

19TH ANNUAL TEACHERS AS LEADERS & LEARNERS FALL WORKSHOP



Event Program
Saturday, October 6, 2007
Whitney Young High School
1431 West Jackson Boulevard

Chicago Foundation for Education



2007 Teachers as Leaders & Learners Workshop

"Creating and Sustaining Passionate Teaching and Learning"

THANKS TO OUR SPONSORS



GTCR

PARTNERS WITH MANAGEMENT

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The Chicago Foundation for Education's
2007 Teachers as Leaders & Learners Workshop
"Creating and Sustaining Passionate Teaching and Learning"

Schedule of the Day

8:00 a.m. - 8:40 a.m.	Registration Continental Breakfast	Lobby (Arts Building) Blue Dining Room
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---Opening Sessions---

8:40 a.m. - 9:30 a.m.	Group A: Keynote Speaker: Dr. Robert L. Fried Topic: <i>"Creating and Sustaining Passionate Teaching and Learning"</i>	Auditorium
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	Group B: "Igniting Passionate Learning" Primary (PreK-3) Intermediate (4-6) Upper (7-8)	Gold Dining Room Green Dining Room Red Dining Room
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9:40 a.m. - 10:30 a.m.	Group A: "Igniting Passionate Learning" Primary (PreK-3) Intermediate (4-6) Upper (7-8)	Gold Dining Room Green Dining Room Red Dining Room
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	Group B: Keynote Speaker: Dr. Robert L. Fried Topic: <i>"Creating and Sustaining Passionate Teaching and Learning"</i>	Auditorium
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---Morning Sessions---

10:45 a.m. - 11:30 a.m.	Session 1: Grant, Fellowship, & Feature Presentations	See Catalog for Rooms
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11:45 a.m. - 12:30 p.m.	Session 2: Grant, Fellowship, & Feature Presentations	See Catalog for Rooms
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12:30 p.m. - 1:15 p.m.	LUNCH	Dining Rooms
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---Afternoon Sessions---

1:15 p.m. - 2:00 p.m.	Session 3: Grant, Fellowship, & Feature Presentations	See Catalog for Rooms
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2:15 p.m. - 3:00 p.m.	Session 4: Grant, Fellowship, & Feature Presentations	See Catalog for Rooms
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IMPORTANT NOTES:

- ✓ Please have a few "back-up" presentations in mind when looking through the catalog, as some presenters may need to cancel their presentations due to unforeseen emergencies.
- ✓ You will receive ONE ticket at registration assigning you to an Opening Session Group and Lunch Room.

Opening Session Assignment: Your ticket will indicate whether you are in Group A or Group B, which will determine when to go to the Keynote Speaker and the "Igniting Passionate Learning" session. Please be aware that you will be required to show the appropriate ticket in order to get into the Keynote Speaker presentation.

Lunch Room Assignment: Lunch will be served in the RED, BLUE, GOLD and GREEN Dining Rooms on the 2nd and 3rd floors of the Academic Building. The color of the ticket will indicate your lunchroom assignment. PLEASE BE CONSIDERATE AND EAT IN YOUR DESIGNATED LUNCHROOM TO AVOID OVERCROWDING.

- ✓ In order to receive 5 CPDUs for attending the CFE's *Teachers as Leaders & Learners Workshop*, all attendees are required to complete the evaluation form in the bag. At 3:00 p.m. you may come to the registration tables to submit your evaluation form and pick up a certificate of attendance and "Evidence of Completion" form. PLEASE NOTE: You will need to show your nametag as evidence of on-time arrival. PLEASE HAVE YOUR EVALUATION FORM READY!

Overview of the Day

Opening Sessions

Keynote Address



"Creating and Sustaining Passionate Teaching and Learning" **Dr. Robert L. Fried, Keynote Speaker**

Auditorium

Keynote Speaker **Dr. Robert L. Fried** is the celebrated educator and author of the highly acclaimed books *The Passionate Teacher* (1995) and *The Passionate Learner* (2001). Based on his conversations with CFE grant recipients, Dr. Fried will address the challenges that CPS teachers face and will offer practical suggestions about how teachers can reclaim the joy of teaching and discovery in a time of increased accountability. A former English teacher, school principal, and school board member, Dr. Fried is currently the Executive Director at the Upper Valley Teaching Institute in New Hampshire.

Dr. Fried's books will be available for purchase in the Arts Building Lobby after the Opening Sessions have ended at 10:30 a.m.

Opening Session (opposite Keynote Address)

"Igniting Passionate Learning"

Dining Rooms

What can you do to transform your classroom and school into a place of powerful learning? How can you capture each child's natural yearning and capacity to learn at any age? Join your fellow CPS teachers who, despite the increasing pressures of standardized testing and diminishing teacher control, are finding ways to keep the spirit of learning alive in their classrooms and schools. CPS teachers who are striving to transform their classroom into places of learning will facilitate this interactive discussion which will complement the ideas presented in Dr. Fried's keynote address.

PLEASE NOTE: You will receive a ticket at registration that will determine which session you will attend first. Group A will attend the Keynote Session FIRST in the Auditorium. Group B will FIRST attend the "Igniting Passionate Teaching" session in the designated dining room (according to grade level).

Overview of the Day

Grant, Fellowship, and Feature Presentations

Grant-Winning Teacher Presentations

Looking for ways to make your teaching more effective, fun, and engaging for students? Over 60 exceptional Chicago Public Schools CFE grant recipients will showcase their innovative curricular projects, action research findings, and teaching strategies. **Presentations will take place in the classrooms of the Arts and Academic Buildings. Please see Workshop Presentation Descriptions beginning on page 12 for session descriptions, locations, and times.**

Feature Presentations

These are non-grant presentations offered during Sessions 1-4.

Strategies for Teaching ESL Students

Session 2 in Room 196

National Board Certification - Is It For You?

Session 3 in Room 196

Action Research: Answers to Your Toughest Questions

Session 1 in Room 196

Grant Writing 101: Demystifying the Grant Process

Sessions 1 and 3 in the Auditorium

One-on-One Grant and Small Group Grant Writing Help

Sessions 2 and 4 in Rooms 218 and 275

Educational Organization Booths

2nd Floor Bridge

Come browse these local booths and find out about new leadership opportunities for teachers, museum exhibits, educational workshops, new products, and more!



2007-08 Chicago Foundation for Education Grants & Fellowships

\$500 Small Grants (PreK-8th Grade)

Small Grants are awarded to CPS elementary teachers with innovative, creative classroom ideas that will enhance student learning. Individuals, or teams of teachers, are encouraged to develop and implement new project ideas in their classrooms by applying for a Small Grant. **SMALL GRANT applications are due October 19, 2007.**

Study Group Grants (PreK-8th Grade)

\$1,000 Coach Grants

\$1,000 Study Group Coach Grants and up to 28 CPDUs are awarded to PreK-8th Grade CPS teacher leaders who apply to lead a Study Group based on a particular area of expertise they have developed. Teachers who are awarded CFE Coach Grants will facilitate Study Group Teams of 6-8 teachers interested in learning and implementing their effective teaching methods. Study Group Teams will meet for 12 hours of meetings between June and December 2008 (based on the group's schedules). **Coaches DO NOT recruit their own Study Groups – Team Members will be selected through a separate grant application process in Spring 2008.**

STUDY GROUP COACH applications are due January 11, 2008.

\$300 Team Member Grants

\$300 Team Grants and up to 10 CPDUs are awarded to CPS elementary teachers who are interested in learning and adapting one of the Teaching Methods offered by Study Group Coaches within their own classrooms. To apply to be a Team Member, simply choose the Study Group you are interested in joining and complete the simple application inside CFE's *2008 Study Group Grant Catalog* (distributed to all CPS elementary schools and also online at www.cfegrants.org). Applicants selected to receive a Study Group Team Grant will meet with their Coach and team members for a total of 12 hours between June and December 2008. The Study Group Coach and Team Members determine the locations, dates, and times of meetings. **STUDY GROUP TEAM MEMBER** applications are due April 18, 2008.

\$5,000 Fund for Teachers Grants (PreK-12th Grade)

Fund for Teachers Grants enrich the lives of school teachers and students by providing outstanding teachers with opportunities for renewal. Applicants must propose a summer activity and explain how the activity will make the applicant a better teacher; how the applicant will implement his/her improved skills or capacity in the classroom; how his/her improved skills or capacity will benefit the school as a whole; and how the applicant plans to share the experience. Individual applicants are eligible for up to **\$5,000** and teams that consist of two or more teachers can receive up to **\$10,000**. Grant submittals vary, from learning about the culture of Ghana to exploring the ecology of the Southwest. Eligible teachers must have a minimum of three years experience as a teacher, spend 50 percent of their time in the classroom, be employed as a CPS PreK-12th grade teacher, and must not have received a FFT grant within the last five years.

FUND FOR TEACHERS grant applications are due January 31, 2008.

\$1,250 Teachers Network Leadership Institute (TNLI) Fellowships (PreK-8th Grade)

Year-long TNLI Fellowships, 3 Lane Credits and up to 50 CPDUs are awarded to CPS elementary teachers interested in conducting action research to improve instruction and student achievement within their own classrooms and schools. Fellows use their findings to influence educational decisions. TNLI Fellows receive approximately 50 hours of professional development throughout the school year where they are guided through the action research process of examining and asking questions about existing practices, implementing new practices, and evaluating the results. Fellows present their research findings to colleagues, administrators, and educational decision-makers and participate on local advisory boards, panels, and task forces related to their action research topic.

TNLI applications are due June 11, 2008.

Check out CFE's FREE new Lesson Plan Database at www.cfelessonplans.org! Find fabulous CFE grant-winning ideas available for immediate download and adaptation for your classroom—complete with step-by-step implementation guides detailing IL academic standards, activities, assessment tools, Character Ed infused projects, and more! Engaging, easy-to-use, and free!

Character Education BONUS!

Receive an extra **\$100-\$200** by effectively integrating Character Education into your Small Grant project, Study Group Instructional Strategy or TNLI research.

See grant applications for details!

All Applications are sent to CPS schools and are available on our website at www.cfegrants.org
400 N. Michigan, Suite 720, Chicago, IL 60611 • (312) 670-2323 • Fax (312) 670-2029

OPENING SESSIONS AT-A-GLANCE

GROUP A

8:40 a.m. – 9:30 a.m.

<u>Catalog #</u>	<u>Subject Area</u>	<u>Presentation Title</u>	<u>Room</u>	<u>Grade(s)</u>
W01	Keynote Address	Creating and Sustaining Passionate Teaching and Learning	Auditorium	PreK-8

9:40 a.m. – 10:30 a.m.

W02	Prof Development	Igniting Passionate Learning in the <i>Primary</i> Grades	Gold Dng Rm	PreK-3
W03	Prof Development	Igniting Passionate Learning in the <i>Intermediate</i> Grades	Green Dng Rm	4-6
W04	Prof Development	Igniting Passionate Learning in the <i>Upper</i> Grades	Red Dng Rm	7, 8

GROUP B

8:40 a.m. – 9:30 a.m.

<u>Catalog #</u>	<u>Subject Area</u>	<u>Presentation Title</u>	<u>Room</u>	<u>Grade(s)</u>
W02	Prof Development	Igniting Passionate Learning in the <i>Primary</i> Grades	Gold Dng Rm	PreK-3
W03	Prof Development	Igniting Passionate Learning in the <i>Intermediate</i> Grades	Green Dng Rm	4-6
W04	Prof Development	Igniting Passionate Learning in the <i>Upper</i> Grades	Red Dng Rm	7, 8

9:40 a.m. – 10:30 a.m.

W01	Keynote Address	Creating and Sustaining Passionate Teaching and Learning	Auditorium	PreK-8
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PLEASE NOTE: You will receive a ticket at registration that will determine which Opening Session you attend first. Group A will attend the Keynote Session FIRST in the Auditorium. Group B will FIRST attend the "Igniting Passionate Teaching" session in the designated dining room.

WORKSHOP SESSIONS AT-A-GLANCE

Session 1 10:45 a.m. – 11:30 a.m.
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<u>Catalog #</u>	<u>Subject Area</u>	<u>Presentation Title</u>	<u>Room</u>	<u>Grade(s)</u>
W33	Art, Music, Drama	Music and Movement: Applications of Dalcroze Eurythmics	298	K-8
W30	Art, Music, Drama	Quilting: Where Art and Science Meet	207	7-8
W20	Character Education	Community and Social Justice in a Primary Classroom	291	K-3
W45	Character Education	Partnering for ExSElence	345	K-8
W26	Character Education	"We Can Control Our Anger": An Anger Management Program	204	K-8
W37	Foreign Language	Mapping Third Grade Math in a French Curriculum	341	3-8
W08	Grant-Writing	Grant Writing 101: Demystifying the Grant Process	Auditorium	PreK-8
W44	Language Arts	Achieving and Measuring Success with Struggling Students	215	1-3
W43	Language Arts	Beyond the Basal: Fostering a Love of Literature	302	3-8
W32	Language Arts	Fun with Fluency!	213	K-8
W19	Language Arts	Making Literacy Centers Work	209	K-3
W38	Language Arts	Making the Most of the Literacy Coach-Teacher Partnership	212	K-8
W36	Language Arts	Purposeful Read-Aloud	300	K-8
W25	Language Arts	The Art of Reading	202	4-6
W16	Language Arts	Yikes! I Have to Teach Writing	292	3
W15	Math	Differentiated Instruction in Math	293	K
W41	Math	Teaching Math through Chants and Song	308	3-6
W63	Math	Writing in Mathematics: Through the Lens of Assessment	304	3-8
W59	Physical Education	Learn to Play and Play to Learn	Green Dng Rm	K-6
W06	Prof Development	Action Research: Answers to Your Toughest Questions	196	PreK-8
W14	Science	Discovering Lifecycles in a Kindergarten Classroom	295	K,1
W49	Science	Eco-Exploration: Partners in Science	315	3-7
W57	Science	Hot Wheels? Is This Science? I'm Having Too Much Fun!	309	3-8
W54	Science	The Winds of Change	307	4-8
W23	Science	The Wonders of the Tropical Rainforest	205	3-5
W22	Social Studies	Ancient Civilizations World Fair	206	6
W29	Social Studies	Tea with History	208	6-8
W28	Social Studies	The Socratic Approach to Teaching History	312	7,8
W11	Social Studies	We're Going to China!	297	PreK-4
W52	Special Ed	Books Come to Life through Yoga Activities	313	PreK-8
W51	Special Ed	Stories Alive: International Folktale Festival	314	K-6

WORKSHOP SESSIONS AT-A-GLANCE

Session 2 11:45 a.m. – 12:30 p.m.
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Catalog #	Subject Area	Presentation Title	Room	Grade(s)
W33	Art, Music, Drama	Music and Movement: Applications of Dalcroze Eurythmics	298	K-8
W30	Art, Music, Drama	Quilting: Where Art and Science Meet	207	7-8
W20	Character Education	Community and Social Justice in a Primary Classroom	291	K-3
W45	Character Education	Partnering for ExSElence	345	K-8
W26	Character Education	"We Can Control Our Anger": An Anger Management Program	204	K-8
W37	Foreign Language	Mapping Third Grade Math in a French Curriculum	341	3-8
W10	Grant-Writing	One-on-One and Small Group Grant-Writing Help	275	PreK-8
W09	Grant-Writing	One-on-One and Small Group Grant-Writing Help	218	PreK-8
W44	Language Arts	Achieving and Measuring Success with Struggling Students	215	1-3
W43	Language Arts	Beyond the Basal: Fostering a Love of Literature	302	3-8
W32	Language Arts	Fun with Fluency!	213	K-8
W19	Language Arts	Making Literacy Centers Work	209	K-3
W38	Language Arts	Making the Most of the Literacy Coach-Teacher Partnership	212	K-8
W36	Language Arts	Purposeful Read-Aloud	300	K-8
W25	Language Arts	The Art of Reading	202	4-6
W16	Language Arts	Yikes! I Have to Teach Writing	292	3
W15	Math	Differentiated Instruction in Math	293	K
W41	Math	Teaching Math through Chants and Song	308	3-6
W63	Math	Writing in Mathematics: Through the Lens of Assessment	304	3-8
W59	Physical Education	Learn to Play and Play to Learn	Green Dng Rm	K-6
W05	Prof Development	Strategies for Teaching ESL Students	196	K-8
W14	Science	Discovering Lifecycles in a Kindergarten Classroom	295	K,1
W49	Science	Eco-Exploration: Partners in Science	315	3-7
W57	Science	Hot Wheels? Is This Science? I'm Having Too Much Fun!	309	3-8
W54	Science	The Winds of Change	307	4-8
W23	Science	The Wonders of the Tropical Rainforest	205	3-5
W22	Social Studies	Ancient Civilizations World Fair	206	6
W29	Social Studies	Tea with History	208	6-8
W28	Social Studies	The Socratic Approach to Teaching History	312	7,8
W11	Social Studies	We're Going to China!	297	PreK-4
W52	Special Ed	Books Come to Life through Yoga Activities	313	PreK-8
W51	Special Ed	Stories Alive: International Folktale Festival	314	K-6

WORKSHOP SESSIONS AT-A-GLANCE

Session 3 1:15 p.m. – 2:00 p.m.
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Catalog #	Subject Area	Presentation Title	Room	Grade(s)
W27	Art, Music, Drama	Aboriginal Art: Not Just a Dot Anymore	202	4-6
W46	Character Education	Beyond Discipline: From Compliance to Community	345	K-8
W08	Grant-Writing	Grant Writing 101: Demystifying the Grant Process	Auditorium	PreK-8
W42	Language Arts	Bringing Texts to Life to Increase Motivation & Comprehension	204	K-8
W40	Language Arts	Implementing Literacy Work Stations	212	K-5
W48	Language Arts	Learning to Research, Researching to Learn	302	2-8
W18	Language Arts	Monarch-Nominated Titles in Our Library	293	K-3
W35	Language Arts	Strategies for the Struggling Reader	209	K-6
W34	Language Arts	The Fluency Comprehension Strand: Extending Understanding	213	PreK-8
W47	Language Arts	Word Up! Developing Vocab with Multiple Intelligences	298	5-8
W17	Language Arts	Working with Words	292	K-8
W56	Math	Blasting Off with Math!	307	6-8
W31	Math	Investing in the Future	207	6-8
W39	Math	SCRAPBook Math	300	PreK-6
W64	Math	Using Japanese Lesson Studies to Improve Math Teaching	304	K-8
W62	Other	ESL Support for Refugee Students	308	4-8
W61	Other	Giving Them Something More: Effective Math Assessment	309	3-8
W60	Other	Interactive Bulletin Boards: Games that Rock a Curriculum	341	3-6
W07	Prof Development	National Board Certification - Is It for You?	196	PreK-8
W13	Science	Physics Phun	295	PreK-2
W65	Science	Science Notebooks: Documenting Student Learning	315	K-8
W24	Science	Scientific Observation Made Easy	205	3-5
W55	Science	Teach Me, and I'll Respect You, Mother Earth	312	2-5
W53	Social Studies	Breaking News! Bring the World to a Classroom Near You!	313	K-8
W21	Social Studies	Exploring World Cultures through Visualizing Techniques	206	4-6
W12	Social Studies	The Project Approach in Early Childhood Classrooms	297	K-3
W50	Special Ed	Teaching Math & Science to Special Education Students	314	4-8
W58	Technology	Classroom Websites for Instruction as Integration	301	5-8

WORKSHOP SESSIONS AT-A-GLANCE

<p>Session 4 2:15 p.m. – 3:00 p.m.</p>

<u>Catalog #</u>	<u>Subject Area</u>	<u>Presentation Title</u>	<u>Room</u>	<u>Grade(s)</u>
W27	Art, Music, Drama	Aboriginal Art: Not Just a Dot Anymore	202	4-6
W46	Character Education	Beyond Discipline: From Compliance to Community	345	K-8
W10	Grant-Writing	One-on-One and Small Group Grant-Writing Help	275	PreK-8
W09	Grant-Writing	One-on-One and Small Group Grant-Writing Help	218	PreK-8
W42	Language Arts	Bringing Texts to Life to Increase Motivation & Comprehension	204	K-8
W40	Language Arts	Implementing Literacy Work Stations	212	K-5
W48	Language Arts	Learning to Research, Researching to Learn	302	2-8
W18	Language Arts	Monarch-Nominated Titles in Our Library	293	K-3
W35	Language Arts	Strategies for the Struggling Reader	209	K-6
W34	Language Arts	The Fluency Comprehension Strand: Extending Understanding	213	PreK-8
W47	Language Arts	Word Up! Developing Vocab with Multiple Intelligences	298	5-8
W17	Language Arts	Working with Words	292	K-8
W56	Math	Blasting Off with Math!	307	6-8
W31	Math	Investing in the Future	207	6-8
W39	Math	SCRAPBook Math	300	PreK-6
W64	Math	Using Japanese Lesson Studies to Improve Math Teaching	304	K-8
W62	Other	ESL Support for Refugee Students	308	4-8
W61	Other	Giving Them Something More: Effective Math Assessment	309	3-8
W60	Other	Interactive Bulletin Boards: Games that Rock a Curriculum	341	3-6
W13	Science	Physics Phun	295	PreK-2
W65	Science	Science Notebooks: Documenting Student Learning	315	K-8
W24	Science	Scientific Observation Made Easy	205	3-5
W55	Science	Teach Me, and I'll Respect You, Mother Earth	312	2-5
W53	Social Studies	Breaking News! Bring the World to a Classroom Near You!	313	K-8
W21	Social Studies	Exploring World Cultures through Visualizing Techniques	206	4-6
W12	Social Studies	The Project Approach in Early Childhood Classrooms	297	K-3
W50	Special Ed	Teaching Math & Science to Special Education Students	314	4-8
W58	Technology	Classroom Websites for Instruction as Integration	301	5-8

WORKSHOP PRESENTATION DESCRIPTIONS

Feature Presentations

Creating and Sustaining Passionate Teaching and Learning **W01**

Subject: Prof Development **Grade(s): PreK-8** **SESSIONS: Opening** **ROOM: Auditorium**

PROJECT DESCRIPTION

Our keynote speaker, the celebrated educator and author of *The Passionate Teacher: A Practical Guide* and *The Passionate Learner*, will address the challenges that CPS teachers face and how teachers can reclaim the joy of teaching and discovery in a time of increased accountability.

Igniting Passionate Learning **W02, W03, W04**

Subject: Prof Development **Grade(s): PreK-3** **SESSIONS: Opening** **ROOM: Dining Rms**

PROJECT DESCRIPTION

What can you do to transform your classroom and school into a place of powerful learning? How can you capture each child's natural yearning and capacity to learn at any age? Join your fellow CPS teachers who, despite the increasing pressures of standardized testing and diminishing teacher control, are finding ways to keep the spirit of learning alive in their classrooms and schools. CPS teachers who are striving to transform their classrooms into places of learning will facilitate this interactive discussion which will complement the ideas presented in Robert Fried's Keynote Address. **Primary (PreK-3) teachers should attend the session in the Gold Dining Room, Intermediate (4-6) teachers in the Green Dining Room, and Upper (7,8) teachers in the Red Dining Room.**

Strategies for Teaching ESL Students **W05**

Subject: Prof Development **Grade(s): K-8** **SESSIONS: 2** **ROOM: 196**

Reyna Sandoval
Elisabeth Trost

Namaste Charter School
Daniel Boone Elementary

PROJECT DESCRIPTION

Are you struggling to meet the needs of your students who are learning English? What does the classroom teacher need to know to help their English Language Learners? This workshop will focus on specific strategies you can use to reach your ESL students.

Action Research: Answers to Your Toughest Questions **W06**

Subject: Prof Development **Grade(s): PreK-8** **SESSIONS: 1** **ROOM: 196**

Katie Peterson

PROJECT DESCRIPTION

More and more, classroom teachers are using action research strategies to address the many questions and issues that arise from daily teaching. Join CPS teacher and experienced action researcher Katie Peterson as she introduces you to action research and how it can help to improve teaching and increase achievement in your classroom. Discover ways you can get started in your classroom.

Feature Presentations (cont.)

National Board Certification - Is It for You?

W07

Subject: Prof Development

Grade(s): PreK-8

SESSIONS: 3

ROOM: 196

Gladys Rodriguez
Marcey Regan

CPS National Board Certification
CTU Quest Center

PROJECT DESCRIPTION

Come find out about the professional advantages of being Nationally Board Certified, the different programs available in the city, and whether National Board Certification is right for you.

Grant Writing 101: Demystifying the Grant Process

W08

Subject: Grant-Writing

Grade(s): PreK-8

SESSIONS: 1,3

ROOM: Auditorium

Renee Bearak
Linda Comminos

Ames Middle School
Manley Career Academy High School

PROJECT DESCRIPTION

Led by experienced CFE grant winners and CPS teachers Renee Bearak and Linda Comminos, this session will demystify the grant-writing process (and make it fun, too!). Learn general techniques for any grant application, as well as specific strategies for writing successful CFE grants.

One-on-One and Small Group Grant-Writing Help

W09

Subject: Grant-Writing

Grade(s): PreK-8

SESSIONS: 2,4

ROOM: 218

Linda Comminos
Lillian Degand
Kenneth Klopach
Ann O'Connell

Manley Career Academy High School
William F. Finkl Academy
Frederick Funston School
Thurgood Marshall Middle School

PROJECT DESCRIPTION

Work one-on-one or in small groups with our Teacher-to-Teacher presenters, all of whom have won multiple CFE grants. Experienced grant-winning teachers will help you develop or refine your own idea for a CFE grant. *Space is limited.*

One-on-One and Small Group Grant-Writing Help

W10

Subject: Grant-Writing

Grade(s): PreK-8

SESSIONS: 2,4

ROOM: 275

Cynthia Anderson-Ward
Renee Bearak
Nancy Ocampo
Joy Reeves

James Wadsworth School
Ames Middle School
William K. New Sullivan Elementary School
Claremont Academy

PROJECT DESCRIPTION

Work one-on-one or in small groups with our Teacher-to-Teacher presenters, all of whom have won multiple CFE grants. Experienced grant-winning teachers will help you develop or refine your own idea for a CFE grant. *Space is limited.*

Primary Grade-Level Presentations (PreK-3)

*Please also see *Multiple Grade-Level Presentation Descriptions* on page 23 for many other presentations that incorporate Grades PreK-3.

We're Going to China!

W11

Subject: Social Studies

Grade(s): PreK-4

SESSIONS: 1,2

ROOM: 297

Katherine Watson

Fernwood School

Small Grant

PROJECT DESCRIPTION

In "We're Going to China," teachers use movies, crafts, and other creative items related to Chinese culture for a very exciting learning experience.

IMPLEMENTATION

The students' research will provide information about China's culture, food, language, clothing, etc.

ADAPTABILITY

This multicultural experience can be adapted for all ages.

The Project Approach in Early Childhood Classrooms

W12

Subject: Social Studies

Grade(s): K-3

SESSIONS: 3,4

ROOM: 297

Xiomara Sanchez

Charles R. Darwin School

Study Group Coach



PROJECT DESCRIPTION

Teachers and children conduct investigations of topics that interest the children. "The Project Approach" builds on the natural curiosity of children and engages them in their own learning experiences.

IMPLEMENTATION

"The Project Approach" focuses on finding answers to questions about topics that are posed by the children or the teacher. Session attendees will learn the components of the strategy and how to implement it in their own classrooms.

ADAPTABILITY

This strategy can be used in bilingual and Special Education classrooms.

Physics Phun

W13

Subject: Science

Grade(s): PreK-2

SESSIONS: 3,4

ROOM: 295

Kathleen Gilson

Charles Sumner School

Small Grant



PROJECT DESCRIPTION

Children develop skills of observation, classification and communication as they explore physics concepts of color, light, simple machines, and electricity using developmentally-appropriate, hands-on materials.

IMPLEMENTATION

Simple activities, using readily available materials, enable teachers to teach physics concepts to their young students. Integration into other curriculum areas is discussed. Assessment techniques and standards alignment will also be included.

ADAPTABILITY

Hands-on activities work especially well for Special Education and bilingual students. The physics concepts introduced are adaptable to all grade levels. As students' knowledge increases they can explore the concepts in more depth.



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Primary Grade-Level Presentations (PreK-3)

Discovering Lifecycles in a Kindergarten Classroom

W14

Subject: Science

Grade(s): K, 1

SESSIONS: 1,2

ROOM: 295

Colleen Chesnut
Maricarmen Rizzo

Tarkington Scholastic Academy

Small Grant

PROJECT DESCRIPTION

Young students will discover what living things need to survive and how their needs change as they grow by examining books and observing changes in frog eggs and caterpillars.

IMPLEMENTATION

We will provide examples of graphic organizers and units of study that we designed when completing this project.

ADAPTABILITY

This project was completed in a bilingual classroom and in a general education classroom, which included some Special Education students, so it is adaptable to most primary-aged students.

Differentiated Instruction in Math

W15

Subject: Math

Grade(s): K

SESSIONS: 1,2

ROOM: 293

Reema Khetan

Legacy Charter School

TNLI Fellowship

PROJECT DESCRIPTION

Differentiate math instruction in whole groups and individually. Use centers and hands-on math lessons to give students with all types of learning styles the chance to excel in Math.

IMPLEMENTATION

Teachers will learn how to implement math centers in class while addressing patterning, number work, pattern blocks, and tangrams.

ADAPTABILITY

This model is adaptable for students other than those in kindergarten. We can brainstorm together ways to adapt lessons for older students.

Yikes! I Have to Teach Writing

W16

Subject: Language Arts

Grade(s): 2-5

SESSIONS: 1,2

ROOM: 292

Ginger Hiltz

Jackson Language Academy

TNLI Fellowship

PROJECT DESCRIPTION

Examining students' attitudes towards writing and teacher attitude towards teaching writing led this action researcher to modify her teaching to better suit her own needs and the needs of her students.

IMPLEMENTATION

In this workshop session, we will briefly discuss the changes made in teaching as a result of the research. Then, we will participate in a problem-solving and an idea-sharing session. Participants will leave with tips on teaching writing and a better idea of what others are doing in their classrooms to successfully teach writing.

ADAPTABILITY

This session is appropriate for grade levels 2-5.

Primary Grade-Level Presentations (PreK-3)

Working with Words

W17

Subject: Language Arts

Grade(s): K-8

SESSIONS: 3,4

ROOM: 292

Debra Griffith

Salazar Education Center

Study Group Coach

PROJECT DESCRIPTION

"Working with Words" uses a wide variety of activities based on the work of Patricia M. Cunningham and Dorothy P. Hall. Activities include Word Wall, Guess the Covered Word, Making Words, Using Words You Know, and Word Sorts and Hunts.

IMPLEMENTATION

We use hands-on, research-based instructional activities that are highly motivating and fun!

ADAPTABILITY

These activities are multi-level which assures that students of different levels of ability and with different learning styles will receive word knowledge instruction that consistently meets their needs.

Monarch-Nominated Titles in Our Library

W18

Subject: Language Arts

Grade(s): K-3

SESSIONS: 3,4

ROOM: 293

Donnette Rizzo

George Rogers Clark School

Small Grant

PROJECT DESCRIPTION

Monarch-nominated picture books are read aloud, discussed and circulated in the school or classroom library. Students in K-3 vote on special Monarch ballots for their favorite book, and the results are mailed to the Illinois School Library Media Association. Painted Lady butterflies are purchased as caterpillars so that all students can witness their transformation before they are set free!

IMPLEMENTATION

Students are exposed to current, quality picture books which enhances their motivation to read. Students also develop an understanding of a Children's Choice book award as a real-world connection, which increases their comprehension and motivation.

ADAPTABILITY

All students can enjoy this program!

Making Literacy Centers Work

W19

Subject: Language Arts

Grade(s): K-3

SESSIONS: 1,2

ROOM: 209

Stephanie Bartell

Galapagos Charter School

Study Group Coach

PROJECT DESCRIPTION

Learn how to successfully implement literacy centers! Literacy centers are small areas within the classroom where students work alone or together to independently explore literacy activities while the teacher provides small-group-guided reading instruction.

IMPLEMENTATION

Teachers will learn effective ways to introduce and sustain literacy centers throughout the year. Engaging and open-ended center activity ideas will be presented. The activities at literacy centers are designed to actively engage and stimulate students, as well as to allow them to interact with other students in order to increase their problem-solving skills.

ADAPTABILITY

Literacy centers are adaptable for any classroom.



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Primary Grade-Level Presentations (PreK-3)

Community and Social Justice in a Primary Classroom

W20

Subject: Character Education

Grade(s): K-3

SESSIONS: 1,2

ROOM: 291

Allison Epstein



Whittier School



PROJECT DESCRIPTION

We examine the impact of conflict resolution, community building, and social justice in a primary classroom in order to see what impact it may have on the classroom environment, instruction, and students' connections between school and the outside world.

IMPLEMENTATION

This workshop will be a presentation and discussion about bringing conflict resolution, community mindedness and social justice to our youngest learners. Often we teach students to solve problems, but don't always connect to social justice workers, whose work is also to confront and solve problems affecting their community.

ADAPTABILITY

This project can be adapted for a bilingual K-3 classroom.



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Intermediate Grade-Level Presentations (4-6)

***Please also see *Multiple Grade-Level Presentation Descriptions* on page 23 for many other presentations that incorporate Grades 4-6.**

Exploring World Cultures through Visualizing Techniques

W21

Subject: Social Studies

Grade(s): 4-6

SESSIONS: 3,4

ROOM: 206

Nancy Recchia



Belmont-Cragin Elementary



PROJECT DESCRIPTION

Social Studies and Art come together to help students learn about the people and geography of different countries. Students research a chosen country in teams, make a travel poster, and create puppets representing the culture. These puppet "Ambassadors" then present the posters to the class sharing their insights.

IMPLEMENTATION

Students use books and/or the internet to research information about a country's location, culture, history, and landmarks and draw a travel poster filled with images and maps. Their hand puppet, their "Goodwill Ambassador," created from self-hardening clay and felt, is used to explain the poster to the class.

ADAPTABILITY

Because students work in teams, English speakers can be paired with non-English speakers to accommodate English Language Learners.

Ancient Civilizations World Fair

W22

Subject: Social Studies

Grade(s): 6

SESSIONS: 1,2

ROOM: 206

Mary Dojnik



Charles R. Darwin School



PROJECT DESCRIPTION

Ancient Civilizations come alive as sixth grade students plan and present an "Ancient Civilizations World Fair." Romans reveal the ancient "Bulla" naming ceremony, Mesopotamian scribes demonstrate writing in cuneiform on clay tablets, and Greeks play hosts to the first Olympics. While the students have a solid introduction to Ancient Mesopotamians, Egyptians, Chinese, Indians, Greeks and Romans cultures throughout the year, they expand and enrich their knowledge of a civilization by preparing and presenting hands-on activities for younger students in a spectacular culminating event.

IMPLEMENTATION

Teachers can implement a large culminating event by using many activities and resources presented or incorporate a few of the activities into the regular Social Studies class.

ADAPTABILITY

The project is applicable for both Special Education students and English Language Learners.

The Wonders of the Tropical Rainforest

W23

Subject: Science

Grade(s): 3-5

SESSIONS: 1,2

ROOM: 205

Erendira Alcantara



Albert R. Sabin Magnet School

PROJECT DESCRIPTION

Students will explore many aspects of the rainforest, including geographical locations, physical characteristics, layers, living creatures, interdependence, products, destruction, and conservation. This in-depth thematic unit instills in students the importance of understanding the world's rainforests.

IMPLEMENTATION

Students explore the rainforest through reading, writing, experiments, research, and cooperative learning.

ADAPTABILITY

This unit is easily adaptable for English Language Learners and Special Education students.



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Intermediate Grade-Level Presentations (4-6)

Scientific Observation Made Easy

W24

Subject: Science **Grade(s): 3-5** **SESSIONS: 3,4** **ROOM: 205**

Kerry Mindeman

Philip D. Armour School

Small Grant

PROJECT DESCRIPTION

Students use three types of eyeware to make the microcosmic world a reality, expanding their perceptions of the world around them. Focusing on the importance of observational tools in a successful scientific curriculum, students experience hands-on science, as well as worlds that are unknown to them through both teacher-led observation and independent study.

IMPLEMENTATION

Students will use safety goggles, hand lenses, and microscopes to explore ordinary objects and the new world that appears when they are magnified.

ADAPTABILITY

This is a great project for any grade level that involves an inquiry-based Science curriculum. It is perfect for Special Education students and English Language Learners, as it is almost entirely hands-on.

The Art of Reading

W25

Subject: Language Arts **Grade(s): 4-6** **SESSIONS: 1,2** **ROOM: 202**

Margaret Burns

Gallistel Language Academy

TNLI Fellowship

PROJECT DESCRIPTION

Students expand their study of literature through integrated visual and dramatic arts.



IMPLEMENTATION

This presentation gives teachers effective ideas to expand their literature study to appeal to varied learning modalities. Students take ownership of their learning by creating creative connections to the text.

ADAPTABILITY

This project can be adapted for Special Education, bilingual classes, and both lower and upper grades.

"We Can Control Our Anger": An Anger Management Program

W26

Subject: Character Education **Grade(s): K-8** **SESSIONS: 1,2** **ROOM: 204**

Tracey Perez

Victor Herbert School

Small Grant

PROJECT DESCRIPTION

Students are exposed to an anger management program that teaches them to increase their self-control in the classroom and the community.



IMPLEMENTATION

Students are taught through video, workbooks, role-play, art, and games. The project culminates in the students' implementation of a school-wide program to facilitate appropriate ways to resolve conflicts.

ADAPTABILITY

This project can be adapted for all classes.



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Intermediate Grade-Level Presentations (4-6)

Aboriginal Art: Not Just a Dot Anymore

W27

Subject: Art, Music, Drama

Grade(s): 4-6

SESSIONS: 3,4

ROOM: 202

Amy Rousseau

Pershing West Middle

Small Grant

PROJECT DESCRIPTION

Students dive into the Papunya life and culture of Australia through video, music, art, partner activities and connections to literature. Students are encouraged to create projects in the symbolic dot painting style.

IMPLEMENTATION

This unit involves several activities, including partner storytelling, art interpretation, "dreaming" dot painting, and symbolic animal flag painting, culminating in an art show in the school's gallery.

ADAPTABILITY

This unit is appropriate for different grade levels and adaptable to suit various needs.

Upper Grade-Level Presentations (7, 8)

***Please also see *Multiple Grade-Level Presentation Descriptions* on page 23 for many other presentations that incorporate Grades 7 and 8.**

The Socratic Approach to Teaching History

W28

Subject: Social Studies

Grade(s): 7,8

SESSIONS: 1,2

ROOM: 312

Teresa Massie-Peterson

Jefferson Alternative School

Small Grant

PROJECT DESCRIPTION

In the "Socratic Approach to Teaching History," questions are posed to teach critical thinking and student reflection. The teacher creates an intellectually stimulating environment; students are challenged, yet comfortable answering questions honestly and fully in front of their peers. Students acquire a broader understanding of history by exploring articles, books, videos, and photographs. Students then create works of art to represent what they have learned.

IMPLEMENTATION

With the Socratic Approach, students learn to study a text, listen actively to other participants' ideas, and support their ideas on historical issues/events. Teachers will learn the six types of Socratic questions that can be applied to the history curriculum they are teaching.

ADAPTABILITY

This project may be adapted to all grade levels, Special Education, and English Language Learners.

Tea with History

W29

Subject: Social Studies

Grade(s): 6-8

SESSIONS: 1,2

ROOM: 208

Dan Lundak
Michael Tader

Sauganash Elementary School

Small Grant



PROJECT DESCRIPTION

Students write a research paper about a historical leader and present an imaginary first-person narrative by the leader. This cross-curriculum project incorporates Social Studies, Language Arts, Drama, historical research, and Character Education.

IMPLEMENTATION

Trying to cover the entire Social Studies curriculum can be daunting. "Tea with History" allows students to select a leader from the year's curriculum, dive into research on that person, and then teach others in the class and in the school about why history views the individual as a leader.

ADAPTABILITY

By providing modifications, this project is adaptable for Special Education and English Language Learners.

Quilting: Where Art and Science Meet

W30

Subject: Art, Music, Drama

Grade(s): 7-8

SESSIONS: 1,2

ROOM: 207

Megan Stytz

Richard Yates School

Small Grant

PROJECT DESCRIPTION

Students draw on scientific knowledge about nature, as well as artistic elements such as color theory, balance, proportion, etc, to create fabric quilts.

IMPLEMENTATION

This session provides teachers with an integrated Science, Art, and Math lesson to use in their classrooms.

ADAPTABILITY

Quilting is adaptable to grades and abilities of all levels.



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Upper Grade-Level Presentations (7, 8)

Investing in the Future

W31

Subject: Math

Grade(s): 6-8

SESSIONS: 3,4

ROOM: 207

Lynne El-Amin Waheed
Linda Lichter

Small Grant

Whitney Young High School
Beasley Magnet School

PROJECT DESCRIPTION

Students work in teams to develop realistic stock portfolios that are chosen specifically for their contribution to the environment. Students improve their math skills, gain insight into "real-world science," and understand how investors impact the economy. In addition, students increase their writing, research, and oral presentation skills. Students ultimately gain an understanding of how they can contribute financially to their community and positively impact the global economy.

IMPLEMENTATION

This project uses advanced organizers and rubrics to instruct, reinforce, and assess long-term thematic assignments. Teachers can work smarter, not harder, as they help students integrate academic skills while developing a real-world project. This integrated curricula project of Math, Science, Social Science, and Language Arts skills culminates in a final student presentation.

ADAPTABILITY

This project is adaptable for diverse classes and can be modified based on individual characteristics of students.

Multiple Grade-Level Presentations (PreK-8)

Fun with Fluency!

W32

Subject: Language Arts

Grade(s): K-8

SESSIONS: 1,2

ROOM: 213

Jamie Downhower



Salazar Education Center



PROJECT DESCRIPTION

Creating fluent readers is an essential first step in preparing students for success across the curriculum. Enthusiasm for reading is generated through the use of a variety of differentiated activities such as read-alouds, reading like the character, echo reading, and Readers' Theater. Participating in these engaging activities encourages students to strive to be more fluent readers.

IMPLEMENTATION

These proven instructional strategies were designed to encourage students to be enthusiastic about what they are reading. The activities are differentiated so that all students will find something appealing. Knowing how to plan and use these strategies in the classroom keeps learning exciting and gives students the desire to become better learners in a fun environment.

ADAPTABILITY

This strategy is adaptable to any classroom.

Music and Movement: Applications of Dalcroze Eurythmics

W33

Subject: Art, Music, Drama

Grade(s): K-8

SESSIONS: 1,2

ROOM: 298

Jonathan Harper



King Elementary



PROJECT DESCRIPTION

The combination of music and physical gestures of the body help to develop a thorough understanding of musical concepts, primarily rhythm. Creating a physical experience to represent rhythm allows mastery to occur in a more vivid way, leading to a deeper understanding and more expressive performance.

IMPLEMENTATION

This strategy contains three types of games in order to arouse and build engagement. All three involve movement for the purpose of keeping the physical senses engaged and awake.

ADAPTABILITY

This strategy can be used with bilingual and Special Education students.

The Fluency Comprehension Strand: Extending Understanding

W34

Subject: Language Arts

Grade(s): PreK - 8

SESSIONS: 3,4

ROOM: 213

Cynthia Brawner



Paderewski Learning Academy

PROJECT DESCRIPTION

Teachers will learn effective techniques to improve student reading fluency and comprehension, including helping students develop a variety of booklets to help them improve word attack skills, monitor fluency rates using "fluency tracking cards," and keep journals that build vocabulary and enable them to utilize sensory images.

IMPLEMENTATION

Teachers learn to help students develop a variety of booklets to improve word attack skills, monitor fluency rates using fluency tracking cards, and keep journals that build vocabulary and enable students to utilize sensory images. Attendees will learn effective techniques to improve student fluency and comprehension.

ADAPTABILITY

This workshop is adaptable to any classroom.



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Multiple Grade-Level Presentations (PreK-8)

Strategies for the Struggling Reader

W35

Subject: Language Arts **Grade(s): K-6** **SESSIONS: 3,4** **ROOM: 209**

Stephanie Bartell

Galapagos Charter School



PROJECT DESCRIPTION

What really works with struggling readers? Effective methods for teaching comprehension strategies to students are explored.

IMPLEMENTATION

Primary teachers and teachers of struggling readers will learn ways to explicitly teach comprehension strategies to students.

ADAPTABILITY

These strategies are adaptable to all students.

Purposeful Read-Aloud

W36

Subject: Language Arts **Grade(s): K-8** **SESSIONS: 1,2** **ROOM: 300**

Alicia Peshel-Schoenbeck

Ellen Mitchell School



PROJECT DESCRIPTION

Current research on using read-alouds states that "Read-alouds offer new information, new worlds to visit, powerful language, characters that make us cry or laugh, and experiences that we make our own." "Purposeful Read-Aloud" builds vocabulary, increases fluency, and improves listening skills and attitudes about reading.

IMPLEMENTATION

In "Purposeful Read-Aloud" teachers carefully select picture books that explicitly connect to their learning objectives. Some of the variety of methods and techniques teachers will use to implement the instructional strategy will be modeling, thinking aloud, visualizing the text, and making plausible interpretations of the text by understanding question-answer relationships.

ADAPTABILITY

This strategy is adaptable for any classroom.

Mapping Third Grade Math in a French Curriculum

W37

Subject: Foreign Language **Grade(s): 3-8** **SESSIONS: 1,2** **ROOM: 341**

Margo Martin

Alain Locke School



PROJECT DESCRIPTION

Content-based instruction combines the goals of a second language and regular curricula to use the foreign language as a medium for teaching a selected content, such as geometry or solar systems. This approach improves connections across the curriculum and creates an innovative, learning environment to improve fluency and motivation to study French.


IMPLEMENTATION


Teachers can use this action research as a guideline for implementing content-based instructional lessons in their classroom. This approach for teaching third grade in French can be used to create any curriculum in any language using content-based instruction. More importantly, learn ready to go activities that are inexpensive in time and money!


ADAPTABILITY

This research is adaptable for any World Language or bilingual teacher. When you understand the method of content-based instruction, you can use this strategy to teach any subject in your language of choice.

Multiple Grade-Level Presentations (PreK-8)

Making the Most of the Literacy Coach-Teacher Partnership			W38
Subject: Language Arts	Grade(s): K-8	SESSIONS: 1,2	ROOM: 212
Anita Hill			James Ward School
PROJECT DESCRIPTION			
Discover what happens when a Literacy Coach works with teachers to implement components of balanced literacy such as guided reading and work study.			
IMPLEMENTATION			
Both the Literacy Coach and teachers can learn ways to best utilize the Literacy Coach's services in the classroom.			
ADAPTABILITY			
Adaptable to Special Education, bilingual classrooms, and other grades.			

SCRAPBook Math			W39
Subject: Math	Grade(s): PreK-6	SESSIONS: 3,4	ROOM: 300
Cynthia Anderson-Ward			James Wadsworth School
PROJECT DESCRIPTION			
SCRAPBook Math enables students to "Showcase Concept knowledge after engaging in Read-Alouds featuring Picture-Book Math." Teachers take an innovative literary approach to teaching Math concepts by integrating literature and scrapbook techniques. Read-alouds provide opportunities to engage in strategic Math learning experiences as interactive dialogue is implemented to foster comprehension.			
IMPLEMENTATION			
Picture-Book Math literature inspires visualization of math concepts and encourages authentic learning experiences. Students develop effective strategies for talking and writing about Math.			
ADAPTABILITY			
This strategy can be used in any classroom.			

Implementing Literacy Work Stations			W40
Subject: Language Arts	Grade(s): K-5	SESSIONS: 3,4	ROOM: 212
Anita Hill			James Ward School
PROJECT DESCRIPTION			
Teachers learn how to implement literacy work stations in your classroom. A literacy work station is an area in the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy. Activities are designed to reinforce and extend learning and provide a time for students to practice reading, writing, speaking, listening and working with letters and words.			
IMPLEMENTATION			
Activities such as mini-lessons, a student-friendly management system, student work time and student sharing time are crucial for the implementation of literacy work stations. Teacher demonstration, teacher planning, and teacher modeling are additional techniques necessary for implementation of literacy work stations.			
ADAPTABILITY			
This activity is adaptable for all classrooms.			

Multiple Grade-Level Presentations (PreK-8)

Teaching Math through Chants and Song

W41

Subject: Math

Grade(s): 3-6

SESSIONS: 1,2

ROOM: 308

Kristi Spears



KIPP Ascend Charter School



PROJECT DESCRIPTION

Teachers learn innovative, effective ways to use chants, raps, songs and dancing definitions in the Math classroom. Through this teaching style, students will be able to retain mathematical vocabulary and perform mathematical computations that were previously considered too difficult.

IMPLEMENTATION

This strategy is based on the idea that it is easy to remember facts that are put to a beat or music. Using songs to learn difficult concepts involving many steps helps students master these skills in hours, days or a week, instead of months or years.

ADAPTABILITY

This strategy works well in bilingual and Special Education classrooms.

Bringing Texts to Life to Increase Motivation & Comprehension

W42

Subject: Language Arts

Grade(s): K-8

SESSIONS: 3,4

ROOM: 204

Dakota Prosch



CICS - West Belden

PROJECT DESCRIPTION

Enactment and visualization strategies connect students with texts and bring them alive in the reader's mind. Instead of answering comprehension questions on paper, enactment strategies get kids to restate, infer, analyze, identify main ideas, and, ultimately, comprehend what they are reading using their whole bodies.

IMPLEMENTATION

Through careful planning and scaffolding by the teacher, students are able to understand critical concepts. A skilled teacher asks students to reflect on the text to engage them in the process of meta-cognition. Enactment lets students make mistakes and work through them as a team. It is fun for the whole class, and, more importantly, it works.

ADAPTABILITY

This strategy can be used across all subjects and grades.

Beyond the Basal: Fostering a Love of Literature

W43

Subject: Language Arts

Grade(s): 3-8

SESSIONS: 1,2

ROOM: 302

Nicole Zumpano



May Community Academy

PROJECT DESCRIPTION

Varying the reading program beyond the standard basal textbook can increase the likelihood that every child will find a path to stronger literacy skills. This session will guide attendees in the implementation of literacy units.

IMPLEMENTATION

Attendees of this session will learn how to incorporate readers' theatre plays, literature circles, novel studies, author studies, and poetry exploration into their current classroom. Journaling through letters will also be explored. In addition, attendees will be presented with strategies that can be used with the basal textbook for the times that literacy units cannot be in place.

ADAPTABILITY

This session exposes students to a variety of learning styles and strategies to increase the chances of a connection being made with at least one piece of literature that could then foster a love of reading. It is adaptable for any classroom.



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Multiple Grade-Level Presentations (PreK-8)

Achieving and Measuring Success with Struggling Students

W44

Subject: Language Arts

Grade(s): 1-3

SESSIONS: 1,2

ROOM: 215

Christine Lancaster



William H. Ray School

PROJECT DESCRIPTION

Explore the effect of success on student achievement and motivation in the self-contained, Special Education classroom. Writer's Workshop, Guided Reading, and Independent Reading are used for students to view themselves as successful. Various informal measurement techniques are developed to measure progress.

IMPLEMENTATION

Teachers learn to develop new ways to measure progress and success in their classrooms. Students develop ownership over their successes, leading to increases in motivation and achievement.

ADAPTABILITY

These strategies are appropriate for Special Education, bilingual classes, ESL, and grades K-5.

Partnering for ExSElence

W45

Subject: Character Education

Grade(s): K-8

SESSIONS: 1,2

ROOM: 345

Karyn Aguirre



Jefferson Alternative School



PROJECT DESCRIPTION

Teachers partner with other teachers and disciplines to develop creative ways to integrate the Social Emotional Learning (SEL) Standards into the everyday curriculum. Teachers learn how "partnering" allows for the development of innovative instructional strategies connecting everyday subjects to Social Emotional Learning. The "partnering" of disciplines to develop the curriculum promotes teamwork and respect for each others' areas of expertise across the various disciplines in a school setting.

IMPLEMENTATION

Teachers learn to create projects that will promote students' social-emotional growth, identify their strengths, tap into and explore their artistic talents, and project positive interpersonal and community interactions in the classroom, school, and community environments.

ADAPTABILITY

This workshop is adaptable for every type of classroom.

Beyond Discipline: From Compliance to Community

W46

Subject: Character Education

Grade(s): K-8

SESSIONS: 3,4

ROOM: 345

Raymond Lau



Namaste Charter School



PROJECT DESCRIPTION

Both scholarly research and classroom experience demonstrate that traditional classroom management techniques that rely on extrinsic rewards and punishments are ineffective in promoting the social, emotional, and moral development of students, particularly those in low-income communities of color. This workshop explores alternative classroom management techniques that focus on building classroom community and developing students' communication and conflict-resolution skills.

IMPLEMENTATION

Methods and techniques introduced include regular class meetings, peer conflict-mediation programs, a schoolwide Peace Campaign, student reflection journals, and class councils.

ADAPTABILITY

This activity is adaptable for any classroom.

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Multiple Grade-Level Presentations (PreK-8)

Word Up! Developing Vocabulary with Multiple Intelligences

W47

Subject: Language Arts

Grade(s): 5-8

SESSIONS: 3,4

ROOM: 298

Esther Ohito



Pershing West Middle



PROJECT DESCRIPTION

Word study and vocabulary development are important aspects of the balanced literacy framework. This instructional strategy guides teachers as they promote literacy development through the application of Howard Gardner's theory on multiple intelligences, which challenges educators to consider students' individual strengths and differences when designing and implementing curriculum.

IMPLEMENTATION

In this word study program, students use music, writing, art, drama, and dance daily to gain and gradually internalize a new set of words on a weekly basis. As a result, students become better armed with tools for oral and written self-expression that reflect their intellect and the multifaceted nature of their thinking.

ADAPTABILITY

This program is adaptable to almost all classroom types.

Learning to Research, Researching to Learn

W48

Subject: Language Arts

Grade(s): 2-8

SESSIONS: 3,4

ROOM: 302

Catherine Tanner



Pershing Magnet School

PROJECT DESCRIPTION

Educators learn strategies to guide students through an authentic student-based inquiry process that teaches them how to conduct and write research reports and projects. Using a Constructivist approach to learning, students use their prior knowledge to formulate their own questions on a selected topic and use these questions to guide their research.

IMPLEMENTATION

For their research, students learn to use print and non-print resources, read from both informational and non-fiction texts, write expository essays and present research findings through reports and projects. Possible final projects include journals, posters, video skits, morning announcements, and expository essays.

ADAPTABILITY

This project is adaptable for bilingual and Special Education classrooms.

Eco-Exploration: Partners in Science

W49

Subject: Science

Grade(s): 3-7

SESSIONS: 1,2

ROOM: 315

Demetrius Sajous-Brady



Abraham Lincoln School

PROJECT DESCRIPTION

Students work in mixed grade level partnerships to conduct ecological and environmental investigations. Older students act as facilitators as younger students become aware of and appreciate biodiversity and the natural environment.

IMPLEMENTATION

As educational research suggests, older students increase their self-esteem and confidence when they mentor younger students. Younger students also benefit as they learn from their more experienced partners during laboratory investigations. Modeling the positive behaviors of their older peers, they gain an improved ability to formulate their own questions for scientific investigation. Students become more adept at exploring these questions through the use of the scientific method as they begin to skillfully and independently test their hypotheses and draw conclusions through hands-on lab investigations. Student partners practice problem-solving, critical thinking and effective communication skills.

ADAPTABILITY

This project is highly adaptable and beneficial for a wide variety of students.



= denotes grant recipient who received Character Education bonus

Multiple Grade-Level Presentations (PreK-8)

Teaching Math & Science to Special Education Students

W50

Subject: Special Ed

Grade(s): 4-8

SESSIONS: 3,4

ROOM: 314

Kathy Rocus

Helen M. Hefferan Elementary

Study Group Coach

PROJECT DESCRIPTION

Session attendees will learn multidisciplinary strategies that rely on different types of intelligences for teaching Math and Science to Special Education students.

IMPLEMENTATION

Key strategies will include reliance upon visuals, scaffolding lessons for ease of understanding, and varying approaches to Math instruction. When teaching Science, hands-on or visual examples will be used whenever possible. In Math, games and contests will also provide motivation and make learning fun for students. Finally, effective note-taking by students will be stressed.

ADAPTABILITY

These strategies can be adapted to students whether they are mainstreamed or in pull-out situations; thus, general and Special Education classroom teachers can benefit from this session.

Stories Alive: International Folktale Festival

W51

Subject: Special Ed

Grade(s): K-6

SESSIONS: 1,2

ROOM: 314

Danielle McBride

George T. Donoghue School

Small Grant

PROJECT DESCRIPTION

The rich traditions of folktales from around the world become the basis for a differentiated literacy unit that incorporates oral storytelling, cultural research, and exploration.

IMPLEMENTATION

Teachers will learn how to guide their students in writing folktales, culminating in an international story-telling festival.

ADAPTABILITY

Teachers will learn how this project was adapted for students with a variety of special needs across several grade levels.

Books Come to Life through Yoga Activities

W52

Subject: Special Ed

Grade(s): PreK-8

SESSIONS: 1,2

ROOM: 313

Nancy Crivellone
Katherine Roche

Blair Early
Childhood Center

Small Grant



PROJECT DESCRIPTION

Students move into poses based on the book's characters and storyline as a book is being read. Children use all of their senses to learn new things with their peers.

IMPLEMENTATION

Students can create their own yoga poses to correlate with the books and topics being discussed in their classrooms using movement, music and social skills to learn.


ADAPTABILITY



This project can be adapted for all students.





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Multiple Grade-Level Presentations (PreK-8)

Breaking News! Bring the World to a Classroom Near You!			W53
Subject: Social Studies	Grade(s): K-8	SESSIONS: 3,4	ROOM: 313
Marjorie Rogasner		Daniel Boone Elementary	
PROJECT DESCRIPTION			
Magazines written specifically for children are used to enhance Social Studies teaching. This all-encompassing area of study is necessary "to help students develop a deeper understanding of how to know, how to apply what they know and how to participate in building a future."			
IMPLEMENTATION			
Session attendees explore a variety of ways news magazines can be used as a vehicle for learning Social Studies. Access to the library or to outside literature is sometimes limited, thus children's news magazines are important resources because they allow children to each have their own copy to read in class and/or at home, and are written at appropriate grade levels.			
ADAPTABILITY			
This strategy is adaptable to any classroom.			

The Winds of Change			W54
Subject: Science	Grade(s): 4-8	SESSIONS: 1,2	ROOM: 307
Michelle Greenfield		Armstrong Elementary 	
PROJECT DESCRIPTION			
Students study global warming using books, videos, and hands-on exploration. They then implement a recycling program in their school.			
IMPLEMENTATION			
This session will provide teachers tips and strategies for implementing a global warming unit.			
ADAPTABILITY			
This project has been used in Special Education and bilingual classrooms and can be adapted for various grade levels.			

Teach Me, and I'll Respect You, Mother Earth			W55
Subject: Science	Grade(s): 2-5	SESSIONS: 3,4	ROOM: 312
Maria Soto		George Washington School	
PROJECT DESCRIPTION			
Weather is the only thing humans cannot change and it affects our daily lives in many ways. Students study how and why weather changes and the effects it has on our daily lives.			
IMPLEMENTATION			
Through hands-on research and exploration, students learn basic scientific concepts and apply their knowledge to become young problem-solving scientists. This project allows students to observe basic weather concepts such as wind movement, cloud formation, and air pressure. It also helps students create their own weather instruments to measure and predict weather conditions.			
ADAPTABILITY			
This project is adaptable for other grade levels, Special Education, and bilingual classes because it is very interactive.			

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Multiple Grade-Level Presentations (PreK-8)

Blasting Off with Math!

W56

Subject: Math

Grade(s): 6-8

SESSIONS: 3,4

ROOM: 307

Dan Greenfield

John F. Eberhart Elementary



PROJECT DESCRIPTION

Through a week of hands-on space activities, middle school students learn the Mathematics behind a space shuttle launch.

IMPLEMENTATION

Students build a gymnasium-sized replica of a space shuttle and space station. After construction, the students act as tour guides and teachers, instructing the entire school on space exploration! Teachers can use all or some of these activities in their classrooms.

ADAPTABILITY

This project is adaptable to all students, needs, and grade levels.

Hot Wheels? Is This Science? I'm Having Too Much Fun!

W57

Subject: Science

Grade(s): 3-8

SESSIONS: 1,2

ROOM: 309

Jonathan Meeks

Claremont Academy



PROJECT DESCRIPTION

Students use Hot Wheels Formula Fuel Race Cars to determine the amount of electrolytes in liquids. The more electrolytes added to the race cars the greater the distance the cars travel. Students chart and graph the results of their race car comparing which liquids have more electrolytes.

IMPLEMENTATION

This workshop gives you ideas of how to extend learning beyond the books. You will leave with ideas of how to adapt a lesson so that it is inquiry-based and "fun" for students.

ADAPTABILITY

This activity can be easily adapted to meet different student abilities and teach a specific focused skill.

Classroom Websites for Instruction as Integration

W58

Subject: Technology

Grade(s): 5-8

SESSIONS: 3,4

ROOM: 301

Jennifer Foss

Peirce School



PROJECT DESCRIPTION

A classroom website creates opportunities for students to engage in discussions through a variety of media, share their work, practice self-assessment and take greater responsibility for their own learning.

IMPLEMENTATION

This session guides teachers in the development of a classroom website that will engage students in discussion, research, self-assessment and the use of technology.


ADAPTABILITY


This project is adaptable for lower grades and bilingual classrooms.




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Multiple Grade-Level Presentations (PreK-8)


Learn to Play and Play to Learn			W59
Subject: Physical Education	Grade(s): K-6	SESSIONS: 1,2	ROOM: Green Dining Room
Margaret Carroll Julie Carter			Lavizzo Elementary Carson Elementary
PROJECT DESCRIPTION			
Not just for physical education teachers! Come and participate in engaging and enjoyable movement education activities that are teacher friendly and easy to implement based on the SPARK curriculum. Lessons are designed to teach academic and social skills and enhance personal skills while encouraging maximum participation in a positive, nonthreatening atmosphere. If you would like to promote fitness with your students, join us in various activities including hoops, bean bags, parachute, and dance.			
IMPLEMENTATION			
These activities can be implemented by the classroom or physical education teacher.			
ADAPTABILITY			
SPARK activities can be used with all types of learners.			


Interactive Bulletin Boards: Games that Rock a Curriculum			W60
Subject: Other	Grade(s): 3-6	SESSIONS: 3,4	ROOM: 341
Margo Martin			Alain Locke School
PROJECT DESCRIPTION			
The interactive bulletin board serves as a framework within which students acquire new knowledge, revisit prior work, and use acquired knowledge from peers to complete new tasks. Students become responsible contributors who take pride in their classroom interactions.			
IMPLEMENTATION			
Teachers learn how to plan and implement an interactive bulletin board for any thematic unit, using various student-directed activities. They learn how to use student knowledge to generate new assignments, discover professional resources for creating interactive bulletin boards, and complete hands-on experiences.			
ADAPTABILITY			
Providing choices increases the level of student engagement, giving students with different learning styles an opportunity to shine. This activity can be applied in any kind of classroom.			

Giving Them Something More: Effective Math Assessment			W61
Subject: Other	Grade(s): 3-8	SESSIONS: 3,4	ROOM: 309
George Gutierrez			Area 6 Math/Science Coach
PROJECT DESCRIPTION			
Educators assess extended response Math problems to determine students' understanding.			
IMPLEMENTATION			
Teachers can use the findings from this action research to provide descriptive feedback to students in any core subject area.			
ADAPTABILITY			
This project is especially well-suited for teachers of students who are pulled out by either a bilingual or Special Education resource teacher.			


Multiple Grade-Level Presentations (PreK-8)

ESL Support for Refugee Students			W62
Subject: Other	Grade(s): 4-8	SESSIONS: 3,4	ROOM: 308
Richard Diaz Astrid Peters			Field Elementary School
PROJECT DESCRIPTION			
Refugee parents and children from Africa sometimes have limited understanding of how American schools operate, what resources schools may provide, and social expectations. This program provides children with the additional help they need.			
IMPLEMENTATION			
The goal of this program is to provide linguistic training using software with the objective of "learning to read and write" as a precursor to their progression to "reading to learn."			
ADAPTABILITY			
This program is adaptable for bilingual education, ESL support, and general education classrooms.			

Writing in Mathematics: Through the Lens of Assessment			W63
Subject: Math	Grade(s): 3-8	SESSIONS: 1,2	ROOM: 304
Gavin Creaden			Brentano Academy
PROJECT DESCRIPTION			
Writing in Mathematics is used as a formal and informal tool for assessment. Teachers take a look at higher-order thinking instructional strategies, both verbal and written, involved in teaching Math.			
IMPLEMENTATION			
Teachers discover Math problem-solving strategies, explore a variety of writing strategies and techniques that can be used in the Mathematics classroom, as well as dissect the ISAT Extended Response Rubrics used for scoring student work.			
ADAPTABILITY			
This method can be adapted to any classroom.			

Using Japanese Lesson Studies to Improve Math Teaching			W64
Subject: Math	Grade(s): K-8	SESSIONS: 3,4	ROOM: 304
Thomas McDougal			Williams Elementary
PROJECT DESCRIPTION			
Lesson Study is a collaborative professional development activity with a direct focus on improving instruction. Developed in Japan, Lesson Study has had a profound impact on student achievement.			
IMPLEMENTATION			
In this approach, teachers work together to plan a unit in which they explore the effects of the instructional strategies they have chosen for achieving their learning goals. Through the process, the intensive focus on students leads to long-term changes in how teachers plan lessons and observe students.			
ADAPTABILITY			
This method is adaptable to any classroom!			



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Multiple Grade-Level Presentations (PreK-8)

Science Notebooks: Documenting Student Learning

W65

Subject: Science

Grade(s): K-8

SESSIONS: 3,4

ROOM: 315

Joy Reeves

Study Group Coach

Claremont Academy

PROJECT DESCRIPTION

The science notebook is a central place where language, data, and experiences come together to form meaning for the student. While working as scientists, students record observations and data, organize and summarize results, and draw through words, charts and pictures. Teachers use the student notebooks to assess understanding, guide their instruction and support differentiated learning.

IMPLEMENTATION

While doing investigations, the teacher encourages students to talk about what they see, always encouraging exploration. When students write and draw their observations in a notebook, they are encouraged to add questions that were not generated in the class discussion.

ADAPTABILITY

This tool is useful in both bilingual and Special Education classrooms and can be used at any grade level.

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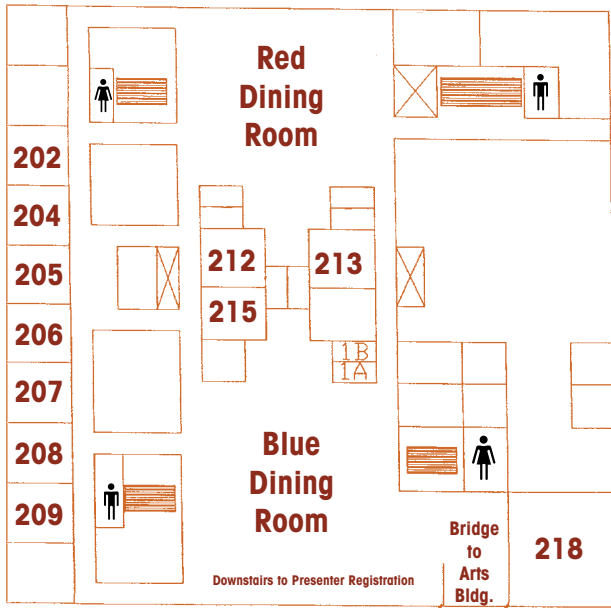
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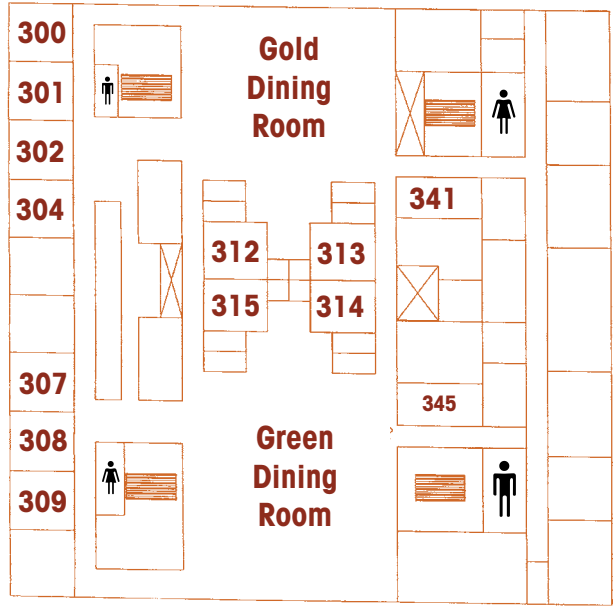
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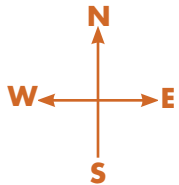
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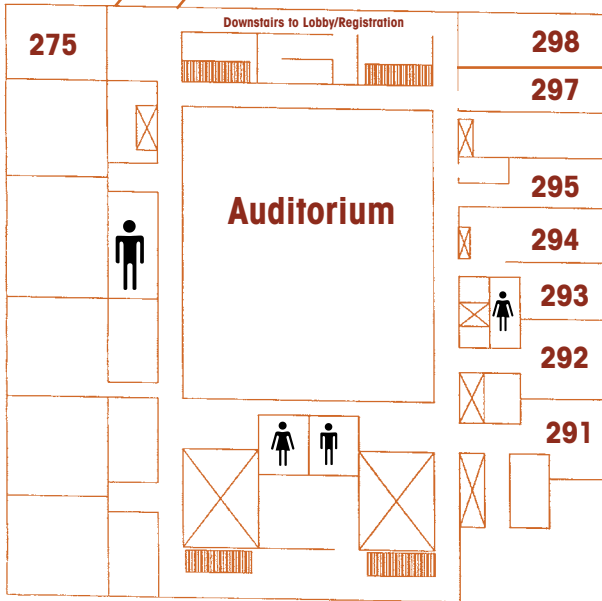


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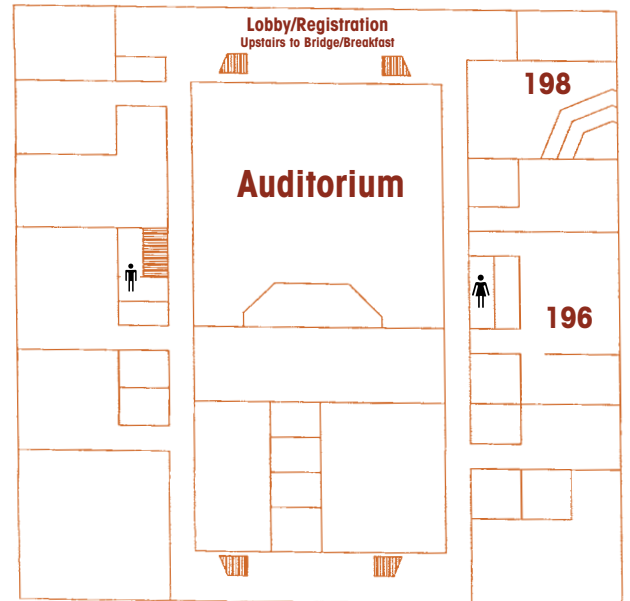


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