Active Learning Snack Time

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Table of Contents

Active Learning Snack Time Introduction.....page 1

Basics.....page 2

Goals and Objectives-following the CBC's and SSS.....page 3

Course Outline and Review.....page 4

About Lesson Plans.....page 8

Sample Lesson Plan 1.....page 10

Sample Lesson Plan 2.....pp. 11-12

Sample Lesson Plan 3.....page 13

Resource List/Bibliography.....page 14

Student Active Work Photos.....page 15

Active Learning Snack Time Introduction

Welcome to a project dear to my heart! You cannot reach children all the time on different concepts taught. Some children are visual learners, some are auditory learners and some are just tactile learners. No matter what learning style a child is, you can usually reach them with "Active Learning Snack Time". Most children love this activity because they love to eat! Most times, they do not even know they are learning anything but they are being creative and having fun while reinforcing concepts that they need to learn!

The nice thing about this grant is that it is adaptable to any grade level. This was made for Kindergartners and first graders but can be adapted to any age student.

It is a fun and student-orientated center where everyone can have fun.

Have lots of fun exploring!

Hugs,

Susan

BASICS

There are basics to learn in every project. With Active Learning Snack Time, you need to make a checklist of what you can and cannot do.

__ **Do you have a microwave?** (some items need to be warmed up)

__ **Do you have a refrigerator?** (some ingredients need to be refrigerated)

__ **Do you have a list of the student's allergies?** (this is a must!!! Any peanut allergies will limit the ingredients that you can use...wheat allergies will definitely put a crimper on things but most parents will bring in the substituted items needed to make a project!!!)

__ **Recipes** (may be gotten from books, on-line sources or from other teachers)

__ **Sheet Protectors** (once you have a recipe that you love, you will want to protect it!)

__ **Computer** (for making sign-up sheets or making cute recipe cards)

__ **Cooking Supplies** (as with all projects, **you want to be prepared**!!! Measuring cups, measuring spoons, bowls, storage bowls, baskets, serving spoons, plastic utensils, extra parents or older students on hand, etc.)

__ **Camera** (used to create a classroom photo book or to communicate the fun by showing parents the photos like on a story board on construction paper!)

Goals and Objectives-Following the CBC's and the SSS

Objectives

Some concepts learned in the classroom can be very abstract and difficult to master in school especially for Kindergarten children. Providing the cooking activity, there is hands-on reinforcement. Even with the talk about "differentiated instruction" this activity will provide a means for every child in the classroom-giving them an opportunity to extend their individual learning styles and their weaknesses can become their strengths. This is an avenue to engage every child. The main goal is to have every child succeed in all subject areas while having fun learning!

Sunshine State Standards

Language Arts: 1.1.3; 1.6; 1.9; 1.13; 2.12; 5.2; 10.8 and 10.9

ESOL: LA.A 1.1; LA E. 2.1.1; LA.C.21.2; VA.D.11.1; VA.B.1.1.2 and VA.A.1.1.3

Mathematics: MA.A.1.1.1; MA.A.1.1.2; MA.A.1.3.1.1; MA.A.4.1.1; MA.B.1.1.1.; MA.C.1.1.1; MA.C.2.12; MA.C.3.1.1; MA.D.1.1.2 and MA.E.1.1.1

Course Outline and Overview of School Year

August:

*Scissors: made out of apples, graham crackers and chocolate chip (Social Studies-School tools; following directions)

*Chicka Chicka Boom Boom Tree: chocolate wafer, 4 green apple slices, red grapes, Alphabet Cereal), Chocolate Frosting (Literary Response)

*Animal Parade: made with animal crackers, celery and strawberry cream cheese (Mathematics-patterning)

September:

*Shape Kabob: fresh fruit triangular pineapple, green grapes, red grapes, cheese cubes yellow and white (Mathematics-patterning)

Tasty Traffic Light: graham crackers, chocolate frosting, M&M's candies (sequencing, positional words, following directions)

*Apple Tree Treat: graham cracker, red hots, green frosting (corresponds with Apple Unit)

*Applesauce: real apples (green, red and yellow) cinnamon, cinnamon sticks, little sugar, crock pot (culmination of Johnny Appleseed Unit; Mathematics-sorting)

*School Bus: graham cracker, 2 Oreo cookies, 4 rice Chex cereal pieces. *Yellow frosting (transportation, school unit, following directions)

*Funny Fruit Face: one-half pear, shredded cheese for hair, maraschino cherry for nose. Raisins for eyes (culminating snack for "All About Me" Unit)

October:

*Tasty Fire Truck: graham cracker, red frosting, 2 chocolate vanilla wafers, one Chex cereal piece, 4 pretzel sticks for the ladder (Fire Safety Unit)

*Rocket Shape Snack: cheese cut into three triangles, 2 saltine crackers (following directions, transportation, shapes in Mathematics)

*Witches Hat: one fudge striped cookie, orange frosting, one chocolate kiss (following directions and Halloween)

*Black Cat Snack: Oreo cookies, licorice pieces, candy corn and M&M's, chocolate chip, orange frosting (Halloween and following directions Mathematics-positional words like middle)

*Popcorn Hands: popcorn, candy corn, plastic powder free gloves, black spider rings and yarn to tie

*Spider Bite: cucumbers, ranch dip, black olives and 8 pretzel sticks

November:

*Owl Snack: lunch meat, cheese, two Ritz crackers, two black olives, Cheetos (following directions, birds, fall, shapes)

*Turkey Treat: large oatmeal cookie, half of one orange slice candy, black decorating gel, yellow candy, red decorating gel and 5 candy corn (colors, shapes, Thanksgiving)

*Harvest Snack: Nutter Butter Cookies, vanilla frosting, yellow food coloring, green Fruit Roll-Ups (Thanksgiving, corn)

December:

*Candle Cookie: butter cookie with opened circle in middle, green icing, cinnamon candies, yellow jelly beans/gumdrops, Pepperidge Farm chocolate Pirouette cookies (following directions, shapes)

*Tasty Tree: pointed sugar cones, mini candies like M&M's, other "mini" candies, yellow sugar crystals, green frosting (winter holiday theme)

*Merry Mouse Cookie: sugar cookies, vanilla frosting, almond slices, M&M's minis, red licorice lace (following directions)

*Tortilla Trees: spinach tortillas, pretzel nuggets, carrot slices, celery slices, ranch dressing, shredded cheese (art, patterning, Christmas)

*Dreidel Snacks: large marshmallows. Hershey's kisses candy, pretzel sticks, vanilla frosting, blue food coloring (Social Studies-awareness about a Jewish winter holiday)

*Santa Snacks-Nutter Butter Cookies, vanilla frosting, M&M Minis, mini white chocolate chips, red food coloring (winter holiday celebration, following directions on how to make a Santa)

January:

*Sweet Snowflakes-large Marshmallow, 6 pretzels sticks, 6 miniature marshmallows, vanilla frosting (symmetry, sides of a snowflake, knowledge about snowflakes after reading "Snowflake Bentley")

*Veggie Snowman-large cracker, small cracker, diced fresh vegetables, whipped cream cheese (Seasons)

*Snowman Smore-graham cracker, two marshmallows, frosting, black cake decorating gel, orange cake decorating gel (following directions, understanding winter)

February:

*Cherry Delight: crush graham cracker with a rolling pin, plastic Ziploc snack sized bags vanilla pudding, cherry pie filling, whipped cream (sequencing, following directions, positional words (President's Day)

*Happy Groundhog: banana, coconut or chocolate rice Chex, chocolate kisses (Groundhog's Day)

*President's Pie: chocolate graham crackers crushed, plastic Ziploc snack sized bags, cherry pie filling and cool whip (sequencing, positional words, President's Day)

*Apple Smiles: peanut butter, mini marshmallows, red apple slices (Dental Health)

*Cat In the Hat Snack: mini squared off sugar cone, ice cream, red fruit roll-up, mini M&M's, black or red licorice ALSO, Deviled Green Eggs and Ham-hard-boiled eggs, ranch dressing, green food coloring, ham cubes lace (literacy celebration for Dr. Seuss)

*Lovebug Cookies: large sugar cookies, strawberry frosting, pretzels sticks, conversation hearts, red licorice lace, M&M's, mini chocolate chips, doilies (Valentine's Day, following directions, creativity)

*A Valentine Nibbler: sugar heart-shaped cookie, maraschino cherry, black licorice, raisins (Valentine's Day, following directions)

March/April/May/ June:

*Bird's Nest-Rice Krispies Treats: malted milk balls, marshmallow chicks (Easter, following directions)

*Butterfly Snack: cheese puffs, potato chips, corn chips, pretzel sticks, ranch dip (Science and Symmetry)

*Earth Day Treat: chocolate and vanilla cupcakes layers, red food coloring, pudding, cookies crushed chocolate chips, chocolate sandwich cookies, resealable sandwich bags (sequencing, Earth Day),

*Dirt Pudding: chocolate Jell-O pudding, Oreos, cool whip, gummy worms, milk, rolling pin, baggy, measuring cup, whisk, mixing bowl (Earth Day, following directions)

*Chicken Lichen-Ritz crackers: oblong sandwich cookies (Vienna Fingers), pretzel sticks, cheese, M&M's mini baking bits, (retelling "Chicken Lichen" story, sequencing, following directions, positional words)

*Pudding Clouds: vanilla pudding prepared, blue food coloring, Cool Whip (weather, following directions)

*Sunflower Snack-Rice Cake: whipped cream cheese, cheese slice cut into eight triangles, sunflower seeds, one fat pretzel rod, green leaves or green mint candies shaped like leaves (plants and shapes)

*Funny Fishbowl: rice cakes, whipped cream cheese, blue food coloring, different colored sprinkles, goldfish (Ocean Unit)

*Beautiful Butterfly: bread, whipped cream cheese, diced up vegetables, cut diagonally and folded, cut in half, add long cucumber slice (symmetry, following directions, butterflies)

*Caterpillar Roll-Up: slice of bread, crust removed, rolling pin, whipped green cream cheese, decorating gel (Butterfly Unit)

*Frog Snack-English Muffin: whipped cream cheese, banana slices, fruit roll up for tongue, raisin for fly on the tongue (frogs, following directions)

*Slice of Watermelon: 1/2 bagel, red jelly, chocolate chips, green plates (knowing how to reproduce what a watermelon looks like, following directions, art)

*Camp and Munch: raisins, small pretzels, Cheerios cereal, chocolate chips, resealable plastic bags (making a trail mix)

*Dinosaur Dig: gummy dinosaurs, Cocoa Pebbles Cereal (Dinosaurs)

*Sunshine Salad: lemon flavored gelatin powder, yellow food coloring, eight triangles of pineapple (tidbits or fresh pineapple, Sun)

*Edible Chalkboard: graham crackers, chocolate frosting, Alpha-bits cereal (Literacy and Phonics)

*Peanut Butterfly: celery sticks, peanut butter, carrot chips, pretzel sticks

*Sweet Ladybug: apple slice, chocolate icing, chocolate vanilla cookie, chocolate chips

*Graduation Cap: bran or chocolate muffin with top removed, softened frosting or whipped cream cheese, fruit roll-up snack 1 inch wide, ½ chocolate graham cracker

ANYTHING ELSE that comes along that is cute and edible and follows our Kindergarten curriculum and adheres to the Sunshine State Standards will be used!!!!

About Lesson Plans

In any subject area, have you ever had a child that just does not "get it?" Patterning is such an activity that children either get it or do not get it. Very simple concept, right? But cooking provides active learning and within active learning comes REAL learning!

Having a challenging class, concrete activities really seem to help a lot. We were doing a mathematics unit on patterning. A few children understood it and were ready to go on. Most of the class was having difficulty mastering patterning. We did many different types of activities that were run off on paper, manipulatives with bears and shapes, etc., and we did a lot of chart work with patterning but nothing seemed to work. The end of the week was approaching and the other Kindergarten classes were ready to begin the next chapter the following week. My students were not ready to go on. Then I remembered that we had a cooking activity on Friday. I canceled that specific cooking activity this week and decided to concentrate on patterning. I had parents go home and bring in lots of fresh fruit...pineapple into cut into triangles, green and red grapes, and cheese cut into cubes. The day of the activity we reviewed shapes since they all understood what triangles, squares and circles were. That particular Friday, I was lucky and two of the parents showed up to watch!!!

Then I told the students that they could not eat the snacks until they showed a pattern. The children experimented at first. They were not making patterns yet and thus, could not eat it. Then one by one, the children finally began to understand the concept. Food did help and so did the actual concrete items! Little by little and one by one, the parents and I could see the actual progress. It was Friday and success could be felt throughout the entire classroom. All of the children were so excited!!!

Just to see if this "hard" concept stuck, the following Monday afternoon, I made up a new teacher made test using the fruit shapes and viola, the children had retained the new knowledge that they had acquired last Friday. We had been doing patterning for two weeks and nothing was retained until we did the "cooking" activity! This is what I call Active Learning Snack Time!!! As a special treat, I brought in M and M's---we sorted them first and then we made patterns.

My class was so into patterns now. My parents were bringing in animals crackers and all sorts of things for the children to sort. What fun we ended up having throughout the school year!!!

The moral of this lesson: Lesson Plans are made to be BROKEN!!!

Sample Lesson Plan I

Patterning (Mathematics)

Materials

Long wooden skewers

Fresh fruit pieces like pineapple (cut in triangles), green and red grapes (oval), cheese cubes (squares)---start out simple; you can make this harder after the first try

Paper plates

Steps

All children need to know the rules. The wooden skewers are a tool. They are not for poking. They are dangerous. Children feel empowered when they do the right thing and really try to cooperate. Make a big deal about using an adult object and that one end is pointed. What should we never do with a pointed object? Why?

Ask the children what fruit we have. What is not a fruit? What are the shapes called? Who can help me make a pattern? (You will model at this point). Put this away for you to eat later-you want the children to make their own pattern by themselves!!!) Review the pattern when is repeats. How do we know when it is a pattern? What makes a pattern a pattern? Review the steps that you did to make this pattern. Remember that you cannot eat your pattern until I have taken your picture. (You will take their picture in groups WHEN they have made a pattern---this gives you ample time to work with the ones that are struggling. It helps to have a parent or two in the room to help out!) Then pass out two pieces of each fruit and three cubes of cheese. Walk around and see what patterns they are making. Compliment on the parts the students accomplished that were patterns and having them hold theirs up for all to see. Simple and fun!

By taking the pictures, you have the weekend to print them. On Monday, review what they did during their cooking activity.

Sample Lesson Plan 2

Making Dirt (Science & Social Studies)

Recycling and Earth Day are popular activities in April. After doing a lesson with recycling and talking about how important Earth Day is to our community and to earth, we relax with a cooking activity to celebrate Earth Day. We make dirt! There are many ways to do this. Here are a couple of ways.

Materials (for a whole-group activity)

Plastic CLEAR cups

Oreo Cookies

Spoons

Cool Whip

Chocolate Jello Pudding

Gummy Worms

Milk

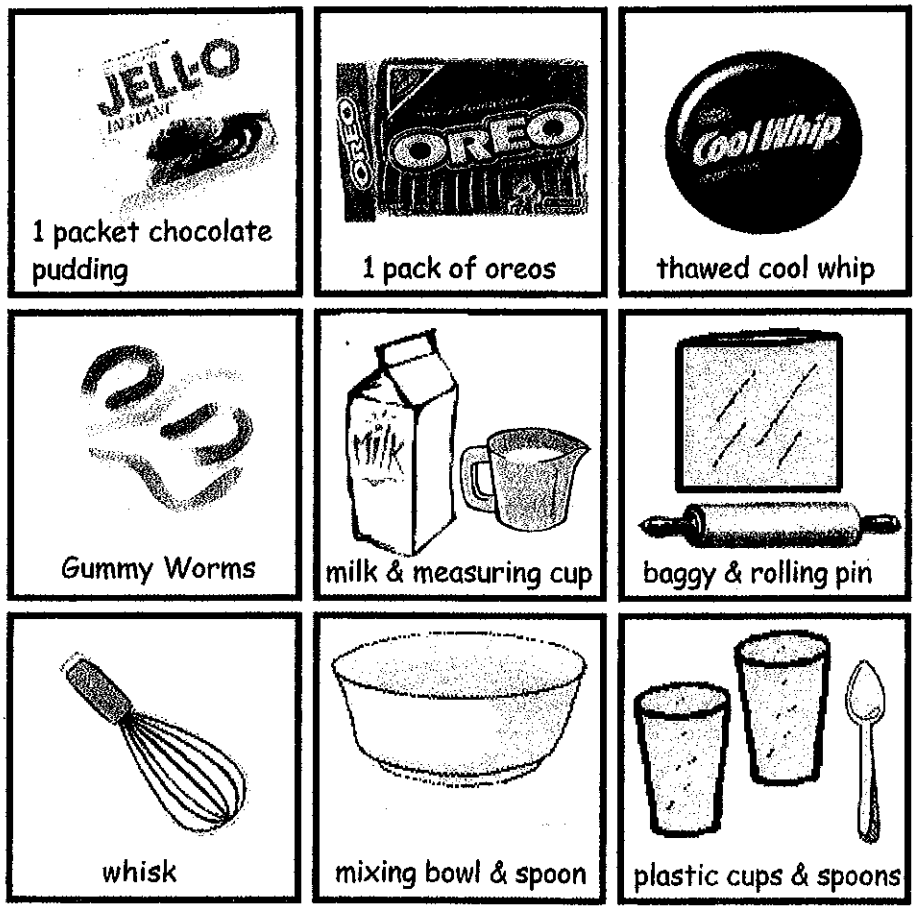
Measuring cup

Mixing bowl

Steps

Wash hands. Pour instant chocolate pudding in a bowl. Pour in 2 cups of milk and stir. Let mixture stand for about 5 minutes. Stir in cool whip. Crush Oreo cookies in a bag. Stir again. Spoon this mixture into clear plastic cups putting the crushed cookies on top. Refrigerate for one hour and decorate with gummy worms while serving.

What You Need to Make Dirt Pudding



OR SAME ACTIVITY BUT.....

Materials (for an individual activity)

Plastic snack-sized Ziploc bags (one for each child)

Oreo cookie

2 tablespoons instant chocolate pudding mix

3 tablespoons milk

1 gummy worm

Measuring spoons

Clear plastic cup

Plastic spoon

Steps

Put 2 tablespoons into each plastic clear cup. Have each child measure out 3 tablespoons of milk and put into their cup. Have them stir this mixture. What is this called? While the pudding sets, hand out the plastic snack-sized bags and one Oreo cookie. Have the children seal the bag and then crush their cookie into tiny pieces with their fists! Once smashed, tell them to add this to their muddy dirt. Soil is kept moist because of the worms in the ground. At this time, pass out the gummy worm. Have the children mix the worm into their muddy mixture. Take pictures in groups and then eat and enjoy! Talk about conservation and what they will do to keep our earth healthy!

Dandy Dirt Dessert

Math Skill
- measuring

Name _____

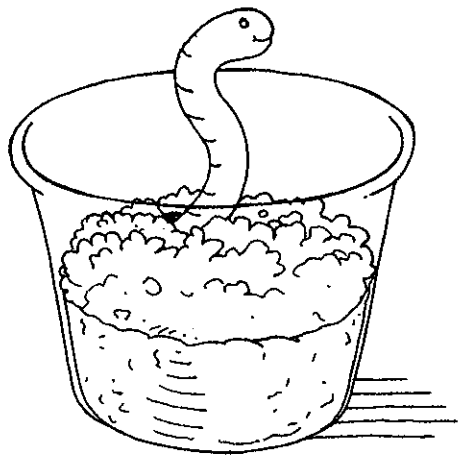
I think this recipe is ☐

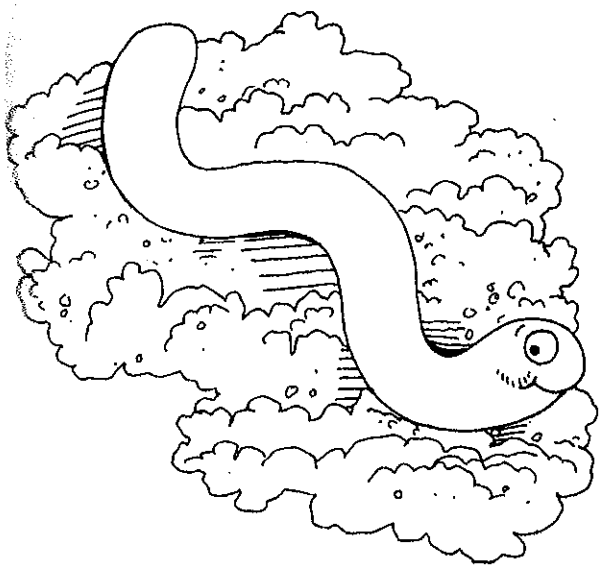
Recipe

Ingredients
- 2 tablespoons instant chocolate pudding mix
- 3 tablespoons milk
- 1 chocolate sandwich cookie
- 1 gummy worm

Utensils and Supplies
- measuring spoons
- clear plastic cup
- resealable plastic bag
- plastic spoon

Scoop 2 tablespoons instant chocolate pudding mix into a clear plastic cup. Add 3 tablespoons milk, and stir. While the pudding sets, place a chocolate sandwich cookie in a resealable plastic bag. Seal the bag. Smash the cookie with your fist. Pour the crumbs on top of the pudding. Add a gummy worm.





Worm in the Dirt

(to the tune of "The Farmer in the Dell")

The dandy dirt dessert
Looks all muddy and brown.
Is that a wiggly worm I see?
I'm getting out of town!

Earth Day Treat

Name _____

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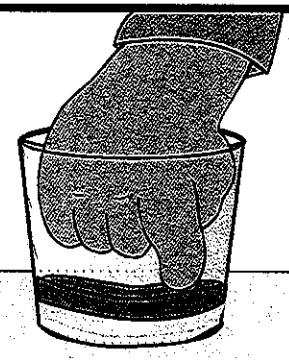
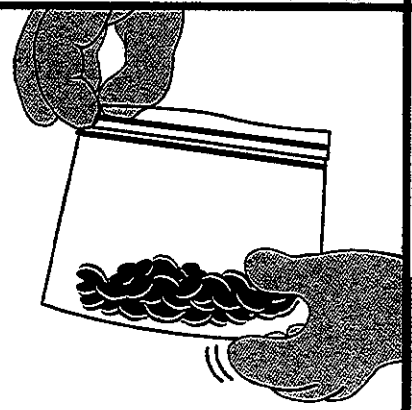
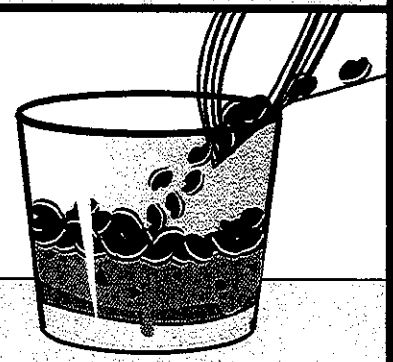


Press cupcake layers into cups to make *metamorphic* rock. 1

Add two spoonfuls of *igneous* rock (pudding mixture). 2



Put cookies in the bag and crumble it. 3



Add *sedimentary* rocks (cookie crumbs) to cup. 4

Dig in! 5

Sample Lesson Plan 3

A House is a House for Me (Language Arts)

Read "A House is a House for Me" by Mary Ann Hoberman. Talk about the different types of homes that everyone lives in. Do a web mapping to show the different homes that everyone lives in like mobile homes, apartments, homes, igloos, etc. Enjoy the story and the pictures. Then have them make a home with a cooking activity.

Materials (for an individual activity)

A triangle cracker (Wheat Thins makes one)

A square cracker (any smaller square cracker is good!)

One smaller square cracker (graham cracker)

A rectangular cracker (1/2 of a graham cracker)

Frosting-chocolate or vanilla (whipped is always easier to use!!)

Plastic knife

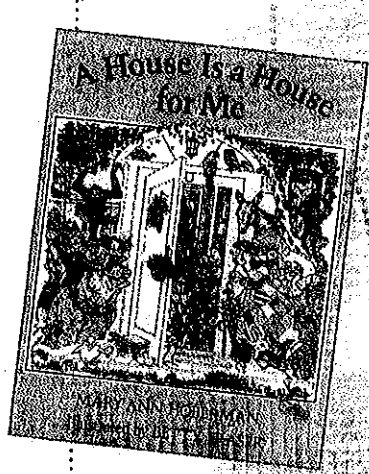
Paper plates

Steps

Put the triangular cracker above the square cracker to make a house. Then add the small cracker to make a chimney. Frost the rectangular cracker on one side and add to the larger square cracker to make the door. Place the frosted side down on the larger cracker. They have made their own house. You can add sprinkles if you want to so that they can decorate their home! It is easy and fun and the connection to a home and making one is a great language activity!

A House Is a House for Me

by Mary Ann Hoberman (Penguin Putnam, 1978)



Poetry and rhyme lead readers into visualizing houses in ways they've never thought of before.

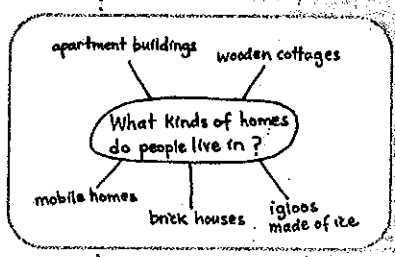
Before Reading

Picnic Basket Preview

Inside your basket, place a copy of the book, a box of graham crackers, and pictures of houses. Introduce the book by showing children the cover of the book and reading the title aloud. As a group, discuss different types of houses. Then, hold up the house pictures and talk about what materials were used to build each one. Next, show the box of graham crackers and let children know that they will be using crackers to build houses.

Knowledge Web

As a group, discuss the book's cover, title, and author. Invite students to create a web about homes, based on what they know about different kinds of buildings and the materials used to build them. Or, if you prefer, create a web of animal homes, shelters, or habitats. Encourage children to predict what types of houses might be in this book. (See example, right.)



After Reading

Discussion Starters

Talk about all the imaginative ways the author described objects as being houses for various things. Provide the students with some more examples. You might say, *A radio is a house for a song. A heart is a house for love. A cow is a house for milk.* Ask children to come up with their own ideas for houses for things.

Language Link

Invite children to talk about the many steps involved in building a home. Explain that builders begin with a plan that looks like a map. They use the pictures and the words on the map to build the structure step by step. Connect this idea to the concept of following a recipe. Show a copy of the Snack Cracker House recipe to students and examine the instructions together. Then, invite children to draw a picture of what their snack house will look like. Encourage them to add words to describe each part.

Resource List/Bibliography

Book Cooks By Cheryl Apgar 2002 I LOVE THIS ONE!!!

Cooking with Kids by Tania Kourempis-Cowling 1999 (good for a resource)

Busy Kids Snacktime published by Mailbox 1998 (written by themes)

Cooking Activities A to Z by Joanne Matricardi and Jeanne McLarty 2005 (written in Alphabetical Order)

Snack Art by Teacher Created Resources by Elizabeth Meahl 2005 (simple themes and talks about the food pyramid)

Alphabet Cooking Cards by Cheryl A. Olmsted 1990 (good for a resource)

Snacktivities! By MaryAnn F. Kohl and Jean Potter 2001 (good for a resource)

Individual Child Portion Cup Cooking Picture Recipes by Barbara Johnson and Betty Plemons 1989 (good for a resource)

Read, Snack and Learn by Jodi Simpson 2004 (great for literacy-based themed follow-up activities!!!--picks some adorable stories and incorporates snack activities to go along with the story read!)

On-Line Resources:

http://makinglearningfun.com/themepages/recipes.htm go to recipe section under "R". There are all sorts of recipes with pictures, times of the day, after reading a book and recipes for playing.

http://www.childrensrecipes.com/

http://answers.yahoo.com/question/index?qid=20060809103856AAau9S0

http://www.ricekrispies.com/SearchResults.aspx?search=treat&gclid=CN3Yq7OewZoCFQFHFQodEVzCtQ

http://www.suite101.com/article.cfm/kids_in_the_kitchen/112974

http://familyfun.go.com/recipes/kids/ you can always find a project on this website!

Food Restrictions

Before starting a group cooking project, find out if anyone will be unable to eat the snacks because of food allergies or other dietary restrictions. You may want to send a letter, such as the one below, home with each child. If a child does have a food allergy or restriction, try to find a substitute food item either for the group or for that particular student.

Dear Parent or Guardian,

Your child will be participating in cooking activities. We need to be informed of any allergies or dietary restrictions. Please fill out the form below and return it as soon as possible.

Thank you.

Name of child _____

Telephone number _____

☐ My child DOES NOT have allergies or other dietary restrictions. He or she may eat any of the food prepared.

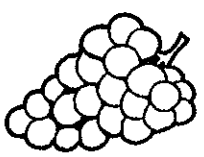
☐ My child DOES have allergies or other dietary restrictions. They are as follows:

_____

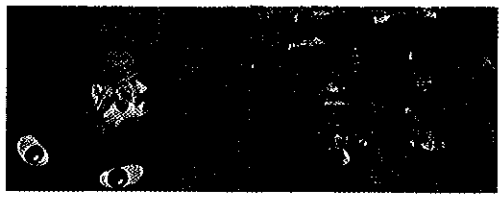
_____

_____

Parent Signature: _____ Date: _____

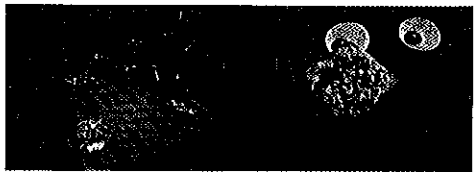


Examples of Student Active Work Photos



Dr. Seuss' Birthday

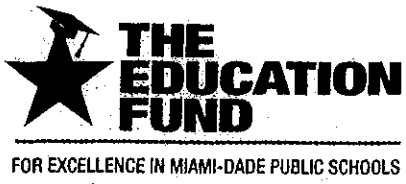
Making Dirt



Making a Snowman and a Kite

Making a Flag for President's Day

Patterning with Fruit



IMPACT II
ADAPTER APPLICATION

APPLYING FOR AN IMPACT II ADAPTER GRANT

A teacher seeking to become part of the IMPACT II network as an ADAPTER chooses one of the curriculum ideas profiled in past or this year's *IDEAS with Impact* catalogs and creatively modifies it to their own classroom. (For a list of past years' ideas, contact Lorna Valle, 305-892-5099, x18 or visit www.eductionfund.org).

Adapter Grant awards average $200. *To apply, you must contact the teacher who developed the idea before submitting your application.* Contact can be made by attending a workshop given by the disseminator, communicating via e-mail or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom. Project funds must be spent within the current school year or an extension must be requested. A final report and expense form with receipts are required. Periodic site visits may be conducted.

Deadline: December 1

1. GENERAL INFORMATION (Please TYPE. All information must be completed for consideration.)

A. Name: _____ **B.** School: _____

School Address: _____ City/State: _____ Zip Code: _____

School Phone: _____ School Fax: _____

C. Home Address: _____ City/State: _____ Zip Code: _____

Home Phone: _____ E-mail: _____

2. PROJECT INFORMATION

A. Title of Project (as it appears in the Idea catalog): _____ Catalog Year: _____

B. Name of Project disseminator(s): _____

C. You are REQUIRED to make direct contact with the disseminator(s) of the project you are interested in adapting BEFORE a grant can be approved.

I made contact via: ☐ Workshop/EXPO ☐ Telephone ☐ Visit ☐ Letter/E-mail

☐ Other (Please specify): _____

If no contact was made, please state why: _____

3. IMPLEMENTATION INFORMATION

A. Who are the students involved in your adaptation? How many? _____ Grade level(s)? _____

Ethnic distribution? _____ Achievement levels? _____

B. How will it help low-performing students in your classroom? _____

_____

C. What is the educational need for this project in your class? (Use one additional page if necessary.)

_____

D. How will you implement the project with your students and integrate it with your curriculum? What changes will be made from the original project ideas? Will you be adapting the project to fit with a current theme or event? (Use ONE additional page if necessary.)

_____

_____

_____

E. May IMPACT II staff and teachers visit your class with prior approval? ☐ Yes ☐ No

F. Are you willing to help the disseminator network this idea? ☐ Yes ☐ No

4. BUDGET INFORMATION

A. What materials are needed to adapt this project to your class? *Be specific.* (Use ONE additional page if necessary.)

Item and Description	Cost	Source of funds (this grant, school funds, other)

TOTAL REQUESTED $ _____

5. COMMUNITY AND SCHOOL RESOURCES

A. What other persons, if any, will be involved in implementing this project? (e.g. teachers, specialists, library media specialists, para-professionals, parents, other volunteers) _____

_____

B. What other resources does your school have to assist in adapting this project? (e.g. library materials, equipment, instructional materials, community agencies) _____

_____

6. ADMINISTRATIVE SUPPORT (TO BE COMPLETED BY SCHOOL PRINCIPAL)

I support implementation of this project during this school year. ☐ Yes ☐ No

Principal's Comments: _____

_____

Applicant's Signature _____ Principal's Signature _____ Date _____

Deadline for application is **December 1** Send an original, typed application and **four** copies with **four** self-addressed mailing labels to:

The Education Fund, 900 NE 125th St., Suite 110, North Miami, FL 33161

*****This application may be photocopied to distribute to other educators.***