

Creative Classrooms 2005

*“Teachers as Leaders & Learners:
Balancing Quality Education and High-Stakes Testing”*

Schedule of the Day

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

---Opening Sessions---

8:40 a.m. - 9:30 a.m. **Group A: Keynote Speakers:** Dr. Berta R. Berriz Auditorium
Kimberly N. Parker
Moderator: Dr. Samuel Meisels

Group B: “Teacher Leadership Within and Beyond the Classroom”
Primary (Pre-K-3) Gold Dining Room
Intermediate (4-6) Green Dining Room
Upper (7-8) Red Dining Room

9:40 a.m. - 10:30 a.m. **Group A: “Teacher Leadership Within and Beyond the Classroom”**
Primary (Pre-K-3) Gold Dining Room
Intermediate (4-6) Green Dining Room
Upper (7-8) Red Dining Room

Group B: Keynote Speakers: Dr. Berta R. Berriz Auditorium
Kimberly N. Parker
Moderator: Dr. Samuel Meisels

---Morning Sessions---

10:45 a.m. - 11:30 a.m. Session 1: Grant, Fellowship, & Feature Presentations See Catalog for Rooms

11:45 a.m. - 12:30 p.m. Session 2: Grant, Fellowship, & Feature Presentations See Catalog for Rooms

12:30 p.m. - 1:15 p.m. **LUNCH** Dining Rooms

---Afternoon Sessions---

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

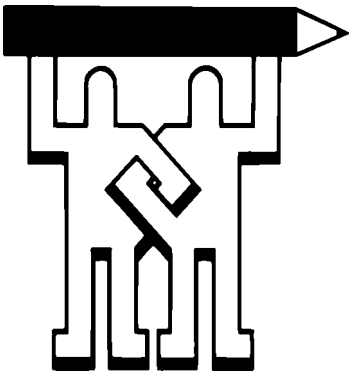
2:15 p.m. - 3:00 p.m. Session 4: Grant, Fellowship, & Feature Presentations See Catalog for Rooms

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 “Teacher Leadership Within and Beyond the Classroom” presentation. 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 Creative Classrooms 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!

Table of Contents

2005-06 Chicago Foundation for Education Grants and Fellowships	3
Overview of the Day	4
Special Thanks	6
Workshop Sessions At-A-Glance	
Opening Sessions	7
Session 1	8
Session 2	9
Session 3	10
Session 4	11
Workshop Presentation Descriptions: An In-Depth Look	
Feature Presentations	12
Primary Grade-Level Project Presentations	15
Intermediate Grade-Level Project Presentations	19
Upper Grade-Level Project Presentations	24
Multiple Grade-Level Project Presentations	26
Subject Index	34
Presenter Index	36
Chicago Foundation for Education Board of Directors	38
Corporate and Foundation Contributors	39
Individual and Family Foundation Contributors	40



2005-06 Chicago Foundation for Education Grants & Fellowships

Small Grants

\$400 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 11, 2005.

Study Group Grants

Study Group Grants provide experienced teachers (Study Group Coaches) the opportunity to lead a Study Group around a proven Instructional Strategy with 4-6 teachers (Study Group Team Members) who are willing to implement and adapt the strategy in their own classrooms.

Study Group Coach Grants

A total of **\$800 (\$300 grant and \$500 stipend)** and **up to 28 CPDUs** is awarded to CPS elementary teachers who demonstrate the creativity, leadership, and professionalism necessary to facilitate Study Groups of 4-6 teachers around Instructional Strategies proven to be successful in helping students learn. The Instructional Strategies of each Study Group are outlined for teachers who want to apply for a Study Group Team Member Grant in the Spring 2006 *CFE Study Group Grant Catalog*. Study Group Coaches attend a one day training session where they learn how to effectively facilitate a Study Group. Coaches will lead a total of 12 hours of Study Group professional development sessions between June 2006 and December 2006.

Study Group Coach Grant applications are due January 9, 2006.

Study Group Team Member Grants

\$300 grants and up to 10 CPDUs are awarded to CPS elementary teachers who are interested in becoming part of a Study Group led by a Study Group Coach. Teachers can apply for a Study Group Team Member Grant by choosing an Instructional Strategy they are interested in adapting and implementing in their own classrooms from the Spring 2006 *CFE Study Group Grant Catalog*. Applications are included in the *CFE Study Group Grant Catalog*, which is distributed to all CPS elementary schools and available on our website at www.chgofdneduc.org. Study Groups meet for a total of 12 hours anytime between June 2006 and December 2006. The Study Group Coach and Team Members determine the locations, dates and times of meetings.

Study Group Team Member applications are due April 17, 2006.

Teachers Network Leadership Institute (TNLI) Fellowships

\$1,000 fellowships, 3 Lane Credits, and up to 50 CPDUs are awarded to CPS elementary teachers who are interested in conducting action research to improve instruction and student achievement within their own classrooms and schools and to influence educational decisions on a district level. 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 12, 2006.

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!

Creative Classrooms 2005

Overview of the Day

OPENING SESSIONS



Dr. Berta Berriz



Kimberly Parker

Keynote Speakers

Dr. Berta Berriz and Kimberly Parker, former and current distinguished Boston Public School teachers, will present instructional models that have utilized child-centered, culturally relevant curricula to promote student achievement. Dr. Samuel Meisels, Erikson Institute President, and one of the nation's leading authorities on early childhood development, will moderate the session.

Auditorium

Teacher Leadership Within and Beyond the Classroom

Local Chicago Public School teachers from Gray Elementary School share how teacher leadership made teachers central to moving their school forward. Learn how you can play a key leadership role in affecting classroom and school wide change.

Dining Rooms

PLEASE NOTE: You will receive a ticket at registration that will determine which Opening Session you will attend first. Group A will attend the Keynote session FIRST in the Auditorium. Group B will first attend the "Teacher Leadership Within and Beyond the Classroom" Opening Session in their assigned dining room.

GRANT-WINNING TEACHER PRESENTATIONS

Looking for new teaching ideas and projects for your classroom? Over 60 exceptional Chicago Public School CFE grant recipients will showcase their innovative curricular projects, action research findings, and effective teaching techniques. **Presentations will take place in the classrooms of the Arts and Academic Buildings. Please see Workshop Presentation Descriptions beginning on p. 12 for presentation descriptions, times, and locations.**

Creative Classrooms 2005

Overview of the Day

FEATURE PRESENTATIONS

Beyond the Field Trip: Museum Resources for Everyday

Session 1 in Room 196

Action Research: Answers to Your Toughest Questions

Sessions 1 and 3 in Room 298

Continuing the Conversation with Keynote Speakers

Sessions 2 and 4 in Room 298

National Board Certification: Is It For You?

Session 3 in Room 196

Grant Writing 101

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

Fund for Teachers: Bringing the World into the Classroom

Session 4 in Room 196

Teacher-Led Schools: Renaissance 2010 Opportunities

Session 4 in the Auditorium

Bringing Character Education to Life

Session 2 in Room 196

See Feature Presentation Descriptions on pp. 12-14 for more detailed presentation descriptions.

RESOURCE ORGANIZATION

2nd Floor Bridge

Come browse these tables featuring information from local educational organizations to find out about new leadership opportunities for teachers, museum exhibits, educational workshops, and more!

SPECIAL THANKS

Chicago Foundation for Education

wishes to thank the following volunteers, corporations, and organizations who have generously supported Creative Classrooms Workshop 2005

In-Kind Contributors

fullline printing, inc.
Kellogg's Company
Lakeshore Athletic Club

Oil-Dri Corporation of America
Potbelly's Sandwich Works
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CFE would also like to extend our sincerest thanks to the staff and faculty at Whitney Young High School and the MANY volunteers, presenters, and participants that have made *Creative Classrooms 2005* possible.

WORKSHOP SESSIONS AT-A-GLANCE

Opening Sessions At-A-Glance

8:40 a.m. – 9: 30 a.m.

Group A

<u>Catalog #</u>	<u>Subject Area</u>	<u>Presentation Title</u>	<u>Room</u>	<u>Grade(s)</u>
W01	Keynote Speakers	Balancing Quality Teaching and High-Stakes Testing	Auditorium	Pre-K-8

Group B

W02	Prof Development	Teacher Leadership Within and Beyond the Classroom	Gold Dng Rm.	Pre-K-3
W03	Prof Development	Teacher Leadership Within and Beyond the Classroom	Green Dng Rm.	4-6
W04	Prof Development	Teacher Leadership Within and Beyond the Classroom	Red Dng Rm.	7,8

Opening Sessions At-A-Glance

9:40 a.m. – 10: 30 a.m.

Group A

W02	Prof Development	Teacher Leadership Within and Beyond the Classroom	Gold Dng Rm.	Pre-K-3
W03	Prof Development	Teacher Leadership Within and Beyond the Classroom	Green Dng Rm.	4-6
W04	Prof Development	Teacher Leadership Within and Beyond the Classroom	Red Dng Rm.	7,8

Group B

W01	Keynote Speakers	Balancing Quality Teaching and High-Stakes Testing	Auditorium	Pre-K-8
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PLEASE NOTE: You will receive a ticket at registration that will determine which Opening Session you will attend first. Group A will attend the Keynote session FIRST in the Auditorium. Group B will first attend the “Teacher Leadership Within and Beyond the Classroom” Opening Session in their assigned dining room.

Session 1 At-A-Glance**10:45 a.m. – 11:30 a.m.**

<u>Catalog #</u>	<u>Subject Area</u>	<u>Presentation Title</u>	<u>Room</u>	<u>Grade(s)</u>
W39	Art, Music, Drama	Jewelry of Ancient Egypt	204	6
W09	Grant Writing	Grant Writing 101	Auditorium	Pre-K-8
W48	Language Arts	Bringing Texts to Life: Motivation and Comprehension	308	2-8
W50	Language Arts	Examining Levels of Questioning and Grouping Strategies	301	6-8
W25	Language Arts	Hands on Word Wall	292	K-3
W52	Language Arts	P.R.O.P.S. through Interactive Read Alouds	300	Pre-K-8
W36	Language Arts	Read On!	213	6
W53	Language Arts	Reader's Theater - On With the Show	313	1-6
W35	Language Arts	Serendipities: A Chicago Scavenger Hunt!	212	5,6
W21	Language Arts	Understanding the American Writing Process	294	1
W45	Language Arts	Using the Fine Arts to Inspire Discussions on Literature	215	7,8
W34	Math	Achieve With Math	206	6
W44	Math	Heavenly Ocean - Mathematics in the Ancient World	205	8
W20	Other	Developing Problem Solvers in the Primary Classroom	293	1
W58	Other	In Search of Connectivity	345	3-8
W47	Other	Integrating Technology into Your Classroom through PBL	307	2-6
W62	Other	T.A.R.G.E.T.T. - Technology and Teamwork	314	6-8
W18	Other	Visible Learning and Teaching: The Reggio Approach	291	Pre-K, 1
W06	Prof Development	Action Research: Answers to Your Toughest Questions	298	Pre-K-8
W05	Prof Development	Beyond the Field Trip: Museum Resources for Everyday	196	Pre-K-8
W42	Science	Eye of The Beholder	209	7
W32	Science	Gimme The Dirt	208	4
W16	Science	Let's Get Planting	297	1,2
W64	Science	School-Wide Learning: Going Batty!	302	Pre-K-8
W65	Science	Using Art to Teach Science through Observation Journals	304	K-4
W67	Social Studies	Do the Right Thing! Student Leadership and Anti-Bullying	315	3-8
W15	Social Studies	Exploring Other Lands, Hand in Hand	295	K
W30	Social Studies	Mediterranean Empires	207	6
W28	Social Studies	Right Before Your Eyes	202	5,6
W59	Special Ed	Multi-sensory Learning Experiences in Special Education	312	1-4

Session 2 At-A-Glance

11:45 a.m. – 12:30 p.m.

<u>Catalog #</u>	<u>Subject Area</u>	<u>Presentation Title</u>	<u>Room</u>	<u>Grade(s)</u>
W39	Art, Music, Drama	Jewelry of Ancient Egypt	204	6
W11	Grant Writing	One-on-One and Small Group Grant Writing Help	218	Pre-K-8
W10	Grant Writing	One-on-One and Small Group Grant Writing Help	275	Pre-K-8
W48	Language Arts	Bringing Texts to Life: Motivation and Comprehension	308	2-8
W50	Language Arts	Examining Levels of Questioning and Grouping Strategies	301	6-8
W25	Language Arts	Hands on Word Wall	292	K-3
W52	Language Arts	P.R.O.P.S. through Interactive Read Alouds	300	Pre-K- 8
W36	Language Arts	Read On!	213	6
W53	Language Arts	Reader's Theater - On With the Show	313	1-6
W35	Language Arts	Serendipities: A Chicago Scavenger Hunt!	212	5,6
W21	Language Arts	Understanding the American Writing Process	294	1
W45	Language Arts	Using the Fine Arts to Inspire Discussions on Literature	215	7,8
W34	Math	Achieve With Math	206	6
W44	Math	Heavenly Ocean - Mathematics in the Ancient World	205	8
W20	Other	Developing Problem Solvers in the Primary Classroom	293	1
W58	Other	In Search of Connectivity	345	3-8
W47	Other	Integrating Technology into Your Classroom through PBL	307	2-6
W62	Other	T.A.R.G.E.T.T. - Technology and Teamwork	314	6-8
W18	Other	Visible Learning and Teaching: The Reggio Approach	291	Pre-K, 1
W14	Prof Development	Bringing Character Education to Life	196	Pre-K-8
W07	Prof Development	Continuing the Conversation with Keynote Speakers	298	Pre-K-8
W42	Science	Eye of The Beholder	209	7
W32	Science	Gimme The Dirt	208	4
W16	Science	Let's Get Planting	297	1,2
W64	Science	School-Wide Learning: Going Batty!	302	Pre-K-8
W65	Science	Using Art to Teach Science through Observation Journals	304	K-4
W67	Social Studies	Do the Right Thing! Student Leadership and Anti-Bullying	315	3-8
W15	Social Studies	Exploring Other Lands, Hand in Hand	295	K
W30	Social Studies	Mediterranean Empires	207	6
W28	Social Studies	Right Before Your Eyes	202	5,6
W59	Special Ed	Multi-sensory Learning Experiences in Special Education	312	1-4

Session 3 At-A-Glance**1:15 p.m. – 2:00 p.m.**

<u>Catalog #</u>	<u>Subject Area</u>	<u>Presentation Title</u>	<u>Room</u>	<u>Grade(s)</u>
W40	Art, Music, Drama	Inca Images	204	4-6
W26	Art, Music, Drama	Mosaic Memoirs From Tall Tales	295	2
W38	Art, Music, Drama	Using Art as the Window to Culture	202	6
W09	Grant Writing	Grant Writing 101	Auditorium	Pre-K-8
W37	Language Arts	A “Novel Approach” to Literacy Instruction	213	4-8
W57	Language Arts	Books: Our Passport to the World	312	3-8
W49	Language Arts	Comprehension Cubes	301	3-6
W24	Language Arts	Integrating Author Studies Across the Curriculum	292	K-2
W51	Language Arts	Making Meaning Through Written Response	341	5-8
W54	Language Arts	Reciprocal Teaching That Works	313	1-6
W23	Language Arts	The Project Approach in Early Childhood Classrooms	291	Pre-K-2
W22	Language Arts	The Seussville News	294	2
W55	Language Arts	W.A.T.C.H.: Writing Across the Curriculum Happily	308	3-5
W56	Language Arts	Which Reading Comprehension Strategy?	314	Pre-K-8
W33	Math	Architectural Apprentices	206	4
W43	Other	Around the World in 30 Days	205	8
W69	Other	Beyond Discipline: From Compliance to Community	345	Pre-K-8
W60	Other	Metacognitive Reading or How I Didn't Fall Asleep Reading	307	4-8
W61	Other	Nurturing Nimble Bodies Mmm...Good	300	Pre-K
W19	Other	Teaching for Social Justice in the Primary Grades	293	1,2
W06	Prof Development	Action Research: Answers to Your Toughest Questions	298	Pre-K-8
W08	Prof Development	National Board Certification - Is it for You?	196	Pre-K-8
W17	Science	Habitats in Our World	297	2,3
W63	Science	Inquiring Minds Want to Know	302	6-8
W41	Science	Techno-Bio	209	7
W31	Science	The Fight for a Healthy Life	208	4
W66	Social Studies	Creating Quality Citizens through Social Studies	304	6-8
W68	Social Studies	Oral History Project	315	5-8
W46	Social Studies	Student-Led Discussions From Middle to High School	215	7,8
W27	Special Ed	Relationships with Shapes and Pieces	212	4-6

Session 4 At-A-Glance**2:15 – 3:00 p.m.**

<u>Catalog #</u>	<u>Subject Area</u>	<u>Presentation Description</u>	<u>Room</u>	<u>Grade(s)</u>
W40	Art, Music, Drama	Inca Images	204	4-6
W26	Art, Music, Drama	Mosaic Memoirs From Tall Tales	295	2
W38	Art, Music, Drama	Using Art as the Window to Culture	202	6
W12	Grant Writing	Fund for Teachers: Bringing the World into the Classroom	196	Pre-K-8
W11	Grant Writing	One-on-One and Small Group Grant Writing Help	218	Pre-K-8
W10	Grant Writing	One-on-One and Small Group Grant Writing Help	275	Pre-K-8
W37	Language Arts	A "Novel Approach" to Literacy Instruction	213	4-8
W57	Language Arts	Books: Our Passport to the World	312	3-8
W49	Language Arts	Comprehension Cubes	301	3-6
W24	Language Arts	Integrating Author Studies Across the Curriculum	292	K-2
W51	Language Arts	Making Meaning Through Written Response	341	5-8
W54	Language Arts	Reciprocal Teaching That Works	313	1-6
W23	Language Arts	The Project Approach in Early Childhood Classrooms	291	Pre-K-2
W22	Language Arts	The Seussville News	294	2
W55	Language Arts	W.A.T.C.H.: Writing Across the Curriculum Happily	308	3-5
W56	Language Arts	Which Reading Comprehension Strategy?	314	Pre-K-8
W33	Math	Architectural Apprentices	206	4
W43	Other	Around the World in 30 Days	205	8
W69	Other	Beyond Discipline: From Compliance to Community	345	Pre-K-8
W60	Other	Metacognitive Reading or How I Didn't Fall Asleep Reading	307	4-8
W61	Other	Nurturing Nimble Bodies Mmm...Good	300	Pre-K
W19	Other	Teaching for Social Justice in the Primary Grades	293	1,2
W07	Prof Development	Continuing the Conversation with Keynote Speakers	298	Pre-K-8
W13	Prof Development	Teacher-Led Schools: Renaissance 2010 Opportunities	Auditorium	Pre-K-8
W17	Science	Habitats in Our World	297	2,3
W63	Science	Inquiring Minds Want to Know	302	6-8
W41	Science	Techno-Bio	209	7
W31	Science	The Fight for a Healthy Life	208	4
W66	Social Studies	Creating Quality Citizens through Social Studies	304	6-8
W68	Social Studies	Oral History Project	315	5-8
W46	Social Studies	Student-Led Discussions From Middle to High School	215	7,8
W27	Special Ed	Relationships with Shapes and Pieces	212	4-6

WORKSHOP PRESENTATION DESCRIPTIONS

FEATURE PRESENTATIONS

Teacher Leadership Within and Beyond the Classroom			W02, W03, W04
Subject: Prof Development	Grade(s): Pre-K-8	SESSIONS: Opening	ROOM: Dining Rooms
Mary Lou Bagnowski Janette Cortes-Duewel Liza Pappas Margie Smagacz Vicky Tomko		William P. Gray School William P. Gray School William P. Gray School Franklin Fine Arts Center William P. Gray School	
PROJECT DESCRIPTION			
Local Chicago Public School teachers from Gray Elementary School share how teacher leadership made teachers central to moving their school forward. Learn how you can play a key leadership role in affecting classroom and school wide change.			

Beyond the Field Trip: Museum Resources for Everyday			W05
Subject: Prof Development	Grade(s): Pre-K-8	SESSIONS: 1	ROOM: 196
Mark Larson, Moderator Gabrielle Lyon Maria Marable-Bunch Heidi Moisan Joy Reeves		Director of Education, Lincoln Park Zoo Executive Director, Project Exploration Assoc. Director for Teacher Programs, Art Institute of Chicago Teacher and Student Programs, Chicago Historical Society Claremont Academy, Former Teacher-in-Residence, MSI	
PROJECT DESCRIPTION			
Chicago's museums and resource organizations offer a spectrum of curriculum-enhancing opportunities that can be utilized beyond a one-time visit. Learn from our panel of museum and classroom educators how you can take better advantage of Chicago's rich museum resources in ways that extend beyond the traditional field trip and make learning more meaningful.			

Action Research: Answers to Your Toughest Questions			W06
Subject: Prof Development	Grade(s): Pre-K-8	SESSIONS: 1,3	ROOM: 298
Dr. Sue Hansen Toby Rajput		National-Louis University CFE Teacher Action Research Fellow and Area Librarian, Medill Technical Center	
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 Dr. Sue Hansen from National-Louis University as she introduces you to action research and how it can help to increase achievement in your classroom. Learn from experienced librarian and action researcher Toby Rajput, who collected data on library-sponsored programming to answer her research question: How can I motivate students to read more? Discover ways you can get started in your classroom.			

Continuing the Conversation with Keynote Speakers

W07

Subject: Prof Development

Grade(s): Pre-K-8

SESSIONS: 2,4

ROOM: 298

Dr. Berta Berriz
Kimberly "Kim" Parker

Boston Public Schools

PROJECT DESCRIPTION

If the keynote address leaves you wanting more, join us for a Q & A session with our keynote speakers. This is an opportunity for you to extend the dialogue in an informal, intimate setting.

National Board Certification: Is it for You?

W08

Subject: Prof Development

Grade(s): Pre-K-8

SESSIONS: 3

ROOM: 196

Dr. Dorothy "Drew" Pandel
Marcey Regan

Coordinator, CPS National Board Certification Program
Co-Facilitator of National Board Certification Program,
Chicago Teachers Union Quest Center

PROJECT DESCRIPTION

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

Grant Writing 101

W09

Subject: Grant Writing

Grade(s): Pre-K-8

SESSIONS: 1,3

ROOM: Auditorium

Dr. Barbara Pellegrini

President, STEP Consulting Services

PROJECT DESCRIPTION

Led by grant writing specialist Dr. Barbara Pellegrini, 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

W10

Subject: Grant Writing

Grade(s): Pre-K-8

SESSIONS: 2,4

ROOM: 275

Kenneth Klopack
Lois LaGalle
Nancy Ocampo
Otherine Preston
Joy Reeves
Marjorie Rogasner
Trudy Van Slooten

PROJECT DESCRIPTION

Work one-on-one or in small groups with our Teacher-to-Teacher presenters, all of whom have won multiple CFE grants themselves. These 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**W11****Subject: Grant Writing****Grade(s): Pre-K-8****SESSIONS: 2,4****ROOM: 218**

Renee Bearak
 Eileen Day
 Lillian Degand
 Beverly Jackson
 Toby Rajput
 Kelly Shepard
 Catherine Tanner

PROJECT DESCRIPTION

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

Fund for Teachers: Bringing the World into the Classroom**W12****Subject: Grant Writing****Grade(s): Pre-K-8****SESSIONS: 4****ROOM: 196**

Tonya McKinny

Program Officer, Fund for Teachers

PROJECT DESCRIPTION

Don't miss a chance to hear about this amazing new grant opportunity! Fund for Teachers is a unique foundation that enriches the lives of school teachers and students by providing outstanding teachers with opportunities for renewal. Find out how you can win a \$5,000 grant to pursue a lifelong professional dream--whether it is exploring active volcanoes in Hawaii, participating in a hands-on study of Beluga whales, or trekking across Laos to learn about the Hmong culture!

Teacher-Led Schools: Renaissance 2010 Opportunities**W13****Subject: Prof Development****Grade(s): Pre-K-8****SESSIONS: 4****ROOM: Auditorium**

C. Allison Jack

Strategic Advisor, Renaissance 2010

PROJECT DESCRIPTION

Announced by Mayor Daley in 2004, Renaissance 2010 is a six-year initiative to create 100 new schools--one-third charter, one-third contract, and one-third performance. C. Allison Jack, Strategic Advisor for Renaissance 2010, will present an overview of the initiative and discuss opportunities for teachers to become involved in this exciting opportunity.

Bringing Character Education to Life**W14****Subject: Prof Development****Grade(s): Pre-K-8****SESSIONS: 2****ROOM: 196**

Kris Cortes, Moderator
 TeNnile Goff
 Judith Grand Pre' Smith
 Raymond Lau
 Chad Weiden

Executive Director, Current Links

PROJECT DESCRIPTION

Character Education can help build a sense of community within your classroom and improve the overall performance of students. Come and gather fresh ideas from our grant-winning panel of teachers as they share how they have successfully integrated Character Education into their everyday curriculum. Kris Cortes, Executive Director of Current Links, will moderate the session.


WORKSHOP PRESENTATION DESCRIPTIONS


An In-Depth Look by Grade-Level


PRIMARY GRADE-LEVEL PRESENTATIONS



= denotes grant recipient who received a Character Education bonus

Exploring Other Lands, Hand in Hand			W15
Subject: Social Studies	Grade(s): Kdg	SESSIONS: 1,2	ROOM: 295
Nancy Ocampo		John F. Eberhart School	
PROJECT DESCRIPTION			
Exploring Other Lands, Hand in Hand teaches students about families, food, clothing, shelter, and major holidays celebrated in the United States, Mexico, and Jordan. Students explore the everyday lives of people around the globe and learn about their similarities and differences. Students from the countries studied are offered a unique opportunity to learn more about their own heritage.			
IMPLEMENTATION			
Students learn through reading a variety of books and listening to special classroom visitors. Students compare and contrast the Day of the Dead and Halloween, Christmas and Ramadan, and Cinco de Mayo and the Fourth of July. Art projects are integrated throughout.			
ADAPTABILITY			
Exploring our Lands, Hand in Hand is adaptable to Special Education students, English Language Learners (ELLs) and other grade levels.			

Let's Get Planting			W16
Subject: Science	Grade(s): 1, 2	SESSIONS: 1,2	ROOM: 297
Caryn Gerber M. Ann Tran Allison West		LEARN Charter School	
PROJECT DESCRIPTION			
Let's Get Planting teaches students about plants through a gardening thematic unit and incorporates social skills such as collaboration, sharing, responsibility, self-confidence, and taking pride in hard work.			
IMPLEMENTATION			
Activities include sorting and graphing seeds, planting, conducting observations and analysis, publishing books and gardening journals, creating photo documentation, and measuring plants and temperature.			
ADAPTABILITY			
This project is adaptable to all grade levels.			

Habitats in Our World			W17
Subject: Science	Grade(s): 2nd & 3rd	SESSIONS: 3,4	ROOM: 297
Rebecca Lopez		Galapagos Charter School	
PROJECT DESCRIPTION			
Habitats in Our World is designed to teach students about four different habitats: the ocean, the desert, the arctic, and the rainforest. By focusing on the structure of each habitat and how each interacts with the world, students gain a better understanding of natural environments.			
IMPLEMENTATION			
Student activities include Science and Art projects, read-alouds, and at-home independent projects. In culmination, students create their own habitat dioramas, which include indigenous animals and plants.			
ADAPTABILITY			
Habitats in Our World is suitable for English Language Learners (ELLs) and primary grade levels, and may be adapted for intermediate levels.			

Visible Learning and Teaching: The Reggio Approach

W18

Subject: Other

Grade(s): Pre-K, 1

SESSIONS: 1,2

ROOM: 291

Kimberly Moore

Study Group Coach

John B. Murphy School

PROJECT DESCRIPTION

Making Learning and Teaching Visible is based on the philosophy of teachers in Reggio Emilia, Italy. Commonly called the Reggio Approach, the strategy focuses on the relationship of a child with his or her environment, teacher, and parents. The Approach exposes children to many ways of learning, respects work in multiple media, creates a warm, nurturing and creative learning environment and involves parents and the greater school community.

IMPLEMENTATION

The Approach's goal is to find ways to better listen to the needs and interests of children and parents and to watch what they do and how they learn, so that the learning experience is not just teacher-driven. Teachers accomplish this by extensively documenting and sampling children's work, such as making tape recordings, taking photographs, and keeping notes on observations.

ADAPTABILITY

The Reggio Approach is often used with students in pre-kindergarten through first grades, but it can be adapted to all students.

Teaching for Social Justice in the Primary Grades

W19

Subject: Other

Grade(s): 1, 2

SESSIONS: 3,4

ROOM: 293

Liz Goss

TNLI Fellowship

Legacy Charter School

PROJECT DESCRIPTION

Focusing on Social Studies curricula and classroom meetings as vehicles for developing critical literacy, this project takes a student-centered approach to teaching social justice in a first or second grade classroom.

IMPLEMENTATION

This presentation gives teachers curriculum ideas for teaching social justice in the primary grades, and identifies research support for the importance of teaching social justice.

ADAPTABILITY

This project is adaptable to all grade levels and both Special Education students and English Language Learners (ELLs).

Developing Problem Solvers in the Primary Classroom

W20

Subject: Other

Grade(s): 1

SESSIONS: 1,2

ROOM: 293

Katie Peterson

TNLI Fellowship

Wendell Smith School



PROJECT DESCRIPTION

In this project, teachers learn how to implement two age-appropriate problem solving methods for the primary-level classroom. Research results will be shared, and will point to the most effective ways to get students to use problem solving strategies in their day-to-day interactions.

IMPLEMENTATION

Many primary level students do not know how to appropriately solve the small problems that arise in the classroom, and as a result, sometimes come to class expressing anger. After teaching a first grade class two interpersonal problem solving strategies and documenting 1) how students thought they should solve problems and 2) how they actually solved problems, it is possible to determine what factors were most effective for creating a positive learning environment.

ADAPTABILITY

The problem solving methods described here are age-appropriate for primary grade levels, but can easily be adapted for older students. The strategies would be excellent in Special Education or bilingual classrooms, since the steps are broken down clearly and concisely. The data regarding implementing effective problem solving strategies is applicable to all grade levels.

Understanding the American Writing Process

W21

Subject: Language Arts

Grade(s): 1

SESSIONS: 1,2

ROOM: 294

Marjorie Rogasner

Daniel Boone School

TNLI Fellowship

PROJECT DESCRIPTION

This project investigates and recommends methods to encourage immigrant families' understanding of the American writing process. Parents' understanding is encouraged through both a series of workshops and sending home children's writing journals with guiding questions. Parents also respond to short questionnaires that compare their own educational experiences with those in America, and reflect on their educational experiences in the workshop environment.

IMPLEMENTATION

Parents participate in three hands-on writing workshops in which they learn various strategies involved in the writing process by pretending to be their children. Once a month, the children's writing journals are sent home with a set of questions attached to facilitate the parents' understanding of American writing expectations. Responses, along with separate parent questionnaires, are then analyzed for common themes.

ADAPTABILITY

Although this project is geared toward bilingual families, it may be adaptable for all parent groups.

The Seussville News

W22

Subject: Language Arts

Grade(s): 2

SESSIONS: 3,4

ROOM: 294

Amy Barton

John Harvard Elementary

Small Grant

PROJECT DESCRIPTION

The Seussville News is an author-focused unit featuring Theodore Seuss Geisel, alias Dr. Seuss and Theo LeSieg. Students read self-selected Seuss books, listen to read-alouds, watch Seuss videos, use Seuss CD-ROMS, and listen to recorded books. They then respond to those texts in the classroom newspaper, *The Seussville News*.

IMPLEMENTATION

Students listen to Seuss texts as part of daily read-alouds, write newspaper articles about the stories, and write letters to the editor expressing opinions about various aspects of the text. Using multiple copies of texts, small groups read and report on additional texts. Classroom activities focus on character issues in the story and on phonics.

ADAPTABILITY

Because this author writes at so many reading levels, this unit would work in any classroom. The 'Bright and Early' and 'Beginner' books would be very engaging for ESL students. Using video, tapes, and CD-ROMS also ensures that all students may enter the world of Seuss. Middle school and upper school students can use "The Lorax," "The Butter Battle Book," and "The Sneetches" to begin discussion on important social issues. "Hooray for Diffendoofer Day" was a hit at our school's all-school ISAT rally!

The Project Approach in Early Childhood Classrooms

W23

Subject: Language Arts

Grade(s): Pre-K-2

SESSIONS: 3,4

ROOM: 291

Xiomara Sanchez

Charles R. Darwin School

Study Group Coach

PROJECT DESCRIPTION

The Project Approach is a teaching strategy that calls for an in-depth investigation of a topic that interests children. Children work in small groups and explore a topic, then engage in their own learning experiences by focusing on finding answers to questions about the topic.

IMPLEMENTATION

Teachers learn what comprises a Project Approach, discuss its phases, and learn how to implement it in their classrooms.

ADAPTABILITY

This instructional strategy is designed for students in pre-kindergarten through the second grade.

Integrating Author Studies across the Curriculum

W24

Subject: Language Arts

Grade(s): K-2

SESSIONS: 3,4

ROOM: 292

Amabel Crawford

Joyce Kilmer School

Study Group Coach

PROJECT DESCRIPTION

This project stresses the use of multiple books by recognized children's authors such as Eve Bunting, Eric Carle, Kevin Henkes, and Laura Numeroff for author studies and extension activities with emerging readers. By helping students understand how authors express their ideas through words, pictures, characters and dialogue, students are more likely to select reading as a recreational activity. An enthusiasm for reading can translate into other reading goals such as phonemic awareness and comprehension.

IMPLEMENTATION

Emerging readers are exposed to multiple works by a given author, becoming familiar with their illustrations and more visually fluent with artistic expression. While acquiring reading fluency and comprehension skills, students expand their understanding of books through dramatization, class discussion, and written and pictorial responses.

ADAPTABILITY

This strategy is geared toward kindergarten through second grade students.

Hands on Word Wall

W25

Subject: Language Arts

Grade(s): K-3

SESSIONS: 1,2

ROOM: 292

Debra Kearney

Newton Bateman School

Study Group Coach

PROJECT DESCRIPTION

Hands on Word Wall provides teachers with an interactive strategy to teach basic sight words across the curriculum. This strategy helps students develop a growing core vocabulary that fosters reading, listening, speaking, and writing.

IMPLEMENTATION

This strategy actively engages students in learning because it builds upon students' prior knowledge, helping students feel comfortable, and encouraging them to try working with the world wall.

ADAPTABILITY

This instructional strategy can be used with students of all ability levels in kindergarten through the third grade.

Mosaic Memoirs From Tall Tales

W26

Subject: Art, Music, Drama

Grade(s): 2

SESSIONS: 3,4

ROOM: 295

Phillis Dunbar

Louis Nettelhorst School

Small Grant

PROJECT DESCRIPTION

In Mosaic Memoirs from Tall Tales, students research and read American tall tales. Students then integrate elements of reading, listening, math, and art by selecting a symbol or image from a favorite tale and creating a 12 inch square mosaic.

IMPLEMENTATION

Students begin by reading a variety of tall tales. They then create a mosaic that represents a symbol of their choice from one of the tall tales. Students create the mosaic by gluing and grouting one inch square tiles to a twelve inch square grid, and present the finished product to the rest of the class.

ADAPTABILITY

This project has been successfully adapted for Special Education students with some assistance. The project could be adapted for any grade level, and easily used by English Language Learners (ELLs).

INTERMEDIATE GRADE-LEVEL PRESENTATIONS



= denotes grant recipient who received a Character Education bonus

Relationships with Shapes and Pieces

W27

Subject: Special Ed

Grade(s): 4-6

SESSIONS: 3,4

ROOM: 212

Deborah Maggio

Study Group Coach

Mary Lyon School

PROJECT DESCRIPTION

Relationships with Shapes and Pieces help teachers facilitate the learning of basic geometry and fractions through the use of manipulatives. Students use basic shapes to accomplish sequential tasks to help them better understand and master geometric shapes and fractions, as well as to acquire computational skills.

IMPLEMENTATION

Students begin by using plastic pattern blocks to make geometric pictures, then progress to designing their own patterns. These activities are followed by sequential worksheets that require students to follow directions using their own patterns to identify, trace, color, and compare geometric shapes. These shapes are then used to learn about fractions.

ADAPTABILITY

This instructional strategy has been developed for students in the fourth through sixth grades, but it can be adapted for all ability levels.

Right Before Your Eyes

W28

Subject: Social Studies

Grade(s): 5, 6

SESSIONS: 1,2

ROOM: 202

Ruth Evermann

Small Grant

Jose de Diego Community

PROJECT DESCRIPTION

"Right Before Your Eyes" is an interactive, cross-curricular project that allows students an opportunity to walk in the footsteps of the men, women, and children who traveled along the Underground Railroad. As they experience just some of the harshness of this time, students keep a journal in a torn cloth book and complete a small quilt sample. Students also utilize math and geography skills as they calculate mileage, learn to recognize various landforms, and consider weather patterns. The larger result, however, is a classroom community and a conscience.

IMPLEMENTATION

This unit involves the oral tradition of storytelling, role playing, journaling, quilt making, map reading, and more.

ADAPTABILITY

The activities in this unit can be used for those studying the Underground Railroad at the fifth grade level and above. It is also highly adaptable for Special Education students.

Mediterranean Empires

W30

Subject: Social Studies

Grade(s): 6

SESSIONS: 1,2

ROOM: 207

Jeanne Zoellner-Gonzalez

Brighton Park Elementary School

Small Grant

PROJECT DESCRIPTION

In Mediterranean Empires, students first comprehend and interpret a foundation of information from their Social Studies text. They then explore and analyze additional fiction and nonfiction materials about ancient Greece and Rome, covering major events, historical figures, and key locations.

IMPLEMENTATION

Using literature circles, students read several books, including biographies of Cleopatra, Alexander the Great, and Julius Caesar, a collection of Greek myths, and two other creative books which are set in ancient Greece and Rome, but appear as contemporary tabloids. The dramatic and artistic 'Feature Film' project allows students to visually express and interpret what they read.

ADAPTABILITY

This project is easily adaptable for other grade levels, Special Education, and English Language Learners (ELLs) because the supplementary reading materials are versatile and can be edited to suit various needs.

The Fight for a Healthy Life

W31

Subject: Science

Grade(s): 4

SESSIONS: 3,4

ROOM: 208

Megan Duffy

Jeannine Owens

George M. Pullman School

Small Grant

PROJECT DESCRIPTION

A hands-on, research-based project, The Fight for a Healthy Life innovatively brings the classroom to the surrounding community as students research the effects of exercise and diet on the human body and publicize their findings.

IMPLEMENTATION

Students research the functions of the human body and use their findings to create posters and video tapes of public announcements and advertisements.

ADAPTABILITY

The Fight for a Healthy Life may be adapted for other grade levels, as well as Special Education students and English Language Learners (ELLs).

Gimme The Dirt

W32

Subject: Science

Grade(s): 4

SESSIONS: 1,2

ROOM: 208

Maya Sadler

National Teachers Academy

Small Grant

PROJECT DESCRIPTION

In Gimme The Dirt, students learn about the importance of soil, a necessity in life that is often taken for granted. Students and teachers work collaboratively to learn about different types of soil from around the world.

IMPLEMENTATION

Students read and write about soil, and research different soils and their compositions. The scientific method is used to determine which types of soil are best for growing different types of seeds.

ADAPTABILITY

Gimme The Dirt is adaptable for all grade levels, Special Education students and English Language Learners (ELLs).

Architectural Apprentices

W33

Subject: Math

Grade(s): 4

SESSIONS: 3,4

ROOM: 206

Linda Barrett

John M. Smyth School

Small Grant

PROJECT DESCRIPTION

Architectural Apprentices integrates Geometry, Social Studies, Technology and Reading/Writing. Students' knowledge of perimeter, area, and measurement with a compass are enhanced as they explore the world of architecture. Students grasp geometric concepts in an authentic way as they explore applications of perimeter and area in Chicago's historical and contemporary architecture. Students demonstrate their growth in knowledge and understanding of geometry on the ISAT test.

IMPLEMENTATION

Students first learn to determine the perimeter and area of a figure by counting the square units drawn on an illustration, then using centimeter cubes to calculate the perimeter and area. Models and pictures of Chicago's architecture are used to create scale drawings and to note various architectural shapes, patterns, and designs. Students construct a model using cereal and tissue boxes, use Tangrams and Pentominoes to create geometric shapes, put two or more shapes together to create a new conglomerate shape, and identify, name, and describe polygons that have 3, 4, 6, or 8 sides.

ADAPTABILITY

Architectural Apprentices can be adapted for various grade levels, Special Education students, and English Language Learners (ELLs).

Achieve With Math

W34

Subject: Math

Grade(s): 6

SESSIONS: 1,2

ROOM: 206

Jose Lopez

Valentina O'Connor

Arnold Mireles Academy



Small Grant

PROJECT DESCRIPTION

In Achieve with Math, teachers help struggling students determine what prevents them from succeeding in school, including problems such as insufficient organizational skills, incompleteness of homework, ineffective study habits, and poor attendance. Together, teachers and students design a problem-solving-based improvement plan using measurement, comparison, and evaluation tools. The program culminates with the students' plans to apply their new approaches in the future.

IMPLEMENTATION

Led by teachers, students first diagnose the problems that interfere with their learning processes. Students then collect data, record tallies, make charts and represent the collected information on bar graphs. Students then design plans for implementing a new approach to problem solving.

ADAPTABILITY

The program is suitable and adaptable for Special Education students and English Language Learners (ELLs), as it targets students who need increased self-esteem.

Serendipities: A Chicago Scavenger Hunt!

W35

Subject: Language Arts

Grade(s): 5, 6

SESSIONS: 1,2

ROOM: 212

Catherine Hellmann

Jean Baptiste Beaubien School

Study Group Coach



PROJECT DESCRIPTION

Serendipities: A Chicago Scavenger Hunt! engages students in a hands-on approach to learning Chicago history and architecture, taking students beyond the walls of the classroom to help them to see the city in a new way.

IMPLEMENTATION

Teachers discover a multitude of resources for teaching about Chicago's history and architecture, play the role of student by experiencing a scavenger hunt, create a scavenger hunt of their own to use with their students, and gain ideas for integrating Character Education into their curriculum.

ADAPTABILITY

This instructional strategy is designed for students in the fifth and sixth grades.

Read On!

W36

Subject: Language Arts

Grade(s): 6

SESSIONS: 1,2

ROOM: 213

Tracy Kwock

Kipp Ascend Charter School

Small Grant

PROJECT DESCRIPTION

Read On! is a community service project that gets students actively involved in educating their community about the importance of both reading and reading aloud to children starting at an early age. Students use their knowledge to implement a series of community service projects designed to inform, educate, and inspire others about literacy instruction.

IMPLEMENTATION

Students locate and organize information from various sources to find out how children learn to read and what instruction they should receive at home to prepare them for reading in school. Based on their research, students write a guide describing how to read to younger children. Students then paint reading slogans on used election yard signs and display them in their community. In culmination, the school organizes a "read-a-thon" wherein community members pledge to read to a young child for as many hours as the school's students continuously read for one day.

ADAPTABILITY

Read On! can be adapted to any grade level or class with a desire to increase their community's awareness of literacy instruction.

A "Novel Approach" to Literacy Instruction

W37

Subject: Language Arts

Grade(s): 4-8

SESSIONS: 3,4

ROOM: 213

Tracy Kwock

Kipp Ascend Charter School

Study Group Coach

PROJECT DESCRIPTION

In A "Novel Approach" to Literacy Instruction, teachers set aside traditional trade books (basal readers), and teach reading and writing skills through class sets of novels. This approach allows teachers to instruct basic literary skills in addition to giving students the strategies to approach reading in a more "real world" manner. Students enjoy learning more when they recognize the value of an experience and its application.

IMPLEMENTATION

By reading and analyzing authentic literature, students are able to see reading as a natural part of their lives, as opposed to a contrived classroom activity. Novel units help students see text as a tool for enhancing understanding of a subject, a springboard for daily conversation, a way to examine their own thoughts and feelings, and a pleasurable experience.

ADAPTABILITY

This instructional strategy is designed for students in the fourth through eighth grades.

Using Art as the Window to Culture

W38

Subject: Art, Music, Drama

Grade(s): 6

SESSIONS: 3,4

ROOM: 202

Catherine Conde

Ravenswood School

Small Grant

PROJECT DESCRIPTION

In sixth grade, Social Studies curriculum introduces history along with abstract concepts of culture and humanity. This project uses art as a window into a culture and its history. Students discover the significance of art-- its content, style, and creative elements--and place art from several eras and geographic locations into its correct time period in an existing permanent installation.

IMPLEMENTATION

Students define the elements of culture and create culture collages. They focus on the details of various works of art and describe what art can teach us about a particular culture. They choose a time period and research art from that era using books and the Internet. They also perform mock interviews in which students adopt the roles of artist and interviewer. Students then draw or paint a copy of a chosen art object, create a clay tile replication and finally install their clay pieces into a permanent installation.

ADAPTABILITY

Students of any age are capable of looking at artwork critically, making this program adaptable for younger students. Both English Language Learners and Special Education students respond well to the largely visual format.

Jewelry of Ancient Egypt

W39

Subject: Art, Music, Drama

Grade(s): 6

SESSIONS: 1,2

ROOM: 204

Mary-Claire O'Neill

Field Elementary School

Small Grant

PROJECT DESCRIPTION

This project introduces the types, forms, colors, functions, and materials used in ancient Egyptian jewelry, and teaches how to create replications using polymer clay, air-hardening clay, metal foil, gold contact paper, seed beads, gold cord, and glossy tempera paint. Two books available in the Chicago Public Library—"Ancient Egyptian Jewelry" by Carol Andrews and "Gold of the Pharaohs"-- are used for reference.

IMPLEMENTATION

Color photocopies from the books provide form and color guidance as students incise ("engrave") and paint metal foil and gold contact paper. Teachers demonstrate glass bead-making and cane-making techniques, and students view two glassmaking videos which demonstrate how beads are blown and are very appealing to children.

ADAPTABILITY

This project is easily adaptable for English Language Learners (ELLs) because it is primarily visually communicated. The jewelry with the most intricate details works well with upper grades, whereas the jewelry with simpler forms works well with lower grades.

Inca Images

W40

Subject: Art, Music, Drama

Grade(s): 4-6

SESSIONS: 3,4

ROOM: 204

Linda Comminos

Vernon Johns Academy

Small Grant

PROJECT DESCRIPTION

In Inca Images, sixth grade students become explorers of the Inca civilization and create an exhibit with dioramas, posters, and re-created artifacts to teach other students about their discoveries. Students begin as learners and through their observations and research become both teachers and the creators of their own exhibits.

IMPLEMENTATION

Students use their critical thinking skills as they utilize books, the Internet, and Harris Loan boxes to discover the world of the Inca. Students can visit exhibitions at the Field Museum to explore, sketch, and document Incan culture in order to create their own displays.

ADAPTABILITY

Inca Images has successfully included Special Education students, but can be adapted for English Language Learners (ELLs) as well as for other grade levels.

UPPER GRADE-LEVEL PRESENTATIONS



= denotes grant recipient who received a Character Education bonus

Techno-Bio

W41

Subject: Science

Grade(s): 7

SESSIONS: 3,4

ROOM: 209

Pamela Breitberg

Robert A. Black Magnet School

Small Grant

PROJECT DESCRIPTION

In Techno-Bio, students work in teams to solve two inquiry problems during their seventh grade Life Sciences class. Character Education is explicitly taught during this unit and is a part of the final grade, as students learn the value of teamwork.

IMPLEMENTATION

Techno-Bio addresses two primary questions: What does it mean for my body to work? How do I measure energy used to do work? The teamwork and tasks invite students to use their individual skills and talents; often students are surprised to discover the "hidden talents" of their peers.

ADAPTABILITY

Techno-Bio is suitable for inclusive classrooms, including English Language Learners (ELLs) and Special Education students.

Eye of The Beholder

W42

Subject: Science

Grade(s): 7

SESSIONS: 1,2

ROOM: 209

Kelly Shepard

Franklin Fine Arts Center

Small Grant

PROJECT DESCRIPTION

In Eye of The Beholder, students explore the connections between light, photography, and the human eye. They discover the behavior of light as it passes through prisms, convex lenses, concave lenses, the camera's lens, and the human eye.

IMPLEMENTATION

Students participate in a wide variety of activities that involve light and the electromagnetic spectrum, prisms, concave and convex lenses, the biology of the human eye, and photography.

ADAPTABILITY

Though the curriculum for Eye of the Beholder has been written for middle school students (6th-8th grades), it may be adapted to serve younger students.

Around the World in 30 Days

W43

Subject: Other

Grade(s): 8

SESSIONS: 3,4

ROOM: 205

Yesenia Garcia

CICS - Prairie Campus

Small Grant

PROJECT DESCRIPTION

This project prepares students for an imaginary trip to several Spanish-speaking countries, where they encounter obstacles that require them to use their Spanish skills. Students work in teams and compete against one another to complete missions and answer trivia questions. Students learn about Spanish foods, holidays, dances, music, and history along the way.

IMPLEMENTATION

Student activities include keeping and telling time in Spanish, finding items on a Spanish grocery list, tracking their travels on a map, learning basic Latin dance steps, and competing in a trivia quiz game to answer questions about the countries they have "visited."

ADAPTABILITY

Around the World in 30 Days can be adapted for different grade levels and varied subject matter, such as World Geography.

Heavenly Ocean - Mathematics in the Ancient World

W44

Subject: Math

Grade(s): 8

SESSIONS: 1,2

ROOM: 205

Isabel Pearson

John J. Pershing Magnet School

Small Grant

PROJECT DESCRIPTION

In Heavenly Ocean - Mathematics in the Ancient World, students make timelines to develop an understanding of the evolution of mathematical ideas and concepts and use logic and reasoning to explain and prove problems. Students work with geometric solids and explore the Platonic Solids both mathematically and culturally. Students learn the practical applications of indirect measurement and investigate the reasoning that Eratosthenes used to determine the circumference of Earth.

IMPLEMENTATION

Students begin by exploring Eratosthenes' method to measure Earth, including a map activity which uses ratios and algebra. Students then view the oldest existing world map and learn how the Babylonians perceived the cosmos. Next, students learn the chronology of ancient Mesopotamia and use map scales. Finally, students define their "niverse" and write four basic assumptions for it. They then measure it, and write down the steps for taking measurement.

ADAPTABILITY

This project is appropriate for students in upper grade levels and can be adapted for Special Education students and English Language Learners (ELLs).

Using the Fine Arts to Inspire Discussions on Literature

W45

Subject: Language Arts

Grade(s): 7, 8

SESSIONS: 1,2

ROOM: 215

Julie Buzza

Robert Healy School

TNLI Fellowship

PROJECT DESCRIPTION

This project examines the integration of the Fine Arts into broader Language Arts curriculum, specifically addressing the articulation of literary concepts and reading comprehension.

IMPLEMENTATION

This action research project helps teachers see the value of integrating the fine arts into the classroom, and gives suggestions on ways to use both the visual and musical arts in conjunction with language arts instruction. Through the collection and analysis of data from students' work and reflection, connections are made to effective reading strategies and current brain research.

ADAPTABILITY

Although this study targeted the middle level classroom, research illustrates that these practices are not only successful with young adolescents, but also with other age groups. It is also adaptable to Special Education students and English Language Learners (ELLs).

Student-led Discussions From Middle to High School

W46

Subject: Social Studies

Grade(s): 7, 8

SESSIONS: 3,4

ROOM: 215

Nora Flynn

Walter Payton High School

Study Group Coach

PROJECT DESCRIPTION

Teachers use discussion groups to access the content of their lesson, enhance collaborative learning, and create more democratic classrooms. Ideally, discussions engage students in learning because they supply a platform for individual voices. However, discussions can fall short when either the content of the lesson is not covered or the process of discussion is unsatisfactory. By scaffolding the skills required for successful discussions, teachers improve both the quality and quantity of participation in classroom discussions.

IMPLEMENTATION

Students' ideas are the central concern in effective classroom discussions. Students become empowered to lead discussions when they learn and practice discrete discussion-building skills such as active listening, support for diverse interpretations, and playing various roles. Scaffolding discussion skills engage students in both the content of a discussion as well as its process. By learning how to assess discussions as they participate in them, students learn how to manage effective conversations.

ADAPTABILITY

In order to prepare students for high school discussions, this strategy is designed for seventh and eighth grade students.

MULTIPLE GRADE-LEVEL PRESENTATIONS



= denotes grant recipient who received a Character Education bonus

Integrating Technology into Your Classroom through PBL			W47
Subject: Other	Grade(s): 2-6	SESSIONS: 1,2	ROOM: 307
Laura Sorce	Study Group Coach	John Barry School	
PROJECT DESCRIPTION			
<p>Problem-based Learning (PBL) is an effective approach to integrating technology in the classroom. In designing a PBL unit, teachers create real-life problem situations for which students need to develop solutions. Technology is a valuable tool for students conducting research, collecting and analyzing data, and presenting solutions, all of which are key components of problem-based learning.</p>			
IMPLEMENTATION			
<p>Teachers learn the fundamentals of Problem-based Learning, design a technology-rich PBL unit, and develop and practice their own technology skills.</p>			
ADAPTABILITY			
<p>This instructional strategy is designed for students in the second through sixth grades.</p>			

Bringing Texts to Life: Motivation and Comprehension			W48
Subject: Language Arts	Grade(s): 2-8	SESSIONS: 1,2	ROOM: 308
Dakota Prosch	Study Group Coach	CICS - Bucktown Campus	
PROJECT DESCRIPTION			
<p>Bringing Texts to Life uses enactment strategies that let students connect with texts from any discipline, bringing the texts alive in the reader's mind. Instead of answering comprehension questions on paper, which rarely provokes unbridled enthusiasm, enactment strategies get students to re-state, infer, analyze, identify main ideas, and ultimately, to comprehend what they read.</p>			
IMPLEMENTATION			
<p>Enactment strategies get students up and moving, going beyond asking them to answer higher-order thinking questions. Students become main characters, the consciences of characters, World War II soldiers, right angles, presidents, water turning into gas, or any other character or concept. Students must think as if they are the people, things, and ideas they are studying. Enactment lets students make mistakes and work through them as a team. Students look forward to being the center of attention, instead of being crippled by the fear of giving the wrong answer.</p>			
ADAPTABILITY			
<p>This instructional strategy is designed for second through eighth grade students and can be used across all subject areas.</p>			

Comprehension Cubes			W49
Subject: Language Arts	Grade(s): 3-6	SESSIONS: 3,4	ROOM: 301
Susie Lee	Study Group Coach	Enrico Tonti School	
PROJECT DESCRIPTION			
<p>This project focuses on improving reading comprehension skills by using comprehension cubes to actively involve students during daily read-alouds. Comprehension cubes are colorful, inflatable, six-sided cubes that have reading comprehension questions written on each side. Conducting a read-aloud with the cubes stimulates imagination, boosts language skills, improves writing skills, and promotes an appreciation of reading.</p>			
IMPLEMENTATION			
<p>Comprehension Cubes improve reading understanding by involving students during a read-aloud in a fun and interactive manner. Students throw, catch, and answer questions using the colorful and inflatable cubes. Because the cube can be tossed to a student at any time, students remain focused and ready to answer questions.</p>			
ADAPTABILITY			
<p>Students from third through sixth grades can benefit from this strategy, and it is particularly effective with English Language Learners (ELLs) and Special Education students.</p>			

Examining Levels of Questioning and Grouping Strategies

W50

Subject: Language Arts

Grade(s): 6-8

SESSIONS: 1,2

ROOM: 301

Margie Smagacz

Franklin Fine Arts Center

Study Group Coach

PROJECT DESCRIPTION

Examining Levels of Questioning and Grouping Strategies uses regrouping methods identified by Carol Tomlinson to explore Question-Answer Relationships (QAR) in the upper grades. QAR examines four levels of questioning: literal, inferential, analytical, and evaluative. Students are engaged in learning through this strategy as they discuss the content of texts in cooperative groups.

IMPLEMENTATION

Teachers explore and examine grouping strategies and QAR, test methods of instruction, discuss findings, and evaluate data.

ADAPTABILITY

This instructional strategy is designed for sixth through eighth grade students.

Making Meaning Through Written Response

W51

Subject: Language Arts

Grade(s): 5-8

SESSIONS: 3,4

ROOM: 341

Rosemary Barilla
Karen Dreyfuss

Sauganash Elementary School

TNLI Fellowship

PROJECT DESCRIPTION

In this project, upper grade reading teachers examine students' written responses to literature. Student journal entries provide insight into student thinking and understanding, and the data garnered effectively guides instruction.

IMPLEMENTATION

Teachers learn to differentiate reading instruction using reading journals. Written responses offer students the opportunity to develop higher level thinking skills.

ADAPTABILITY

Due to the individual nature of written response, journals can be adapted to meet any student population.

P.R.O.P.S. through Interactive Read Alouds

W52

Subject: Language Arts

Grade(s): Pre-K-8

SESSIONS: 1,2

ROOM: 300

Cynthia Anderson-Ward

James Wadsworth School

Study Group Coach

PROJECT DESCRIPTION

Research indicates that the single most important activity for building reading success is reading aloud to children. This project shows teachers how to Propel Reading comprehension as they Orchestrate the use of Proposed Strategies which work, by implementing interactive read-alouds.

IMPLEMENTATION

Before a read-aloud, teachers engage students in reading activities that arouse curiosity and interest in a selected book. During the read-aloud, students are actively engaged through reading prompts and questions. Afterward, teachers ask questions and lead activities that give students an opportunity to discuss and respond to the book. By teaching comprehension to enhance understanding, students learn to make connections, question, visualize, infer, determine importance, and synthesize information.

ADAPTABILITY

Students from pre-kindergarten through eighth grades can benefit from the P.R.O.P.S. strategy, and it is easily adaptable to Special Education students and English Language Learners (ELLs).

Reader's Theater - On With the Show

W53

Subject: Language Arts

Grade(s): 1-6

SESSIONS: 1,2

ROOM: 313

Janet Caluris

Mary G. Peterson School

TNLI Fellowship

PROJECT DESCRIPTION

This project investigates the effect of using Reader's Theater to improve fluency and enhance comprehension. It provides a documented account of a simple way to facilitate developing students' listening, fluency, comprehension, and social skills.

IMPLEMENTATION

Teachers learn how reluctant readers can be effectively motivated to improve decoding and reading rates. Variations of Reader's Theater, along with sample scripts, are presented.

ADAPTABILITY

This project is easily adaptable to special needs students and English Language Learners (ELLs), and is applicable to grades one through six.

Reciprocal Teaching That Works

W54

Subject: Language Arts

Grade(s): 1-6

SESSIONS: 3,4

ROOM: 313

Janet Caluris

Mary G. Peterson School

Study Group Coach

PROJECT DESCRIPTION

This strategy invites teachers to learn how to incorporate reciprocal teaching into their instruction. Reciprocal teaching is a strategy that guides students to improve their reading comprehension by using the multiple strategies of predicting, clarifying, questioning, and summarizing what they read.

IMPLEMENTATION

The reciprocal teaching process requires that students cooperatively engage in reading comprehension discussions. Since shared think-alouds are an inherent part of the process, teachers can easily assess students' participation with an understanding of the text. Students then internalize reciprocal teaching strategies and apply them when reading independently.

ADAPTABILITY

Students from first through sixth grades can benefit from reciprocal teaching.

W.A.T.C.H.: Writing Across the Curriculum Happily

W55

Subject: Language Arts

Grade(s): 3-5

SESSIONS: 3,4

ROOM: 308

Judy Huntington

John H. Kinzie School

Study Group Coach



PROJECT DESCRIPTION

In W.A.T.C.H., teachers learn how to write Question-Answer Relationship (QAR) questions for chapter books. QAR demonstrates the different mental processes students go through to answer questions, boosting their ability to understand inferential questions and higher-order thinking. Four different types of QARs are addressed: Right There, Author and You, Think and Search, and On My Own.

IMPLEMENTATION

Each week, students are given discussion questions to answer after they have read an assigned chapter. The teacher models how to write and ask engaging questions that have no right or wrong answers. In class discussions, students offer their own conclusions and opinions, citing examples from the text.

ADAPTABILITY

This instructional strategy is designed for students in the third through fifth grades, but can be adapted for other grades.

Which Reading Comprehension Strategy?

W56

Subject: Language Arts

Grade(s): Pre-K-8

SESSIONS: 3,4

ROOM: 314

Cynthia Brawner

Ignance Paderewski Academy

TNLI Fellowship

PROJECT DESCRIPTION

This project examines which reading comprehension strategies are successful and which need modification to achieve optimal effectiveness.

IMPLEMENTATION

Teachers learn about different reading comprehension strategies and modifications that enhance student learning. The strategies, though reading-centered, can be used in all content areas.

ADAPTABILITY

These strategies are adaptable for students in all grade levels, including Special Education students and English Language Learners (ELLs).

Books: Our Passport to the World

W57

Subject: Language Arts

Grade(s): 3-8

SESSIONS: 3,4

ROOM: 312

Lucy Klocksinn

Daniel Boone School

Small Grant

PROJECT DESCRIPTION

Through this project, students receive postcards from many states and far-away countries. Teachers and students read the postcards together. These postcards spark the students' interest in using maps, atlases, and globes and learning more about each place. By making connections between the postcards and the maps, students are able to better comprehend what they read.

IMPLEMENTATION

Teachers first ask friends and colleagues to send postcards to the class when traveling. As postcards are received, students learn more about the geography and culture of the postcards' origins through reference material research.

ADAPTABILITY

Previously used with small groups of struggling 4th-8th graders, this program could be adapted for any group of students in the 4th grade or higher.

In Search of Connectivity

W58

Subject: Other

Grade(s): 3-8

SESSIONS: 1,2

ROOM: 345

Suzanne Martinez

Louis Pasteur School

TNLI Fellowship

PROJECT DESCRIPTION

In this project, students in an extended day program undertake a study to make elected officials aware of the digital divide in their community. Students are evaluated on the basis of how they react academically, socially, and morally to taking on a real-life problem and providing suggestions for solutions.

IMPLEMENTATION

This presentation provides teachers with suggestions for implementing a similar project or study and identifies pitfalls to avoid. Learning to become a guide in the process rather than a director is crucial for success. Students are encouraged to take ownership of their learning activities, as the positive impact is clear.

ADAPTABILITY

This program is applicable to students in all grades and abilities. The group in the study presented here included thirty students in grades three through eight and included both Special Education students and English Language Learners (ELLs).

Multi-sensory Learning Experiences in Special Education

W59

Subject: Special Ed

Grade(s): 1-4

SESSIONS: 1,2

ROOM: 312

Rebecca Zipprich

CICS - Basil Campus

Small Grant

PROJECT DESCRIPTION

This project is designed to increase students' Reading, Language Arts, and Mathematics skills through the use of sensory-based manipulative visual aids and curriculum. The goal of this instructional method is to address the various learning styles of every student in the classroom through sensory stimulation.

IMPLEMENTATION

Teachers implement specific multi-sensory learning activities and instructional methods which enhance Reading, Language Arts, and Mathematics programs in kindergarten through fourth grade. Auditory interest activities include listening to books such as Dr. Maggie's Phonics Readers. Tactile/kinesthetic interest activities include the use of teaching tiles, ABC Clever Catch, and tactile letters.

ADAPTABILITY

Multi-sensory learning is an excellent teaching method for kindergarten through fourth grade Special Education students and can be used for both general education and bilingual classrooms.

Metacognitive Reading or How I Didn't Fall Asleep Reading

W60

Subject: Other

Grade(s): 4-8

SESSIONS: 3,4

ROOM: 307

Mark Neiberg

Florence Nightingale School

Study Group Coach

PROJECT DESCRIPTION

Metacognitive Reading addresses a skill called S(PH)Q3R. Its purpose is to identify the information needed to memorize and understand broad concepts. S(PH)Q3R provides students with skills to read textbooks or other expository writings more efficiently and allows students to comprehend factual information and to retain it over longer periods of time, thus providing the basis for higher-level thinking. S(PH)Q3R is useful in any learning endeavor.

IMPLEMENTATION

A reading skill, S(PH)Q3R actively engages students, allowing them to understand and remember what they read. Students are taught to review expository writings, particularly textbooks, to determine how they are structured and to identify patterns in their structure. Students preview the text, read it actively, and summarize it when finished.

ADAPTABILITY

This instructional strategy is designed for students in the fourth through eighth grades.

Nurturing Nimble Bodies Mmm...Good

W61

Subject: Other

Grade(s): Pre-K

SESSIONS: 3,4

ROOM: 300

Cynthia Anderson-Ward
Sheila Whitfield
Sharon Wilkes

James Wadsworth School

Small Grant



PROJECT DESCRIPTION

Nurturing Nimble Bodies through Music, Movement, and Management of healthy food choices encourages students to "Get Out On the Double and Move" while fostering concepts of character development in a fun setting. As students learn to monitor their physical activity and nutritional habits they discover the importance of health-conscious decisions and develop a sense of responsibility to maintain an active, physically fit lifestyle.

IMPLEMENTATION

Students participate in daily developmental activities related to physical fitness inspired by music, which provides opportunities to acquire movement skills, develop coordination and improve cardiovascular stamina. Students demonstrate an understanding of the concepts needed to engage in health-enhancing physical activity as they monitor and self-assess through charts and nutrition/fitness journals. Carefully selected literature and authentic learning experiences foster knowledge of good nutrition.

ADAPTABILITY

Nurturing Nimble Bodies is easily adaptable across grade and ability levels.

T.A.R.G.E.T.T. - Technology and Teamwork

W62

Subject: Other

Grade(s): 6-8

SESSIONS: 1,2

ROOM: 314

Denise Sangster

Rudyard Kipling School

Small Grant

PROJECT DESCRIPTION

In this project, student teams become the board members of their own company. They must formulate a plan to market their product and convince funders to finance their business for one year. Teams research their business and create a one page business plan, business card, brochure, and power point presentation.

IMPLEMENTATION

Student teams collaboratively research their business using the Internet, and create business cards and a brochure using Microsoft Publisher. A final Power Point presentation is judged by local business leaders before an audience of peers, parents, and teachers.

ADAPTABILITY

Cooperative grouping allows students with special needs to be assisted by other members of their team, and allows English speaking students to translate for English Language Learners. This project is recommended for students in the 4th grade and upwards.

Inquiring Minds Want to Know

W63

Subject: Science

Grade(s): 6-8

SESSIONS: 3,4

ROOM: 302

John Kuijper

Augustus H. Burley School

Study Group Coach

PROJECT DESCRIPTION

The goal of Inquiring Minds Want to Know is to celebrate, through study, the innate drive to inquire. By engaging teachers in using research-supported methods of inquiry, teachers delve into current pedagogy (theory and practice), develop substantive inquiry-based projects for their classrooms, and devise long-term inquiry goals within their developmental level and their school as a whole.

IMPLEMENTATION

Teachers use this inquiry-based strategy to activate students' personal connections, interest, and passion in a subject they already know a little bit about. Because the inquiry process is centered on students' own learning, teachers encourage reflection and metacognition, cross-disciplinary connections, and critical thinking within the discipline under investigation.

ADAPTABILITY

This instructional strategy is designed for sixth through eighth grade students, but could be adapted for students in the fourth and fifth grades.

School-Wide Learning: Going Batty!

W64

Subject: Science

Grade(s): Pre-K-8

SESSIONS: 1,2

ROOM: 302

Eileen Day

James G. Blaine School

Study Group Coach

PROJECT DESCRIPTION

Teachers can use an in-depth study of bats to teach thematically at any grade level and across subject areas. Through this 'batty' project, teachers learn to use the thematic applications of this strategy to other areas of interest.

IMPLEMENTATION

Using a bat theme, teachers engage students in multiple subject areas through reading activities, scientific explorations, and other projects, including learning the importance of specific bat species to various cultures. Students convey their "atty" findings through origami, masks, paper mache creations, musical raps, creature of the night plays, and bat dances. Math skills are employed as classes vote on, tally, and graph their favorite bat species. Students may also "adopt" a bat or participate in a "Bat of the Month Club."

ADAPTABILITY

Students from kindergarten through eighth grades can benefit from this unique program.

Using Art to Teach Science through Observation Journals

W65

Subject: Science

Grade(s): K-4

SESSIONS: 1,2

ROOM: 304

Catherine Tanner

John J. Pershing Magnet School

Study Group Coach

PROJECT DESCRIPTION

Using Art to Teach Science through Observation Journals helps students become better observers and learn science concepts. Through drawing in journals, students extend observational experiences that are needed in both art and science to help them retain information and produce more vivid memories.

IMPLEMENTATION

Teachers learn how to use a hands-on approach to observation, actively engaging students through recording and documenting what they see in journals. Museums, gardens, conservatories, science labs, and art rooms are used to teach the appropriate tools, materials and skills needed for each kind of scientific observational experience.

ADAPTABILITY

This instructional strategy is designed for second grade students, but could be modified to meet the needs of kindergarten through fourth grade students.

Creating Quality Citizens through Social Studies

W66

Subject: Social Studies

Grade(s): 6-8

SESSIONS: 3,4

ROOM: 304

Chad Weiden

Kipp Ascend Charter School

Study Group Coach



PROJECT DESCRIPTION

Creating Quality Citizens uses "Understanding by Design" as a guide to plan meaningful curriculum that produces not only intelligent but morally sound students. Students are actively engaged by linking abstract Character Education concepts with practical examples of significant people, periods, and various movements in our diverse world. Students come to understand character traits through the lives of actual people who were/are faced with many of the same decisions students face daily.

IMPLEMENTATION

Teachers develop an instructional calendar of Social Studies units that link state standards with Character Education traits. In order to bring these traits to life, teachers couple each trait with a social activism/community outreach project for their class.

ADAPTABILITY

This instructional strategy is designed for students in the sixth through eighth grades.

Do the Right Thing! Student Leadership and Anti-Bullying

W67

Subject: Social Studies

Grade(s): 3-8

SESSIONS: 1,2

ROOM: 315

Susan Martin

Stone Scholastic Academy

Small Grant



PROJECT DESCRIPTION

Do the Right Thing! Student Leadership and Anti-Bullying Program is an integrated, multi-grade Character Education program. A group of ten seventh and eighth grade student mentors develop leadership skills while helping the school social worker implement the program in two targeted fourth grade classrooms. The project objective is to reduce bullying behaviors by increasing awareness of the problems caused by bullying and to develop good character and problem-solving skills.

IMPLEMENTATION

Students engage in lively discussions, role-plays, small group activities, and cooperative games that define bullying, clarify the roles of the bully, victim, and bystander, and develop interventions for dealing with kids who tease and bully. Educational videos and clips from popular movies are used to demonstrate the damage caused by teasing and bullying behaviors.

ADAPTABILITY

Do the Right Thing! is designed to be flexible and user-friendly. The resources adapt easily to the needs of the student population. It can include older student mentors, Special Education, or bilingual students in a classroom or small group setting.

Oral History Project

W68

Subject: Social Studies

Grade(s): 5-8

SESSIONS: 3,4

ROOM: 315

Barbara Walsh

Daniel Boone School

Small Grant



PROJECT DESCRIPTION

The Oral History Project strengthens the Social Studies curriculum by creating a context for learning real life history through accounts from family or community stories. Students elicit, record, transcribe, translate, edit, publish, and present these oral histories. The project is then showcased through a community mosaic quilt.

IMPLEMENTATION

Students interview family members about a specific time in the interviewee's life. Students then write histories based upon what they've learned in the interviews. The written histories are then bound into books. Families work together to create a 4' x 8' mosaic quilt which highlights each oral history. Interviewees are then honored at a reception.

ADAPTABILITY

The program is adaptable for grades four through high school and for Special Education students. The project is particularly suitable for English Language Learners (ELLs).

Beyond Discipline: From Compliance to Community

W69

Subject: Other

Grade(s): Pre-K-8

SESSIONS: 3,4

ROOM: 345

Raymond Lau

Brian Piccolo Specialty School

TNLI Fellowship



PROJECT DESCRIPTION

This project helps teachers overcome the limitations of traditional classroom management programs that emphasize student discipline and compliance. Instead of extrinsic rewards and punishments, teachers focus on strategies that increase students' intrinsic motivation to become independent learners and responsible decision-makers.

IMPLEMENTATION

A variety of strategies are offered that promote students' moral intelligence, problem-solving skills, and intellectual curiosity, such as class meetings, teacher modeling, peer conflict mediation, and classroom elections.

ADAPTABILITY

The strategies offered in this workshop are adaptable for all grade levels and student abilities.

SUBJECT INDEX

<u>PRESENTATION</u>	<u>SESSION(S)</u>	<u>PAGE#</u>
ART, MUSIC, DRAMA		
Inca Images	Session(s) 3,4 _____	10, 11, 23
Jewelry of Ancient Egypt	Session(s) 1,2 _____	8, 9, 23
Mosaic Memoirs From Tall Tales	Session(s) 3,4 _____	10, 11, 18
Using Art as the Window to Culture	Session(s) 3,4 _____	10, 11, 22
GRANT WRITING		
Fund for Teachers: Bringing the World into the Classroom	Session(s) 4 _____	5, 11, 14
Grant Writing 101	Session(s) 1,3 _____	5, 8, 10, 13
One-on-One and Small Group Grant Writing Help	Session(s) 2,4 _____	5, 9, 11, 13, 14
LANGUAGE ARTS		
Books: Our Passport to the World	Session(s) 3,4 _____	10, 11, 29
Bringing Texts to Life: Motivation and Comprehension	Session(s) 1,2 _____	8, 9, 26
Comprehension Cubes	Session(s) 3,4 _____	10, 11, 26
Examining Levels of Questioning and Grouping Strategies	Session(s) 1,2 _____	8, 9, 27
Hands on Word Wall	Session(s) 1,2 _____	8, 9, 18
Integrating Author Studies across the Curriculum	Session(s) 3,4 _____	10, 11, 18
Making Meaning Through Written Response	Session(s) 3,4 _____	10, 11, 27
A "Novel Approach" to Literacy Instruction	Session(s) 3,4 _____	10, 11, 22
P.R.O.P.S. through Interactive Read Alouds	Session(s) 1,2 _____	8, 9, 27
Read On!	Session(s) 1,2 _____	8, 9, 22
Reader's Theater - On With the Show	Session(s) 1,2 _____	8, 9, 28
Reciprocal Teaching That Works	Session(s) 3,4 _____	10, 11, 28
Serendipities: A Chicago Scavenger Hunt!	Session(s) 1,2 _____	8, 9, 21
The Project Approach in Early Childhood Classrooms	Session(s) 3,4 _____	10, 11, 17
The Seussville News	Session(s) 3,4 _____	10, 11, 17
Understanding the American Writing Process	Session(s) 1,2 _____	8, 9, 17
Using the Fine Arts to Inspire Discussions on Literature	Session(s) 1,2 _____	8, 9, 25
W.A.T.C.H.: Writing Across the Curriculum Happily	Session(s) 3,4 _____	10, 11, 28
Which Reading Comprehension Strategy?	Session(s) 3,4 _____	10, 11, 29
MATH		
Achieve With Math	Session(s) 1,2 _____	8, 9, 21
Architectural Apprentices	Session(s) 3,4 _____	10, 11, 21
Heavenly Ocean - Mathematics in the Ancient World	Session(s) 1,2 _____	8, 9, 25
OTHER		
Around the World in 30 Days	Session(s) 3,4 _____	10, 11, 24
Beyond Discipline: From Compliance to Community	Session(s) 3,4 _____	10, 11, 33
Developing Problem Solvers in the Primary Classroom	Session(s) 1,2 _____	8, 9, 16
In Search of Connectivity	Session(s) 1,2 _____	8, 9, 29
Integrating Technology into Your Classroom through PBL	Session(s) 1,2 _____	8, 9, 26
Metacognitive Reading or How I Didn't Fall Asleep Reading	Session(s) 3,4 _____	10, 11, 30
Nurturing Nimble Bodies Mmm...Good	Session(s) 3,4 _____	10, 11, 30
T.A.R.G.E.T.T. - Technology and Teamwork	Session(s) 1,2 _____	8, 9, 31
Teaching for Social Justice in the Primary Grades	Session(s) 3,4 _____	10, 11, 16
Visible Learning and Teaching: The Reggio Approach	Session(s) 1,2 _____	8, 9, 16

PRESENTATION**PROF DEVELOPMENT**

Action Research: Answers to Your Toughest Questions
Beyond the Field Trip: Museum Resources for Everyday
Bringing Character Education to Life
Continuing the Conversation with Keynote Speakers
National Board Certification: Is it for You?
Teacher Leadership Within and Beyond the Classroom
Teacher-Led Schools: Renaissance 2010 Opportunities

SCIENCE

Eye of The Beholder
Gimme The Dirt
Habitats in Our World
Inquiring Minds Want to Know
Let's Get Planting
School-Wide Learning: Going Batty!
Techno-Bio
The Fight for a Healthy Life
Using Art to Teach Science through Observation Journals

SOCIAL STUDIES

Creating Quality Citizens through Social Studies
Do the Right Thing! Student Leadership and Anti-Bullying
Exploring Other Lands, Hand in Hand
Mediterranean Empires
Oral History Project
Right Before Your Eyes
Student-Led Discussions From Middle to High School

SPECIAL ED

Multi-sensory Learning Experiences in Special Education
Relationships with Shapes and Pieces

SESSION(S)**PAGE#**

Session(s) 1,3 _____ 5, 8, 10, 12
Session(s) 1 _____ 5, 8, 12
Session(s) 2 _____ 5, 9, 14
Session(s) 2,4 _____ 5, 9, 11, 13
Session(s) 3 _____ 5, 10, 13
Opening Session(s) _____ 1, 4, 7, 12
Session(s) 4 _____ 5, 11, 14

Session(s) 1,2 _____ 8, 9, 24
Session(s) 1,2 _____ 8, 9, 20
Session(s) 3,4 _____ 10, 11, 15
Session(s) 3,4 _____ 10, 11, 31
Session(s) 1,2 _____ 8, 9, 15
Session(s) 1,2 _____ 8, 9, 31
Session(s) 3,4 _____ 10, 11, 24
Session(s) 3,4 _____ 10, 11, 20
Session(s) 1,2 _____ 8, 9, 32

Session(s) 3,4 _____ 10, 11, 32
Session(s) 1,2 _____ 8, 9, 32
Session(s) 1,2 _____ 8, 9, 15
Session(s) 1,2 _____ 8, 9, 20
Session(s) 3,4 _____ 10, 11, 33
Session(s) 1,2 _____ 8, 9, 19
Session(s) 3,4 _____ 10, 11, 25

Session(s) 1,2 _____ 8, 9, 30
Session(s) 3,4 _____ 10, 11, 19

PRESENTER INDEX

<u>TEACHER</u>	<u>PAGE #</u>	<u>TEACHER</u>	<u>PAGE #</u>
ANDERSON-WARD, CYNTHIA		HUNTINGTON, JUDY	
Nurturing Nimble Bodies Mmm... Good _____	27	W.A.T.C.H.: Writing Across the Curriculum Happily _____	28
P.R.O.P.S. through Interactive Read Alouds _____	30	JACK, C. ALLISON	
BAGNOWSKI, MARY LOU		Teacher-Led Schools: Renaissance	
Teacher Leadership Within and Beyond the Classroom _____	3, 12	2010 Opportunities _____	14
BARILLA, ROSEMARY		JACKSON, BEVERLY	
Making Meaning Through Written Response _____	27	One-on-One and Small Group Grant Writing Help _____	14
BARRETT, LINDA		KEARNEY, DEBRA	
Architectural Apprentices _____	21	Hands on Word Wall _____	18
BARTON, AMY		KLOCKSIN, LUCY	
The Seussville News _____	17	Books--Our Passport to the World _____	29
BEARAK, RENEE		KLOPACK, KENNETH	
One-on-One and Small Group Grant Writing Help _____	14	One-on-One and Small Group Grant-Writing Help _____	13
BERRIZ, BERTA		KUIJPER, JOHN	
Keynote Speaker _____	3	Inquiring Minds Want to Know _____	31
Continuing the Conversation with Keynote Speakers _____	13	KWOCK, TRACY	
BRAWNER, CYNTHIA		A "Novel Approach" to Literacy Instruction _____	22
Which Reading Comprehension Strategy? _____	29	Read On! _____	22
BREITBERG, PAMELA		LARSON, MARK	
Techno-Bio _____	24	Beyond the Field Trip: Museum Resources for Everyday _____	12
BUZZA, JULIE		LAU, RAYMOND	
Using the Fine Arts to Inspire Discussions on Literature _____	25	Beyond Discipline: From Compliance to Community _____	33
CALURIS, JANET		Bringing Character Education to Life _____	14
Reader's Theater - On With the Show _____	28	LEE, SUSIE	
Reciprocal Teaching That Works _____	28	Comprehension Cubes _____	26
COMMINGOS, LINDA		LOPEZ, JOSE	
Inca Images _____	23	Achieve With Math _____	21
CONDE, CATHERINE		LOPEZ, REBECCA	
Using Art as the Window to Culture _____	22	Habitats in Our World _____	15
CORTES-DUEWEL, JANETTE		LYON, GABRIELLE	
Teacher Leadership Within and Beyond the Classroom _____	3, 12	Beyond the Field Trip: Museum Resources for Everyday _____	12
CRAWFORD, AMABEL		MAGGIO, DEBORAH	
Integrating Author Studies across the Curriculum _____	18	Relationships with Shapes and Pieces _____	19
DAY, EILEEN		MARABLE-BUNCH, MARIA	
School-Wide Learning: Going Batty! _____	31	Beyond the Field Trip: Museum Resources for Everyday _____	12
DEGAND, LILLIAN		MARTIN, SUSAN	
One-on-One and Small Group Grant Writing Help _____	14	Do the Right Thing! Student Leadership and Anti-Bullying _____	32
DREYFUSS, KAREN		MARTINEZ, SUZANNE	
Making Meaning Through Written Response _____	27	In Search of Connectivity _____	29
DUFFY, MEGAN		MOISAN, HEIDI	
The Fight for a Healthy Life _____	20	Beyond the Field Trip: Museum Resources for Everyday _____	12
DUNBAR, PHILLIS		MOORE, KIMBERLY	
Mosaic Memoirs From Tall Tales _____	18	Visible Learning and Teaching: The Reggio Approach _____	16
EVERMANN, RUTH		NEIBERG, MARK	
Right Before Your Eyes _____	19	Metacognitive Reading or How I Didn't	
FLYNN, NORA		Fall Asleep Reading _____	30
Student-Led Discussions From Middle to High School _____	25	OCAMPO, NANCY	
GARCIA, YESENIA		Exploring Other Lands, Hand in Hand _____	15
Around the World in 30 Days _____	24	One-on-One and Small Group Grant-Writing Help _____	13
GERBER, CARYN		O'CONNOR, VALENTINA	
Let's Get Planting _____	15	Achieve With Math _____	21
GOSS, LIZ		O'NEILL, MARY-CLAIRE	
Teaching for Social Justice in the Primary Grades _____	16	Jewelry of Ancient Egypt _____	23
GRAND PRE' SMITH, JUDITH		OWENS, JEANNINE	
Bringing Character Education to Life _____	14	The Fight for a Healthy Life _____	20
HANSEN, SUE		PANDEL, DOROTHY	
Action Research: Answers to Your Toughest Questions _____	12	National Board Certification: Is it for You? _____	12
HELLMANN, CATHERINE		PAPPAS, LIZA	
Serendipities: A Chicago Scavenger Hunt! _____	21	Teacher Leadership Within and Beyond the Classroom _____	3, 12
		PEARSON, ISABEL	
		Heavenly Ocean - Mathematics in the Ancient World _____	25

PARKER, KIMBERLY	
Keynote Speaker _____	3
Continuing the Conversation with Keynote Speakers ____	13
PELLEGRINI, BARBARA	
Grant Writing 101 _____	13
PETERSON, KATIE	
Developing Problem Solvers in the Primary Classroom _	16
PRESTON, OTHERINE	
One-on-One and Small Group Grant-Writing Help _____	13
PROSCH, DAKOTA	
Bringing Texts to Life: Motivation and Comprehension __	26
RAJPUT, TOBY	
Action Research: Answers to Your Toughest Questions_	12
One-on-One and Small Group Grant Writing Help _____	14
REEVES, JOY	
Beyond the Field Trip: Museum Resources	
for Everyday _____	12, 13
One-on-One and Small Group Grant-Writing Help ____	12, 13
REGAN, MARCEY	
National Board Certification: Is it for You? _____	13
ROGASNER, MARJORIE	
One-on-One and Small Group Grant-Writing Help _____	13
Understanding the American Writing Process _____	17
SADDER, MAYA	
Gimme The Dirt _____	20
SANCHEZ, XIOMARA	
The Project Approach in Early Childhood Classrooms ____	17
SANGSTER, DENISE	
T.A.R.G.E.T.T. - Technology and Teamwork _____	31
SHEPARD, KELLY	
Eye of The Beholder _____	24
One-on-One and Small Group Grant Writing Help _____	14
SMAGACZ, MARGIE	
Examining Levels of Questioning	
and Grouping Strategies _____	27
Teacher Leadership Within and Beyond the Classroom ____	
_____	3, 12
SORCE, LAURA	
Integrating Technology into Your Classroom	
through PBL _____	26
TANNER, CATHERINE	
One-on-One and Small Group Grant Writing Help ____	14, 32
Using Art to Teach Science through Observation Journals	
_____	14, 32
TOMKO, VICKY	
Teacher Leadership Within and Beyond the Classroom _	12
TRAN, M. ANN	
Let's Get Planting _____	15
VAN SLOOTEN, TRUDY	
One-on-One and Small Group Grant-Writing Help _____	13
WALSH, BARBARA	
Oral History Project _____	33
WEIDEN, CHAD	
Bringing Character Education to Life _____	14
Creating Quality Citizens through Social Studies _____	32
WEST, ALLISON	
Let's Get Planting _____	15
WHITFIELD, SHEILA	
Nurturing Nimble Bodies Mmm...Good _____	30
WILKES, SHARON	
Nurturing Nimble Bodies Mmm...Good _____	30
ZIPPRICH, REBECCA	
Multi-sensory Learning Experiences in Special Education	30
ZOELLNER-GONZALEZ, JEANNE	
Mediterranean Empires _____	20

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