze works of art that document people and events from a variety of places and times to synthesize ideas.
VA.4.f.1.1: Combine art media with innovative techniques to create two and three dimensional works of art.
VA.4.S.3.2: Plan and produce art practicing skills and techniques.
VA.4.H.2.3: Compare use of pattern, line, and form in visual art with other contexts.

Sponsored by

The William J. and Tina Rosenberg Foundation

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305-681-5721
Principal: Maria LaCavalla

App This or App That

For the project, middle school students are given an Earth or Space Science topic and are directed to create an app that would appeal to primary age students from kindergarten to second-grade. To begin, students are introduced to creating apps with a class tutorial on the MIT App Inventor. App Inventor uses a drag and drop interface which makes the process very manageable. In designing an app, one assembles program blocks and specifies how the components behave by visually fitting the blocks together like a puzzle. Components are the basic elements used to make an app. They can be simple, such as a button component one taps to initiate an action, to more elaborate components that send text messages. Over the course of two weeks, from start to finish, teams of up to four students research and create their app.

In this project, students learn to access and navigate the world of mobile services and applications as creators, not just consumers. It empowers them to know they can create useful tools that help others learn.

"Middle school students hone science and tech skills while designing apps to share concepts of everyday science with primary students."

Students

An eighth-grade physical science class participates in teams of four students for one hour daily. The reasearch, prewriting and app creation takes ten hours during two weeks of class time. The project is applicable for grades six through twelve. For large groups, teach the tutorial to the whole group and then break into teams.

Staff

Ms. Coley has taught middle school science for ten years. She was the Rookie Teacher of the Year for Miami-Dade County Public Schools. Ms. Coley has received The Education Fund Adaptor Grant and was a nominee for the American Hero Award.

Materials & Resources

For the app creation and tutorials, students are required to have access to the MIT App Inventor and the Google and MIT websites.

A SMART Board (or a led projector) and portable laptop can be used to teach the whole class at once on the tutorial lessons and to guide online exploration.

Lesson ideas, sample apps, step-by-step tutorials for all levels, organizers, App Inventor Code Snippet Cards and app management materials are available at appinventor.mit.edu and in the Idea Packet for this project on The Education Fund's website. Use of a computer lab or an iPad lab can support project activities.

Standards

Sunshine State Standards

Science
SC.7.E.6.1: Describe the layers of the solid Earth, including the lithosphere and the dense metallic liquid and solid cores.

SC.7.E.6.2: Identify the patterns within the rock cycle and relate them to surface events and sub-surface events.

Mathematics
MA.912.A10.1: Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or exponential functions).

Language Arts
LA.910.3.1.3: Prewrite by using organizational strategies.

Sponsored by

Florida Matching Grants Program

Bridgit Coley

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Renaissance Middle Charter

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305-728-4622

Principal: Ana Cordal

Building Bridges - The "E" in STEM

Originally a Teacher Mini-Grant sponsored by The P.L. Dodge Foundation

In order for students to become "21st Century" learners, it is important to expose them to the components of STEM that promote problem-solving skills and competitive learning, as they move on to middle school and then high school. In the *Building Bridges* project, students learn how engineers work: researching and re-evaluating their designs, improving on what they build and understanding the impact of their structure on everyday living. Bridge construction is an interesting type of engineering that requires the knowledge of how various materials work together, how forces act and, to a certain extent, how humans behave.

Through hands-on manipulation, students learn the advantages and disadvantages of various materials and that the strength of a bridge depends largely on its design. The project can be structured in several ways from weight-bearing competitions to directed uniform building to free-form bridge building in which students control every aspect of the design process and use a range of materials such as manila folders, toothpicks, popsicle sticks, clay or the standard balsa wood.

"Building a bridge is a wonderfully hands-on approach to teaching students about principles of the 'E' in STEM!"

Students

More than 100 fifth-grade students at all levels of achievement participated. It can be an individual or small group project. This project can be adapted to other ages, including primary grades.

Staff

Navia Gomez is the elementary liaison for the DCSTA (Dade County Science Teachers Association). She received the 2009 Science Teacher of the Year Award and the Pearson Most Valuable Teacher Award. During her 14-year career, Ms. Gomez has presented at various conferences and received grants through The Education Fund *(Let Go of My Lego & Let My Smartphone Move It)* and DonorsChoose.

Materials & Resources

Materials for bridge construction include popsicle sticks, toothpicks, clay, cardstock, file folders, index cards, balsa wood, marbles, paper, glue, colored or charcoal pencils, paint, wood or plastic blocks, straws (bendable), duct and masking tape, and aluminum foil.

Resources include: *Building Toothpick Bridges* (Math Projects: Grades: 5-8) by Jeanne Pollard and Dale Seymour; *Building Bridges: Amazing Structures to Design, Build and Test* by Carol A. Johmann; A two-page layout, adapted from *Bridge to Terabithia*, was formatted as a guide to document and sketch proposed bridges.

Award ribbons (100) for winners and participants are optional.

Standards

Common Core Standards

Mathematics
MACC.K12.MP.1: Make sense of problems and persevere in solving them.

MACC.K12.MP.2: Reason abstractly and quantitatively.

Language Arts
LACC.5.SL.1.1: Engage effectively in discussions.
LACC.5.W.3.8: Gather information (print & digital) and summarize

NGSSS Engineering Standards
1.Ask questions and define problems; 2.Develop and use models; 3.Plan and carry out investigations; 4.Analyze and interpret data; 5.Use computational thinking; 6.Design solutions.

Sponsored by

Florida Matching Grants Program

Navia Gomez

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Laura C. Saunders Elementary

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305-247-3933

Principal:
Margaret D. Ferrarone

Destination Learning: Creating Roadmaps for Student Learning

This teaching strategy helps students and teachers leverage valuable resources and time to optimize learning in the classroom. Students develop their own lesson plans based on their individual learning weaknesses. According to the student created lesson plans, students participate in differentiated instructional strategies, such as the following: direct instruction; computer tutorials; project-based learning; and review lessons based on a personalized calendar to optimize their learning.

Students complete exit cards at the end of each day to inform the teacher of any questions they have regarding the content covered in the class. The teacher reviews the exit cards with students individually at the opening of class as an introduction before students move to their designated activities for the day. The teaching tools in this strategy can be used in any subject area including English and social studies to cover instructional units; however, it works best with math and science for content review and remediation.

"Learn how to guide students to invest in themselves and take ownership of their learning."

Students

This project is designed for entire math classes at the high school level, but it can be used with students that need remediation in a particular area. It can be adapted for grades five through eight.

Staff

Tandy Caraway has been teaching in the community for more than 14 years. Her awards include: Teacher of the Year for her school; National Honorable Mention for the American Board for Certification of Teacher Excellence; the Spot Success Award; and a Teach & Inspire Fellowship. Grants include the Florida Learn & Serve, State Farm/UF and Sprint Character Education.

Materials & Resources:

The following materials list includes the minimum resources needed to carry out the project: computer; construction paper; markers; glue sticks; scissors; teacher-created template for the student lesson plans; and a study guide template that can be turned into a lesson plan from the *First Days of School* by Harry & Rosemary Wong.

Additional resources used: *Differentiating Instruction with Menus 6-8: Math* by Laurie E. Westphal; various test prep workbooks; *Classifying K–12 Blended Learning* by Heather Staker & Michael B. Horn; braingenie.com; tenmarks.com; and englishforeveryone.org.

Standards

Common Core Standards

Mathematics
MACC.K12.MP.1.1: Make sense of problems and persevere in solving them.
MACC.K12.MP.4.1: Model with mathematics.

Language Arts
LACC.K12.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.K12.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Sponsored by

Tandy Caraway

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Miami Killian Senior High

Mail Code: 7361

305-271-3311 x2277

Principal: Thomas Innes

Edible Labs

Combining food with science motivates middle school students to learn and helps them retain the everyday science learned in these engaging labs. For example, after a unit on thermal energy, students perform a lab that heats corn kernels three different ways to determine which heat source is quickest. Students perform the lab using the scientific method. They define and discuss convection, conduction and radiation to build background knowledge, form a problem statement, and determine their hypothesis. Upon completion, students report their data, discuss their findings and eat the popcorn.

Other favorite labs include the Oreo Lab in which the moon phases are formed with cookies and an Edible Cell Lab in which students choose a cell to draw with all its organelles intact and define the function of each. Supplied with an array of candy shapes (a chart shows what each candy represents), vanilla frosting (cytoplasm) and food coloring, students construct their cell, photograph it, eat it and leave not a trace to clean-up!

"Middle school students will work for food! Get their attention with food while engaging them in the scientific method."

Students

Seventh-grade and eighth-grade classes participated. This project can be adapted for younger or older students. It can be modified to a demonstrative lab with students presenting a lab or a portion of a lab to the class.

Staff

Rebeka Perez has taught for five years and was voted Rookie Teacher of the Year at Doral Middle School. She now teaches alongside her colleague, Bridgit Coley, with an innovative administration in a Doral charter school. This year, Ms. Perez was awarded an IMPACT II Adaptor grant from The Education Fund to buy technology for an Earth and Space Science project.

Materials & Resources

Materials needed: a microwave, hot-air popper, hot plate or stove, three bags of microwavable corn, measuring cup, three cups of corn popping kernels, three pans of Jiffy Pop, three timers, a skillet or sauce pot; cooking oil, index cards; lab notebooks; eight Oreo cookies per student; graham crackers; chocolate bars, marshmallows, sterno or candle votive; candies such as Hot Tamales, gummy worms, Nerd Rope, Airheads, Twizzlers (red & green), Skittles, etc.

Parents and students are asked to provide the candies and food items as well as to donate or loan the kitchen supplies and equipment.

Standards

Sunshine State Standards

Science – Seventh-grade

SC.7.P.10 and SC.7.P.11: Energy transfer and transformation. Recognize that adding or removing heat from a system may result in a temperature change and possibly a change of state.

SC.7.N.1.1: Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

Eighth-grade Science - Use labs as a review for FCAT.

Sponsored by

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Renaissance Middle Charter School

Mail Code: 6028

305-728-4622

Principals: Paul Thompson and Ana Cordal

Future Entrepreneurs in Every Direction (F.E.E.D)

F.E.E.D encompasses different ages of students working together for a common cause: raising funds for a charity. To begin, students research the concept of helping a poor family, not with a one-time gift of money, clothes or food, but with a goat or cow or seeds that will help to sustain their everyday village life. Then to help in the effort, elementary school students learn the basics of setting up a business, including creating a business plan and researching what inexpensive items students are apt to buy. Students collaborate on creating products to sell to raise money for the charity at a school-wide F.E.E.D. Market Day. High school students mentor elementary students in the process of print and video advertising which airs on the school TV. Middle school students help the younger ones the day of the market to price their items, set-up their booths and sell their wares.

Through this endeavor, students preview the world of business, become active stakeholders in a service project and learn to work together for a common goal!

"Students of all ages collaborate as entrepreneurs to make and market student-created items to raise funds for a charity."

Students

Five-hundred participating students are divided into three grade levels: third-grade Gifted Math and Science, eighth-grade Social Studies and tenth-grade Language Arts Honors.

Staff

Dr. Minerva Santerre is National Board Certified and holds a doctorate degree in Science education. She received the National Outstanding Earth Science Teacher Award in 2011.

Ms. Singh received the Rookie Teacher of the Year award in 2005. This project is a great way to involve parents and community partners in the educational process.

Materials & Resources

Materials needed for the project include: journals, poster board, markers, and card stock; a dvd of *Willy Wonka and the Chocolate Factory*; brochures from the Heifer Project and other charities; arts and crafts supplies to make the Market Day products available at stores such as Joanne Fabrics, Pearl Art Supplies and Michaels Arts and Craft; and baked goods and refreshments to sell at Market Day purchased at Whole Foods or Publix Super Markets;

Bus transportation may be needed for the middle or high school students to travel to the elementary school.

Standards

Sunshine State Standards
SS.3.G.4.3: Compare the cultural characteristics of diverse populations.
SC.4.L.17.4: Recognize ways plants, animals, and humans impact the environment
LA.5.6.4.1: Use appropriate technologies to enhance communication.
SS.7.E.3: Learn concepts and interrelationships of the United States economy in the international marketplace
SL.9-10.1: Participate in discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Sponsored by

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Frank C. Martin K-8

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Robert Morgan
Educational Center

Flip It

Originally a Teacher Mini-Grant sponsored by the P.L. Dodge Foundation

This strategy is about putting the responsibility for learning where it belongs: on the students. Flipping the classroom allows students to view content at home via video on their own devices and arrive at class prepared to discuss the material. This process permits students who understand the concepts to move forward while the teacher works with those who need additional assistance. Instruction in the classroom is more focused as students can refer back to the videos as needed.

When teaching a concept that is difficult for students to grasp, the teacher can videotape and post a lesson that thoroughly explains the concept to the class community on Edmodo, an educational social learning platform. Besides giving students continuous access to the content, the site also allows students to take a teacher-posted quiz and record their responses. This allows the teacher to address any gaps in learning in the next class. Viewing video lessons before class builds background knowledge in preparation for the lesson and reserves class time for differentiated instruction.

"Video lessons enable content review anywhere, anytime which reserves class time for differentiated instruction."

Students

Fourth- and fifth-grade students with FCAT scores ranging from Level 1 to Level 5 in math and reading participate daily. It can be used with any grade level.

Parents of children in the primary grades, should view the videos to enable them to assist with homework and projects. Students in the fourth to twelfth grades are more independent and require less parental oversight.

Staff

Marcelle Farley is a National Board Certified teacher and has taught for 18 years. She has received grants from The Education Fund for *Animate It* and *Using Technology to Enhance Science Education*.

Materials & Resources

Materials include a video camera to record videos, a computer, a projector, and an account at Edmodo, a social learning site for teachers and students.

The accompanying Idea Packet for this project (available at The Education Fund's website) provides tips on creating videos, a list of useful resources and websites, and examples of lessons that motivate students.

The most helpful resource for videos is the Discovery Education website. For students who do not have Internet access at home, they can visit the public library to use computers.

Standards

Common Core Standards

Literacy

CCSS.ELA-Literacy.RI.5.3: Explain the interactions between two or more individuals, events, or concepts in a text based on specific information in the text.

CCSS.ELA-Literacy.RI.5.7: Draw on information from multiple sources, demonstrating the ability to locate an answer to a question or solve a problem.

CCSS.ELA-Literacy.SL.5.2: Summarize information presented in diverse formats, including visually, orally, and quantitatively.

CCSS.ELA-Literacy.SL.5.5: Include multimedia components in presentations.

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Florida Matching Grants Program

Marcelle Farley

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Joella C. Good Elementary

Mail Code: 2181

305-625-2008

Principal: Lizette O'Halloran

H.O.T. Math Problems Worth Writing About!

The purpose of this project is to improve students' problem-solving skills by assisting them in writing their own H.O.T. (higher order thinking) questions on selected benchmarks in the Common Core Standards for Mathematics. After each benchmark skill chapter in the Go Math! textbook, students review key math words and questions used in problem solving. Students then write math story problems incorporating the classroom's current monthly theme. For example, during National Frog Month students read non-fiction books about frogs and use the facts learned to develop a math problem and a solution story with questions for classmates to solve.

Following the writing of the initial draft, editing conferences are held with the teacher. Then students re-write and illustrate their math story problems. The students' final stories are published in a class book. For review, students work through the math book and attempt to solve the problems independently or as a team, checking with the author of the story for the correct answer!

"This project teaches students how to apply and use higher order thinking skills by engaging them in creating a class book of math story problems."

Students

Third-grade students participate in Go Math chapter activities. The project can be adapted for any grade level and can be used during differentiated instruction with smaller groups, as it improves problem-solving skills. Students have shown improvement on math assessments. It also encourages reading in the content area, a vital common core standard.

Staff

Ms. Winschel has been a teacher for 29 years and was selected the 2013-14 Laura C. Saunders Elementary Teacher of the Year. Assistants are not needed to help with the project, as it is conducted in the classroom during instructional time.

Materials & Resources

Materials needed include: 12 inch x 18 inch construction paper, colored copy paper, colored pencils, crayons, glue and book binding spines for the school's book binding machine. Seasonal items include doilies, napkins, felt cutouts, and paper with various designs. Literature books, such as *Green Eggs and Ham* and *Juan Ponce de Leon*, and non-fiction books on frogs or other topics depending on the monthly class themes.

Resources include utilizing the school media center for books, the Internet for research, and the GO Math series, which is aligned to the Common Core.

Standards

Common Core Standards

Mathematics
CCSS.Math.Content.3.OA.A.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

Language Arts
CCSS.ELA-Literacy.RI.3.1: Ask and answer questions to demonstrate understanding of a text.,

Writing
CCSS.ELA-Literacy.W.3.5: With guidance from peers and adults, develop and strengthen writing by planning, revising, and editing.

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Rod and Lucy Petrey

Tamara Winschel

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Laura C. Saunders Elementary

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Principal:
Margaret Ferrarone

M.A.D. about Science (Many Adults Devoted to Science)

Family Science Night was conceived to excite the whole school community about science by training teachers and parents to use more science labs and rely less on the textbook. Teaching science through hands-on learning not only increases students' interest in science, but more importantly, it also teaches them how to think critically and apply their knowledge to solve problems.

During the Family Science Nights, parents, with their child, explore labs such as testing for acids and bases in different materials, observing water pressure with plastic bags, and learning how to separate colors using the science of chromatography. The final experiment is to make gummy drops, which is a fun and scientific way to observe chemical reactions and to make candy! The school takes on the look of a research facility as students swarm about in lab coats they have made out of old men's shirts or t-shirts. Donning a lab coat gets students into the mindset that whenever they "do" science they ARE scientists!

"This whole school effort immerses students in hands-on labs to challenge them to think critically and problem solve."

Students

Third- to fifth-grade students develop background knowledge in science through Thinkfinity.org and hands-on activities. Science is taught daily for one hour and labs are conducted weekly for one hour. Grouping in small groups allows each student to participate in experiments.

Staff

Ms. Brody has taught for 28 years and is currently teaching fifth-grade gifted students. She received a Thinkfinity Verizon Grant and has received many IMPACT II Adaptor Grants from The Education Fund. A parent volunteers weekly to set up and maintain the labs.

Materials & Resources

Resources include: the Aims Education Foundation Science workbooks; Thinkinfinity.org, which provides usable labs; teacher-created Idea Packet with websites of labs and instructions for the lab coat. Materials to make the lab coat are men's long sleeve old white shirt or a long-sleeve t-shirt, stitch witchery, iron-on Velcro, an iron and fabric markers.

Parents can donate household materials for the labs, such as vinegar, food coloring, baking soda, etc., and act as Visiting Scientists. The PTA helps host the Family Science Night. A small lab fee from each student may be needed to cover the costs.

Standards

Sunshine State Standards

Science
SC.5.N.1-The Practice of Science A: Scientific inquiry is a multifaceted activity. The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

Common Core Math Standards
CCSS.Math.Content.5.MD.C.5: Geometric measurement: understand concepts of volume.
CCSS.Math.Content.5.MD.B.2: Represent and interpret data

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Principal: Dr. J. Thompson

Science Camp Days: Exploring Science through Hands-On Camp Days

During in-school camp days, an entire grade level is grouped for rotation from classroom to classroom with each site providing an astounding hands-on lab for students to explore science concepts. Throughout the camp day, students experience a variety of labs and PowerPoint presentations that include sample FCAT review questions. Each classroom experience is packed with activities that make the camp an exciting and highly anticipated day of learning for students.

For example, in the buoyancy and density lab, students create a seven layer liquid column and learn how to find the density of the liquids based on the weight. They watch as the layers sit on each other just like the math said it would. The lab also includes a tub of water and plastic bags which is an effective but simple way for students to see and feel water pressure. This leads to another lab on displacement of water and the math used to make a boat float. Each lab's activities tie together all the science lessons taught in the preceding nine weeks.

"Fun, interactive classroom science 'Camp Days' review, reinforce and prepare students for state and district assessment."

Students

The project is implemented with 150 fifth-grade students grouped randomly. The Camp Days can be set up after each nine-week period or can be used as a two-day review before the FCAT science test. Camp days can be adapted for all grade levels. It can also be completed over several days with only one rotation per day.

Staff

Margie Archer-Seaman has taught for 19 years. She holds a Master's in Reading Education and has taught gifted math and science for ten years. Additional help is useful, particularly in labs with many hands-on activities, such as buoyancy and electricity.

Materials & Resources

Each of the science classrooms is set up according to the activities for the day. Most of the materials used are from district-provided science kits. Other items are available at the grocery store.

The companion Idea Packet for this project includes two Camp Day booklets for students with lab information (to include in Interactive Science Journals), PowerPoints for each session, lab sheets, schedule of rotations, and additional materials and ideas for "down" time or quick learners. Rotations can be added to accommodate a guest speaker, such as a meteorologist to discuss the weather.

Standards

Sunshine State Standards

Science
Big Idea 8: Properties of Matter
SC.5.P.8.1: Properties of Solids, Liquids, and Gases
Big Idea 9: Changes in Matter
SC.5.P.9.1: Physical and Chemical Changes
Big Idea 11: Energy Transfer and Transformation
SC.5.P.10.4: Electrical Energy Can be Transformed
Big Idea 5: Earth in Space and Time
SC.5.E.5.1: Our Galaxy
Big Idea 7: Earth Systems and Patterns
SC.5.E.7.1: Water Cycle
Big Idea 14: Organization & Dev. of Living Organisms
SC.5.L.14.2: Comparing Plant & Animal Organ Functions

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Principal: Christine Guerra

Students, Satellites and the Sea

In this project, students develop a "sense of place," an integration of geology, ecology, and cultural history of an area, as they complete a study of Florida history and the local mangrove ecosystem through a series of land-based and water-based scavenger hunts. Using GPS receivers, students find hidden clues on Florida landmarks, flora and fauna strategically placed (by coordinates) all over a local park basin.

The project consists of a series of scaffold activities which clarifies and demonstrates the processes involved in basic navigation and orienteering in order to enlighten students to the "magic" behind GPS technology. The *Educaching* curriculum of innovative math and science lessons applies basic concepts of mapping using a compass and coordinates. Continuing on to more advanced concepts, such as the use of triangles and satellites, further demystifies geospatial technology for students and helps them to understand the geography and ecology of their hidden treasure – the place they call home.

"Students develop a sense of place and an understanding of geospatial technology and navigation through scavenger hunts of their own Florida backyard."

Students

This project was designed for seventh-grade students. If the project's water-based scavenger hunt is used, students need to pass the swim test, learn basic kayak skills and meet the other regulations of the M-DCPS Kayak program.

Staff

Laurie Futterman, ARNP, MSN, is a former 23-year cardiac transplant nurse practitioner. She has been teaching middle school science for six years and currently is the science department chair. She has received numerous corporate grants for her innovative ideas and projects that incorporate a multidisciplinary approach.

Materials & Resources

Items needed: the novel, *JAGUAR*, by Roland Smith; latitude/longitude resource at nationalatlas.gov; GPS resource at gpsinformation.net; Garmin eTrex GPS hand-held receivers ($105/unit); AA batteries; index cards; lamination material; compass; Educaching (educaching.com) curriculum kit: curriculum in CD format with customizable templates, tractable geocoins (4 for $60), and student field sheets. The manual provides easy to follow instructions and innovative math and science lessons.

A background resource is *Sense of Place in Middle School* by Sheppard & Lipson, Science Scope, March 2013.

Standards

Common Core Standards

Mathematic Content

HSN-VM.A.1: Recognize vector quantities as having both magnitude and direction.

HSN-VM.A.2: Find the components of a vector.

English/Language Arts/Literacy

RST.6-8.1: Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.4: Determine the meaning of symbols and key terms used in a specific scientific or technical context.

RST.6-8.7: Integrate technical information expressed in words in a text with information expressed visually.

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Yamaha Contender Miami Billfish Tournament

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David Lawrence Jr.
K-8 Center

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Principal: Bernard Osborn

THE EDUCATION FUND

Tech (Web 2.0) Tools for the Tech-Less Teacher

Because of technology, students today are wired differently, live in a different world and speak a different language. Incorporating tech tools into students' instruction is crucial and beneficial to their development. This project shows teachers how they can take their traditional lesson plans and enhance them with technology to produce interactive, stimulating lessons that engage students in the curricular content. Utilizing apps associated with the Web 2.0 tools allows students to access classroom content anytime and anyplace on their mobile devices. This enables them to learn at their own pace, replaying and reviewing lessons as needed.

Use of Web 2.0 tools enable students to collaborate, create, reflect, and make meaningful connections. Tools, such as Articulate and Voicethread, are helpful in producing interactive lessons about literature and writing. Other technological tools, such as Prezi, Photostory and Animoto, allow students to demonstrate their learning in original and imaginative ways.

"With Web 2.0 tools, teachers are one click away from turning dull lessons into thrilling, interactive presentations."

Students

Tenth-grade students in Honors and Honors Gifted Language Arts participate in the project. The project can be used with any grade level or subject area as it provides tools to deliver instruction with options for students to demonstrate learning.

Staff

Ms. Singh is an English/ Language Arts instructor for Honors and Gifted students, has taught for eight years and was voted Rookie Teacher of the Year for M-DCPS. She has received funding from The Education Fund, Florida Learn & Serve, the College Board, Donorschoose.org and Florida Humanities Council.

Materials & Resources

Materials needed include one computer, Internet access, a projector (which can be borrowed from media center), or a USB cable to attach the computer to the TV.

Other tools that can be used but are not required include smart phones, iPads, iPods, tablets (brought in by students for BYOD instruction), cameras, SMART Board, and an ELMO Document Viewer.

Because technology changes so quickly, utilize tech-savvy guest speakers, parents or students to teach the class how to use the latest tech programs and apps.

Standards

Common Core Standards

National Educational Technology Standards for Teachers

1. Teachers use their knowledge of subject matter and technology to facilitate experiences that advance student learning
2. Teachers design, develop, and evaluate authentic learning experiences and assessment
3. Teachers exhibit knowledge, skills, and work processes representative in a global and digital society
4. Teachers understand local and global societal issues and responsibilities in an evolving digital culture
5. Teachers improve their professional practice

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Michelle Singh

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Robert Morgan Educational Center

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School Phone: 305-253-9920

Principal: Kimberly Davis

Terrific Teaching with Technology

Children are fascinated with storytelling and seeing and hearing themselves. So what better way than to combine these elements into a project that uses the technology students thoroughly enjoy? With an iPad, students can video themselves or a classmate reading a poem or book passage and play it back multiple times as a means of improving their fluency, word recognition, intonation and phrasing.

Another application on the iPad that sparks interest in reading and writing is the iBook because of the interactive experience with embedded videos, live websites, music, sound effects and even quizzes! One of the iBooks the students created was on the school's edible garden incorporating their photos and stories and even a time lapse video on the planting and harvesting of vegetables.

Another activity with endless possibilities is "digital storytelling." First, the students gather and organize the content to make a storyboard. Then they use the iPad or a computer to pull it all together to create videos, poems or songs to convey a story. Finally, the students proudly share their stories.

"In student-created iBooks the pages come alive with embedded videos, live websites and sound effects to capture the imagination of all!"

Students

Kindergarten through fourth-grade students participated in the project.

Staff

Nancy Sale has been teaching for 27 years and is a longtime member of the Dade Reading Council. She has received numerous grants from The Education Fund, Sierra Club and the League of Environmental Educators of Florida. She has been a presenter at the IMPACT II Idea EXPO for 13 years and at the Florida AG in the Classroom Conference. For the past four years, she has presented *Butterfly Bonanza* at the National Science Teacher Association Conference.

Materials & Resources

A classroom equipped with two computers, an iPad and LCD projector is needed. Ideally, the students would bring their own mobile devices, such as smartphones, Kindle Fire or iPads. The school's SMART Board can supplement the lessons as these can be downloaded for independent reading at home.

A field trip to the Apple Store is useful to expose the students to Apple technology and available resources. A guest speaker from the Apple Store can also be arranged to share the many usages of the iPod and iPad. Buying the "One on One" training or attending free Verizon or Apple workshops is helpful.

Standards

Common Core Standards

First Grade: CCSS Writing W.1.6. With guidance from adults, use a variety of digital tools to produce and publish writing.

W.1.7. Participate in shared research and writing projects.

W.1.8. With guidance from adults, recall information from experiences or gather information from provided sources to answer a question.

Third Grade CCSS Writing: W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather from print and digital sources; take notes and sort evidence into categories.

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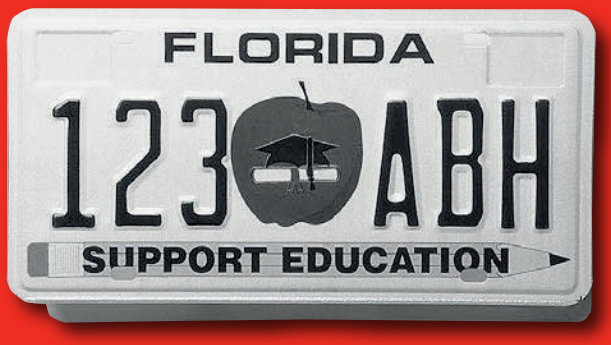

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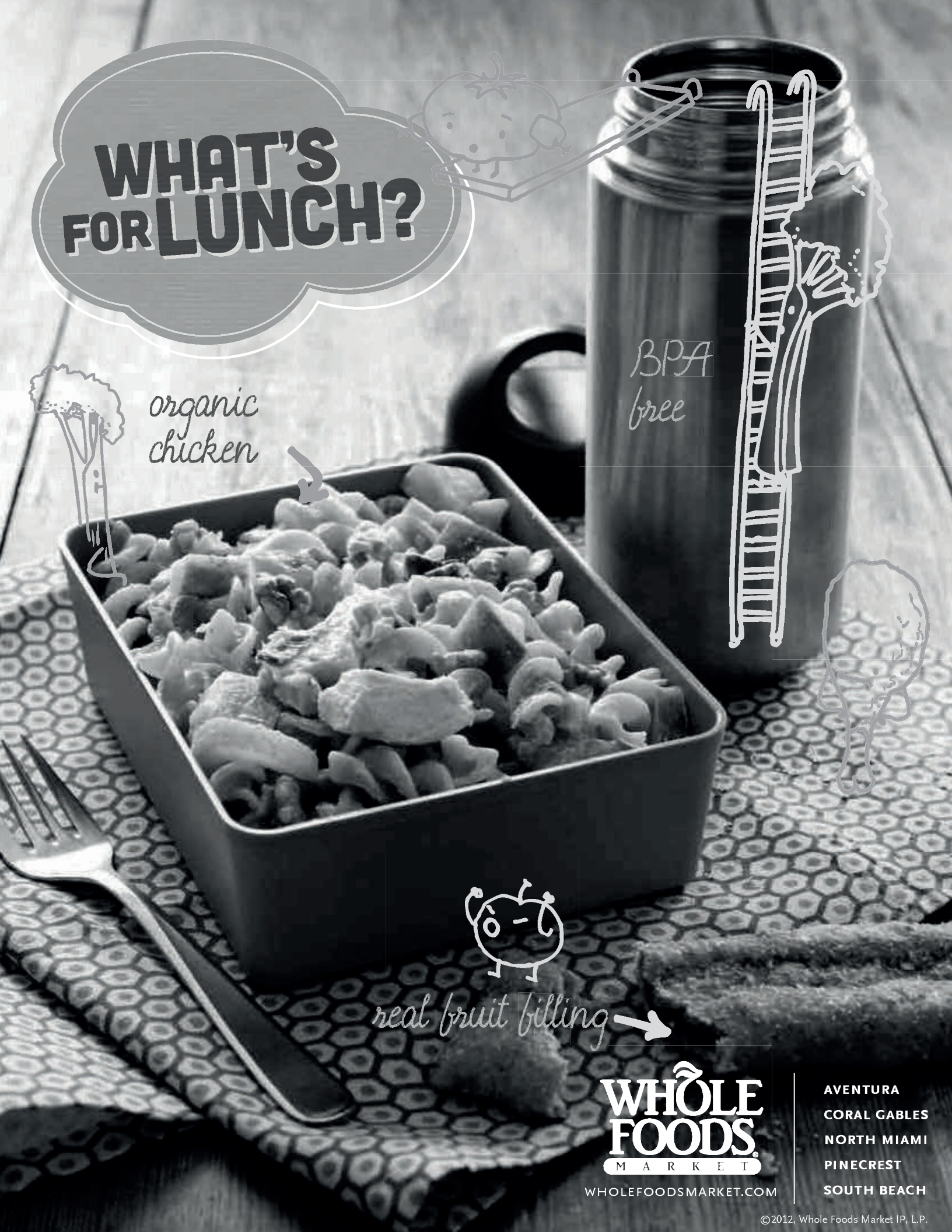

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- Operates in 50 schools throughout the district.

Recognitions

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Results – Increases in Academic Achievement and Improvements in Eating Behaviors

73% of students had gains in science scores pre- to post-testing

98% of students increased their interest in science

93% of students increased their ability to work in teams

55% of students increased their willingness to eat healthy foods

54% of students increased their knowledge of nutrition

48% of students had a noticeable improvement in their eating habits

52% of students, who had the most unhealthy eating habits, improved their eating habits

To Learn how your school can implement the Edible Garden program:

- E-mail Juli Zeno at jzeno@educationfund.org
- Attend the Plant-a-Thousand Gardens CNI workshop at the Idea EXPO on Sat., Nov. 16.
- View more information online at www.educationfund.org

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In 2009, The Education Fund was selected as one of only three sites in the U.S. to:

- Participate in a national initiative to increase college readiness, access and success
- Create a demonstration model in three high schools, and
- Convene community partners to champion solutions to college access and success issues

Together, The Education Fund and Miami-Dade County Public Schools embarked on an ambitious model in three demonstration schools: Miami Beach Senior High, Miami Southridge Senior High and Westland Hialeah Senior High. CPSP expanded in 2012-2013 to add three more schools: Miami Jackson Senior High, Booker T. Washington Senior High and Homestead Senior High. An additional three schools will join CPSP in 2013-2014.

Results:

- 34% increase in college enrollment rates
- 30% increase in college persistence rates
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The CPSP SmartPath Model

- Stipend position in each school to coordinate activities
- Asset Mapping by school staff to determine which research based strategies are in place and which need to be strengthened
- Implementation of strategies from an "Asset Roadmap"
- College clubs lead by teachers (stipend positions)
- College visits to excite students about college
- Tutoring to prepare for the college entrance exams
- FAFSA Marathons to help parents with online financial aid
- Community partner meetings with business and nonprofit partners working together with school staff to expedite the delivery of resources to students

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Generously sponsored by Ocean Bank for more than 20 years, The Education Fund's Ocean Bank Center contains aisles and aisles of material donated from local businesses. There's no end to what your students can achieve with FREE materials from the Ocean Bank Center!!

Up to 1,000 teachers visit the Ocean Bank Center every year. You should too!!!

Every K-12 teacher working in the public schools of Miami-Dade is entitled to a shopping visit every six months. Visits are on selected Wednesdays 2:00 p.m. – 6:00 p.m., Thursdays 3:00 p.m. – 7:00 p.m. and Saturdays 9:30 a.m. – 1:00 p.m.

Sign-Up for a visit. It's easy and simple!

- Go to The Education Fund's Web site at www.educationfund.org.
- Select the program, Ocean Bank Center for Educational Materials. Click on "Request a Visit."
- Fill-out the online form, "Request a Visit," and submit.

Via email you'll receive a "pass to visit" for the next available day.

See you at the Ocean Bank Center!

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