

TrashMasters!™
Team Up to Clean Up



Elementary School Division
Brooklyn Borough Runner-Up

Monitor School PS 110


NEW YORK CITY DEPARTMENT OF SANITATION

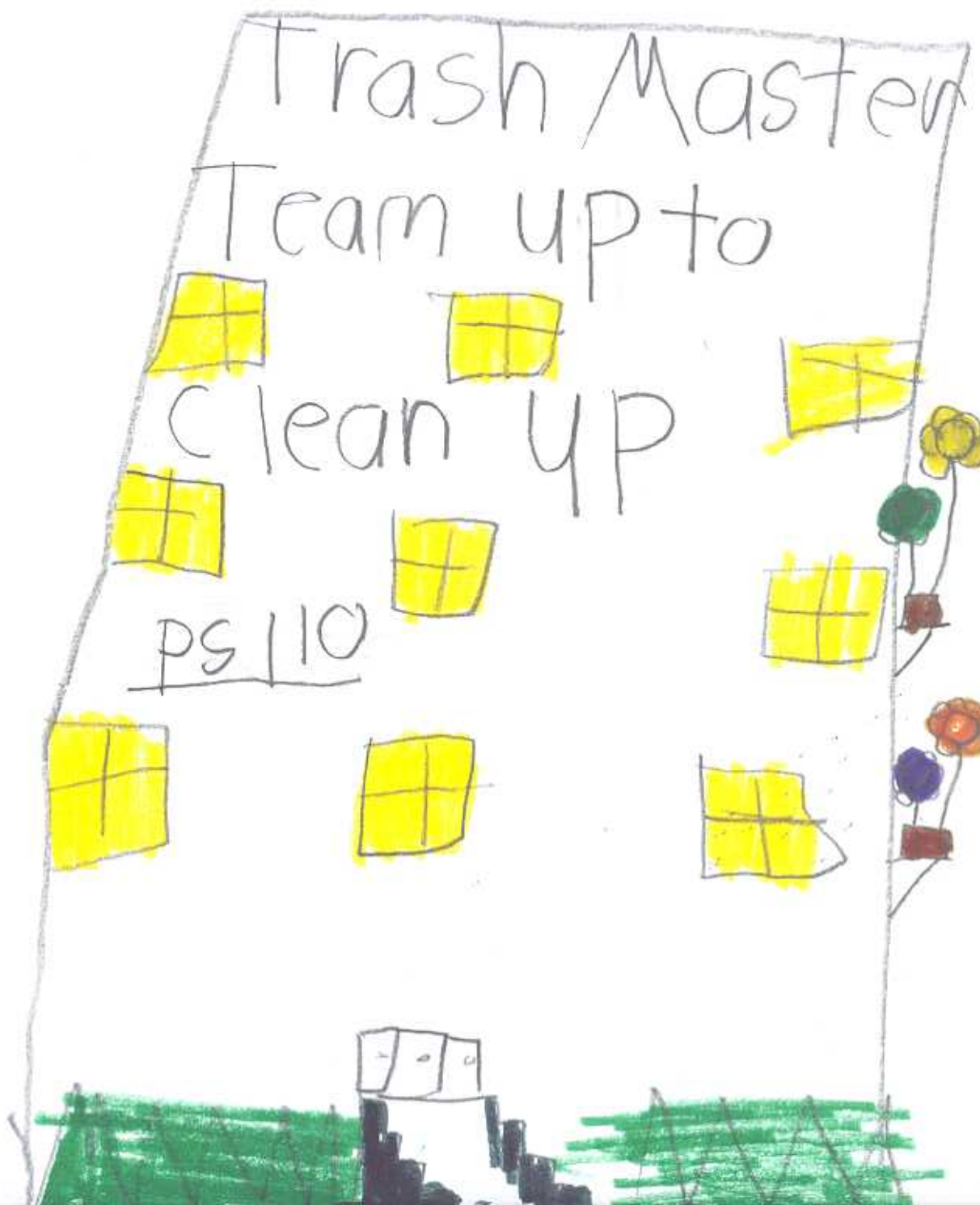
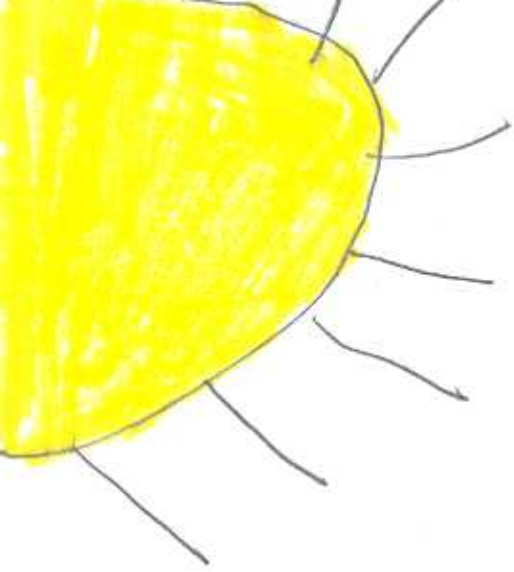
2004 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem of a grateful Department and City in recognition of your school's efforts to help make New York City shine.



City of New York, Michael J. Bloomberg, Mayor
Department of Sanitation, John J. Doherty, Commissioner


John J. Doherty, Commissioner
June, 2004



**New York City Department of Sanitation
The Golden Apple Awards**

Contest Name: **Team Up to Clean Up**
School Number: **Public School 110**
School Name: **The Monitor School**
District: **14** Region: **8** Borough: **Brooklyn**
Grade Division: **Elementary**
School Address: **124 Monitor Street**
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Principal: **Cynthia Bednarz**
Contest Coordinator: **Anna Rocchio**
Project Compiled by: **Randi Bernstein, Allison Fazio, Kim Koch, Kristi Mraz**
Participating Students, Classes, and Staff:

Ms. Randi Bernstein and Class 1-208

Ms. Allison Fazio and Class 1-212

Ms. Kristi Mraz and Class 1-211

Ms. Kim Koch and Class 1/2-103

These teachers and classes began the endeavor of planning, researching, and planting window boxes in their classrooms. By the end of May every window in our building will have boxes to enhance our beautiful old building. Every class will have the responsibility of assembling their window box with flowers.

In total about 550 students, faculty and staff contributed to the project.

Planting A

Rainbow

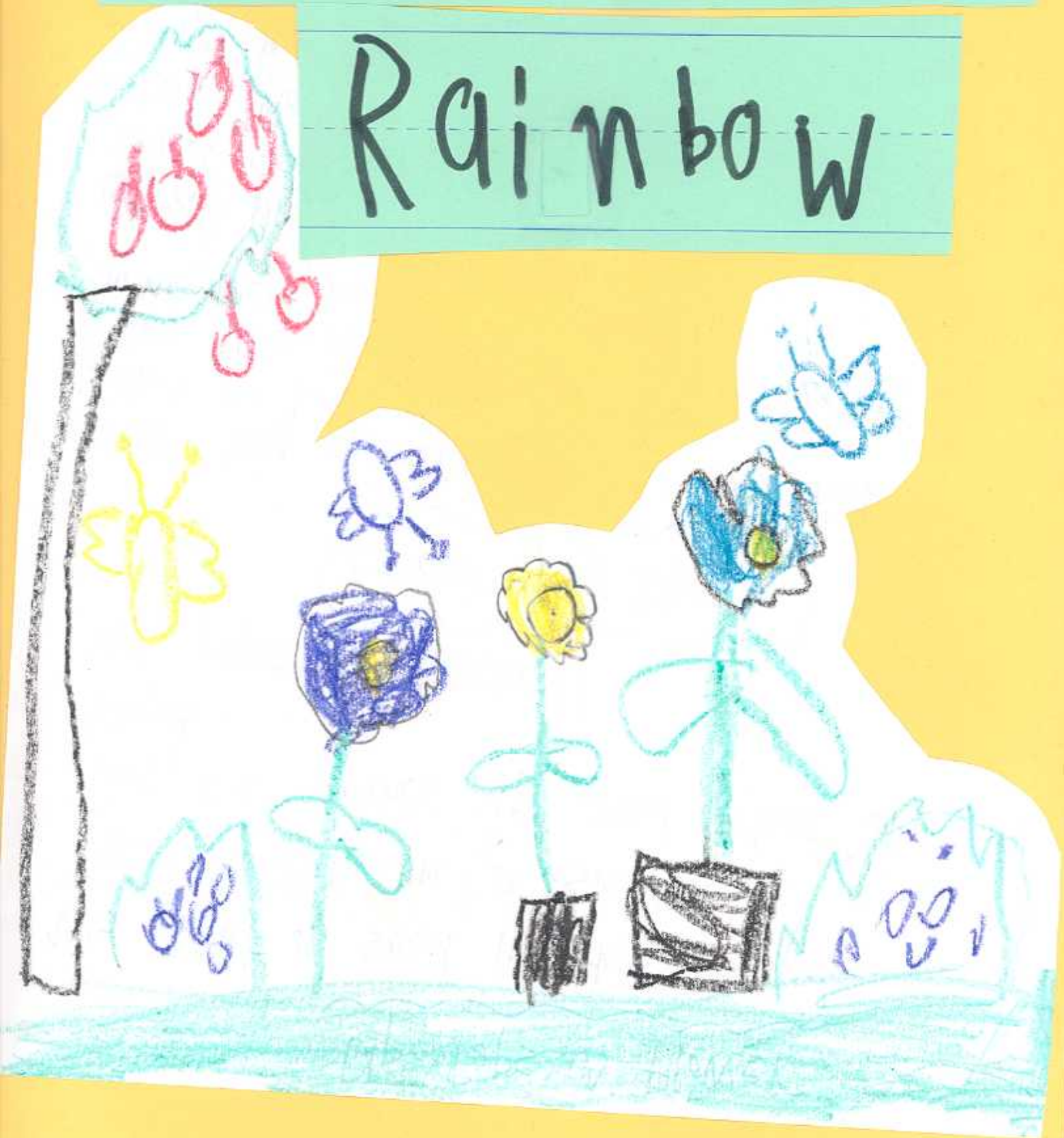
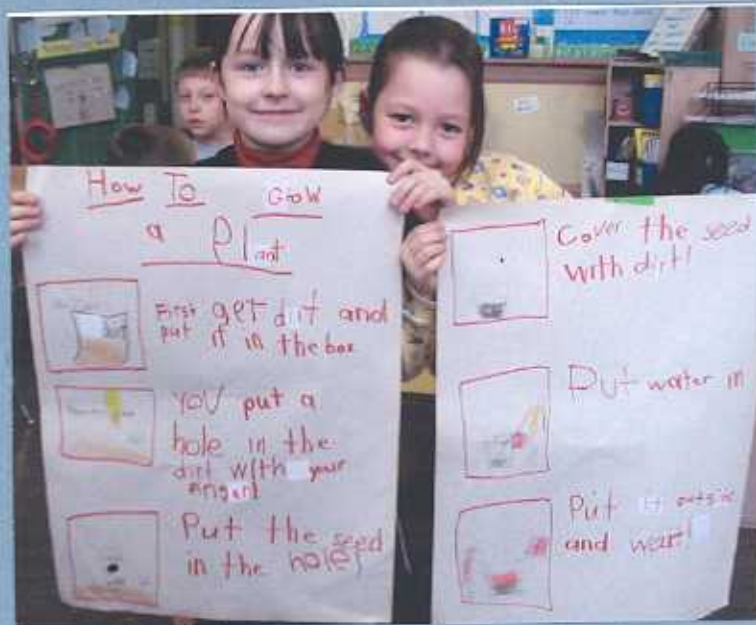


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"If help and salvation are to come, they can only come from the children,
for the children are the makers of men"

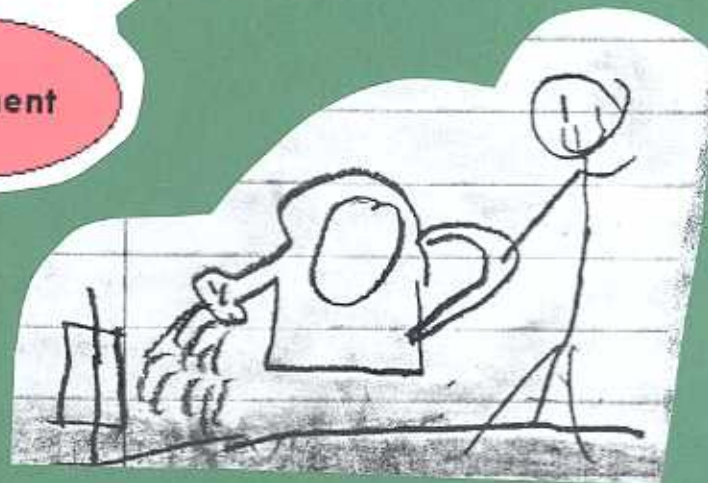
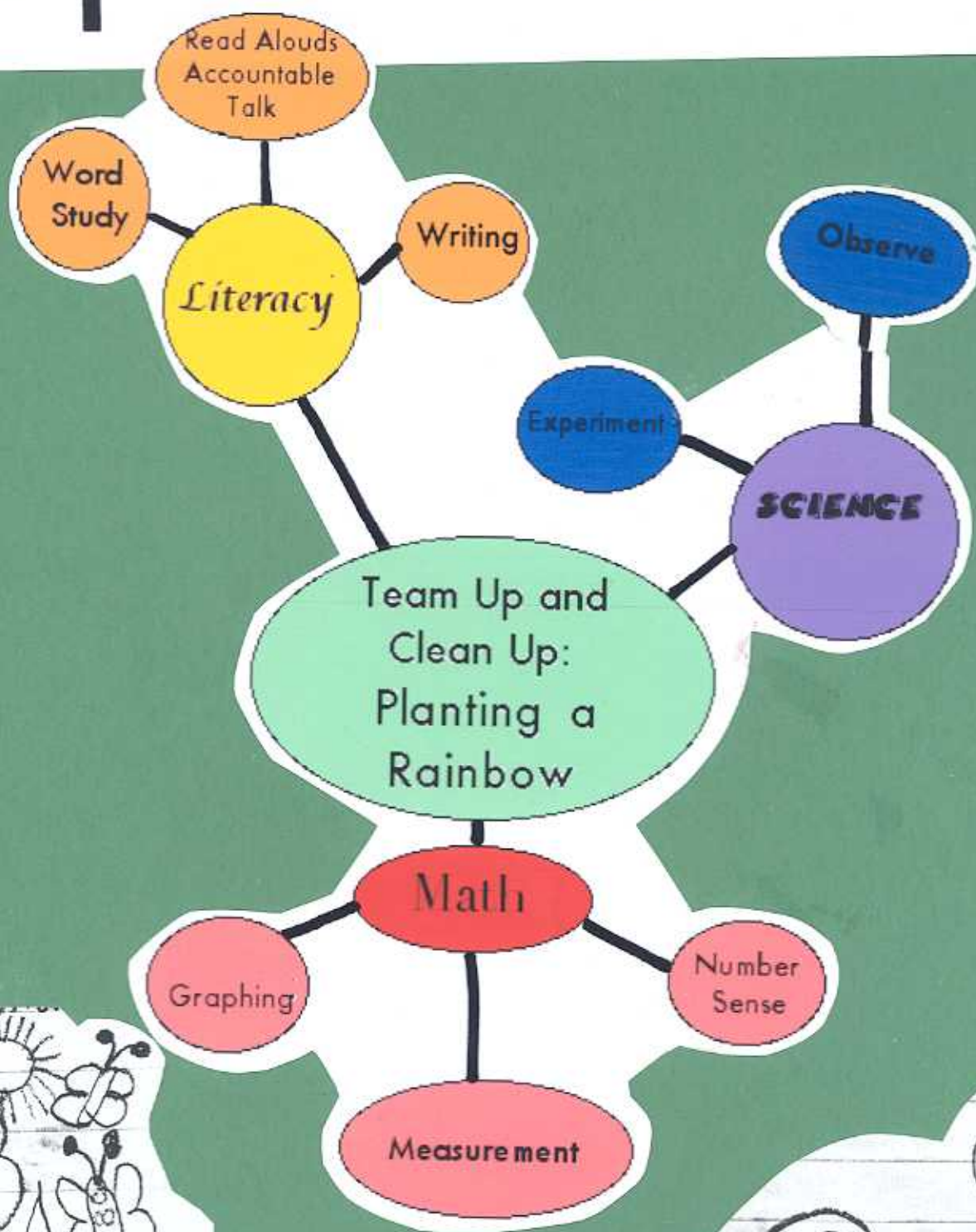
Maria Montessori 1949

As educators we believe that all children, regardless of race, socioeconomic level, or exceptionality, are entitled to the most powerful educational experience possible. Therefore the **first grade team, in coordination with a 1/2 special education classroom**, collaborated to build a unit that would put the power to dream, organize, develop, create, and reflect into the hands of our students. We integrated disciplines, classrooms, and members of the community to reach a common goal: community building through public service.

Our school, PS 110 is over 100 years old and is a stern brick building. To bring beauty into our school and the community that sees it every day an idea was born: let's team up to clean it up! We immersed ourselves in rich and engaging texts and began to dream of **filling each window with gardens teeming over with beautiful flowers**. The children took this dream and began to experiment and plan- from counting the windows, to determining the best conditions to grow plants- they developed a strategy to make the dream of a garden in every room a reality. Through teamwork we wrote shopping lists, letters to community members, read books that taught us about plants, learned new vocabulary, measured and weighed and counted until finally we were ready and celebrated with a day of planting. We delivered our window boxes complete with a pamphlet the students had written for each classrooms.

Through "Planting a Rainbow" first grade students developed skills listed in the New York State educational standards. Beyond that they built a sense of pride in their school, a sense of community amongst each other, and belief in themselves. As you read through the pages ahead, understand that these very students, who worked so hard to make their school a better place for each other, will one day be out in the world- and making that a little better too.

Project Overview



Scope and Sequence: Planting a Rainbow

Goal: Plant window boxes for each window in the school.

ABBREVIATIONS/COLORS USED TO DENOTE CONTENT AREA:

Writing (wr)

Science(sc)

Math (ma)

Accountable Talk Read-Aloud (at)

Word Study (ws)

Within the workshop model we are teaching our mini lessons using books that contain plants in reading, and illustrating how to write an all-about books, using plants as the subject.

Week One: Launch the Idea

WS- Introduce Poem: Up Pops a Flower- Activities: illustrating, picturing it in our head, acting out

AT-Read The Gardner by Sarah Stewart. Use turn and talk, and accountable talk to build the idea that we can make our school more beautiful, the same way Lydia made her home in Brooklyn more beautiful with flowers.

WS-Read Eating the Alphabet by Lois Elhert. Use as a launching point for class ABC book about plants and flowers.

AT-Read The Surprise Garden By Zoe Hall discussing the ways that flowers make people feel, how they are used, what we could do with flowers for our school.

WS-Begin plant word wall for new vocabulary.

Week Two: Planning

WS- Introduce new plant poem for week: I Dig, dig, dig

MA-Brainstorm the various things we need to do to make a window box for each room. Count the windows in the school.

WR- Record information interactively

MA-Measure the size of a window box, estimate and determine how many window boxes will fit in each window and how many window boxes we will need for the school.

WR- Begin shopping list interactively

MA- Measure quantity of dirt for each window box, determine quantity of dirt needed for each room and then for school.

AT- Read One Bean by Anne Rockwell

SC- Plant class flower

WR- Write How-To about PLanting

AT- Read How a Plant Grows by Bobbie Kalman

SC- Experiment: What does a plant need to grow? Begin Lima bean experiment.
(Ongoing with observations throughout the rest of the project)

WR- Interactively write- What a plant needs...

WS- Finish ABC Book, continue adding to word wall

Week Three: Implementation

WS- Introduce new plant poem: Plants

WR- Finish interactive shopping list

MA- Compute from shopping list the amount of money we will need to spend .

WR- Write to Ameena's Florist to ask for dirt donations.

AT- Continue reading plant related read-alouds (see read-aloud section for bibliography and core ideas)

SC- Identify parts of plants, make a diagram

WR- Develop idea of using all we learned in a pamphlet to distribute: use diagram, what plants need, how to plant a flower from previous lessons- add on: table of contents, friendly letter, materials page, cover, and author's page

MA/SC- Plant- measure and use skills learned previously

WS- Continue adding to word wall

Week Four- Celebrate

Deliver window boxes and pamphlets to classrooms

WR- Reflective writing on experience

AT- Read A Tree is Nice by Janice Udry. Guide book talk to reflection on our own experience

SC- Trip to Brooklyn Botanical Gardens to observe and study plants



Literacy Writing

Table of Contents

List of Minilessons

Pamphlet

Photographs and
Examples of Student
Work

Shopping

Soil
Seeds
Flower box

Examples of Interactive
Writing in the Unit.

How To Grow
a Plant

First get dirt and
put it in the box.

5.

Writing Workshop :Creating a Plant Pamphlet Through Interactive Writing

-Creating a Table of Contents

A table of contents lets the reader know what the pamphlet is about. Explain that a pamphlet is like an all about book. Brainstorm possible topics for the pamphlet. Interactively create the table of contents.

-Creating a Letter to the Reader

This letter is to let the reader know what we are trying to do. Explain that we are creating a pamphlet to help clean up the neighborhood and to make the neighborhood a beautiful place to live. The title of this mission is Planting a Rainbow. Show the children how to set up a friendly letter. Brainstorm ideas and interactively create the letter.

-Creating the Materials Page

What do you need to plant a rainbow? Pose that question to the children, have them work with partners and build ideas. Meet as a group, have the children share their ideas and interactively create this page.

-Creating "What Do Plants Need to Grow"

Just like we need food, water, exercise, etc. to grow, plants need certain things as well. Create this page after experimenting in science about what helps plants grow. Children use a graphic organizer and then meet as a group to write this page interactively.

-Creating a "How-To"

Now that the children have been immersed in literature about plants they can create a how-to page independently about plants. Meet as a group and share ideas then interactively write a page about planting.

-Creating Diagrams

Nonfiction books have many elements that teach, including diagrams. Interactively create a diagram of a plant.

-Creating the Author Recognition Page/Cover

Children are familiar with the elements of nonfiction books and will interactively create the missing pieces: the cover and the author's page

Other Interactive Writing Lessons:

1. Create a shopping list
2. Write letters to members of the community for donations
3. Explain outcomes for science experiments and math explorations



Our Student Created Pamphlet about Plants:

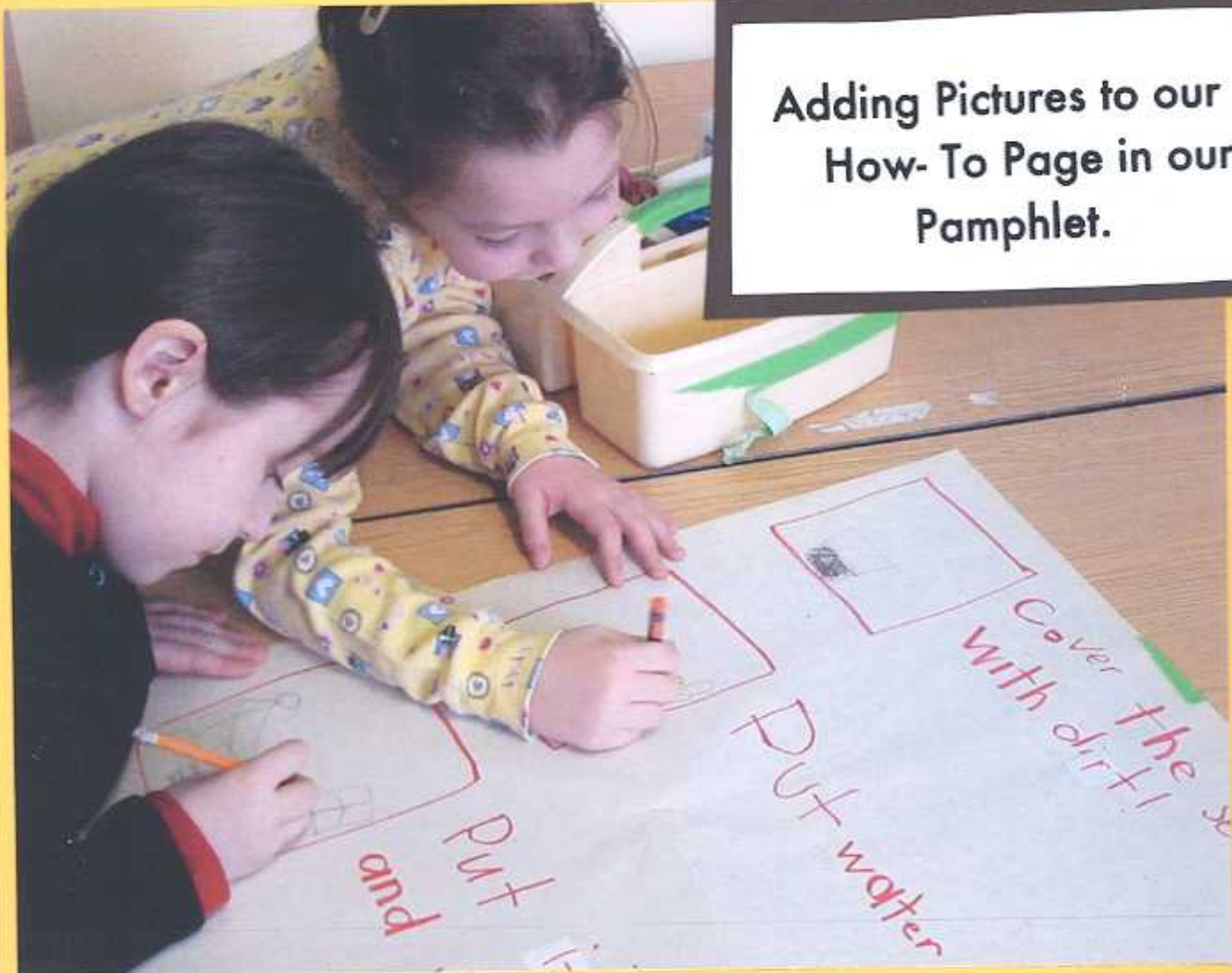




Reading over our Friendly Letter



Adding on to our How-To.



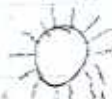
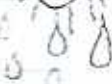

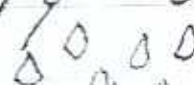

Adding Pictures to our How-To Page in our Pamphlet.

What Plants
Need to grow

1. Plant the seed in.
2. Plant the seed in.
3. water it.
4. Pull the weeds out.



What Plants Need
To Grow

- 1 sun 
- 2 water 
- 3 soil 
- 4 dirt ~~_____~~
- 5 water them every day.
- 6 rain 
- 7 pulling weeds 
- 8 tank of car oil

What Plants Need to Grow

1. Water (rain)
2. Sun
3. Soil (dirt)
4. seeds
5. Pull out the weeds around them
6. Patience
7. Care and love

Student Brainstorms Turn Into
A Page in our Pamphlet

Literacy

Accountable Talk

Read Alouds

Table of Contents



Student researching plants
at private reading.



**Selected
Minilessons**

**Annotated
Bibliography**

**Photographs and
Examples of
Student Work**

Selected Mini lessons: Read Alouds

Books to Use in Week One:

These books generate discussions around the idea of flowers creating a more beautiful place. They also generate discussions around community: supporting one another, determination, and care for each other and plants.

Planting a Rainbow
The Gardner
The Carrot Seed

Books to Use in Week Two/Three:

These books lend themselves to discussions surrounding the care and planning of a garden.

Tops and Bottoms
How a Seed Grows
This is Your Garden
Eating the Alphabet
Mole's Hill

Books to Use in Week Four:

These books celebrate our accomplishments and the beauty of Nature.

A Tree is Nice
Old MacDonald Had an Apartment House
How a Plant Grows

Baskets of Books used in our Unit.



Turning and Talking about plant books.



Reading Big Books with a partner after reading them as a class.

Title: A Tree is a PLANT

Author: Clyde Robert Bulla

Non-Fiction Book Report on Plants.

Topic (What is your book about?): My book is about the tree

Please circle the parts of a non-fiction book that you found in your book.

Table of Contents Labels Captions Glossary Diagrams Index

Write 3 facts you learned from your non-fiction book:

1. A tree is the biggest plant that grows.
2. The apple tree came from a seed.
3. Roots keep the tree from falling when the wind blows.

Reading Tops and Bottoms.



Literacy Word Study

Table of Contents

Selected Minilessons

Poems

Photographs and Examples Of Student Work



Checking out the big book
Eating the Alphabet by
Lois Elhert.

Selected Mini lessons: Word Study

Using Big Books:

- Build Reading Fluency
 - punctuation
 - smooth voice
 - rhythm and flow of text / rhyme
- Model Reading Behaviors
 - getting ready to read
 - book walks
 - looking at the cover and thinking aloud
 - reflecting on what was read
- Illustrate and Practice Decoding Strategies:
 - using chunks
 - using meaning
 - using the first letter
 - words that look / sound the same

Using Poems:

- Find and list rhymes- note spelling patterns
- Find word wall words
- Act out the poem
- Illustrate the poem
- 1-1 Match

Activities:

- Class ABC Book relating to plant vocabulary
- Science Word Wall



Poems Used in Our Unit of Study

I'll Plant A Little Seed

(Sung to: "I'm A Little Teapot")

I'll plant a little seed in the dark, dark ground.
Out comes the yellow sun, big and round.
Down comes the cool rain, soft and slow.
Up comes the little seed, grow, grow, grow!

Plants

Plants need care to help them grow
(make fist with hand)
Just like boys and girls you know
Good soil, water, sunshine bright.
Then watch them pop overnight.
(extend fingers out and up)

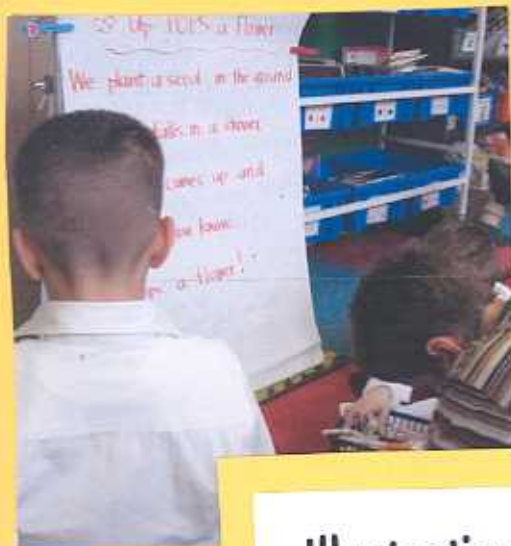
I Dig, Dig, Dig

I dig, dig, dig,
And plant some seeds.
I rake, rake, rake,
And I pull some weeds.
I wait and I watch
And soon, you know
My garden sprouts,
And starts to grow

Up Pops A Flower

Tune "Pop Goes the Weasel"

We plant a seed in the ground,
The rain falls in a shower,
The sun comes up
and what do you know
UP POPS A FLOWER!!!!!!!



Looking at a Big Book to build ideas for our class ABC book.

Illustrating the Poem:
Up Pops a Flower!



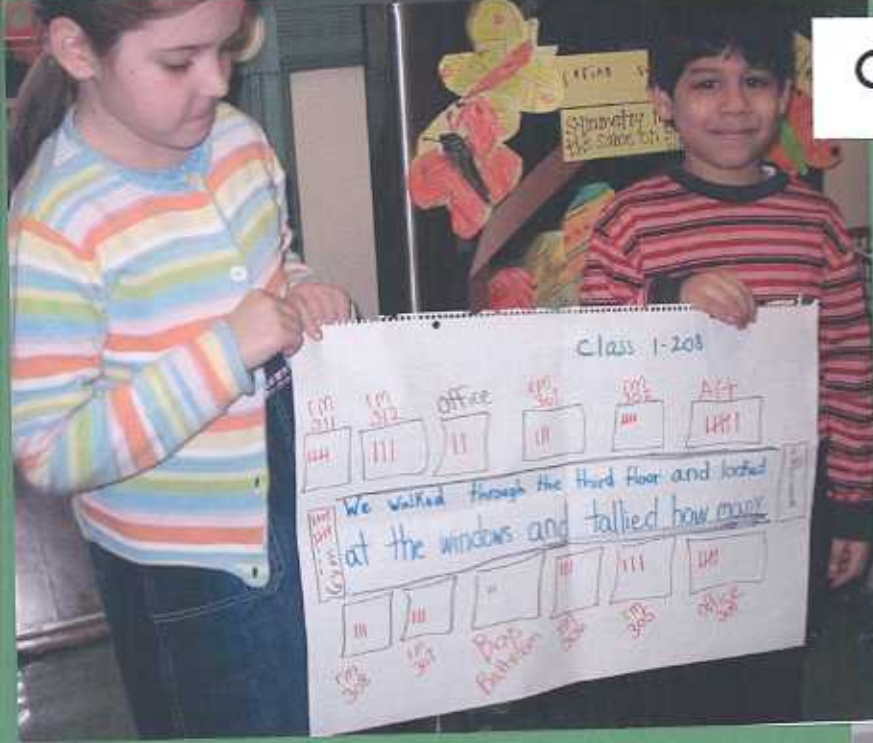
Science Word Wall at beginning of Unit. Words are added as we discover them in books.



Glueing our plant poem
into our poem book to
read at home.



Counting the number of windows.



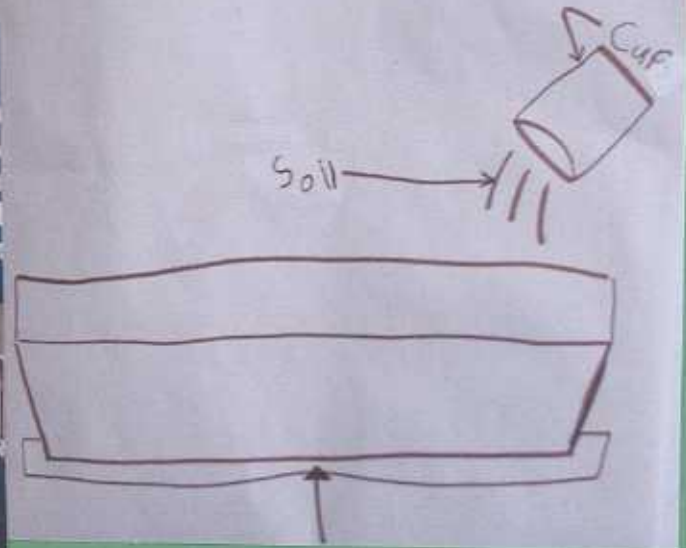
Second Floor Window Tally

Room 207	
Room 212	
Room 211	
Room 208	
Computer Room	

Estimating the number of cups of soil it will take to fill the window box.



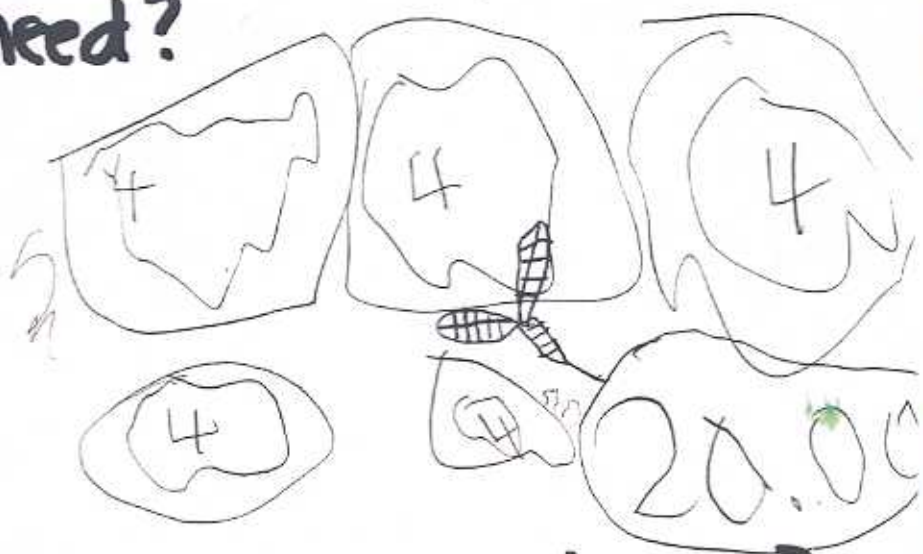
It took 15 cups of soil to fill the flower box.



What we discovered.



We need to buy 5 bags of dirt. Each one costs \$4 dollars. How much money do we need?



How do you know?
I counted by 4's

Examples of strategies used to determine the amount of money each item would cost.



If we need to buy 30 window boxes, and each one costs \$1.00. How much money do we need?



Using the number line to add together the number of windows.

How do you know?
because I cant by 1's

Science

Table of Contents

**Selected
Minilessons**

**Photographs
and Examples
of Student
Work**

Seeds we observed.



Selected Science Mini lessons: Planting a Rainbow

- What is a plant?
- What does a plant need to grow? (Ongoing)
Plant class plant and observe daily.
- Parts of Plants
- Experiment: What Happens if a plant does not get water? (ongoing)
Observe 2 plants in a sunny place, one will receive water, one will not, observe what happens.
- Experiment: How do seeds grow? (ongoing)
Soak one lima bean for each child in water. Place the Lima beans in a clear plastic cup near the edge. Have children take daily observations in notebook about what they see.
- Plants all around us
Observe that plant life around the school and take notes on observations
- How do plants help us? How can we help plants?

Then we celebrate:

Take a trip to the Brooklyn Botanical Gardens to observe various plants and find plants we have discovered in our reading



Checking the dirt



Observing the class plant.

Science Books used in the Unit



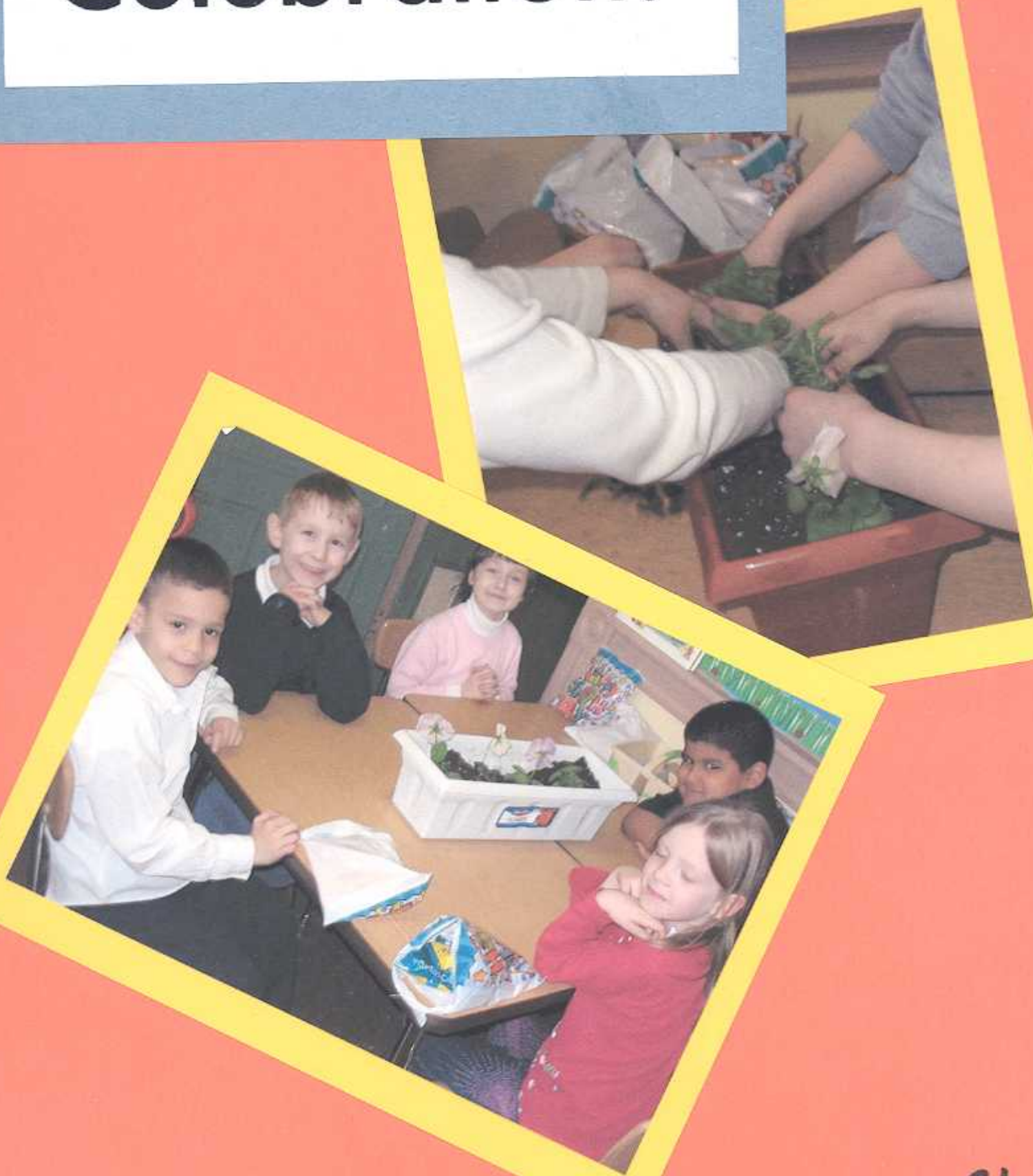
Watering the class plant.



1. Water
2. Sun

Information gathered about what plants need to grow.

Celebration!



Thanks!

ms. Rocchio

ms. Bednarz

Ameena

ms. Canno - amyta

Home Depot

