



# JORDAN FUNDAMENTALS GRANT PROGRAM

## APPLICANT DATA

Last Name Saiano First Kathryn Middle Initial M  
Permanent Home Mailing Address 9430 NW 25 Court Apartment # \_\_\_\_\_  
City Sunrise State Florida Zip Code 33322  
Telephone ( 954 ) 748-5607 E-mail Address kathy3061@aattbi.com  
Social Security Number 045-52-8114

## SCHOOL INFORMATION

School Name H.D. Perry Middle District # 1011  
Address 3700 Wildcat Way  
City Miramar State Florida Zip Code 33023  
Work Title Teacher Telephone ( 954 ) 985-5400  
E-mail Address \_\_\_\_\_ Fax Number ( 954 ) 985-5497  
Type of School: ☐ Elementary School ☒ Middle School ☐ High School  
What percentage of your student population is eligible for the free or reduced school lunch program? 65 %

## PROJECT INFORMATION

Lesson Plan/Unit Title Butterfly World  
Subject Area of Lesson Plan/Unit Science, Math, Language Arts  
Targeted Grade Level of Plan: ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please respond to the following questions in sequential order. Limit your responses to three pages total, double spaced, using 12-point font size and one-inch margins. Include your name and date on each page along the bottom edge.

- 1) **Project Description:** Describe your lesson plan or thematic unit emphasizing what you and your students will do. State the curriculum objectives for students. Include a description of how you involved students in the design or creation of your project. How is this project new or different?
- 2) **Benefits to Students:** Describe how students will benefit from the proposed lesson or thematic unit. How will you measure the student learning that results from your lesson or unit? Please be specific.
- 3) **Use of Funds:** State how you will spend the \$2,500 grant to enable students to successfully accomplish the goal of this work. Include a line item budget and report other sources of funding for the project.
- 4) **Description of Student Standards:** Quote the local or state student content standard and/or section of the school improvement plan that this lesson plan or thematic unit addresses. Specifically, how will the lesson plan or unit address the standard or improvement plan?

**CERTIFICATION** All information will be shared with the Jordan Brand and the NIKE Foundation. This application becomes the property of NIKE Foundation and Citizens' Scholarship Foundation of America, Inc. (CSFA).

I hereby certify that the information contained in this application is, to the best of my knowledge, correct. I understand that any Jordan Fundamentals Grant received will be used for the project (lesson plan/unit) described in this application. Separate records of disbursements and receipts related to this grant will be kept for at least three years. A project evaluation will be required.

Applicant's Signature Kathryn Saiano Date 5/30/03

In addition to the above, I hereby certify the project described in this application meets local or state student standards and/or a section of our school's improvement plan and will be implemented in our school.

Principal's Signature David E. Jones Date 5/31/03  
Type or Print Name David E. Jones Phone ( 954 ) 985-5400

## PROJECT DESCRIPTION:

The "Butterfly World" project is designed for a six-month duration. It will focus on the areas of reading, mathematics, and writing. The students will identify and witness the various stages of a butterfly's metamorphosis, as well as determine its characteristics and habitats. The students will construct a habitat for butterflies within the classroom and create a garden outside of the classroom by distinguishing the plants that will attract butterflies indigenous to Florida.

With the collaboration of science, mathematics, and language arts the following activities will take place during this program:

1. The students will read and discuss the characteristics of butterflies and moths. They will complete comprehension questions on reading.
2. They will be able to determine the difference between butterflies and moths.
3. Students will construct a Venn Diagram comparing and contrasting the two insects.
4. Students will read and discuss life cycle of butterflies. They will complete comprehension questions on reading.
5. The students will construct an acrostic for the stages of metamorphosis.
6. Students will write a research paper on butterflies indigenous to Florida.
7. Students will research plants that will attract butterflies in our area of Florida.
8. Using measurements, perimeter, and area, students will construct a butterfly garden including fencing, soil, and plants.
9. The students will construct a list of items needed for both habitats. Using the price lists from Home Depot and Lowe's, students will make a comparison price list of materials needed to construct the butterfly garden.
10. Students will construct inside habitat and garden.
11. Larvae will be purchased from Insect Lore. Students will watch the metamorphosis of the Painted Lady Butterfly.
12. At the end of the life cycle, students will release butterflies into the garden.
13. Students

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will attend a field trip to "Butterfly World." 14. Students will keep a daily log on experience and feelings. 15. For homework students will construct a pneumatic poem using the first letters of the word butterfly. They will design a poster with their poem. 16. Students will construct a children's story using the story starter, "How Marty the Butterfly Lost his Spots." 17. Students will use a bare book and computer to construct their children's story.

#### BENEFITS TO STUDENTS:

This program is designed for students in the sixth, seventh, and eighth grades with scores ranging from 0 to 10% in reading and mathematics on the Florida Comprehensive Achievement Test (FCAT). Each student will be given a concentrated remediation in reading, language arts/writing, and mathematics. Being placed within a small classroom setting allows each student to receive direct instruction in reading, one-on-one attention, and more repetition and practice. It allows the teachers to utilize differentiated teaching methods and materials, which match the needs of the students.

"Butterfly World" allow students to have a hands-on experience in assisting butterflies to multiply and survive in the wilderness. It helps the students to use mathematics in a real life manner.

Students will be graded two different ways. On reading and comprehension questions an average will be used for grading. A rubric will be used to determine the second grade. To obtain a grade of A, students will complete all assignments, participate in constructing the garden, and complete all homework assignments. For a grade of B, students will complete 90% of all the work assigned. For a grade of C, students will

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complete 80% of all the work assigned. For a grade of D, students will complete 70% of all work assigned.

#### USE OF FUNDS:

The funds will be used to purchase supplemental materials to the student's textbooks, materials needed to construct the indoor and outdoor habitats, blank books for students stories, computer and printer supplies, butterfly larvae, and field trip to "Butterfly World." (An itemized list is provided of all materials on the following page):

#### DESCRIPTION OF STUDENT STANDARDS:

LA.A.1.3- The student uses the reading process effectively.

LA.A.2.3- The student constructs meaning from a wide range of texts.

LA.B.1.3- The student uses writing processes effectively.

SC.F.1.3- The student describes patterns of structure and function in living things.

SC.F.2.3- The student understands the process and importance of genetic diversity.

SC.G.1.3- The student understands the competitive, interdependent, cyclic nature of living things in the environment.

MA.A.3.3- The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computers for problem solving.

MA.A.4.3- The student uses estimation in problem solving computation.

MA.B.1.3- The student measures quantities in the real world and uses the measures to solve problems.

MA.B.3.3- The student estimates measurements in real-world problem situations.

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<b><u>Itemized Budget List</u></b>	<b><u>Quantity</u></b>	<b><u>Amount Ea.</u></b>	<b><u>Total</u></b>
Portable Science Habitat	3	\$199.95	\$599.85
Live Larval Refill	2	\$39.95	\$79.90
Butterfly Feeders	3	\$7.95	\$23.85
Butterfly Nectar	3	\$3.95	\$11.85
Magic School Bus Video	1	\$12.95	\$12.95
Live Butterfly Act. Book	1	\$9.95	\$9.95
Thematic Unit Book	1	\$9.95	\$9.95
Field Trip			\$500.00
Garden Material			\$650.00
Box of Inkjet Paper	1	\$30.00	\$30.00
Inkjet Cartridges	10	\$43.00	\$430.00
Bare Books	50	\$1.40	\$70.00
Elmer's Glue	30	\$.49	\$14.70
Gluesticks	30	\$.49	\$14.70
Construction Paper			
9x12 Asst. Color	1	\$12.75	\$12.75
12x18 Asst. Color	3	\$3.52	\$10.56
9x12 White	3	\$1.76	\$5.28
12x18 White	3	\$3.52	\$10.56
<b>TOTAL</b>			<b>\$2496.85</b>



# JORDAN FUNDAMENTALS GRANT PROGRAM

## APPLICANT DATA

Last Name Stresau First Christine Middle Initial R.  
Permanent Home Mailing Address 711 S.E. 11th Ave. Apartment #           
City Ft. Lauderdale State FL Zip Code 33316  
Telephone ( 954 ) 525 1711 E-mail Address stresau@worldnet.att.net  
Social Security Number 315-42-8109  
See below for team members.

## SCHOOL INFORMATION

School Name Whiddon Rogers Education Center District # 06  
Address 700 S.W. 26th St.  
City Ft. Lauderdale State FL Zip Code 33315  
Work Title teacher Telephone ( 954 ) 765 6896  
E-mail Address stresau.christine@bcpsgw.broward.k12.fl.us Fax Number ( 954 ) 765 6280  
Type of School: ☐ Elementary School ☐ Middle School ☒ High School  
What percentage of your student population is eligible for the free or reduced school lunch program? 48.9 %

## PROJECT INFORMATION

Lesson Plan/Unit Title Bridging the Gap  
Subject Area of Lesson Plan/Unit FCAT Science Preparation  
Targeted Grade Level of Plan: ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

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Applicant's Signature Christine R. Stresau Date June 5, 2003

In addition to the above, I hereby certify the project described in this application meets local or state student standards and/or a section of our school's improvement plan and will be implemented in our school.

Principal's Signature Linda Thomas Date June 5, 2003

Type or Print Name Linda Thomas Phone ( 954 ) 765 7896

Joan Sternberg English Dept. Chair 261-23-9797  
Linda D. Johnson Linda D. Johnson teacher 522-56-0496

# **JORDAN FUNDAMENTALS GRANT PROGRAM**

## **PROJECT INFORMATION**

Our unique project is to prepare an at-risk target student group to enter requisite mainstream science classes equipped with basic science vocabulary and adequate science schema acquired through field trips and actual hands on field experiences. The student group to be served by our program consists of approximately 100 Limited English Proficient (LEP), over-age for grade level (ages 17 – 21), recent-immigrant high school students with 96% Black non-Hispanic, 4% Hispanic and *other*. These LEP students are mainly low-income students (58% receive free/reduced lunches **(48.9% of our entire student enrollment receives free/reduced lunches)**) who have had some high school in their home countries. However, much of this education was lecture/memorization style learning with few books, charts or laboratory facilities for enhancement; thus, they did not acquire higher level critical thinking skills. Consequently, many of these LEP students, still hoping to get their high school diplomas, are not only learning English, but learning totally new concepts, strategies, and information to which students in the United States are routinely exposed. One graduation requirement that they must meet is to pass the Florida Comprehensive Assessment Test (FCAT), a challenging test, given their limited English skills; now the science component of the FCAT is also a graduation requirement. Realizing the limited time available for these students to prepare for the rigorous science requirements, we engaged in classroom discussions, and did a department wide student *needs assessment*. As a result, we determined that the LEP students in this program need and want hands on field experience to gain the background knowledge necessary to understand the science readings, projects, and evaluation questions.

## **BENEFITS TO STUDENTS**

Current pedagogy undeniably supports the value of schema development as a strategy of success. Obtaining this grant will enable the three-teacher team to provide these at-risk students with a fieldtrip to Kennedy Space Center. This fieldtrip is intended to provide important background information that will help the students understand the assignments in the Science project.

## **PROGRAM DESCRIPTION AND STATE STANDARDS**

The sciences project will be divided into three five-week blocks to teach the basics of Life Sciences, Physical Sciences, and Earth and Space Sciences (see time line). Teachers will use LEP strategies, inquiry-based hands-on activities, field trips, and science readings formatted to language level to teach the essential basic vocabulary, and concepts tested by the Sunshine State Standard Science Benchmarks. The students will participate in field trips at the **beginning** of each science program in order to give them the actual visual and hands on experiences they lack for comprehension of the studies, projects, and vocabulary that follow. The teachers will cull pertinent vocabulary prior to the field trips as well as from the readings before actually presenting the material. The three participating teachers will meet weekly to compare and improve the program to insure that learning materials are totally current with Sunshine State requirements and to track the progress of the students.

**\*Benchmarks below are coordinated to each of the following sciences as the learning objectives mandated by the State of Florida and tested on the FCAT and part of School Improvement Plan**

- **The life sciences:** (life processes SC.F.1.4, genetic diversity SC.F.2.4, environment and environmental issues SC.G.1.4 and SC.G.2.4).

*ACTIVITIES: Everglades fieldtrip, multimedia presentations, and student teams to construct model ecosystems based on the fieldtrip, student directed neighborhood recycle programs, readings, and multimedia presentations.*

- **The physical sciences:** (matter SC.A.1.4, SC.A.2.4, energy SC.B.1.4, SC.B.2.4, force and Motion SC.C.1.4, and SC.C.2.4)

*ACTIVITIES: Fort Lauderdale Museum of Discovery and Science, hands on problem solving activities with pulleys, ropes, levers to solve in-life force and motion problems.*

- **The earth and space sciences:** (atmosphere SC.D.1.4, natural systems and the earth SC.D.2.4, the solar system SC.E.1.4, and the galaxy SC.E.2.4).

*ACTIVITIES: Kennedy Space Center, United Space Alliance (NASA contractor) speaker, multimedia presentations, and student teams to build space models.*

- **The scientific process:** SC.H.1.4, patterns of occurrences SC.H.2.4, interaction of science and technology SC.H.3.4). (Students will work in pairs/teams to solve problems in activities in each of the five-week blocks as well as in student originated projects.)

## **SCHEDULE of SIGNIFICANT EVENTS (Projected time line)**

October 7, 2003

**FCAT Style Science Pretest**

October 8 – December 5, 2004

**Life Sciences** (including pre and post-test)

Everglades Trip (week of December 1, 2003)



Full day trip to Everglades National Park. Ranger-guided tours of sloughs, hammocks, etc.	Transportation: 2 school buses \$65 per hr. X 2 X 7 hrs. cost covered by other sources Admission waved by park	\$ 910.00 0.00
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December 8, 2003 - January 31, 2004 Museum of Science and Discovery	<b>Physical Sciences</b> (including pre and post-test) Admission paid by other sources Transportation 2 school buses \$ 32 per hr. each X 3 X'S 4 hrs Administrative bus monies	\$850.00 384.00
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February 2, 2004 – March 29, 2004 <b>* Requested from Jordan Grant:</b> <b>See BUDGET DETAIL Below.</b> March 31, 2004 April 2004	<b>Earth Space Sciences</b> (including pre and post-test) <b>Kennedy Space Center tour and IMAX</b> Transportation and admission <b>FCAT Style Science Post-test</b> Actual FCAT administered at school	<b>\$2425.00</b>
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### **PROGRAM EVALUATION**

- In order to evaluate the proposed project's effect on student learning, we will administer pre- and post- FCAT type teacher-made tests for each of the five-week science blocks, as well as FCAT style pre- and post- tests at the onset of the program in October 2003 and end in April 2004. At least 80% of participating students who take the sciences pre-test, remain in program, attend field trips (documented by attendance), will demonstrate mastery on the FCAT style post-test (75%) and at least 80% of participating students will demonstrate mastery (75%) on post-tests following each science block.
- A teacher made rubric given to the students prior to working on any given project will be used to evaluate the student projects. At least 80% of participating students who attended at least two field trips as documented by attendance lists will successfully complete follow-up projects as measured by teacher made rubrics.

### **BUDGET DETAIL**

<b>* Full day trip to Kennedy Space Center (IMAX)</b>	<b>Transportation 2 buses</b> <b>MCR Holdings d/b/a Fifth Ave</b> <b>Limo Service</b> <b>\$65 per hr X 2 X 10 hrs</b> <b>Admission @\$11.25 per student X 100</b>	<b>1300.00</b> <b>1125.00</b> <b>2425.00</b>
<b>* Total to be funded by Jordan Fundamental Grant Program.</b>		