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CELEBRATING 30 YEARS
2015-2016

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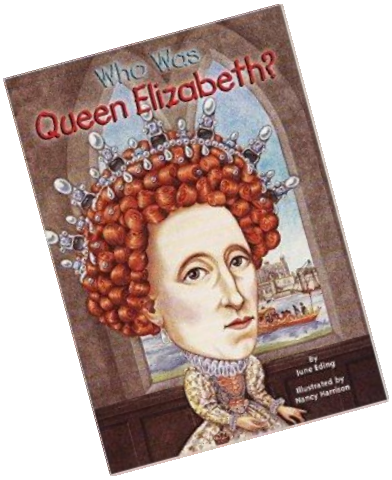
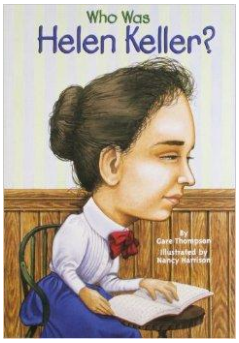
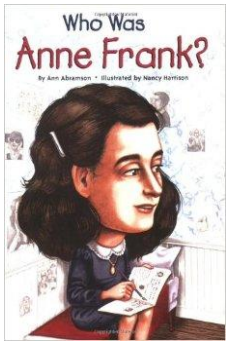
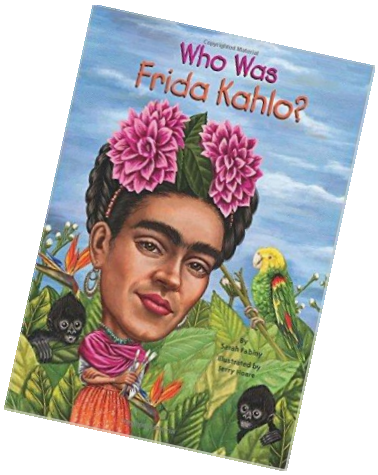
Bringing Historical Figures to Life

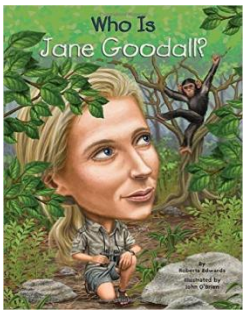
Using Literary Nonfiction for LAFs: Biographies Come to Life!











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Instructional Tool:

The "Who Was…?" Series

The purpose of the project is to give students varied experiences with informational texts. These illustrated biographies provide a wealth of precise information about fascinating figures in history while still providing entertainment through the short chapters and friendly format. Students engage in research on one of the famous figures in the "Who Was…?" series books. Students can check out websites, create their own videos, pictures or websites. Furthermore, students can write biographies about someone in their family or good friends. The biographies selected to Celebrate Women's History Month are as follows:

Who Was Anne Frank?

- A high-spirited child always playing pranks;
- A young Jewish girl forced into hiding for two years;
- The author of one of the best-loved books in the world!

Who Was Jane Goodall?

- A little girl whose dream was to live among wild chimps.
- A brave young woman who made her dream come true… so at age 26, off she went to Africa!
- A world-famous scientist and animal rights champion!

Who Was Queen Elizabeth?

- An admirer of William Shakespeare;
- A teenager imprisoned in the dreaded Tower of London;
- A tough, intelligent woman who was crowned queen in 1558, when she was only twenty-five; and
- A beloved ruler known as "Good Queen Bess".

Who Was Frida Kahlo?

- A young girl who dreamed of becoming a doctor;
- A woman who loved the beauty of her native Mexico;
- A brave woman who was an invalid most of her life, she transformed herself into a living work of art;
- Her art is inspired by the ancient culture and history of her beloved homeland, Mexico.

Who Was Helen Keller?

- A woman who could not see or hear from age 2;
- A best-selling author who learned to read and write and does many amazing things;
- A famous world traveler!

Targeted Curriculum Area: Women's History Month

Project Narrative:

Using the "Who Was…?" series of illustrated biographies that provide specific information about fascinating figures in history (and current figures too!) each Third Grade class selected an influential woman to Celebrate Women's History Month. Each teacher received a copy of the book to read aloud to the class and collaboratively develop lessons that engage students in reading and writing tasks, along with research to support the Language Arts Florida Standards (LAFs). The students created timelines of important events in the life of Helen Keller, Jane Goodall, Frida Kahlo, Anne Frank, and Queen Elizabeth I. Furthermore, they wrote poetry (haikus), autobiographies, analyzed art work and painted their own "Where I Am From" illustrations, and self-portraits. The students gained much information from the short chapters and illustrations that provide entertainment to make learning meaningful and engaging.

Moreover, the students prepared culminating presentations with each highlighted women's timeline in the school auditorium. The students memorized information for oral presentations and conducted research to write pertinent information for the timelines. Following the presentation,

individual titles of the "Who Was…?" series were raffled to create excitement for reading other biographies from the same collection that are available for check-out in the Media Center. The hardcover titles were showcased in the Media Center along with the "I Am…" series.

Participants:

Third grade teachers volunteered to be a part of the Project. All of the students in five Third Grade classes participated in the culminating celebration. Over 100 students participated in the event. Students with learning disabilities and Limited English Speakers participated equally in all of the lessons and presentations. (Everyone noticed that the aforementioned students recited their speeches and participated fully in the event.) (The ESOL teacher acknowledged all the students who barely spoke English and the effort they put forth to recite their speeches and participate fully.)

The project can be done with primary, intermediate, or middle school students. It can be implemented with one class, small group, individual or the entire school. Groups of any size could be used, but small collaborative groups or partners are encouraged to research/conduct projects. It can be easily integrated into Social Studies, Reading or the Language Arts programs. This project can be implemented across-the-curriculum.

Culminating Event:

Teachers and students were presented with an invitation for the event and a power point presentation provided the introduction and background. Teachers and students dressed in costumes typical of the historical figure they were representing. On stage, each class presented their timeline and representation of the events connected with the famous woman their class chose from the "Who Was…?" series. After all of the spectacular presentations, the students received bookmarks, reading bracelets, and participated in a raffle for thirty "Who Was…?" paperback books that I ordered using points from Scholastic Book Fair conducted during the year. The students were so excited to come to the display table to select a book of their choice when they won! It promoted the other titles from the series and created excitement for the books.

Media Specialist:

After 30 years in Dade County Public Schools, I continue to find ways to motivate students to meet the highest standards. As a Media Specialist, I have to generate all the funds for the library by applying for grants, fundraisers such as Book Fair, and author visits, in which a portion of the proceeds of the autographed books sold goes to the Media Center. Every year I engage in different projects. I have been a Reading Supervisor, Reading Specialist/Coach, Elementary and Middle School Teacher in MDCPS.

The only must have for this project is the "Who Was…?" books, but they are available in paperback with Scholastic points after a Scholastic Book Fair. For the Media Center, I purchased library-bound collections with marc records using the Dade Reading Council Grant that is easy to apply for. The presentations were in the cafeteria/auditorium and props and costumes were "student" and "teacher" created. I had raffles of the "Who Was…?" series books and giveaways such as bookmarks and bracelets to promote reading that I had received free.

The Media Center is the hub of our school, therefore the books purchased from this series are on display and available for checkout. Parental involvement and community support are always welcome at Key Biscayne K-8 Center. Parents donated costumes and props for the event; with common items easily accessible.

Materials/Resources:

The books for this project came from the "Who Was…?" series, including *Who Was Helen Keller?, Who Was Jane Goodall?, Who Was Frida Kahlo?, Who Was Anne Frank?, Who Was Queen Elizabeth I?* The project may be implemented free of cost through Scholastic Book Fairs using Scholastic Dollars to purchase paperback books in the Who Was…?" series Biographies Collection. Library bound copies may be purchased from Mackin Educational Resources. In addition to the "Who Was…?" series, the "I Am…" series may also be purchased to have more titles available for students.

In the Media Center a power point presentation introduced the highlighted series to allow teacher and students to select the desired titles to celebrate Women's History Month. Furthermore, students engage in these books to

promote research in databases and educational websites for additional resources to create their own website or report.

As an extension, students can write a biography about themselves, someone in their family, or a good friend that follows the structure of the "Who Was …?" series.

Overall Value:

Third Grade students will engage in reading the biographical collection of the "Who Was…?" series. The Media Specialist will collaborate with classroom teachers to demonstrate and complete Biography Map with, subject, birth facts, actions, accomplishments, and summary of life. The goal is to utilize Literary Nonfiction to meet the rigor of the Language Arts Florida Standards and expose students to Content-Area Text-Based Writing.

The students gained much valuable information about important women in history. All of the lessons and activities support the Florida Standards, including promoting research and inquiry with biographies using in the "Who Was…?" series.

The project entails collaborative planning to develop effective lessons using graphic organizers and reading/writing strategies to support student learning. Students orally report on the person their class chose with important time line events and dress in costume in the final presentation. Students can also take Accelerated Reader (A.R.) quizzes on the titles. Ultimately, the students' engagement will support a love of READING and curiosity for LEARNING!

Every student in MDCPS should read at least one of these books from the series. Every classroom should entice students by reading aloud one of the titles and developing lessons and activities. The teachers and the students gain a wealth of information about influential women in history to Celebrate Women's History Month. More importantly, the students actively engage in experiences that promote a love of reading!

Florida Standards Assessments:
Numerous instructional connections are applicable to the Florida Standards. As follows are specific Standards for lesson planning.

Grade 3 English Language Arts Standards Coverage

ELA READING, LANGUAGE & LISTENING

- **Key Ideas and Details**
  - Literary Nonfiction
    - LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
    - LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - Primary Sources Nonfiction
    - LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **Crafts and Structure**
    - LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.
    - LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **Integration of Knowledge and Ideas**
  - Informational
    - LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **Language & Editing**
    - LAFS.3.L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELA WRITING

- **Text Types and Purposes**
    - LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
      a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
      b) Provide reasons that support the opinion.

c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
d) Provide a concluding statement or section.

- LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  b) Develop the topic with facts, definitions, and details.
  c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  d) Provide a concluding statement or section.

- **Production and Distribution of Writing**
  - LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **Research to Build and Present Knowledge**
  - LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.
  - LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and short evidence into provided categories.

SPEAKING AND LISTENING

- **Comprehension and Collaboration**
  - LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - LAFS.3.SL.1.3 Ask and answer questions about information from speaker, offering appropriate elaboration and detail.

- **Presentation of Knowledge and Ideas**
  - LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
  - LAFS.3.SL.2.5 Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
  - LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **Conventions of Standard English**

- LAFS3.L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
    - **a)** Demonstrate beginning cursive writing skills.
    - **b)** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and there functions, in particular sentences.
    - **c)** Form and use regular and irregular verbs.
    - **d)** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
    - **e)** Ensure subject-verb and pronoun-antecedent agreement.
    - **f)** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
    - **g)** Use coordinating and subordinating conjunctions.
    - **h)** Produce simple, compound, and complex sentences.

- **Knowledge of Language**
    - LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
        - **a)** Choose words and phrases for effect.
        - **b)** Recognize and observe differences between the conventions of spoken and written Standard English.

- **Vocabulary Acquisition and Use**
    - LAFS.3. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
        - **a)** Distinguish the literal and no literal meanings of words and phrases in context (e.g., take steps).
        - **b)** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
        - **c)** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

ELEMENTARY LAFS VOCABULARY

First, correct order, central idea, lesson, describe, details, main idea, primary reason, support, main character, feelings, describe how and why, show changes, most likely agree, influence, similar, different, major events, structure, chronological structure, process, cause/effect order, actions, behavior, illustrations, specific image, contribute, clarify.

Implementation of Project:

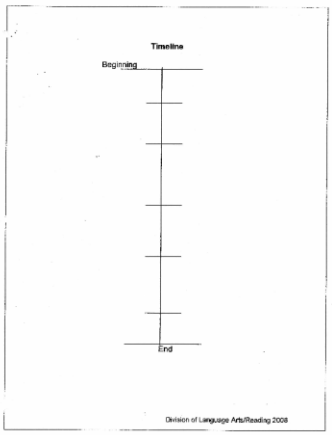
- ✓ The project has flexible implementation since teacher's individual participation enhance elements of the topics. Each teacher selects a biography to celebrate Women's History Month.
- ✓ Each teacher receives a copy of the selected biography. The teachers read the story aloud and emphasize specific vocabulary and discussion questions to improve comprehension.
- ✓ Students research main events in the character's life to prepare a timeline of each character: Helen Keller, Jane Goodall, Frida Kahlo, Anne Frank, and Queen Elizabeth I or the biographies of your choice.
- ✓ The students memorize their main events from the timeline to recite at the culminating in which other guests presentation are invited. The library bound biographies are on display all along the front of the stage during presentation.
- ✓ The teachers and students make and dress in customs to represent each main character and other important characters as reflected in the historical events on the timeline the events in the history reflected in the timeline. For example: Human timeline (timeline major events in the life of Queen Elizabeth I (Corina and Lola Queen and Baby Queen Elizabeth), (Laura as 'Bloody Mary"), (Sonia is trapped in the London Tower), (Paula plays Queen Elizabeth as she took the throne), (Malena plays Queen Elizabeth suffering from small pox), (Victims of the plague), (King Edward son of Henry VIII), (The Spanish Armada), (British Explorers), and (Farmers of the Elizabeth than ERA).
- ✓ To connect the influence of art in history, each student paints a canvas of the frontier between their country of birth and the United States of America. The borderline was vividly depicts in typical natural resources to support the geographical exposition of the report.
- ✓ Search is www.collective.com for profile and research questions, to compile a biographical research.
- ✓ Draw a self-portrait of main characters.
- ✓ The students share presentation in both English and Spanish to promote by biliteracy.
- ✓ Blueprints of the Secret Annex for Anne Frank.
- ✓ The students share Anne Frank deepest thoughts." I don't think of all the misery, but of the beauty that still remains". Moreover, they learned about discrimination, prejudice, and anti-Semitism and the Star of David.
- ✓ We raffle the collection of "Who Was Series "paperback books among the students. The raffle winners are happy, thrilled and ready!

- ✓ The students experience that Braille alphabet and learn the representation of the dots for each letter.
- ✓ By developing, understanding and compassion for the legacy created by Jane Goodall children come to realize that each child has a voice and can change the world.

Jane Goodall Timeline

Graphic Organizers:

- **Timeline:**



- **Somebody/Wanted/But/So:**

Somebody	Wanted	But	So
Character, Setting	Goal	Problem	Events leading to Resolution

- **Text Structure-Chronological Order (To Aid in Understanding Text):**

Gives information in order of occurrence (events) signaling key words such as first, second, before, after, finally, then, next, earlier, prior to, not long after, meanwhile, simultaneously, following, at last, in the end, on (date), at (time)

What sequence of events is being described?
What are the major events or incidents that occur?
What is the beginning event?
What other events are significant to the outcome?
How do the events influence the outcome?
What is the final outcome or event?

One sentence summary:
First, _____ then _____next____
_____ (and)_____and finally _____
_____.
On (date) _____happened. Prior to that _____
was _____. Then _____.
After that _____. In the end, _____.

Idea Frame:
Important things about _____
One important thing about _____is_____
_____. She is _____.
She is _____. She has_____
and _____. She also has _____.
She never_____. She can _____
and they_____. But the most important thing about
_____ is _____.

- **Two Column Notes:**
  - Events (Action) – Reactions Chart
  - Cause/Effect
  - Problem/Solution
  - Conclusion/Support

Conclusion	Support

- **Character Changes:**

Changes in: Story segments:	Feelings	Actions
Beginning		
Middle		
End		

- **Getting into the Author's Mind:**
  What is the author's message?
  What is the author trying say?
  What words did the author use to send the message?
  The author said _____, but what does it mean?
  I can connect _____ in the text to _____
  (something I read, experienced or _____)
  How does the information connect with earlier passages/events in the text?
  Is there anything I need to research to help understand this better?
  Did the author give me an answer to _____?

- **Author's Toolbox for Bringing a Character to Life:**

Author's Toolbox for Bringing a Character to Life

You get to know a character by what he does

You get to know a character by what he says and by what others say about him

You get to know a character by his thoughts and by what others think about him

You get to know a character by his feelings and by what others feel about him

You get to know a character by what the writer tells you about the way he looks

Assessment:

Ongoing discussion through the read aloud and research on the life of the historical woman including graphic organizers and timelines

Jane Goodall

Jane Goodall

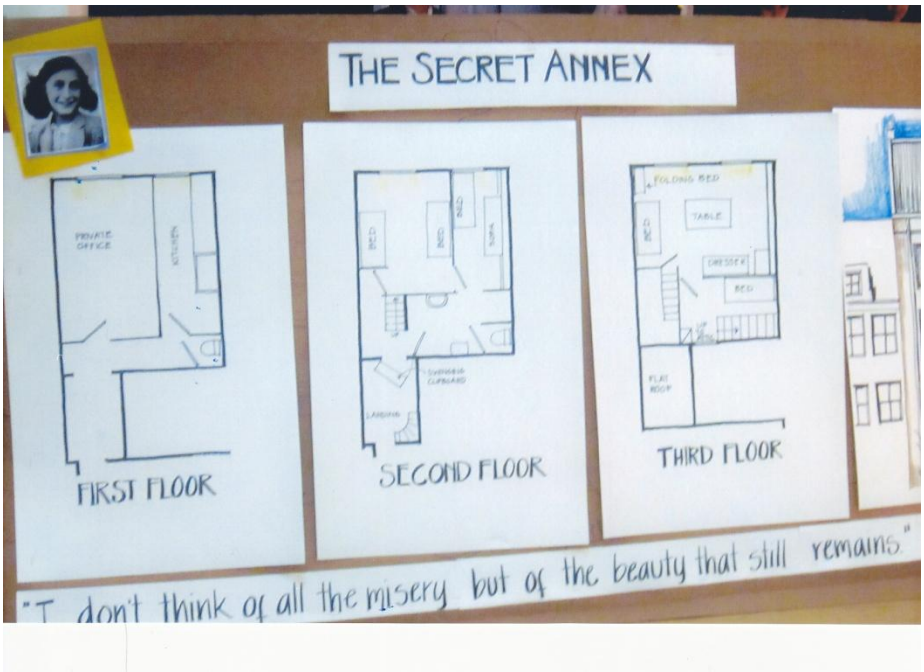
Jane Goodall

Frida Kahlo

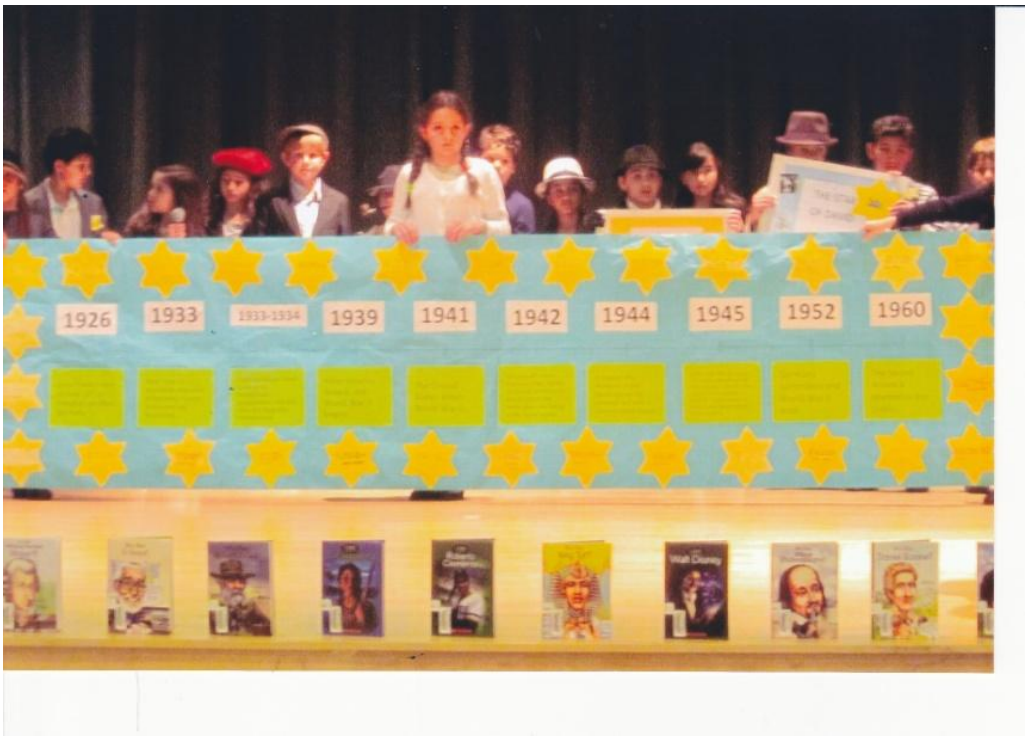
Artists at Work

Frida Kahlo

Anne Frank



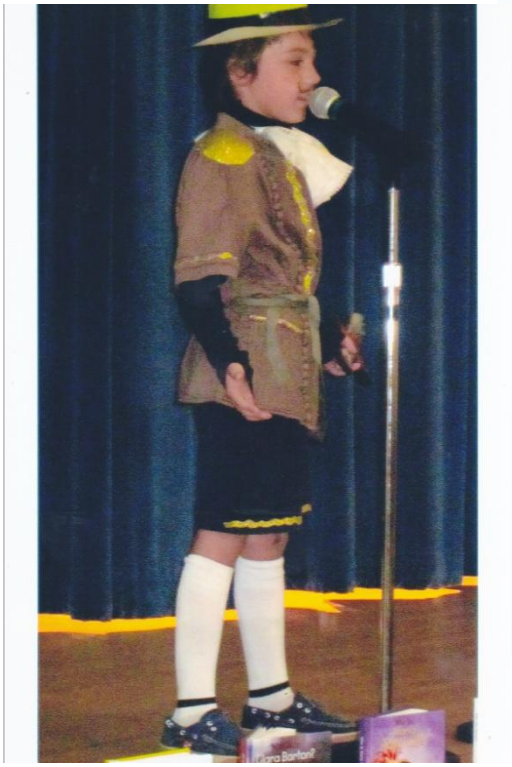
Anne Frank

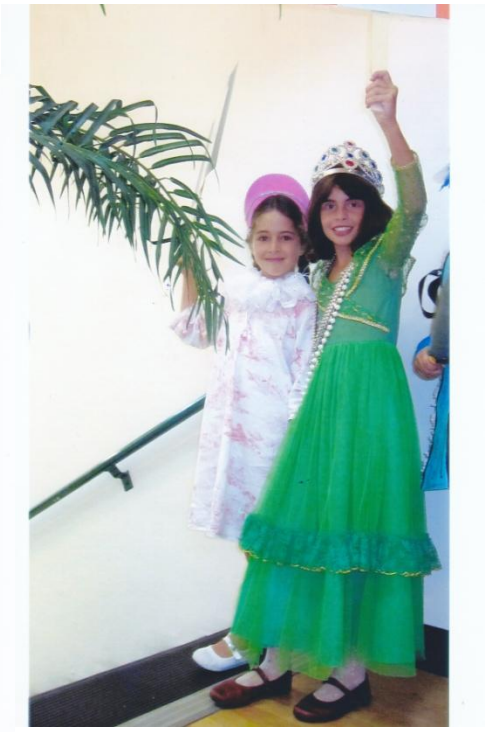


Anne Frank

Anne Frank

Queen Elizabeth I





Book Raffle

Name: GIACOMO MARCIANDI

(B)

Biography Research

Persons Name: QUEEN ELIZABETH I of England

Picture:

Early Life:

- ok Princess Elizabeth was born on September 7, 1533 in Greenwich, England.
- X She was heir to the throne of England for 44 years.
- ok She was crowned Queen of England on January 15, 1559 at the age of twenty-five.
- X She died on March 24, 1603 in Richmond, England.

Family Life:

- Her father was Henry VIII, the King of England, and her mother was Queen Anne. Boleyn
- She was the largest and she had a half-brother, Edward and a half-sister Mary.

Major Accomplishments:

- Elizabeth worked hard at being a good queen and she set up a council of advisors called the Privy Council.
- The defeat of the Spanish ushered England into an age of prosperity, peace, and expansion. This time is often referred to as the **Elizabethan Age** and is considered by many to be the golden age in the history of England.

3 Interesting Facts:

- In 1562 she became sick with smallpox. Unlike many people who died from the disease, she managed to survive.
- She was a huge fan of William Shakespeare's plays.
- During her reign, and towards the end, the City of London it was inhabited by about 200,000 people.

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Sonia Ibliichimova 3-18-15
By sonia

TIMELINE OF FRIDA KAHLO'S LIFE

1907 — July 6, Magdalena Carmen Frieda Kahlo y Calderón born in Coyoacán, Mexico (although she claimed to have been born in 1910, the year the Mexican Revolution started)

1913 — Contracts polio

1922 — Enrolls in the National Preparatory School in Mexico City and meets Diego Rivera

1925 — Severely injured in a bus accident

1926 — Paints *Self-Portrait in a Velvet Dress*, first serious work

1928 — Meets Rivera again and shows him some of her paintings

1929 — Marries Rivera

1930 — Moves to the United States with Rivera

1933 — Returns to Mexico with Rivera

1938 — First solo exhibition, New York City

1939 — Divorces Rivera; Louvre buys *The Frame*

1940 — Remarries Rivera

1941 — Father dies

1943 — Becomes a teacher at the School of Painting and Sculpture

1946 — Awarded the National Prize of Arts and Sciences

1953 — First solo exhibition in her native Mexico

1954 — Dies July 13, at the age of forty-seven

They got married on 19
then they move on
to USA and
Geford to Mex
her first c
was on 19
In 1939 they got
year after they Rem
Her father
a teache
and Sculp
In 1946

Invitation

Acknowledgments

Special thanks to:

Ms. Plaza - Grant Writer

Ms. Cruz – LMC

Third Grade students

Third Grade Students

Parent Volunteers

Inspirational Women

HERE'S TO
STRONG WOMEN.
MAY WE KNOW THEM.
MAY WE BE THEM.
MAY WE RAISE THEM.

Third Grade Presents

Women's History Month

Friday, April 24th, 2015
9:00 a.m. –KBCS Middle School Auditorium

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

From *Nonfiction Matters*, by Stephanie Harvey

THE EDUCATION FUND
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APPLY FOR AN IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the ***Ideas with IMPACT*** catalogs from 1990 to the current year, 2015-16. Most catalogs can be viewed at The Education Fund website at www.educationfund.org under the heading, "Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by May 2, 2016.

APPLICATION DEADLINE:
December 11, 2015

Apply online at www.educationfund.org

For more information, contact:
Edwina Lau, Program Director
305.558.4544, ext. 113
elau@educationfund.org

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