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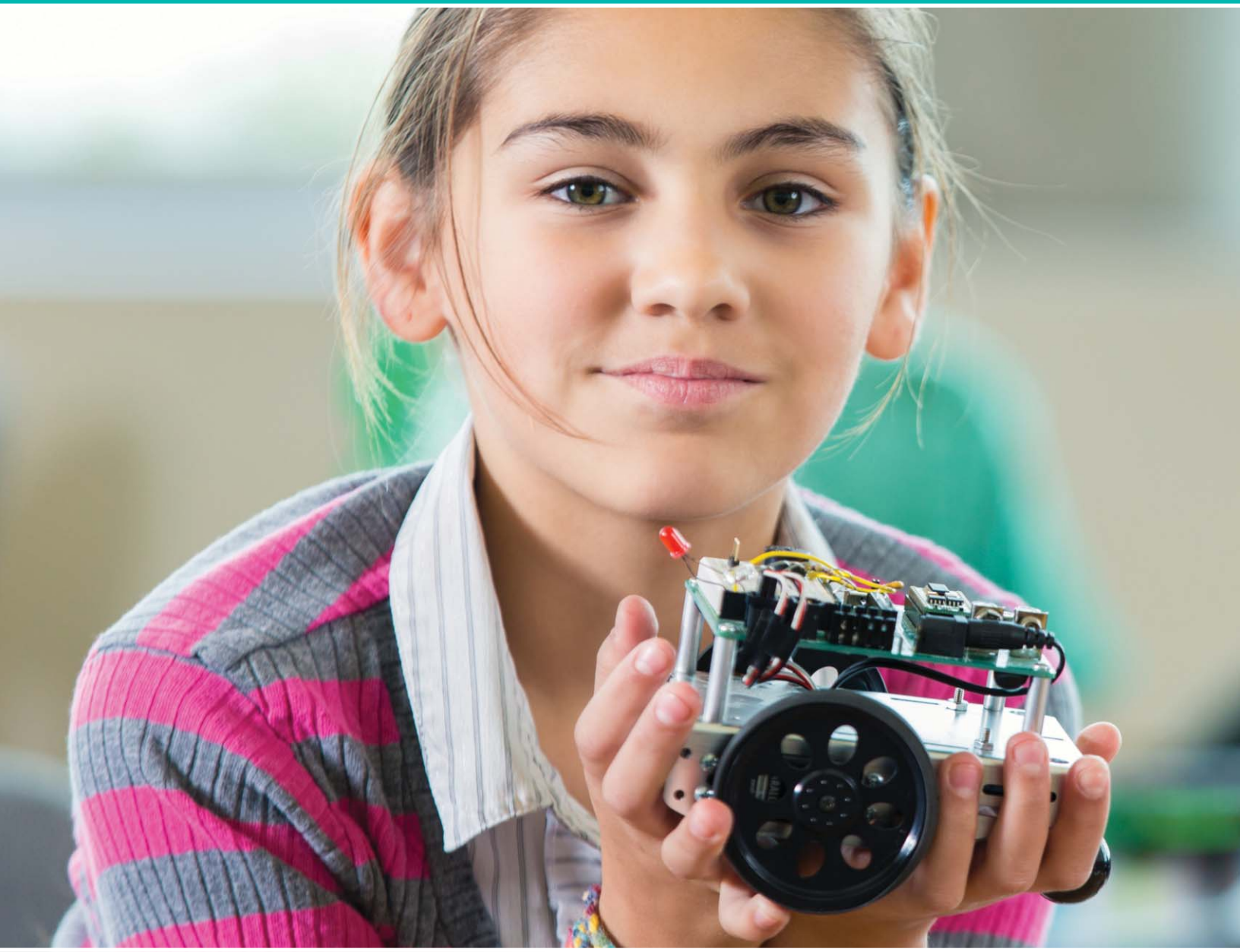

idea packet

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Ford Motor Company Fund

Spreading Friendship with Everglades Awareness

Spreading Friendship with Everglades Awareness

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www/educationfund.org

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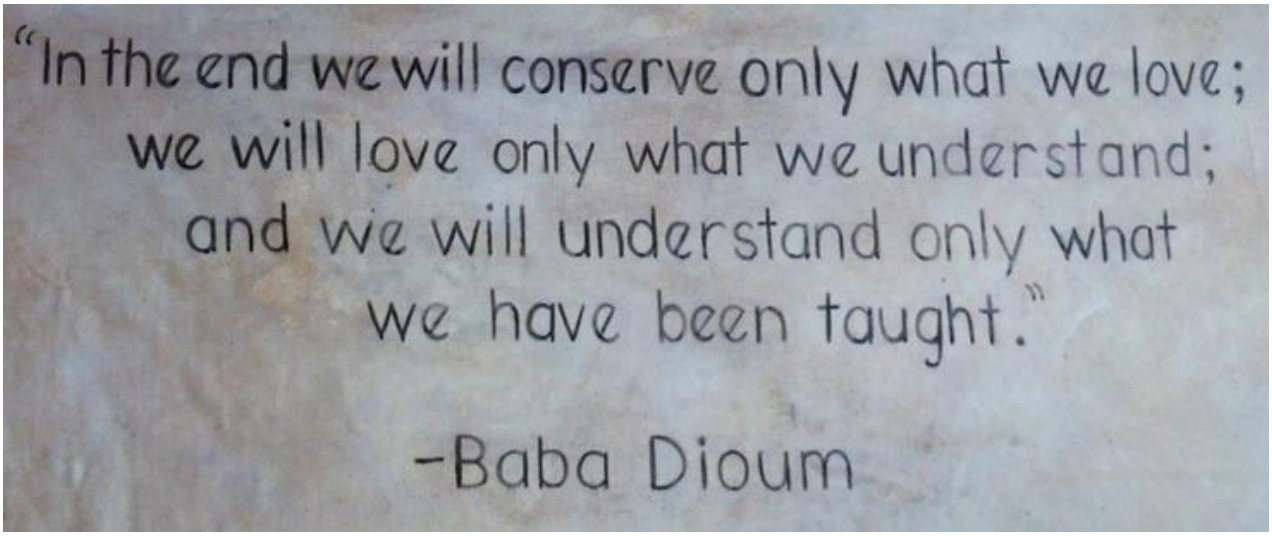
Goals and Objectives
for "Spreading Friendship with Everglades Awareness"



Goals:

1. Understand the needs of the animals and plants of the Everglades **through a repertoire of learning strategies**.
2. Learn HOW to be an advocate for the Everglades.
3. Research animals and plants of the Everglades to understand the importance of a BALANCE in nature.
4. Using a friendship bracelet as a mnemonic device, students will bond to experience the value in respect, compassion, and conservation of living things.
5. Raise funds to be donated to Young Friends of the Everglades for the entire school to have membership.
6. Students will take ownership and engage in lessons that they can relate to personally.
7. For students to understand the importance of giving back to your community and environment as positive role models for future generations.

Objectives

Please note: This was completed in a fourth grade class but can be adapted to other grade levels easily.

Florida Standards applicable to this project:

LAFS.4.RI.2.4 Determine the meaning of general academic and domain –specific words or phrases in a text relevant to a grade 4 topic or subject area.

LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate.

Objectives (continued)

LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Project Outline and Overview

This project was completed in a fourth grade room, with a few fifth grade students helping out as well. The entire school population was engaged in the project, however, through the school's media studio and students speaking on the announcements. Also, students asked for donations for the friendship bracelets to show support of the Florida Everglades.

I. Friendship Bracelets Introduced
   a. Purchase the bracelets through amazon.com. The bracelets are a focus for character building and visualizing support for the project. The final donation to Young Friends of the Everglades relies on the bracelet concept.
2. Learning about Young Friends of the Everglades and their mission
   a. Journal WHAT Marjorie Stoneman Douglas meant by her quote "To be a friend of the Everglades…."(see page attached).
3. Learning about the Everglades
   a. Research the animals and plants in small groups.
   b. Students will make snakes, mangroves, birds, manatees, alligators, etc… for a mural.
4. Vocabulary used in this project
   a. Students will write using explicit vocabulary. The writing process will be followed: First draft, revision, final draft, and publishing. Use this for display. Revisions can be with one to one conferences with the teacher for word choice, punctuation, transition words and elaboration.
5. Spreading the Word to Help the Everglades

a. Select a student to dress up as Marjorie Stoneman Douglas. You will need a jacket, glasses, hat and a cat (stuffed animal). See the attached newsletter for information. Have the student read over the school's announcements. This will further the SCHOOL'S goal to become member of Young Friends of the Everglades.

6. Journaling/Discussing With Partners or Small Groups

a. Why should we care about the Everglades? Use the quote from Marjorie Stoneman Douglas "You have to stand up for some things…" (atttached) Have collaborative conversations with partners. Share and discuss together as a class. Then, have students answer in their journals.

b. How can a child make a difference? Brainstorm and help students understand that if we lose something it may not come back. Use the quote attached, "You can't conserve…"

7. Friendship Bracelets

a. Have students decorate a canister (empty hand wipes canister works great) with pictures and Young Friends of the Everglades written on it. Be sure to say DONATIONS. The $1 for each bracelet can allow for more bracelets to be purchased. You can set a goal at the start of the unit and see how the school reacts to determine if more should be bought.

8. Fire fighter Presentation
   a. Patrick Edwards is an Everglades Firefighter. He volunteered to come out and share his career with the students of Redland Elementary School for Career Day. Students learned about controlled burning and HOW it is important to the plants and animals of the Everglades.

9. SENDING OFF OUR DONATION ☺

   Friends of the Everglades
   11767 South Dixie Highway #232
   Miami, Florida 33156
   Phone: 305.669.0858
   Fax: 305.479.2893

   http://www.everglades.org/young-friends/

Lesson Plans for Spreading Friendship With Everglades Awareness

TEACHER: Order friendship bracelets prior to starting this unit. Students will be motivated to participate when they see the bracelets. I purchased on Amzaon from ***Friendship Bracelets Handmade Wholesale LOT 25 MIX From Peru for $11.21. After the unit has begun and students buy (donate) a dollar for each bracelet, you can order more. My class ended up donating $185 to Young Friends of the Everglades at the conclusion of this project – our entire school was exposed to the Everglades unit.***

Day 1: Discovering WHAT children know about the Everglades.

Procedure:

1. Pass out the KWL chart attached. Tell children that they will be involved in a project that will benefit the Everglades and the students at their school. First they will tell what they know, what they WANT to know, and then save their chart and write what they have LEARNED.
2. After printing, cutting, and attaching the vocabulary cards attached to thick cardstock or file folders, have conversations about these words with your students.
3. Assign a research activity for the students to complete on their own. Each student should be given a ½ page of copy paper that they will use to illustrate their research findings. Use the attached resource for students to take home and use the vocabulary in their writing. Encourage internet use, books from the library or home. This could be a 2-3 day activity.

Day 2, 3, 4: Helping the school community to understand the importance of being a friend to the Everglades.

Procedure:

1. Select two students each day to talk on the announcements in the morning. The cards attached. Students should practice in class.
2. Begin to make birds, snakes, alligators, manatee, Florida panther, etc… to display around the school. Be sure to have students label their work. See the attached pictures for ideas.

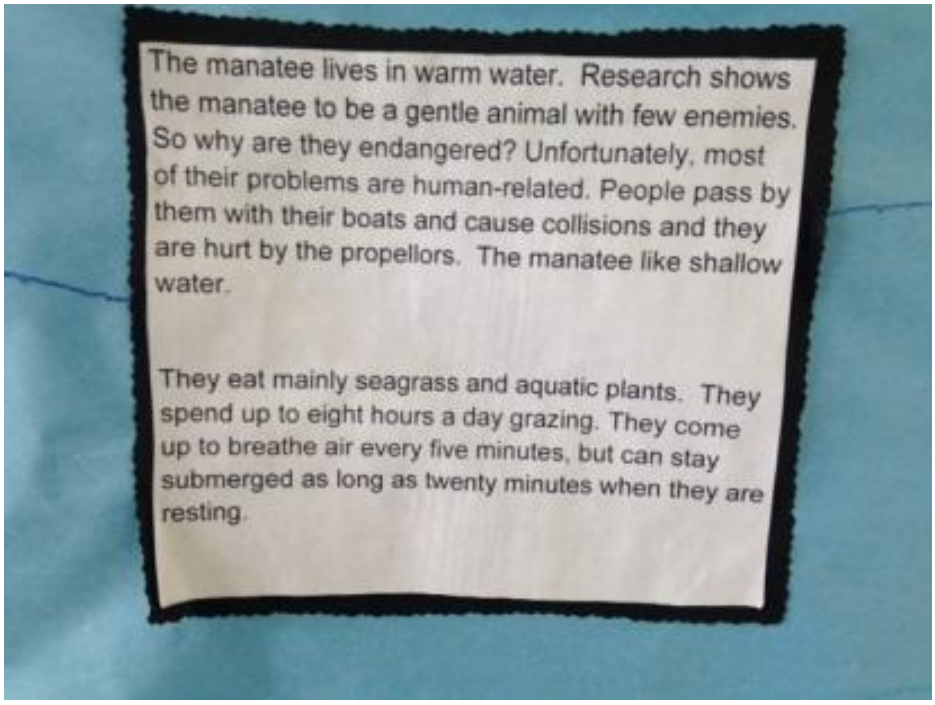
Day 5, 6 ,7

Continue with the research projects in class. Students should be owning their projects now and feeling a commitment to the Everglades. Show pictures from the internet. My students LOVED seeing the python eating an alligator or deer. This shows just how destructive this invasive species has become.

Lesson Plans Continued

When students have completed their research projects, telling about the needs of the Everglades, have students conference with you to revise their writing. When final drafts are complete, back each paper with construction paper and attach the students drawing with it. Display on the walls of your school.

Throughout the project, have students collect donations for the friendship bracelets and encourage students to tell WHY it is important to care about the Everglades.



The manatee lives in warm water. Research shows the manatee to be a gentle animal with few enemies. So why are they endangered? Unfortunately, most of their problems are human-related. People pass by them with their boats and cause collisions and they are hurt by the propellors. The manatee like shallow water.

They eat mainly seagrass and aquatic plants. They spend up to eight hours a day grazing. They come up to breathe air every five minutes, but can stay submerged as long as twenty minutes when they are resting.

This was description of the manatee was placed next to the students' large manatee display in the hallway. Real grass was glued to the paper and placed in the manatee's mouth.

Lesson Plans Continued

Teacher Note: This unit can be done in a two – three week span, or spread out even more. I began this unit with the Fairchild Challenge in mind, as I wanted to keep our school aware of the needs of the Everglades, while participating in the enviromental portion of the Fairchild Challenge. There was a total of 400 possible points and this unit earned 400 points. It is hands on, fun to teach and the students at your school will become young advocates for this natural treasure we are fortunate to have here in our own community.

Student Work

Resources

1. The following website is invaluable. You must use this to gather background knowledge as to WHY we must teach literacy in the content areas and use multiple learning strategies to ensure successful results.

http://www.franklin.kyschools.us/Downloads/CCSSO-Content%20Area%20Literacy%20Guide.pdf

2. For more websites to enhance content instruction, specifically this unit on the Everglades, I went to the following page:

ww.fldoe.org/core/fileparse.php/15223/urlt/July2016SSUdates.pdf

3. Books used for this project were below grade level, on level, and above grade level. I read aloud and students also read on their own. Titles included:

Celebrating Florida: 50 States to Celebrate (Green Light Readers Level 3), by Marion Dane Bauer, $3.99

Everglades, by Jean Craighead George and Wendell Minor, paperback, $6.99

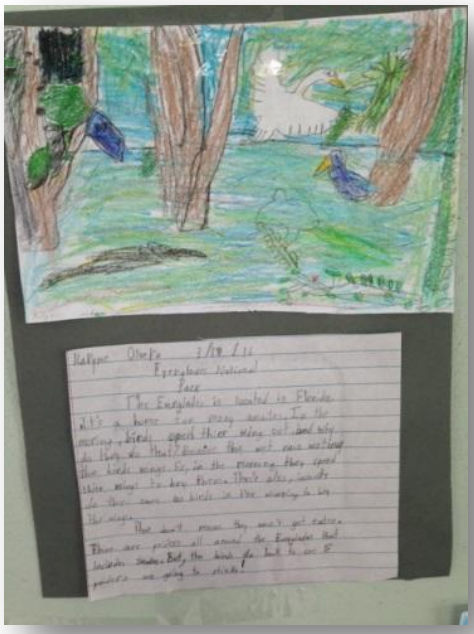
S is for Sunshine: A Florida Alphabet, by Carol Crane and Michael Glen Monroe, $17.95

The Mangrove Tree: Planting Trees to Feed Families, by Susan Roth and Cindy Trumbore, $19.95

Alligators and Crocodiles, by Laura Marsh, $3.99

Young Friends of the Everglades

For students to truly have an attachment to this project they must be active in the research, displays, friendship bracelet donation collections, collaborative conversations with each other, and also presenting the information they have learned and feel deeply about over the announcements at school.



Visit the website:

http://www.everglades.org/how-you-can-help/

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ecosystem

invasive

endangered

restore

alter

wildlife

natural

native

preserve

conserve

protect

wetland

sawgrass

mangrove

python

Florida Panther

alligator

manatee

woodstork

egret

Roseate Spoonbill

balance

tactolocation

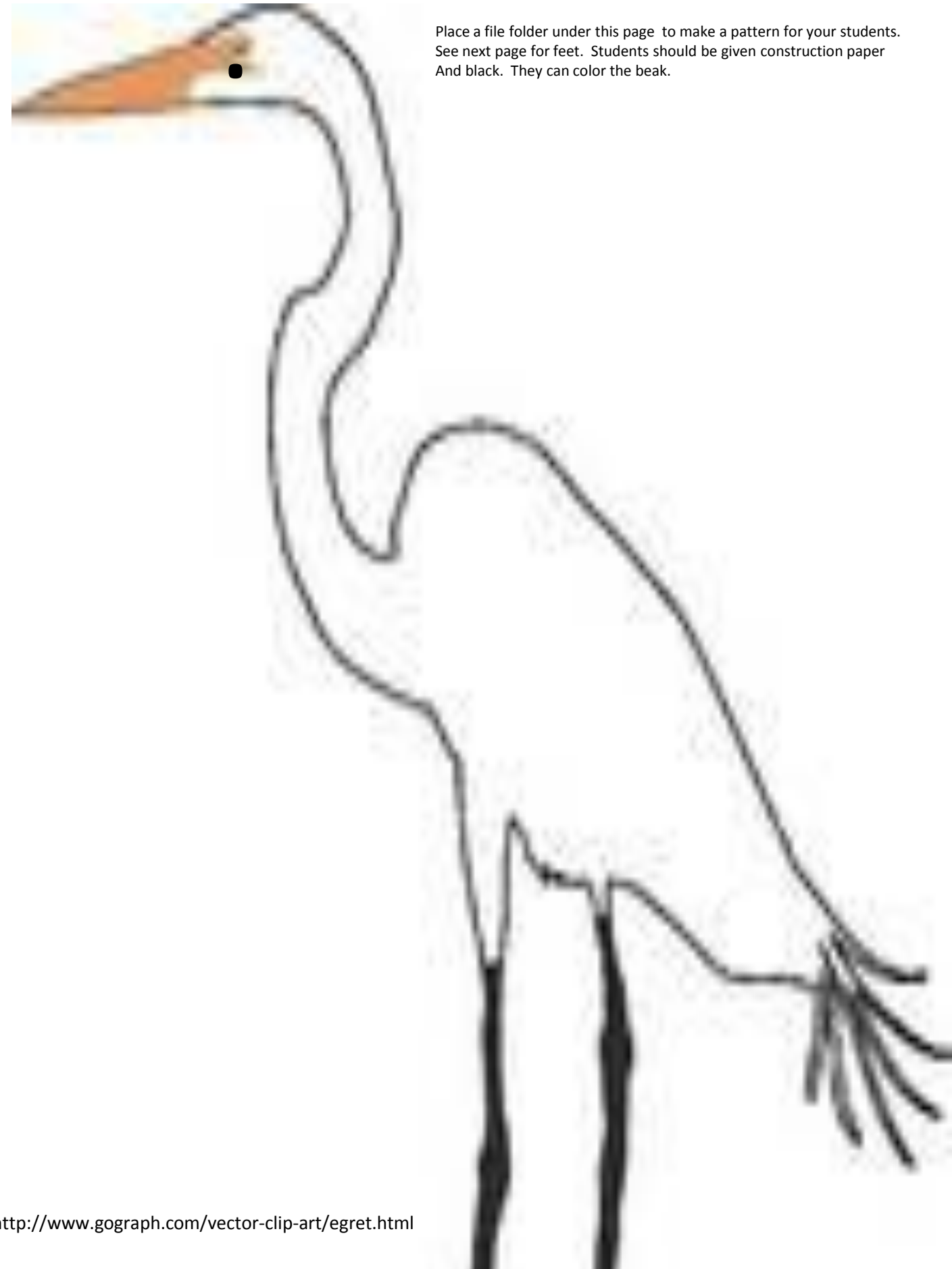
To be a friend of the Everglades is not necessarily to spend time wandering around out there.

-Marjory Stoneman Douglas

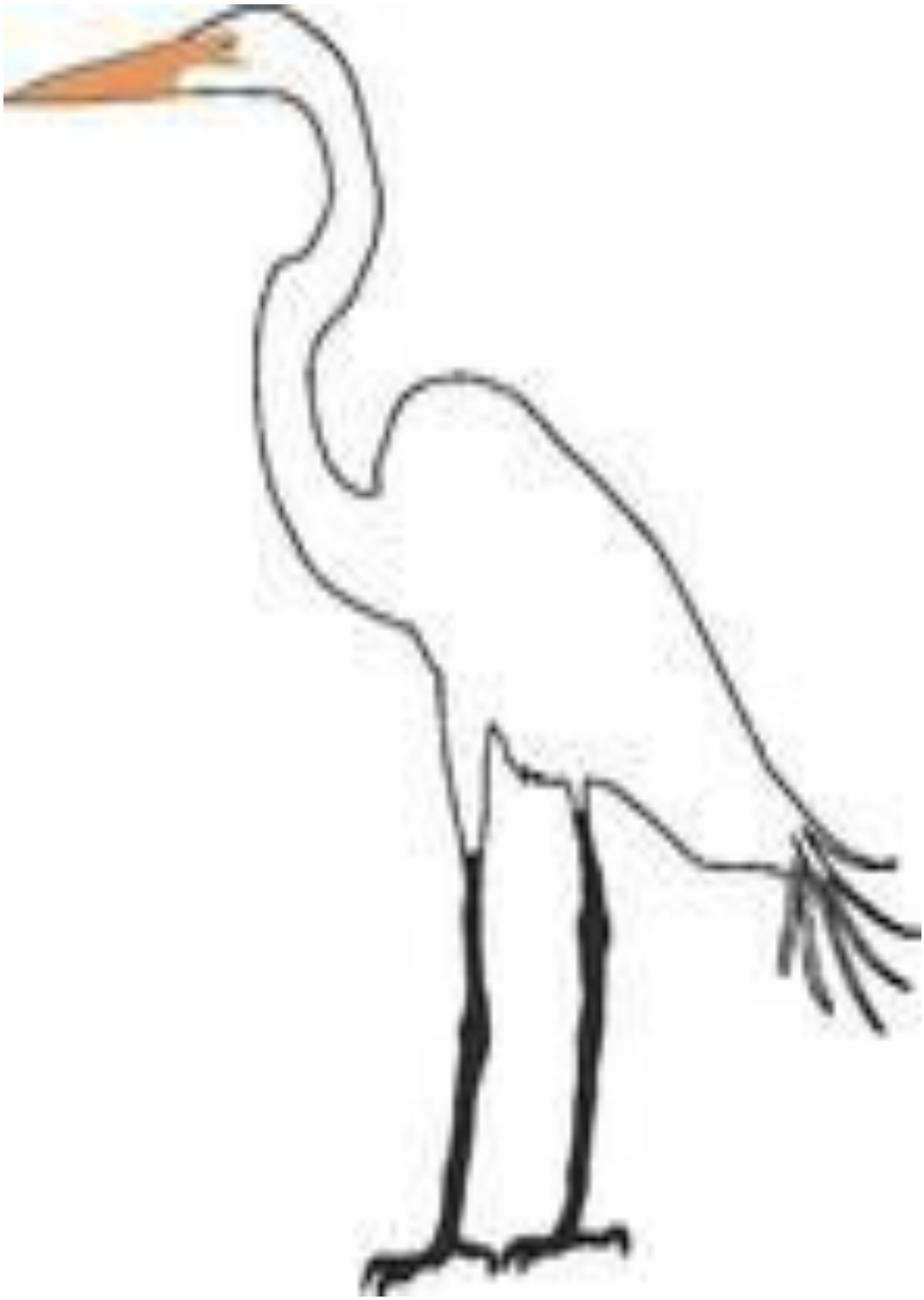
To be a friend of the Everglades is not necessarily to spend time wandering around out there.

-Marjory Stoneman Douglas

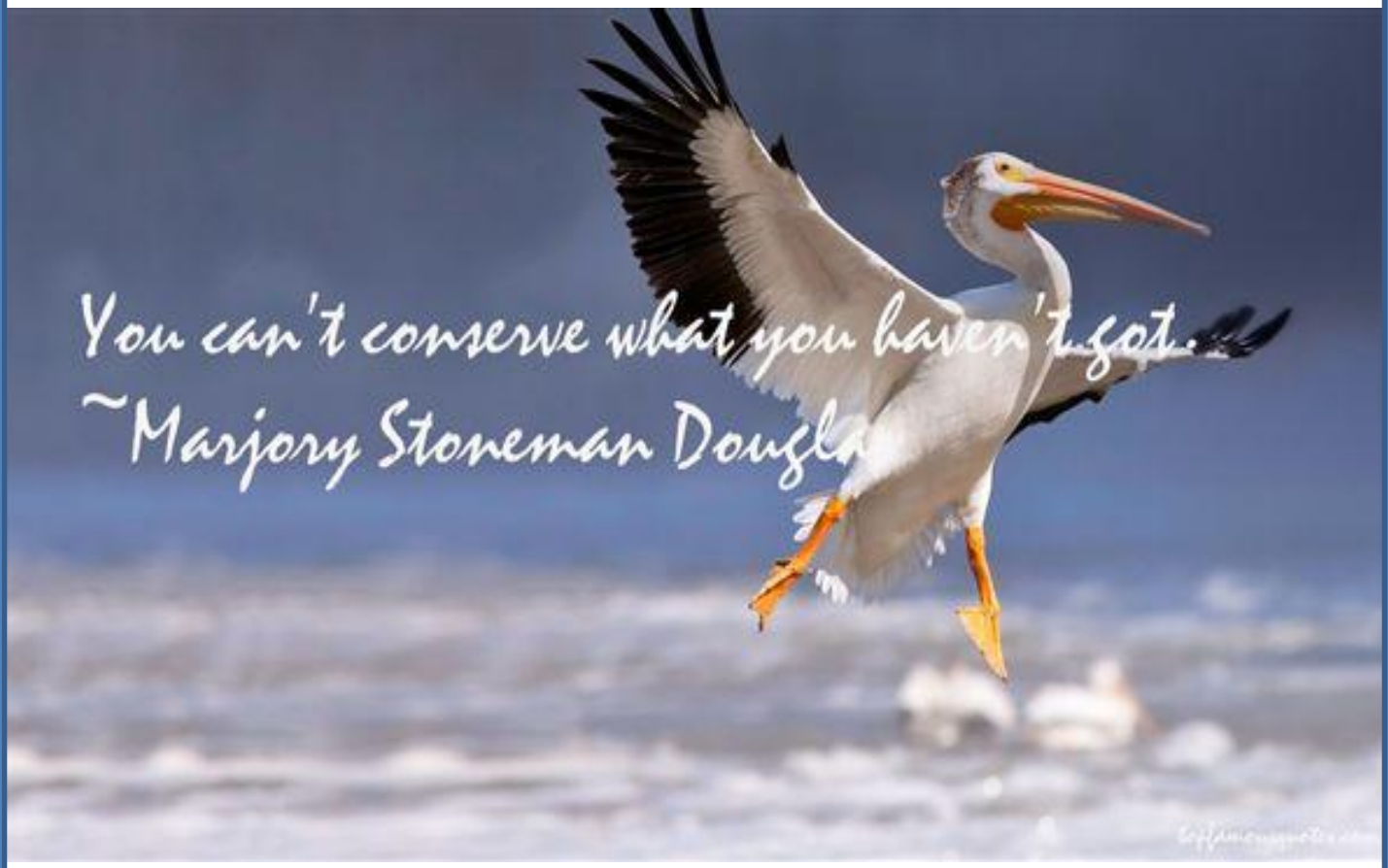
Place a file folder under this page to make a pattern for your students. See next page for feet. Students should be given construction paper And black. They can color the beak.



http://www.gograph.com/vector-clip-art/egret.html



What does Marjorie Stoneman Douglas mean when she says, “You can’t conserve what you haven’t got?”



https://www.google.com/search?q=friendship+quotes&espv=2&biw=1600&bih=785&site=webhp&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwiEr9Gkk7fOAhXGZiYKHfeCBN0QsAQIGw#tbm=isch&q=friendship+quotes+marjorie+stoneman+douglas&imgrc=KD9-lmNGFGwggM%3A

Cards to cut out and have students read over the announcements. Have students illustrate each animal. On another paper.

Do you know what animal was named as Florida's state animal in l982? If you said the Florida Panther you are correct! It is an endangered animal and can be found in the Everglades. There are only about 100 wild panthers living. It is one of the animals that need our help. Its habitat is the forest and swamp areas of South Florida. What does it eat? Its diet includes feral hog, white-tailed deer, raccoon, and armadillo. They are carnivores, which mean they eat only meat. Be sure to donate $1 for a friendship bracelet so that we can donate to the Young Friends of the Everglades.

Go to https://edis.ifas.ufl.edu/pdffiles/UW/UW21100.pdf. Students will learn the value of snakes and how they help with the balance of the environment.

Have students make a few snakes from paper, color and hold in their hands as they Tell what they learned from the above website. SHOW the website on a smartboard or projector if possible. The students should practice reading their summaries prior to speaking on the announcements.

K-W-L Chart

Topic: _____

What I Know	What I Want to Know	What I Learned

whysospecial.com

THE EDUCATION FUND
CELEBRATING 30 YEARS

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, 2016-17. Most catalogs can be viewed at The Education Fund website at www.educationfund.org.

- 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 Friday, May 5, 2017.

APPLICATION DEADLINE:
Monday, December 12, 2016

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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