

Diane Brown
Longwood Elementary
April 30, 2013

“Read It and Go Figure”

The \$512.00 NDIA grant you awarded to me provided funding to purchase the “Math Reads” program created by Marilyn Burns for Scholastic. Taking advantage of a 20% discount allowed us to purchase one Math Reads Kit, and with media money we purchased a second one. Each of the two kits, one each for 3rd and 4th grade, contains 25 different titles with 5 copies of each. Each of the titles focuses on different math topics with correlations to Common Core standards and objectives.

The literature is a collection of both fiction and non-fiction titles and each comes with ideas for lessons that connect math to reading, writing and problem solving. The availability of 5 books of the same title is great for small group math and literature discussions and investigations. The books have been cataloged in our media center automation system and are readily available for teachers to check out.

Thank you for making the funds available for us to purchase these supplementary materials.



A sample of the titles from the 3rd grade collection.



A small group of 3rd grade students investigate Cheetah Math, Learning About Division for Baby Cheetahs by Ann Whitehead Nagda for an enrichment lesson. After reading the book, they worked with the 3rd grade aide to discuss the literature and solve problems involving division.



You can access more information about the Math Reads program at:
<http://teacher.scholastic.com/products/math-concepts-skills/math-reads/index.htm>

Linda Crane
NDIA Accell Grant Report

This year has been so wonderful with the addition of two more iPads and our Apple TV. The children use the iPads all day long. They have been integrated into every aspect of our learning. We utilize them in practice of our math, language, and reading skills. We have used them to investigate words in dictionaries and thesauruses. We have used the encyclopedia, researched our science projects, social studies topics, and even our seasonal studies.

We recorded our book reports while dressed up as our boom characters utilizing iMovie! We have created roller coasters using a Coaster Physics app, and an Air Physics app. Later in the year, I received an iMac and it was a blessing to have the Apple TV. I could utilize it to directly connect

my LCD projector to my iMac and mimio! It has been a lifesaver! The children are always using the iPads, sharing them beautifully. I am wonderfully amazed at the collaborative work that's happening in their STEMM activities. They share them on the screen with the Apple TV and are so proud!

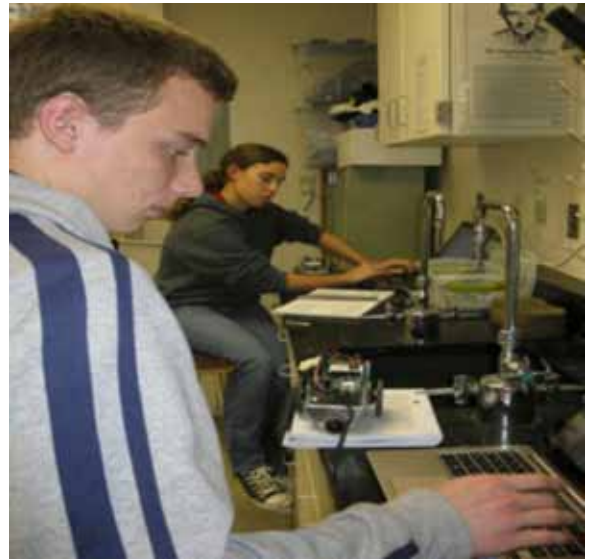
We are grateful for your generosity! Much learning has taken place, and many memories have been created!



Susan Cundiff
Gulf Breeze High School
May 1, 2013

Thank you for your contribution to my physics classes for the incorporation of a wonderful STEM activity. With grant monies I was able to purchase Robot Kits for each of my 20 students. They built their robots and practiced writing programs as they progressed through the activities provided in the book that accompanied the kit.

Upon conclusion of building and practice writing, they had to write their own program to follow a prescribed course. This was a great way for the students to see how robots could be made to follow a route, provided they had written their program correctly. The projects also included basics in terminology and function of electronic components, microcontrollers, and how labeling systems are used in writing programs.



Parker VanTassel and Robyn Miller



Shaniah Hibbs



Tyler Christensen

**Sherri Harkins
Patricia Cave
Edwins Elementary
NDIA ACCEL Grant Report
For School Year 2012-2013**

The electric circuit KitBooks were a huge success in my classroom. Students were totally engaged in building a variety of circuits and adding components to the circuits. My principal came in and participated with the students as a part of my annual evaluation and found the lesson to be “highly effective”. One of the best things about the kitbooks is the amount of time saved in distributing materials and collecting materials at the end of the lesson. This allowed students a significant amount of extra time to be constructing circuits instead of preparing to construct them. It also helped preserve my sanity!!

The rocket kits have been purchased and students are eagerly waiting the end of our aeronautics unit to build and fire up our rockets. Students will work with a partner to build the rocket and launch them on the playground in a couple of weeks. We chose to save this unit for the end of the year to give students something to look forward to as an end-of -year project.

Mrs. Cave and I thank you so very much for your help in funding these engaging materials for our classrooms. It is very much appreciated by all of our students.



Susan Julio
West Navarre Primary School
NDIA ACCErator Grant 2013

My grant was for the purchase STEM LEGO/DUPLO Simple Machines Kits to add to previously purchased LEGO sets. All of the sets were to be put on a yellow cart for teacher check out. My goal was to encourage beginning engineering skills with our school population of 875 K-2nd grade students.

Things didn't quite work out as planned, however. They worked out even better! Another grant I wrote for LEGOS came in and my principal, Sandi Eubanks, thought it more appropriate to turn an empty classroom into a LEGO LAB! I spent several weeks giving demonstration classes to train classroom teachers and then we had a calendar sign-up so that everyone could sign up for a time slot when convenient.

Students and teachers were able to select from a variety of "problem solving" challenges. They learned how simple machines worked by constructing pinwheels, mini-merry-go-rounds and even drag racers, all the while learning important Common Core strategies including teamwork, communication skills, observational skills, reasoning, prediction and becoming a more critical thinker.

On April 14th our school sponsored a special Science Family Night for our community. One of our most popular attractions was the LEGO LAB, where many families in our community had the opportunity to see what the students had been learning and to build with their children. Thank you, NDIA, for making this possible. You have played a big part in hopefully creating the next generation of engineers!

Link to photos taken by the Northwest Florida Daily News of Family Science Night:

<http://nwfdailynews.emeraldcoastphotoswest.com/mycapture/enlarge.asp?image=46736368&event=1637111&CategoryID=28208>

Amy Kane
Kenwood Elementary, Third Grade
NDIA Grant Report Apr 2013

I am sending you my follow up for the grant that I received earlier this year. For my grant I received 2 iPads and an Apple TV. My students absolutely love the iPads! One of the first questions that they ask me in the morning is who gets to use them at dismissal that day. I have put numerous math and science apps on both pads. I believe that every app has been tried several times. One of their favorites is Mathmateer where they get to build their own rocket with various supplies and see how high they can get it to launch. They also enjoy the word search and geoboard apps. We have used the Apple TV to show the students the new apps and how they work. I have recently added the science 360 app and this will be a great addition to our science curriculum to use through the apple TV.

Thank you so much for helping me to add this technology into my classroom! It is great to see the students excited about getting a chance to use them for math and science.

Thank you again!
Amy Kane



Kathy Morris
Davidson Middle School
NDIA Grant Project Follow Up Review 2012-2013

“Rock My Lab”

Over one hundred sixth grade students at Davidson Middle School have had the opportunity to work together as scientists such as geologists, astronomers, and engineers! The materials acquired through the NDIA grant that I received earlier this school year have provided me with tools to bring excitement to my earth and space science lessons. Multiple classes were able to use the materials, which included five classes at approximately 22 students each. The materials were also shared with other teachers and their students.

The rock and fossil kits allowed all students in each class to have hands on experience rocks and fossil samples to support and bring their lessons to life. Students looked forward to the time spent with these materials. The soil corer let students analyze the soil just as geologists and then apply this method in lab activities to determine the age and types of soil and rock layers. These materials allow students to make real world engineering connections to their science lessons. We will be launching the rockets very soon as we wrap up our final quarter of the school year with our aerospace lessons.

Below are pictures of students working with the materials.

I look forward to incorporating these wonderful STEM supported materials in my curriculum in my lesson plans for years to come and sharing them at every opportunity. Thank you for providing me the opportunity to acquire these great tools and share them with my students.





**Our
Lab
Rocks!**



Sharon Richardson
Davidson Middle School

The third part of Sharon Richardson's *Focus on Rotational and Linear Motion* project at Davidson Middle School introduced students to rotational motion through the concepts of angular momentum and rotational inertia. Students were assigned group projects on topics such as angular momentum, conservation of momentum, rotational inertia of spinning objects, rotational inertia of rolling objects, and rotational motion in gymnastics. Student group presentations included several components. First, students provided background information to classmates about their assigned concepts with slide presentations. Next, students presented demonstrations that provided visual reinforcement of their assigned concepts. For example, the rotational turntables purchased through this grant were used by this student group to demonstrate conservation of momentum as well as how changing the radius of a circle affects rotational speed and inertia. Student groups were also challenged to present where their assigned concept is seen in everyday life. The group projects were a fun way for students to learn these difficult physical science concepts as well as to practice cooperative group and problem solving skills.

