

SMART PROJECTS

A CATALOG OF WONDERFUL THINGS
TO DO WITH KIDS AND COMPUTERS

Language Arts

Office of Instructional Technology

Mark Gura
Director

New York City Board of Education
Harold O. Levy
Chancellor

version 3

Introduction

During the 1998-1999 school year, Project Smart Schools sent out a call to every 6-8th grade school teacher: Show Us Your Stuff! The feedback was overwhelming: we received so many submissions of student and class work that it took almost one year to sort through it all and compile this catalog. Every “Smart Project” demonstrates how to integrate the Project Smart Schools computers into the middle school curriculum. Not all of the software mentioned herein are Project Smart Schools titles, but the great majority of the projects can be completed using the original bundled software: ClarisWorks, HyperStudio, and CD-ROM Encyclopedia.

The projects in this catalog are categorized by subject:

- Language Arts (English, Spanish, etc.);
- Mathematics;
- Social Studies;
- Science;
- Art; and
- Interdisciplinary (Social Studies/Art, Language Arts/Math, etc.).

A sample of student work is included with each project; some of the student work was originally created in color, but submitted to us in grayscale format (the students may have retained the original work). Also, keep in mind that many HyperStudio (i.e., multimedia) projects were never meant to be printed out on paper; much of their “bells and whistles” has to be imagined. Also, photographs of students have been intentionally blurred and student names and classes have been deleted.

For information on how to make HyperStudio stacks, ClarisWorks slide shows and other computer activities, download printable handouts from our web site, <http://www.nycenet.edu/oit>. Teachers’ telephone numbers are included with their projects for those readers desiring additional information.

If any reader knows of a teacher whose Project Smart Schools classroom activities deserve to be included in this catalog – and disseminated to teachers across New York City – please contact us. Our email address is oit@fc1.nycenet.edu.

Best wishes (and practices!)

Mark Gura
Director
Office of Instructional Technology

Exemplary Projects: Language Arts

TITLE:	Academy Newsletter
TEACHER:	Christine Andriani-Gullo
DISTRICT:	CSD 20
SCHOOL:	IS 187
SUMMARY:	<p>“The Academy publishes a newsletter four to five times during the school year. The students chose to write about school events, as well as world events. I divided the class into five groups, with a different group publishing the paper each month.</p> <p>“To improve on the content of the newsletter, I let students work on the computer all day some days (except during math). If you would like to contact me about the project, you can reach me at (718) 236-3394.”</p>
PRODUCT:	A class newsletter.
STANDARDS:	E1c.
CURRICULUM CONNECTION:	Student reads and comprehends informational materials to develop understanding and expertise and produces a report.
SOFTWARE:	ClarisWorks (word processing) and the Internet (research, graphics).
IMPLEMENTATION TIPS:	They are currently in the process of laying out their final paper of this year.
TIMELINE:	The project took five months.

FOCUS

SPECIAL EDITION

The Newsletter of the Academy for the Arts and Humanities

BOSTON, 1998

February, 1999 v. 3, n. 3 Published by the Journalism section of the ACADEMY OPTIONS CLASS Mrs. Gullo, faculty advisor

BOSTON, MEET ARTS & HUMANITIES

Matthew Murtagh, 7Q



This year's official group portrait, taken at Harvard Yard.

In the early morning hours on December 2, 1998, about two hundred persons crammed into the Christa McAuliffe cafeteria, waiting for the buses to arrive that would take one hundred seventeen of us two hundred fifty miles to the city of Boston Massachusetts. By 6:00 AM we were off.

Altogether we spent three days in Boston. In those three days, we had our share of history, learning and fun. We toured the historic Freedom

Trail, visited America's most famous university, Harvard, played great video games at Cybersmith, enjoyed shopping and eating at Quincy Market, observed sea life at the New England Aquarium and had a lot of fun at Game Show Mania and enjoyed fellowship and independence at the hotel.

Boston 1998 was a wonderful experience for all of us. We will remember the sights, the sounds and the fun of Boston for a long long time. ■

THE SPIRIT OF BOSTON

How do we come back down to earth after an experience like our academy trip to Boston? The camaraderie, the sights and sounds, the history, which surrounded us at every turn, the beauty and the plain old fun add up to a memorable time. We may return tired, but we return flying high.

Conventional wisdom would have it that this has to end and that we must return to the mundane world of everyday reality. I suggest that this is all wrong. Yes, we must face reality, but there is nothing mundane about it. The spirit that grows on our overnight trips should infuse our daily lives. We should live our ordinary existence with the same sense of wonder, mystery, fun and adventure that we experienced in Boston. We should spread that spirit throughout the academy and we should find some of that same spirit right here at home.

I am very proud of our academy. Everywhere I went people went out of their way to tell me how impressed they were by our students. That is the spirit of Arts and Humanities!

A. Catusus

TITLE:	Animal Brochures for Teens
TEACHER:	Agnes Annie Iovine
DISTRICT:	CSD 26
SCHOOL:	MS 172
SUMMARY:	<p>“My class has been involved in a comprehensive program dealing with life throughout Spanish-speaking countries. We have been studying local farms as part of developing an interest in Spanish life. After studying an animal brochure, the class produced their own animal brochures in Spanish, including illustrations of all the animals we studied.</p> <p>“Animal Brochures for Teens has valuable information that can be used by teens interested in Spanish-speaking countries. We shared our brochures with the entire school. If you have any questions you can reach me at (718) 831-4000.”</p>
PRODUCT:	The students produced animal brochure for teens.
STANDARDS:	E1c for Spanish.
CURRICULUM CONNECTION:	The student reads and comprehends informational materials to develop understanding and expertise and produce written or oral work that restated or summarizes information.
SOFTWARE:	Encarta (research, graphics), Grolier Multimedia Encyclopedia (research, graphics), and ClarisWorks (word processing).
IMPLEMENTATION TIPS:	The students tried to show other students how to have fun learning a language by incorporating Spanish vocabulary into the brochures.
TIMELINE:	This project took two to four weeks.



OSO

El oso es grande.



TIGRE

El tigre es muy feroz.



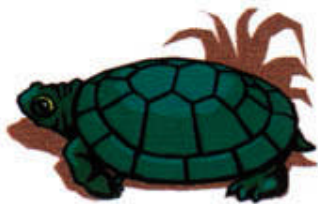
TIBURÓN

El tiburón es muy peligroso.



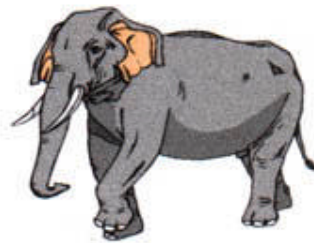
ÁGUILA

El águila vuela.



TORTUGA

La tortuga mueve despacio.



ELEFANTE

El elefante tiene un tronco.

TITLE:	Bilingual Newsletter
TEACHER:	Theresa Otto
DISTRICT:	CSD 14
SCHOOL:	JHS 50
SUMMARY:	<p>“In addition to traditional content instruction in the Spanish Language, my class produced a newsletter. I discussed the principal sections of a newspaper and students came up with names for the sections they wanted to include. The students chose to include interviews, surveys and writing that involved critical thinking. I divided the class into five groups. Each month, one group used ClarisWorks to publish the newsletter.</p> <p>“After each newsletter was distributed, students sought feedback by asking other students which section of the news they enjoyed the most and what they could do to add to students’ enjoyment of the newsletter. To improve on the content of the newsletter, instruction continued in the individual groups through brainstorming techniques.</p> <p>“Students wrote their articles at home and took surveys during lunch. They are very proud of the result. If you would like to contact me about the project, you can reach me at (718) 387-4184.”</p>
PRODUCT:	A class newsletter.
STANDARDS:	E1c.
CURRICULUM CONNECTION:	Student reads and comprehends informational materials to develop understanding and expertise and produces a report.
SOFTWARE:	ClarisWorks (desktop publishing) and the Internet (research).
IMPLEMENTATION TIPS:	Each group produced and translated different areas of the news.
TIMELINE:	The project took two weeks per issue.

Noticias Exclusiva

Vol.1

December, 1998

"Profesores de la Semana"

Esta semana nuestras (la clase 9-1) hemos estado trabajando duro con dos individuos. Estos individuos han hecho tantos cosas para nosotros, y nosotros queremos que ellos sean reconocidos. Estos individuos fueron escogido por los estudiantes, ellos son la Sencorita Otto y el señor Smart. Como los maestros de la semana.

La Sencorita Otto es una maestra cariñosa, y muy desvelada, ella es la ran por la qual esta noticia esta siendo publicada. La Sencorita Otto le enseña a sus clases con **entusiasmo**. Ella siempre esta contenta en su trabajo, nunca venia a Ma. Otto triste. Ella le ilumina el dia a los estudiantes. El ella le encanta bailar y escuchar musica. Algunos de sus cantantes favoritos son Sting, Sheryl Crow, y Michael Franks. su perfume favorita es (Boucheron (es frances)) su color favorita es el azul, y su programa favorito es (Blues and a Music. El fue uno de los muestra responsable por el Festival en la tiberia, ella y su estudiantes. Esta es un paquete sobre La Sencorita Otto, la maestra de la semana.

El señor Smart es el maestro de biologia. Biologia es difícil de enseñar, pero Mr. Smart logra enseñar y hacer este tema sea muy interesante de aprender. Considerando, que hay tantas cosas que el tiene que enseñarnos, él es una teta al paso avanzado. El nos da mucha apatido **motivación** para ayudarnos con los estudios y para aprender la practica. El señor Smart le gusta la musica (Rock n' Roll) y musica alternativa. Su perfume favorita (Duchkov Note, y un color favorita es el naranja su programa favorito es The Discovery Channel. Esto tambien es un poco sobre el señor Smart. El maestro de la semana.

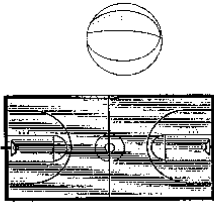
Esperamos que Ma. Otto y Mr. Smart continuen siendo buenos con nosotros y esperamos que no cambien.

Exuberancia- contenta, exceso profuso extensivamente contenta
Mnemotecnico- ayuda a la memoria

By:

"Hace un año"

Este año el equipo de baloncesto de la escuela esta hace un año. Este año hay cuatro equipos todos en la misma liga llamada c.g.o. cada uno con diferente nombres. Los mas joven son los Rookie Warriors un chico viejo son los Intermediate Warriors los chico mas viejo son los Cadet Warriors y los mas viejo son los Tyra Warriors. Este año todos los equipos estan a un comienzo muy bueno con los Rockies a 2-2, los Intermediate a 3-1 los Cadets a 2-2 y los Tyra Warriors a 1-1. Recoja tu proxima edicion para mas nuevas noticias de deportes. Y en noticias mas tardes el N.B.A. esta en el lockout.



Exclusive News

Vol.1

December, 1998

"Teachers Of The Week"

This week we have been working extremely hard with two individuals. These individuals have done so much for us and we would like for them to be recognized. These individuals were both chosen by the students. they are Ma. Otto and Mr.Smart.

Ms. Otto is a fun loving teacher, she is the reason that this newsletter is being printed. Ms. Otto teaches with much **enthusiasm**. She is always happy in the job. You will never see Ms. Otto unhappy. Ms. Brighten up peoples day. She loves to dance and listen to music. Some of her favorite musicians are Sting, Sheryl Crow, and Michael Franks. Her favorite fragrance is Boucheron (it's french) her favorite color is blue and her favorite show is Blues and a Music. This is a clever look at the teacher of the week Ms. Otto.

Mr. Smart is our biology teacher. Biology is a tough subject to teach, but Mr. Smart manages to make it an interesting subject to learn. Considering that we must know the gaps at just the right pace for us to learn his material thoroughly. He gives us many **mnemonic** devices that we can use to study for test and to learn the vocabulary terms. Mr. Smart likes music like rock n roll and alternative. His favorite channel is The Discovery Channel. His favorite fragrance is Duchkov Note, his favorite color is orange. This is some insight on Mr. Smart the teacher of the week.

We hope that Mr. Smart and Ms. Otto continue to be the great teachers that they have been.

exuberance - with joy, excitement
mnemonic - aiding the memory.
 By:

"Students."

We would like to send shoutouts to certain people that participated in the holiday show. We feel that they should be recognized for their creativity.

Just and most important we would like to thank the man that put the show together, this is Mr. Dym. He worked extremely hard with us and it paid off.

I will also like for Erica and J. (Andrina) to be recognized for their talent and creativity. They put together the three dance #1's that were presented in the holiday show.

The following people should also be recognized:

- Ms. Baker - dance supervisor
- Mr. Juler - stage manager
- Mr. Muced - (gym teacher) host
- Mrs. Warner - hostess
- Mr. DeRenary & Mr. Sheru - audio visual technicians
- Mr. Albery - band
- Mr. Vidal - recording the show



TITLE:	Biographies
TEACHER:	Letizia Isaia
DISTRICT:	CSD 11
SCHOOL:	PS 19
SUMMARY:	<p>“After completing a unit on autobiography, I had my students fill out a slide show worksheet to develop stories from their own responses.</p> <p>“In designing their slide shows, students were told to develop a well-organized narrative using supportive details and facts. We reviewed story elements, the writing process and how to plan a multimedia story. Students viewed sample slide shows, based on autobiographies before they created a story of their own. We used storyboard worksheets to develop a sequential series of pictures and Kid Pix to draw the pictures. We then placed them into the Kid Pix slide show component. I instructed students to use the appropriate tool for checking spelling, grammar and punctuation. Students used a scanner to include personal photographs.</p> <p>“Students worked in pairs at the computer. While one pair used the computer, the other group revised their projects. Students used a turnkey approach to transfer their skills. Slide shows were saved on individual disks and transferred to videotape so that they could be shared with everyone. If you have any questions, please call me at (718) 324-1924.”</p>
PRODUCT:	Student produced an autobiographical slide show.
STANDARDS:	E2c.
CURRICULUM CONNECTION:	Student produces a narrative account (autobiographical).
SOFTWARE:	ClarisWorks (word processing) and Kid Pix Studio (painting, slide show).
IMPLEMENTATION TIPS:	Having the class fill out autobiography work sheets and discuss them first was extremely helpful.
TIMELINE:	This project takes four weeks.

All About Me

By 



I was born on July 1, 1998. I was born at Our Lady of Mercy Hospital. My Mom saw a picture of a pretty baby named [redacted] in the newspaper and she thought it was a pretty name. That's how I got my name.

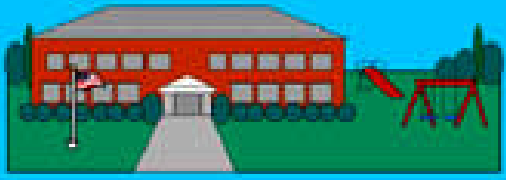
My family members are my mom, dad, cousin, uncle, aunt, grandparents and me.

Something that I remember from my childhood was when I was 3 years old I went into an elevator with a man who I didn't know. My mother was scared.



I attended 3 schools. They were P.S. [redacted], P.S. [redacted] and P.S. [redacted]. My favorite subjects were math, reading, english, computers and art.

I remember a teacher. Her name was Mrs. [redacted]. She was really nice. She made learning fun. I remember a trip. We went to Rockefeller Center.



TITLE:	Biography in Spanish
TEACHER:	Mrs. Leshnower
DISTRICT:	CSD 27
SCHOOL:	JHS 198
SUMMARY:	<p>“I wanted my students to share their knowledge of the Spanish language in a meaningful way. I asked them to find a biography of Pablo Neruda on the Internet and to use them as guides for what the students were to write. I had them work in small groups to discuss the merit of each biography. When the groups had finished, one member of each group presented their findings in Spanish.</p> <p>“After the presentation, students were able to create a short paragraph in Spanish describing themselves. All the Spanish words and sentences were typed with accent marks, titles and punctuation marks as necessary. They imported digital photos of themselves for their biographies. The class discussed similarities and differences in their biographies to those they had found on the Internet. If you have any questions please call me at (718) 945-3300.”</p>
PRODUCT:	The student is producing a biography of himself or herself in Spanish using biographies found on the Internet as guides.
STANDARDS:	E5a for Spanish.
CURRICULUM CONNECTION:	The student compares the merits of two or more biographies of one individual.
SOFTWARE:	ClarisWorks (word processing), digital camera (graphics) and the Internet (research).
IMPLEMENTATION TIPS:	Students were required to use the Internet in planning how to write their biographies.
TIMELINE:	This project took five 45-minute periods.



YO

Me llamo

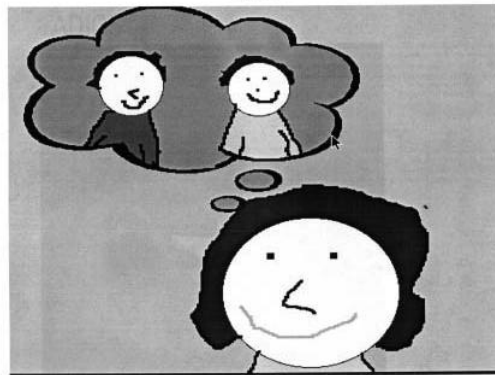
Yo soy un alumno en clase . Tengo doce años. Mi cumpleaños es el veinte y uno de noviembre. Me gusta trabajar y jugar. Soy inteligente y simpático. Mi familia es grande. Tengo cinco hermanos pero no tengo hermanas. ADIOS!



yo

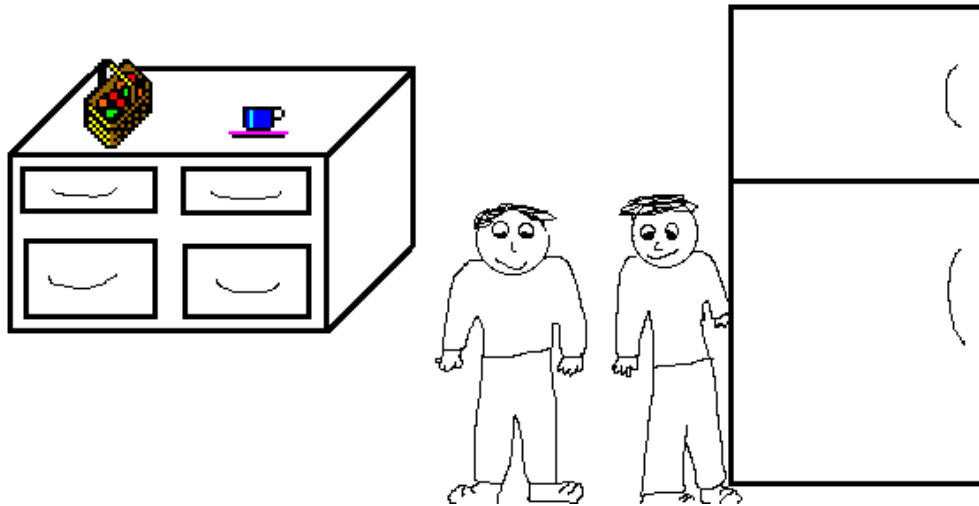
Me llamo Soy alumna en clase . Tengo catorce años. Mi cumpleaños el veinte y ocho de septiembre. Soy simpática y inteligente. Me gusta estudiar y trabajar. Mi familia es pequeña. Tengo dos hermanos.

adiós

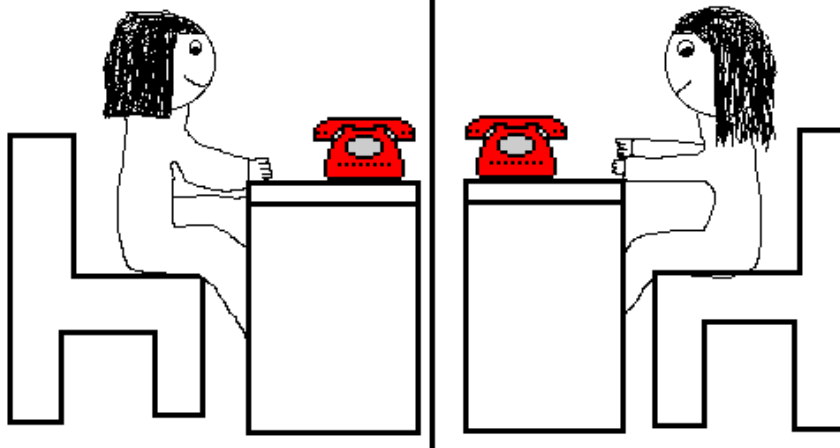


TITLE:	Book Reports
TEACHER:	Susan Abramowitz
DISTRICT:	CSD 14
SCHOOL:	PS 17
SUMMARY:	<p>“I had students read a work of fiction and then create a multimedia book report. When they were nearly finished reading the book, I showed them an example of a book report done in Kid Pix Studio. They discussed how a slide show book report was similar to and different from traditional book reports. Students created their own storyboards as homework and began drawing their slides the next day. When several students were nearly finished with their slides, I showed them how to import pictures into a slide show.</p> <p>“When all projects were completed, they were presented to the class and the students answered questions. Printed copies were displayed on a bulletin board and then became part of student portfolios. If you have any questions you can call me at (718) 387-2929.”</p>
PRODUCT:	Class produced a slide-show book report.
STANDARDS:	E1a.
CURRICULUM CONNECTION:	The student reads at least twenty-five books or book equivalents each year.
SOFTWARE:	Kid Pix Studio (painting, slide show).
IMPLEMENTATION TIPS:	Students can also draw and scan art for this project.
TIMELINE:	This project takes four weeks.




Peter told Alex let's go to my house, maybe my refrigerator has some food. They went to Peter's house and looked in the frig. They found food. Peter made the sandwiches while Alex made the lemonade.




Daniel's mother called Fudge's mother. They had no idea where the boys were. Fudge called his house and his mother was happy and mad at the sametime. When the boy's mother's picked them up, they had a talk with them.



TITLE:	Class News
TEACHER:	Adele Dinstein
DISTRICT:	CSD 30
SCHOOL:	PS 122
SUMMARY:	<p>“I wanted to inform parents of the events inside the 6th grade English and art classroom, so the class and I developed a newsletter. We first explored the features of Student Writing Center, using the giant screen monitor. The class learned how to make a masthead and articles with headlines, bylines and graphics. We then worked in groups to determine what articles should be included in the newsletter and developed a first draft.</p> <p>“The students worked in groups of four. I assigned them various tasks, so that while some were working on computers, others were doing other tasks. We were very happy with the results and distributed them to our school. If you have any questions please call me at (718) 721-6410.”</p>
PRODUCT:	Class produced a newsletter.
STANDARDS:	E2a.
CURRICULUM CONNECTION:	Student produces a report that creates an organizing structure appropriate to purpose, audience and context.
SOFTWARE:	Student Writing Center (word processing, graphics).
IMPLEMENTATION TIPS:	The students did express a desire to have the newsletter printed in color.
TIMELINE:	5 to 6 periods.

 <h2 style="margin: 0;">Academy Newsletter</h2> <p style="margin: 0;">Grade No. 1 Issue 1</p>	
<p>The British Airways Essay Contest By: _____</p>  <p>Recently in English, we entered a contest called The British Airways Essay Contest. The contest topic is to describe the similarities and differences between the Lord Mayor of London and the mayor of New York City, and the issues they are currently discussing.</p> <p>We took a lot of time to find information about the lord mayor of London and try to compare the lord mayor of London and the mayor of New York City.</p> <p>The fabulous prize is an all expense paid trip to London, courtesy of British Airways. The winner will be able to take a guardian with them to London. Hopefully we will win!!</p>	<p>A Fun Art Semester By: _____</p>  <p>During this art semester the students of the 6th grade have been really busy! We had many assignments to work on. These included monochromatic paintings, scrolls, and a clay project.</p> <p>In our monochromatic paintings, the students were only allowed to use three colors: black, white and a color of their choice. In addition to our paintings we also had to write a poem. This required some hard thinking. At the end all of the work was beautiful.</p> <p>During our recent visit to the Metropolitan Museum of Art our guide gave us an assignment. We had to make a scroll of a story of our ethnic background. In groups of two we worked terrifically!</p>

<p style="text-align: center;">The Spring Dance</p> <p>By: _____ and _____</p> <p>On Friday, March 26, there was a spring dance held in the third floor gymnasium. This dance was somewhat special because it was the Academy's first after school dance. There were very few boys at this dance from class.</p> <p>There were two D.J.'s, but one of the D.J.'s was at the Frosty Fling, our Christmas Dance. The sixth graders and some of the others immediately started to dance when the BSB song, "Everybody," was played.</p> <p>The dance was probably better than the Frosty Fling for most of the sixth graders because they were used to having a dance already. The other reason would probably be because of the BSB song.</p> <p>Many couples were seen at this dance. They grouped together when there was a slow dance. There were about eight to ten slow dances.</p> <p>Practically everyone had a great time!!!</p> 	<p style="text-align: center;">The Giver</p> <p>By: _____ and _____</p> <p>In English, after reading the book, "Night," we read, "The Giver," by Lois Lowry. In the book, everybody was the same in a Utopian world. This way nobody could feel pain, nobody dies, and everybody in this world doesn't know the emotional feelings, like love and hatred.</p> <p>In this "Utopia," nobody had a problem with having no feelings of happiness. But this all changed for one boy who was given a special "job."</p> <p>This "job" gave the boy, Jonas, a new perspective on his world. He experienced the feeling of love that only he could understand. When he tries to tell people about love, he learns that it is impossible and life soon becomes unbearable for him.</p> <p>To find out what his special "job" is and why love is only known to him alone, read the book, "The Giver," by Lois Lowry.</p>
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TITLE:	Class Newsletter
TEACHER:	Francesca Pavlovic
DISTRICT:	CSD 25
SCHOOL:	PS 29
SUMMARY:	“I discussed the principal sections of a newspaper and students chose to include the following: a teacher’s column; dates to remember; happy birthday; upcoming shows; trips taken; a science page; in the news page; a poetry page; opinions; movie reviews; class projects; sports; and a software review. If you would like to contact me about the project, you can reach me at (718) 886-5111.”
PRODUCT:	A class newsletter.
STANDARDS:	E1c.
CURRICULUM CONNECTION:	Student reads and comprehends informational materials, to develop understanding and expertise, and produces a report, meeting E1c of the standards.
SOFTWARE:	ClarisWorks (word processing, layout) and the Internet (research).
IMPLEMENTATION TIPS:	Allow students to explore other student newsletter on the Internet.
TIMELINE:	The project took five months.

Sixth Grade Times

by class issue #4

Teacher's Column

This issue was quickly and beautifully put together by;

Test time is among us, here are the rest of the tests we sixth graders will have to take.


- May 6 - DRP Reading Dates
- May 13 - Math State test
- May 19 + 20 - S.S. Test

Trips and other important Dates

- May 4 - Visit to the J.H.S.
- May 8 - Bronx Zoo Trip
- May 26 + 27 - Senior Trips
- May 28 - Half day of school

Happy Birthday

- April 25 -
- May 4 -
- May 21 -



Jump Rope For Heart!

On May 5th all grades will attend Jump Rope For Heart. Jump Rope For Heart is an activity where all ages will jump rope outside in our school backyard to raise money for the American Heart Association. Whoever raises money will receive a number of prizes.

For \$1- you will receive a Jump Rope For Heart Certificate.

\$10- A sports safe key & a money holder and all the above.

\$20- Jump Rope and all of the above.

\$30- T-shirt and the above.


\$70- 2 Mets tickets & a playground ball and so on.

The top selling student in the school will get a Jump Medal. So bring in your money and Jump Rope For Heart!

By:

Kids day at Shea

April 16, 1998 was kids day at Shea stadium to which probably 75% of the school went. When I was at Shea, I sat next to all my friends. I saw almost five teachers which is surprising to see them outside school. The Mets lost but we still bought \$3.00 hot dogs and \$3.75 sodas. After we bought all that, they were giving free t-shirts and free hats & airbrush tattoos. I had got the airbrush tattoo, then I noticed that it was the 7th inning stretch so I ran back to my seat. All of a sudden my aunt said that we had to leave at the 8th inning. Then the 8th inning came and we left and took the subway.



PLAYOFF PREDICTION'S	
Teams I Want to Win Hockey	Teams I Think will win Hockey
Col. Avalanche Buf. Sabers Mon. Canadians STL. Blues	Buf. Sabers Col. Avalanche Det. Red Wings Dal. Stars
Basketball	
#1 N.Y Knicks #2 L.A Lakers #3 U.T Jazz #4 Char. Hornets #5 Clev. Pacers	#1 Miami Heat #2 T.X Rockets #3 Chicago Bulls #4 Clev. Cavaliers



TITLE: **Cooperative Short Story**

TEACHER: Janet Brummer

DISTRICT: CSD 30

SCHOOL: IS 141

SUMMARY: “I introduced this project as a cooperative creative writing activities following a unit of reading stories of mystery and suspense. The activities included working as a class to brainstorm the plot of the story, names and descriptions of the characters, and how the mystery was solved. We used webbing and an official recorder was chosen to record the information. Using this information, the class worked together to enter the first couple of paragraphs of the story on the computer. After a large body of the story was completed, the students selected a group to illustrate the story. The illustrators drew some of the pictures using ClarisWorks. They also drew on paper, which we scanned in later.

“We plan to post this story on the Internet using the school’s web site when it’s complete. If you have any questions please call me at (718) 278-6403.”

PRODUCT: Class produced a cooperative short story.

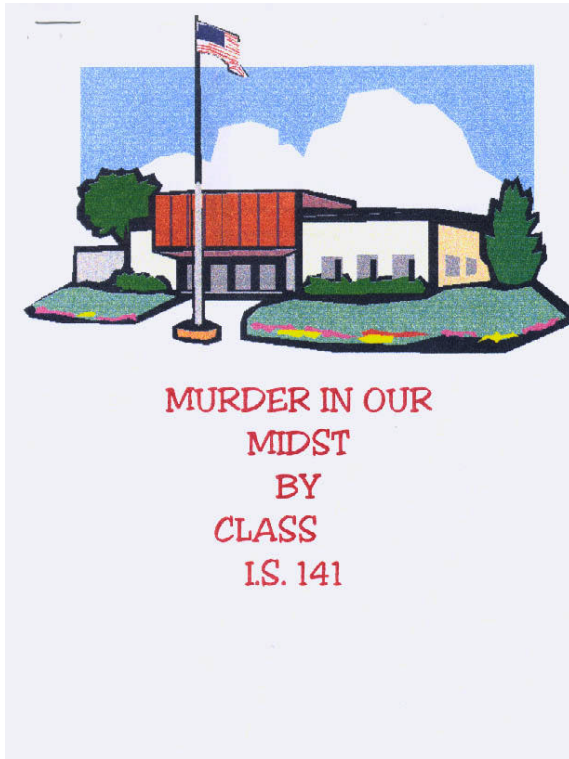
STANDARDS: E2d.

CURRICULUM CONNECTION: The student produces a narrative account.

SOFTWARE: ClarisWorks (word processing, drawing) and scanner (digital images).

IMPLEMENTATION TIPS: This project was done with an 8th grade, Title 1 Reading Class as a cooperative activity.

TIMELINE: This project takes five weeks.



Swish, Ozzie's jump shot hit its mark. The Unknown team celebrated. Jarred high-fived Ozzie. Steven, captain of the St. Francis team, angrily threw the basketball against the back gym wall.

"This is bull...," yelled Steven.

The ball bounced out the gym door and down the stairs. Spyro, a substitute on the St. Francis team, said, "I'll go get it," as he ran out the door and down the back stairs of the gym.

Spyro burst back into the gym. He was yelling and shaking. He was stuttering as the words, "The...the...there's a body down there," tumbled out of his mouth.

Chaos took over! Panic-stricken students and teachers started screaming and running around the gym. As one group of panicked students started heading towards the back gym door, Mr. B. blew his whistle and yelled, "Sit down, calm down, get to your spots! Detention for anyone who doesn't listen."

All of a sudden, silence fell over the gym. Students walked quietly to their spots. Mr. B. walked over to his office, picked up the phone and called the security guard. Mr. B. spoke in a deep voice as he said, "The kids are claiming that there is a dead body in the back staircase by the gym. Would you, please, come up and check it out?"

In a few minutes, Mr. White arrived in the gym. Mr. B. instructed Mr. White to go and check things out and then return and let him know what he had found. Mr. White returned very quickly with an unusual look of fear and disgust on his face. Mr. White

1



caught up with Juan and said, "He's saying the truth. I saw the whole thing too!"

Juan pulled the phone from Ms. Cagna's hand and called 911.

"You're going to be in big trouble, young man," Ms. Cagna said.

In the meantime, Paul appeared quickly by the front door and ran back inside as he saw Juan and Bibi talking to the teacher.

A few minutes later, police cars with sirens screaming drove up to the building. Juan and Bibi told the officers what had happened. The police called an ambulance and an electrical crew to fix the lights in the building.

As the officers started entering the building, Juan said, "He had a real crazy look in his eyes." The policeman said, "He would have to be crazy to be doing something like this," as he disappeared into the dark.

In a few minutes, the ambulance arrived, and a van with the electrical crew came right after they entered the building. People were still standing around on the sidewalk.

Soon lights went on in the building. The main entrance door opened and the injured student was brought out in a stretcher. Mr. Petrocelli asked, "How is he?" The E.M.S. worker said, "He's not too badly hurt. He'll be all right."

One of the officers took a bullhorn out of the car and ran into the building. He said, "Paul, we know you're in here. Give yourself up. We have the building surrounded. You can't escape." There was no answer. The police kept repeating this and the search went on for about twenty minutes.

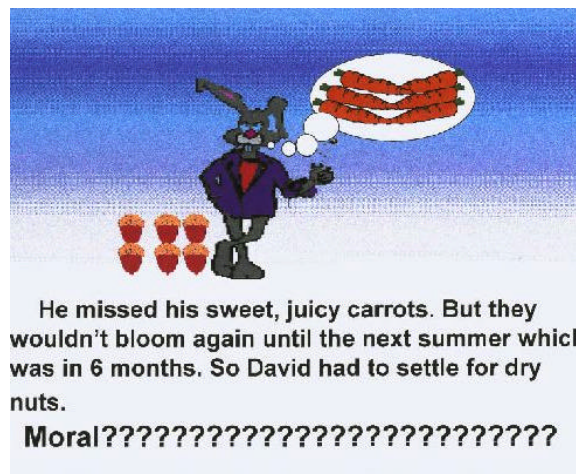
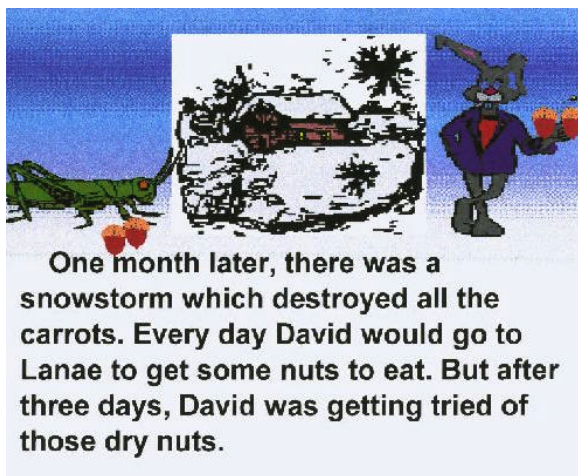
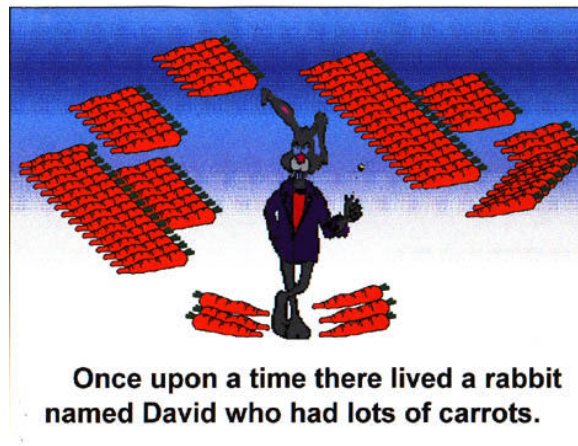
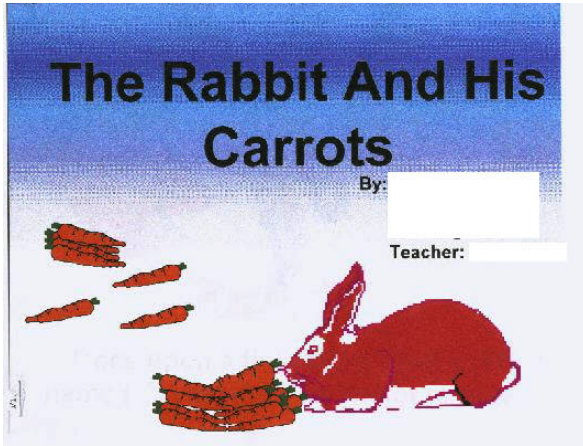
"Look!" said Ozzie. "Somebody is on the roof."

"It's him. I think it's Paul," screamed Juan, as everyone looked up.

"You'll never take me alive," Paul shouted, and he jumped from the roof to his

7

TITLE:	Fables
TEACHER:	Linda J. Smith
DISTRICT:	CSD 31
SCHOOL:	IS 49
SUMMARY:	<p>“I had students create fables based on the study of ancient proverbs. They interpreted the proverbs and related them to real life situations to illustrate their meaning. Students then created their own fables based on chosen proverbs as morals. To create a slide show, they word processed and transferred these fables to story board worksheets. A sequential series of pictures were drawn using Kid Pix Studio. These pictures were then placed in a ClarisWorks slide show.</p> <p>“Students printed out the individual panels and made books out of them. Students gave oral presentations based on the content that they learned. If you have any questions you can call me at (718) 727-6040.”</p>
PRODUCT:	The student is producing a fable slide show.
STANDARDS:	E4b.
CURRICULUM CONNECTION:	The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.
SOFTWARE:	Kid Pix Studio (painting) and ClarisWorks (word processing, drawing, slide show).
IMPLEMENTATION TIPS:	I grouped students in pairs to create original fables.
TIMELINE:	The project took one week.



TITLE:	Foreign Language Journal
TEACHER:	Sharon McCarty
DISTRICT:	CSD 31
SCHOOL:	IS 24
SUMMARY:	“As students completed their vocabulary and grammar units in Italian and Spanish, they published their work in a journal. They revised their compositions using ClarisWorks and Student Writing Center. They became the editors of the journal and chose the text styles and graphics from various libraries. They printed and distributed the journal to every foreign language student in the school. If you have any questions, you can reach me at (718) 356-4200.”
PRODUCT:	A foreign language journal.
STANDARDS:	E2 for foreign languages.
CURRICULUM CONNECTION:	(Foreign Language) Student reads and comprehends informational materials to develop understanding and expertise and produces written or total work that extend ideas and makes connections.
SOFTWARE:	ClarisWorks (word processing) and Student Writing Center (word processing).
IMPLEMENTATION TIPS:	This project uses the goals of the City and State Communicative Curriculum for Foreign Languages.
TIMELINE:	Entire school year.

SU/SU FOREIGN LANGUAGE JOURNAL



UN DIA EN LA ESCUELA

Mi clase favorita es la educacion física. Mi profesor interesante es el Señor Brown. Mi clase difícil es los estudios sociales. Mi clase divertida es inglés.

Mi clase favorita es el arte. Mi profesora interesante es la Señora Uttaro. Mi clase difícil es las matemáticas.

Voy a la escuela a las siete de la mañana. Mi clase favorita es el arte. Mi profesora la más interesante es la profesora del arte. Voy a casa en autobus a la dos de la tarde.

Voy a la escuela a las siete de la mañana. Mi clase favorita es el arte.

Mi profesora la más interesante es la Sra. Langsner. Voy a casa a las dos de la tarde. Preparo la tarea a las tres.

NUESTRAS FAMILIAS



Hay cuatro personas en mi familia. Tengo una hermana menor. Se llama Frances. Tiene nueve años. Mi papá y mi mamá trabajan

mucho en casa. Los ayudo. Yo tengo primos. Viven en Nueva Jersey. Los llamo por teléfono y visito a menudo. Yo tengo abuelos. Pero no viven conmigo. Visitan cada semana y durante las vacaciones

Vivo en Isla de Staten, en una casa. Allí tengo un hermano. Tiene nueve años. Mi papá no trabaja mucho en casa. Mi madre trabaja mucho en casa. Tengo primos en los Estados Unidos y en Italia. Tengo dos abuelos. Viven en Brooklyn. Tengo un perro, un gato y dos tortugas.

Mi familia vive en Nueva York. Tres personas viven en mi casa. Mi mamá se llama Anne. Mi papá se llama Mike. No tengo

hermanos o hermanas. Yo tengo primos. Viven en Nueva York. No tengo abuelos. Tengo un perro, se llama Bandit.



QUERIDO SANTA CLAUS

Saludos a tí y la Señora Claus. Aquí esperamos la Navidad, las decoraciones son muy bonitas y mi familia va a celebrar en casa de mi abuela. ¿Hace mucho frío en el Polo de Norte? ¿Cómo está Rodolfo con su nariz roja?

Santa Claus, este año yo estado bueno. Quisiera dinero y juegos videos, si es posible. Sé que estás muy ocupado en diciembre, pero a mi mamá le gustaría un sueter rojo y un perfume.

¡Feliz Navidad! Espero verte algún día

en mi casa. Tu amigo.

Saludos a tí y a la Señora Claus. Aquí esperamos la Navidad. Las decoraciones son muy bonitas. Mi familia va a celebrar en casa de mi abuela. ¿Hace mucho frío en el Polo de Norte? ¿Cómo está Rodolfo con su nariz roja?

Santa Claus, este año yo he estado buena. Quisiera dinero y ropa si es posible. Sé que estás muy ocupado en diciembre, pero a María le gustaría un suéter rojo y un perfume.

Tu amiga.

VIAJES INTERESANTES

Vamos a Santa Fe. Esta en Nuevo Mexico. Viajamos en el avion. Vamos a visitar



los puebl

os indios y los museos.

Vamos a San Antonio en Texas, en los Estados Unidos. Vamos de Nueva York en avión. Vamos a visitar el Museo del Alamo.



Vamos a la ciudad de Santo Augustine, en Florida, los Estados Unidos. Viajamos de Nueva York en avion, visitamos una granja de caiman.

PROBLEMAS DEL DINERO

No me da dinero regularmente mi mamá. No pido dinero a mis abuelos. No recibo

TITLE: **French Booklets & Stationery**

TEACHER: Michele Lewis

DISTRICT: CSD 30

SCHOOL: IS 204

SUMMARY: “In addition to traditional content instruction in the French language, my class produced booklets and stationery. I discussed the integration of technology into French instruction and experimented with technology to make my classroom more active and exciting. I showed DVDs of French films to help students discover French culture. I divided the class into five groups to use the computers.

“After each project was complete, students sought feedback by asking other students what they enjoyed the most and what kind of projects they could do to add to student’s enjoyment of learning French. Technology instruction continued in the individual groups as new projects developed through brainstorming techniques. Their final outcome was to produce booklets and stationery in French. If you would like to contact me about the project you can reach me at (718) 937-1463.”

PRODUCT: Stationery and booklets in French.

STANDARDS: E1c.

CURRICULUM CONNECTION: Student reads and comprehends informational materials to develop understanding and expertise and produces a report.

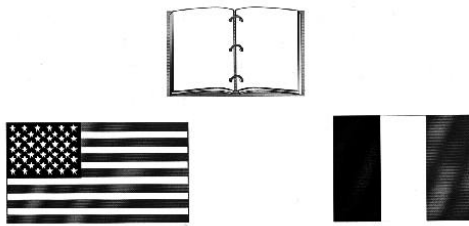
SOFTWARE: Claris Works (word processing) and French films on DVD (digital video disk).

IMPLEMENTATION TIPS: Each group produced and translated different booklets and stationery.

TIMELINE: The project took one to two weeks.

Ma vie

Par



2

Ma Famille



Dans ma famille il y a cinq personnes. Mon père s'appelle . Il a quarante deux ans. Ma mère s'appelle . Elle a quarante et un ans. Ma soeur s'appelle . Elle a dix-sept ans. Et mon frère s'appelle . Il a dix ans. Nous habitons à Queens New York. Nous aimons jouer au volleyball, et nager. Nous mangeons ensemble, nous faisons beaucoup de choses ensemble. J'adore ma famille.

TITLE:	Genre Development
TEACHER:	Georgeanne Albanese
DISTRICT:	CSD 26
SCHOOL:	MS 172
SUMMARY:	<p>“I use the <i>genre</i> approach to reading and literature to bring an understanding of patterns used by authors – common themes and a familiarity of style. I take two approaches to teaching genre. First, students read four stories by the same author. After a discussion of their assignment, the students are given work flow charts and fill in answers to essay questions about the story, comparing and contrasting features of the author’s style.</p> <p>“The second approach is category. Students read four science-fiction stories, four mysteries and four letter stories. They completed work flow charts with answers to questions I asked (i.e., why the stories had been included in that category).</p> <p>“Students progressed at their own reading rate from one assignment to the next. They worked on vocabulary, essay questions involving cause and effect, comparison, description, themes and sequencing. If you have any questions please call me at (718) 831-4000.”</p>
PRODUCT:	The student is producing a work flow chart, charting patterns used by authors.
STANDARDS:	E1b.
CURRICULUM CONNECTION:	The student reads and comprehends at least four books about one issue or subject or four books by a single writer, or four books in one genre, and produces evidence of reading that makes and supports warranted and responsible assertions about the text.
SOFTWARE:	ClarisWorks (spreadsheet).
IMPLEMENTATION TIPS:	Students progress at their own reading rate from one assignment to the next.
TIMELINE:	This project takes about a month.

Letter Genre
Reading Ms. Albanese

Story	Author	Book	Page	Vocabulary	Ques.
The Southpaw	J. Viorst	Surprises	52	southpaw former trophy sprained permanent	p. 59
The Love Letter	J. Finney	Encounters	59	secondhand bachelor wobbly fastening pigeonhole glimpse ardent gaze scoff earnest repel deserted	p. 69
Dear Marsha	J. Angell	More Encounters	26	relationship wiped chignon accusations whiff pun incredible	
The Mother Goose Madman	B. Wright	Conflicts	46	distinguished distinction anonymous manuscripts scraps disbelief recoiled conjectured subdued submission entanglement corridor rejected disgruntled	legible pseudonym pouring over earnest forsythia foyer obstacles motive dissolved shredded

TITLE:	“Go Buggy over Ants” Activity Sheets
TEACHER:	Beth Segal
DISTRICT:	CSD 28
SCHOOL:	PS 220
SUMMARY:	<p>“Under the guidance of the Project Smart Schools staff developer, I produced activity sheets for students to describe ants from books of fiction and non-fiction.</p> <p>“All Project Read teachers involved in this project used the computer to import files. They opened, edited and saved their school header. They used this in their worksheets. They made student files that students could access to complete the task at the computer. They learned to use graphics and video files to enhance their activity. The teachers developed activities that were enhanced by using the computer, which they used to produce activities sheets specifically designed for Project Read. If you have any questions you can reach me at (718) 593-3030.”</p>
PRODUCT:	“Go Buggy Over Ants” activity sheets
STANDARDS:	E5a.
CURRICULUM CONNECTION:	The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes; that is; the student makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes.
SOFTWARE:	Corel Draw (word processing) and digital camera (graphics).
IMPLEMENTATION TIPS:	Teachers used their own understanding of the curriculum to develop activities that were enhanced by using the computer.
TIMELINE:	The same time frame as Project Read.

PUBLIC SCHOOL 220

ATHENA GALITSIS, PRINCIPAL

BETH SEGAL, PROJECT

READ

This "Teacher Made Activity" is geared to the following Chancellor's standard(s) E1b, E2a, E2c
See reverse side for an explanation.

This dual page conceived by Daniel Stein, Project Smart Staff Developer

ACTIVITY: TO GO "BUGGY" OVER ANTS.

MATERIALS: Books of the fiction and non-fiction genres about ants.

Everyone is going to read one book about ants today. You are going to learn some facts about ants from the book you will read. Please answer the following questions:







1. What does an ant look like?
2. Where does an ant live?
3. How does an ant spend its day?
4. What does an ant like to eat?
5. Why is an ant an insect?
6. When is an ant most active?

Write an autobiographical story pretending that you are an ant. Describe a part of your day.

It was a hot, summer day. I was crawling along the sidewalk
when _____

TITLE:	Newspaper Writing
TEACHER:	Mrs. Baum
DISTRICT:	CSD 20
SCHOOL:	IS 187
SUMMARY:	“In addition to traditional content instruction for the English language arts, such as structure and subject/verb agreement, my class produced a newspaper. The students chose to include interviews, surveys and writing that involved critical thinking. They enhanced the paper by using the clip art library to add visual interest to their articles. If you would like to contact me about the project, you can reach me at (718) 236-3394.”
PRODUCT:	A class newspaper.
STANDARDS:	E1c.
CURRICULUM CONNECTION:	Student reads and comprehends informational materials to develop understanding and expertise and produces a report.
SOFTWARE:	ClarisWorks (word processing, graphics), World Book Encyclopedia (research) and the Internet (research).
IMPLEMENTATION TIPS:	Students were able to expand their vocabulary through using the computer thesaurus, making their writing more interesting.
TIMELINE:	The project took two weeks per issue.

<h1>WORD WISE</h1>	
A CHRISTA McAULIFFE PUBLICATION PRINCIPAL MR. ADAMS FACULTY ADVISOR MRS. BAUM	
BY 	
Volume I	May 1999 Number 1
EDITOR-IN-CHIEF:	ADVICE:
ASSISTANT EDITOR:	WEATHER:
SECOND ASSISTANT:	COMPUTERS:
INTERNATIONAL:	WORD SEARCH:
ENTERTAINMENT:	MOVIE STAR:
FASHION:	TRAVEL:
LOCAL:	FROSTY:
NATIONAL:	PEN PAL:
PETS:	POKEMON
COOKING:	
SPORTS:	
SEEN AND HEARD:	
MUSIC:	
ROVING REPORTER:	
ENVIRONMENT:	

<i>A Special Thank You</i> to	Environmental Awareness
<i>Miss McGarrity</i> Our technical supervisor and guardian angel	By &
 <p>Class would like to express our gratitude and appreciation to Miss McGarrity for her patience and expertise. For without her guidance and suggestions this newsletter would have never come to fruition.</p> <p>She has taught us many things concerning computer technology and the proper care of our new computers.</p> <p>She is quick to respond to our cries of "Help, Help! I think I lost it," or "Help, Help! My disk is stuck!"</p> <p>She has taught us short cuts, and even taught Mrs. Baum to put her dinosaur to rest.</p> <p>Mrs is very happy to be the recipient of the Miss McGarrity achievement award for outstanding use of the Project Smart Computers within the Language Arts Curriculum.</p>	<p>Our environment is being destroyed by humans like us. We are chopping down trees to make tons of paper and furniture. Also we are destroying many rain forests to make fields for industry. In one day millions of trees get chopped down to make paper, furniture, and many other wooden byproducts.</p>  <p>If we do not save our environment, many animals will become homeless and extinct. So we should not use so much paper. We should recycle more instead of buying new paper and other paper products. If we want to save our environment, we must learn to recycle and conserve our natural resources.</p>   <p>One tree may not sound like alot, but every tree is a living creature. Save a life; don't use a life.</p> 

TITLE: Poetry

TEACHER: Pat Altman

DISTRICT: CSD 6

SCHOOL: PS 189

SUMMARY: “Students are given lessons in various forms of poetry, such as Haiku and acrostic poetry. I had them “go down in the elevator inside themselves and bring up their memories of different seasons past” and put them into their poems. I asked them to “trace everywhere your mind goes while you are inside yourself” and put it into their writing. For example:

In an abandoned boat
the clattering
of hailstones.

“They are also taught how to make origami to use as art for their book cover and bookmaking skills. They are then shown how to use Word to create their poems and additional art. Students put all these skills together to produce individual books of their own poetry and art. If you have any questions, you can call me at (212) 927-8303.”

PRODUCT: The student is producing a book of poetry.

STANDARDS: E1a.

CURRICULUM CONNECTION: Student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that extends ideas and makes connections.

SOFTWARE: Microsoft Word (word processing, word art).

IMPLEMENTATION TIPS: Some of the suggested pivotal questions are: How many months are in a season? What are the months in the spring season? What are some of the important aspects of spring? These are designed to keep students focused on nature.

TIMELINE: This project takes a month.

APRIL

Rain falls from the sky.

The buds begin to blossom.

The cold goes away.

Songs from birds fill the air.

Plants get big and strong.

Rain showers bring flowers.

Insects fill the land.

Nights get dark later.

Growth all over the place!

JUNE

The weather grows hot.

Sleeping earth comes back to life.

Insects all around.

MAY


The grass is green.

The colorful flowers bloom.

Baby birds are born.


TITLE:	Reflections
TEACHER:	Wendy Cowen
DISTRICT:	CSD 11
SCHOOL:	PS 19
SUMMARY:	<p>“The students participated in creating a yearbook slideshow, presenting their photo and feelings about leaving the school – they also recorded themselves for the slide show. After completing a writing project and writing about the things they would miss the most and the least about PS 19, students were photographed with the digital camera. To revise their work, students shared it with their peers and responded to the feedback. Then they designed the layout for the HyperStudio stack, inputting the photo, writing and recorded work. We linked the stacks in HyperStudio.</p> <p>“After writing about such things such as who they would remember the most, students produced HyperStudio presentations of their memories (complete with digital photos) as written and recorded messages. If you have any questions, you can reach me at (718) 324-1924.”</p>
PRODUCT:	The students are producing a year book slide show called, <i>Reflections</i> .
STANDARDS:	E3c.
CURRICULUM CONNECTION:	Student prepares and delivers an individual presentation.
SOFTWARE:	HyperStudio (multimedia, sound), ClarisWorks (word processing), and a digital camera (photographs).
IMPLEMENTATION TIPS:	This project can be broken up into short blocks of time or combined into two longer blocks of time.
TIMELINE:	This project takes eight weeks.

Main [Click here](#)



In my 4 years of being in P.S. I have to say my most memorable times were going to Candy Mountain, taking trips to Manhattan and going to special events such as Track and Field and Field Day. The things and people I will miss are Mrs. , other teachers and all of my friends. Lastly, I will not miss the teachers that got on my back. GOOD BYE P.S. .

Main Menu [Click Here](#)



The most memorable experiences in P.S are the dances and my friends going with me. I may not miss the school lunch, but I am still going to miss Mrs. and her teaching. I am going to miss my friends in my class a lot. I am going to miss spanish projects, too.


TITLE:	Response to Poetry
TEACHER:	Ellen Friedman
DISTRICT:	CSD 11
SCHOOL:	PS 89
SUMMARY:	<p>“I wanted my students to share my love of poetry. I knew that although many students shy away from poetry, they often form deep connections with poems when they are receptive to them. It’s usually just a matter of choosing a poem they can fall in love with, so I let the students choose and they chose <i>Father to Son</i>. I asked them to read the poem and relate it to their lives. They were asked to write their own poem modeled after <i>Father to Son</i>.</p> <p>“Students wrote about a moment in time with their mothers or fathers, capturing the ordinary and making it extraordinary. We used ClarisWorks to word process and create a slide show of our poetry, which enabled me to show the link between literature and technology. We worked in cooperative group with four members per group to create the slideshow. They worked individually to illustrate their poems for the show. Each group came up with a response, as well as four individual responses, to our slide show. If you have any questions please call me at (718) 653-0835.”</p>
PRODUCT:	The student is producing a slide show of poetry.
STANDARDS:	E3b.
CURRICULUM CONNECTION:	The student participates in group meeting in which the student clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
SOFTWARE:	ClarisWorks (word processing, slide show).
IMPLEMENTATION TIPS:	This project was a huge success because they responded to a poem of their choice.
TIMELINE:	This project took three weeks.

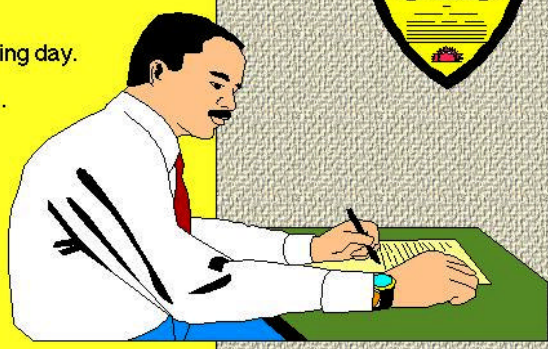
My Life - My Father

My life is most of the time like a nice spring day.
My life has come easy.
Sometimes I am caught in a rainy storm.
 Sad and lonely,
 No one to talk to,
 I'm in the dark.

I wish I were like my father,
 Energetic and always happy.
 Patient - always willing to wait.
 So happy and so serious.


People say that I am like my father.
We look alike.
Our characteristics are a little different.
 Our mental attitude is different.
Just like my dad, I won't give up.
I'm going to keep on climbing like my father.
**MY BEAUTIFUL FATHER,
MY HERO!**

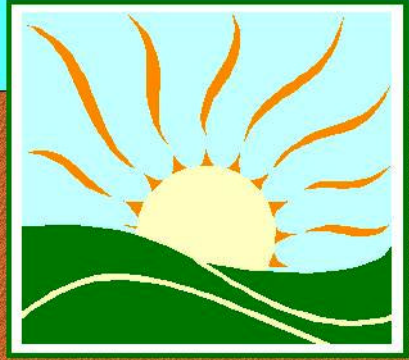
By 



Life

Thinking back, my life hasn't been a sunny day.
There has been much wind and rain. It's been hard to rush
against the winds and hard to withstand the rain.
There have even been some strong hurricanes,
But through all this, there's only one thing to remember.
Ignore the wind, ignore the rains and work towards
that Sunny day.

By 



TITLE:	Smart Rhymes
TEACHER:	Rosalie Avin
DISTRICT:	CSD 31
SCHOOL:	IS 75
SUMMARY:	<p>“In this project students learn that the thesaurus, spell check, and formatting options help improve the quality of their written work. The students used computers to create nursery rhymes and edit them. They discovered how to change simple words to respond to someone else’s poem with a poem of their own creation.</p> <p>“They used spell check and experimented with other helpful features, such as font, size, and justification, to fit their work onto the page in the best possible format. I discussed the concept of proofreading and correcting to improve work. The students chose a nursery rhyme that they wished to use as a base for their own poems. They then responded to the poem by finding words they felt could express it better. They used a thesaurus to choose their own words and cut and paste the nursery rhyme, making their own poem. They added graphics to decorate the page. If you have any questions you can reach me at (718) 356-0130.”</p>
PRODUCT:	Student produced a poem.
STANDARDS:	E4b.
CURRICULUM CONNECTION:	Students analyze and subsequently revise work to improve its clarity and effectiveness.
SOFTWARE:	ClarisWorks (word processing, graphics).
IMPLEMENTATION TIPS:	Students were directed to rewrite a nursery rhyme using computer assisted editing techniques.
TIMELINE:	One week.



Scintillate Scintillate Minuscule Star

Scintillate scintillate minuscule star
How I contemplate what you are
Up above the earth so high
Equivalent to a diamond in the sky

Scintillate scintillate minuscule star
How I contemplate what you are



by
and

TITLE: **Spanish Acrostic Poetry**

TEACHER: Agnes Annie Iovine

DISTRICT: CSD 26

SCHOOL: MS 172

SUMMARY: “After learning vocabulary for the unit on food, students were asked to write acrostic poetry in Spanish. Students were given the written assignment for homework and corrected each other’s work before using the computers to illustrate their poems. Most students chose to use Print Shop Deluxe for its wide assortment of graphics. After they chose a graphic, they typed in their particular poem vertically and finished the acrostic poem by using words vertically. They were allowed to work on their project for as long as necessary.

“This was a great project because it not only did it reinforce the vocabulary my class was learning, they were able to share their new knowledge with the rest of the school in a form that everyone could understand. The students presented their poems to the students, who then translated them. If you have any questions please call me at (718) 831-4000.”

PRODUCT: Acrostic poetry in Spanish.

STANDARDS: E3c.

CURRICULUM CONNECTION: The student prepares and delivers an individual presentation, in which the student shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of the audience members.

SOFTWARE: Print Shop Deluxe (word processing, graphics, layout).

IMPLEMENTATION TIPS: I find that it is less confusing if you allow students to finish a project instead of assigning them 10-minute sessions.

TIMELINE: 2-4 weeks.

El Helado

Enchiladas de queso y carne son ricas.
Limón es una fruta cítrica.

Hongo es un fungo.
Empanadas deliciosas.
Leche nos hace sano.
Arroz y pollo es para el almuerzo.
Delicioso es el postre.
Olivas son verdes.

Por:



Como el arroz para la cena.
Ensalada es muy buena.
Ramón come el almuerzo.
El jamón es una carne.
Zanahorias son buenas para los ojos.
Arroz y frijoles son muy sabrosos.



Lesson Helper

TITLE:	Spanish Glossary
TEACHER:	Mrs. Leshnower
DISTRICT:	CSD 27
SCHOOL:	JHS 198
SUMMARY:	<p>“I wanted my students to share their knowledge of the Spanish language in a meaningful way. My class has been involved in a comprehensive program dealing with learning vocabulary through thematic units. We have been studying the entire vocabulary for the home, the family, cooking, etc. The class produced a computer glossary, compiling the entire Spanish vocabulary we’ve learned so far. Each student has had the opportunity to create their own pages including illustrating the vocabulary.</p> <p>“All the Spanish words and sentences were typed with accent marks and punctuation marks as necessary. They imported illustrations for their vocabulary words from the Internet and encyclopedias. The class discussed similarities and differences between the English and Spanish languages. The Spanish glossary has valuable information that can be used to teach vocabulary now and in the years to come. If you have any questions please call me at (718) 945-3300.”</p>
PRODUCT:	The student is producing a computer glossary of Spanish vocabulary.
STANDARDS:	E4b for the Spanish language.
CURRICULUM CONNECTION:	The student demonstrates control of the usage of words.
SOFTWARE:	ClarisWorks (word processing, painting) and the Internet (graphics).
IMPLEMENTATION TIPS:	Students were required to use the Internet and encyclopedia in planning their illustrations.
TIMELINE:	This project took five 45-minute periods.

EL DICCIONARIO DE CLASE

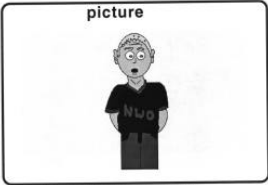
word
El alumno

meaning
The boy student

sentence
Aquí está el alumno.

hearing the word

picture



hearing the sentence

Me llamo

Clase

EL DICCIONARIO DE CLASE

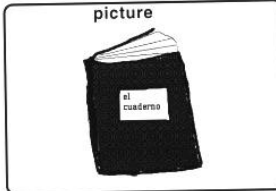
word
el cuaderno

meaning
the notebook

sentence
Aquí está el cuaderno.

hearing the word

picture



hearing the sentence

Me llamo

Clase

EL DICCIONARIO DE CLASE

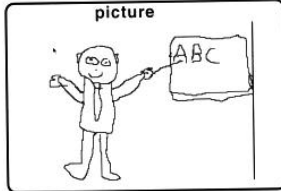
word
El profesor

meaning
The teacher (m)

sentence
Aquí está el profesor.

hearing the word

picture



hearing the sentence

Me llamo

Clase

TITLE:	Talking Books
TEACHER:	Linda Cooperman
DISTRICT:	CSD 11
SCHOOL:	MS/PS 83
SUMMARY:	<p>“After completing a unit on autobiography, my students created an autobiography of our class, I had students start by writing their own stories and by taking digital photographs of us in small groups. We used storyboard worksheets to develop a sequential series of pictures and Kid Pix to draw the pictures. We then placed them into the slide show. Individual panels were printed by the children and made into books.</p> <p>“Students used a turnkey approach to transfer their skills. We reviewed story elements, the writing process and how to plan a multimedia story as a group. Students viewed sample slide shows, based on autobiographies before they created a story of their own. The finished slideshow was transferred to videotape so that it could be shared with everyone. If you have any questions, please call me at (718) 863-1993.”</p>
PRODUCT:	Student produced a “Talking Book” autobiographical slide show.
STANDARDS:	E2c.
CURRICULUM CONNECTION:	Student produces a narrative account (autobiographical).
SOFTWARE:	Kid Pix (painting).
IMPLEMENTATION TIPS:	Showing the class a slideshow before asking them to create one was extremely helpful.
TIMELINE:	This project takes four weeks.

A STRANGE VISITOR



**P.S.
Class**



Based on a story by:

Teacher: Mrs. L. Cooperman

District Technology Consultant:

Mrs. T. Rosengart

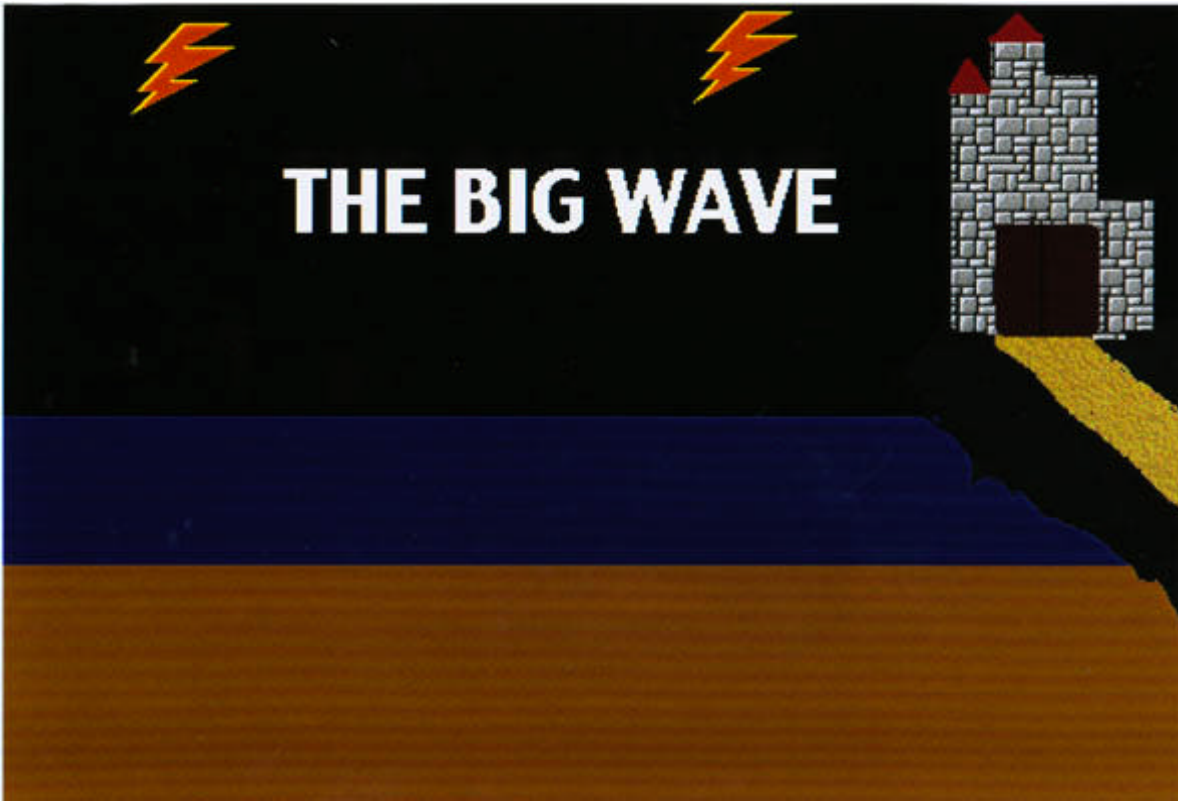


One day, Mrs. _____ class came into their room. They were so surprised when they saw an alien creature sitting on _____ desk. The alien creature looked confused.



_____ heard some noises and he told the class about it. _____ told to stop fooling around. Then everyone heard the noise.

TITLE:	The Big Wave Storyline (A Cooperative Learning Project)
TEACHER:	Sonia Savage
DISTRICT:	CSD 14
SCHOOL:	JHS 126
SUMMARY:	<p>“The class was divided into cooperative learning groups assigned to study <i>The Big Wave</i> by Pearl S. Buck. We had six groups. Each group was assigned a topic related to the book. They used storyboards to develop their topics and then translated them into a HyperStudio stack.</p> <p>“Group 1 was assigned to do the cover, credits, and a list of characters. Group 2 created a stack around the concept of setting, time, place, and mood. Group 3 dealt with the characters. Group 4 developed one of the themes; they chose “Life is stronger than death.” Group 5 dealt with conflict. Group 6 worked with resolution.</p> <p>“The few students who were trained in HyperStudio used a turnkey approach to train other children. They learned how to create multimedia stories, review story elements and the writing process. The students created a story together. If you have any questions, you can call me at (718) 782-2527.”</p>
PRODUCT:	The students used HyperStudio to produce a slideshow/story based on a theme.
STANDARDS:	E2b.
CURRICULUM CONNECTION:	The student produces a response to literature that demonstrates an understanding of the literary work.
SOFTWARE:	HyperStudio (multimedia).
TIMELINE:	About two weeks of content instruction and three more weeks of working on the stacks.



TITLE:	Theme Magazines
TEACHER:	Sharon Larkin
DISTRICT:	CSD 26
SCHOOL:	PS 178
SUMMARY:	<p>“I wanted to provide my class with fun-filled activities that would inspire my students to write, so I took digital pictures of my students and loaded them into the MGI Photo Studio program. This was my stimulus for the project, which encourages the study of magazine themes to foster creative writing. Students select themes of interest to them and display their digital photo on the magazine cover. Some of the magazine titles are <i>Sports Fascinated</i>, <i>Car Power</i>, <i>Monday Morning</i>, <i>Pet Care</i>, <i>Teen Times</i>, and <i>Music Notes</i>.</p> <p>“The finished product had to include three features stories (either fiction or non-fiction) and such items as art, interviews, cartoons, jokes and puzzles. What isn’t completed in the classroom can be done for homework. If you have any questions, you can call me at (718) 464-5763.”</p>
PRODUCT:	The student is producing a magazine with a theme of their choice.
STANDARDS:	E1c.
CURRICULUM CONNECTION:	Student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that extends ideas and makes connections.
SOFTWARE:	MGI Photo Studio (image editing), ClarisWorks (word processing), a digital camera (photographs) and Kid Pix Studio (painting).
IMPLEMENTATION TIPS:	The digital camera is a great motivator!
TIMELINE:	This project takes three weeks.



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The Citywides Were.....

Just a few weeks ago, several grades took the citywide tests for reading and math. Some people believed it was easy, others thought it was difficult. I interviewed two fifth graders. Here is what they had to say:

Q1: What is your opinion of this year's fifth grade citywide tests?
A: "I think both of the tests were not too hard and not too easy."

Q2: Did you feel that the math or the reading citywide test was harder? Why?
A: "I think the reading test was harder because the selections that we read were a bit difficult to understand."

Q3: Did the preparation that your teacher gave you help you in anyway for the reading/math?
A: "The preparation that our teacher gave us for math helped me more than the preparation for reading."

Q4: How were this year's tests compared to last year's citywide tests?
A: "Last year's tests were a little harder than this year's test."

Here is the second person that I interviewed.

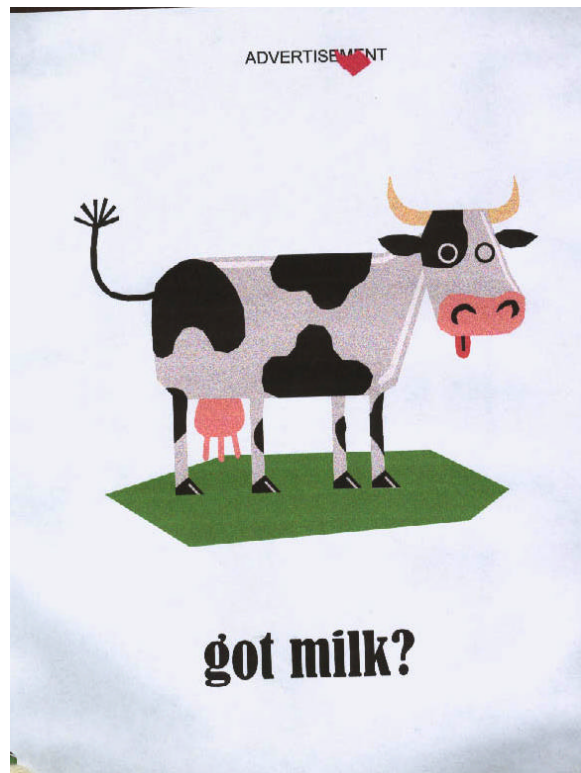
Q1: What is your opinion of this year's fifth grade citywide tests?
A: "They were very easy."

Q2: Did you feel that the math or the reading citywide test was harder? Why?
A: "I think the reading was harder because there wasn't much to prepare for it, unlike the math."

Q3: Did the preparation that your teacher gave you help you in anyway for the reading/math?
A: "It helped me a lot on both tests."

Q4: How were the tests compared to last year's citywide tests?
A: "I felt that last year's tests were harder."

Well, now you've heard the kids' opinions. If you would like to share your opinion of the test with us please call 1-800-555-5555.



TITLE:	Victorian Newspaper
TEACHER:	Susan Mann
DISTRICT:	CSD 25
SCHOOL:	PS 129
SUMMARY:	“As part of an interdisciplinary unit, we studied Victorian England. We discussed the scientific discoveries of that era, and read two Dickens novels and two 'Sherlock Holmes' mysteries to assess the historical implications of the British Empire. The students decided what they wanted to include in their Victorian newspaper. If you would like to contact me about the project, you can reach me at (718) 353-3150.”
PRODUCT:	A Victorian newspaper
STANDARDS:	E1c.
CURRICULUM CONNECTION:	Student reads and comprehends informational materials to develop understanding and expertise and produces a report.
SOFTWARE:	ClarisWorks (word processing, layout) and the Internet (research).
IMPLEMENTATION TIPS:	Allow students to explore other newspapers of bygone eras on the Internet.
TIMELINE:	The project took the entire school year.

The London Times
Issue # 1 December, 1840

Convict Out on Streets

"Danger! Alert neighbors!" This man is extremely dangerous. He is known for stealing money and jewelry. We recommend that you lock up your valuables. From what we have heard, he calls himself



"Magwitch"
He was last seen boarding a ship. If found, please contact Parliament officials.

Description
Scar on face, uses coarse language, 5ft. 6in., mid 30's-early 40's around 150 lbs.

What Goes Around Comes Around

A murder has just occurred!!! A man named Bill Sikes, a gangster, has murdered a lady named Nancy!!! The police have been looking for him for years. "Lots of people have lost their money" said the police.

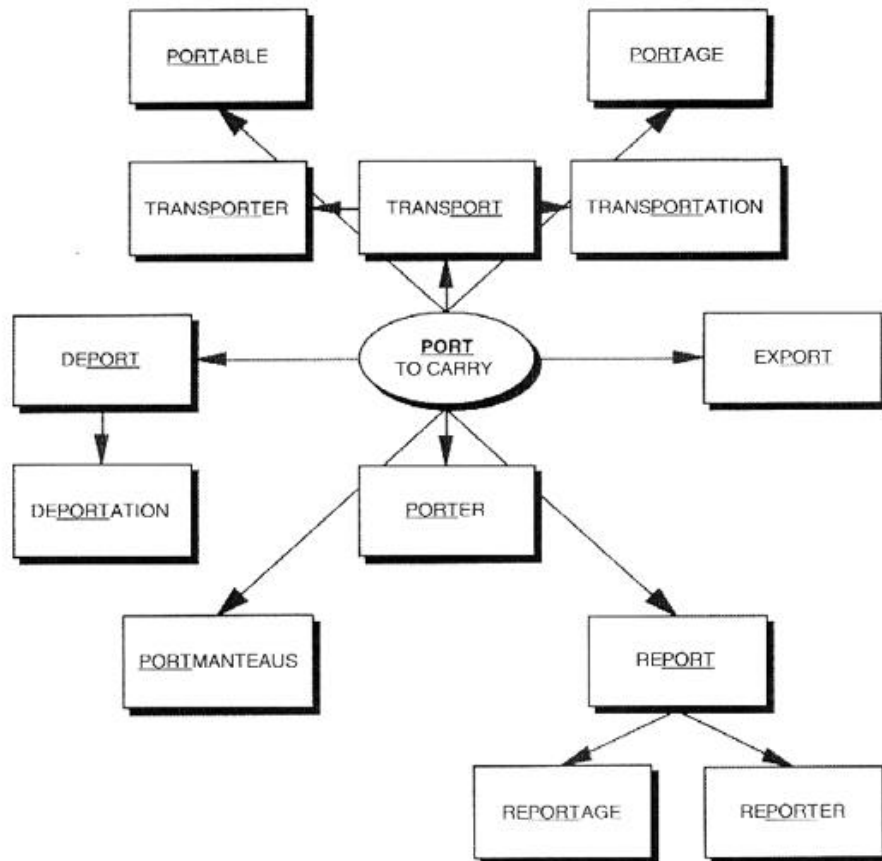
It was only yesterday that lots of people were banging on the door of Bill Sikes' house. A dog that was barking caught the people's attention and led the way to the murderer's house. The commons and the officials were trying to get into Bill's house, but the door was locked. They took a piece of wood and broke down his door. Bill screamed down and said, "You will never catch me!" But what he said proved wrong. "He was jumping roof top to roof top!" said a young lad. Then all of a sudden he said, "Nancy, what are you doing here?" His facial expression changed dramatically.

(Continued on page 2)



TITLE:	Webbed Words
TEACHER:	Barbara Feist
DISTRICT:	CSD 31
SCHOOL:	IS 34
SUMMARY:	<p>“After completing a unit on Latin and Greek root words, my students created a glossary of Latin and Greek root words found in the English language. I had students start by listing and defining words on the blackboard. Students used dictionaries. I then asked each student to choose an element and create a word web or map using the Inspiration program.</p> <p>“Students used a turnkey approach to transfer their skills. We reviewed choosing elements, the webbing process and how to plan a multimedia slide show as a group. Students viewed sample slide shows before they created their own. The finished slide show was transferred to videotape so that it could be shared with everyone. If you have any questions, please call me at (718) 984-0772.”</p>
PRODUCT:	Student produced a web or map of root words as a slide show.
STANDARDS:	E1.
CURRICULUM CONNECTION:	The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that restates or summarizes information.
SOFTWARE:	Inspiration (webbing).
IMPLEMENTATION TIPS:	Showing the class how to use Inspiration before asking them to create a web was extremely helpful.
TIMELINE:	This project takes four weeks.

- PORT**
- TO CARRY**
- I. TRANSPORT**
 - A. TRANSPORTATION**
 - B. TRANSPORTER**
- II. EXPORT**
- III. DEPORT**
 - A. DEPORTATION**
- IV. PORTER**
- V. PORTAGE**
- VI. PORTABLE**
- VII. PORTMANTEAUS**
- VIII. REPORT**
 - A. REPORTAGE**
 - B. REPORTER**



TITLE:	Writing Enrichment
TEACHER:	Susan Schulman
DISTRICT:	CSD 18
SCHOOL:	IS 252
SUMMARY:	<p>“The basic goal is to give students a variety of writing assignments so that they develop their writing skills and are better prepared for high school, college and the future. The types of writing that students have published are newsletters, expository works, narrative writing, poetry, and persuasive writing.</p> <p>“My students have learned to gather information about their topics from many sources, including the Internet. They enjoy meeting with one another to discuss their writing assignments. They also enjoy gathering information by speaking to a variety of community residents.</p> <p>“As a language arts teacher, I believe it is important for students to be able to express themselves through writing. The writing assignments are self-motivating and students want to participate. You can reach me at (718) 342-1144.”</p>
PRODUCT:	The class produced a variety of written assignments.
STANDARDS:	E1c.
CURRICULUM CONNECTION:	Student reads and comprehends informational materials to develop understanding and expertise, and produces written or oral work that extends ideas and makes connections.
SOFTWARE:	ClarisWorks (word processing), Print Artist (desktop publishing), and StoryBook Weaver (word processing, graphics).
IMPLEMENTATION TIPS:	The following are actual writing assignment topics: “the day I became invisible;” “describe a room in your house;” and “complain about anything and everything.”
Timeline:	This project takes the entire school year.

I.S.
CLASS I

MARCH 15, 1999

SISTERS UNDER THE SKIN

Like African-Americans, Jewish people have risked their lives to change history. Hannah Szenes and Harriet Tubman are two of these people.

Hannah Szenes was born in Budapest, Hungary. Her father was a playwright and newspaper columnist. With rising anti-Jewish activity in Hungary, Szenes became a Zionist and yearned to go to the Jewish homeland, Israel. Zionism is a desire of the Jewish people to have a country of their own, when people rise together and try to stop discrimination and hate. Underground newspapers were circulated urging the Jewish people to work together for this homeland.

Just after her 18th birthday, Szenes got her papers to emigrate to Israel, where she went to agricultural college. She found herself in contact with a group that was being formed to rescue European Jews. She and 32 others formally joined the British army and were trained as parachutists in Cairo, Egypt. Their mission was to parachute into Europe to help allied pilots who had been shot down, to assist local efforts against the Nazis, and finally, to aid in smuggling Jews to safety in Israel, which was then called Palestine.

Szenes was sent to Yugoslavia, where she helped pilots and partisans. After a while she grew dissatisfied because she realized that the partisans were not interested in helping Jews escape. When Germany started deporting Jews from her native Hungary, Szenes bravely crossed