

Education Foundation of Wauwatosa, Inc.

# SAVE the DATE

for the



Education Foundation of Wauwatosa  
**EFW**  
Inc.



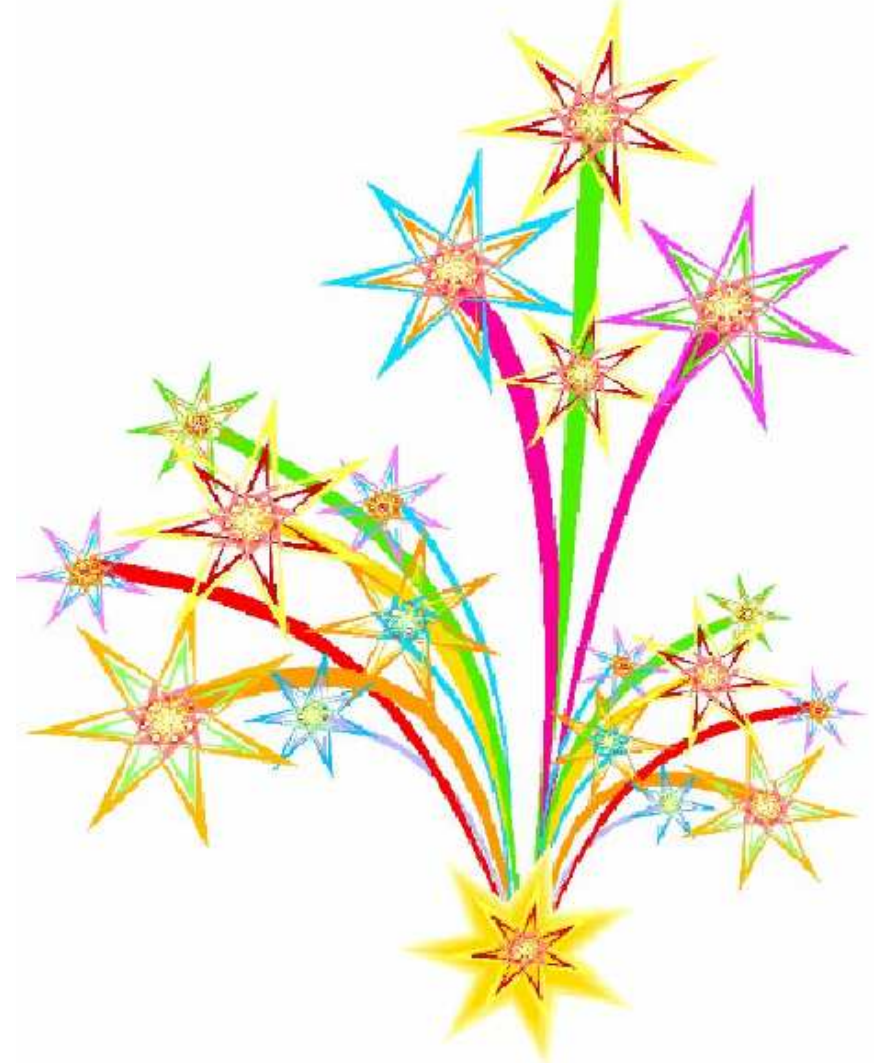
## 2008 Walk/Run

Saturday, May 10

Milwaukee County Zoo

Watch your school newsletter for more information coming

## 2008 Annual Celebration



*"Recognizing Wauwatosa's Outstanding Teachers"*

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## 2007 Donors (cont.)

### FRIENDS - \$25-\$49

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### Gifts In Kind

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Beihoff Music Corp.	Little Read Book
Boosters—Tosa East & West	Milwaukee Admirals
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Godfrey & Kahn, S.C.	Wash Brite Car Wash
Hawks Nursery	Wisconsin State Fair
Hilton Milwaukee City Center	Robert Lau & Christine Zeller
Hui’s Cantonese and American Restaurant	

### Honorariums

Melanie N. Aska	Chad and Sherrill Knezel
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James and Karen Funk	Dennis McBride and Karen Barry
Richard and Elaine Jungen	Andre and Michele Robinson

**2007 Donors (cont.)**

**PARTNERS - \$100-\$499 (continued)**

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Michael and Tami Quist  
Henry J. Schuldt  
Kent and Laura Wainscott  
Roger and Maricolette Walsh  
Judy Wood  
John and Mary Yentz  
John and Sandy Zellmer

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Annual Report booklet prepared by:  
Communication Department  
Wauwatosa School District  
Chris Preisler, Communications Specialist

**Education Foundation of Wauwatosa, Inc.**  
2007-08 Board of Directors

James Larson, President  
BWM Mortgage

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Karen Lonski  
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***Mission Statement***

*The Education Foundation of Wauwatosa, Inc., was organized in 1990 to strengthen and improve the overall educational quality of Wauwatosa's public schools. The monies raised support creative and innovative teaching ideas.*

**2007 Donors**

**SPONSORS - \$1,000 & MORE**

Balistreri's Italian-American Ristorante  
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Robert Lau and Christine Zeller  
Scott Lawrence  
Michael and Beth Linscott  
Karen J. Lonski

**World Music and Drumming**  
Washington Elementary  
Suzanne Graber

*Continued from previous page*

The drums and ensembles were a great compliment to our global holiday sing at Washington with fourth and fifth graders accompanying other singers and players. The finale brought 180 third, fourth and fifth graders together singing “Peace Will Come”, while accompanied by our drums. The drums have been a great asset to the music room. The students are learning listening skills, cooperation, how to compliment each other and work as a team. Thanks to EFW from everyone at Washington Elementary School!



**Annual Recognition Meeting**  
*Registration, Grant Displays, Hors d'oeuvres*

**Program**

**Welcome** .....James Larson, EFW president

**Recognition of Board Members**.....James Larson, EFW president

**Annual Meeting** .....James Larson, EFW president  
and William Komisar, representative of Komisar Brady Co., LLP

**Recognition of Walk/Run School**

**Award Winner** ..... Buffy Stephen, EFW board member

**Recognition of Major Donors** ..... James Larson, EFW president

**Recognition of**

**Grant Recipients**..... Maureen Kenfield & Scott Lawrence,  
EFW board members

**Introduction of Speaker** .....Ann Pierson, EFW board member

**Speaker**

James Schier  
Sr. Space Communications Architect  
Space Communications and Navigation Office  
Space Operation Mission Directorate  
NASA Headquarters

**Projects on Display**

- Portion Distortion
- Do You See What I Hear?/Cuddle Up With a Good Book:  
Creating Lifelong Readers/The Cat in the Hat is Back
- Heart Math: School Success Through Managing Stress and High Emotions
- The Quiet Shelf

## About Our Speaker - James Schier

Jim Schier was born in Milwaukee and grew up in Wauwatosa, graduating from Wauwatosa West High School in 1969. After graduating from Purdue University with a Bachelor of Science in computer science, he worked for four years in a medical research institute in Indianapolis before switching jobs to work in the industry he loves – the space industry!

At TRW in Los Angeles, Jim worked on the development of zero-gravity crystal growth experiments that flew on Spacelab-3 in 1985 while also working on a second bachelor's degree in electrical engineering. He then managed flight software development on the MILSTAR communications satellite. After moving to Virginia, he spent eight years at Grumman on the International Space Station as the Avionics Manager and Chief System Engineer. Next, he worked for Northrop Grumman supporting the National Reconnaissance Office's deputy director in engineering satellite intelligence systems. He joined NASA in 2004 as the Senior Space Communications Architect after President Bush announced the Vision for Space Exploration. Since then, he has led NASA studies for communications to the Moon and Mars from 2010-2030. Working in collaboration with the defense and intelligence communities, he chairs the civil space satellite communications team defining the national Transformational Communications Architecture (TCA). For the past year, he led the team that defined NASA's lunar space communication and navigation architecture as part of the Lunar Architecture Team.

Mr. Schier is the recipient of numerous awards from each of the companies for which he has worked as well as several NASA awards including a Silver Snoopy award from NASA's Astronaut Office and an award for leading a team of hundreds of people in redesigning the International Space Station. In his spare time, he is a docent at the National Air and Space Museum where he is a co-recipient of the 2005 National Aeronautic Association's Frank G. Brewer Award for "significant contributions of enduring value to aerospace education in the United States."



## World Music and Drumming Washington Elementary Suzanne Graber

Washington was fortunate to have received an EFW grant for an ensemble of instruments which includes 15 tubanos, two talking drums, two sets of bongos and a collection of other percussion instruments from the world music category. While the ensemble comes with a structured curriculum geared towards specific drumming ensembles, we are finding many other grade and age appropriate ways to use our drums.



In the lower grades, senior kindergarten to second, we have been able to set the drums up in such a way as to give everyone the opportunity to play, in a short amount of time, allowing everyone to experience hands on playing. At this age the drums are used to practice playing the steady beat, echo rhythmic patterns and play simple rhythms from notation. The students are engaged and love to participate in these activities.

Moving into third, fourth and fifth grades we refer more to the drumming ensembles provided by the World Music and Drumming curriculum. At this level, the rhythms become more complicated to echo and students are asked to improvise their own rhythmic idea. The ensemble separates into different parts with each specific instrument being responsible to hold their own part as the ensemble plays together. These ensembles require complex and syncopated rhythms as well as continued attention being given to the "time-line" or steady beat. Songs are being use as the vocal piece of the drumming ensemble. To date, the third grades are fine tuning drumming ensemble one, while the fourth and fifth are working on ensemble two. As with the lower grades, these instruments are also incorporated into the Wauwatosa music curriculum providing hands-on experience while reading rhythms and accompanying songs from our books. As a collaborative effort with the media teacher, the fifth grades will be using various drum ensembles and songs as background music for a digital storytelling project scheduled for Black History Month.

*Continued on next page*

**West is Wild About Wellness**  
West High School  
Christa Botsford and Lowrie Becker

Wauwatosa West High School is in the process of building and setting up its new state-of-the-art fitness center. This process began when the district received the Carol White Pep Grant. The grant is in the middle of the three year process to provide West with the new fitness center, rock climbing wall and outdoor ropes course.

During the week of January 7-11 our fitness center floor was laid and the equipment was moved in. The Makoto Sports Arena made its debut at West on Friday January 11, 2007 allowing our students to learn interactively while increasing reaction time, coordination and focus. This arena will allow us to provide brain-based learning for all students including those with special needs, athletes and community members.



The Makoto Sports Arena will also provide an additional teaching station to challenge our students in an innovative and interactive way. The completion date for our fitness center changed from the end of September to the end of January which has delayed our implementation of this incredible piece of equipment. At this time students are experimenting with the new Makoto Arena and the physical education staff will be trained on January 28, so we can utilize this new piece of equipment to meet the needs of our students at Wauwatosa West High School.

**Education Foundation of Wauwatosa, Inc.**

**STATEMENT OF ASSETS AND FUND BALANCE  
CASH BASIS  
DEC. 31, 2007 AND 2006**

<u>ASSETS</u>	<u>2007</u>	<u>2006</u>
Wauwatosa Savings—savings account	\$141,751	\$ 141,241
Wells Fargo Bank—investment (market value)	437,948	425,648
Wauwatosa Savings—disbursement account	<u>7,091</u>	<u>6,710</u>
Total assets	<u>\$586,790</u>	<u>\$573,599</u>
 <u>FUND BALANCE</u>		
Balance beginning of period	\$573,599	\$511,681
Excess of receipts over disbursements	13,191	61,918
Balance end of period	<u>\$586,790</u>	<u>\$573,599</u>

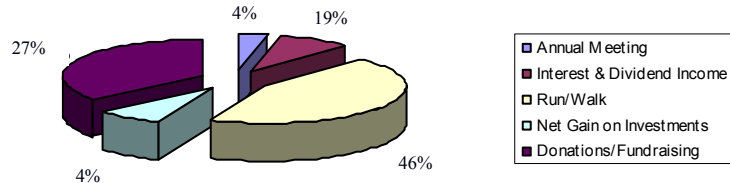
**STATEMENT OF REVENUES AND EXPENSES  
CASH BASIS  
FOR THE TWELVE MONTHS ENDED DEC. 31, 2007 AND 2006**

<u>REVENUES</u>	<u>2007</u>	<u>2006</u>
Donations and fundraising	\$ 25,104	\$ 19,195
Run/walk	42,754	50,696
Annual meeting	3,103	6,035
Interest and dividend income	17,003	12,675
Net gain on investments	4,399	29,478
Grant refund	657	—
Total revenues	<u>93,020</u>	<u>118,079</u>
 <u>EXPENSES</u>		
Grants	\$ 56,000	\$ 30,899
Annual meeting	2,664	3,762
Run/walk	14,736	15,656
Office	426	444
Investment expense	4,978	4,705
Insurance	500	500
Taxes/licenses/dues	318	195
Bank charges	207	—
Total expenses	<u>79,829</u>	<u>56,161</u>
Excess of receipts over disbursements	<u>\$ 13,191</u>	<u>\$61,918</u>

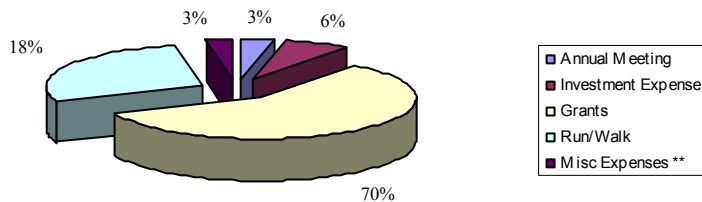
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## 2007 Receipts & Disbursements

### 2007 EFW Receipts



### 2007 EFW Disbursements



## Walk the Line McKinley Elementary Matt Good and Ryan Otten

“Walk the Line” is a program that is being implemented for the students in grades three through five at McKinley Elementary. The program allows students to check out a pedometer for seven days and keep track of their activity levels. They turn in their tracking sheets and we talk about the importance of daily activity. On the sheet they take home there is a parent feedback section. We have received nothing but positive feedback regarding the program. Students are very excited to wear their pedometer and see how many steps they can get in a day.

“Walk the Line” has made our students aware of the importance for daily activity. Many students have told me they now exercise daily and understand how that impacts their future. The best part of the program is that it is just getting under way. We had a session this fall and the program again in the winter (February) and again in the spring (May). Offering it three times a year allows students to compare their activity levels for the different seasons we have.

The total impact of the program will be evident after a few years when the students have had the chance to compare their activity levels for two to three years. Thank you Education Foundation of Wauwatosa for the opportunity to implement this important program!

**W is for Wisconsin**  
Jefferson Elementary  
Sally Jipson and Amy Patskowski

The fourth grade social studies curriculum in the Wauwatosa Schools centers around the topic of Wisconsin. Students are immersed in state learning with topics such as geography, famous Wisconsinites, Native Americans, government, history and much more. In order to give our students a chance to use this vast amount of new information in a creative and meaningful way, each student is making an individualized Wisconsin alphabet book to highlight his/her Wisconsin knowledge. Instead of a fourth grade traditional end of the year memory book, our students will have a memory book filled with fourth grade learning.



Upon the conclusion of learning about a Wisconsin topic, each student chooses a letter or two of the alphabet, matches it to a Wisconsin topic, researches three facts about it, and scans, imports, draws or photographs an illustration for their page. In addition, they choose fonts and colors and lay out their individual pages. This project requires the students to use long-term organization and higher order thinking skills. In addition, students are creating the booklet with a specific purpose that targets a real life readership. As they work, the students share ideas and benefit from seeing the work of friends. Communicative arts, computer and artistic skills are all applied to this project. As we take class field trips this spring, some students can use digital cameras and import these pictures into their booklets. Their books are highly personal and highlight topics of personal interest and study.

This project has really focused on student learning and emphasized personal responsibility for topic and fact learning. It is high interest and provides a real goal for integrating all their fourth grade skills.

**2007-08 EFW Grants**

**American History Wax Museum**  
Lincoln Elementary  
Renae MacCudden and Betsy Daniels

**American Sign Language for Everyone—Part 2**  
Eisenhower Elementary  
Anne Foley and Joan Wojtal

**Authentic Assessment in the Advanced Placement Art Classroom**  
West High School  
Jessica Belich

**Building Motor Skills and More: The Nuts and Bolts of a Junior Kindergarten Woodworking Center**  
Washington Elementary  
Jennifer Kannass

**Cuddle Up to a Good Book: Creating Lifelong Readers**  
West High School  
Pat Gilbert and Stephanie Smith

**Do You See What I Hear?**  
Whitman Middle School and West High School  
Amy Brantley and Jane Storts

**Enhancement Activities to Aid the Learning of Students with Special Needs**  
Longfellow Middle School  
Allison Urban

**Finding Your Place on the Planet**  
Student Learning  
Jeanine Brennan

**Hand-to-Hand, Heart-to-Heart: Enhancing Language Acquisition Using Sign Language**  
Washington Elementary  
Donna Koeble

**Handwriting: A Developmental and Multisensory Approach**  
Jefferson Elementary  
Terri Roller and Debbie Clark

## 2007-08 EFW Grants (cont.)

### **Heart Math: School Success Through Managing Stress & High Emotions**

District  
Sonja Nelson & Karen Zimmerman

### **Increasing Academic Success Using Soundfield Amplification**

McKinley Elementary  
Christina Belling and Aimee Lang

### **Interactive Learning Through the Stock Market**

East High School, West High School,  
Longfellow Middle School and Whitman Middle School  
Dan Prothero, Rebecca Jung, Leah Anderson and Dan Schramka

### **It's a Fact: Developing First Grade Computational Fluency**

Lincoln Elementary  
Tom Smith and Linda Hake

### **Kid Power at Eisenhower**

Eisenhower Elementary  
Katherine Wilkes and Sue Walczak

### **Leet's Book Browse**

Eisenhower Elementary  
Amy Duchac and Lisa Heisel

### **Look! I Can See Myself**

Roosevelt Elementary and Underwood Elementary

### **Look, Listen and Learn**

Underwood Elementary  
Sarah Kempf and Linda Forbord

### **Links**

Lincoln Elementary  
Ann Anderson and Betsy Daniels

### **Lunch Bunch**

Wilson Elementary  
Emily Frenandez

## Using Wordless Picture Books to Enhance Student Writing

Lincoln Elementary  
Rena MacCudden

Fifth grade students at Lincoln Elementary learned about quotation marks and using dialogue to create exciting fictional stories with the aid of professionally illustrated, wordless picture books. Each student worked with a wordless picture book to create a unique story that utilized high quality dialogue to make the story exciting. The project was piloted last spring and will be fully implemented during the months of March and April 2008. The grant monies were used to purchase a greater variety of titles for this spring. Students will again use the books to create stories with rich dialogue as well as evaluate character actions, empathize with the unfolding events and develop inferential skills. Other skills that will be practiced through this project include sequencing, vocabulary and elaboration. By using wordless picture books, students are able to think at a higher, critical level and develop strategies that can be transferred to other creative writing activities.

Not only does this grant promote better writing development for fifth graders, it will also provide students with a fun and motivating way to share their published creations. Students will share their stories with their book buddies in first grade during a special event day scheduled for late April. We are in hopes that this sharing event will spark an interest for our book buddies to write their own version with their fifth grade buddy afterwards. This EFW grant truly allowed for the development of a creative approach to teaching numerous elements of effective writing that can be used for many years to come.

**The Quiet Shelf**  
Washington Elementary  
Chris Ablutz and Mandy Fox

Sh! This is the Quiet Shelf! Thanks to EFW, each of our junior and senior kindergarten classes at Washington School has a "Quiet Shelf." The Quiet Shelf holds learning activities that promote thinking skills and fine motor skills.

Each Quiet Shelf activity is designed to be self-selected and used independently or with a partner. The Quiet Shelf activities are available for students that have finished assignments early, as a creative play center or by the entire class during a rainy day recess. These activities provide countless opportunities for creative, calming, engaging educational play. They are suited to a wide variety of learning styles and abilities. The activities are rotated to each of our kindergarten classrooms throughout the year providing variety and interest.



Our students are very motivated to explore and work with the Quiet Shelf activities. It's fascinating to observe all of the ways they interact with the materials and each other during these very special opportunities for learning and playing together.

**2007-08 EFW Grants (cont.)**

**Mission 2011 (Freshman Orientation/Team-Building)**  
East High School  
Eva Tuinstra and Erin Gould

**"Music & Math" - Student Learning Through Interaction & Collaboration**  
McKinley Elementary  
Susan Merriman, Tim Patten and Pam Wirtz

**Nonfiction That Students REALLY Want to Read**  
Lincoln Elementary  
Rena MacCudden and Student Team

**Portion Perceptions**  
East High School, West High School,  
Longfellow Middle School and Whitman Middle School  
Kathy Schulz & Laura Wainscott

**Science in the News**  
Longfellow Middle School  
Diann Lebow, Carolyn Dettmann, Jennifer Engel and Gail Stamsta

**Songs & Storybooks: Music Literacy Through Children's Literature**  
Madison Elementary  
Sara Ktorides and Kay Reiland

**The Cat in the Hat is Back!**  
West High School and Underwood Elementary  
Pat Gilbert and Linda Forbord

**The Chinese Language and Cultural Institute**  
West High School  
Christopher Lazarski

**The Quiet Shelf**  
Washington Elementary  
Chris Ablutz and Mandy Fox

**Using Wordless Picture Books to Enhance Student Writing**  
Lincoln Elementary  
Rena MacCudden

## 2007-08 EFW Grants (cont.)

**W is for Wisconsin**  
Jefferson Elementary  
Rena MacCudden

**Walk the Line**  
McKinley Elementary  
Matt Good and Ryan Otten

**West is Wild About Wellness**  
West High School  
Christa Botsford and Lowrie Becker

**World Music and Drumming**  
Washington Elementary  
Suzanne Graber



## The Chinese Language and Cultural Institute West High School Christopher Lazarski

The Chinese Language and Cultural Institute (CLCI) is a language and cultural program to develop students' awareness and appreciation of Chinese language and culture, engaging students in a sequential course on basic Mandarin language while interweaving essential cultural traits and elements.

The course will begin instructing 20 Wauwatosa West students on Wednesday, January 30<sup>th</sup>, 2008. The course will take place every Monday and Wednesday from 3:05 until 4:05. The class will be taught by Mr. Hai Yu. Mr. Yu holds an M.A. in Philosophy and has over 15 years of teaching experience. He currently teaches Mandarin at the University of Wisconsin-Waukesha and the Milwaukee Modern Language School. Mr. Yu also participates in the Critical Language Fellows program. This program takes uncertified but qualified teachers and provides them with training and certification.

To date, over \$500 in needed materials have been purchased using EFW grant funds. These purchases were made after consulting with experienced teachers of Mandarin in Milwaukee and Madison. These include textbooks - "Get Talking Chinese by DK Publishers;" "Audio/Visual Materials, Families of China and To Live;" and instructional materials, "Let's Play Games in Chinese" and "Picture Characters: Learning Characters through Pictographs." Additionally a large portion of the grant will provide monies for instruction.

In addition to teaching students Mandarin and raising the general awareness of the Mandarin language and the importance of China throughout the school, the course will help prepare many of the members of the school orchestra for their ten-day trip to Beijing, Tianjin and Shanghai in April 2008. It will also support the schools ongoing effort to establish an exchange relationship with a high school in the Heilongjiang province of China. This effort has recently been supported by the state superintendent Elizabeth Burmaster.

**The Cat in the Hat is Back!**  
West High School and Underwood Elementary  
Pat Gilbert and Linda Forbord

The Cat in the Hat is Back is a collaborative project that provides students from Wauwatosa West High School, identified with specific learning disabilities in the area of reading, with the opportunity to serve as “reading buddies” to junior kindergarten students at Underwood Elementary School. This is the fifth year this program has been implemented.

Funds provided from the Education Foundation of Wauwatosa, Inc. (EFW) allowed us to purchase sixty-five books that help develop phonemic awareness (ability to manipulate the sounds of words) in young readers. These materials are housed at West so that twice a month each high school student selects two to three books, spends time rehearsing being able to read them fluently, practices in front of peers and then at Underwood reads the books to several students. This activity increases phonemic awareness skills in both the high school students as well as their junior kindergarten counterpart. In addition, as students are reading and performing stories and rhymes for their audience, their reading fluency is being positively impacted.

This experience at Underwood also provides students with the opportunity to be videotaped while reading and then work with the speech and language therapist to self-assess their progress with speech and language skills they are individually working on. The equipment was purchased by the EFW grant, “Do You Hear What I See?”

Each high school students’ decoding and fluency skills were assessed in the fall of 2007 and will be re-evaluated in the spring to evaluate their improvement in these areas. Lastly, it is the goal that these high school students, who may become parents some day, see the importance of reading to their own children in the early developmental years.



**American History Wax Museum**  
Lincoln Elementary  
Renae MacCudden and Betsy Daniels

On June 7, 2007, the Lincoln Elementary school gymnasium was transformed into an American History Wax Museum. Each fifth grader selected a historical figure to represent. They became a wax statue that “turned on” when their button was pressed. Event guests were able to learn about each of the statues when they came to life. Students talked to the guests as if they were the real historical figure. After students shared their speeches, they turned “off” until engaged by other visitors. Students were also given an opportunity to hang out together while “in character” prior to visitors arriving at the event. This proved to be a fun adventure where one could witness historical figures from different time periods getting the chance to mingle and discuss issues from their unique viewpoints.

In addition to becoming a wax statue that came alive, students created multiple products that demonstrated proficient learning about how their historical figure helped shape our nation including a written report, timeline and display board. By using library media time, an integrated fashion with the fifth grade, student learning was truly enhanced. At the culmination of the event, students also completed a self-reflection that focused on content, research skills, technology application, expository writing and verbal presentation skills.

During the 2007-08 school year, students learned about the history of our country by exploring biographies throughout the academic year purchased with this grant. Students learned how to locate and access information sources, evaluate and select information from a variety of formats, record and organize information, interpret and use information and evaluate the information product and process. Students further used technology as a tool to access and evaluate information, construct knowledge and communicate effectively.

The EFW grant monies allowed history to truly come alive at Lincoln Elementary. The school is looking forward to hosting the second annual American History Wax Museum on June 3 to watch history come alive again. Please plan to join the students to celebrate America’s exciting history. Feel free to contact the school office for exact times and to confirm the date.

**American Sign Language for Everyone—Part 2**  
Eisenhower Elementary  
Ann Foley and Joan Wojtal

Last year, the Education Foundation of Wauwatosa grant provided for education and materials that inspired many staff and students to learn a new form of communication. The second year of this grant has enabled us to purchase additional sign language materials and to provide ongoing sign language classes for staff.

Nine staff members, including teachers, office staff and lunchroom staff, participated in sign language classes taught by Tricia Condon from the Center for Deaf and Hard of Hearing. Tricia, who is deaf, was our instructor last year, also. The teachers share their signing knowledge with the students. Several classrooms have incorporated sign language into their morning meetings and spelling lessons. We have all improved our ability to communicate with our non-verbal students who use sign language as their primary mode of communication.

As with all languages, we have found that “reading” sign language is more challenging than signing itself. For example, the students have been able to learn alphabet letters and word signs quickly. But, when they attempt to “read” each others’ signing, it is difficult. Therefore, we have focused on interpreting sign language during this second year of the grant.

We have continued to enjoy the motivating posters, books and games we purchased with the EFW grant. The new materials include a set of “Signing Time” DVDs for use with young children. These DVDs are companions to the motivating Public Television series. For the older students, we have purchased books that provide stimulating games and activities.

During the second semester, Tricia Condon will provide several “review” classes for staff, will visit several classrooms to provide sign language experience and respond to students’ questions about deaf culture.

**Songs and Storybooks: Music Literacy Through  
Children’s Literature**  
Madison Elementary  
Sara Ktorides and Kay Reiland

Our EFW grant, Songs and Storybooks, has been useful this year in the general music classroom. We have made strong connections between children’s literature and traditional children’s folk songs. The children at Madison Elementary School have benefited from this grant by having the opportunity to see the correlation between folk songs and their roots in literature and folk stories. All of the students have had the opportunity to use the storybooks in their music classroom, appropriate to age level. One of our goals was to increase reading comprehension and story retelling through curricular integration. The resources this EFW grant funded, has allowed students to experience this integrated approach.

One of the most noticeable results we have witnessed is an increased interest in music stories as well as a stronger ability to retell and summarize. The students thoroughly enjoy making the literature-music connection, and look forward to the songs and stories that help them make that connection.

A challenge all educators face is implementing a rigorous curriculum. Time and limited resources are often obstacles. With the support of the EFW, we have been able to maximize instructional time. Students are making authentic connections between music and literature through the Songs and Storybooks EFW grant.

## Science in the News

Longfellow Middle School

Diann Lebow, Carolyn Dettmann, Jennifer Engel  
and Gail Stamsta

Relating current science events to the real world is a necessary component of any successful science program. Using science periodicals designed for middle school students, such as National Geographic Explorer, we have been guiding our students in relating current science issues to their world. With the aid of the above-stated science publication, the students have been investigating topical and technological issues as they develop problem-solving strategies related to our environment, reading nonfiction passages, answering comprehension and critical thinking questions and formulating written, constructed responses. By using the National Geographic Explorer magazine, the students are becoming very familiar with this type of print media while they are building background knowledge that is useful in all academic subjects and increasing their ability to read material related to specific content areas.

Along with relating current events to the students' lives, strengthening reading strategies and building background knowledge, we are increasing hands-on science experiences through the purchase of new lab material. The book, Middle School Science with Vernier, offers a variety of educational and motivational labs that can be incorporated into our science curriculum. In addition to the lab ideas, we purchased "Go! Temp" temperature probes that plug directly into the USB port of our computers. With this technology students are able to collect and graph temperature data directly through our computers. Adding this hardware to our classrooms will intensify both science knowledge and science interest in our classroom.

## Authentic Assessment in the Advanced Placement Classroom

West High School

Jessica Belich

Wow. This past semester has been a phenomenal one for my department. Your contribution of the Apple iMac computer has been a big part of that. This computer is able to do more than I anticipated in helping students get an authentic view of working in the art world today.

Every time I begin a new section of Advanced Placement Art courses I strategize ways to build a bond between students. This class requires students to open up to one another and build trust. I was struggling to think of something new this year. When our new iMac came and we began setting it up, a student commented about Apple's Insomnia Film Festival (an intense night where armature filmmakers create a movie in 24 hours!). This was just the thing I was looking for. My class worked together, using this computer, to make a movie in one day. They learned a lot about storytelling and film technique, but it also created a bond that has lasted.

The second experience I'd like to share relates to National Portfolio Day. This is a day when college representatives come from all over the country to review student portfolios and offer advice on colleges. My students were prepared above and beyond for this event. They were able to make CD's containing digital copies of their portfolios and give one to every college they were interested in. The CD included their contact information so that these schools could pursue them in the future. Three students were nominated for \$80,000 scholarships on this day and several others have made an invaluable impression on the college representatives.

I could tell you much more, but 300 words is coming up fast! Thank you SO much for taking a chance on this idea, it has paid off in more ways than you know!

**Building Motor Skills and More: The Nuts and Bolts of a Junior Kindergarten Woodworking Center**

Washington Elementary  
Jennifer Kannass

Much attention has been given to the educational value of play centers in an early childhood classroom. Play has been shown to support the academic, physical and social/emotional development of all children. In fact, Lev Vygotsky, a well-represented expert in the area of child development reported, "When engaged in play, children are functioning close to their optimal development," (as cited in the National Association for the Education of Young Children Guidelines). Typically, play exists in a junior kindergarten classroom at the kitchen, dramatic play, building, and sand and water centers. However, the developmentally appropriate, engaging, woodworking center is often overlooked.

The purpose of this grant was to establish a woodworking center in Washington's junior kindergarten classroom. The generous funds made available through this EFW grant were used to purchase a workbench complete with child-sized tools where small groups of children explore math and science, build their self-esteem, express themselves creatively and develop motor skills while creating wonderful woodworking projects.

Washington junior kindergarteners began their woodworking journey with plastic hammers, golf tees as nails and Styrofoam as wood. They learned to use their imagination to create different objects by "nailing" together different sizes and shapes of Styrofoam. Many houses were created during this stage; computers, vehicles and toys were also popular. Students often shared their creations with the rest of the class; these creations became inspirations for the next day of building. Next, glue, sandpaper, wood and markers were introduced. Children used the planning and creating skills they had developed with Styrofoam and applied them to the scraps of wood to make new projects. Currently, students are learning to use the child-sized hammers by hammering nails into a log. Eventually, the children will learn to hammer two pieces of wood together, saw wood and use the screwdriver.

Thank you EFW for allowing funds to meet the social, emotional, academic, creative and physical needs of Washington junior kindergarteners through a woodworking center!

**Portion Perceptions**

East High School, West High School,  
Longfellow Middle School and Whitman Middle School  
Kathy Schulz and Laura Wainscott

*Continued from previous page*

Students in Chef Foods and Health classes at Wauwatosa East and West have been using the materials provided through this grant to learn about healthy food choices. Students at East High School said they were fascinated with the visual realization that a "plateful" was many times more than a serving size. When they saw the correct serving size, they felt as though it "wasn't enough." They were also surprised that the glass they regularly used to drink "a soda" was, in fact, the equivalent of two cans of soda.

The visualization of correct portions size food models, with reinforcement through the video and posters have given the students a better understanding and a more accurate gauge of "real" portion sizes.

## Portion Perceptions

East High School, West High School,  
Longfellow Middle School and Whitman Middle School  
Kathy Schulz and Laura Wainscott

“I’d like a cheeseburger, fries and a soda, please.”

American consumers have been placing the same order for decades, but they’re no longer getting the same meal for their money. If someone had ordered this common fast food lunch 20 years ago, they would have consumed 625 calories. Today, this same order would serve up a whopping 1450 calories.

What’s the reason behind the explosion in calories? Has food processing gotten out of hand? Are newer additives, now commonly used in the food industry, raising the calorie levels? Is there some mysterious, hidden ingredient designed to beef up the calorie count?

The correct answer is “none of the above.” The explanation is actually quite simple. Portion sizes of foods served in the restaurants and on grocery store shelves have increased over the years. The additional 825 calories now consumed in this one fast-food meal are the result of bigger burgers, fatter fries and super-sized sodas. Extra calories mean extra pounds, and burning them requires extra work. To work off the 825 additional calories, it would require lifting weights for an hour and a half, walking for another 90 minutes and working in the garden for at least 35 minutes more.

This grant, “Portion Perceptions,” provides students with the ability to visualize the appropriate portion sizes of common foods. Through food models, the Family and Consumer Ed students are able to estimate proper food serving sizes. This helps to keep them on track for appropriate calorie intake, as well as meeting their nutritional needs. In the classroom, the pyramid is set up to demonstrate the various food categories and appropriate portion sizes. Through the video, the students learn how to visually estimate serving sizes of a variety of foods, and to understand how calories and exercise are related to gaining or losing weight.

In the classroom the Family and Consumer Ed teacher uses a variety of serving dishes and drinking glasses to show the visual effects of portions sizes in various serving containers. Students are allowed to pick up the food models in order to compare the size of their fist, to a chicken breast or pork chop, which is often referenced as an easy way to estimate a serving of meat.

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## Cuddle Up to a Good Book: Creating Lifelong Readers

West High School  
Pat Gilbert and Stephanie Smith

Cuddle up to a Good Book provided funds to support a research-based reading intervention program at Wauwatosa West High School. For the past three years a 100-minute daily English / Reading course has been offered to address the literacy needs of students with disabilities who are reading significantly below grade level. This class provides a safe and supportive environment needed to focus on improving students’ identities and attitudes as readers while increasing their interest and skills in reading. One student currently enrolled in the class, stated, “I walk into the class and all the pressures of having a reading disability go away.”



Each day students are required to read independently, work on an individualized computer program, work on reading and writing strategies within a small group and participate in whole class instruction. During the independent reading time students must have texts that they can read accurately, fluently, comprehend and find interesting. Funding from this grant allowed us to purchase a collection of seventy-two books, with twenty-four different titles, that are high-interest, age-appropriate for students who need to improve phonics skills and quick recognition of high-frequency words.

In addition, this Education Foundation of Wauwatosa, Inc. grant allowed us to create a reading room within the classroom for students to use during their independent reading time. Six comfortable chairs, three lamps and a wall hanging were purchased. In student evaluations they all state that the room provides them with a comfortable, quiet place where they can concentrate, practice reading and work on improving their reading skills. One student stated, “My insecurities about reading float away and I am able to work at mastering being able to read better.” Students greatly appreciate the financial support from the EFW so this room could be created.

### **Do You See What I Hear?**

Whitman Middle School and West High School  
Amy Brantley and Jane Storts

Our grant “Do You Hear What I See?” has been implemented for students with speech/language disabilities at the middle and high school level as an ongoing therapeutic tool. Every student began by getting their own Speech/Language Self-Assessment DVD. They recorded a baseline example of their speech/language skills. After the recording, they were given the opportunity to review their video and rate their speech/language skills. A variety of rating scales were created to help the students identify strengths and weaknesses, and monitor their own progress. For example, if a student was working on articulation skills, they were asked to view their sample and rate the accuracy of speech sound production and overall intelligibility. If a student was working on fluency (stuttering) skills, they were asked to rate their easy versus hard speech and the overall effectiveness of their communication. We also designed an oral reading rating scale. This effort was in combination with Pat Gilbert’s EFW grant. She was able to purchase books through her grant and we were able to offer our students a real life oral reading experience for self-assessment.

The students have told us that they like this tool because the visual feedback helps them to better understand their goals. It has given them a perspective that they have not had in the past. Hearing yourself can be very different than actually seeing how it looks and sounds. We’re excited to say that we have witnessed some “light bulbs” going on! For example, one student said, “Oh, I really need to slow down when I speak.” We are thrilled that the EFW was willing to support our efforts in working with students who have speech/language deficits. It has been extremely beneficial and will continue to help our students throughout the years.

### **Nonfiction That Students REALLY Want to Read**

Lincoln Elementary  
Renae MacCudden and Student Team

Back in 2006, a student team of fifth graders interviewed their peers and fourth grade friends to determine what types of nonfiction books they would like to see in their classroom reading area. The results of these informal surveys were used to select titles that were submitted to the EFW for grant monies. Upon receiving the grant, high interest, nonfiction books were purchased for improving our classroom library. As part of the grant, student book talks were given to encourage reading more expository texts for independent selections. During the final trimester of this academic year, students will give book talks to their classmates that include synthesizing and evaluating the content of their selection. In addition, at the end of the year, student sign-out slips will be used to document the number of times new selections from the EFW grant were selected as personal choices for independent reading in comparison with books that were not presented using the book talk introduction process.

This EFW grant provided students with greater access to nonfiction titles in areas of personal interest since they were part of the initial book selection process. Students benefited greatly from participating in classroom discussions and read alouds using the new titles. Students will further gain valuable presentation skills during the final months of the current school year as they give their own book talks in front of peers.

## “Music and Math” - Student Learning Through Interaction and Collaboration

McKinley Elementary  
Susan Merriman, Tim Patten and Pam Wirtz

This EFW grant has provided a large, interactive Smartboard and wonderful music software entitled, “Music Ace Maestro,” which has enabled all children of McKinley Elementary School to be able to explore music concepts in an exciting and actively engaging way! By using the Smartboard and “Music



Ace Maestro,” students have been able to learn in a way that addresses all learning styles: tactile or touching, aural or listening and visual or seeing. No Child is Left Behind because students have the best opportunity to learn through interaction with the material on the Smartboard.

All students at McKinley also benefit because Everyday Mathematics concepts can be reinforced daily by using the Smartboard during music classes. The terminology used during a Math Lesson from a classroom can easily be transferred to a Music Lesson that has a visual sample on the Smartboard. Two examples might be a first grade class that can see a four measure piece of music on the Smartboard and

touch each measure in the song as they hear it or even use markers to number the parts of the four-measure phrase. A second example might be when a fifth grade class can set up ratios with the markers to go with music rhythms that they see and hear on the Smartboard.

The list of positive benefits from this EFW Grant are many, but one other important thing to share is that it has been invaluable in creating a connection that radiates through the classroom curriculums because of the technology tie. Students can leave their classrooms or the library media center, and enter the music room which shares the same Smartboard technology, and see a terrific visual display that engages them in learning, immediately! Music concepts along with materials from math or literacy, easily become an enjoyable experience for all!

## Enhancement Activities to Aid the Learning of Students with Special Needs

Longfellow Middle School  
Allison Urban

It is not always that easy for special needs middle school students to have their homework completed each day. One problem that many of these students face is learning how to get themselves organized so that they are able to finish their homework and meet the other requirements of their teachers on a daily basis. Another problem that they have is learning that their actions, both positive and negative, will have consequences. It has been my goal this year to help my students make an effort to increase their homework completion. With the help of the materials I was able to purchase through my EFW grant, I have been able to do this.

The money that I received for the EFW grant gave me the opportunity to purchase educational games and chapter books (that are at a lower reading level than are normally found in a middle school library). Using these educational games and books as a reward for having all of their homework completed, I was able to provide incentives for my students to want to complete all of their homework. I have used these educational games and supplemental reading books on Fridays as a positive outcome for the students who have finished their homework throughout the week. The games that I purchased are educational, but still fun, so that the students want to participate in this positive experience. Learning can take place in many forms, and these educational games teach students to read, spell, use math skills, and think critically and logically.

Throughout the school year, my students have increased their homework completion. On occasion, I have one or two students who cannot participate in the Friday activity, but in general, wanting to participate has been a great incentive for students to complete their homework

**Finding Your Place on the Planet**  
Student Learning  
Jeanine Brennan

Many students and teachers of Wauwatosa have been introduced to Global Positioning Systems with the Geocaching Toolbox purchased with funds from the EFW grant. The Geocaching Toolbox contains ten backpacks. Each pack has a GPS device, a digital camera for taking pictures of the cache used in data collecting, a digital voice recorder for recording key findings, notebook and baggies for collecting specimens. The digital photos along with the digitized voice recording are used for uploading to a computer for presentations. The back packs are for groups of 2 to 4 students. A binder of lessons along with evaluation forms and a class comment log are also part of the Geocaching ToolBox.

GPS has been introduced in a variety of ways using the Geocaching Tool Box. There have been workshops with teachers and students at many of the schools throughout the district. Students at Madison School and Roosevelt School have geocaches that they monitor. The Geocaching Toolbox was an important resource for the summer school program, "Animal Techno Safari," for kindergarten through second grade. Along with the help of parent volunteers, GPS will be integrated into the second grade social studies walk through the Wauwatosa Village and the fifth grade Environmental Education Experience at Camp Whitcomb.

Thanks to the grant funds, students and teachers are now familiar with Global Positioning Systems. They have been introduced to GPS and its place across the curriculum, especially in geography, science, physical education, problem-solving and communicative arts. Authentic Learning projects have been created integrating this new technology. Students who have experienced this grant have gained a better understanding of their place on this planet.

**Mission 2011 (Freshman Orientation/Team-Building)**  
East High School  
Eva Tuinstra and Erin Gould

In late August via our EFW Grant, The Building Emotional Climate committee of East was able to initiate a new freshmen orientation. The Grant allowed us to bring in YMCA Camp Minikani staff to train and orient the East teaching staff and student mentors from National Honor Society on activities that develop team cohesion, self-esteem, confidence, leadership and problem-solving skills, and employ critical thinking. The Minikani staff and East teaching faculty helped to run each station using YMCA equipment like ropes, cans, wood pods and tubes. After each activity the Minikani staff and East teachers helped to debrief each group 20 Freshmen on the dynamics of that activity. All incoming Freshmen participated in eight different stations or rotations which even included an orientation to the building and a stop for refreshments with food and drink provided by the East PTA.

By having the students participate in this activity, students were able to make valuable connections with peers, faculty and administrators. The anxiety and fear of being in the BIG high school were lessened. Students seemed to really enjoy this opening day orientation. This has been part of an ongoing dedication to using homeroom time in a way that continues to offer students support and connections outside of their normal classes.

Students were surveyed later in homerooms as to their perception of Mission 2011. It was noted that the vast majority of students found this to be a very positive experience. Even the staff commented on the Mission 2011 as providing a very encouraging event that began our school year off right.

We hope to duplicate this activity with future groups utilizing our staff and facility and our own equipment.

**Lunch Bunch**  
Wilson Elementary  
Emily Fernandez

The focus of this program is on developing and enhancing group social interaction skills and competence that allow students to effectively and appropriately get along with others. Participants have included students in the fourth and fifth grades. Each Lunch Bunch session is held once a month and includes eight students, regular and special education. With the assistance of Mary Susan Cable, EEN teacher, so far this school year, topics discussed have been: respect, celebrating differences, being thankful and friendship. This forum has facilitated the opportunity to discuss topics which otherwise might not be normally grasped intuitively through observation or directly taught. Students have been eager to participate and dialogue. Feedback from the classroom teachers has been positive.

I believe that the sessions are having a positive impact on increasing social competence, developing positive peer relationships and enhancing the school climate.



**Hand-to-Hand, Heart-to-Heart:**  
**Enhancing Language Acquisition Using Sign Language**  
Washington Elementary  
Donna Koeble

The Hand-to-Hand, Heart-to-Heart EFW grant provided second graders with the opportunity to learn Sign Language. This 2007-08 EFW grant was a one-year extension of the 2006-07 EFW grant. The children were immersed in a multi-sensory and visually-oriented form of communication using tactile, creative and enjoyable activities.

The children started out learning the alphabet. Everyday new words were introduced through a theme such as courtesy words, family words, colors or holidays. The children learned words that had to do with farm animals, zoo animals, Halloween, time and calendar, school, Thanksgiving, pronouns, question words, Christmas, Hanukkah, weather and feelings. Each month a child had an assessment to determine his/her level of sign language retention. These assessments included finger spelling their names, signing a simple sentence and signing a holiday song title.

The concepts of Sign Language were reinforced through daily hands-on practice, DVD instruction and interaction with hearing impaired people. Visual materials such as dictionaries, flip charts and games were purchased with the grant funds to further enrich and immerse the children in sign language. A professional sign language interpreter visited the classroom to give a glimpse of the world of the hearing impaired. This visit helped the children broaden their global view and allowed them to explore a new culture.

The Hand-to-Hand, Heart-to-Heart EFW grant helped the children use their hand signs to reach out to another person in a diverse world and open their hearts to feel how special it is to communicate, in a new way, with another person.

## Handwriting: A Developmental and Multi-sensory Approach

Jefferson Elementary  
Terri Roller and Debbie Clark

The co-recipients of this grant have had long-standing concerns about the process of teaching effective handwriting skills to young children. Debbie Clark, teacher, frequently saw first graders with a wide range in their ability to form letters correctly and legibly. Terri Roller, OT, recognized the importance



of this skill not only for “special needs” students (about 70-80% of OT referrals are for “handwriting difficulty”), but also for many other struggling early writers. We decided to team up to address this need—to pilot a handwriting program that would:

- Address the developmental continuum of writing, junior kindergarten through first grade
- Be easy to learn and administer
- Lead to successful writing for both regular education students and those with special needs

We were guided in a shared belief that when students’ handwriting becomes automatic, they produce written work that is more fluid, they become more available to focus on content learning and they feel pride in their work.

Since implementing the *Handwriting Without Tears* program in September 2007 with junior kindergarten, senior kindergarten, and first grade classes (10-15 minutes daily), we have been impressed with the results:

- The program is research-based and developmentally sequenced; it incorporates kinesthetic learning (action songs) and ergonomics (sitting posture, pencil grasp); these unique techniques were effective at all 3 grade levels.
- The use of multi-sensory hands-on materials has complemented individual learning styles, improving achievement.
- Based on writing samples, all first grade students in the pilot program (including those with special needs) have demonstrated significant improvement in neat, legible handwriting.



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## Links

Lincoln Elementary  
Nancy Porte and Linda Forbord

Using money from the Education Foundation of Wauwatosa, Lincoln purchased several scanners which were installed in both classrooms and the computer lab. Teachers use scanners to do a variety of projects, and it is even easier to make use of them now that there are scanners accessible in each classroom as well as multiple scanners available so a whole class can scan in a single session in the lab.

A set of ten digital cameras was ordered and cataloged by the Library Media Specialist. Teachers have been checking out the cameras on a regular basis for students to use in the classroom. Students have used the cameras to record such events as author parties, field trips and reading celebrations.

Beginning in February two students from each second, third, and fourth grade classroom will meet after school and during lunch times to learn to become confident and independent users of both the cameras and scanners. They will work to create an *All About Me* video using scanned pictures and digital photographs. These images will then be uploaded to software that the students will use to add music and narration to their projects. They will use a computer microphone to record their voices digitally. The completed projects will then be burned to a CD.

As a result of completing the project, students will be able to assist classmates with projects that could be enhanced through the use of the technology they used. Because the hardware is so accessible now, with each classroom in grades 1-5 having a scanner as well as access to digital cameras, students can easily integrate the technology in their daily schoolwork.

## Look, Listen, Learn!

Roosevelt Elementary and Underwood Elementary  
Nancy Porte and Linda Forbord

Look, Listen, Learn! is a listening/recording center project designed to meet a variety of needs for intermediate age readers. Research shows that students' reading fluency and vocabulary awareness can affect their reading comprehension. This listening/recording center was established to present students with language-rich literacy experiences, increase vocabulary knowledge and provide opportunities to improve listening comprehension. The center, equipped with books from a variety of genres and authors, also gives students the opportunity to increase their knowledge of text structure.



While all students in the fifth-grade participate in the listening center, our primary focus was for at-risk readers who need not only more time to read and engage in books, but also increased exposure to fluent reading models. For literature circle instruction, students are homogeneously grouped based on their reading levels and instructional needs. These same groups share books in the listening center so they can listen and follow along with books at their instructional reading level (just above the level they read independently). The students spend 20 minutes three times each week listening to a book on tape or CD and following along with their own copy of the text.

Some students were targeted to improve their vocabulary knowledge. Vocabulary benefits from participating in the listening center have included increasing students' lexicons or vocabulary banks; exposure to rich, descriptive vocabulary; and improved word recognition skills. In the second semester, more at-risk readers will use the listening/recording center to record their own fluent reading samples for younger students.

## Handwriting: A Developmental and Multi-sensory Approach

Jefferson Elementary  
Terri Roller and Debbie Clark

*Continued from previous page*

In addition, it is a subject that they look forward to, as the task of handwriting has become easier and more fun!

An example of teacher response is this feedback from a kindergarten teacher: "Love it!...I am seeing more "light bulb" moments ("Look Miss C, I made an E!")...I would like to use this approach for many years to come."

The success of this pilot program has started to generate interest with elementary school educators throughout Wauwatosa School District. We have found that lesson plans are easily implemented, the developmentally-based curriculum is effective with students having varying learning needs and we have been able to achieve good results quickly. Finally, we would like to express our sincere gratitude to EFW for helping us make this worthwhile project a reality.



## Heart Math: School Success Through Managing Stress and High Emotions

District

Sonja Nelson and Karen Zimmerman

In order to have full access to a child's learning capabilities, we must minimize the emotional stressors that interfere with readiness. Research shows that emotions are reflected in our heart rhythm patterns. HeartMath "Freeze Framer" is an effective program that allows students of all ages to connect internal experiences with feedback that they can see, hear, and control using your breathing and heart rate. This educational tool allows the user to see and better understand how stress and different emotions are affecting autonomic nervous system dynamics (sympathetic and parasympathetic nerves).

Thanks to the funding by EFW, HeartMath "Freeze Framer" programs were purchased and installed in twelve school buildings on the school social work office computers in September 2007. Social workers received insensitve training in the program and practiced its application through the month of October 2007. During November and December of 2007 five students were selected from each building and were introduced to the program after receiving permission from parents. Students were selected based on significant educational barriers due to anger, ADHD, anxiety and other socio-emotional stress. At this time baseline data has been achieved and interventions are underway. In December of 2007 HeartMath programs were upgraded free of charge which included more sophisticated games and coaching tips. From this point forward Social Workers will intervene weekly and evaluate after two months and monitor through the year. Parents and teachers also will be surveyed to gather information about academic and social changes for the positive.

Through coaching and feedback through the HeartMath program, students involved will learn to gain mastery over their body in times of stress and high emotions. As effectiveness is shown, this program will be used indefinitely to impact the lives of countless future students. Short- and long-term improvements in students' stress levels, emotional balance, observable school behaviors and test-taking skills are expected. As the intervention is generalized to a larger student population, this reduction in stress and both negative internalizing and externalizing behaviors will have a major impact on individual and class achievement, family health and school climate. Interestingly, social workers discovered that one session alone can be transformative for our students. They immediately gain awareness that they have control over their emotions, that they sometimes read their bodies incorrectly, and that as sessions continue, students and social workers will be able to monitor progress toward mastery over emotional states that lead to poor academic outcomes.

## Lets Book Browse

Eisenhower Elementary  
Amy Duchac and Lisa Heisel

The reading workshop is the heart of our reading work because it's the time of day when children have the opportunity to orchestrate all they know about reading in order to read their own just-right books (Calkins 2001). "Just right" books are books that match student's independent reading levels. These books are sorted, organized and clearly marked by levels. In the beginning of the year, teachers meet with small groups of students to teach them how to "shop" for books that they keep in their individual reading folders. Students are guided towards a leveled grouping of books from which they may choose in order to support their strategy level. As the year goes on, this level is adjusted as students move along the reading continuum. Students book browse on a weekly basis in order to have these "just right" books at their fingertips every day. Allowing the students to make choices in picking their "just right" books increases the chance that they will have more interest and investment in their reading (Collins 2001). In order to support choosing these "just right" books, at least 30-40 percent of a classroom library needs to be leveled.



This project has allowed our classrooms to increase the volume of their "just right" or leveled books in order to support children's weekly book browsing and reading growth. Teachers have noted that students are spending more of their independent time reading this year because the books they have chosen are all at their level. Most importantly, by having appropriate materials available, students have become more confident in their reading and in their ability to choose "just right" books. Students at every level along the reading continuum can enthusiastically and confidently read to their classroom buddies, to senior volunteers and to kindergarten buddies because they know that they have "just right" books!

**Kid Power at Eisenhower**  
Eisenhower Elementary  
Katherine Wilkes and Sue Walczak

This project has provided a three-tiered approach to improving school climate at Eisenhower by involving students, staff and parents in understanding how to effectively deal with bullying behaviors. “Kid Power” works in direct correlation with the Response Classroom philosophy that Eisenhower staff has adopted over the last several years, with the Morning Meeting form that provides a structure for informal communication and problem solving in the classrooms.

In the fall, Eisenhower was host to a wonderful speaker, Jim Jelinski, who spoke with the staff, parents and students about bullying behaviors and how to make our school a safe place for everyone. The teachers and students have been applying his Stop, Think, & Report methods in our classrooms and other places around the school. Classroom teachers have received books, to add to their classroom library, that deal with bullying and related social issues. Teachers are using the books as read alouds and starting points for class discussions about bullying. Books were also purchased to begin our parent resource library, assisting parents with the many parenting issues they face.

During second semester, we plan on continuing to review and discuss new issues relating to bullying. We are planning to survey the students about the issue of bullying in our school, and what the adults in our school community can do to help make all kids feel safe. The students will also be involved in making posters relating to how to help, stop, and prevent bullying in our school. The new state bullying curriculum was also recently purchased for use in grades three through five, we anticipate teaching the units sometime this spring.

**Interactive Learning Through the Stock Market**  
East High School, West High School,  
Longfellow Middle School and Whitman Middle School  
Dan Prothero, Rebecca Jung, Leah Anderson and Dan Schramka

Economics Wisconsin provides students throughout the state the opportunity to compete in a competitive, 10-week, online stock market simulation. Students are given an account (online) and the account contains \$100,000 in simulated money. This money can be invested in the stock market any way the students see fit. The only restrictions are penny stocks and odd lots.

This is a competitive simulation and each week the top ten teams throughout the state are published in places like the Milwaukee Journal Sentinel. The winning team at the end of the 10 weeks qualifies for a trip to New York to see how the professionals do it.

This project offers students the perfect combination of learning about stocks, mutual funds, fundamentals of investing, buying long, selling short and teamwork. Couple all of that with an online competitive experience and you have a recipe for success.

There are several different levels of competition, each geared towards different age groups (i.e., elementary school, middle school, high school, advisors, etc.)

Students have benefited from this project by gaining not only knowledge of the stock market and how it works, but also the experience of investing in the stock market. The truth of the matter is, our students can read about the stock market and investing all they want, but when they experience an interactive and competitive simulation like this, that is when they really begin to understand what investing and teamwork is all about.

Students also learn:

- How business firms are organized
- How to choose and buy stocks
- How world events affect our economy
- How investment contributes to economic growth
- How supply and demand operate in real markets
- How to use the daily newspaper as a source of financial information
- Investments terms and concepts
- To develop team strategies

## Increasing Academic Success Using Soundfield Amplification

McKinley Elementary  
Christina Belling and Aimee Lange

The first grade classrooms at McKinley Elementary School are currently utilizing soundfield systems in their classrooms. Soundfield technology is a classroom listening solution that consists of creating an environment where each child is at a favorable speaker-listener distance. A soundfield system picks up the teacher's voice via a wireless microphone located very close to the teacher's mouth. At this location, the signal is stronger than any noise in the classroom. The signal is then sent to an amplifier that drives loudspeakers that are positioned around the room. This facilitates acoustic accessibility of teacher instruction for all children in the room. In essence, the system puts every student in the front row (acoustically speaking).

The teachers who received the soundfield systems in their classrooms have made the following comments:

The sound field system has been a real benefit at bringing the students to attention and hearing across a room of humming computers and clicking keyboards.

I am wasting less instructional time trying to get the students to listen. When the microphone is on they are quicker to quiet down and give me their attention.

The students in the back row can hear me just as well as the front row. I have found that I don't have to raise my voice and talk louder so that everyone can hear me. I can speak in a normal volume and everyone can hear.

When I'm reading a story to the class either for a read aloud or for a shared reading lesson, I can change the volume of my voice to reflect the characters or an event in the story. The students have picked up on this and are beginning to change their voices when reading a story.

## It's a Fact: Developing First Grade Computational Fluency

Lincoln Elementary  
Tom Smith and Linda Hake

Our grant, "It's a Fact-Developing Computational Fluency," provided funds to buy games and puzzles for the first graders at Lincoln School to enhance and extend their practice of math facts. These kid-friendly, fun and visually appealing materials have motivated the students to extend their learning and to develop more automatic recall of basic facts. Multiple copies of games have enabled more students to participate and benefit from playing.



According to the NCTM, "knowing mathematics is doing mathematics." With these hands-on resources, students want to do math! We have game time set aside nearly every week. Our math program, "Everyday Math," leads up to "fact power" during the fourth unit. It is during this time that the games and puzzles become especially useful. During game time, students are eager to play, and for long stretches of time (thereby practicing their facts). Materials purchased include board games such as "Sum Swamp" and "Fact Buddies," and cards games like "Snap it Up." Flash cards were bought to use in traditional ways, as well as for fun and exciting group games. The students have so much fun they almost don't know it's good for them!



Our objective for this grant was to extend and enhance our math curriculum in the practice of math facts for first graders. "It's a Fact" has more than met this goal, and will continue to do so for many years.