

# Elmer G Biddick

## CHARITABLE FOUNDATION

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### GRANT APPLICATION

\*Must be received in our office on or before the due dates below

Due Dates April 15<sup>th</sup> and October 15<sup>th</sup>

Date: October 12, 2017

Name of Organization (must match IRS 501(c)(3) designation) Fennimore Community Schools  
(FAMILY Program)

Address 830 Madison Street (District Office: 1397 9th Street)

City, State, Zip Fennimore, WI 53809

Phone (608)822-3285, extension 2274

Person Responsible for the Grant Madonna Goldwasser/Gavin Greenlee, School Superintendent Jane Wonderlin

Position in the Organization English Learner Coach/Special ED. Evaluator, School Psychologist

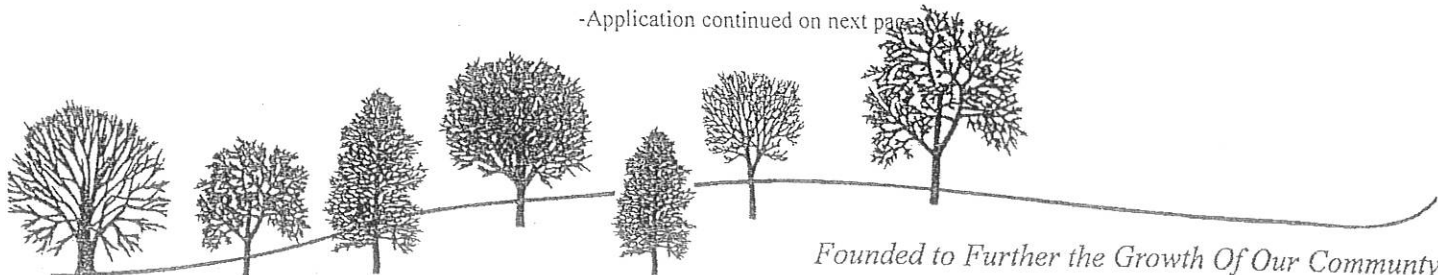
Organization's Purpose The purpose of FAMILY (Fennimore After School Multicultural Literacy and STEM Education) Program is to increase literacy and academic language of all learners in the areas of STEM (Science, Technology, Engineering and Math).

This application must include your organization's latest IRS Letter of Determination showing exemption and public support status. (Not required for units of Government & public schools).

Grant Request \$ 6,227

Describe the reason for this grant request in the space below:

-Application continued on next page



Attachments to this grant that we find useful in considering your grant request.

- A. Supporting information.
  - 1. Specific use of grant.
  - 2. Time schedule.
  - 3. Other sources of funding.
  - 4. Describe the effect of postponing your request to another time.
  - 5. Describe who, when, how and where will the effects of this grant be felt.
  
- B. Your organization's history, activities, services, and composition. (Videos are of limited use.)

Applications are considered in June and December of each year. The corresponding deadlines are April 15<sup>th</sup> and October 15<sup>th</sup>. Concise grants that address the needed information are appreciated.

**PLEASE SEND THIS APPLICATION TO ELMER G BIDDICK CHARITABLE FOUNDATION:**

Biddick, Inc.  
11623 State Road 80  
Livingston, WI 53554  
Phone (608) 943-6363  
Fax (608) 943-6365

Attachments to this grant that we will find useful in considering your grant request.

## A. Supporting Information

### 1. Specific use of grant

If our school is awarded the grant, we will use it to reinstate our FAMILY program that had been started last school year. This program was offered to our English Learners and their families. We hope to expand the program to include native English speakers this school year.

The acronym FAMILY stands for Fennimore After school Multicultural Literacy and STEM education program. FAMILY had met during the 2015-16 school year on Thursdays after school. Every FAMILY activity had two focus areas - library/literacy skills and STEM activities (Science, Technology, Engineering, Mathematics.)

Students are divided into three age groups. "Sprouts" are students in 4K through 1st grade. "Junior Engineers" are students in 2nd through 5th grade. Older students are "Student Mentors." Student Mentors have provided leadership, social, and language support to our Sprouts and Junior Engineers.

The following is a sample schedule of what a typical day of FAMILY looks like.

**3:05-3:10:** Students arrive in cafeteria. Students eat snack together at lunchroom table.

**3:20-3:35:** Students have social and media time. Students grab their "Vocabulary sheet" of the words that they will be learning during the STEM investigation planned for their age group. Students get to pick out four stickers and are encouraged to talk about the stickers and words on the vocabulary sheets. This activity is critical as the students are using social language and are interacting with each other in English. Our younger students who are not fluent in English benefit from this time as they seek out older students to help them talk about the stickers they have picked out on their vocabulary sheets.

**3:35-4:10:** Student Mentors arrived from Middle School/High School and Mrs. Hines arrived from the library. Sprouts work on STEM investigation with Ms. Goldwasser. Junior Engineers go to the library for literacy skills and storytime with Mrs. Hines.

**4:10-4:55:** Junior Engineers work on STEM investigation with Ms. Goldwasser. Sprouts go to the library for literacy skills and storytime with Mrs. Hines.

**4:55-5:10:** Parents come to pick up students. Parents are encouraged to check out books for younger children at home from our bilingual library. Ms. Goldwasser and Ms. Hines communicate with the parents.

**5:10 -5:30:** Clean up of cafeteria and library.

The STEM investigations for the Junior Engineers are borrowed from the Engineering is Elementary website from their selection of free after school curriculum materials. Supplies for

the STEM investigations came from previous funding. Lessons for the Sprouts come from several sources. Ms. Goldwasser has used the internet, searched through her personal library of STEM curriculum books, or has adapted lessons for the younger grade levels from Engineering is Elementary Lessons.

Last year, with funds from the Youth and Immigrant Grant, our school purchased a cart which we filled with books that were bilingual in English and Spanish. With funding from last year's grant, we were able to purchase at least 155 bilingual books. Children were able to take these books home and have their parents read to them in Spanish while older students (2nd grade and up) read the stories in English to their parents and younger siblings. The families really appreciated the library we created for them as it provided opportunities for them to read together in their home language. Last year, 553 bilingual books were checked out from our cart. In March, we added magazines to the cart for the mothers to check out.

Additionally, FAMILY includes a bi-monthly FAMILY Plus evening. Parents, extended family and community members are invited to FAMILY Plus. Social, informational, and advocacy activities are included during FAMILY PLUS. Some activities included students giving demonstrations of the products created during FAMILY. One presentation involved students sitting with their parents and having a discussion of topics such as "What is a technology? How does technology help us? How can we improve a simple piece of technology?" Probably the most meaningful presentation was a Google Slide presentation that had video clips of students performing tasks during STEM investigations. Parents laughed and beamed with pride as they watched the video clips and watched their children solving problems.

A FAMILY support Aide (our paraprofessional who works in the library), translators, and community/school volunteers support the FAMILY Coordinator. The FAMILY program partners with MCOP (Southwest Wisconsin Multicultural Outreach Program.) A goal of MCOP is to provide English language instruction and tutoring to the adults in non-English speaking families. Additionally, MCOP offers legal and vocational assistance for the non-English speaking (Hispanic) community. By partnering together, FAMILY meets the educational and literacy needs of students while the volunteers of MCOP work with parents and adult relatives to learn English.

This year, we would like to invite native English speakers to take part in our FAMILY program. By inviting children of different backgrounds, we will have truly become a multicultural education program. Children from different backgrounds can bring different life experiences and vocabulary as students solve and create during the Engineering Process of STEM investigations during our program.

**Please see attached spreadsheet for needed funding for supplies.**

## **2. Time Schedule**

January 2018-June 2018.

## **3. Other sources of funding**

During the 2016-17 school year our FAMILY program was funded by the Wisconsin Department of Instruction (DPI). DPI was able to award us the Title III, Youth and Immigrant Grant last year based on our enrollment of new arrival immigrants from 2012 from 2015. Due to enrollment trends, we did not qualify for the Title III, Youth Immigrant Grant for this school year.

## **4. Describe the effect of postponing your request to another time.**

Postponing our request will mean that we may not find other funding to restart the FAMILY program during this school year (2017-18). Our students have been eagerly asking staff and Student Mentors, "When are we going to have FAMILY again?" Restarting the FAMILY/FAMILY Plus program will maintain students' and their family members' interest in our bilingual library and staying connected with other families who speak a different language at home.

## **5. Describe who, when, where will the effects of this grant be felt.**

By receiving funding to restart the FAMILY and FAMILY Plus program for the Spring semester of 2018, Fennimore Community Schools together with the Southwest Multicultural Outreach Program will have opportunities to increase the following in our community of English Learners and their families: 1) Language Acquisition; 2) Library and Literacy Skills; 3) Parent Engagement with our school and community.

The duration of the effects are immeasurable and priceless as we have seen this school year so many parents coming into the school and greeting staff and each other. Students still speak of their adventures they had during the after school program with school staff. Children have asked Ms. Goldwasser with enthusiasm, "When will FAMILY start again?" Students share with their classmates something they learned last year during a STEM investigation as they are discussing something in class. The FAMILY program has made school meaningful, practical, and relevant to the students who participate. It is our hope that we are creating a passion in our students and their families to be lifelong learners and explorers in academic, vocational and social pursuits in our community.

It is also our hope that by engaging more students in STEM investigations, that we will have created an atmosphere of intrigue and inquiry. As educators, our job is to prepare our students for jobs that have not been created yet. By teaching our students to work collaboratively, ask questions, search for answers, and create solutions from materials, we are building a competent workforce for tomorrow. Our rural communities will benefit from young

leaders in the fields of Science, Technology, Engineering and Math. If we expose our children to activities that require skills in those disciplines at an early age, students may be more likely to pursue careers in those disciplines later in life.

### **Language Acquisition**

One of our primary goal with the FAMILY program is to increase the rate and quality of language acquisition for students. English Learners, as well as other students learn well with experiential learning. STEM investigations involve problem solving activities. When asking students to engage in STEM investigations, we are challenging students to think like engineers and dare to answer questions or solve problems that have not been asked or created yet. The Engineering is Elementary curriculum takes students through the Engineering Design Process which includes the five steps of: 1) Ask, 2) Imagine, 3) Plan, 4) Create, and 5) Improve.

Ms. Goldwasser became interested in STEM education in 2015 when UW-Platteville offered a grant for educators to enroll in a 15 credit continuing education program for teachers. Ms. Goldwasser had been finishing up her coursework for licensure in teaching English Language Learners that spring. In her licensure program, Ms. Goldwasser discovered that many English Learners acquire social language (daily language used in school and the community) but they struggled with academic or content language ( language that is specific to academic disciplines such as science, math, and social studies). Ms. Goldwasser enrolled in the STEM academy thinking that she would learn more about the academic language she needed to teach her students but soon discovered that teaching STEM investigations was a teaching skill to help engage English Learners in content language that students may not otherwise be exposed to during their regular school day.

The students are given a vocabulary sheet each week after their snack time. The vocabulary sheets contain words that will be gone over in the STEM investigations that day. Students are encouraged to decorate their vocabulary sheets and discuss with each other how they decorated their sheets which guides them in increasing their social language. Later, the students are introduced the content language vocabulary words with Mrs. Hines and Ms. Goldwasser in their Literacy time and STEM investigations.

Another tool used with the after school program is the district's use of the Fast ForWord Program as a Language and Literacy intervention. In cooperation with a CESA 3 pilot, Fast ForWord was used at no cost last year and for a small fee this year. Last year, FAMILY student participants received the Fast ForWord intervention. Progress monitoring from last year indicated within seven months these students had made an increase of 14 to 65 in percentile scores in reading. The student also attained a grade equivalent increase of 0.6 to 2.9 years in reading skills. This equates to an average 0.6 grade to 2.9 year level increase in seven months of intensive Tier 3 intervention and participation in our FAMILY program.

### **Library and Literacy Skills**

FAMILY students (Sprout, Junior Engineers, and Student Mentors) have checked out materials from our bilingual library every week. Additionally, parents of FAMILY participants have checked out computers, books and other library and literacy materials. Over the 8 month time period (September - May), 553 dual language (English/Spanish) books were checked out by FAMILY participants and their parents/families. Additionally, each FAMILY member was given access to eBooks through the Open Book/First Book Organization. We had four computers checked out to families that had 24 book titles in English and Spanish downloaded on each hard drive. Students did not need internet access to read from these take home computer libraries. While we don't have measures of achievement isolating the impact of this increase in access to bilingual literature, we can include this as a part of the significant gains as measured by our progress monitoring as noted above.

### Parent Engagement/FAMILY Plus

FAMILY Plus evening meetings included MCOP members, FAMILY Coordinator, translator and volunteers. Parents of FAMILY participants enjoyed socialization centered on a meal and presentation. Programs and presentations included MCOP representatives, Junior Engineers, and FAMILY staff. Parent attendance and verbal feedback suggest that FAMILY Plus was a positive and effective component of the FAMILY program. Feedback included: "...feeling more welcome...appreciate what is being done for their children...tell us that they haven't experienced this in other schools... appreciate access to the bilingual libraries." MCOP feedback to FAMILY has been very supportive. They have indicated making connection with non-English speaking families in the Fennimore Community Schools. MCOP have been able to connect families with English Language tutoring.

### **B. Your Organization's history, activities, services and composition**

The following is a time log that was kept last school year for UW-Platteville in cooperation of the I<sup>2</sup> STEM Institute that Ms. Goldwasser participated in. This log serves as a record of weekly activities our staff and students participated in with regards to the FAMILY/FAMILY Plus program.

#### **First Semester Log (Fall 2016-Winter 2017)**

| <b>Week of:</b> | <b>Actions</b>   | <b>Outcomes</b>  | <b>Adaptations</b>  |
|-----------------|--|--|---|
| Sept. 6         | Welcoming bilingual students back to school.<br>Telling children about the FAMILY program and inviting them to participate in FAMILY and FAMILY Plus events. |  |   |
| Sept. 12        | Preparing documents for the first FAMILY Plus Night.<br>Phone calls and e-mails to translators   |  |   |
| Sept. 19        | Held first FAMILY Plus Night<br>First STEM Investigations-<br>"Building Towers".   | Students 4K-6th grade eagerly participated in investigations. The parents were impressed with the various designs of towers the students came up with. | 4K and 5K built their towers out of building blocks while the older kids had straws, craft sticks, and toothpicks |

|                 |   |   |  |
|-----------------|---|---|--|
|                 | Organizing curriculum for future investigations   |   |  |
| <b>Week of:</b> | <b>Actions</b>  | <b>Outcomes</b>   | <b>Adaptations</b>   |
| Sept. 26        | Preparing kits for first FAMILY night on 9/29.<br>Three investigations planned: Telephone acoustics, Fence Acoustics, and Rubberband Band.  | Students loved learning about vibrations, tones, pitches, and sound waves.  | Students who built cup phones needed adult help. Non English speaking students needed modeling of activities   |
| Oct. 3          | Preparing kits for Junior Engineers>Building towers to protect animals from alligators. (Engineering is Elementary)<br>Sprouts>Difference of volume and pitch through use of bell sets, triangles, and air chimes from band room  | Junior Engineers looked over pictures in the student journals. They experimented with the three techniques of “roll, bend, and cut” index cards.<br><br>Sprouts showed much enthusiasm to try all the instruments.  | Junior Engineers needed adult and junior leader to demonstrate “roll, bend, and cut” technique.<br><br>Sprouts needed extra instruction and more examples of how “pitch” and “volume” varied. My student junior leader “translator” translated my different demonstrations for the younger students. |
| Oct. 10         | Preparing Kits for 10/13 FAMILY night.<br>Plans for language samples. Junior Engineers>1) Continuation of building towers to protect animals from alligators for (Engineering is Elementary)<br>Sprouts>2) Discovering Pitch through water filled jar percussion<br>3) Discovery of vibration through making guitars out of tissue and shoe boxes | Taking voice samples for assessment went well.<br><br>Junior Engineers finished their towers. Group one had a 10.5 tall tower. Group two had a 13 inch tall tower. Both towers held their animals for a minimum of 10 seconds.<br><br>Sprouts made guitars faster than predicted. Sprouts really enjoyed the water jar percussion more than predicted. All four sprouts played the six jars at the same | We had to assess one child at a time as the new headphones did not work as we had planned they would.<br><br>We used “Little People” animals instead of stuffed animals. They were more condense in mass.  |

|                 |  |   |   |
|-----------------|--|---|---|
|                 |  | time. It was a lot of sound! (Not noise, but a lot of pretty sounds!)   |   |
| <b>Week of:</b> | <b>Actions</b>   | <b>Outcomes</b>   | <b>Adaptations</b>  |
| Oct. 17         | <p>Preparing Kits for 10/20 FAMILY night. Three investigations planned.</p> <p>Junior Sprouts: 1) (Engineering is Elementary Curriculum) Sound wave movements through use of tuning forks and hitting plastic jugs. 2) How do maracas work? 3) How do drums work?</p>                    | <p>Junior Engineers used fishing line, yarn, and string to see which conducted the most vibration. They felt yarn and string conducted more vibrations. Junior engineers used a jug and dowel to move water and salt. They also used a tuning fork to move salt. The Sprouts looked at different objects that produce different sounds as we made noise makers. They found rice made more of a rain stick sound while beans made more of a rattle like the maracas.</p> | <p>The Junior Engineers found they had to get closer with the jug and use a larger dowel to make the water and salt move.</p> <p>The Sprouts found that sealing their cylinder which they made their drums from with tin foil, wax paper or tin foil altered the amount of vibrations given off when they hit the lids!</p> |
| Oct. 24         | No FAMILY this week. 10/27 falls on the night of vacation.   | Some preparation for the following week of FAMILY activities  |   |
| Oct. 31         | <p>FAMILY program consisted of Sprout student opening a pumpkin with teacher's help.</p> <p>Junior Engineers talked about sound absorption and sound reflection. Students tested materials inside cup phones to simulate what would amplify sounds in a speaker at a large festival.</p> | <p>Students did not find much difference between the materials they used. They noticed a difference but could not find the words to describe the difference they heard in variations of the volume of sounds.</p>   | <p>Students had trouble cutting the pattern of the form out to put inside the cup. Sometimes the teacher had to trace the form and cut it out of the materials for the students.</p>  |
| Nov. 7          | Parent/Teacher Conferences with Translator. No FAMILY this week  | Parents were generally pleased with how much students enjoyed be a part of program  | Use of translator.  |

| Week of: | Actions  | Outcomes  | Adaptations   |
|----------|--|---|---|
| Nov. 14  | <p>FAMILY-Amplification of Kazoos and Native American drums</p> <p>FAMILY PLUS-Presentation to parents to inform them of activities that happen at FAMILY.</p>                 | <p>Sprouts loved making drum heads out of different materials. Junior Engineers used decimeter to measure the loudness to their amplification inventions to their kazoos.</p> <p>FAMILY Plus presentation was very successful. Parents and members of the Multicultural Outreach Program were delighted to watch videos of children engaged in STEM investigations.</p> | <p>For Junior Engineers, the teacher had to change the number of designs from three to two as we were short of time.</p> <p>The teacher used the decimeter and read the readings as the students recorded their findings in their books.</p> <p>Translator was needed to help parents understand some parts of the presentation</p> |
| Nov. 21  | <p>No FAMILY Scheduled this week due to Thursday being Thanksgiving.</p> <p>Follow up to responses to FAMILY Plus presentation</p>   | <p>Positive Feedback to FAMILY Plus presentation. Supervisor and Coordinator have talked about “packaging” presentation to speak at conferences and to share with DPI.</p>  |   |
| Nov. 28  | <p>STEM Investigation on Acoustic Amplification with Junior Engineers.</p> <p>STEM investigation on coats for Sprouts.</p>   | <p>Junior engineers found that foam absorbs sounds and does not reflect sounds. Next week we will continue study of sound amplification.</p>  | <p>Sprouts needed help identifying shapes, colors, country of origin and care instruction on coats.</p> <p>Sprouts used spare time to play with gears.</p>  |
| Dec. 5   | <p>Junior Engineers worked on improving their technologies to include sound amplification for crowds behind a speaker.</p> <p>STEM investigation on snowflakes for Sprouts</p> | <p>Junior engineers found that their improvements found their measurements of decibels to be louder for the people standing behind the speakers/sound system.</p>   | <p>Teacher gave suggestions to students of what materials may absorb and reflect sounds.</p>  |

| Week of:     | Actions   | Outcomes  | Adaptations  |
|--------------|---|---|--|
| Dec. 21      | No FAMILY program due to Christmas break  |   |  |
| January 2nd  | We presented our Junior Engineer Showcase to our parents and teachers. We invited about 15 adults to go through two simulated STEM investigations.<br><br>We continued a snowflake unit for our Sprouts | Parents and teachers were impressed with the students knowledge and skills as they modeled for the adults how to complete the two STEM investigations.  | We greeted each adult as they arrived and took them through the STEM investigation simulations. We had a refreshment table for adults to gather and converse if there were too many adults at the STEM stations. |
| January 9th  | Our Junior Engineers started a new curriculum in "recycling". We had one Sprout attend to work on Snowflakes.   | Our Junior Engineers built a tower to keep animals safe from alligator. This was a repeat activity from the last curriculum but we had two new students who had not gone through this process. This STEM investigation teaches students how to use the "design process of engineering". All students enjoyed this activity. | With one Sprout, we used the help of a high school student to help our Speech Pathologist get a language sample from our 4K student.   |
| January 16th | <b>Third Quarter Begins</b>   |   |  |

### Second Semester Log (Spring 2017)

| Week of: | Actions  | Outcomes   | Adaptations                                     |
|----------|--|--|---|
| Jan. 19  | Junior Engineers- "What is a technology? How can we improve it?" | Students presented at FAMILY PLUS what they learned about simple technologies and how to improve them. | Students presented in both English and Spanish. |

| Week of: | Actions  | Outcomes   | Adaptations  |
|----------|--|--|--|
| Jan. 26  | <p>Sprouts: "Snowman Huts"</p> <p>Junior Engineers- "Intro to Recycled Racers. Wheel and Axles."</p>         | <p>Sprouts: Students built huts out of various materials.</p> <p>Junior Engineers: Students were given various materials they could use for their wheels and axles.</p>  | <p>Sprouts were given assistance from adult and junior leaders in building the standard frame of their snowman hut.</p> <p>Junior Engineers: Teacher made separate piles for potential axle materials and potential wheel materials.</p>   |
| Feb. 2   | <p>Sprouts: "Last Snowman Standing"</p> <p>Junior Engineers: "Visit to the Scrap Yard- Start on Racers"</p>  | <p>Sprouts: The winner of Last Snowman Standing was determined when one student's snowman's head fell off.</p> <p>Junior Engineers: Students were very enthusiastic about going to the scrap yard to pick out materials to build their recycled racers.</p>  | <p>Sprouts: We had to use one hair dryer as the outlet in the cafeteria could only support one hair dryer at a time. The ice melted in the snowmen but the icing turned into soggy "goop".</p> <p>Junior Engineers: The students were divided into two teams and were given a limited amount of items they could purchase in one trip to the scrap yard.</p> |
| Feb. 9   | <p>Sprouts: "Really Wheely"</p> <p>Junior Engineers: "Return to the Scrap Yard/Continued work on Racers"</p> | <p>Sprouts: Students made six and seven spoke wheels with gumdrops and toothpicks. Skewers were used for axles.</p> <p>Junior Engineers: Students enjoyed going to the "scrap yard and trading materials from the previous week for different materials.</p> | <p>Sprouts had to be given models of six and seven spoke wheels and needed assistance how to attach the wheels with the gumdrops and toothpicks.</p> <p>Junior engineers needed teacher guidance to make wise choices when trading in materials.</p>   |

| Week of: | Actions  | Outcomes  | Adaptations  |
|----------|--|---|--|
| Feb 16th | <p>Sprouts: "Rough Road Friction"</p> <p>Junior Engineers: "Road Construction"</p>               | <p>No Sprouts this week due to other family obligations of the students.</p> <p>Junior Engineers had extra direct instruction since the Sprouts were not in attendance.</p> | <p>Junior Engineers were given more individualized attention and direct coaching in the designs of the ramp. Facilitator gave one team the suggestion to use skewers to support the entryway of the arch they were building over their ramp.</p>   |
| Feb. 23  | <p>No FAMILY due to no school on following day</p>   |   |  |
| March 2  | <p>Junior Engineers: Road Construction</p> <p>Sprouts: "Rough Road Friction"</p>                 | <p>Junior Engineers worked on their race tracks and adding details to their ramps.</p> <p>Sprouts made miniature ramps with obstacles for matchbox cars to roll down.</p>   | <p>Sprouts were given one to one assistance in cutting, pasting and gluing objects to their ramps. They were given choices in selecting materials.</p> <p>To keep the Junior Engineers focused on building their ramps, only their ramps were brought to the FAMILY program that day. The recycled racers were left in the facilitator's office.</p> |
| March 9  | <p>Junior Engineers: Recycled Racers Design</p> <p>Sprouts: Introductions to Recycled Racers</p> | <p>Junior Engineers: Junior Engineers concentrated on working on the bodies of their race cars and focused on the functioning of their wheels.</p>                          | <p>Junior Engineers needed to be guided by the adult to focus on the mobility of their vehicles instead of focusing on the outward wheels.</p>   |

|                 |   |   |   |
|-----------------|---|---|---|
|                 |   | Sprouts: Sprouts were introduced to building Recycled Racers  | appearance and accessories to their racers.<br>Sprouts needed to be given fewer options when going to the "Scrap Market" to select materials to build their racers.   |
| <b>Week of:</b> | <b>Actions</b>  | <b>Outcomes</b>   | <b>Adaptations</b>  |
| March 16        | Final finishes on cars and tracks.<br><br>Engineering Showcase at FAMILY PLUS | Students in both groups made final finishes on their racers. Students modeled and demonstrated their cars and ramps for their parents at FAMILY Plus. Parents were quite pleased. | Both groups needed guidance in how to best use their time to prepare for their racers for their presentations for their parents.  |
| March 30th      | Spring Break  |   |   |
| April 6         | Sprouts and Junior Engineers<br>Introduction to Bubble Bonanza Unit           | Students were excited to go outside and investigate the different properties of bubbles. We made a tri-board to display "What Bubbles Can Do.." and "What Bubbles Can't Do..."    | Students were paired in two groups and were given flashcards. Each team had a different color for their set of flashcards. Before the teams went to investigate what bubbles could do or not do, they had to sort the cards into piles of what they predicted the bubbles could and could not do. |
| April 13        | No FAMILY due to no school on Good Friday (the following day).                |   |   |

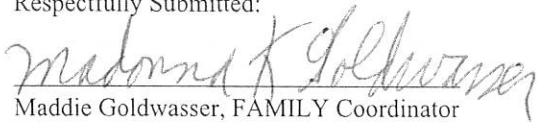
| Week of:   | Actions   | Outcomes  | Adaptations   |
|------------|---|---|---|
| April 20th | Journal and Discussion for “Stop the Pop” and “Better Shape Up”.  | It was raining so we built and discussed for this week and next week’s unit. We built bubbles wands so we would be ready to do our STEM investigations on a day when we had nice weather.   | Due to rain. We did two weeks of discussion and journaling and did some building for the next lesson. We had some good discussions and had some really good reflections written in our journals.                                  |
| April 27   | Change of Plans- Rain Team Challenge- Build the Tallest Structure Out of Given Materials. Students were divided in three teams  | The three teams made very different models. Two teams were able to make free standing models while the other team had to hold their model up.   | The program director realized the students needed additional materials to make structures stronger. Every 5 minutes, students were given a new material or could trade an unused material for a new material in the scrap market. |
| May 4      | STEM investigations for “Stop the Pop” and “Better Shape Up”. Students to try their creations from two weeks before.<br>We also discussed and built for the STEM investigation “The BEST of Bubbles”.<br>Students had to design wands to do a chosen “trick”.<br>(Program director received first round of books for the summer literacy kits.) | We had beautiful weather and the students had a great time finding ways to “Stop the Pop”. They also tried out the different shapes of bubble wands they built.<br><br>Students had unique creations for wands for the “Best of Bubbles” investigation. | Students were assigned the tricks they would make bubble wands for “Best of Bubbles”. They were allowed to converse with others who were also building wands for that trick, but they did not work in teams to build the wands.   |

| Week of: | Actions   | Outcomes  | Adaptations   |
|----------|---|---|---|
| May 4    | <p>STEM investigations for “Stop the Pop” and “Better Shape Up”. Students to try their creations from two weeks before.</p> <p>We also discussed and built for the STEM investigation “The BEST of Bubbles”.</p> <p>Students had to design wands to do a chosen “trick”.<br/>(Program director received first round of books for the summer literacy kits.)</p> | <p>We had beautiful weather and the students had a great time finding ways to “Stop the Pop”. They also tried out the different shapes of bubble wands they built.</p> <p>Students had unique creations for wands for the “Best of Bubbles” investigation.</p>  | <p>Students were assigned the tricks they would make bubble wands for “Best of Bubbles”.. They were allowed to converse with others who were also building wands for that trick, but they did not work in teams to build the wands.</p> |
| May 11   | <p>Students will improve the construction of their wands this week by using more than one material to build their wands.</p> <p>(Program director received input from Booksource for books on “back order” for literacy kits.</p>   | <p>Another beautiful day.</p> <p>Students had more time to build today. They were excited to be outside in the warm weather. Students found that paper products do not make a good building material of bubble wands. One student suggested that the program director bring plastic cups next week instead of paper cups.</p> | <p>Are librarian friend came 45 minutes later than usual. So we had more time for Imagine, Create, and Improve!</p>   |

| Week of: | Actions  | Outcomes  | Adaptations |
|----------|--|---|-------------|
| May 18   | Last week of FAMILY Students will prepare to show their bubble wand designs tonight to their parents at FAMILY Plus. Literacy kits will be given out to students and younger siblings. | Families and students enjoyed the evening. Students received their literacy kits with glee. Parents signed up for door prizes and won magazines that were purchased for our bilingual library. Older and younger siblings won coffee mugs and sports tumblers as door prizes that were donated by Ms. Goldwasser. Students were awarded certificates for their achievements in the program. |             |

Thank you for considering our grant for more information, please feel free to contact either Ms. Maddie Goldwasser (ext. 2274) or Mr. Gavin Greenlee (ext.2273) at 822--3285.

Respectfully Submitted:

  
 Maddie Goldwasser, FAMILY Coordinator

  
 Date

  
 Gavin Greenlee, Pupil Service Director

  
 Date





