

District of Columbia

Let's Enjoy Japanese

Brightwood Elementary School

1300 Nicholson Street, N.W., Washington, DC 20011; 202-576-6199; FAX 202-576-6201

Submitted By: Takaki Imai and Martha Harris

Let's Enjoy Japanese is a cross-cultural program that will introduce the Japanese language, traditions and culture to fifth and sixth grade students at Brightwood Elementary School with the help of the Japanese intern, Takaki Imai. Students will learn how to speak and write simple Japanese words and phrases. Imai will serve the students Japanese food. Students will also learn Japanese history, songs, calligraphy and origami. In addition, the program will include a field trip to the Japan Information and Culture Center, a public diplomacy branch of the Embassy of Japan.

What a Mess!/KinderGARDEN

Capital City Public Charter School

3047 15th Street, N.W., Washington, DC 20009; 202-387-0309; FAX 202-387-7074

Submitted By: Caitlin Lauchlan

The Pre-Kindergarten and Kindergarten classes at Capital City Public Charter School will participate in a yearlong study of the environment in this hands-on multidisciplinary project that encourages students to take responsibility and care for our environment. The program will begin with a study on trash, investigating the problems that trash can cause when not dealt with properly and what can be done to reduce waste. Students will educate the school community and work to improve the school's recycling program. Starting in the spring, the program will shift into its gardening segment. The classes will study gardening and develop a community garden to help improve the local environment, using scientific and mathematical concepts to design and investigate the growing of their garden. Students will celebrate their work at the end of the year with families and classmates.

What's that on Your Shoe?

Capital City Public Charter School

3047 15th Street, N.W., Washington, DC 20009; 202-387-0309; FAX 202-387-7074

Submitted By: Elizabeth Fuller

Forty-six students in seventh and eighth grade at Capital City Public Charter School will engage in an investigation of nature, origins and composition of soils in the Columbia Heights neighborhood and surrounding areas of Washington, D.C. Using appropriate scientific equipment and techniques, students will gather soil samples to analyze the chemical and physical content of the soil to check for contaminants and toxins that might pose a health risk to the residents of the neighborhood. The program will start off with a trip to Rock Creek Nature center to help students determine how their research should be presented. Afterwards, students will take a field trip to the University of Maryland soil

analysis lab to view their world-class soil monolith collection and see how soil analysis is conducted. Following the visits, students will collect samples from around the area and test them with field kits. This will be enhanced by sending their samples to a professional lab, the Soil and Plant Tissue Testing Lab at the University of Massachusetts. They will then compare their data to the lab's results and will consider reasons for the differences in the data. As a final project, they will generate lab reports outlining their methods, results and conclusions to create a public display that will be donated to the Rock Creek Nature Center.

What Do Things Need to Live

E.L. Haynes Public Charter School

3029 14th Street, N.W., Washington, DC 20016; 202-667-4446; FAX 202-667-8811

Submitted By: Melanie ElLaissi and Sean Cain

This exploratory project involves students in E.L. Haynes' Kindergarten class learning about what sustains life, such as air, water, food and shelter. Students will engage in fieldwork, exploring the resources of life of plants, insects and animals native to the Washington, DC area. They will master these concepts through the use of short plays, music, student-produced films and art projects. Visits will be made to the National Zoo, Rock Creek Park, the US National Botanic Gardens and the National Arboretum. Local experts will also visit the students to speak on botany, soil, air, insects and animals. The project will culminate in the production of a student video, which will be shared with the school and family communities.

Reference Materials for Research

Gage Eckington Elementary

2025 3rd Street, N.W., Washington, DC 20001; 202-673-7305; FAX 202-671-1160

Submitted By: Tiffanie Williams and Griselda Rutherford

Students at Gage Eckington Elementary will research natural disasters in order to gain an understanding of how lives are impacted—those impacted directly as well as the global community at large. Information will be obtained and organized from a variety of sources. It will also be documented and presented in individual and group projects. Also included will be a trip to National Geographic to speak to an expert on the various natural disasters. Students will read about earthquakes and volcanoes as an introduction to the project and will then select their own natural disaster to research. A final expository essay about the natural disaster will be written by each student.

Let's Go to the Library

Hearst Elementary School

3950 37th Street, N.W., Washington, DC 20008; 202-282-0106; FAX 202-282-2303

Submitted By: Elizabeth Vandivier

This project will give students at Hearst Elementary School the access to current information through new magazines and books, while providing activities and opportunities that will increase interest and appreciation in reading. Library hours will be

extended so that parents can spend time choosing books and reading with their children. Instead of two books, students will be allowed to check out a maximum of five books and one magazine. In addition, storytelling sessions and parental workshops will be provided during the extended hours. By providing extra time for parents and children to explore reading together, students will build a habit of enjoying and sharing information, stories and reading.

Healthy Eating Keeps Me Succeeding

Hearst Elementary School

3950 37th. Street N.W., Washington, DC 20012; 202-282-0106; FAX 202-282-2303

Submitted By: Janine Davey and Beth Prince

This program is designed to enhance and expand the *Healthy Habits Club* at Hearst Elementary School. The program involves students meeting every other week to discuss good nutrition, healthy eating habits and regular exercise. It will be expanded to reach out to the entire student body and an early childhood cooking class will be held twice a month. Students will plant fruits and vegetables in the school garden to harvest and incorporate into their cooking. By cooking, interdisciplinary connections will be created in reading, math, science and social studies. It is also hoped that a stronger relationship with the Washington Home Senior Center will be created by including their residents in some of the cooking projects, which will also create an intergenerational bond. The final phase of the project is a cookbook, written and illustrated by the students, containing favorite recipes and sold as a fundraiser for the next year. Also, students will host two parent luncheons and one evening event to share food.

Hearst and Sidwell Book Buddy Program

Hearst Elementary School

3950 37th Street, N.W., Washington, DC 20012; 202-282-0106; FAX 202-282-2303

Submitted By: Denise Dawkins

The Pre-Kindergarten students will each pair with a fifth grade student from Sidwell Friends Middle School. To start off, Sidwell students will bring their favorite book from when they were four and read it to their Pre-K buddy. A variety of activities will be held during the school year centered around children's literature and based in the Arts, fostering the students' creativity. An Artist in Residence from the Kennedy Center will help in planning some of these activities, which include the annual Literacy parade and Hearst's annual read-a-thon. In addition, the classroom library will be expanded upon to provide more resources for the students. The project will culminate with an end of the year celebration that will include a picnic with the students and their families and a display of the activities that the students participated in during the year.

Internet Math Games Project

Hearst Elementary School

3950 37th Street, N.W., Washington, DC 20012; 202-282-0106; FAX 202-282-2303

Submitted By: William Rope, Janine Davey, Faith Ezeailson and Catherine Johnson

Eighty students in first through third grade will engage in the widely-used and highly popular “24” math game series that will supplement the District of Columbia’s newly-introduced Everyday Math program, which was created at the University of Chicago. It aims at introducing young students to a greater variety of math concepts than is provided in most primary school math curriculums. Students will build their fundamental math skills by using the internet service provided by the creators of the “24 Game”, which enables students to access the website at school or at home and play and advance to higher levels of math skill at their own individual pace. Teachers will log on to track the progress of each student.

Honoring Our Ancestors-Bookbinding and Films

John Eaton Elementary

3301 Lowell Street, N.W., Washington, DC 20008; 202-282-0103; FAX 202-282-0074

Submitted By: Claire-Michelle Tesh

This cross-curricular writing and video project will expose students to cultural awareness and give them the opportunity to investigate their own heritage and ancestry while engaging in the writing process and oral history. Second grade students will explore their ancestry and their cultural roots by using a variety of resources such as interviewing an elder, the internet and other resources. They will individually publish their own books with illustrations, family photographs, artifacts, maps and heirlooms. The class will then collaboratively create a video documentary with highlights of their interview and family documents. The video will be played during the in-school exhibition of the student’s books in the library. Parents, faculty, students and community members will be invited to view the books and video, which will also be displayed in the lobby of The American Immigration Law Foundation in Washington, DC. In addition, a community speaker will speak to parents and students about his experiences as an immigrant during the school’s International Week.

LITES: Shadows to Rainbows

Plummer Elementary School

4601 Texas Avenue, S.E., Washington, DC 20019; 202-645-3179; FAX 202-645-3174

Submitted By: Gloria D. Allen

LITES (Light Investigations To Engage Students) is an interactive project that presents a short unit on light, specifically natural light from the sun and the use of artificial light indoors, to the fourth and fifth grade students. Students will discover how shadows move, explore the properties of light and take a closer look at the light spectrum and prisms. Students will be challenged mathematically with concepts such as the angle of incidence and the angle of reflection. During the spring, shadow and sun/photo sensitive explorations will be conducted outside with students recording data and gathering information about light. Students will demonstrate what they have learned during the school’s Science Celebration in May.

An In-Depth Study of Aquatic EcoSystems: The Chesapeake Bay and the Bering Sea

Ronald Brown Middle School
4800 Meade Street, N.E., Washington, DC 20019; 202-724-4632; FAX 202-724-4635
Submitted By: Geraldine C. Okwesa

Students in the seventh grade Life Science classes at Ronald Brown Middle School will compare and contrast the Chesapeake Bay and the Bering Sea and consider the environmental factors that affect each. This comprehensive study of the two regions will introduce important ecological concepts and will emphasize species diversity and the environmental conditions that impact wildlife. Students will produce an exhibit that focuses on regional threats and the conservation actions necessary to protect and sustain life. In comparing the two eco-regions, students will participate in a variety of activities such as journal writing, maintaining aquarium logbooks, developing multimedia presentations and engaging in a number of hands-on activities. This project will increase problem solving skills and an understanding of math and science concepts. Video and still photography will be used to develop a library of the exhibit production. Brochures and flyers will advertise and invite students from elementary schools in the community to view the exhibit.

Young Adult Literature: Ready to Read

Roosevelt Senior High School
4301 13th Street, N.W., Washington, DC 20011; 202-576-6133; FAX 202-541-6449
Submitted By: Carol Ann North

The Young Adult Literature program is designed to encourage high school students to embrace adult literature and to read to and with middle school students. Eleventh and twelfth grade students will pair with Macfarland Middle School students once a week to read the texts of young adult writers Patricia Polacco and Walter Dean Myers, authors who address multicultural themes and a variety of intergenerational character relationships. The authors also use art illustrations in their texts that will engage the imagination of the readers and students will engage in their own creative projects. A closing activity will culminate the project to display the students' own art illustrations, story content reviews and narratives.

Family Heirlooms: A Photo Documentary Project

The School for the Arts in Learning
1100 16th Street, N.W., Washington, DC 20036; 202-296-9100; FAX 202-261-0200
Submitted By: Jennifer Bune

Fourth grade students at The School for the Arts in Learning will investigate family heritage by conducting research into their own family histories in order to create an heirloom book to be presented to their families and passed down to future generations. Students will participate in a series of workshops, in-class assignments and homework projects that will work towards creating the family heirloom books. The books will include interviews conducted by the students, brief narrative and autobiographical writing, original poetry, illustrations and photographic portraits of people, pets and places central to the family heritage. The year-long project will culminate in a school exhibition

and book gifting ceremony at the school gallery where the students, families and community members will be present.

Harlem: A Simple Story

Springarn Senior High School

2500 Benning Road, N.E., Washington, DC 20002; 202-724-4525; FAX 202-724-8746

Submitted By: Vera Rosier

Harlem: A Simple Story is a thematic unit designed to enhance reading comprehension and writing proficiency by engaging students in reading and analyzing selected short stories about the creation of “Jesse B. Semple” or “Simple” stories by Harlem Renaissance writer, Langston Hughes. Twelfth grade students in select classes will practice and improve their critical thinking and research skill and writing performance with exemplary writing assignments being displayed on the classroom Writing Bulletin Board and published in the annual student literary arts magazine. The culminating activity will be a trip to Harlem, New York to visit where Langston Hughes lived and the setting for his “Simple” stories.

The Red Thread: Integrating Chinese Culture into the First Grade Classroom

Strong John Thomson Elementary School

215 G Street, N.E., Washington, DC 20002; 202-698-3797; FAX 202-698-4533

Submitted By: Lynnea Rice and Crystal Overstreet

First grade students will participate in the implementation of four innovative classroom projects designed to supplement the Chinese language program through integrating Chinese culture into the curriculum. One of the projects will be a school to school writing project with the Elementary School of the Yunnan Normal University in China, through which students will practice their writing skills and learn about life in China. The second project will involve the celebration of Chinese Festivals and exploration of Chinese culture. The third introduces students to Chinese literature and the fourth is Tai Chi instruction with the help from an instructor. At the end of the year, students will play “Chinamania”, a Chinese trivia game designed for children to show how much they have learned about Chinese culture.

StoryTime, CuddleTime

Van Ness Elementary School

1150 5th Street, S.E., Washington, DC 20003; 202-698-3818; FAX 202-698-3825

Submitted By: Salomea Swaim

This project is a weekly storytime for all early-childhood and special-education children at Van Ness Elementary School, designed to enhance their cognitive and motor skills while increasing their comfort level in a library environment. Presentations of literature will be done in an interactive and multi-sensory way through puppets as an introduction to storytimes and stuffed animals for the children to hold. Children will be given small books to read after the presentation.

