THE EDUCATION FUND

www.educationfund.org

2014-2015

ideas with IMPACT

idea packet

A "Toolbox" for Teaching & Learning

A "Toolbox" for Teaching and Learning

Eugenio M. Gant

Curriculum Support Specialist

Office of Professional Development & Evaluation

eugeniogant@dadeschools.net

For more information concerning IMPACT II opportunities, Adapter and Disseminator grants, please contact:

The Education Fund
305-558-4544, Ext. 113
e-mail: IMPACT@educationfund.or
web site: www.educationfund.org
(to apply online for grants)

Table of Contents

Goals and Objectives……3

Language Arts Florida Standards……..4

Course Outline/Overview……....5

Activities……7

Resources……63

Adapter Application……..…64

Goals and Objectives

This project aims to assist other educators in the following ways:

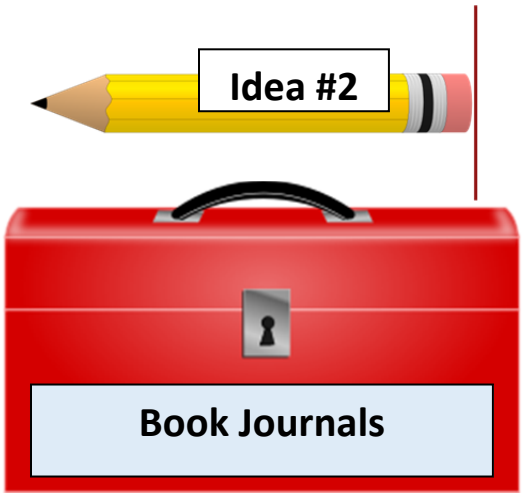
- ✓ Provide instructional strategies and tools that they can take back and utilize in their classroom to improve their instructional practices and increase student achievement.
- ✓ Present and discuss curriculum ideas that can enhance the learning environment.
- ✓ Provide activities to assist other educators in establishing a repertoire of teaching strategies that can engage students in the learning process.
- ✓ Allow participants to become familiar with a variety of instructional approaches to meet individual student learning needs.
- ✓ Enable participants to understand the importance of creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process.

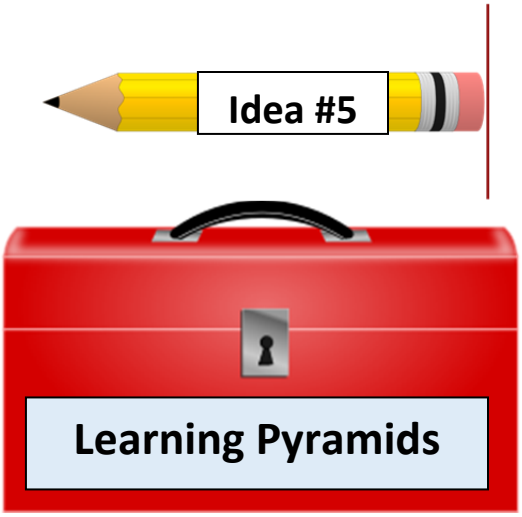
Language Arts Florida Standards

LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LAFS.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LAFS.3.RI.2.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LAFS.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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.
LAFS.5.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.K12.R.3.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.SL.1.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

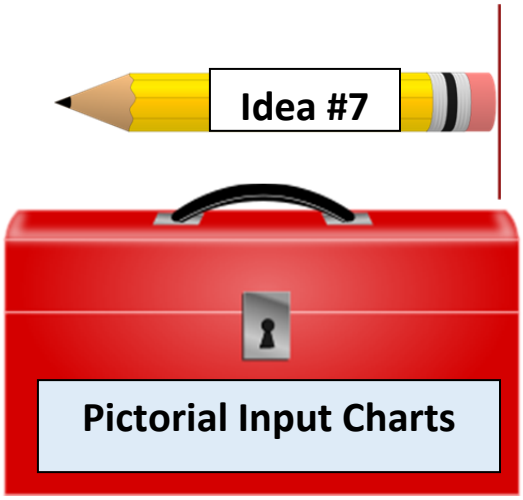
Course Outline/Overview

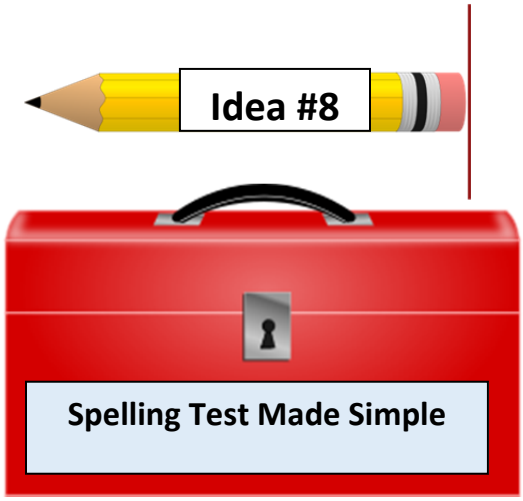
This Toolbox provides educators with a veritable toolkit of helpful tools (tips, strategies and hands on activities) that will reshape the way students think and approach education. The activities shared are interdisciplinary and can be modified to meet the needs of students at various grade levels.



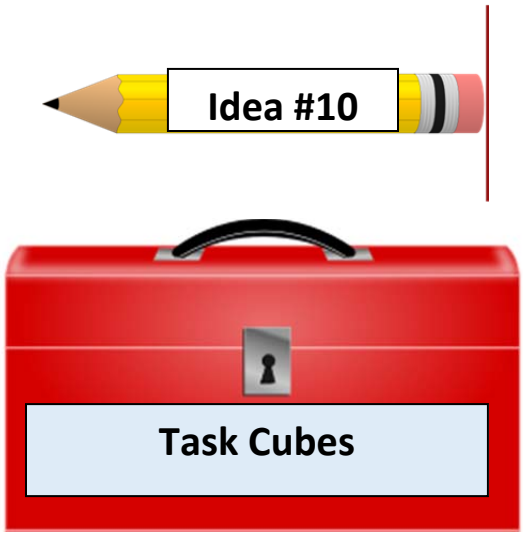

Idea #5
Learning Pyramids

Idea #6
Mini Me Characters


Idea #7
Pictorial Input Charts


Idea #8
Spelling Test Made Simple

Idea #9
Take Home Interactive Word Walls


Idea #10
Task Cubes

Toolbox Activities

Background Information

An anticipation guide is a comprehension strategy that is used **before** reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading.

Materials

- Anticipation guide indicators (class set)

Using this "Tool"

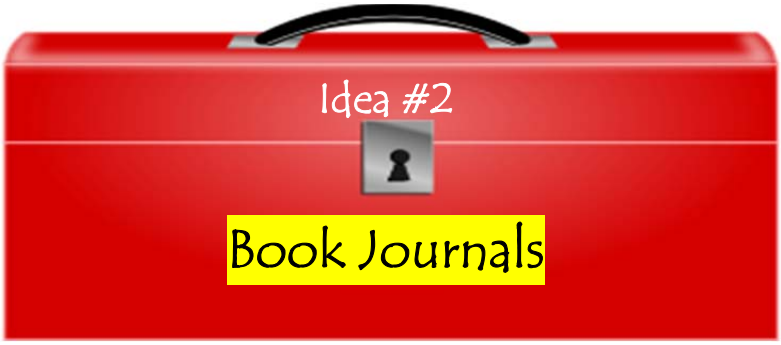
1. Construct the anticipation guide questions by writing four to six statements about key ideas in the text; some true and some false.
2. Distribute one anticipation guide indicator to each student.
3. Introduce the anticipation guide strategy to the students and explain its purpose.
4. Show students the anticipation guide indicator and model the process.
    - Explain to students that you will read aloud several statements related to a topic of study. Participants should hold the red side of the indicator up if they disagree with the statement. Participants should hold up the green side of the indicator up if they agree with the statement. Participants should hold the indicator sideways if they feel neutral or undecided towards the statement.

5. Read each statement and allow students to respond nonverbally with the anticipation guide indicators.
6. You can refer to the anticipation guide statements you created before reading, during reading and after reading.

RED = Disagree

GREEN = Agree

SIDEWAYS = Neutral



Background Information

A book journal is an excellent tool to hold students accountable for information read in novels and other literary pieces. They provide a great place for students to react to what they read and express how they feel about the characters, theme and plot.

Materials

- Book journal packet (one per student)

Using this "Tool"

1. Label the chapters of the book journal handout and make a copy for each student (pages 10-16).
2. As students read each chapter they complete the assigned tasks in their book journal for that section.
3. Have students draw a scene from the story on the cover of their book journal that illustrates an important part of the story.
4. Collect and grade the book journals after completing the novel or literary piece.

MY BOOK JOURNAL

Book Title_____

Author_____

Retold by: _____

Date_____

Chapter_____

Where does the story take place?

_____

Describe the main character or characters.

_____

_____

_____

_____

Chapter ____

Write a paragraph telling what is happening in the story so far.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Chapter ____

Illustrate your favorite part. Write a sentence about it.

_____

Chapter ____

What do you think will happen next in the story?

_____

_____

_____

_____

Choose two words that you don't know in this story and find out what they mean. Use a dictionary or clues from the story.

Word _____ Page ____

Meaning_____

_____

Word _____ Page ____

Meaning_____

_____

Chapter ____

Does this story remind you of anything that you have read before, or anything that has happened to you? Explain.

_____

_____

_____

_____

_____

_____

Chapter ____

How are you like the main character of the story? In what ways are you different from the main character?

_____

_____

_____

_____

_____

_____

Chapter _____

What is the main problem in the story?

_____

_____

How do you think it will be resolved?

Draw a cartoon of two characters in the story, and with "talking bubbles," tell what they are saying to each other.

How does the story end?

Did it end like you thought it would? Why, or why not?

_____

_____

_____

_____

If you were the author, and could change the ending of the story, what would you write?

_____

_____

_____

_____

_____

_____

_____

_____

_____

What was your favorite part of the story? Why?

_____

_____

_____

Would you recommend this story to a friend? Why or why not?

_____

_____

_____

<u>More New Vocabulary Words</u>: (Chosen by you, your group, or your teacher)

Word _____ Page _____

Meaning_____

_____

Word _____ Page _____

Meaning_____

_____

Word _____ Page _____

Meaning_____

_____

<u>My Favorite "Golden Lines"</u>

1. _____

   _____

2. _____

   _____

3. _____

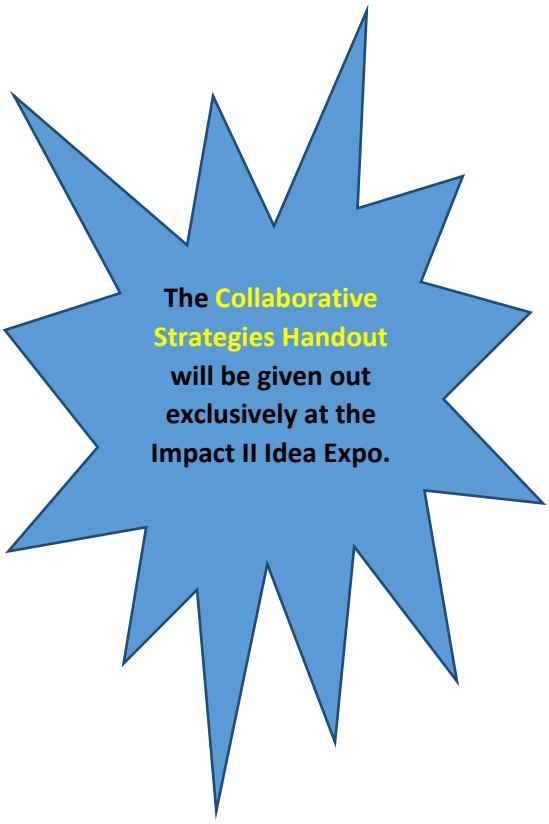
   _____

Background Information

Cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education. Cooperative learning has been proven to be effective for all types of students, including academically gifted, mainstream students and English language learners (ELLs) because it promotes learning and fosters respect and friendships among diverse groups of students. Peers learn to depend on each other in a positive way for a variety of learning tasks. **The Collaborative Strategies Handout is a special packet that I will provide to all participants who attend the Education Funds Impact II Idea Expo.** The handout features directions for over 30 group activities that can be used in the classroom to increase student collaboration and engagement.

Featured Activities

- Numbered Heads
- Team Pair Solo
- Three Stay One Stray
- Three-Step Interview
- Talking Chips
- Find the Fib
- Circle the Sage
- Gallery Walk
- Fishbowl
- Jigsaw
- Pencil Talk
- Mix Pair Freeze
- Team Product
- Roundtable
- Structured Problem-Solving
- Send-A-Question
- Value Line
- Uncommon Commonalities
- Think-Pair-Square
- PLUS many more activities too…



Background Information

The purpose of the interactive journals are to enable students to be creative, independent thinkers and writers. Interactive journals are used for class notes as well as for other activities where the student will be asked to express his/her own ideas and process the information presented in class. Requirements vary from teacher to teacher and is set up according to the directions of the teacher. Some go left/right, others go right/left, and still others go sequential.

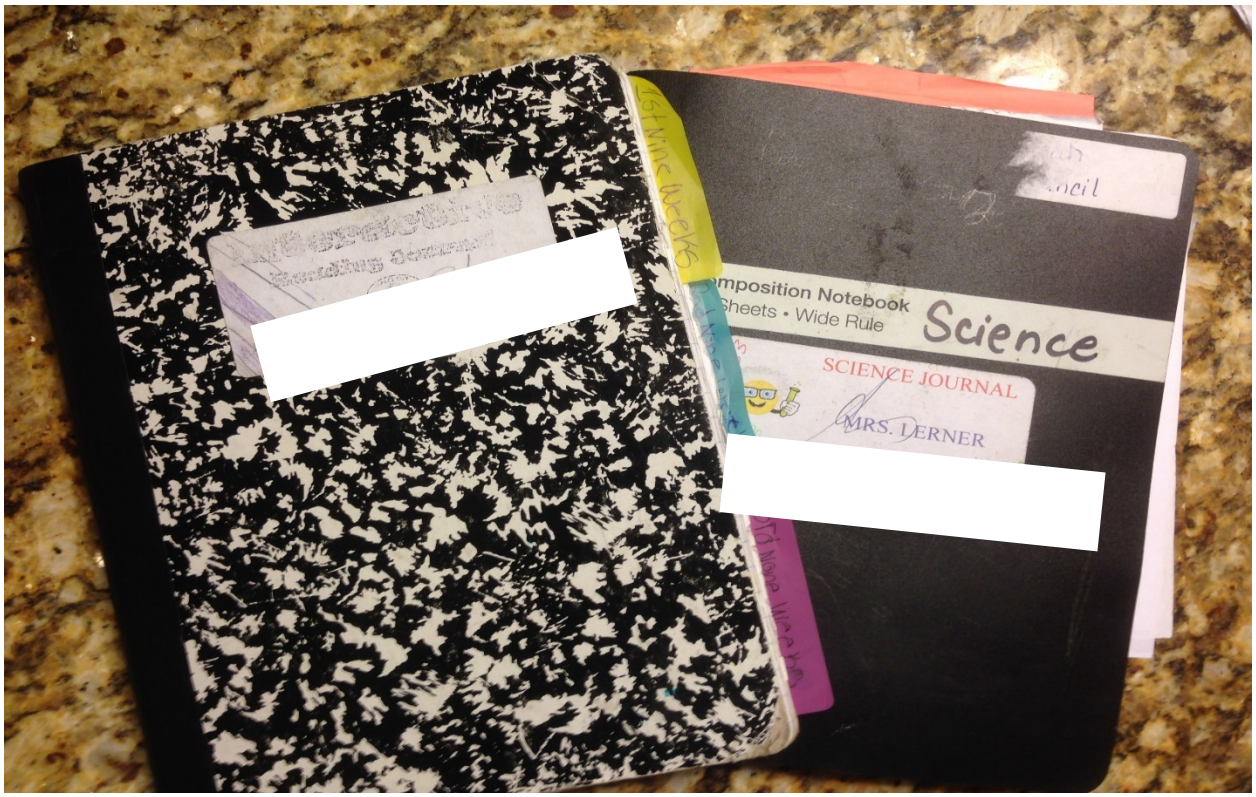
Materials

- Composition Notebook (1 per child)
- Glue sticks or tape
- Highlighters
- Colored pencils, markers and/or crayons
- Table of Contents Sheets

Using this "Tool"

1. Interactive journals can be used for all of the following:
    1. Development of organizational skills
    2. Development of critical thinking skills
    3. Opportunity for students to demonstrate mastery of content creatively
    4. State conclusions or personal positions
    5. Raise questions and make connections to "real life"
    6. Represent ideas in ways that make sense to the student
    7. Complete graphic organizers
    8. Wrestle with ideas and new information
    9. Organize topics and subtopics
    10. Illustrate notes with literary figures and map sketches

2. **Interactive journals should be graded every 4 weeks or once per grading period**. Many rubrics are available online that are targeted for specific content areas. I assessed my interactive journals on the two categories below.
        1. Visual Appearance/Organization
        2. Quality and Completeness


Composition Notebook
Sheets • Wide Rule
Science
SCIENCE JOURNAL
MRS. LERNER

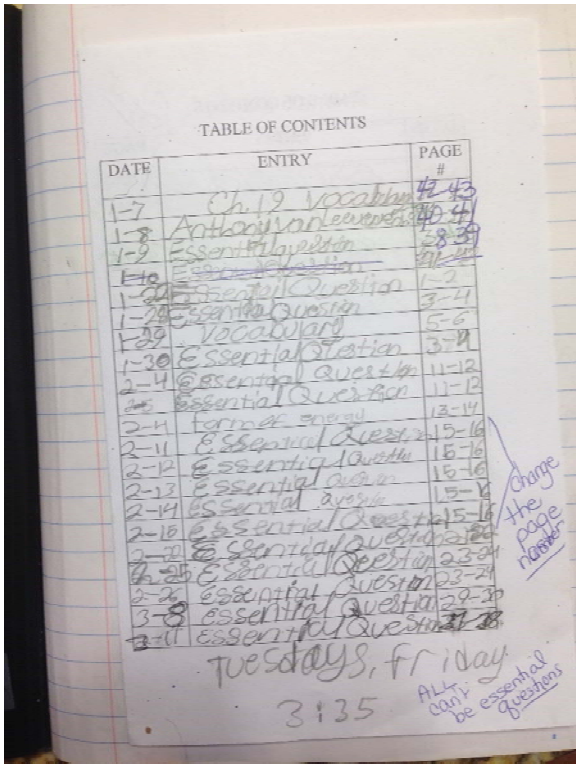
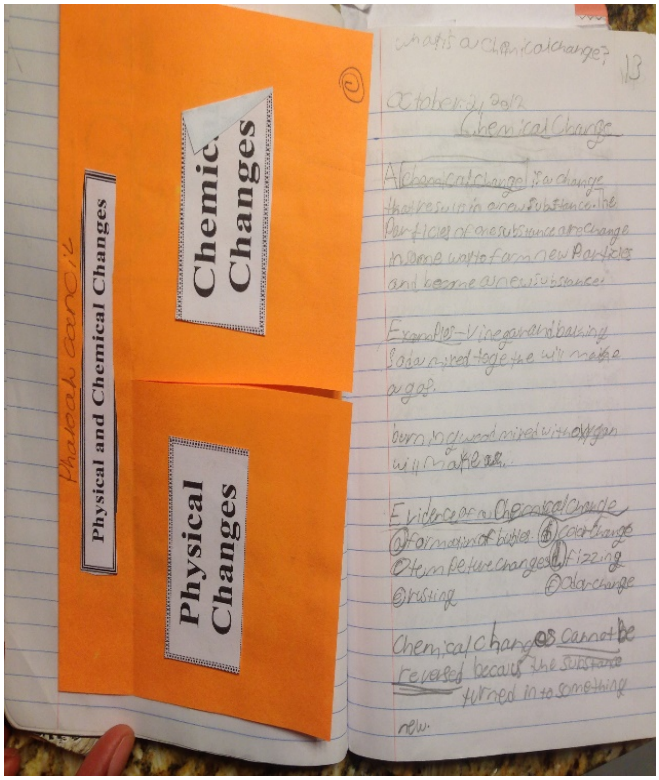
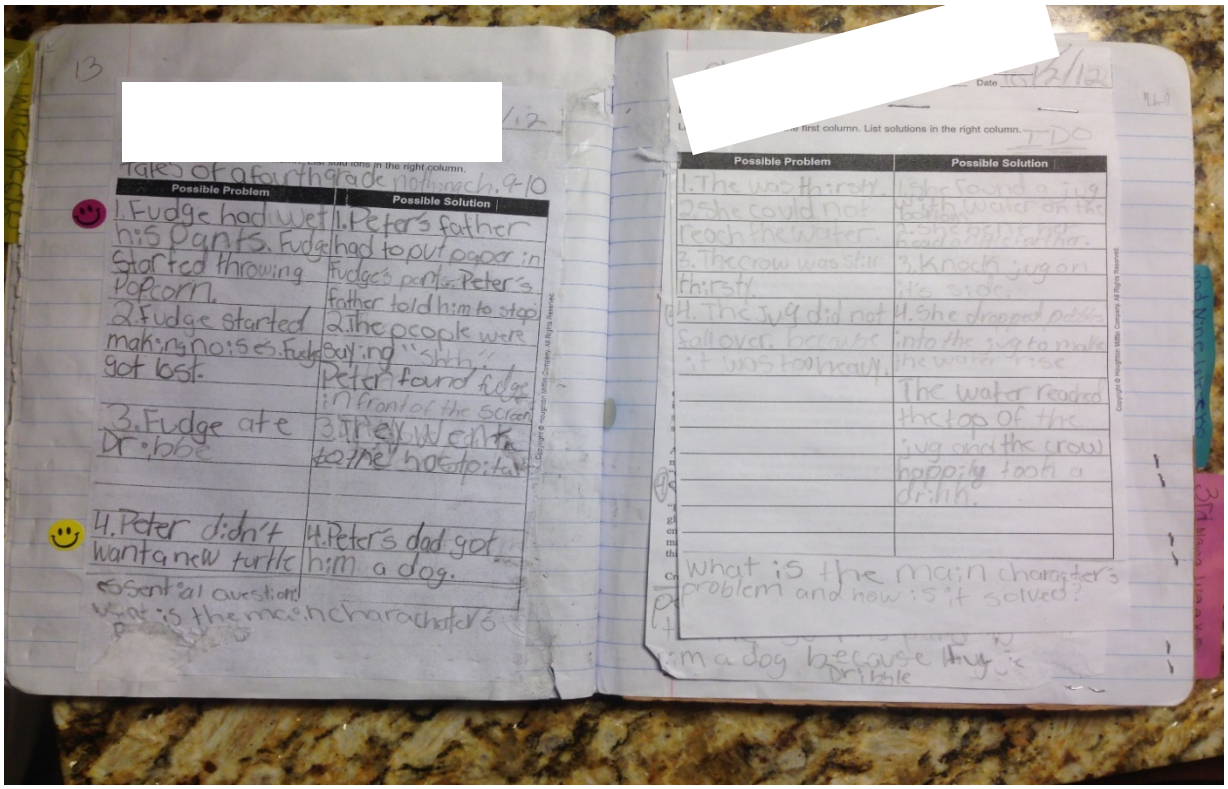


TABLE OF CONTENTS
DATE
ENTRY
PAGE #
Tuesdays, Friday
3:35
ALL can't be essential questions
Change the page number


Physical and Chemical Changes
Physical Changes
Chemical Changes
What is a chemical change?
Chemical Change



13

[redacted]

Tales of a fourth grade nothing ch. 9-10

Possible Problem	Possible Solution
1. Fudge had wet his pants. Fudge started throwing popcorn.	1. Peter's father Fudge had to put paper in Fudge's pants. Peter's father told him to stop.
2. Fudge started making noises. Fudge got lost.	2. The people were saying "shhh" Peter found fudge in front of the screen
3. Fudge ate Dr. Bbe	3. They went to the hospital
4. Peter didn't want a new turtle	4. Peter's dad got him a dog.

essential question:
what is the main character's problem

[redacted]

Date 10/3/12

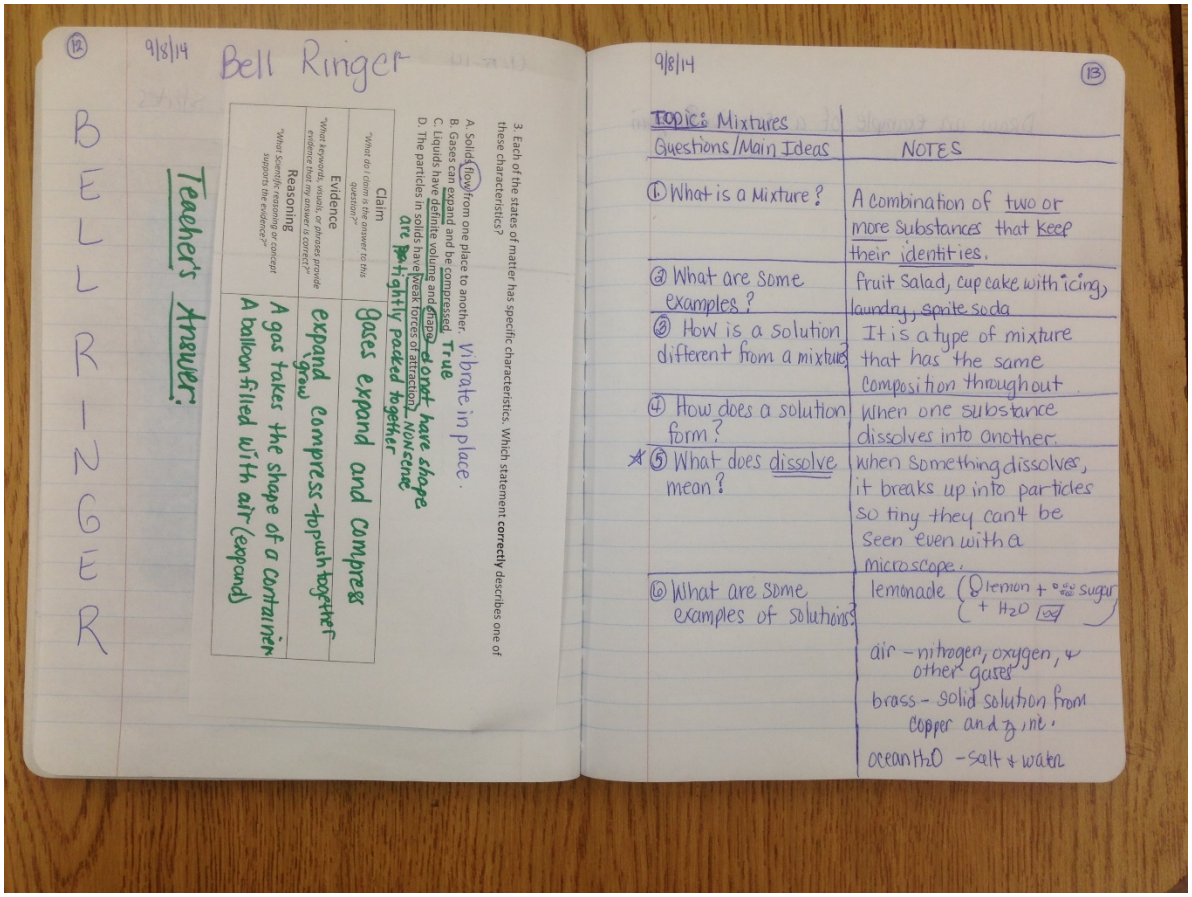
first column. List solutions in the right column.

Possible Problem	Possible Solution
1. The was thirsty.	1. She found a jug with water on the
2. She could not reach the water.	2. She had to reach further.
3. The crow was still thirsty.	3. Knock jug on the side.
4. The jug did not fall over, because it was too heavy.	4. She dropped pebbles into the jug to make the water rise
	The water reached the top of the jug and the crow happily took a drink.

what is the main character's problem and how is it solved?

I DO

im a dog because they is Drible



12 9/8/14 Bell Ringer

BELL RINGER

Teacher's Answer:

3. Each of the states of matter has specific characteristics. Which statement **correctly** describes one of these characteristics?

A. Solids flow from one place to another. Vibrate in place.
B. Gases can expand and be compressed. True
C. Liquids have definite volume and shape. don't have shape
D. The particles in solids have weak forces of attraction. NONSENE

are tightly packed together

Claim "What do I claim is the answer to this question?"	Gases expand and compress
Evidence "What keywords, visuals, or phrases provide evidence that my answer is correct?"	expand compress grow push together
Reasoning "What Scientific reasoning or concept supports the evidence?"	A gas takes the shape of a container. A balloon filled with air (expand)

9/8/14 13

Topic: Mixtures Questions/Main Ideas	NOTES
1 What is a Mixture?	A combination of two or more substances that keep their identities.
2 What are some examples?	fruit salad, cupcake with icing, laundry, sprite soda
3 How is a solution different from a mixture?	It is a type of mixture that has the same composition throughout
4 How does a solution form?	When one substance dissolves into another.
★ 5 What does dissolve mean?	when something dissolves, it breaks up into particles so tiny they can't be seen even with a microscope.
6 What are some examples of solutions?	lemonade (lemon + sugar + H_2O)
	air - nitrogen, oxygen, & other gases
	brass - solid solution from copper and zinc.
	ocean H_2O - salt & water

Science Journal Rubric

Student Name:_____ Date:_____

Organization/Neatness *Points earned:* _____	30 Work is very organized; pages are attached securely; all entries are in the table of contents; pages are numbered and dated	20 Work is organized; some pages are loose; 1 to 2 entries are missing from the table of contents; pages are numbered and dated	10 Work is a little confusing; pages hanging out of notebook; 3 to 4 entries are missing from the table of contents; pages are numbered and/or dated	5 Work has little order; 5 to 6 entries are missing from the table of contents; Many hanging or loose pages; most pages are numbered and/or dated	0 Work has no order; pages are missing more than 6 entries are missing from the table of contents ; few pages are numbered or dated
Completeness for Right Side *Points earned:* _____	35 All work is clear, complete, and detailed. Anyone could use as a study guide.	25 Most work is done, but 1 to 2 assignments are missing or incomplete.	15 Work and notes are mostly done, but 3 to 4 assignments are missing or incomplete.	5 Work and notes are partially done;.5 to 6 assignments are missing or incomplete.	0 Much of the work is missing or unreadable; more than 6 assignments are missing or incomplete.
Completeness for Left Side *Points earned:* _____	35 Work is clear, focused, and reveals personal reflection; all assignments are complete.	25 Work is clear, focused, and reflective; 1 to 2 assignments are missing or incomplete.	15 Work is sufficient and reflective; 3 to 4 assignments are missing or incomplete.	5 Work is insufficient but shows reflection; 5 to 6 assignments are missing or incomplete.	0 Work is insufficient and shows no reflection; more than 6 assignments are missing or incomplete.

TOTAL POINTS: _____

\

Mrs. Cromartie's Journal Checklist- 4/12/13

	Dat		Page Number
✓	3/4	Left- Essential Question Answers	25
✓	3/4	Right- Essential Questions	26
X	3/6	Left- How does electricity goes to your house?	27
✓	3/6	Right- Current Electricity Vocabulary	28
X	3/7	Left- Describe a complete circuit	29
✓	3/7	Right- Electric Current Vocabulary	30
✓	3/8	Left- Draw a Wind Farm	31
✓	3/8	Right- Wind Energy Vocabulary	32
✓	3/11	Left- Essential Question Answers	33
✓	3/11	Right- Essential Questions	34
✓	3/14	Left- Draw and label a form of heat energy	35
✓	3/14	Right- Heat: A Form of Energy	36
X	3/15	Left- Thoughts on Ice Cream	37
✓	3/15	Ice Cream Recipe	38
✓	3/18	Left- Essential Question Answers	39
✓	3/18	Right- Essential Questions	40
✓	3/19	Left- Answer to Test	41
✓	3/19	Right- Heat Vocabulary	42
✓		Table of Contents	
		Total- Grade	B

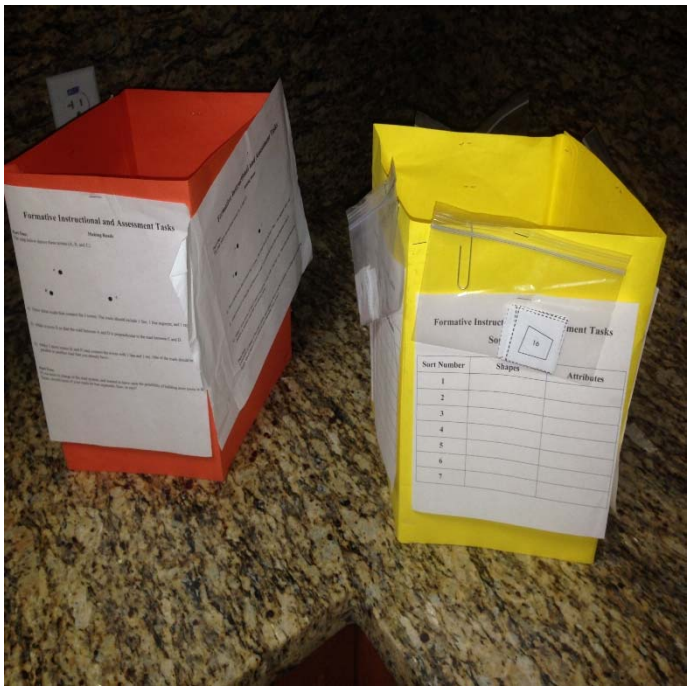
X- Missing √- Present

Background Information

Learning Pyramid and Task cubes can be used as learning stations in a variety of subjects. They can be used for any subject that you want. **This idea will be explained in detail at the Impact II Idea Expo.**

Materials

- Stapler
- Tape
- Folders
- Content specific textbook or passage

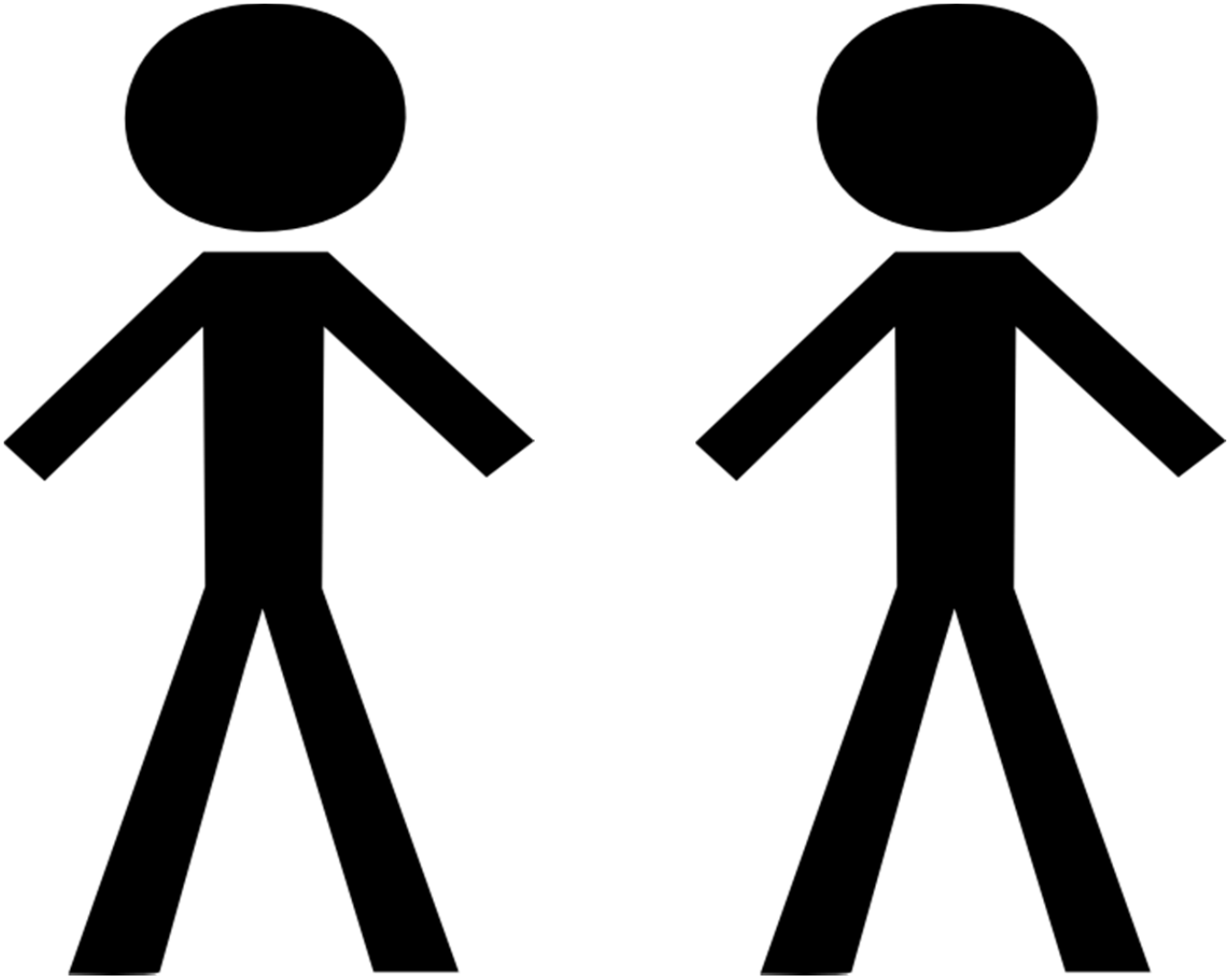


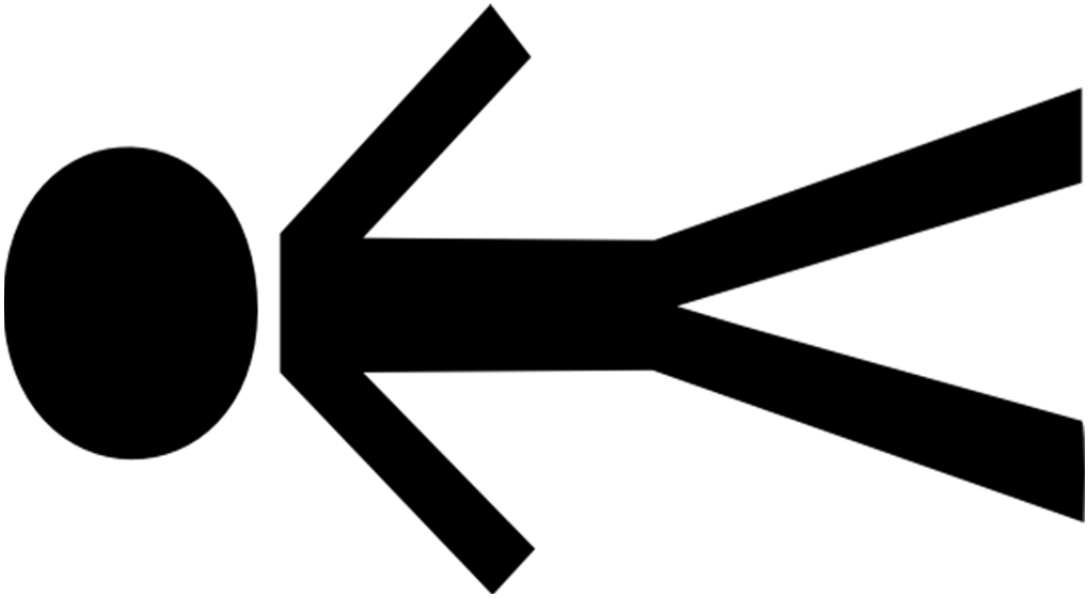
Idea #6
Mini-Me Characters

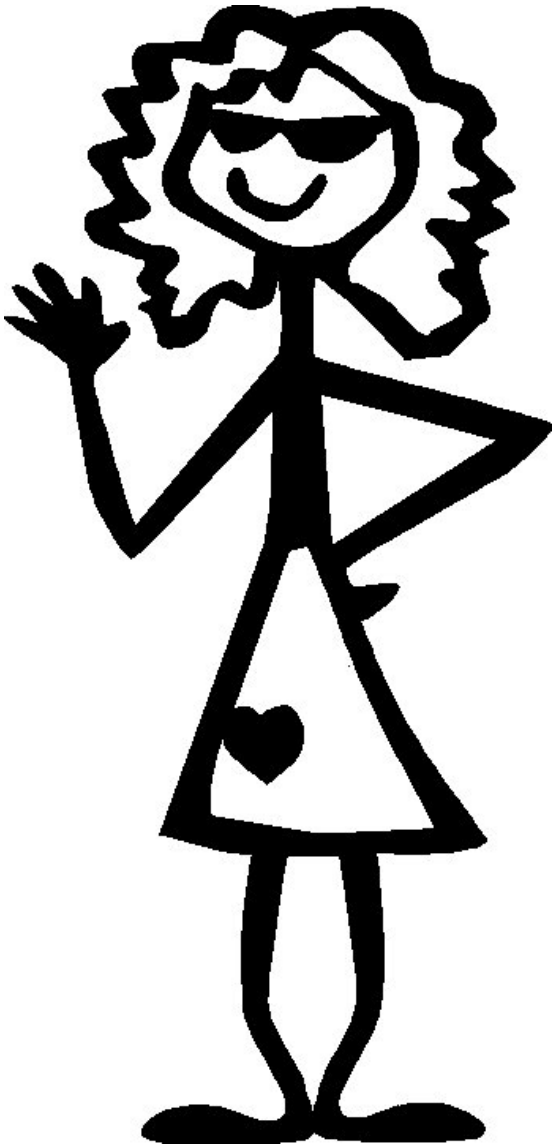
Welcome
To
GANTVILLE USA

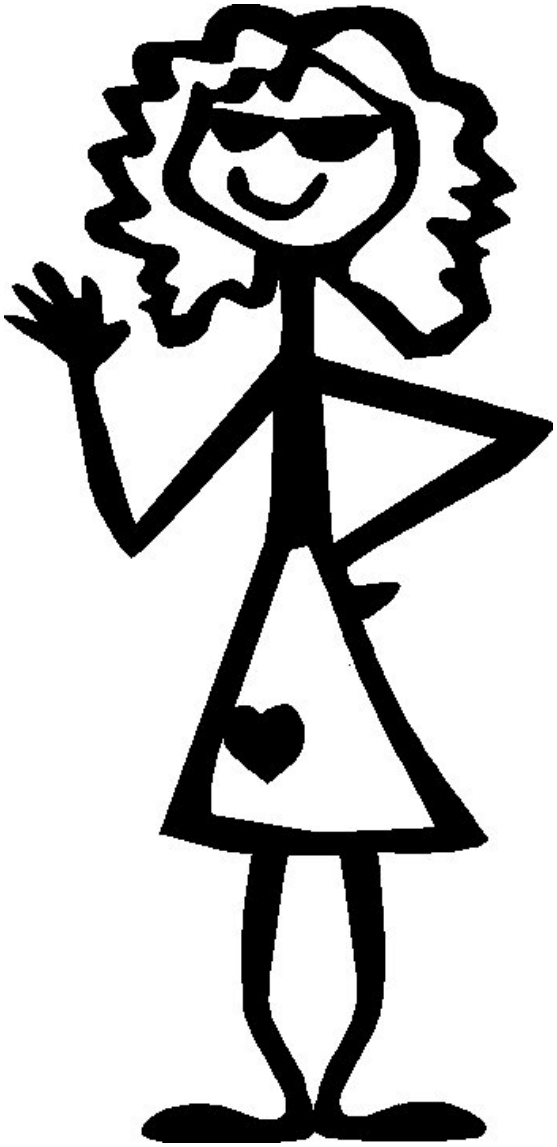
Town Jobs
Mayor
Secretaries
Attendance Clerks
Electricians
Veterinarian
Technology Specialists

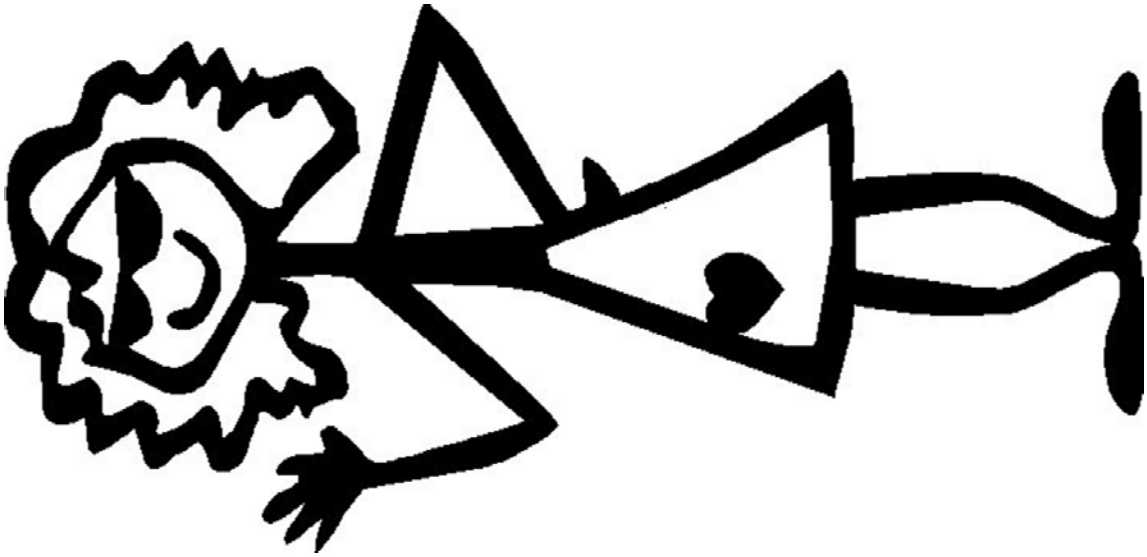
SUCCESSMAKER
All Stars
90% - 100%
85% - 89%
65% - 84%
2











Background Information

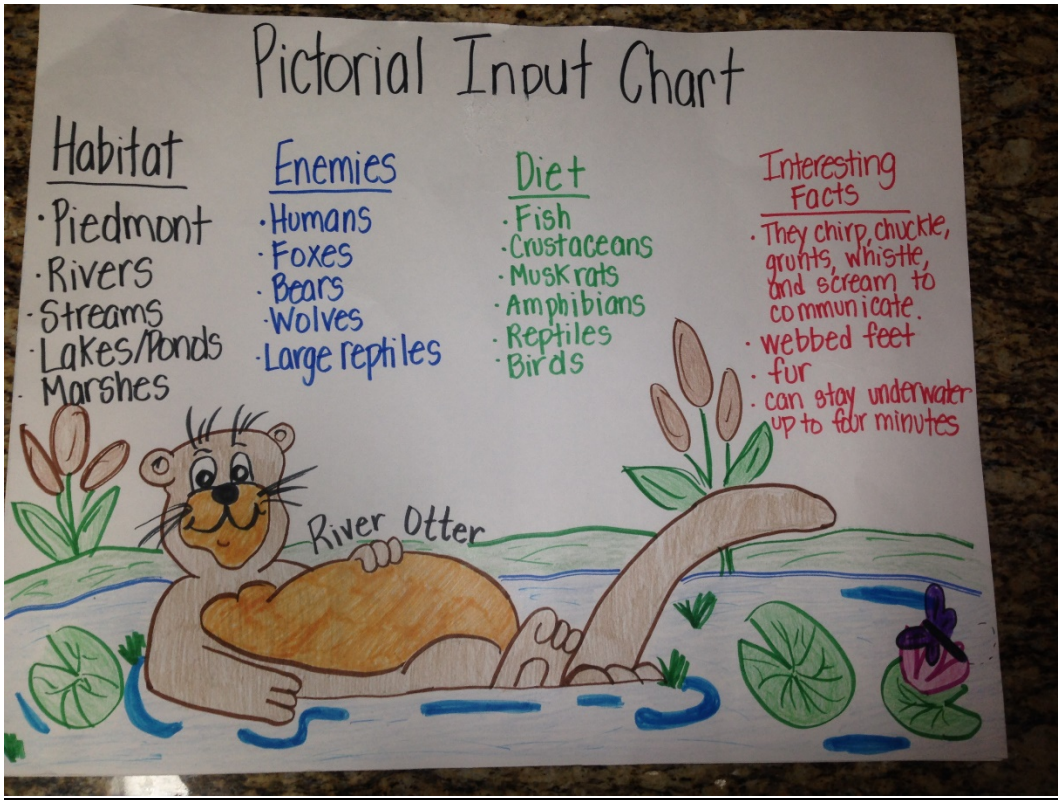
Pictorial and comparative input charts assist students in organizing information, makes vocabulary concepts comprehensible and serve as a visual resource for students. They can be done in groups or as a whole group activity based on the developmental needs of your students. It is recommended that you chunk your information in different colors. A pictorial input chart demonstrates one concept. On the contrary, a comparative input chart compares two things sort of like a Venn diagram. After recording information on these charts it is recommended that students take this information to writing.

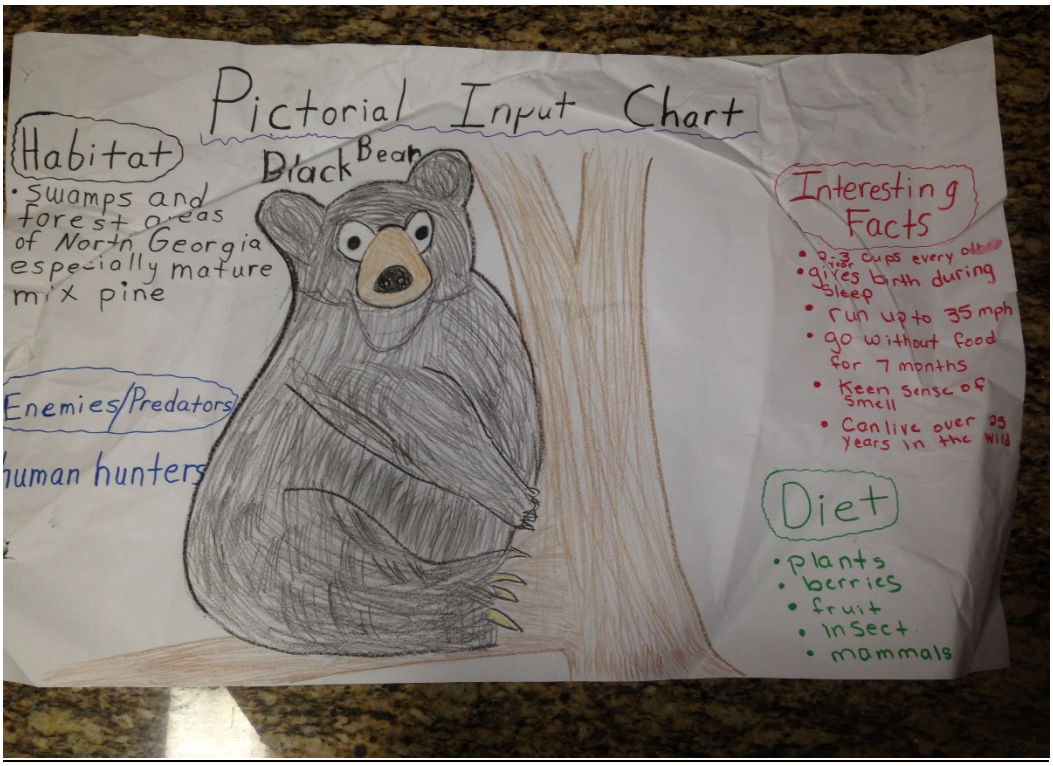
Materials

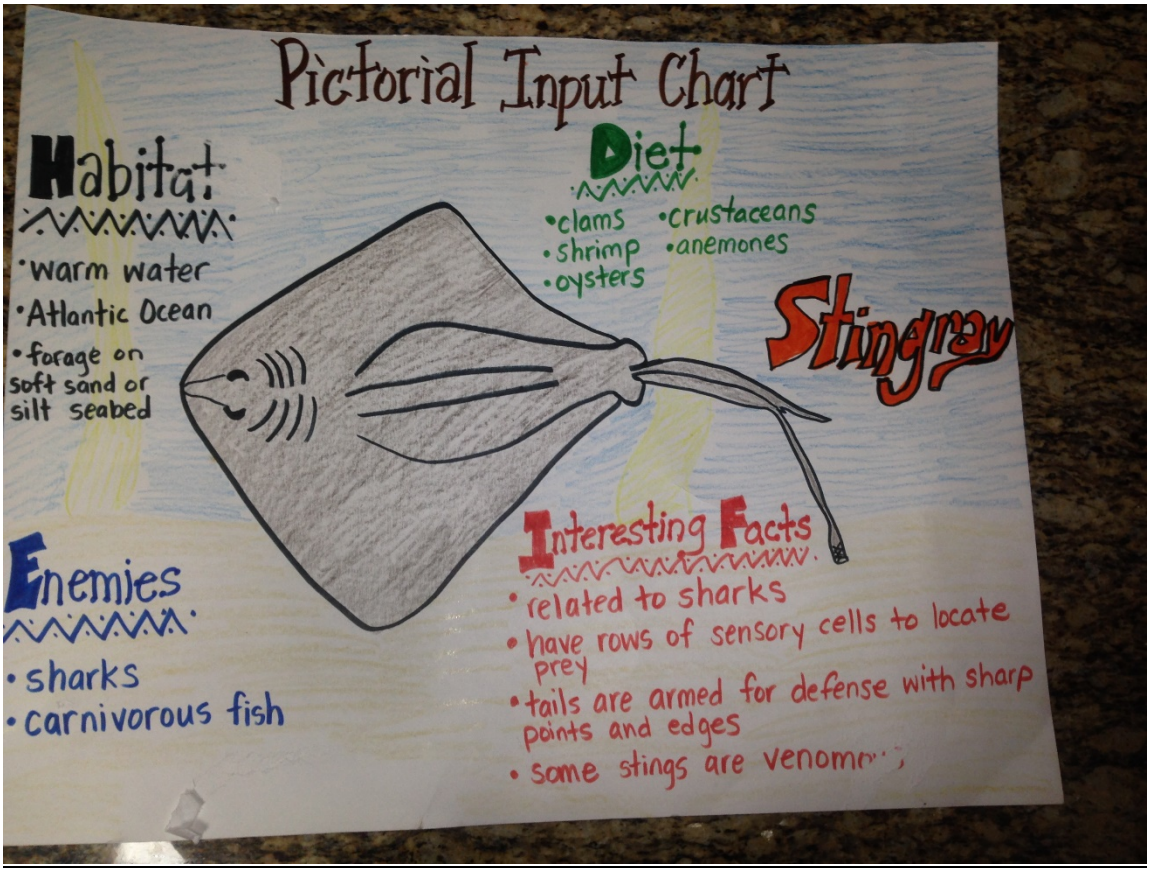
- Poster Boards or Chart Paper
- Markers
- Non-fiction textbooks or magazines

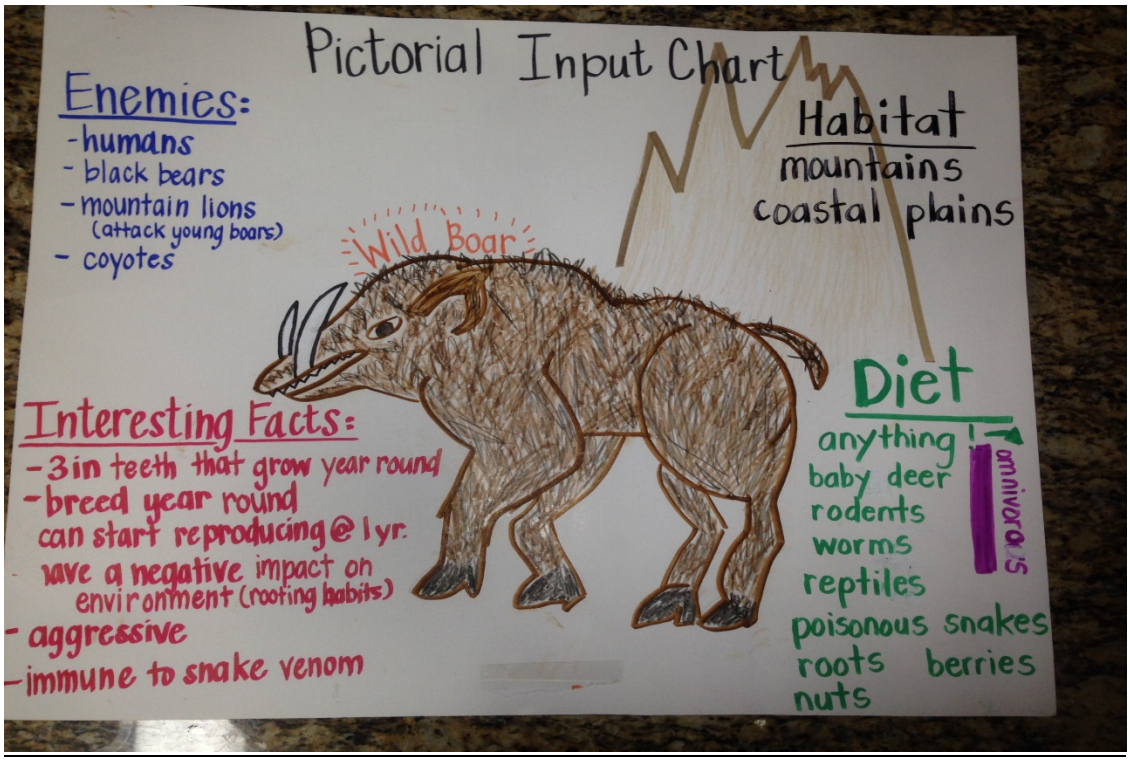
Using this "Tool"

1. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.
2. With students present, trace over the pictorial with markers, providing verbal input as you go.
3. Chunk your information in different colors.
4. Revisit to add word cards and review information.
5. Allow students to color pictorials and add additional information as they read the selected text.
6. These charts can be displayed around the room as a visual aid for students.


Pictorial Input Chart
Habitat
·Piedmont
·Rivers
·Streams
·Lakes/Ponds
·Marshes
Enemies
·Humans
·Foxes
·Bears
·Wolves
·Large reptiles
Diet
·Fish
·Crustaceans
·Muskrats
·Amphibians
·Reptiles
·Birds
Interesting Facts
·They chirp, chuckle, grunts, whistle, and scream to communicate.
·webbed feet
·fur
·can stay underwater up to four minutes
River Otter


Pictorial Input Chart
Black Bear
Habitat
·Swamps and forest areas of North Georgia especially mature mix pine
Enemies/Predators
human hunters
Interesting Facts
• 2-3 cups every ot year
• gives birth during sleep
• run up to 35 mph
• go without food for 7 months
• Keen sense of smell
• Can live over 25 years in the wild
Diet
• plants
• berries
• fruit
• insect
• mammals


Pictorial Input Chart
Habitat
•warm water
•Atlantic Ocean
•forage on soft sand or silt seabed
Diet
•clams •crustaceans
•shrimp •anemones
•oysters
Stingray
Enemies
•sharks
•carnivorous fish
Interesting Facts
•related to sharks
•have rows of sensory cells to locate prey
•tails are armed for defense with sharp points and edges
•some stings are venomo


Pictorial Input Chart
Enemies:
-humans
- black bears
-mountain lions
(attack young boars)
- coyotes
Habitat
mountains
coastal plains
Wild Boar
Interesting Facts:
-3in teeth that grow year round
-breed year round
can start reproducing @ 1yr.
have a negative impact on environment (rooting habits)
- aggressive
-immune to snake venom
Diet
anything!
omnivorous
baby deer
rodents
worms
reptiles
poisonous snakes
roots berries
nuts

Background Information

Learning to spell helps to cement the connection between the letters and their sounds, and learning high-frequency "sight words" to mastery level improves both reading and writing. It can be tricky to keep up with all those spelling test from week to week. The spelling test books that I utilize help organize your weekly spelling test and have the benefit of letting the kids know how they did from week to week so they do not have to ask you anymore. I kept my booklets in a basket and distributed them every Friday. I then graded then and returned them back to the basket until it was time for the next spelling assessment.

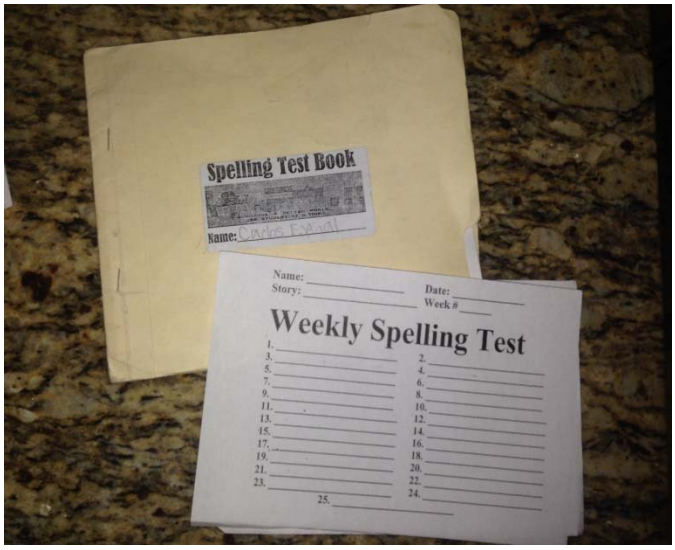
Materials

- File Folders
- Copy Paper
- Cardstock (Cover)

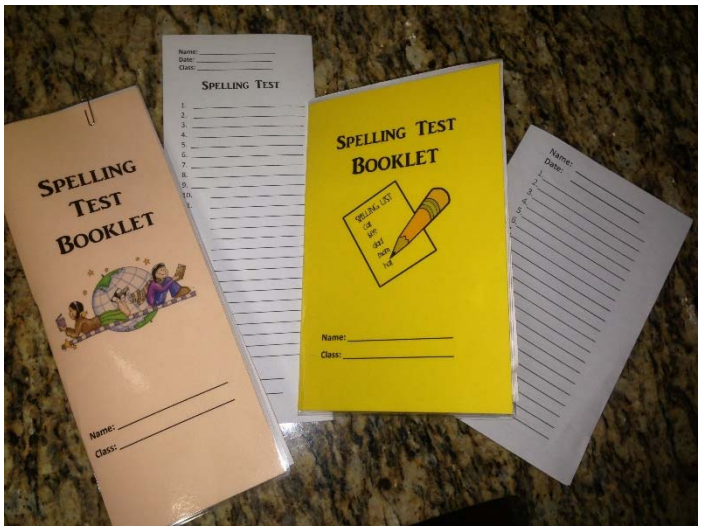
Using this "Tool"

1. Copy the spelling pages for the book option that you prefer.
2. Assemble one book for each student in your class.

Book Option A



Book Option B



Name: _____ Date: _____

Story: _____

Weekly Spelling Test

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____
11._____ 12. _____
13._____ 14. _____
15. _____ 16. _____
17. _____ 18. _____
19._____ 20. _____

Name: _____ Date: _____

Story: _____

Weekly Spelling Test

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____
11._____ 12. _____
13._____ 14. _____
15. _____ 16. _____
17. _____ 18. _____
19._____ 20. _____

Name: _____
Date: _____
Class: _____

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Score: _____

Grade: _____

Name: _____
Date: _____
Class: _____

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Score: _____

Grade: _____

Spelling Test Booklet

Name: _____

Class: _____

Background Information

Word walls are very beneficial to enhance the learning environment. They provide a permanent model for high frequency words, assist students in identifying patterns and relationships in words and provide reference support for students during reading and writing activities. This idea is interdisciplinary and can allow students to take the power of word wall wherever they go.

Materials

- File folders or folders with prongs
- Copy paper
- Word wall worksheets

Using this "Tool"

1. Copy the word wall sheets into a packet for students.
2. Place packet inside manila folder or duo tang folder

Take Home

Word Wall

Name: _____

A		
Word	Definition	Example/ Ask a Question

B		
Word	Definition	Example/ Ask a Question

C		
Word	Definition	Example/ Ask a Question

D		
Word	Definition	Example/ Ask a Question

E		
Word	Definition	Example/ Ask a Question

F		
Word	Definition	Example/ Ask a Question

G		
Word	Definition	Example/ Ask a Question

H		
Word	Definition	Example/ Ask a Question

I		
Word	Definition	Example/ Ask a Question

J		
Word	Definition	Example/ Ask a Question

K		
Word	Definition	Example/ Ask a Question

L		
Word	Definition	Example/ Ask a Question

M		
Word	Definition	Example/ Ask a Question

N		
Word	Definition	Example/ Ask a Question

O		
Word	Definition	Example/ Ask a Question

P		
Word	Definition	Example/ Ask a Question

Q		
Word	Definition	Example/ Ask a Question

R		
Word	Definition	Example/ Ask a Question

S		
Word	Definition	Example/ Ask a Question

T		
Word	Definition	Example/ Ask a Question

U		
Word	Definition	Example/ Ask a Question

V		
Word	Definition	Example/ Ask a Question

W		
Word	Definition	Example/ Ask a Question

X		
Word	Definition	Example/ Ask a Question

Y		
Word	Definition	Example/ Ask a Question

Z		
Word	Definition	Example/ Ask a Question

Word	Definition	Example/ Ask a Question

Math and Science Resources

www.coolmath.com	This site has so many math games, it's crazy. While not every game is completely educational, most are at least logic building games.
http://pbskids.org/cyberchase/math-games/	Cyberchase focuses in on many different math and problem solving concepts.
http://www.eduplace.com/kids/mw/	Math manipulatives, brain teasers, an e-glossary, and a place to work on a data survey.
www.studyjams.com	Mini Math & Science Videos, slide shows and Songs
www.stevespanglerscience.com	Outstanding Science Experiments (See his YOUTUBE videos)
www.physics4kids.com	It's not just physics for kids, it's for everyone
www.nasa.gov	Science videos and activities for kids.
www.numbernut.com	Math-all levels and subjects
www.ricksmath.com	Pre-kindergarten to high school
www.prongo.com	Math Games
www.sharemylessons.com	Free lessons and activities all subjects
www.brainpop.com	Great tools and resources (subscription required)
www.teacherspayteachers.com	All subjects vast resources, free and reasonable price materials/pre-made

THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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, 2014-15. Most catalogs can be viewed at The Education Fund web site at www.educationfund.org under the heading, "Publications."

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

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

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by June 15th.

APPLICATION DEADLINE:
December 10, 2014

Apply online at www.educationfund.org

For more information, contact:

Edwina Lau, Program Director
305.558.4544, ext. 113
elau@educationfund.org

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Contributors with IMPACT

Platinum Star

Florida Matching Grants Program

Gold Star

TD Bank
America's Most Convenient Bank®

Ford Motor Company Fund

FLORIDA 123 ABH SUPPORT EDUCATION

Humana Foundation

Silver Star

Rod and Lucy Petrey

NEXT GEN

Robert Russell Memorial Foundation

PEREZ TRADING COMPANY

FPL

Bronze Star

original IMPRESSIONS™
Your Marketing Communications Partner®

The Jack Chester Foundation

Yamaha Contender
Miami Billfish Tournament

Raj Rawal and Anne Marie Miller

Jonathan Symons