



# 18TH ANNUAL TEACHER IDEA EXPO

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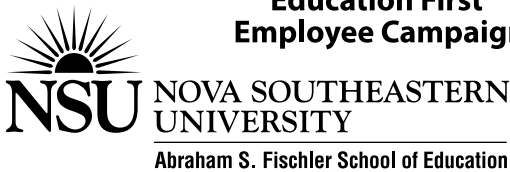
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Education First  
Employee Campaign



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# MAXIMIZE YOUR IMPACT EXPERIENCE



## **1. Explore New Teaching Ideas**

The teaching ideas found in this catalog were developed and used successfully by teachers who received a Disseminator grant to package and market their teaching strategy through curriculum packets, visual displays and workshops. The projects found in these pages can be used exactly as they are, or modified to meet your classroom's special needs. We encourage you to use the book as an idea file and keep it handy for easy reference throughout the year.

## **2. Attend the Teacher Idea Expo**

### **Get New Ideas**

IMPACT offers you grant-winning workshops, gift bags, exciting door prizes, a luncheon, a display exhibition, and the opportunity to interact with more than 50 teachers and visual displays of their projects.

## **3. Each Expo participant will receive all the Idea Packets on a USB Flash Swivel Drive**

An Idea Packet USB Flash Swivel Drive is available for every project featured in this catalog. It contains course outlines, lesson plans, resource lists, student worksheets, and other tools to help the educator adapt the project for their classroom - all in stunning color.

## **4. Apply For an Adapter Grant!**

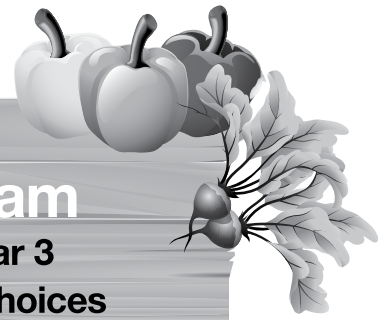
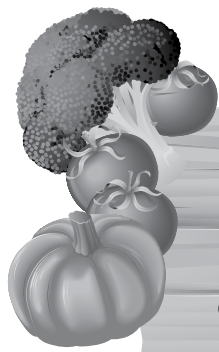
To purchase materials to adapt one of the ideas featured in this catalog, apply for an Adapter Grant. Here's how to qualify:

- A)** Select an idea from the BEF Teacher catalog.
- B)** Attend the EXPO or have a one-on-one visit with the Disseminator.
- C)** Find the project Idea Packet on the USB Flash Swivel Drive. Discuss with the project Disseminator your ideas for implementing the project with them.
- D)** Complete and submit the Adapter application on-line at [www.browardedfoundation.org](http://www.browardedfoundation.org).  
Deadline: February 27, 2015.

## **5. Become a Teacher Idea Disseminator and be featured in next year's catalog**

BEF awards \$1,000 Disseminator Grants to educators willing to share the successful teaching strategies that they designed and implemented in their classrooms. Any Broward County public and charter school educator may apply to be a Disseminator and become a member of the IMPACT network using the application in the center of this catalog.

The Broward Education Foundation's 2015 Teacher Idea Expo will be held on Saturday, January 31, 2015, at the Nova Southeastern University Health Care Professions Building, Davie Campus, from 8:00 am to 3:30 pm. To pre-register for the Teacher Idea EXPO, simply fill out the registration form in the center of this catalog.



# Garden Delights Program

## Broward Education Foundation's Year 3

### Garden Delights-Team Up for Healthy Choices



In an effort to encourage kids to eat more fresh vegetables, the Broward Education Foundation has started their second year "Garden Delights-Team Up for Healthy Choices" with more than \$85,000 in donations from the Health Foundation of South Florida, Wells Fargo and Flamingo Road Gardens Nursery. The goal of the program, according to Thomas Severino, the president and CEO of the Broward Education Foundation is to "improve students' attitudes about nutrition, encourage them to eat more fresh vegetables and fruit and engage parents as well in the switch to healthier food choices at home."



Sixteen low income Broward schools are participating in this program by designing, installing, maintaining and harvesting vegetable gardens. Garden Delights includes lessons for students about gardening and healthy eating. They will learn skills that incorporate math, science, reading and writing. Parents also are involved in this integrated, curriculum-based program. Partnerships are in place with Marando Farms, the Florida Department of Agricultural and Consumer Services, STEM and Instructional Services, as well as other departments throughout the School Board of Broward County.



#### Broward Schools participating are:

- Attucks Middle in Hollywood
- Bennett Elementary in Fort Lauderdale
- Colbert Elementary in Davie
- Crystal Lake Middle in Pompano Beach
- Deerfield Beach Elementary
- Dillard Elementary in Fort Lauderdale
- Discovery Elementary in Sunrise
- Endeavour Primary Learning Center in Lauderhill
- Hollywood Park Elementary in Hollywood
- Lake Forest Elementary in Pembroke Park
- Liberty Elementary in Margate
- Maplewood Elementary in Coral Springs
- Miramar Elementary
- Palm Cove Elementary in Pembroke Pines
- Rock Island Elementary in Fort Lauderdale
- Tropical Elementary in Plantation



Each school will receive up to \$2,000 to install edible gardens; up to four classroom teachers and their students will participate. Teachers will attend five trainings where they will learn about gardening, nutrition and integrating curriculum into their classrooms. A master gardener will assist with the installation of the gardens and monitor the care.

For further information on Garden Delights Program, please contact our office at 754-321-2032 or email Coco Burns at [Colette.burns@browardschools.com](mailto:Colette.burns@browardschools.com).



# Calendar of Events - 2014-2015



## YEAR ROUND

Free Supplies!! The Broward Education Foundation's Tools for Schools Broward provides needed school supplies, paper, pencils, markers, incentives, etc.

### JANUARY

Workshop on Workshops - (For Teachers)  
Disseminators will learn how to give a precise and to-the-point presentation and find out details about the EXPO.

The Broward Education Foundation's Teacher Idea catalog is published, which is full of proven teaching strategies to pump up life in your classroom. This catalog also contains grant applications and is sent to all Broward County Public School teachers.

The largest local teacher conference by teachers for teachers here! The Broward Education Foundation's Teacher Idea Expo will be held Saturday, January 31, 2015 at Nova Southeastern University.  
Look for the registration form in schools or on our Website: [www.browardedfoundation.org](http://www.browardedfoundation.org).

### FEBRUARY

### MARCH

Need money and a great idea? Apply for the Broward Education Foundation's Adapter Grant (applications due February 27, 2015).  
Adapter Grant applicants notified.  
BEF allocates money for great, proven teaching ideas. Apply for the Broward Education Foundation's Disseminator Grant (applications due April 1, 2015).

### APRIL

BEF Teacher Grant Awards Ceremony - April 2, 2015.

### MAY

Disseminator applicants notified.  
The 19th Annual Broward Education Foundation Celebration - a fun-filled fundraiser  
The county's most successful one-day fundraising event.  
Friday, May 08, 2015, at TBA

### JUNE

Disseminator Orientation Meeting -  
Disseminators will learn how to put together their Idea Packets.

### AUGUST

Tools for Schools Broward ready for shopping.  
The Broward Education Foundation Scholarship Awards Ceremony, Wednesday, August 5, 2015.

### SEPTEMBER

Teacher Idea Packets due.

### OCTOBER

October 2015, 5:30 PM - Board Social  
Education First Employee Campaign  
Hall of Fame Distinguished Alumni Awards Breakfast.

### NOVEMBER

Education First Campaign ends.

### DECEMBER

December (Joint Meeting w/ School Board)  
Joint meeting with School Board & BEF Board December.

\*Dates are subject to change.

#### TO CONTACT US...

**THE BROWARD EDUCATION FOUNDATION**  
600 SE Third Avenue, 1st floor  
Fort Lauderdale, FL 33301  
Phone: 754-321-2032  
FAX: 754-321-2706  
Website: [www.browardedfoundation.org](http://www.browardedfoundation.org)



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18<sup>th</sup> Annual Teacher Idea Expo Sponsored by BrightStar Credit Union

2-5 Expo Pre-registration

6 Disseminator Network

**Pre-register today for the Broward Education Foundation's 18th Annual Teacher Idea EXPO- Sponsored by BrightStar Credit Union**

**For more information, turn to the insert pages.**

**BEF Teacher Catalog is sponsored by: The Forum Publishing Group**

**A Big THANK YOU to the EXPO Planning Committee!**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Amy M. DeCelle</li> <li>Annette V. Cunningham</li> <li>Carlotta A. Rody</li> <li>Danielle J. Thomas</li> <li>Dr. Megan Nocerino</li> <li>Fatima E. Barakat</li> <li>Gastrid Harrigan</li> <li>Ines D. Sanchez-Sosner</li> <li>Latisa W. Nelson</li> <li>Lillian Cruz-Collins</li> <li>Lindsey M. Agoglia</li> <li>Lisa V. Milenkovic</li> </ul> | <ul style="list-style-type: none"> <li>Luisa Hanfling</li> <li>Lydia E. Knighton</li> <li>Mae H. Young</li> <li>Maritza E. Morel</li> <li>Merilyn B. Johnson</li> <li>Michelle Weiss</li> <li>Nerissa B. Street</li> <li>Pamela S. Davis</li> <li>Rebecca A. Reichert-Cuffe</li> <li>Rosina F. Bencivenga</li> <li>Tara M. Dukanauskas</li> <li>Tara Pasteur</li> </ul> |
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# Attention Teachers!

Register now for South Florida's largest teacher curriculum conference!

## The Broward Education Foundation's 18<sup>th</sup> Annual Teacher Idea Expo

*Sponsored by BrightStar Credit Union*

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| • Free Workshops and Curriculum          | lanyard with the entire Curriculum |
| • Effective, dynamic teaching strategies | for all the Projects               |
| • Breakfast, Lunch & Snack Included      | • Earn Ten In-service Points       |

Raffles, Gift Bags and Lunch! • Saturday, January 31, 2015

8:00 am - 3:30 pm

Nova Southeastern University • Health Care Professions Building, Davie Campus

This year's special presentation!

**Brian Haggerty**

Author, Speaker, Mentor and Educator

- |                                     |   |
|-------------------------------------|---|
| • How to Engage and Excite Students | • Building Masterful People Skills for Life |
|-------------------------------------|---|

Look for our catalogs and registration forms in your mailboxes after January 5, 2015.



Pre-register by Friday, January 23<sup>rd</sup>, 2015 for only \$40  
(breakfast, lunch & snack included)

Register on-line on our website [www.browardedfoundation.org](http://www.browardedfoundation.org)

# Broward Education Foundation Hall of Fame Distinguished Alumni Awards

## LOOKING FOR ALUMNI OF BROWARD COUNTY PUBLIC SCHOOLS

### Ideal candidates must have:

- attended the Broward County Public School System
- achieved excellence in their profession
- made a positive imprint on education
- made significant contributions to society
- been recognized for outstanding achievement in any field

NOMINATIONS WILL BE ACCEPTED UNTIL MAY 1, 2015. TO COMPLETE A NOMINATION APPLICATION, VISIT [WWW.BROWARDEDFOUNDATION.ORG](http://WWW.BROWARDEDFOUNDATION.ORG) OR CALL 754-321-2030.

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- Aquacultures/ aquaponics
- Bio-fuels/bio-diesel
- Drip irrigation & water conservation
- Florida fresh, local, seasonal eating
- Rescued farm animals



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# STEM - Science, Technology, Engineering & Math Profiles

**WELLS  
FARGO**

By developing, promoting and funding emerging initiatives that benefit the community, the Foundation serves as a direct support organization of Broward County Public Schools, offering scholarships, teacher grants, classroom supplies and district-wide recognition that provide opportunities for individuals to develop their potential skills. The Foundation serves as a catalyst for educational excellence.

## The Broward Education Foundation's Tools for Schools Broward Center



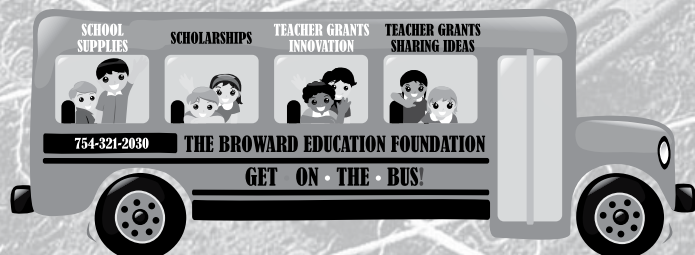
Tools for Schools Broward Center, located on Copans Rd. in Pompano Beach, is a school supply store where Title I teachers can shop for their students and classrooms twice a year at absolutely no cost.

Thanks to our many generous donors, much needed supplies valuing over \$740,000 were distributed last year.

### **Education First Employee Campaign**

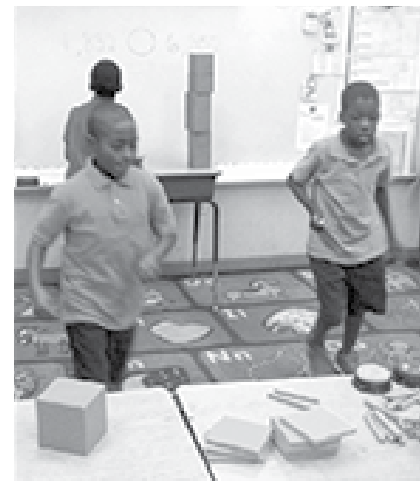
Broward Education Foundation wishes to thank all the employees contributing to the Education First Employee Campaign. Last year employees donated over \$150,000 to this campaign. 100% of all dollars donated through this campaign go directly to programs for students and teachers.

**Thank You for your support!**



**OUTCOME:**

I have used the lesson ideas included in my packet to increase student performance with my 3rd through 5th grade ESE students in my resource room setting as well as after school tutoring. I've also noticed many students' motivation, positive attitude, and confidence in math improve. Implementation of this project will lead to students' improved abilities in math calculation, problem solving, and cooperative learning. Children's brains and bodies will be engaged in multisensory math experiences that will enhance meaning and memory, ultimately increasing their understanding and enjoyment of math.



# Math Moves

**QUOTE:**

"Emotion is an on/off switch for learning. The emotional brain, the limbic system, has the power to open or close access to learning, memory, and the ability to make connections."-Priscilla Vail

**THE PROJECT:**

Math Moves is an implementation of brain-based, multisensory methods to not only teach math to struggling learners, but to also build positive attitudes towards math, learning, and working together. The goal of this project is to increase students' understanding and enjoyment of math through the integration of physical movement and emotional connection within every lesson. Using instructional focus calendars or student's individualized education plan (IEP) goals as a guide, we can enhance understanding and improve memory of math skills by adding movement (gestures, games) and meaning (personal connections, social interactions). In the beginning of the school year, I teach my students a bit about how their brains work. I show them a model of each hemisphere and tell them the different areas that "light up" when we perform different tasks such as speaking, visualizing, feeling, listening to music, or moving, for example. I explain that when you make the different sides of your brain work together, it's like exercise for your mind. In addition to maximizing physical movement whenever appropriate, I infuse social/emotional interaction as much as possible into my lessons. By modeling positive social skills and teaching students to take turns practicing the different roles of reciprocal teaching, all students are more engaged and feel a sense of ownership and responsibility in both their own and each other's success. Students also take charge of monitoring their progress by reflecting on their learning and charting their growth.

Once a week we have game days, with friendly competition of students versus their teacher. Students gain points for not only right answers and mathematical explanations of wrong answers, but also good sportsmanship and focus. At the end of the year, students help plan our math party to celebrate their growth and reward their achievements.

**THE STUDENTS:**

I teach 37 ESE students in grades K-5 in a resource room setting at Fairway Elementary. My students receive reading and/or math pullout services as part of their Individualized Education Plans (IEPs). Groups range in size from 4 to 10 students, but lessons can easily be adapted in general education settings, gifted classes, and with English Language Learners as well.

**THE DISSEMINATOR:**

Pamela Haffner is in her tenth year at Fairway Elementary in Miramar, Florida. She taught first grade for six years and is now in her fourth year as a K-5 ESE teacher. She earned a Master's Degree in Elementary Reading from Nova Southeastern University in 2010 and National Board Certification in 2013. She is also Florida certified in ESOL K-12 and middle school math. Ms. Haffner has been the recipient of two IMPACT Adapter grants, two Disseminator grants, and several gardening grants. Before moving to Florida, she was an ESOL teacher for adults at Truman College, a reading resource teacher at several Chicago public schools, and worked for the Chicago Park District's Harvest Garden Program in city parks.

**MATERIALS AND FACILITIES:**

Needed materials may include spiral notebooks, 3 ring binders, folders, markers, colored pencils, pens, crayons, filler paper, binder clips, plastic sheets, binder tabs, colored copy paper, dry erase markers, small white boards, plastic bags, index

cards, rulers, tape measures, sticky notes, envelopes, paper bags, colored buckets, fun pointers, squeeze/sensory balls, wiggle cushions/stability balls, incentives (stickers, certificates, snacks), cups, plates, colored ink/printer, a laptop with iMovie, and LCD projector. All activities may take place in a general education classroom or resource room.

**RESOURCES:**

Lessons plan ideas are provided in my Disseminator Packet and can be adapted for grades K-12. Rubrics, sample worksheets, helpful websites, budget suggestions, and bibliography are also included. Educators may also visit my classroom, email me, or follow my Pinterest math board for additional ideas about how to implement the project ideas to benefit their own students.

Sponsored by:

**WELLS  
FARGO****MORE INFORMATION**

**PAMELA HAFFNER**  
Fairway Elementary  
7850 Fairway Boulevard  
Miramar, FL 33023

Phone: 754-323-5650

FAX: 754-323-5690

E-mail:  
pamela.haffner@browardschools.com

Principal: Ms. Michelle Engram-Mcknight



**OUTCOME:**

Students learn about computer science, computational thinking and programming. Students learn to persevere in solving problems, that some problems aren't solved the first time and that it's okay to try another solution. Students write programs to accomplish tasks and missions. Students improve and expand their critical thinking skills, interpersonal skills, math, science, language arts and technology skills. Students work collaboratively and have fun learning!

# Eaglebots

**QUOTE:**

I had a conversation with one of the parents of the Computer Coding/Lego Robotics club students and she expressed how excited her son was about the club and its activities and she said he told her, "Mom I had the best day ever at school today!"

**THE PROJECT:**

The students participate in a 20-hour course of Computer Coding combined with Lego Robotics. The course outline is provided on-line from code.org. The K-8 Intro to Computer Science is a free course that aims to demystify computer science and show K-8 students that it's fun, collaborative, and creative. The course is designed to motivate students and educators to continue learning computer science to improve real world relationships, connections, and life. In addition to teaching this course I incorporated Lego Robotics and programming the robot to complete missions.

**THE STUDENTS:**

Designed for K-5 elementary students but easily adaptable for middle and high school students.

**THE DISSEMINATOR:**

Rhonda Weimann – Instructional Specialist/Technology Teacher  
Dr. Rhonda Weimann has fourteen years of experience as an elementary classroom teacher and eleven years of experience as a technology teacher. Currently she is an instructional specialist at the Innovative Learning and Arts department at Broward Schools and is supporting the digital 3, 4, 5, and 6th grade classrooms as well as the digital initiative in the middle and high school reading, language arts and math classrooms. She conducts professional learning experiences for teachers at their schools to improve knowledge, skills and strategies with incorporating digital devices in their classrooms. She helps support and assists teachers with blended learning activities and creating personalized learning experiences for students.

**MATERIALS AND FACILITIES:**

Computers with Internet access and programming software, Lego Robotics kit

**RESOURCES:**

Code Studio Course 1, 2 & 3 Curriculum Guide

Websites [Http://www.Code.Org](http://www.Code.Org) , <http://www.lego.com/en-us/mindstorms/?domain=dir=mindstorms.lego.com> and <http://www.stemcentric.com/ev3-tutorial/>



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**MORE INFORMATION**  
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E-mail:  
[rhonda.weimann@browardschools.com](mailto:rhonda.weimann@browardschools.com)  
Director:  
Ms. Jeanine Gendron



**OUTCOME:**

Through this project, students have learned a lot about engineering, technology, inventors, and inventions. This project has excited and engaged students to look more critically at the technology in their lives and learn more about it. Students have become better problem-solvers, researchers, and critical thinkers as they work to figure out how different technologies work, how to put them back together, how to fix them, how to improve their design, and how to repurpose their parts into new technologies. Exploring the different technologies engages students to learn more about the time period and places the technology they are studying came from, as well. Most importantly, students are excited about the field of engineering and many of them now see themselves becoming engineers and inventors in the future.



# Technology Dissection

**QUOTE:**

“Can I take that apart?”

**THE PROJECT:**

This low-cost project involves students in hands-on discovery learning as they take apart technology to learn more about it. For example, students can take apart broken, outdated, or cheap technology, such as rotary phones, wind-up toys, disposable cameras, ballpoint pens, broken electric pencil sharpeners, etc. Students learn about the different parts in the piece of technology and identify simple machines, and other technologies used to develop the piece of technology under investigation. Students will research, diagram, label and display the parts of the technology and their functions. Students will also research the history of the technology, what problem it was created to solve, how it has evolved, what inventors and inventions contributed to its design, what simple machines make up the technology, and how they could improve on the technology. Students will not only work to improve on the existing technology they are studying but will also work to repurpose parts of the technology they have taken apart to develop new technologies. Number: 600 Students.

**THE STUDENTS:**

Grade Level: K-5  
Ethnic Distribution: White: 4.2%;  
Black: 75.3%; Hispanic: 17%;  
Asian: .1%; Other: 3.4 %  
Free or Reduced Lunch: 91%

**THE DISSEMINATOR:**

Ms. Kelly Thomas is the Magnet Coordinator for Colbert Elementary School's Science, Technology, Engineering, and Math Magnet. Ms. Thomas is Science SAC Chair, SAC Secretary, Green Team (Recycle Club) Coordinator, as well as STEM Club Co-Coach for FIRST Lego League Robotics and SECME Tournament.

Prior to serving as Magnet Coordinator, Ms. Thomas worked as the Science Coach at Colbert Elementary School. In 2008, she received a BEF adapter grant focusing on real-world math centers. In 2010, she received a BEF Disseminator grant for her project Go Green, Earn Green. She has presented the Go Green project at the Expo in 2010, 2011, and 2012. In 2011, she was awarded first place for her Go Green, Earn Green display at the Impact II Idea Expo. In 2012, Ms. Thomas was awarded another BEF disseminator grant for her project Generating Fun with Alternative Energy and that same year was awarded first place for her display of the project. In 2013 Ms. Thomas was awarded BEF Disseminator grant for her project Design Challenges: If THEY Build it, THEY will Learn.

Ms. Thomas has received her NXT-G Instructor certification from the Carnegie Mellon Robotics Academy 2013. She is also a certified Engineering is Elementary curriculum trainer and collaborator. She obtained both her bachelor's and master's degree from the University of Florida where she specialized in math and science elementary education.

She is currently working on her Education Doctorate (Ed.D) in Curriculum and Instruction at Florida International University (FIU). She is working closely with the creator of Engineering is Elementary Curriculum and the Museum of Science, Boston to do research related to its implementation. Her research will focus on professional development needs of teachers implementing the Engineering is Elementary curriculum.

**MATERIALS AND FACILITIES:**

- Broken or outdated technology (FREE)
- Trash 2 Treasure Membership (optional)
- Inexpensive technology- ball point pen, disposable camera, wind-up toys
- Mini-tool sets (screw drivers and Allen wrenches in various sizes)
- Tri-fold science board or foam board
- Glue
- Computers for research

**RESOURCES:**

- Websites:
- <http://www.teachengineering.org/>
  - <http://www.trash2treasurefl.org/>
  - <http://www.eie.org>

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**MORE INFORMATION**

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Principal: Ms. Patricia Yackel

**OUTCOME:**

Well-developed comprehension questions help our children think critically and intelligently. The new Florida State Standards requires students to ask and answer questions about the text they are reading. It can be from a textbook, informational text, or the internet web sites. Literal comprehension can be taught to the students using the words who, what, when, where, (lower levels) how and why (higher levels). Children have to be able to ask and answer key facts in a text read aloud or information presented orally or through media to meet new Common Core Standards. Reading is understanding meaning. Students must be able to read,

understand knowledge, and work together as productive citizens in the real world. Most of the real world experiences require reading Informational Text such as the newspapers, magazines, biographies, autobiographies, to digital information to nonfiction trade books to textbooks, and reference materials. The real world consists of mostly reading Informational Text to keep current with an ever-changing world.

# Cooperative Brain Power Works

**QUOTE:**

All of us, at certain moments of our lives, need to take advice and receive help from other people.

**THE PROJECT:**

The project is Cooperative Brain Power Works through Team Efforts Using Technology, Informational Text, or Academic Games. It is a cooperative learning strategy where students work in teams to learn how to acquire knowledge in cooperative learning groups. Children learn how to respect each other's opinions, beliefs, ideas, and facts about real life learning using websites, children books, or informational text. The students learn real facts about a related topic of different subject areas, work together to develop a special project, or use academic games to explore and practice new knowledge. Students learn in cooperative groups of an advance student, (green) high student, (blue) and (yellow) average students, and (red) low student. The students will be grouped in teams of four students to learn knowledge of various subject areas, complete special projects together using websites, informational text, technology, and academic games.

The students will use Brainpop Jr. or BrainPOP to learn about math, reading, science, or social studies. Students are asked questions using the 5W's. The teacher and students will ask questions using words such as who, what, when, where, why, and how. Each Team earns points as they ask and answer questions from higher order to lower level questions. The students play a game show using the Wireless Eggspert Buttons to buzz in and answer questions posed by the teacher or peers.

**THE STUDENTS:**

This project can be implemented for children in grades kindergarten through fifth grades.

**THE DISSEMINATOR:**

Andria Ammons has 28 consecutive years teaching at McNab Elementary. She was named the Teacher of the Year of the 2006-07 school year. In 2013, she was nominated as Social Studies Teacher of the Year. She achieved National Board Certification as an Early Childhood Generalist in November of 2004. In 2014, she renewed her National Board Teacher Certification as a Generalist of Early Childhood until November of 2024. She was nominated for the Hall of Fame Award. She served on the District Reading Cadre for the Common Core Standards for Primary Teachers in June of 2011.

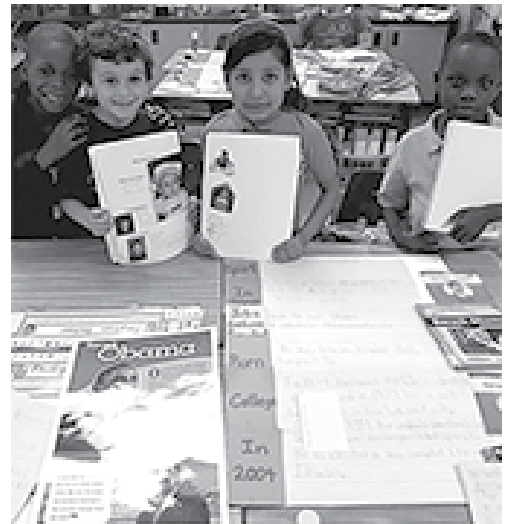
She is a member of Broward of Teachers and Delta Sigma Theta Sorority Incorporated. Ms. Ammons has served as the Team Leader of her first grade team for three years. She has mentored many teachers. She earned her Masters of Science Degree in Educational Leadership from Nova Southeastern University. She has been a Disseminator for Impact for the past four years, presenting the workshops Modeling Instruction Using My Interactive Web Page and Heroes Modeling Character Traits To Become Leaders. A picture was taken of her second grade class and was featured on Broward County Website slideshow for First Day Broward in August and September of 2014.

**MATERIALS AND FACILITIES:**

The materials needed for this project include a website license to Brain Pop Jr.(K-3) or BrainPOP (3-5) a Wireless Eggspert Game, Talk Boards Recording Devices, Colorful Popsicle Sticks, Posters, Markers, Glue, Paper, and Children's Informational Books.

**RESOURCES:**

Resources used for this project may include the school's library, website license, and Children's Information Texts which are needed for this project and can take place in a classroom setting.



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**WELLS FARGO****MORE INFORMATION****ANDRIA AMMONS**

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## E-mail:

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Principal: Mr. Russell Schwartz

**OUTCOME:**

Students improve in all subjects and learn in a manner that engages them by using technology to enhance learning. This project gives students a finished product that they can be proud of and share with their friends and family. It enables students to communicate with and learn from students in another class. Students develop an awareness of the state they live in. A pretest and post-test are given to assess student improvement. All students, regardless of academic level, increase their knowledge of the Sunshine State.



# The ABC's of Florida Via the iPad

**QUOTE:**

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."  
--Dr. Seuss

**THE PROJECT:**

The objective of the "ABC's of Florida" is to increase student skills in informational text and research. Students learn about science and social studies topics that relate to Florida. The students have a purpose for what they are accomplishing and take ownership of their own learning.

The ABC's of Florida is a project-based learning activity. First students learn research skills using technology. Students use laptops and iPads to research different topics that relate to the State of Florida. When they have completed their research project, they learn to type and create computer based published works. Students illustrate their topic. Each student has a different letter of the alphabet. Some examples are "A"- A is for Alligator, "B"-B is for Banyan Tree, "E" is for Everglades, ETC. Students each complete one letter of the alphabet and students that finish early work with a partner on another letter until the hardcopy book is complete. Once complete, our class creates an iBook. Parents and family members may view it online. The use of technology motivates students to perform while maintaining their interest.

Reading informational text is a difficult skill. Understanding and learning from text is a critical component of reading comprehension. The ABC's of Florida Project gives students a purpose for mastering informational text. The students are excited to begin this project and are motivated throughout the project to do their best work.

**THE STUDENTS:**

The project has been implemented with students in Grades 2, 3, and 4. It can be adapted to fit the standards for any grade and varying ability levels.

**DISSEMINATOR:**

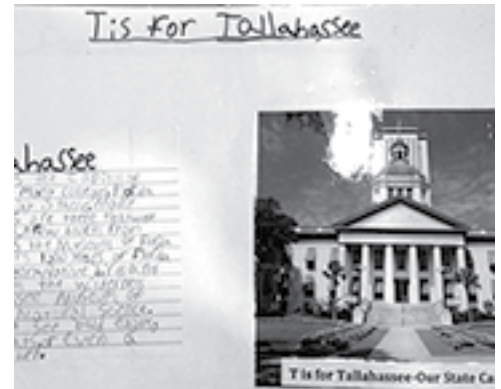
Mrs. Sebaste has been a Broward County Teacher for 9 years. She is currently teaching Fourth Grade at Sandpiper Elementary. She has also taught Pre-Kindergarten, Kindergarten, 2nd grade, and 3rd grade. She was nominated for the Broward County Council of Teachers of Mathematics Elementary Mathematics Teacher of the Year, by her principal while at Tamarac Elementary. Her certifications are Pre-K to 3rd grade and Kindergarten to 6th grade. Mrs. Sebaste implemented a successful fundraiser at Sandpiper Elementary. The fundraiser brought \$30,000 worth of technology to classrooms over 4 years and was shown on CBS Channel 4 in Miami. She has been awarded two classroom grants from the Magic Children's Fund sponsored by Radio Station Magic102.7 in Miami, Florida, two disseminator grants and three adapter grants from the Broward Education Foundation. She is GLIDES, DETA, and ESOL trained.

**MATERIALS & FACILITIES:**

iPad or video camera, tripod, computer with movie making/video software (for example Windows Movie Maker), project board, DVD+R disks, writing journals, computer printer and ink, and computer paper. This project can be adapted and modified according to the availability of technology in the classroom.

**RESOURCES:**

Resources for this project include iPads or computers, library, the Internet, teacher developed resources, and Broward County available software.



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**MORE INFORMATION**

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Principal: Ms. Camille Lachance



# Building a Brighter Community

We are proud to support Broward County Public Schools!

BrightStar Credit Union is committed to financial literacy education. We donated a complimentary set of Biz Kids financial literacy videos to all the Broward County Public Middle Schools. The DVD set of Biz Kids includes all of the episodes for 5 seasons, 13 episodes per season, totaling 65 episodes. Ask Your Media Specialist for the copy.

Biz Kidz features compelling stories from real-life kid entrepreneurs and reinforces the importance of budgeting, saving, and giving back to the community. The series is produced by the creators of the Emmy award-winning series "Bill Nye the Science Guy" and offers free curriculum materials for every episode at [www.bizkids.com](http://www.bizkids.com) and a link to the educational tools section of their website: <http://bizkids.com/teachers>

BrightStar CU also offers a variety of other free financial resources...



The Best Free Checking with e-statements (truly FREE!) featuring Thousands of Totally FEE FREE ATMs, FREE Visa Check Card® with ScoreCard® Rewards and much, much more.



Online at  
**BSCU.org**

For more information  
visit us online at  
**BSCU.org**  
or call  
**954-486-2728.**



**Language Arts, Reading &  
Writing Profiles**

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**OUTCOME:**

Throughout this project, students were engaged in historical research and the writing process. A PEACE of History allowed students to learn how individuals, ideas, decisions and events influenced history.



# Peace of History

**QUOTE:**

“Give peace a chance.” John Lennon

**THE STUDENTS:**

The grade 6-8 students who participated in this project were Level 1 Intensive readers as well as A1 /A2 ESOL English language learners. This project can easily be replicated in any classroom - elementary, middle or high school. Reading levels of the children is the key. Older students can embark on larger research projects and develop creative works.

**THE PROJECT:**

This project helped change my students' attitude towards reading and research. They learned to evaluate, synthesize, and then apply the information to determine main idea, make inferences, notice details, sequence events, draw conclusions and so much more. These skills and strategies helped them to improve or maintain their levels on the state tests. Their attendance improved and they arrived ready to learn because of the high interest topics. Throughout this project, students were engaged in historical research and the writing process. A PEACE of History allowed students to learn how individuals, ideas, decisions and events influenced history.

**DISSEMINATOR:**

Debra Brand, a teacher at Sawgrass Springs Middle School, is known for her creative teaching techniques. As a teacher for 23 years, Brand holds National Board Certification in Early Adolescent English Language Arts, a Master's of Science in Reading and a Bachelors of Science in English Education. She has been endorsed to teach Gifted and ESOL. She is an avid supporter of the Broward Education Foundation, Teacher IMPACT II and Citibank grants. Debra implements hands-on activities with the belief students construct knowledge based on learning and personal experiences.

**MATERIALS AND FACILITIES:**

This project can be easily executed in a classroom environment. Access to the computer carts and internet is necessary for research. I brought in books from the library and purchased old magazines from antique malls.

**RESOURCES:**

Lesson plans include eight projects to complete. Books of the 60 (cars/ fashion/ Vietnam/ music) Appropriate websites. Andy Warhol and Peter max painting / posters

**Fads** - Computer and PowerPoint or Keynote software.

**Fashion** uses card stock, masking tape, colored pencils, glitter glue.

**CD/Album** used manila folders, construction paper, colored duct tape, fine tip markers, computer connection to internet , empty CD holders.

**Vietnam** aluminum foil, colored pencils/ markers, wire art, chennile stems.

**Cars and Profile** both use markers, construction paper (11X18), ink and toner for printer.



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 Coral Springs, FL 33065

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 Debra.Brand@browardschools.com

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Principal: Mr. James Cecil

**OUTCOME:**

Students will learn the FINDS process, supporting Information Literacy curriculum in addition to the teacher's chosen curriculum for research. They will learn to work with other students as they apply their knowledge to generate hypotheses and solve problems. They will learn to use digital tools to synthesize and share their knowledge.



# May the Force Be With You

**THE PROJECT:**

This project is a research-based project utilizing the FINDS Information Literacy process. Each lesson is taught through related non-fiction digital and print materials. Each lesson incorporates multimedia, and a hands-on component, either virtual interactive whiteboard lessons or utilizing realia to apply knowledge. Students apply their knowledge with a team-based paradigm, learning to solve problems with others. Technology such as iPads and Kindles are also incorporated to allow students to synthesize their knowledge and reflect on their learning. They are given the opportunity to share their knowledge in a 21st century digital based end product. Teachers will be given lesson plans on how to research and teach the FINDS process. Teachers will be given resources to create a differentiated, project-based lesson utilizing school and district resources. Teachers will be given a wealth of ideas and resources.

**THE STUDENTS:**

The project can be implemented with any number of students in any grades Pre-K-12 and with any levels, including ELL, and ESE (Special Education/Students with Disabilities) as well as Gifted students.

**DISSEMINATOR:**

Sheri Dominguez has been a Media Specialist for 11 years at Palmview Elementary School in Pompano Beach, FL. She is a Nationally Board Certified teacher in Media and dual certified as an Early Childhood Education teacher.

**MATERIALS AND FACILITIES:**

This project can be implemented with or without technology. Materials are easy to obtain at your school or through purchase.

**RESOURCES:**

There are many websites and links throughout this unit including Online Resources, Lesson Plans, student activities and step-by-step project plans. Sheri will assist in choosing resources for your students.



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**MORE INFORMATION****SHERI DOMINGUEZ**

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Principal: Mr. Robert Gibson

**OUTCOME:**

The greatest benefit of this project is that students will become aware of the different text structures used by authors in a text. This will tremendously impact students' comprehension of text and acquisition of high quality writing skills. Furthermore, students will establish self-connections to visualize the world that the author is trying to create in the text.



# Digging Deeper into Text Structure

**QUOTE:**

"Understanding the expository text structures gives readers a better shot at determining important information when reading nonfiction...The text in standardized tests and traditional textbooks frequently falls into one or another of these text structures. If students know what to look for in terms of text structure, they grasp the meaning more easily."

From *Nonfiction Matters*, by Stephanie Harvey.

**THE PROJECT:**

This project uses the format of the Reader and Writer workshops as a springboard to lead students into the understanding of fiction and non-fiction text structure through the use of graphic organizers, key words, and paragraphs frames. The project also focuses on the teaching and identifying of text features as tools that empower a reader to find text evidence. Teachers utilize the gradual release of responsibility method to model and guide students to identify text structure of non-fiction such as cause and effect, compare-contrast, description, problem-solution, and sequence/chronological order of events. Also, students learn to identify the story elements of fiction such as characters, setting, problem, solution, and the plot of the story. By the end of the project students should be able to use graphic organizers, paragraphs frames, and text structure key words to explain how text structure and text features help them identify evidence to support their claims.

Look for students....

- To answer the question using part of the question in the answer.
- To recognize the cause-effect relationship that shows how events are related.
- To cite evidence from the text to draw conclusions.

Examples of guiding questions and prompts:

- What decisions did the character make?
- Why did he/she make those decisions?
- How did they affect the character's future accomplishments?
- Is there a cause-effect relationship between events in this part of the text?

**THE STUDENTS:**

The project is based on the principles of the Reader and Writer Workshops. It can be implemented with any number of students in any grades Pre-K-12 and with any levels, including ELL, and ESE (Special Education/Students with Disabilities) as well as gifted students.

**DISSEMINATOR:**

Mrs. Cepero-Perez has been teaching in Broward County for thirteen years and for the last three years she has been the Literacy Coach at Griffin Elementary. She received a Bachelor's degree in Elementary Education with an ESOL endorsement from Nova Southeastern University. She later earned endorsements in Gifted Education, and Reading K-6. She received a Master's Degree in Integration of Technology in education and Writing Curriculum from Grand Canyon University. She is a National Board Certified Teacher (2006) who believes that education is key in changing society, one child at a time! Counting on her experience as an educator, she has no doubt that students should be given the opportunity to lead their own learning. Her best advice to her colleagues is to empower students through the use of learning rubrics that will teach them to self-monitor their academic performance and progress towards their own learning. She is a firm believer that building capacity in our profession should start first by training our teachers to become masters of their craft, and that is the reason why Mrs. Cepero-Perez has been a Broward Education Foundation Grant Disseminator for the past eight years.

**MATERIALS AND FACILITIES:**

This project can be implemented in a classroom or in the school cafeteria for a Reader/ Writer workshop. Materials are easy to obtain through purchase with the money obtained through this grant or donations.

Resources:

You might want to check your media center for resources and reference materials. Also, there are many websites and links throughout this unit including Resources to support Text Structure Instruction, Book Lists, Online Resources, examples of text structure graphic organizers, and recommendations on how to conduct Reader and Writer Workshop.

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**MORE INFORMATION:**

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Webpage: <http://teachersites.schoolworld.com/webpages/MPerez1/index.cfm>

Principal: Ms. Gail Silig

**OUTCOME:**

Students read and explored a variety of fairy tales. Focusing on literary analyze of setting, plot, point of view, visual elements and text structures. As students read and shared fairytales, they were introduced to many famous fractured fairy tales. Next the tables turn, as students become writers/authors of a fractured fairy tale of their own. Each student selected a fairytale to write a twisted version of the tale. By incorporating an interactive website, students were able to reenact their fractured tale electronically.

Finally, students worked in groups and chose to create either a readers theater with hand-made props and simple scenes or a podcast using music and computer graphics. The end product was a student created and narrated fractured tale performed by students through a reader's theater or a podcast!

Incorporating the latest technology, reading, writing and project based learning into this innovative approach of teaching text structures and literary analysis helped my students to develop a love of reading and furthered their ability to be college and career ready.

# Interactive Twisted Tales

**QUOTE:**

"One of the best gifts you can give someone is the gift of learning to read for enjoyment!"

**THE PROJECT:**

This project will entice students to build strong literary analysis skills by exploring setting, characters, theme, imagery, point-of-view, visual elements, and different text structures through the retelling and creation of their own fractured fairy tale. In addition, students will increase writing skills, develop public speaking proficiency and expand their ability to use appropriate digital presentation tools.

Students read many popular fairytales and explored the format of a fracture fairytale. They became authors of their short story and used an interactive website to share their twisted tale. Using their creativity, students worked with a partner to create their own fractured fairytale, in the format of a Reader's Theater or a podcast! Throughout the project students built reading and writing proficiency, used technology to enhance learning, increased their public speaking abilities and developed an understanding of various text structures.

**STUDENTS:**

This project was initially completed with various grade level middle school students over a 3-week period of time. I believe this project can be adapted to any age or grade level. Students of all ages enjoy fairytales and creative writing. Students need to learn how to analyze literature and understand text structures beginning in kindergarten to become well-rounded readers. These are essential skills in the Common Core State Standards.

**DISSEMINATOR:**

Ms. Maggio is a National Board Certified teacher with a B.A. in Mental Handicaps, an M.S. in Educational Media and holds Reading Endorsement. I have produced several grants since I began teaching over seventeen years ago, including a Best Buy grant, Office Depot/Shopa grants, Citibank Success Fund, Mary Turner Foundation grant, Target kids in need, TDIF and IMPACT II Adapter and Disseminator grants.

**MATERIALS:**

I used fairytale and folktale books both original and fractured tales from various cultures and authors that I was able to purchase from Scholastic books. Students read books and used the media center computers. I purchased colored paper, arts and crafts materials and jumps to use during the project. Software included: Gargaeband, MS Word and several interactive websites.

**RESOURCES:**

The media center can be used throughout the project for the books, computers and printers. Students used a variety of resources from the Internet. This year I would like to purchase a colored printer to add to the project.



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**MORE INFORMATION**

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Principal: Mr. Horace Hamm

**OUTCOME:**

The best features of this project are the motivation that it gives the students, the fun it creates in the classroom, and the chance for struggling students to learn in a more creative way.



# A.L.O.H.A. (Active Learning Orchestrates Higher Achievement)

**QUOTE:**

"This period goes by so fast!"  
- T'Sani Neal, 6th grader

**THE PROJECT:**

When asked to describe school, most middle school students respond with words such as "boring", "hard", or "prison." This project is designed to create fun in the classroom, thus motivating students to improve their attendance, and the curriculum is presented in ways that help students learn while enjoying the experience of learning. It also give students the chance to move about more during class, which is supported by research that states middle school students can only sit for the number of minutes that equal their age. Periodically, an "A.L.O.H.A. Day" is placed on my classroom calendar. Students have no idea what we will do on A.L.O.H.A. Day and their curiosity encourages improved attendance. Each A.L.O.H.A. Day involves a creative lesson plan or assignment, and allows students some sort of physical movement in the classroom. For example, Seat Scramble is an activity in which students are randomly told to pick up their belongings and move to some other seat in the room so they follow the lesson from another vantage point. "Beach Ball Literature" places students into cooperative groups and they pass around a beach ball that has parts of a story on it. Each student is then responsible for the part of a story that the ball landed on while in their possession. Some A.L.O.H.A. Days include either literature or research involving tropical topics, and at other times students march in military fashion to learn parts of speech. Extra credit is earned by shooting basketball hoops, with those who scored higher on the most recent test receiving more shots than

those who did not score as well. Students have begun enjoying my classroom more and are excited on A.L.O.H.A. Days.

**THE STUDENTS:**

This project is conducted with 5 groups of 6th grade Language Arts students, who range in age from 11-13, with ability levels ranging from below-average to average.

**DISSEMINATOR:**

Mrs. Rowley has been teaching middle school Language Arts and reading for 39 years, and holds a Master's Degree in reading. Other grants and awards she has received include: a Title VI Federal Grant, Citibank Success Fund grants, Broward Education Foundation Disseminator, Adapter, and Teacher grants, Coral Springs Schools At-Risk Youth Grant, and Teacher Directed Improvement (TDIF) grants. She has also been a recipient of the Broward County scholarship to attend the Florida Association of Partners in Education (FAPE) Conference, as well as an Outstanding Youth Educator Award, and has been nominated for Teacher of the Year. Mrs. Rowley is a member of the Association for Middle Level Education, the National Council of Teachers of English, and is on her school's School Advisory Council (SAC).

**MATERIALS AND FACILITIES:**

The materials needed for this project include a basketball hoop, bowling set, literary beach balls, magnetic letters, a Limbo set, and tropical music CD's.

**RESOURCES:**

Laptop computers can be utilized for this project, along with books that connect to the tropical theme.



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**NOVA SOUTHEASTERN UNIVERSITY**  
Abraham S. Fischler School of Education

**MORE INFORMATION****MARY ALICE ROWLEY**

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Principal: Mr. Ronald Forsman



**OUTCOME:**

The students will improve their writing skills as measured by a pre- and post-test. We will use a rubric to assess their writing pieces. We are excited to share with other teachers how easy and effective inviting authors into your classroom can be. The students get so excited and become inspired to become authors themselves.



# Inspiring Authors

**QUOTE:**

"When Andrew Toffoli came to my class and showed my class how he draws his pictures I learned how to draw better. He really did inspire me to write a book. Now in my spare time I will practice drawing or I can write a book! I also like his stories because he makes famous people in history into animals. But he also tells important and cool facts. And a lot of sentences rhyme. One day I want to think of a famous person and make him or her into an animal" Dasha

**THE PROJECT:**

This project will inspire students to become authors by allowing them to interview authors to learn what inspired them and the process they went through to get their books published. These interviews can be done via videoconferencing, Skype, and classroom visits. To prepare for the visit the class would read a book or books by the author and then prepare interview questions. Some authors prefer to share their story and then take questions after the presentation.

After the author visit, the students will write their own stories once they have completed the research to gather the information for their story. We have attached a lesson plan to guide the students through this process. Hearing an author talk about how he or she created his/her book shows students the real life connection with writing. They will learn that good writing needs many drafts and revisions. We will provide teachers with a list of authors they can contact. Both Amy and Pauline have invited Andrew Toffoli into their classrooms. Pauline's class has also interviewed authors via Skype, videoconferencing and webcasts.

The students always enjoy these connections with real authors and get excited about writing, which is a key element to improving their writing. If students want to write then they will be more willing to practice and develop their talents.

**THE STUDENTS:**

2nd to 8th grade

**THE DISSEMINATORS:**

Mrs. Amy DeCelle has been teaching for Broward County Schools for 16 years, holds a Masters degree in Curriculum and Instruction, sits on the University of Phoenix Education Advisory Board and is Nationally Board Certified. Other grants and awards she has received include: Broward Education Foundation IMPACT II Disseminator, Target, Dollar General, SAC, and Teacher Directed Improvement (TDIF) grants. As well as a grant writer, she is a grant rater, trainer, and a great source for funding information.

Mr. Runcie has received so much positive praise for this teacher, he made an appointment to bring his staff to visit her classroom, which became an hour of excitement for Mrs. DeCelle and her students in April 2014. The grants that Ms. Decelle has received for her classroom help to insure an innovative environment for her students.

Pauline Watson earned her Masters in Curriculum and Instruction from FAU and has been teaching at Oakridge Elementary for 15 years, mostly 2nd/3rd grade Gifted/HA. She renewed her National Board Certification in 2013 and has received numerous grants from the Broward Education Foundation and other sources. She is currently serving as Secretary for the B.C.C.T.M and is an avid triathlete.

**MATERIALS AND FACILITIES:**

This project can be implemented in any classroom. Students do not need fancy bookbinding materials, however they could be purchased to publish the books. Students will be able to use the classroom computers for word processing. We recommend purchasing a ream of copy paper, tag board to make front and back covers, and colored pencils or markers to decorate the cover and make illustrations. We recommend that some of the budget be reserved to buy books from the author that you invite to your class.

**RESOURCES:**

- Classroom computers and printers.
- Author Contacts:
  - Ellen Miles (Puppy Place series)
  - 39 Clues author (Scholastic)
  - Brad Tassel (Cilc)
  - Linda Reihls (BECON virtual field trip)
  - Author of Mitchell's Magical Journey series
  - Cilc videoconference listing
  - Andrew Toffoli
  - Cynthia Bell
  - Roberta Lerman
  - Debra Fraiser
  - Howard Rayfiel (Writer's Guild)
  - Teachingbooks.net.



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# Social Studies & Life Skills Profiles

## “VOICES OF SUPPORT”



"I want to extend my welcome to our Broward County Public School educators to the Broward Education Foundation's 18th Annual Teacher Idea Expo. Effective learning outcomes and astonishing classroom experiences always begin with the creative energies, the remarkable, student-focused intelligence and the inspired pedagogical skills of extraordinary educators.

You are our finest community resource because your capacity to create a successful future for all of us. This is a wonderful gift to our children. Our Expo and the other innovative learning initiatives of the Broward Education Foundation are meant to support your dedication and achievement with your students. As a model for other school districts, the Expo has been an overwhelming success in showcasing the innovative curricula we use to educate our diverse student population.

Also, I would extend my gratitude to the many involved businesses that help to make the Broward Education Foundation's many programs a winning investment. Working together, Broward County will be able to garner the rewards of our successful partnerships for years to come -- a more talented, skilled workforce, and a better place to live, learn, and raise a family."

**Robert Runcie**  
Superintendent of Schools



"The Innovative Teaching Program showcases the innovative ideas developed by some of our most imaginative Broward County teachers for use in their classrooms. I want to congratulate them as well as our business partners for their commitment to and support of this very successful program! The initiative, resourcefulness and dedication of these Broward County teachers ensures a high level of achievement for their students and countless others through engaging, hands-on learning.

Broward Education Foundation has compiled these innovative and creative projects to share with other professional educators. I encourage all of our teachers to embrace the 2015 Teacher Idea catalog as a resource for creative and exciting teaching ideas that motivate students!"

**Donna P. Korn**  
Chair, The School Board of Broward County



"The Broward Education Foundation presents another winning BEF Teacher Grant Program! We are delighted that this program is once again available for the dedicated teachers of Broward County Public Schools who are always looking for new ways to help their students learn and reach high levels of achievement and become empowered, engaged citizens. We are proud to celebrate the 18th anniversary of the BEF Teacher Grant program with even more engaging projects and innovative teaching strategies for the classroom. With a wealth of creative ideas, developed by and for teachers, we encourage all educators to make the new Idea Catalog one of their key resources.

I want to thank my fellow Broward Education Foundation Board Members and Staff as well as all of our contributors for collaborating on this terrific project".

**Raymond Monteleone**  
Chair, Broward Education Foundation





**OUTCOME:**

The goal of the HITS (Historical, Innovation, Technology and Science) project is to have students understand and identify inventions/innovators in the past. Additionally, students were encouraged to make connections between Historical innovations/inventions and popular technologies they use today. They learned how creativity and hard work could produce positive outcomes. The students' motivation for History increased dramatically and they showed their enthusiasm by producing excellent work! All students increased their knowledge, and a more informed awareness of History.



# HITS (Historical, Innovation, Technology And Science)

**QUOTE:**

"This project made me understand, I too can become an inventor, they are just ordinary people like me!"

**THE PROJECT:**

The HITS (Historical, Innovation, Technology and Science) project includes a wide variety of student-led activities for the classroom.

The project is an innovative student driven activity that demonstrates how history is closely linked to the present. It incorporates a variety of activities that explore how past inventions/innovations have influenced the development of new technologies like the cell phone, iPad, iPod and other technologies the students love to use today. Students learn to appreciate that History is important, because it helps us understand the present and appreciate the achievements of those who helped to create "HISTORY"!

The project can also be used as a springboard for looking at careers that are connected to product development. Activities are included for students to gain an understanding of what is required for product development from inception to getting it in the store.

The project can be adapted for a variety of classrooms and the packet contains lots of worksheets, ideas and resources to assist teachers.

**THE STUDENTS:**

The project was implemented with 9th and 10th grades High School students. However, it can be broken down into self-contained units for use with a variety of students in grades Pre-K-12. This includes ELL, and ESE (Special Education/Students with Disabilities) as well as gifted students.

**DISSEMINATOR:**

Diane Spencer has been a Broward High school teacher for over 12 years. She is a Nationally Board Certified teacher. She is certified in Business Education, Marketing, and Social Students and is endorsed in Reading. Ms. Spencer is an active participant of Blanche Ely's PASL program (Personalization for Academic and Social Emotional Learning) and strives to make a positive difference in students' lives.

**DISSEMINATOR:**

Suzanne Murphy has been a teacher for thirteen years. She started her educational career at South Plantation High School in the Social Studies department and then took an opportunity to teach Language Arts at Silver Lakes Middle. She is currently at Northeast High School as the Curriculum Leader of Social Studies. Her avid interest is the well-being of the students whom she dedicates her after school time in developing various programs and clubs to keep the interest of students on campus. She encourages her students to be involved in various activities and to stay away from the troubled lives they sometimes experience. Her love and passion for her students is her dedicated life-long journey.

**MATERIALS AND FACILITIES:**

Students will need access to the Internet for research purposes.

**RESOURCES:**

There are many websites and links throughout the project. Handouts and lesson plans are included in the "packet."

**Sponsored by:**

**Education First Employee Campaign**



**MORE INFORMATION**

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**OUTCOME:**

This project is designed to offer the students the opportunity to give back to the community while participating in functional academic skills. Each day of the week, the students will rotate chores, which include researching, baking, gathering materials, delivering the cookies, typing and printing out holiday greetings cards, decorating the cookies and bagging them. For the next four weeks this process will be repeated, and a different homeless or elderly program will benefit from this charity event each week.

At the end of the week the students will use Community Based Instruction (CBI) buses, provided by the school, to deliver the cookies to the Shelters or programs for elderly individuals. Using their communication devices, students will interact with elderly and homeless individuals while exhibiting positive behaviors. Students will be evaluated taking into consideration the following skills: participation, student engagement, communication skills, and how they will apply previously learned skills in the process.

# Cookies for Our Homeless and Elder Community Members

**QUOTE:**

"To open the doors for a word of possibilities"

**THE PROJECT:**

Children with Autism Spectrum Disorders and/or other significant disabilities learn in special and non-traditional ways. They learn new skills best when they are exposed to real life scenarios and practice with real objects. The purpose of this project is for the students to bake cookies as holiday gifts for community members who are residing in Homeless Shelters or facilities for elderly individuals. The students will choose five different sites where cookies will be donated, one site per week for a total of five weeks. By participating in this activity, the students will practice Social Skills, Daily Living Skills, Language Arts, Science, Math, Communication Skills, Community Evolvement and Job Skills.

**THE STUDENTS:**

Thought this project is designed to meet the students with significant disabilities needs, this project can be easily adapted for regular education students from Elementary, Middle and High Schools. Rubrics, Communication Boards, usage of technology and supplemental work samples can be easily adapted to meet the students' individual needs. Furthermore, because this project is designed to exposure the students to give back to the community, students can be evaluated in different skills and settings throughout the project.

**THE DISSEMINATOR:**

Mr. Jose M. Padilla-Santiago has a Master Degree in Special Education and currently in completing his PHD in Special Education at Interamerican University of Puerto Rico. He is been working with children with Significant Disabilities for more than 17 years in his native Puerto Rico, Miami Dade and Broward School System. Mr. Padilla is been working at Wingate Oaks Center for more than 7 years, in where he is been teaching students

that have been identify as Student with Intellectual Disabilities, Medically Fragile, Behavioral Complex, Autistics, and Physically Impaired. Besides using innovative ways to teach the students with significant cognitive disabilities, Mr. Padilla serves as High School Team Leader, Lesson Study Facilitator among other duties at the school. In his personal life, Mr. Padilla-Santiago is a former professional and college volleyball player and currently is working as a Volleyball coach for UPPS Volleyball Club and for Pope John Paul II High School in Boca Raton, Florida.

**MATERIALS AND FACILITIES:**


Students will be able to research different cookies recipes, prepare an adapted shopping list, to buy the necessary cooking materials, to bake the cookies following an adapted recipe and to deliver the cookies to the different homeless shelters and elderly programs choose by them. In this process, they will be able to practice daily living skills, employability skills, academic skills, communication skills and more important, they will be able to give back to the community. Students will use computers, iPads, Assistive Technology and Communication Boards to facilitate communication. Cookies will be baked in the classrooms/ cooking labs rooms and will be delivered in different shelters.

**RESOURCES:**

Lesson Plan, Rubrics, List of Shelters and facilities, Sample of Vocabulary, Work sheets, Adapted Recipe, Adapted Shopping List and samples of Data Collection Forms are included. Depending on students' abilities, they could be easily modified in order to better meet their needs. A compilation of student work can be presented in a digital format by taking pictures, taking videos or scanning their work sheets. Teacher and students can prepare a Power Point, a Pod Cast or a Video to showcase the process of this experience. Teacher can include the uses of technology as their budget and time allows.



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Investing in Broward's Future since 1983

**MORE INFORMATION**

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**OUTCOME:**

Students will gain insight into the research methods used by social scientist and will be able to apply this knowledge to what they are learning in their social studies classes. Students will earn service hours that help satisfy the requirement of forty hours needed for students to graduate high school. Student will display increased knowledge of Broward County and Florida history. Students will demonstrate increased intrinsic motivation and increased attention and participation in class.



# History Across Broward Initiative-Oral History Project

**QUOTE:**

“History is everything that happens in a community.”  
Dr. Cooper Kirk  
1st Broward County Historian

**THE PROJECT:**

The History Across Broward Initiative was started by a group of students from Boyd H. Anderson High School. Students engaged in service learning projects in an effort to research, share and preserve Broward’s history. With this goal in mind, students decided that it was important to document and gather as much information as possible about those laid to rest at Woodlawn cemetery in order to protect the stories and identities of those people from facing the same fate as the first portion of the cemetery which was used to create I-95. Students want to ensure that the history behind the cemetery and the stories of the people buried there are told and preserved. Student utilized oral history as one of their main methods of collecting information about Broward County History. In 2014, student’s received the Judge L Clayton Nance Award from the Broward County Historical Commission for their historic preservation efforts as well as a Commendation from the Broward County Board of County Commissioners’.

**THE STUDENTS:**

This service-learning project requires high school students to work individually on their oral history to collect the oral history of a family member or member of the community to ensure their story is preserved for the historical record. Students can write articles on local history that utilizes the oral histories. These articles can be published on <http://www.historyacrossbroward.com>. This project can be modified into a group project to involve elementary and middle school students.

**DISSEMINATOR:**

Profile: Roberto Fernandez, III is in his 10th year of teaching at Boyd H. Anderson High School. He has taught International Baccalaureate (IB) Anthropology, IB Film Studies, Multicultural Studies and various other subjects. He has been the advisor of two award winning service-learning projects. Mr. Fernandez was the 2013 Broward County for the Social Studies Teacher or the Year and the 2013 Dr. Theron Trimble Florida Social Studies Teacher of the Year.

**MATERIALS AND FACILITIES:**

30 4 GB Flash Drives, 3 Olympus Digital Voice Recorders, TB External Hard Drive \$100, Assorted Local History Books \$100, School Issued Desktop or Laptop, School computer lab or laptop cart.

**RESOURCES:**

The Library of Congress has several resources and samples that can help support this oral history project. Please refer to the History Across Broward lesson plan that provides, release forms, sample project and templates.



**MORE INFORMATION**

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Principal: Mr. Angel Almanzar

**OUTCOME:**

Civics Unfolds is a metaphor for student achievement. As our history unfolds changes are needed to improve our society. The foundation of our rule of law is outlined in the historical documents used in this project and highlights the effectiveness of project based learning. Using foldables develops not only cognitive growth but allows students an opportunity to develop their innate desire to make something special. Hands on projects motivate and engage students at all ability levels and gives students time to absorb the information they are reading. Unfold the possibilities of your curriculum and adapt my examples to fit your curriculum goals.



# Civics Unfolds

**QUOTE:**

"In history, a great volume is unrolled for our instruction, drawing the materials of future wisdom from the past errors and infirmities of mankind."

Edmund Burke

**THE PROJECT:**

Civics Unfolds is a project based instructional strategy that improves student learning and reading skills. Students will use foldables to read for details and create mini-projects that help students comprehend challenging primary documents like the Declaration of Independence, The Constitution and Bill of Rights. The project's purpose is to incorporate Common Core Reading Benchmarks with the Social Studies curriculum to help students improve their reading skills, develop subject matter vocabulary and develop critical thinking when applying civics concepts to America's dynamic culture.

First, students read primary documents and informational texts that set up guidelines for democracy used in the United States that guarantees equality and opportunity for all its citizens.

Second, students are given a model to use to create their foldable for the assignment. This project will showcase three examples: student version of the Declaration of Independence, student mini-Constitution and student art collage that illustrates political groups used in Congress to sway public opinion.

In conclusion, students use their foldable projects as study guides. Teachers can use as an alternative assessment to compliment test grades.

**THE STUDENTS:**

The project was implemented with 120 students, grade 7, age 12/13, gifted and ESE classes. Project timeframe depends on curriculum goals but can vary from 30 minutes to several class periods that cover a week of instruction.

**THE DISSEMINATOR:**

Andra Beames has been teaching in Florida for twenty-five years. She is a graduate of the University of Delaware with a BA Degree in Sociology. Andra is certified in Secondary Social Studies, has both Gifted and ESOL Endorsements and has been a NBCT since 2000. As a Social Studies teacher she has used this project in her classroom and seen impressive results. Andra has developed and received over \$36,500 from various funding grants during the course of her career implementing special projects that promote learning in the classroom.

**MATERIALS AND FACILITIES:**

The following materials will be needed to implement this project:

Replicas of the Declaration Of Independence, Constitution, Bill of Rights

- Construction Paper
- Magic markers
- Metallic colored pencils
- Scissors
- Glue sticks
- Staplers/Staples
- Highlighters
- Tape


Total suggested grant costs \$493.69

Costs can vary depending on the total student population. Costs above are for about 120 students.

**RESOURCES:**

Teachers could use the media center to find copies of governmental documents. Students can also use the Internet for the documents being analyzed.

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**NOVA SOUTHEASTERN UNIVERSITY**  
Abraham S. Fischler School of Education

**MORE INFORMATION**

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Principal: Mr. James Cecil



**OUTCOME:**

Students will be able to develop analytical skills. Improve decision-making skills, which can transfer to real life skills. Allow students to develop high order thinking skills and the ability to analyze their actions and consequences. Improve student's ability to recognize complex patterns to improve math and science skills.



# Chess for life

**QUOTE:**

“That’s what Chess is all about. One day you give your opponent a lesson, the next day he gives you one.”

- Bobby Fischer

**THE PROJECT:**

Introduction of chess to students at all levels of play. Beginners will learn names of pieces, moves and basic strategies of play. Moderate players will focus on concepts, strategy and positional play. Advanced and moderate students will play competitive matches using chess clocks and chess notations. Create a ranking system based on points or wins where students can gauge their progress from week to week or month to month.

**THE STUDENTS:**

This project was implemented with 40-50 students, male and female grades 6-8. 90 minutes per session at least once per week with instruction varying from basic to competitive.

**DISSEMINATOR:**

Mr. Muniz has been an educator in Broward County since 1999. Teacher of the Year in 2002. Teaching low performing students Math and History. In 2004 he was appointed Assistant Principal. In 2010 he was designated Intern Principal. In 2013 he was a finalist for Broward County Assistant Principal of the Year Award. Currently, he is the sponsor of a 35 member Hispanic girl mentoring program in conjunction with the Mujeres Latinas organization. Sponsor of the IRMS Chess Club, IRMS Debate Club, IRMS Writing Club and IRMS Book Club.

**MATERIALS AND FACILITIES:**

The following list are the materials needed:

- 2 chess demonstration boards
- 2 beginners’ demonstration sets
- 15-20 chessboards with pieces
- 20 chess clocks
- T-shirts for participants
- Memberships in U.S. Chess Federation

**RESOURCES:**

Chess Library  
Chess tutorial videos



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**Education First Employee Campaign**

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# **Arts, Drama, Music, Health & PE**

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State Of Florida School District  
Education Foundation,  
Matching Grants Program

For 2013-2014 the Florida Legislature  
funded the Matching Grant Program for  
K-12 School Education Foundations.  
The Broward Education Foundation  
is a recipient of this funding.

In Broward, this grant generated \$352,000  
in private matching funds.

Thank you, our elected officials, for your  
continued commitment to education!





**OUTCOME:**

Students, who can write from the character point of view, show higher reading comprehension and writing scores on state tests, district assessments and in literary competitions. The ability to connect with the text and the author's point of view increases higher-level thinking and synthesis of products at the top of Blooms Taxonomy. As we move into common core and writing exams with more rigor, students must be able to write in response to literature. These same skills are used in AP writing examinations

and entrance tests for high school, college and the scholarships that make these schools accessible to our Title 1 students.increase in FCAT writing scores. As we move into common core and writing exams with more rigor, students must be able to write in response to literature. These skills need to become second nature for students to be able to write on command and incorporate time limits. These same skills are used in AP writing examinations and entrance tests for high school, college and the scholarships that make these schools accessible to our Title 1 students.

# Songs, Soliloquies and Sugar Coating

**QUOTE:**

"Drama is life with all the boring stuff cut out!" Alfred Hitchcock

**THE PROJECT:**

This 6 week project happens in the fall for my 8th grade students as they explore Hamlet. However, the unit can unfold anytime during the year when literature and writing are the main focus.

Songs, Soliloquies and Sugar Coating! is designed students move beyond the iambic pentameter and verse of Shakespeare to connect with the characters and their motivations. Students write as characters in plays and novels, explaining the texts and filling in the gaps in the plot. Whether asking the question "To be or not be" a dancer, an engineer or a girl scout; students find the parallels of their own lives in Bard's lines. Writing Ophelia's journal or Hamlet's therapy sessions, students learn to move beyond the text and find the character's inner life and the author's purpose. Though the initial project was created to help students understand Hamlet, the same ideas and projects can help students jump into Alice's rabbit hole or find the motivations for bullying in Tangerine.

**THE STUDENTS:**

The project was created for a gifted classroom, however, the same objectives, projects and inquiry will help any level of reader dive into literature. When a student finds a parallel to their own life with that of a character, they find the curriculum relevant. This makes them want to get home to read the next scene or chapter; they're excited to get to class to discuss plot twists and make predictions; they want to make their character raps the most creative and insightful in the class. Whether working with high achievers or beginning readers, when students are engaged, they not only pass the test, they become life-long learners.

**DISSEMINATOR:**

M. Jacob Aronin is the Chair for the CITY Academy at Parkway Middle School. CITY - the Center for Intellectually Talented Youth - is the district's only gifted cluster. Jacob also teaches Broward Virtual gifted endorsement classes. An annual presenter for

the Gifted and Talented Symposium, Jacob also works with the Broward Center for cross curricula performance projects. Originally from New York, Jacob was a professor at Adelphi University and The School for Film and Television in addition to guest teaching for Barbizon International as well as the International Modeling and Talent Association. His work in New York included writing for the Village Gate Theater and a variety of television projects.

**MATERIALS AND FACILITIES:**

Materials for the project are determined by the grade level of the students. Hopefully, the materials will be above grade and challenge the students to understand text and genres they are not comfortable with. Though many teachers are afraid of Shakespeare as a focus, even an elementary classroom can work on the rehearsal scenes from "A Midsummer Night's Dream", middle school students love the rebellion and charm of "Romeo and Juliet" and high school students all know an Iago trying to bring an Othello to their knees. Teachers can choose to use classic works or grade level novels and stories to improve literacy and writing through the curriculum. Outcome Students create a variety of projects for the whatever literature is taking the focus in their classroom. Using popular music and songs from theatre, students also create their own renditions of the songs for characters when the emotion is so strong it ca not be spoken it must be sung. Imagine an elementary class singing about Casey at the bat, with lyrics describing his need to overcome his own fears; the lightening in Tangerine a character on stage attacking the community and sports teams; The Watsons Go To Birmingham as a rap musical poetry slam. Books come to life when the students tell the stories!

**RESOURCES:**

In addition to the complete lesson plans; student samples help teacher see the impact of the work. Though the initiation of the coursework was created for Hamlet, the same ideas and work has been used with the "Wizard of Oz" and "High School Musical" as the focus for the students. Videos of student projects and products help to motivate other students work beyond their bailiwick.

The original production pieces have been performed at the Broward Center as part of their "Topping Off" ceremony for the new education center, at the Amaturo Theatre for "Stars on Parade" and for the School Board of Broward County as part of their examination of gifted students and the varied projects created by the CITY Academy at Parkway Middle School. The curriculum includes Language Arts, Reading, Drama, Creative Writing. Help students step into the spotlight of literature and cut the BORING out of the curriculum.



**Sponsored by:**

The State of Florida Matching Grants Program



**MORE INFORMATION**

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### OUTCOME:

The benefits of this unit include positive influences on student health and well-being, academic performance, physical activity, cooperative learning, and problem-solving.



# The Incredible Journey

### QUOTE:

“Tell me and I forget. Show me and I remember. Involve me and I understand.”  
-Albert Einstein

### THE PROJECT:

This project combines Florida Standards with a multidisciplinary, thematic unit. It is based upon the movie, “The Fantastic Voyage”, where an adventurous scientific team enters the human body of a fellow researcher, in order to destroy a life-threatening blood clot and unlock the secret of miniaturization. During the project, students will become medical experts as they learn about the body systems. Each student will maintain a Medical Journal, filled with facts and diagrams, to refer to throughout the study. Students will have a variety of opportunities to work in groups to problem solve, as well as to create models and carry out experiments using the scientific method. Students will increase their technological abilities by researching topics on an computers, creating a voice thread, and will be exposed to word processing skills, such as typing, margin setting, graphing, and cutting/pasting. Students will make a real-world connection through participation in presentations by both school and community workers. This unit fosters creativity, out-of-the-box thinking, digging deeper with personal interests, and self-reflection with regards to a presentation.

### THE STUDENTS:

The project was designed for K-3 Multi-age classes, however it can be readily adapted for use with upper elementary, as well as middle school students. The implementation could include ELL, and ESE (Special Education/Students with Disabilities), as well as Gifted students.

### DISSEMINATOR:

Randy Bitton and Sheree Schulson have each been teaching at the elementary level

for the past 30 years. Mrs. Bitton has been a multi-age teacher for the past 20 years, with a Bachelor’s Degree in both Early Childhood and Elementary Education. She is a Mentor/NESS Liaison for new educators and the I-Zone Liaison for Parkside Elementary, where she is a K/1 Multi-age teacher. Mrs. Schulson has a Bachelor’s Degree in Specific Learning Disabilities and Elementary Education and a Master’s Degree in Reading. She is Gifted Endorsed. She is presently teaching at Parkside Elementary in a 2/3 Multiage class.

Both teachers created a Project-Based Learning Program, the Compass, which for the past 3 years has been one of Broward Schools Innovative Programs. Together, they have written and been awarded numerous grants which helped to fund Project-Based Learning activities for their students, as well as purchased items to enrich their students’ out-of-the-box thinking.

They have presented their Project-Based Learning “philosophy” and shared their units of study at numerous conferences throughout Florida, as well as contributed articles for publication.

### MATERIALS AND FACILITIES:

This project can be implemented with the support from school-based personnel as well as community partners. Art supplies can be generated through purchase, recycled material, or donations. Each student will need a composition notebook. Computers, nonfiction reading, and teacher created materials will compliment instruction.

### RESOURCES:

There are many websites and links throughout this unit including Book Lists, Online Resources, Lesson Plans, student activities and step-by-step project plans.



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The State of Florida Matching Grants Program



### MORE INFORMATION:

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**OUTCOME:**

Students will gain an appreciation of the visual arts through this literacy-focused project. They became fluent readers, as they developed an understanding of the importance of illustrations to convey the author's purpose.

We began with handprints, acquired art techniques, and became artists! Come Paint Me A Story!



# Paint Me A Story

**QUOTE:**

"The only time I feel alive is when I'm painting..." Vincent Van Gogh

**THE PROJECT:**

**Paint Me A Story** This is a "must-do" literacy infused art project for budding artists to art majors. This visual arts lesson series integrated with literacy allows your class to learn about famous and contemporary artists presented in the curriculum with "hands-on" art projects done in the classroom. In addition, to extend learning at home students receive 20 "make and take" books with the artist featured along with beginning reader books ([www.starfall.com](http://www.starfall.com)). Initially, the teacher reads the books aloud. Next, the student, accesses the books and interactive games online.

Finally, they have their own book to take home and share with their family. This fosters an effective home-school connection and promotes learning! Students develop their fluency and reading comprehension along with an understanding and love of art. In addition, text talk and real world problems are explored relating to the Florida Standards, College and Career Readiness, as students explore, question their world, paint pictures to replicate the artists, and develop their own skills as an artist.

They will analyze, compare and contrast trade books read to understand the role of illustrator and author play in the written and visual communication. Come and explore, investigate, discover and celebrate the wonderful world of learning through technology, literacy and the arts!

**THE STUDENTS:**

Our Kindergarteners participated in twenty weekly exciting art and literacy explorations including a field trip. The focus was to increase academic achievement in both the arts and literacy areas, and provide an avenue to develop an effective "home-school" connection. They were readers and artists as the "learner," and facilitators as they shared their learning at home.

Students eagerly listened to art trade books, learned new vocabulary, utilized technology, and experienced "hands-on" art explorations. There was a buzz with ongoing excitement as each art project was sent home. Surprisingly, the parents became students as their budding artists described the artist's work and style. Parental involvement increased, as new projects were prominently displayed in their home art gallery!

**THE DISSEMINATOR:**

Pamela Davis, is an early childhood educator. She has taught over 20 years in Broward County at Deerfield Park, Maplewood and Rock Island Elementary, where she was Teacher of the Year. She holds her M.Ed. from Florida Atlantic University. She is a TIF and ACE mentor, and a Clinical Educator. She is married to a Broward County educator, and has adult children and awesome grandchildren! Overall, I want my student's learning and passion for the arts and literacy to come alive!

**MATERIALS & FACILITIES:**

We used technology, sketchbooks, art-focused trade books and basic art supplies. Our learners loved to explore, investigate, and discover their world through the eyes of famous artists. The majority of our lessons are done on our beautiful Deerfield Park campus. We sketched in the Boca Raton Art Museum, Sculptor Garden. Research shows that students acquire knowledge when presented in different environments. We enjoyed "playing school" outside!

We make the Arts come alive...when we take it outside!

The students loved reading and painting in the garden setting. We learned about featured artists like Monet, Van Gogh, Seurat, and Gauguin.

"My garden is my most beautiful masterpiece..."Monet

**RESOURCES:**

Lessons focused on the Florida Standards, Essential Question, "sketchbooks" for painting, trade books, and journal writing for vocabulary.

The student's favorites were reading books aloud to peers and their family, along with replicating paintings of famous artists.

The books included: A Picnic with Monet, Seurat's Sunday in the Park, and Van Gogh's Sunflowers, and their most favorite, Van Gogh's Starry Night.

"I want to touch people with my art. I want them to say 'he feels deeply,he feels tenderly.'"... Van Gogh

Sponsored by:

The State of Florida Matching Grants Program

**MORE INFORMATION:**

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Principal: Ms. Jocelyn Reid

**OUTCOME:**

- Students will research other cultures and compare them with their own.
- Students will explore and express their external and internal selves creatively in written and visual formats.
- Students will display their written and fine arts work to peers.



# Behind the Mask

**QUOTE:**

"I saw a mask that was not that impressive, but when I read the inside poem, I was blown away." Student

**THE PROJECT:**

A mask has historically been a symbol to both represent and disguise a particular culture, individual, or even a corpse. We associate them with tribal and social celebrations or representations of those who have passed on. Students will create their own masks to represent their external and public persona, but underneath they will enclose a poem on the back that reveals what lies underneath.

**THE STUDENTS:**

After reading *Things Fall Apart* by Chinua Achebe with the many allusions to tribal masks, tenth grade English students researched traditional African masks, and designed their own to reflect their particular outer personality and interests and then wrote a poem that described their inner selves, hidden from others. This was inserted on the inside, behind the mask.

**THE DISSEMINATOR:**

Dr. Sandy Melillo is in her 41st year of teaching, currently at Pompano Beach High School. She has taught all levels of English, Drama, TV Production and Creative Writing. As an adjunct professor at Nova Southeastern University, she teaches online graduate courses in English Education. Dr. Melillo was the 1992 Broward Arts Teacher of the Year and the 2008 Broward County Teacher of the Year and state finalist, none of which impresses her three grandchildren or students, because in education, it is necessary to prove oneself every day.

**MATERIALS AND RESOURCES:**

The following materials are needed

- Plaster bandages
- Mask shells
- Paint
- Stickers
- Decorations
- Color printer
- Androids for research
- Zip drives
- Walmart
- Michaels
- Office Depot



Sponsored by:



**NOVA SOUTHEASTERN UNIVERSITY**  
Abraham S. Fischler School of Education

**MORE INFORMATION****DR. SANDY MELILLO**

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Pompano Beach, FL 33060

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E-Mail:  
sandymelillo@browardschools.com

Principal: Mr. Hudson Thomas

**OUTCOME:**

Myriad benefits include positive influences on student health and well-being, environmental attitudes, academic performance, physical activity, and social skills. Students love making connections and working outdoors as well.



# Multicultural Garden Buddies

**QUOTE:**

"With the garden you are reading instructions and recipes, and you are writing and talking. It's physical and its hands on...It has just been great."

**THE PROJECT:**

This project incorporates a multicultural theme which allows children is to explore gardening from around the world beginning with the story, "Ugly Vegetables." It's easy to appreciate a garden exploding with colorful flowers and fragrances, but what do you do with a patch of ugly vegetables? Author/Illustrator Grace Lin recalls such a garden in this charming and eloquent story. The neighbors' gardens look so much prettier and so much more inviting to the young gardener than the garden of "black-purple-green vines, fuzzy wrinkled leaves, prickly stems, and a few little yellow flowers" that she and her mother grow. Nevertheless, mother assures her that "these are better than flowers." Come harvest time, everyone agrees as those ugly Chinese vegetables become the tastiest, most aromatic soup they have ever known. As the neighborhood comes together to share flowers and ugly vegetable soup, the young gardener learns that regardless of appearances, everything has its own beauty and purpose. This was a springboard for us to look at Chinese vegetables and then we decided to explore other types of cultural gardens including Hispanic, Italian and Native American. Each lesson is taught through related literature fiction and non-fiction text. Technology such as iPads and Kindles are also incorporated. Teachers will be given lesson plans and a guide on how to research and explore and select their gardens and buddies as well as a guide on how to plant, garden and harvest. Teachers will be given a wealth of ideas and resources.

**THE STUDENTS:**

The project can be implemented with any number of students in any grades Pre-K-12 and with any levels, including ELL, and ESE (Special Education/Students with Disabilities) as well as Gifted students.

**DISSEMINATOR:**

Lynn Walsh has been a Kindergarten teacher for over 12 years at Maplewood Elementary School in Coral Springs, FL. She is a Nationally Board Certified teacher with a Master's Degree in Literacy and certified as an Early Childhood Education teacher and Mentor. Lynn has been the garden leader at her school for the past 2 years, earning grant money and winning Broward Counties P-3 Challenge for the past two years in Curriculum Integration and Innovation. Ms. Walsh designed, built and runs 11 garden beds at her school and has taught gardening to over 200 Aftercare students as well as working with her own Kindergarten class and has assisted all other participating teachers K-5.

Tara Dukanauskas has been a teacher for over 30 years and has taught grades K-5. Tara is Nationally Board Certified and has a Master's Degree in Early Childhood Education. Tara has been a Grant Disseminator for the past 15 years.

**MATERIALS AND FACILITIES:**

This project can be implemented indoors or out. Seeds can be grown in the classroom, in containers or garden beds may be built on your school grounds, with the approval of your administration. Materials are easy to obtain through purchase or donations.

**RESOURCES:**

There are many websites and links throughout this unit including Book Lists, Online Resources, Lesson Plans, student activities and step-by-step project plans.

**Sponsored by:**  
The State of Florida Matching  
Grants Program


**MORE INFORMATION:**

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Principal: Ms. Sherry Bees
<b>TARA DUKANAUSKAS</b> North Andrews Gardens Elementary 345 NE 56 Street Oakland Park, FL 33334 Phone: 754-322-7300 FAX: 754-322-7340 E-Mail: tara.dukanauskas@browardschools.com
Principal: Ms. Davida Shacter

# The Broward Education Foundation's 18<sup>th</sup> Annual Teacher Idea Expo

Sponsored by Nova Southeastern University  
Saturday, January 31, 2015

## Where:

Nova Southeastern University  
Health Care Professions Building  
3200 South University Drive  
Davie, Florida  
8:00 a.m. to 3:30 p.m.  
Pre-register by January 23, 2015

A one-of-a-kind conference featuring curriculum and professional development workshops for all educators. Join us for these exciting topics:

- Behind the Mask
- Interactive Twisted Tales
- May the Force Be With You
- CHESS FOR LIFE!
- And much more

Earn Ten Inservice Points If awarded an Adapter Grant

**EVENT INCLUDES:** Exhibits, Lunch, Prizes, Free Curriculum Materials, and more!

## Fabulous Door PRIZES:

- Southwest Airline Tickets
- Lenovo Tablet 2 - ThinkPad
- DELL XPS 12 Laptop
- ACE Educational Supplies
- Bonnet House
- Butterfly World
- BECON TV

### GRAND PRIZE



- Book Club Members Margarita, Kyle, Angela, Tessie, Lilibeth, Phyllis, and Trish.
- Flamingo Gardens
- Lion Country Safari
- Museum of Discovery & Science
- Publix
- Science4Us Program
- Vizcaya Museum & Gardens

## This Year's Exceptional Presentation!

Brian Haggerty, Author, Speaker, Mentor and Educator

- How to Engage and Excite Students
- Building Masterful People Skills for Life

### Additional Sponsors:

Lunch provided by NSU Catering/Chartwells



- BrightStar Credit Union
- Wells Fargo
- Nova Southeastern University
- University of Phoenix
- BECON TV
- Cindy Schutt  
Public Relations
- FAU

All pre-registered attendees receive a gift bag filled with supplies and incentive items.

All attendees present at 3 p.m. are eligible for door prizes.



# The Broward Education Foundation's 18<sup>th</sup> Annual IMPACT Idea Expo

**A** = Art  
**CE** = Character Education  
**CI** = Community Involvement  
**CM** = Classroom Management  
**D** = Drama  
**FL** = Foreign Language

## CODES

**H** = Health & Physical Education  
**I** = Interdisciplinary  
**LA** = Language Arts  
**LS** = Life Skills  
**MC** = Multicultural

**M** = Mathematics  
**PS** = Public Speaking  
**S** = Science  
**SS** = Social Studies  
**T** = Technology  
**VA** = Visual Arts  
**VE** = Varying Exceptionalities

## Session A

### 1A 21st Century Book Reports! (2010-2011) CE, LA, T, 5-12

Disseminator: Dona Maggio • Sunrise Middle  
 This project will motivate students to read, build healthy character traits and increase technology skills. During the podcasting and music video portion of the project, students explore heated topics through research. The final product is a student created electronic book report with a twist geared toward teens speaking to the interests and concerns of today's students.

### 2A A.L.O.H.A. (Active Learning Orchestrates Higher Achievement) (2014-2015) LA, LS, SS, 5 -12

Disseminator: Mary Alice Rowley • Forest Glen Middle  
 Periodically an "A.L.O.H.A. Day" is placed on my classroom calendar. Each A.L.O.H.A. Day involves a creative lesson plan or assignment, and allows students some sort of physical movement in the classroom. A.L.O.H.A. Days include Seat Scramble, Beach Ball Literature, Story Creation Through Rotation, Outdoor Physical Training, Parts of Speech Bowling, and Test Performance Incentives. Students have begun enjoying my classroom more and are excited on A.L.O.H.A. Days.

### 3A Behind the Mask (2014-2015) A, LA, SS, 6-12

Disseminator: Sandy Melillo • Pompano Beach High  
 A mask has historically been a symbol to both represent and disguise a particular culture, individual, or even a corpse. We associate them with tribal and social celebrations or representations of those who have passed on. Student will create their own masks to represent their external and public persona, but on the back they will enclose a poem on the back that reveals what lies underneath.

### 4A Digging Deeper into Text Structures Reading (2014-2015) LA, S, SS, 2-8

Disseminator: Miladys Cepero-Perez • Griffin Elementary  
 Reader and writer workshops are the perfect platform for students to learn about the different text structures that authors use to deliver information and their purpose to an audience. Students become authors who write their own mini-magazine about a topic of their choice and/or their own fiction book. This project covers the new Florida Standards (LAFS) on reading comprehension, opinion writing, research process, and informative writing. The students create, design, and write each type of text structure with success.

### 5A History Across Broward Initiative-Oral History Project (2014-2015) LA, SS, 9-12

Disseminator: Roberto Fernandez, III • Boyd Anderson High  
 The History Across Broward Oral History Project is designed to allow students to be directly involved with the documentation of local history. Oral history interviews have been widely recognized by historians as a unique and distinctive technique by which to document the history of a specific individual, family, organization or group, community, time-period, or event. Each new oral history interview is a new primary resource, a rare record of one-

of-a kind first-hand historical and anecdotal information, in the storyteller's own voice.

### 6A It's Electric! Circuit Building Using Online Technology (2012-2013) LA, S, T, 6-12

Disseminator: Danielle Thomas • Gulfstream Middle  
 This module can be used in grades 6 -12 to expose students to electrical engineering. The module begins with an interactive PowerPoint presentation that examines how technology has developed and changed over time. It demonstrates how computers and computer parts have been compressed in volume and integrated over the past 50 years. Students will then use examples of circuit board and integrated circuit to create a Venn diagram. Students will complete an online binary code activity.

### 7A Mathematical Writing: Easy as 1, 2, 3 (2013-2014) LA, M, K-12

Disseminator: Kandra Barnes • Colbert Elementary  
 Mathematical Writing: Easy as 1, 2, 3 uses literacy as a tool to promote critical thinking, writing, vocabulary, academic achievement and oral language fluency in mathematics. Students use writing to explain mathematical processes, clarify misconceptions, pose questions, reflect on their learning, and engage in divergent and convergent thinking

### 8A Multicultural Garden Buddies/ Gardening Around the World (2014-2015) A, H, LA, S, T, K-12

Disseminators: Tara Dukanaukas & Lynn Walsh  
 North Andrews Gardens Elementary, • Maplewood Elementary  
 The school garden will act as a springboard for reading and writing. Books will be read and research will be done that connects reading and writing with different types of gardens (plants/fruit, vegetables and herbs) from around the world. Students will work with a buddy classroom to complete the project. Students will create projects such as Powerpoints and booklets to display what they learned.

### 9A News is Knowledge! (2012-2013) A, H, LA, M, S, SS,

Disseminators: Heather Heffernan & Kimberly Johnson  
 Oakridge Elementary  
 The project provides teachers with ideas to create literacy centers for use in their own classrooms using student-friendly newspapers from various curricular areas. We will provide plans that can be used to adapt the materials each week. The informational text provided by each newspaper will allow for the study of current events in a variety of areas. In science, the students will participate in hands-on experiences to reinforce the weekly topic.

### 10A Paint Me A Story...Literacy and Arts (2014-2015) LA, SS, T, VA, PreK-4

Disseminator: Pamela Davis • Deerfield Park Elementary  
 Vincent Van Gogh refers to "happiness" as: It lies in the joy of achievement, in the thrill of creative effort. Children need to be happy, achieve, and be filled full of opportunities for creative efforts! The focus of this project is to develop students' minds encouraging them to read both the pictures and words to fully engage them in print. This project encourages children to utilize technology, multicultural books and the visual arts, as they develop an understanding of the author's and illustrator's message.

### 11A Professional Development - A New Approach to Promoting Active Learning in the Classroom

By: Richard Dettling (Program Manager, University of Phoenix, South Florida Campus)

Alexandra Escobar (Campus College Chair, University of Phoenix, South Florida Campus)

This session focuses on the importance of active learning in the K-12 classroom. Teachers will learn strategies designed to help engage students actively in their own learning. The active learning strategies will revolve around critical thinking/problem solving, collaboration/teamwork, writing and speaking, adaptability/prioritization, planning/organization, and information literacy. Strategies include role-playing, debates, case studies, peer instruction, and creative scenarios and simulations.

### 12A Professional Development - Step Away from the Desk! Prevention, Intervention, and Management Strategies

Presenter: Michele D. McGuire, Ph.D., Program Professor of Education, Fischler School of Education at NSU

This presentation explores seven dimensions of teacher behaviors, and the ways in which these behaviors impact classroom and behavior management. Dr. McGuire will address the consequential impact of these behaviors on the comprehensive instructional program and the overall classroom environment, with particular emphasis on students' reactive behaviors. Emphasis is on management challenges encountered that are directly related to teacher behaviors, and suggested preventative and intervention strategies are explored.

### 13A Songs, Soliloquies and Sugar Coating (2014-2015) D, LA, Music, 4-12

Disseminator: M. Jacob Aronin • Parkway Middle

Students move beyond the iambic pentameter and verse of Shakespeare to connect with the characters and their motivations. Students write as characters in plays and novels, explaining the texts and filling in the gaps in the plot. Whether asking the question "To be or not be" a dancer, an engineer or a girl scout; students find the parallels of their own lives in Bard's lines. Writing Ophelia's journal or Hamlet's therapy sessions, students learn to move beyond the text and find the character's inner life and the author's purpose.

### 14A The Incredible Voyage (2014-2015) A, H, LA, M,S, SS, K-5

Disseminators: Randy Bitton & Sheree Schulson  
 Parkside Elementary

The Incredible Voyage is a unit of study through the body systems using project-based learning to help drive the instruction. This project accommodates a variety of learning styles, multi-age levels, differentiates instruction and provides opportunities for alternative assessments.

## Session B

### 1B A PEACE of History (2014-2015) A, LA, SS, 6-12

Disseminator: Debra Brand • Sawgrass Springs Middle  
 This project was designed to compel students to become aware of the details of one of the most turbulent times in

American history - the '60's. This comprehensive unit uses multimedia resources and informational texts. Students are challenged to create a variety of written responses about fashion, music, Vietnam, automobiles art and fads.

### **2B** Bullies Be Gone

(2012-2013) CE, D, LA, LS, 4-12

Disseminator: M.Jacob Aronin • Parkway Middle School  
Students write narratives, poetry and dialogue about their experiences with bullying. Through observation and reflection, their work becomes a readers' theater production to share with their peers on how to make their school a safe haven. The project is designed so it can be produced as a play or made into a video edited in I-Movie.

### **3B** Can't Stop Me Now! E-Readers Enhancing Education

(2013-2014) A, LA, M, S, SS, T,  
Disseminator: Tara Dukanauskas • North Andrews Gardens Elementary

Can't Stop Me Now! E-Readers Enhancing Education is a project that will show you how to use E-Readers in various curriculum areas for reading, research, writing and more in a fun and educational way. You can use Kindles, Nooks, iPads, or Tablets as a tool to teach students needed skills. You can even incorporate E-Readers into a Daily Five program.

### **4B** Civics Unfolds

(2014-2015) Civics, LA, SS, 6-12

Disseminator: Andra Beames  
Sawgrass Springs Middle School  
Civics Unfolds is a project based instructional strategy that improves student learning and reading skills. Using foldable, students read for details and create mini-projects that help students comprehend challenging primary documents like the Declaration of Independence, The Constitution and Bill of Rights.

### **5B** Creating Digital Citizens Through The Arts

(2013-2014) LA, T, 5-12

Disseminator: Dona Maggio • Sunrise Middle  
Students will research famous artists, musicians, sculptors, writers, painters and inventors learning about forms of plagiarism and copyright violations in other time periods. Through their exploration, students will make connections between creators/inventors of the past to current day artists. This project will help students to evaluate information on the Internet and in print for validity and quality.

### **6B** Inspiring Authors

(2014-2015) LA, T, 2-6

Disseminators: Amy DeCelle & Pauline Watson  
Tropical Elementary & Oakridge Elementary  
This project will inspire students to become authors by allowing them to interview authors and learn what inspired them and the process they went through to get their books published. These interviews can be done via videoconferencing, Skype, and classroom visits. To prepare the visit the class would read a book or books by the author and then prepare interview questions. After the author visit, the students will write their own stories once they have completed the research to gather the information for their story.

### **7B** Kids Go Green - Vegetable Garden

(2011-2012) LA, LS, M, S, SS, K-12

Disseminator: Miladys Cepero-Perez • Griffin Elementary  
Students learn the cooperative learning model, science, map skills, research, and reference and mathematics skills by planting a vegetable garden. The project also helps students achieve awareness of the responsibility that citizens' actions have in the community and ways members of a community work together to take care of the environment.

### **8B** May the Force Be With You

(2014-2015) LA, S, T, 2-8

Disseminator: Sheri Dominguez • Palmview Elementary  
Information Literacy Project Based learning, 21st century learners find, create and share knowledge utilizing the FINDS process and digital tools. Students research within a curriculum area, examples include Force & Motion,

Predators and Phases of the Moon utilizing print and digital resources. Title could also be "Lions and Tigers and Bears, Oh My!" They learn the FINDS process, the steps of which parallel Bloom's and Webb's levels of cognitive complexity, to find, create and apply, synthesize, share and evaluate their knowledge.

### **9B** Professional Development- Grant Writing

Grants Department - The School Board of Broward County  
Learn how to write a grant and learn which grants are available to teachers.

Instructors: Rebecca Reichert-Cuffe and Aston Rowe

### **10B** Professional Development - Sailing on the STREAM: Integrating STEM and Reading

Presenters: Jia Borrer, Ed.D., and Roxanne Molina, Ph.D.,  
Program Professors of Education, Fischler School of Education at NSU

The presentation will focus on four key areas:

- How you can integrate STEM education elementary classroom
- How you can integrate reading into a STEM activity
- Understanding the "Engineering Design Cycle" and why it's important in integrating STEM into the classroom
- Exploring the (free) Building Bridges application

### **11B** Rainy Day Activities

Instructor: William H. Carel III, PhD, NBCT

Coral Cove Elementary

For all K-5 grade teachers who need ideas on how to meet the state's requirement of ~150 minute physical education/activity or 6-12 grade teachers, pre-school, after school, and summer camp personnel.~ New, exciting and fun hands-on activities, games, skills and strategies that tie in FCAT practices, SSS, NASPE, as well as National Board Standards while providing a meaningful integrated curriculum used inside the classroom when poor weather conditions prevent your students to go outside for activity.

### **12B** The Secret Garden

(2013-2014) M, STEM, SS, 2-8

Disseminators: Jill Colon, Deidrea Degni, Nancy Delucia  
Miramar Elementary

Through this project the students learn that fruits and vegetables are grown in various parts of the world and that they can grow some of their favorites at home in limited spaces. They also get the opportunity to grow and taste fruits and vegetables that are unfamiliar to them.

### **13B** Who Let the Dogs In?

(2005-2006) LA, LS, 2-12

Disseminator: Mary Alice Rowley • Forest Glen Middle  
This project motivated students to read by introducing the history of dogs, different breeds of dogs, and the anatomy of dogs. Each group of students will research a breed of dog, and prepare an oral presentation with a display board on the characteristics, history, training and care of their breed. The culminating activity is a visit by a veterinarian who brings several of the breeds.

## Session C

### **1C** Arts and Crafts of Storytelling

(2012-2013) LA, T, 6-12

Disseminator: Debra Brand • Sawgrass Springs Middle  
In the Arts and Crafts of Storytelling, American folk heroes come to life, help students expand their vocabulary and increase knowledge of figurative language. Students identify figurative language like similes, idioms and hyperboles. The project further serves to teach children to write original tall tales after being inspired by stories that are such a rich part of our American cultural heritage. The tall tale characters studied include John Henry, Pecos Bill, Johnny Appleseed and Paul Bunyan. As an added bonus original games about the heroes is created and played by classmates.

### **2C** CHESS FOR LIFE!

(2014-2015) LS, M, 4-12

Disseminator: Elpidio (Pete) Muniz • Indian Ridge Middle  
The goal here is to introduce Chess to a young audience in the hopes that the foundations they are establishing will carry them throughout their lives. This is the ultimate game where you as the player are responsible for everything that takes place. You cannot blame a teammate for dropping the ball or missing a shot at the buzzer. You are the only one responsible for your wins or your losses. The choices you make on this 64 square arena belong to you the player. Each person has to own the consequences of these choices.

### **3C** COOKIES FOR THE HOMELESS AND ELDERS

(2014-2015) CI, LA, M, S, 2-12

Disseminator: JOSE PADILLA • WINGATE OAKS CENTER  
The purpose of this project is for the students to choose every day for one week a different shelter for the homeless or the elderly and bake them cookies as a Holidays gift. Students will research for different cookies recipes, create an adapted shopping list, and buy the materials needed. Using their communication devices, students will interact with the community when shopping and will practice math skills while manage the budget. After gathering the materials, students will follow and adapted recipe to bake different cookies every day, in this process student will use math and science skills while baking the cookies.

### **4C** Cooperative Brain Power

(2014-2015) LA, M, S, T, K-6

Disseminator: Andria Ammons • McNab Elementary  
The project is Cooperative Brain Power Works Through Team Efforts Using Technology, Informational Text, or Academic Games. It is a cooperative learning strategy where students work in teams to learn how to acquire knowledge in cooperative learning groups. Children learn how to respect each other opinions, beliefs, ideas, and facts about real life learning using web sites or informational text. The students learn real facts about a related topic of different subject areas, work together to develop a special project, or use academic games to explore and practice new knowledge.

### **5C** Eaglebots

(2014-2015) LA, M, S, T, K-8

Disseminator: Rhonda Weimann • Eagle Point Elementary  
The students participate in a 20-hour course of Computer Coding combined with Lego Robotics. The course outline is provided on-line from code.org. The Intro to Computer Science is a free course that aims to demystify computer science and show students that it's fun, collaborative, and creative. The course is designed to motivate students and educators to continue learning computer science to improve real world relationships, connections, and life.

### **6C** Fun in the Sun with SCIENCE!

(2011-2012) LA, LS, S, VE, PRE-K - 12

Disseminators: Michelle Weiss & Susan Weiss  
Early Intervention Department & Western High  
Students will help create science experiments and watch, as active learning is present. Students learn with amazement with long term retention. Students in both the lower and upper grades will be doing a series of science experiments. Fun in the sun with science incorporates experiments that can be completed outside due to mess and its relationship to weather climate.

### **7C** Interactive Twisted Tales

(2014-2015) LA, PS, T, 4-12

Disseminator: Dona Maggio • Lyons Creek Middle  
The purpose of this project is to entice students to build strong literary analysis skills by exploring setting, characters, theme, imagery, point-of-view, visual elements, and different text structures through the retelling and creation of their own fractured fairy tale. In addition, students will increase writing skills, develop public speaking proficiency and expand their ability to use appropriate digital presentation tools.

**8C** **Passionate for Poems**  
(2013-2014) A, D, Music, LA, T, 2-8

Disseminator: Amy DeCelle • Tropical Elementary  
In addition to using poetry to reinforce literacy skills, my students will be using several hands-on activities which will be included to enhance and expand areas such as art, drama, music, and physical education in order to develop higher-level decoding, fluency and comprehension skills, while enjoying and enhancing other areas of the curriculum.

**9C** **Professional Development -**  
**K-12 Schools and Colleges Preparing Students for their Futures**

Jerry Kaber (Campus College Chair, University of Phoenix, South Florida Campus)

Public school teachers work diligently every day to help students become ready for college or the workforce upon graduation. Similarly, colleges and universities continue this mission and strive to prepare students to develop the skills and competencies needed to be successful in the workforce. Despite the concerted efforts of both teachers in Pre-K-12 and institutions of higher learning, often college graduates are not graduating with the skills needed for success in today's workforce.

**10C** **Statues Stand Tall**  
(2013-2014) LA, SS, 4-12

Disseminator: Andra Beames • Sawgrass Springs Middle  
Statues Stand Tall is a research, writing and craft project that will teach students about famous Americans who brought about positive social change to our society. The project's purpose is to incorporate Language Arts benchmarks with the Social Studies curriculum to help students improve their reading FCAT scores.

**11C** **Technology Dissection**  
(2014-2015) STEM, K-5

Disseminator: Debra Thomas • Colbert Elementary  
Sprouting STEM Museum Magnet

This project involves students in hands-on discovery learning as they take apart technology to learn more about it. For example, students can take apart broken, outdated, or cheap technology, such as rotary phones, wind-up toys, disposable cameras, ballpoint pens, broken electric pencil sharpeners, etc. Students learn about the different parts in the piece of technology and identify simple machines, and other technologies used to develop the piece of technology under investigation.

**12C** **The ABC's of Florida**  
(2014-2015) LA, S, SS, T, K-5

Disseminator: Betty Sebaste • Sandpiper Elementary  
Students use laptops and iPads to research different topics that relate to the State of Florida. Students learn research skills using technology. When they have completed their research project, they learn to write and type in order to create a computer based published work and a hardcover book.

**13C** **The OCHO Project: Read for a Need**  
(Opportunities for Children to Help Others)

(09-10) CE, LA, LS, M, K-8  
Disseminator: Marilyn Perlyn

The OCHO project is a character based service-learning program that is dedicated to exposing children to the joys of reading while teaching them that, through reading, they can help others less fortunate than themselves. The prime objective of the program is to have students read not only to expand their knowledge but also to help earn books for their fellow students who have few or no books of their own. Students will "serve" and "learn" while building character values. Participating schools will receive between 400 -1000 children's books for a free book fair!

## Session D

**1D** **Bodacious Bags**  
(2013-2014) LA, STEM, T, PREK - 6

Disseminator: Pamela Davis • Deerfield Park Elementary  
This STEM-related lesson series integrated with literacy

allows your class to learn about science concepts presented in the curriculum with "hands-on" science bag experiments to extend learning at home. Each student receives a "zip-lock" bag with the supplies to conduct the experiment both at school and at home!

**2D** **Community Involvement-**  
**The Gourmet Gardener**

Ian Wolinsky

Garden Delights Master Gardener

The Gourmet Gardener is passionate about sharing agricultural knowledge with others.

Some of the many ways to learn include: organic growing methods, composting and natural fertilizers, bee colonies and lady bug farm, integrated pest management and much more!

**3D** **Design Challenges: If THEY build it, THEY will learn!**  
(2013-2014) STEM, K-5

Disseminator: Debra Kelly Thomas • Colbert Elementary Magnet School

For building projects, student groups will be given a "client", a description of the clients needs, a budget (in the form of play money and checks), and a list of possible building materials. Students will work collaboratively in groups to design the product, determine which supplies they will use, and calculate the quantity of each supply they can afford. Students will then complete official test trials, from which top performing teams will be selected to compete in the STEM Olympics (a competition/showcase for parents).

**4D** **Down to Earth!**  
(2009-2010) STEM, K-12

Disseminator: Lisa Milenkovic

Mathematics, Science & Gifted Department

Down to Earth! creates engaged learners who apply critical thinking and problem solving skills understand the cause and effect of current and historical natural events and communicate their knowledge using video production and Web 2.0 tools. This approach engages ALL students in the science content and turns the students into the teacher, as they become experts in their assigned natural event. The students became connected with events that happened both recently and many thousand of years ago to better understand the processes that have shaped and continue to shape the Earth.

**5D** **H.I.T.S. (HISTORY, TECHNOLOGY, INNOVATION & SCIENCE**

(2014-2015) A, LA, S, SS, T, 6-12

Disseminators: Suzanne Murphy & Diane Spencer

Northeast High, Blanche Ely High

The students will select one of the inventions and use the Internet to research the following details about the inventor of the product: Inventor's name, date of birth, place of birth, education, date of the invention, etc. This information will be used to write a Bio-cube and Biography about the inventor. Next, the students come up with an idea for a new product, create a model of your invention, provide reasons why it might be useful and give your invention a "catchy" name.

**6D** **Math Moves!**  
(2014-2015) M, K - 12

Disseminator: Pamela Haffner • Fairway Elementary

The goal of this project is to increase students' understanding and enjoyment of math through the integration of physical movement and emotional connection within every lesson. Using our instructional focus calendar or student's individualized education plan (IEP) goals as a guide, we can enhance understanding and improve memory of math skills by adding movement (gestures, acting out, games) and meaning (projects, personal connections, social interactions). Movement and emotional involvement are proven brain-based strategies for learning.

**7D** **A class called SECME**  
(2012-2013) STEM, K-12

Disseminator: Mark Eyerman • Blanche Ely High School  
SECME Research is an interactive presentation on Differentiated STEM Instruction, and collaborative learning using SECME strategies and projects.

The presenter will address such topics as the expectations

of the district, administrators, students, and yourself -the creator. Also help in the designing a format for such a class or after school activity. We will also address team building activities and classroom management in a student-centered classroom.

**8D** **Modeling Instruction Using Interactive Webpage and Technology**  
(08-09) M, S, T, K-5

Disseminator: Andria Ammons

Teachers will learn how to implement instruction by using an interactive webpage that is organized into thematic units. The students will use a wireless laptop to practice skills and concepts using a variety of interactive websites for reading, math, and science.

**9D** **Pen Pals Around the World**  
(2012-2013) LA, LS, M, S, SS, T, 2-12

Betty Sebaste • Sandpiper Elementary

Students become pen pals with a class in another state or country. The students begin with researching the area their pen pals live. Students improve skills in all subjects and while learning about the other area. During writing lessons, students write a report about an imaginary trip to the country. Each student creates a book from his or her completed writing journal. Students use Skype to connect with their pen pal class, asking questions and sharing information. Letters are exchanged and when the projects are completed a video is created and posted online, so that the classes may view each other's work.

**10D** **Professional Development -**  
**A Make-n-Take to Motivate!**

Linda Whithead

Participants will be introduced in timeless activities that can be adapted to any grade level or content area. You will make and take a variety of products "guaranteed" to actively engage and excite your students in their own learning.

**11D** **Professional Development -**  
**Integrating the Arts in the Elementary Classroom**

Keith J. Suranna, Ph.D., NBCT

University of Phoenix, South Florida Campus.

The Swiss developmental psychologist and philosopher Jean Piaget once said, "The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.

**12D** **Sing and Sign a Song Time**  
(09-10) LA, VE, FL, Preschool Exceptional Education, VPK, Special Education, PREK- 12

Disseminator: Michelle Weiss • Early Intervention Department

This multimodal program incorporates music, print, singing, and the use of American Sign Language (ASL) in an attempt to accelerate the students' early-literacy acquisition to a degree of measurable significance. The 20 minutes daily use of a multimodal instruction program as a supplemental education tool can significantly increase the language-delayed and the different learner's receptive, expressive and overall language skills.

**13D** **Tone and Transform**  
(2013-2014) H, PE, 5-12

Disseminator: Judy Bremner • Sawgrass Springs Middle

This program teaches the students several formats of Aerobic Exercise, including Pilates, Yoga, Shadowboxing, Circuit Training, Weight Training, and Step Aerobics. The students love it! It will also teach the Regular Education Teacher methods of incorporating Physical Activity into their classroom.

**14D** **Next Moves! - Demystifying Chess**  
Robert McLellan

National Scholastic Chess Foundation  
Chess in Education: Robert McLellan, Executive Producer of "Brooklyn Castle" and Development Director at the National Scholastic Chess Foundation, will use clips from the award-winning documentary to facilitate a discussion of the benefits of teaching chess in our schools and introduce the Demystifying Chess workshops created with BEF to train teachers to teach chess at any grade level.

# Registration Form

Complete this registration form on line at [www.browardedfoundation.org](http://www.browardedfoundation.org) and mail or deliver by January 23, 2015, with a self-addressed pony envelope and a \$40 check (no cash) made payable to:

To register online:  
[www.blacktie-southflorida.com/rsvp](http://www.blacktie-southflorida.com/rsvp)  
Enter Event Code: expo15 or visit  
[www.browardedfoundation.org](http://www.browardedfoundation.org)

The Broward Education Foundation  
600 SE Third Ave., 1st. Floor  
Fort Lauderdale, FL 33301  
754-321-2030

Name \_\_\_\_\_

School Telephone \_\_\_\_\_

E-Mail \_\_\_\_\_

School Name \_\_\_\_\_

Grade \_\_\_\_\_

Subject Area(s) \_\_\_\_\_

A confirmation will be sent to you and your registration packet will be waiting for you at the registration table. Registration at the door, on a space available basis, is \$50.

Professional Development Workshops  
presented by



## Example

Using the assigned workshop numbers, please select your workshop preferences for EACH session. Please prioritize your 3 choices for each session. **Failure to complete the sections will result in workshops assigned to you based upon availability.**

### Session A

1. 3A
2. 4A
3. 1A

### Session A

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Session B

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Session C

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Session D

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# IMPACT NETWORK

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In addition to the profiles found in this publication, more than 400 Disseminator projects from the previous catalogs are also available to be adapted. For more information on a project or to receive an Idea Packet, please contact the teacher directly.

To apply for an Adapter Grant on a past Teacher idea or an idea from this year's catalog, contact the teacher disseminator and complete the Adapter application found on line @ <http://www.browardedfoundation.org>. Please contact, the Broward Education Foundation at **754-321-2032** for more information.

Web site: **<http://www.browardedfoundation.org>**

*Before applying for an Adapter Grant, you must contact the teacher disseminator. The annual BEF Teacher Idea Expo on January 31, 2015, is an excellent opportunity to contact the teacher disseminator and attend a workshop on the idea. Pre-registration for the Teacher Idea EXPO can be found at the beginning of this insert section.*

# Board of Directors

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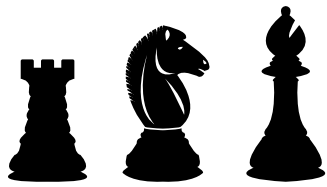
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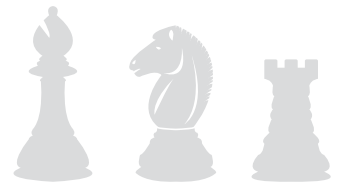
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*Program Coordinator*

**Orlellys Sanchez**  
*Accountant*



# Demystifying Chess:

## A Thinking Skills Workshop for Teachers



Supporting the Broward School District's effort to teach chess as a means of improving educational outcomes for the children of Broward County, The Broward Education Foundation (BEF) has launched its Next Move initiative to make chess instruction available to all grade levels, both in schools and with community partners throughout the county. One key component is training teachers to teach chess. BEF has partnered with The National Scholastic Chess Foundation (NSCF) to create the Demystifying Chess workshops. Even if you've never played chess, these workshops will prepare you to teach a chess program at your school.

Chess introduces critical thinking at an early age. The need to comprehend, analyze and evaluate information on a continual basis is a process that every chess player follows. It is this process that is emphasized throughout the chess curriculum regardless of the specific chess content that is taught at each grade level.

The **Demystifying Chess teacher training program will equip teachers so that they may:**

- 1) understand and appreciate the moves of any master game;
- 2) gain confidence in their assessment of positions;
- 3) make reasonable decisions based on their observation and analysis.

Teachers will be able to help students achieve success with chess and apply the skills they acquire to other subjects.

**The workshop includes** on-going training online (an individual security code is supplied with your workshop materials) as well as grade appropriate resources.

The workshop facilitator is FIDE Master Sunil Weeramantry, a nationally acclaimed instructor who has over 40 years' experience teaching and developing award-winning chess programs. Starting in 1979, Sunil developed a comprehensive chess program at Manhattan's Hunter College Campus Schools, a leading laboratory school for talented and gifted students, where chess is a required subject for all students in kindergarten through fifth grade. Sunil served as the first Chairman of the US Chess Federation's Committee on Chess in Education and produced Chess in Education workshops across the country, including on Capitol Hill.

### Schedule, Location and Registration:

#### Saturday, February 21, 2015

9 am to 4 pm. WORKSHOP DAY 1 SESSION (only)

#### Attucks Middle School

3500 N 22nd Ave, Hollywood, FL 33020

#### Saturday, March 14, 2015

9 am to 4 pm. **WORKSHOP DAY 1 SESSION**

9:30 am to 4 pm **WORKSHOP DAY 2 SESSION**

*(for those who completed Day 1)*

#### Saturday, April 11, 2015

9 am to 4 pm. **WORKSHOP DAY 1 SESSION**

9:30 am to 4 pm **WORKSHOP DAY 2 SESSION**

*(for those who completed Day 1)*

**Register at the NSCF Booth at Teacher Idea Expo  
Or Email [Robert@NSCFchess.org](mailto:Robert@NSCFchess.org)**





# BROWARD EDUCATION FOUNDATION'S SCHOLARSHIP PROGRAM



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through your  
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More than 120 students received  
scholarships last year!  
See your BRACE Advisor today to find  
out how you can be considered.

**APPLY ONLINE NOW!**  
[www.browardedfoundation.org/apply](http://www.browardedfoundation.org/apply)



Application deadline May 15, 2015



*Fulfill your holiday wish list*  
by posting it on  
[finditfunditflorida.com/broward](http://finditfunditflorida.com/broward)

Tell the world about your unique projects and classroom needs  
through this new website.

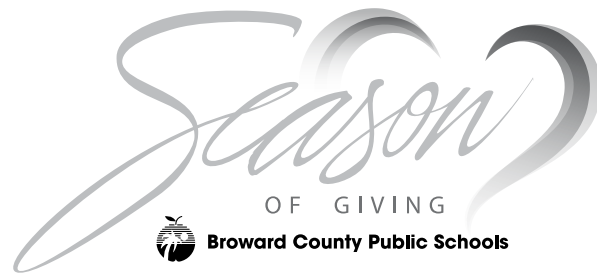
Donors are able to browse the projects and choose which ones to support  
as part of holiday gifts, birthdays, even thank yous!

Many teachers already have received support through this online program for  
matching needs in our schools with donors who want to help.

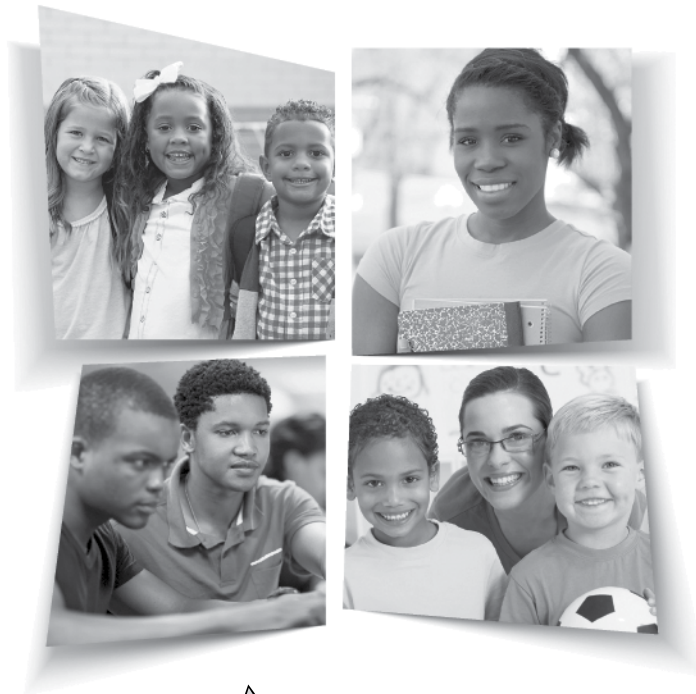
It's simple.

Register/log-in and write about your wishes!





## 2015 Education First Campaign



Broward Education Foundation is receiving your contributions  
and we want to say

*Thank you* 

Every gift is matched so we are doubling your support.

If you would like to participate, please contact  
Mari-Lee Baxter at 754-321-2034



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Veronica Simes,	Catering Manager	954-262-5314
Marcques Parrott,	Director of Catering	954-262-5302



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## HELP SUPPORT ANOTHER BEAUTIFUL DAY OF LEARNING.

When you purchase the Florida Education specialty license plate in your county, you contribute \$20\* to assist students, schools, and teachers in your school district. Your donation, included in the purchase price of the Florida Education specialty license plate, stays in your community and benefits the children in your area schools through your local Education Foundation, a 501(c)(3) non-profit organization. Some examples of important educational projects that are funded through donations provided by the Florida Education specialty license plate include:

- Extra reading help for students in grades K -3
  - Mentoring for at-risk students
- Classroom innovations for teachers and students
  - Enrichment in math and science

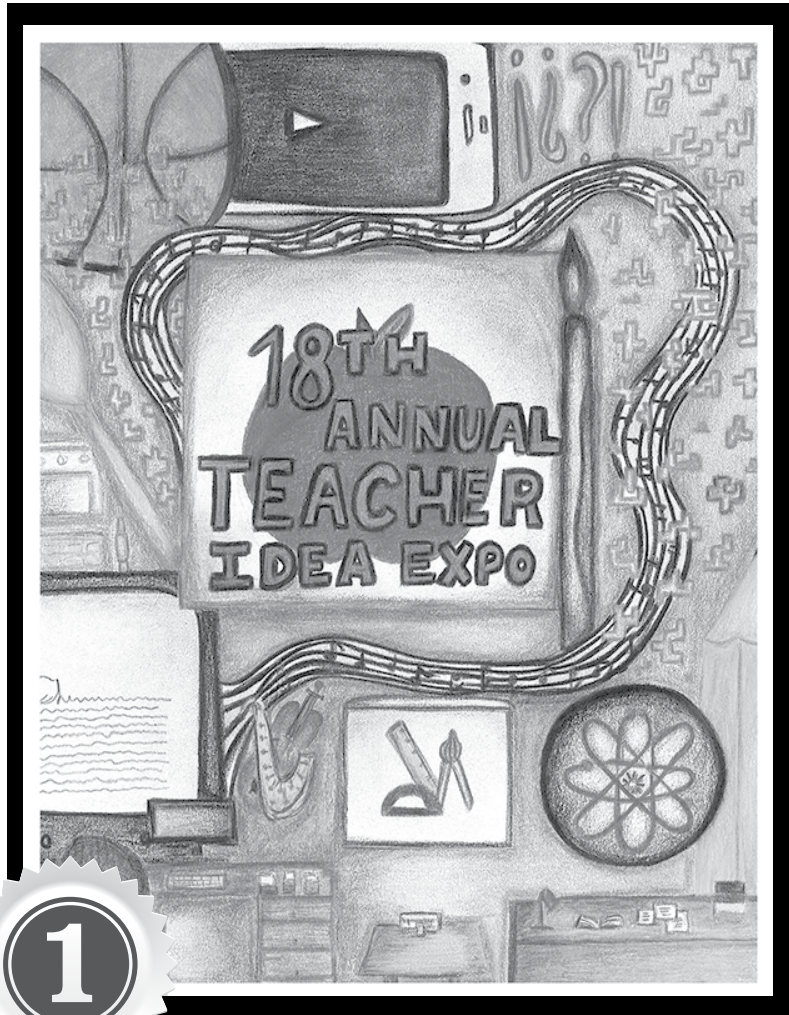
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\*The Florida Education specialty license plate can be purchased at your local tag office. Other state or local fees may apply.

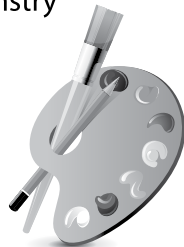
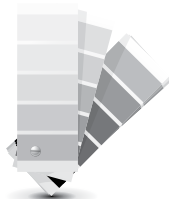


# TEACHER IDEA CATALOG COVER DESIGN WINNERS



**Ashley Nemarine**  
8th Grade

Ramblewood Middle School  
Art Teacher -Rosemarie Mckinstry

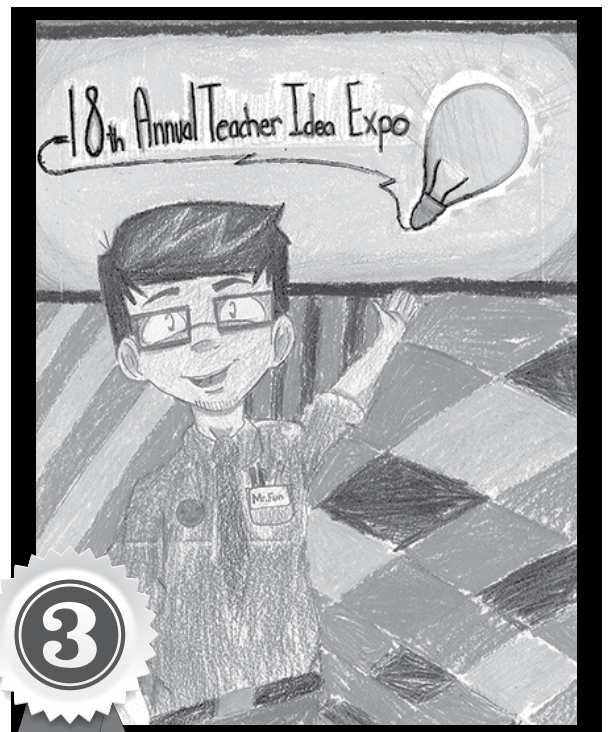


The winning cover design's 1st, 2nd and 3rd place class will receive a \$50 gift certificate to a store of the teacher's choice. The student's whose cover design wins will receive art supplies from Tools for Schools Broward. The winner will be recognized at our Teacher Idea Expo which will be held on Saturday, January 31, 2015, at Nova Southeastern University.



**Taylor Javeline**  
8th Grade

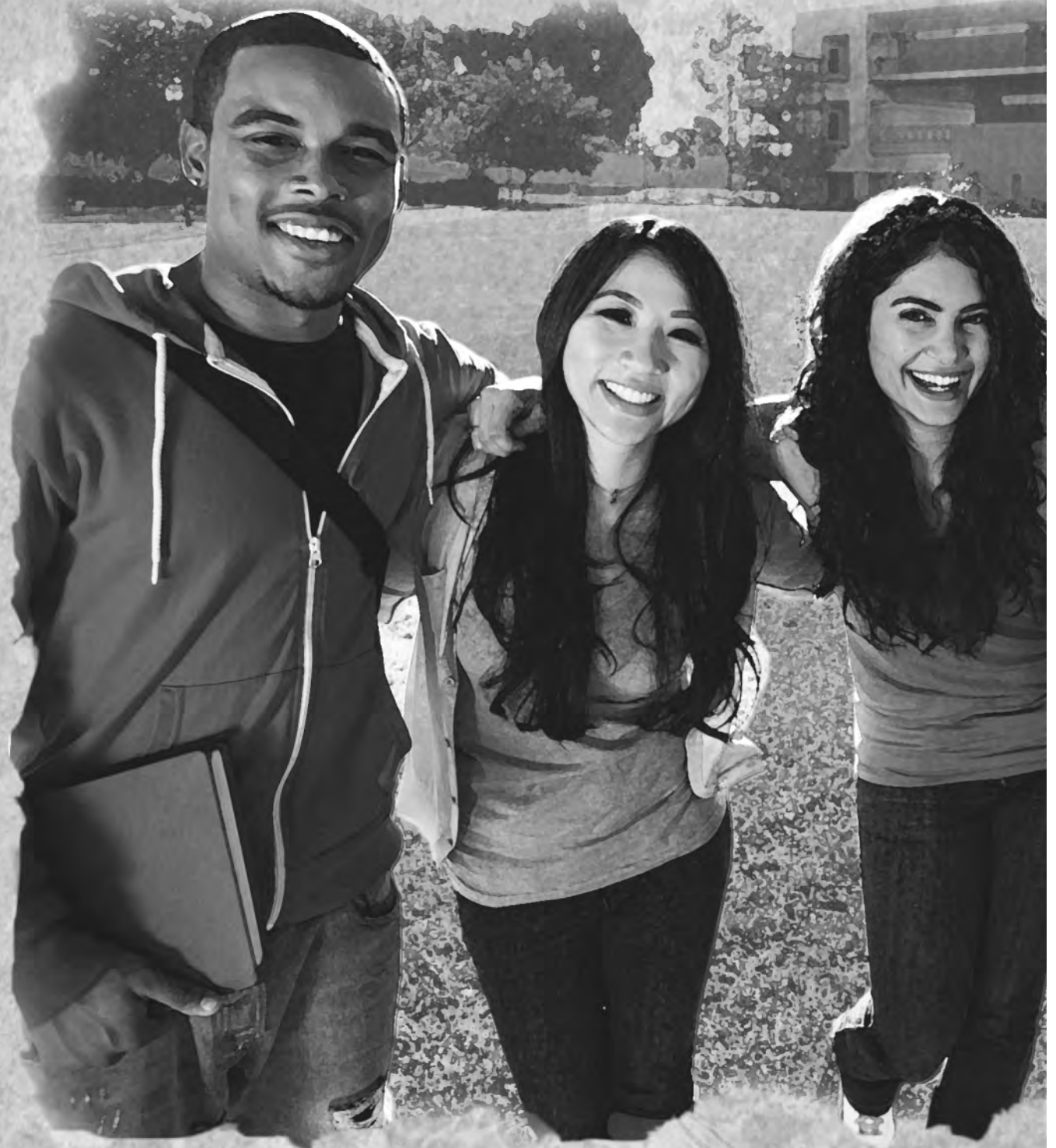
Ramblewood Middle School  
Art Teacher -Rosemarie Mckinstry



**Dario Garcia Rodriguez**  
8th Grade

Parkway Middle School  
Art teacher- Linda Dimeo

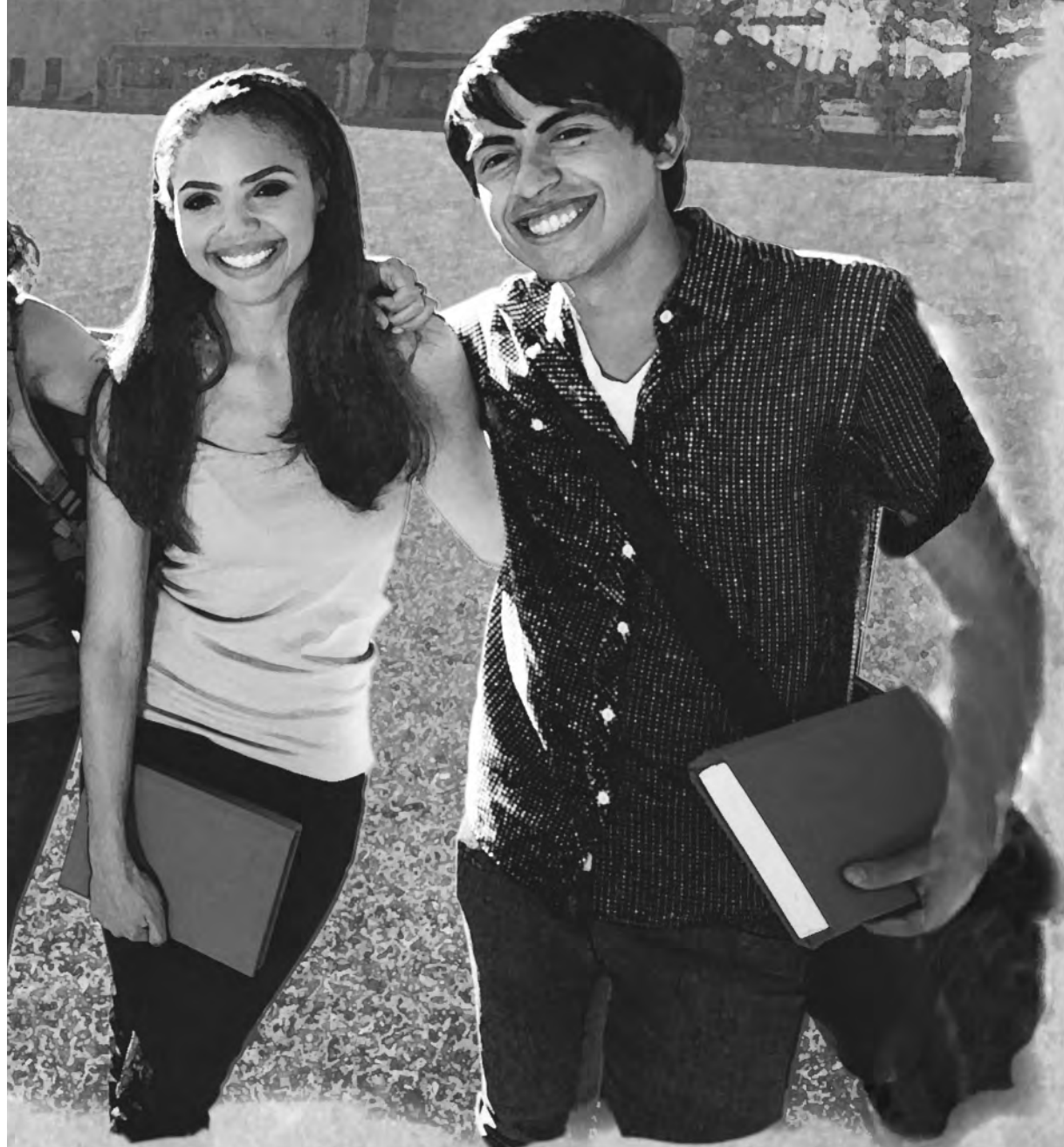
# driving



**The Broward Education Foundation's IMPACT program offers teachers new ways to engage South Florida students.**

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