



**2009-2010  
Project List  
(Anglophone sector)**

**TIER 1**

**District 2**

**Lexia Reading Program;** Noreen Hachey; Sunny Brae Middle School, District 2 (\$2,500)

This program is geared toward the Middle School aged student, and will enable students to develop the reading skills and strategies needed in order for them to use reading as a means to higher learning. The Lexia Reading Program for Older Students has been proven to close the reading gap for students who struggle with reading. For this project, the goal is to increase the reading skills in students with learning disabilities and or extensive skill deficits in the area of reading.

**Reading Fluency;** Mandy Costain; Edith Cavell School, District 2 (\$2,491)

The K-2 teaching team at Edith Cavell School have set upon implementing the Daily Five as an innovative Literacy tool to enhance reading and foster independence. The goal of this project is to see measurable improvements in reading fluency and reading levels. The Daily Five builds stamina toward creating independent readers while allowing the teacher time to conduct small group instruction. During this time, the teacher can perform assessments, guided reading, reading and writing conferences and formal/informal running records more effectively while the other students are actively engaged in differentiated tasks.

**Dancing with Letters;** June Leger; Lou MacNairn School, District 2 (\$2,424)

The aim of this innovative project is to help students grasp the connection between letters and sounds. Imagine abstract letters being transformed into friends who personify the shape, sound, formation and direction of letters, blends and digraphs. In this innovative Literacy environment, students will be invited to interact with their new friends through multi-sensory activities including: stories, songs, role play, and hands-on crafts and cooking. Gifted students will also be able to use these innovative methods to help reinforce learning during reading buddies and other peer-directed literacy activities.

**Helping Math Come Alive in Middle School;** Dale Robert-Brideau; Bessborough School, District 2 (\$2,129)

The overall goal of this project is to create a learner-centred, learner-regulated environment in which students can leverage their strengths to improve their knowledge, skills and attitudes in the area of Math. Students will choose at which of three stations they will begin their exploration of the skill or concept. One station will provide activities using manipulatives, the second will be picture and diagram based, and the third will focus on the symbolic. In addition, students will have expanded opportunities to select activities that will engage their preferred learning styles.



**A Down under Literacy Journey!** Christine Aube-Savoy; Evergreen Park School, District 2 (\$2,304)

This innovative project will enhance teaching and learning of many Grade 7 literacy outcomes in French Immersion Language Arts. It is a challenge to motivate students with meaningful learning opportunities. In this ILF project, technology will be used to extend one teacher's dream into 100 students' Literacy Journey! In October 2009, Australia will host the World Master Games where Christine Aube-Savoy will be competing in swimming. What a great opportunity to get the students to set goals, develop team spirit and interest for the world and participate in various literacy activities!

**Note-ing the World;** Genevieve Furlotte-Madore; Petitcodiac Regional School, District 2 (\$2,098)

Note-ing the World will meet the needs of both struggling and gifted learners by engaging them in project-based learning. This project will allow French Immersion Language Arts and French Immersion Canadian History students to interact with the world using up to date and relevant sources and resources in a motivating setting that touches all learning styles. It will enhance the students' ability to observe and conceptualize language, culture and history as part of reality.

**Self-Learning in Mathematics;** Melissa Leblanc; J.M.A. Armstrong/Salisbury Middle School, District 2 (\$2,500)

During this project, gifted students will become members of an enrichment group that will meet weekly at noon hour or after school. Through the creation of learning videos, these students will have the opportunity to extend their mathematical communication, reasoning, problem-solving and visualization skills. Their work will also serve as models to assist peers in moving from an appropriate to an advanced level of learning in Math. The products developed by this enrichment group will also provide parents with the tools to support their child's learning at home.

**Activity-Linked Common Formative and Summative Math Assessments for Grade 3;** Loreen Brown; Salisbury Elementary School, District 2 (\$2,320)

In order to improve student achievement in numeracy, one Salisbury Elementary School Grade 3 class will have its common formative and summative assessments linked to activities and alternate assessments. Students at different levels of mastery can work in whole/small group(s) or individually. Access to alternate assessments in different formats appeals to students who are struggling readers, gifted, have different learning styles/intelligences and interests. Summative assessments linked to alternate enrichment questions and remedial activities allow students to demonstrate and improve their level of achievement.



**Racing Physics;** Ian Fogarty; Riverview High School, District 2 (\$2,500)

Model race cars (REVO RC cars) seem to attract students who have yet to neither find a passion in school nor a reason for learning other subjects. Students will spend outside of class time, assembling, experimenting, reporting and competing with the cars using principles of physics through technology. Students will need to use math, graphs, and physics to make sense of the different configurations of the car and the resulting race times. This project will also demonstrate that technology, numeracy and literacy have purpose in a practical setting.

**Biology CFA Project;** Timothy Beatty; Riverview High School, District 2 (\$2,299)

At Riverview High School Common Formative Assessments (CFA) are used to support Grade 11 and 12 students who are struggling in Biology. Teachers involved in the Biology CFA Project try new methods to make CFA's timely. In doing so, they will be able to provide the extra time and support needed by struggling students when they need it, thus greatly reducing the frustration and anxiety of their being forced to move on when they are not ready.

### District 6

**Stepping Stones;** Stacey B. MacEachern; Sussex Corner Elementary School, District 6 (\$2,492)

Stepping Stones is a Language and Communication Intervention initiative that will provide "at-risk" students with the opportunity to participate in a small group intervention program 30 minutes/day, for a 6-8 week period. Current projections indicate that 38 percent of students entering Kindergarten, at Sussex Corner Elementary School in September 2009, fall into the "at-risk" category. The program will focus on vocabulary development and language concepts. Language based activities will be integrated with music, movement and art experiences. A strong oral language foundation provides students with the "Stepping Stones" to be fully engaged in the classroom environment and better prepared to develop early reading and writing skills.

**Literature to Support Comprehension Instruction;** Bridget Miller; Quispamsis Middle School, District 6 (\$2,500)

This innovative project addresses the explicit teaching of reading comprehension strategies through examination of a wide variety of mentor texts. At the middle school level it is wrong to assume that all students comprehend what they are reading. Students possess the ability "to read" but, often lack the skills or the strategies that aid in comprehension. By modelling a number of different mentor texts at multi levels, students are able to see first-hand how an effective reader manoeuvres through the written word. By having access to a range of mentor books students are able to see these strategies used in authentic situations across the curriculum.



**L'écriture en Français;** Amy L. Reid; Lakefield Elementary School, District 6 (\$2,500)

The focus of this project is to enhance writing skills in a second language. The goal of this project will be accomplished by having students involved in various meaningful French communication activities that will be explicit, intentional and contextualized. By working in both collaborative and independent ways, students will create a story using various French expressions and vocabulary acquired through classroom activities. Students will present their stories visually to their peers and parents using story boards. The unique union of technology, French second language activities and writing will motivate all students to communicate more effectively in their second language.

**Through My Eyes;** Bridget Miller; Quispamsis Middle School, District 6 (\$2,500)

"Through My Eyes" is a personal narrative genre unit of study that will present reading and writing in conjunction with one another. If grade six students are expected to produce quality writing they must first be exposed to quality literature. Students will be immersed in samples of memoirs and personal narratives through read-aloud's, shared reading, guided reading and independent reading. Students will see that "published writers" write personal recounts about ordinary happenings in their lives. Through the examination of these texts students will come to realize that their own lives are packed with meaningful experiences and memories that can form the basis of their personal memoir. Picture books, novels, journals, autobiographies, diaries, letters, and photo essays will be used to expose students to samples of this genre.

**Student Writers Created Through Reading Immersion;** Susan Cochrane; Quispamsis Middle School, District 6 (\$2,500)

This project will have students engage in book talks and the integration of the traits into their writing. This will be achieved through extensive teacher modeling, whole class discussion, small group discussions and interactions. The students will view examples of successful traits in a published piece, discuss its' characteristics, identify these in other writing pieces then recreate this in writing of their own. This will allow students to have focused discussion on the trait and connect that to the writing process.

**Using MYST to inspire boys in Language Arts;** Andre Robichaud; Fairvale Elementary School, District 6 (\$2,498)

This ILF project proposes to use the dream-like fantasy landscapes found in the video game MYST to unlock students' imagination, captivate their attention and inspire them to paint equally stunning verbal pictures. The focus of this project is to raise the writing scores of boys by engaging them in an interactive world to which they as digital natives will be drawn into. This project will also address the issue of low-interest students and offer gifted students the chance to use higher order thinking skills to solve the complex logic-based puzzles and riddles found in the game.



**Collaborative Writing Skills Unit Using the Google Docs and the Student Portal;** Shayne Buchanan; Partners in Alternative Learning Strategies (Hampton), District 6 (\$2,500)

The aim of this project is to increase student's writing skills by taking advantage of several things that they find rewarding; technology, the internet, and working in social groups. For this project a grade 11 English class will use technology and online collaborative writing software to complete a five to six week writing skills unit. The objective of this project is to increase the student's writing abilities by (1) directly teaching the writing process; (2) Implementing motivating creative writing activities; (3) empowering student learning by taking advantage of innovative technology; and (4) affording students an opportunity to work collaboratively while receiving timely teacher and peer feedback electronically.

**Portable Science Lab;** Sharon McCracken; Kennebecasis Park Elementary School, District 6 (\$2,420)

Research has proven that students learn best through hands on science experiments. A portable science lab will be created to increase student achievement in science education. The lab will have materials in portable buckets to allow teachers to easily access materials to facilitate children becoming young scientists and practicing scientific methods.

**Renewable Energy: Alive in the Classroom!** Susan Cochrane; Quispamsis Middle School, District 6 (\$2,500)

The goal of the project is to have students actively experience wind turbine, hydroelectric, solar and biomass energy generation. Renewable Energy: Alive in the Classroom! will allow students to learn the theory and experience the hands on activities. In a time when conservation and the dwindling of non-renewable energy reserves is in the news and a major world concern; students need to be exposed to the various options for energy and create a knowledge base for tomorrow when they will have to make informed choices. Through guest speakers, informational articles and hands on experience they will gain their understanding of electricity sources and sustainable development.

**Affects of Exercise on the Wii Little Children;** Denis Leblanc; Sussex Elementary School, District 6 (\$2,493)

Learning about good physical health through exercise is the focus of this project. Presently, teaching about healthy lifestyle is only theory during science classes. Add the Wii Fitness System (interactive video game) and the learning becomes more hands-on. Students in grade 5 will record how fit their bodies are and keep track of the positive influence daily exercise has on the human body.



**Experiencing Procedural Writing;** Susan Cochrane; Quispamsis Middle School, District 6 (\$2,500)

This project will develop student skills in procedural writing through a series of student directed activities, after teacher modelling and instruction in the power of word choice. Students often omit key steps in a procedure based on a presumption that there are certain steps that a person would know. By having the students give directions on how to do a series of activities into the MP3 player, another student will re-create the experiment and the two will then be compared.

**A Picture is worth a Thousand Labs;** Belinda Oram; Hampton Middle School, District 6 (\$2,499)

Instead of the traditional science lab report, Grade 8 students will conduct the experiments and digitally record every step. Students will take pictures of materials, apparatus, and each step of the procedure. Each lab will be narrated by students as they perform the steps including their results and analysis. Using our existing science Wikispace, students will post their digital labs where teachers, students and parents will be able to access the files, see the lab and hear the students explain what they learned.

**Ecology Field Work;** Suzanne Hanley; Partners in Alternative Learning Strategies (Hampton), District 6 (\$2,500)

As part of PALS Hampton environmental science class, "at risk" students will learn first-hand about the environment by going out into the field with, and do work with, an environmental scientist. The students will plant trees, learn about the riparian zone and why trees are important to fish. They will build parks where the land was destroyed by construction. Build fences to keep cattle out of the river and learn how cows can kill the aqua life. They will collect data and learn about endangered species. The students will be collecting indigenous seedlings and replant them in the buffer zone to prevent erosion.

### District 8

**Digital Literacy for the 21<sup>st</sup> Century;** Elizabeth Greer; Forest Hills School, District 8 (\$2,382)

Digital literacy is a positive, exciting new genre that employs a new method of teaching in an effort to respond to the various needs of students in our current information/technological age. This project is intended to support the communication skills of students and families and help bridge the gap between home and school. Currently, students are limited in the research they can conduct on the internet and we are not able to talk about assessing web sites as a class. This project will change that. Students will learn to evaluate the information received from websites and learn to surf the internet for work and fun. The students work will be shared on the school web page in a blog format that will be accessible to parents, students and other educators.



**Screen Printing Unit;** Kelvin Burt; St. Malachy's Memorial High School, District 8 (\$1,377)

Graphic designers will often find themselves in the role of supervisor, project manager or consultant. In this role, they must be familiar with standard business accounting practices and able to accurately determine production costs, labour costs, give job estimates, order materials and determine profit margins. The aim of this ILF project is to combine screen printing equipment and processes with pre-existing computer technologies and software packages which will allow students to more accurately develop skill sets that reflect the activities which occur in a typical graphic arts/printing business. The Screen Printing Unit, through the application of a business model will reinforce Math for Trades from the Grade 10 and 113 curriculums and link them to Graphic Arts 110 curriculum.

**District 10**

**Post Intensive French Podcasting;** Heidi Brown; Sir James Dunn Academy, District 10 (\$2,500)

The purpose of the Post Intensive French Program is to provide students with the opportunity to become bilingual at a level that has never been previously attainable. This literacy project will focus on improving the students' fluency and accuracy in their second language. Students will initially create Podcasts using previously learned structures and apply these to other topics of interest to communicate. Research supports that students learn best by teaching others and through podcasting, students will be more engaged because they will be communicating for authentic purposes.

**Composting for Kid's Sake;** Jennifer Lynn Wright; Back Bay Elementary School, District 10 (\$2,500)

With this project, Grade 3 students will be given many hands on, experiential learning opportunities to get their hands dirty and get a first-hand understanding of how waste impacts their community and environment. Through this project, students will: investigate and describe how living things affect and are affected by soils, demonstrate and describe ways of using earth materials to make useful objects and investigate and describe soil components.

**Dynamic Discoveries Family Nights;** Bronwyn Tanner; Vincent Massey Elementary School, District 10 (\$2,500)

The goal of this innovative project is to host four Dynamic Discoveries Family Nights where students would be involved in hands-on scientific activities to learn more about the physical, chemical and biological characteristics of their environment. Partnering with local science organizations would assist the school in strengthening and extending important community relationships. Involving families will help to relate the specific grade level learning goals and provide parents with the opportunity to learn enriching ways to provide home support.



## District 14

### **The Printed Word & Image;** Michael McEwing; Woodstock High School, District 14 (\$2,500)

The Printed Word & Image project will provide high school students the opportunity to express their ideas both visually and in written form by publishing small editions of creative works using artistic printmaking mediums. Through this project, many highly creative students at the secondary level will experience what it is like to bring their creative works to a publishable quality, which can be viewed and distributed beyond school walls and shared with the community. This project will provide them with instruction on how to create and edit written works, and combine those works with original, printable images.

### **The Power of Podcasting;** Krista Merrill; John Caldwell School, District 14 (\$2,423)

This project is an authentic literacy learning initiative expected to capture and extend a sense of enjoyment in reading and oral language. It focuses on improving reading, writing, and oral language skills in grades 9-12 students. Students will record, edit, and publish Reader's Theatre scripts or "podscripts". Podcasting gives students an authentic purpose to rehearse their reading and oral language skills until a sufficient level of fluency is achieved. Students involved will pay special attention to mood, form, voice, and audience in texts and work to develop oral fluency as they publish their voices online.

### **The Write Stuff;** Kelli Oulton; Woodstock Centennial Elementary School, District 14 (\$2,410)

Grade 2 students will become excited about writing as each student will publish their own book. All steps of the writing process will be examined in depth. Students will celebrate their publications through a book launch and being guest readers.

### **Web-Sight - Grooming Our School Website;** Peter Gorham; Nackawic Elementary School, District 14 (\$2,195)

Students in grades three to five will work on the schools website; writing for the intended audience and considering the larger possible audiences. The students will interview, write and collect articles, edit and illustrate them with photos and other images. This publishing activity would add an hour a week of high interest literacy activity, in a collaborative and cooperative multi-age group setting.



**Comprehension and Collaboration: Inquiry Circles in Action;** Lynne Hemphill; District 14 office (\$2,495)

This project aims to address the needs of struggling adolescent readers and their teachers. The intent of this project is two-fold. First, it is intended to provide science and social studies teachers with the necessary tools to assist struggling readers in their content areas. This will be accomplished through a book study based on Harvey Daniels and Stephanie Harvey's new book entitled *Comprehension and Collaboration: Inquiry Circles in Action*. Second, it aims to provide more support for struggling readers by providing them with explicit literacy instruction, not only in English Language Arts class, but also in their science and social studies classes.

**Math and Books;** Angela Graham-Debertin; Centreville Community School, District 14 (\$2,497)

Grade 3 students, through this project, will make a strong connection between mathematic skills and literature. Many students have apathy towards math and do not see it as meaningful. The program will use literature to inspire mathematic activities, provide hands on learning, and use the mentor texts as a springboard for students to create their own mathematic literature. This will consolidate the students' learning of math outcomes in meaningful ways, as students will create books that demonstrate their understanding of the math concepts, providing real writing opportunities to publish books.

**Enhancing Student Writing Through Increased Opportunities for Publication;** Linda E. Thompson; Centreville Community School, District 14 (\$2,390)

This project is designed to improve student writing at all grade levels in Centreville Community School. It is intended to increase writing performance by providing real opportunities to publish writing. Students will have the opportunity to engage in a variety of authentic writing experiences and have their finished products published.

**District 15**

**Sunshine and Rain: Collaborative Student Writing;** Ryan MacDougall; Campbellton Middle School, District 15 (\$2,494)

Based on the popular literary compilations, *Chicken Soup for the Soul*, students will undertake a project that will put them into the literary driver's seat, both oral and written. Two classes of Grade 7 Language Arts will write short memoirs and thought-provoking short stories on various life experiences they've had up to this point. These stories will all be centered on the theme of sunshine and rain (good days and bad days). Students will not only detail their experiences, they will also include commentary as to how they handled each experience and if they would handle it the same way, given the second chance. The second part of this project will allow students to tell their stories orally. Students will be videotaped telling their stories in monologue format. These stories will then be burned on to a DVD to go along with our written compilation.



**Beyond These Four Walls;** Denis Boudreau; Lord Beaverbrook School, District 15 (\$1,926)

"Beyond These Four Walls" is a literacy-based project which will enable students to be exposed to countries and cultures outside the classroom walls, outside the community and outside their own country. Grade four students will take part in a research project dealing with twelve different countries. Students will team-up in small groups to investigate, explore and share their information. Through this project, the students will immerse in the country that they choose creating a class project that will create a school calendar.

**District 17**

**Enhancing Scientific Literacy - Reading Beyond the Textbook;** Susan Savoie; Oromocto High School, District 17 (\$2,497)

This project will give high school science students access to a variety of science books and magazines to promote interest in science and to connect curriculum outcomes to science in the real world. Each student will receive a subscription to Science World magazine and a classroom library with a variety of high interest science books will be established. Students will be taught specific reading strategies to help them develop into active, mindful readers who can read fluently with comprehension.

**At the Board, On the Desk, In the Head;** Darrell Hanson; Minto Memorial High School, District 17 (\$2,500)

This project will help grade 9 students who struggle with mathematics improve their conceptual understanding of fractions. This will be accomplished by introducing fractions concepts through a single definition building, developmentally and logically, toward a complete understanding of fractions (including comparing, basic operations, and connection to decimals and fractions).

**District 18**

**Boys Read;** Mark Slack; Garden Creek School, District 18 (\$2,411)

Boys need to be motivated to read so that they see reading as more than something they do "just for school." This literacy project, "Boys Read", recognizes the importance of having books specifically for boys. The use of technology will also be incorporated into this project as students will use computer software to create an illustrated diary of what they are reading. Students will also present their work to the class which will further their comprehension of what they have read.



**We're all on the Same Page: Excellence in Essay Writing;** Philip Sexsmith; District 18 office (\$2,498)

This ILF project will provide teachers with a detailed unit plan on how to write formal essays for students' that are university-bound. 'We're all on the Same Page' will provide each student with a 'District 18 Essay Writing Perm-a-Chart' outlining essay writing and documentation – a student-friendly, double-sided, laminated, quick guide for student binders and on our district web-site. Students will be required to write a formal essay. Exemplary essays will be published in a 'District 18 Journal of Student Writing' – a student created periodical. Printed copies will be provided to each author and placed in District 18 and local libraries. An electronic version will be accessible through the district website. This publication will act not only as a final showcase for student writing but also as a source for future writing exemplars.

**Literacy through the Documentary;** Celeste Merasty; Albert Street Middle School, District 18 (\$2,320)

The intent of this student centered documentary film project is to develop and enhance literacy skills in a select group of struggling grade 7 students. The key to improving test scores is to get students reading. In order to do this, students need motivation. This project will provide students with this type of intervention.

**Senior Reading Buddies;** Tracey Douglas; Royal Road School, District 18 (\$2,500)

Senior Reading Buddies is a mentorship program involving struggling readers in K-2 at Royal Road Elementary School and adult volunteers from Windsor Court Retirement Villa. Students will be paired with adult mentors for 1-1 reading instruction, twice weekly for 30 minutes. It is believed that the increased 1-1 reading time for students who may not receive enough support at home and school will increase both their reading level and their love of reading for pleasure.

**Read up - write down! Get in the zone!** Lisa O'Donnell; Doaktown Consolidated School, District 18 (\$2,500)

In this project, a reading zone will be created where students can focus on reading and practice reading strategies outside of the normal classroom setting. Also, through book talks, students will share their reading experience and expand on their speaking outcomes. These book-talks will become even more important to the student when they know that their reading and reviewing will be shared with an alternate audience as well as their peers. The podcasting with other schools will excite the students and encourage them to find books they can enjoy and share with others. In addition, it will improve their writing skills as they know their work will be shared with others and they will be writing for a specific audience.



**Real-world Gateway Module;** Malcolm Mulligan; Leo Hayes High School, District 18 (\$2,482)

This is a literacy project where students in a grade 10 Broad Based Technology class will be given a “real-world” problem to solve through their research, writing and presenting skills. Students, working in teams, will research, write, and present their findings to school administrators to persuade them to hold a grade 10 to 11 'Gateway Ceremony' for the entire grade 10 class. Because of this project, all students will improve their writing and presenting skills.

**Teaching Reading with Nonfiction;** Lori Jones-Clark; New Maryland Elementary School, District 18 (\$2,500)

The use of non-fiction reading materials in primary classrooms is underutilized in reading and writing instruction. This project uses non-fiction literature to enhance decoding and comprehension skills of grade two students. Non-fiction texts will be used for guided, shared and independent reading, as well as, teacher-led read aloud's to support students' literacy skills.

**Bridging the High School Literacy Gap;** Debbie Gesner; Leo Hayes High School, District 18 (\$2,407)

This project will improve literacy skills and allow grade eleven and twelve students in their English language arts class to read texts that are more relevant to each student. The reading material will connect to other courses that they are taking at the same time; therefore, they will be exposed to non-fiction texts related to courses they are taking in science, social studies, fine arts, technology, etc.

**Gateway to French;** Laura Vail; New Maryland Elementary School, District 18 (\$2,480)

This project will serve to introduce Grades 1 and 2 students to French language and culture. The project will be presented and created by students in Grade Three Immersion. The Grade Three students, in groups, will present mini-lessons to students in the English program. The mini-lessons will focus on fun, conversational French and be geared towards students. Mini-lessons could include but are not limited to: playing a familiar game in French, an introduction to French food, caring for a family pet.

**Passport to Literacy;** Heather Sheehan; Upper Miramichi Elementary School, District 18 (\$2,500)

Grade Three marks a significant shift in reading. Students transition from learning how to read, to learning from reading. Every student will participate in the Passport to Literacy Program by creating a cultural literacy activity based on a common country. They will do this using differentiated reading material and various computer programs.



**Hope was restored: Revisiting Acadia through Digital Story-telling;** Craig Clarkson; Stanley Regional High School, District 18 (\$2,500)

Using mobile digital storytelling as our vehicle, this ILF project will implement a social studies unit on Acadia. The unit will encompass the personal stories of the Acadians themselves and engage the students in both of the literacy outcomes of reading and speaking. The purpose of having students involved is to help them appreciate and value our bilingual status as a province and to increase their reading and speaking levels in the next English Language Proficiency Assessment in grade 9.

**Using word families to boost the skills of emergent readers;** Laureen Stewart; Priestman Street School, District 18 (\$2,449)

This project will target the children having difficulty getting beyond the emergent stage of reading. Through flexible groupings, students will be actively engaged in learning and mastering word families. These word families appear regularly in unknown words boosting the number of words students can read.

**Sharing our Traits;** Heather O'Connell; Connaught Street School, District 18 (\$2,084)

Grade one students use their own writing as a springboard to meet the Speaking and Listening outcomes for grade one. Using a multimedia technology, students present their own writing for class discussions on the traits of writing. Through this project, all students will improve their speaking and listening skills by engaging in activities such as videotaped interviews and commentaries.

**NMES News: A News Broadcast for Gifted Elementary Students;** Lori Jones-Clark; New Maryland Elementary School, District 18 (\$2,483)

This project creates an enrichment opportunity for grade four and five students to create three news broadcasts to be viewed on the school widescreen TV in the lobby. This project provides a unique opportunity to enhance literacy skills of writing, reading, public speaking, as well as improved technology skills. Embedded in the goals for this project are better cooperative and teamwork skills for the students. The students will have ownership of all aspects of the project from interviewing, writing, reading, video recording, and editing.

**Literacy is in the bag!** Heather O'Connell; Connaught Street School, District 18 (\$2,492)

Grade one teachers will create take-home literacy bags to make literacy homework something fun and hands-on for students. Each bag will include a levelled book, props for retelling story, word work activities, and a response journal.



**U-PICK;** Agnes Campbell; McAdam Elementary School, District 18 (\$2,495)

This project will help struggling elementary school students to become better readers and will instil a desire to read. This program will help achieve these goals by offering an extensive variety of levelled books, both fiction and nonfiction for the students. They will take their chosen books home, thus providing an opportunity to extend reading practice in a non-school setting. As a result, the students will read more and their reading skills and attitude toward reading will improve.

**Reading Discovery Centres;** Kathy Fullarton; Stanley Elementary School, District 18 (\$2,499)

In order to read better you need to read more. Struggling readers at Stanley Elementary School of varying abilities will participate in Reading Discovery Centres in order to enhance their reading levels. Students in kindergarten to Grade two will be have the opportunity to participate guided reading outside of instructional hours at the end of the school day.

**Math Friends;** Mark Slack; Garden Creek School, District 18 (\$2,497)

“Math Friends” will challenge gifted students in the fractions and decimals strand of math through peer teaching. Students involved with this project will model various fraction and decimal lessons with the use of a video camera, computer, video editing software and math manipulatives, creating instructional math DVDs for student who struggle in fractions and decimals. Having the gifted math students “teach” fraction and decimal concepts it will strengthen their understanding of the math.

**Fractions en action (Fractions in action);** Ann Deane; Albert Street Middle School, District 18 (\$2,500)

This project will involve grade 8 immersion students in the production of a rap song and dance video modeling the operation principles and procedures with fractions. Students will be grouped according to their interests as indicated by multi-intelligence testing. Each group will be assigned the task of creating a rap song and movements to explain the procedures involved in operations using fractions. They will then use this technique in teaching others.

**Differentiation through guided math: making it work;** Lauren Stewart; Preistman Street School, District 18 (\$2,481)

This differentiated math project is designed to facilitate math learning for all students in the grade one classroom. The goal of this project is for all students to increase their success in developing their number sense. Students will be participating daily in activities tailored to their needs. While the classroom teacher is working with one group of students, the other students will be grouped in flexible groups with tasks assigned by the teacher.



**Graphing Calculator in Middle School?** Nancy Everett; Stanley Regional High School, District 18 (\$2,489)

Middle schools students need to be excited about math and what better way to "hook" these adolescents than to provide them with a different technology to keep them focused. Graphing Calculator can do just that! Students will create a design on paper and learn how to turn it into a digital image using geometry coordinates and equations.

**Wonder and Delight in Science;** Tracey Douglas; Royal Road School, District 18 (\$2,500)

This project will infuse a sense of wonder and delight in children using nature and lifecycles. Students will be involved in planning and building a terrarium and an aquarium and maintaining both in a healthy manner. Seedlings, tadpoles, and caterpillars will also be used to witness and support the lifecycle through to maturity. A K-2 science club will be formed at Royal Road Elementary School and will meet one lunch hour per week to study lifecycles in nature. This project will support the student's natural curiosity, sparking questions and inquiry that are often contagious.

**Building Bridges - Students Teaching Students;** Barb Gallant; Douglas School, District 18 (\$2,494)

This ILF project will guide and challenge gifted students by providing a framework for scientific discovery, creative problem solving and for the development leadership skills. Small groups of gifted Grades four and five students will plan, build, measure and analyze bridges using K'nex, scientific probes and notebooks and collaboration and hands on learning. The students will also impart their knowledge to a younger cohort of gifted grade two schoolmates thus developing a peer mentor leadership model for the school.