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Elementary Division
Queens Borough Winner

PS 224
@ PS 26 Rufus King

NEW YORK CITY DEPARTMENT OF SANITATION

2010 GOLDEN APPLE AWARDS

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



City of New York, Michael R. Bloomberg, Mayor
Department of Sanitation, John J. Doherty, Commissioner
Bureau of Waste Prevention, Reuse and Recycling, Robert Lange, Director


John J. Doherty, Commissioner
June, 2010

TABLE OF CONTENTS

- 1) Project entry form(s)
- 2) Summary of All Projects
- 3) Description of Individual Projects
- 4) Photos
- 5) Work Samples

P.S. 224 at 26 Q.- Participating Students and Staff Members:

Students:

Class Y11- Jennifer C. X. J. Malik M. Letizia S. Elisha S. Anthony W.

Class Y12: Allister B. Mikey B. Nikolas F. Nickolai M. Joseph T. Jerell M.

Class Y13: Manuel C. Robert H. Kathleen K. Jessica K. Kendall W. Chase O.

Class Y14: Kevin G. Nathan K. Alby M. David P. Tyler S. Loredana S.

Class Y15: Cryssandra K. Christian D. Lucas G. Chase R. Ryan S. Edwin R.

Staff:

D. Park- Principal P. Rubin- A. Principal

H. Esposito- Science Cluster/Contest Coordinator K. Tripmacher- Unit Coordinator

M. Aufenanger- School Aide E. Domingo- School Nurse

J. Cohen & F. Hoenig- OTs JC Pangan- PT

H. Storch,, J. Wallace , S. Harris- Speech Teachers M. McGroarty- APE teacher

Class Teachers/Paraprofessionals-

Y11 Staff: G. Ashton, J. Philippe, M. Lau, K. Venditelli

Y12 Staff: S. D'Agostino, K. Mark, G. Maldonado, M. Acosta

Y13 Staff: S. Desir, A. Martinez, L. Rivera, L. Rios

Y14 Staff: A. Rothman, J. Traynor, M. Sierra, L. Fleming, A. Bhargava

Y15 Staff: K. Walton, Mr. Evan, D. Ayfantis, I. Disla, Michelle B.

P.S. 26 Q. Participating Students & Staff:

Students: Vrisha, Shaheer, Najum, Sania, Kimberly, Kevin D., Joyce, Jean, Kevin H., Melson, Kiara, Kyaw, Rabeea, Andy, Aaron, Joseph, Sean, Anushka, Raveena, Anthony, Grace, Philip, Ethan, Monica, Alexander, Elizabeth, Eddie

Staff: D. Kapica, teacher D. Tine, Paraprofessional

Principal: D. Koski A. Principal: B. Gershman

Custodians: Mr. Patrick & Mr. Eddie

SUMMARY OF ALL PROJECTS

P.S. 224 at 26 Science Students (a unit of 5 classes of children with autism, ages 5-9) "team up" with mainstream Class 4-327 at P.S. 26, to create a beautiful butterfly garden!

P.S. 224 AT 26 has been cultivating a side garden on our school property for several years. We have planted flowers, bushes, trees, fruits and vegetables, and other plants, appealing to all 5 senses. We started a compost, and created bird feeders out of recycled materials. This garden was originally untouched land.

This year, our program was granted two free butterfly kits, through the generosity of one of our 224 parents, along with the company he works for in conjunction with "earthsbirthdayproject.org". We decided to build on this great gift by learning all we can about butterflies, via the kits, books, the internet, etc..., and then move it outside to create a beautiful butterfly garden! We decided to extend our project even further, by inviting 4th grade students, class 4-327 of P.S. 26, to join us in the research and cultivation of our butterfly garden. We asked them to go further, to get more grades and classes involved, by including a butterfly garden in 26's garden at the rear of our school. In teaming with us, the P.S. Student Council, under the supervision of our 4th grade teacher, Mrs. Dolores Kapica, also got involved, & obtained another grant through 224 and 26's participation in Penny Harvest. We were awarded \$100 to help us with additional supplies needed for our butterfly garden. P.S. 26's Student Council is made up of 4th and 5th graders at our school.

The following is a list of activities we have accomplished, or will accomplish this year, within our 224 unit, and in conjunction with our mainstream population:

- 1) Through various sensory/environmental tasks, we learned the connection between ourselves, and the outside world. Via walks, plantings, garden hunts, etc...we explored our side garden and other school surroundings.**
- 2) We have read about the life cycle of a butterfly, and have become familiar with this wonderful insect through books, charts, props, videos, kits,...**
- 3) We have read about, planted, and created beautiful flowers. We have learned about various ones that attract butterflies to a garden.**
- 4) We have put on "wings" and "flown" like a butterfly!**
- 5) We received two butterfly kits from a grant in mid- April, and have begun to witness with our own eyes, the actual life cycle of a butterfly.**

- 6) 224 at 26 students & staff have put together a butterfly song, to enhance our knowledge of the life cycle of a butterfly.**
- 7) We have coordinated mentoring activities with our 4th grade mainstream class that include indoor and outdoor butterfly projects, adding beauty and knowledge to our school setting.**
- 8) We have extended this further, as we work with our 4th graders to invite other classes in our mainstream population to also cultivate a butterfly garden, in the rear garden at 26. We will donate seeds, and a butterfly bush to this garden.**
- 9) We continue our outdoor (& indoor) composting activities, and have involved our mainstream students in composting.**
- 10) For earth day, all of our 224 at 26 classes & Class 4-327 celebrated planet earth in our side garden, by singing earth songs, doing movement activities and “teaming up to clean up”, as we picked up litter, and prepared our garden for planting.**
- 11) We will display some of our work at 224’s District 75 Literacy Fair on May 1st.**
- 12) We will plant seeds and seedlings in our side garden during the month of May to attract butterflies to our garden. We will also create butterfly feeders, and place them in our side, and rear gardens.**
- 13) 224 and 26 will arrange a celebration in our garden during the month of May, to release our butterflies from our kits.**
- 14) Our 224 and 26 families have participated in various home projects, and have given their support & materials to our school projects.**
- 15) Each individual class of children with autism has followed up on our butterfly garden activities, with book readings, and art projects.**
- 16) We will also arrange an additional celebration outside our school, at year’s end, to admire the magnificent gardens that we have created, and to observe and search for butterflies! This will include our 224 and 26 families, students, and extended staff.**

cultivating crops 7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms. This also follows Science Standards S3-Earth Concepts and S4- Scientific Connections and Applications for our 4th grade students.

- 11) One Saturday in May, all District 75 special ed. schools are invited to participate in a giant Literacy Fair. Our students' work is put on display for students, staff, families, administrators, politicians, and the public to come and view. Each year, samples of our 224 at 26 environmental projects are displayed via photographs and write-ups, as well as planting and reading projects completed with our mainstream mentors, and various home projects. Each year we are told how much our projects are appreciated and enjoyed by all who come.

This year, on May first, we will be displaying our butterfly projects that were completed within our classrooms, science room, and 4th grade integration. We mount our captioned photographs onto a display board that is posted at the Fair. We also submit individual projects completed by our students, like Nickolai's butterfly feeder. We include our aims and standards with our display.

This encompasses all the activities and learning standards described above.

- 12) Beginning in May, after the soil has been able to warm up, we will begin to plant our butterfly seeds, and seedlings that we have grown from seeds indoors. We planted three varieties of butterfly plants we obtained that could be started indoors: zinnia, cosmos, & verbena. We planted these seeds in a flower box in science class, and observed and charted their growth. Each class took part in measuring and watering the plants, and giving them sun near a window. Class 4-327 performed the same activities in their classroom. 4-327 volunteer mentors also assisted 224 at 26 students in their science class planting endeavors. We will compare growth of the plants in science class vs. 4-327's classroom, prior to transplanting them outdoors in May. We will also plant the following butterfly attracting seeds directly in our garden: Marigold, Alyssum, Dill, and our "Sunflower Challenge" seeds. All 224 at 26 students and staff, and 4-327 students and staff will take part in the planting and/or maintenance of our butterfly garden.

Through our Penny Harvest grant money of \$100, we will also purchase additional seedlings, and butterfly bushes to be planted within our school side garden, or 26's rear garden. See Mrs. Kapica's letter explaining our Penny Harvest grant, at the end of this section.

The following standards will be practiced: Science Core Curriculum Performance Indicator 7.1b Over time humans have changed their environment by cultivating crops. 5.2a Plants respond to changes in their environment.

The basic science standards for 4-327 being: S2a Demonstrates understanding of characteristics of organisms, and s2c demonstrates understanding of organisms and environments.

- 13) 224 and 26 will coordinate the complete metamorphosis of all of their butterflies within the two kits, (approximately 10 butterflies) and then set a date to release them into our butterfly garden. Hopefully some of our butterfly plants will have begun to grow, and produce some nectar for our beautiful butterflies! We will also create and set up butterfly feeders within our gardens, reusing old pots, and over ripe fruit, as well as a butterfly feeder and nectar maker through Insect Lore. One of our student's, Nikolai of Class Y12, created a beautiful butterfly feeder with his mom. See the description of his project in the binder pocket, and other pictures in the photo section. All of 224 at 26 students and staff, and all of 4-327 students and staff will gather, once again, in our side garden, to witness this magical event! We will sing songs, take pictures, use binoculars and journals to record/draw this historic event!

Standards: ELA 1- we will read, write, listen and speak for information and understanding; ELA 4- And speak for social interaction.

Science 2c- Demonstrate understanding of organisms and their environment.

Also Science Core curriculum 4.1e listed in # 5 above: life cycle changes within the environment.

- 14) Every Friday, our science families receive a letter of recognition, which includes a summary of their child's behavior and participation in science for the week, a summary of science tasks accomplished that week, and science homework to complete for the next school week, as a follow-up.

We have been including our butterfly tasks within these summaries, and follow-up homeworks. Many of our students have been busy at home reading about butterflies in

library books, and via the internet. Some are planning trips to the butterfly pavilion at the Bronx Zoo. Some are busy planting seeds that attract butterflies.

Others have worked on special projects, such as a poster, a booklet, and a butterfly feeder.

We have included these projects in our photo section, and in a binder pocket of work samples.

This is our way of bringing home and school together, and expanding our butterfly project into our home environments and their various communities.

Through these tasks and projects, our students are reinforcing all the science, ELA, & math core curriculum standards/performance indicators listed in the tasks above.

- 15) In collaboration with our science butterfly projects, each individual classroom teacher is exploring butterflies within their own curriculum. By reading books, such as "The Very Hungry Caterpillar" by Eric Carle, and creating various works of arts, such as painting flowers and butterflies, we are expanding and reinforcing our students' knowledge of this great insect and its place in our world! Many of our students and staff are finding materials to reuse for their art activities.

Our classrooms have created beautiful displays outside their room for all who pass by to see. Please see the photos section for samples of our students' artwork.

Here we follow ELA Core Curriculum Standard 2: Students will read, write (or draw) listen, and speak for literary response and expression.

- 16) At year's end, we will hold our traditional annual garden party. This year, we will celebrate our butterfly garden projects, as we honor our students, staff and families for all their hard work. We will get a chance to, again, unite as one, to explore our garden(s) and be part of our natural environment. All of 224 at 26, our 4th graders, other students who have joined in along the way, staff and families are welcome.

We will give speeches, sing our butterfly songs, give our students certificates of recognition, display samples of our work, eat healthy snacks, and look for butterflies & other natural phenomena within our beautiful garden! We look forward to our yearly party! Many of our parents & family members come, and a great time is had by all. It's a very uplifting "earthy" way to complete our school year!

Again, this final bow encompasses all the aforementioned regular and core curriculum standards.

This binder has used paper that has been recycled to print up our summary and descriptions, and to display many of our school's photos and work. We have used both sides of paper when able. We also reused our binder and dividers from last year (& prior years). Class Y13 and students from 4-327 participated in creating butterflies and butterfly gardens to grace our binder cover.

We thank the Golden Apple Awards and the NYC Department of Sanitation, again, for giving us the initiative to pursue such a worthwhile, meaningful and creative endeavor!

P.S. 26
4327

Vrisha Ahmad
April 21, 2010

Our class 4-327 is working on written reports about butterflies. We are researching the life cycle, the appearance, habitat, habits, and other interesting facts, about our fantastic, unknown world of butterflies.

We are sharing information that we found in books, articles, newspapers and from the internet. We will include pictures, diagrams, photos, and original artwork. We will have questions that hopefully will be answered.

Each student will present their findings about their butterfly to the class. Their reports will include the life cycle and facts that we never knew.

Throughout their research, they will find what their butterfly eats, lives, and what they do.



February 12, 2010

Ms. Esposito
PS 224 at PS 26
195-02 69th Ave
Fresh Meadows, NY 11365

Dear Ms. Esposito:

Congratulations! You have been selected by your local International Paper xpedx to receive FREE life-science materials through Earth's Birthday Project's Butterfly Classroom program. Funding for this program is generously provided by the International Paper Foundation.

On a date that you select, you will receive 2 Painted Lady Butterfly kit(s), including live caterpillars and inquiry-based science, math and language activities for preschoolers and elementary students. Caterpillars come with food, butterfly house and complete instructions. They're easy to care for and wonderful to observe as they complete their metamorphosis to butterflies.

Your kit(s) will be delivered to the address above via Federal Express second-day air. **Please let us know your preferred delivery date** by circling it below and **faxing this page to us at 505-984-9176**. If faxing isn't convenient, you may **e-mail** your name, school, and delivery date to kitbrewer@earthsbirthday.org or **telephone** me at 800-698-4438.

Preferred Delivery Date (circle one) March 25 April 15 April 29 May 13

Note: Butterfly metamorphosis takes about three weeks. If we don't hear back from you by April 1, we will schedule delivery for April 29.

Please don't hesitate to call me if you have questions. Thank you!

Sincerely,

A handwritten signature in black ink that reads "Kit".

Kathryn Brewer
Director of Educational Programs

P.S. 26 Queens
195-02 69th Avenue
Fresh Meadows, New York 11365
(718) 464-4505

Dr. Dina Koski, Principal

Mrs. Debra Gershman, Assistant Principal

April 20, 2010

Dear Parents,

We are proud to announce the partnership of P.S. 26 and P.S. 224 who are recipients of a Penny Harvest Service Grant from the P.S. 26 Student Council and *Common Cents*.

Children in class 4-327 will provide assistance to the children with autism in P.S. 224 under the supervision of Mrs. Esposito, Science teacher for P.S. 224 students and Mrs. Kapica, a P.S. 26 fourth grade teacher.

The monies from the grant will be used to purchase butterfly bushes, trowels, butterfly attracting plant seeds, a shovel and watering can. The students will research the habits and habitat of butterflies, write written reports of information, and observe the various stages of butterfly growth. The social interaction of the general education population with the students with autism is fostering understanding, compassion and tolerance for all students and their learning styles.

This project will culminate in releasing the butterflies into their natural environment. Hopefully, we will have a beautiful butterfly garden to enjoy knowing that our two schools worked cooperatively together to make our school yard a beautiful place to visit.

Sincerely,

The P.S. 26 Student Council

This follows ELA core curriculum Pre-K Standard 1 & 4: 1- Students will read, write, listen and speak... for understanding and information; 4- ...for social interaction.

- 7) We have started a mentoring program where three 4th graders come to science for one period a week, and assist our children with autism on various butterfly tasks. We read books together, plant seeds-inside and out, complete hands-on butterfly tasks, etc... After a few weeks, we rotate and three new students from the 4th grade assist our 224 students.

We share books, materials, the butterfly kits, etc... with our entire 4th grade class, to help us all learn about butterflies and creating a butterfly garden. We invite our entire 4th grade class, and any other classes and grades in the school, to help in the upkeep of our butterfly garden (and compost) outside. We have also asked our 4th graders to do additional research on the butterfly- body parts, life span, species of, etc...See photos and the student work section for samples of some of the magnificent activities done by our mainstream. The mainstream have plunged full force into discovering all they can about butterflies! Their May bulletin board display will be on butterflies and all their research. See Vrisha Ahmad's written report on activities class 4-327 still has in store for the remainder of the school year (at the end of this section)!

This incorporates all the learning standards and core curriculum key ideas for Science, ELA and Math listed above.

- 8) We have asked our mainstream 4th graders to get other students & staff of various grade levels at our school, to include a butterfly garden in P.S. 26's rear schoolyard garden. We have donated some of the seeds we have obtained to attract butterflies, and a butterfly bush (a Spring Buddleia Purple Emperor) for them to plant. (We had tried planting a butterfly bush in our side garden a few years ago, and found that it did not take, due to insufficient sunlight. A butterfly bush needs lots of sun to thrive. Since the rear garden gets more sunlight each day, we hope that the bush will do well in this garden.)

(This rear garden had been under renovation about a handful of years ago. At this point, 224 at 26 acquired the side garden that was desperately in need of some cultivation. We have built it up over the last handful of years or more, and create a new garden within it every year, leaving the new rear garden to be cultivated by the various grades in our mainstream at P.S. 26.)

We will continue to encourage this expansion of our project, and lend supplies and knowledge to our mainstream's endeavors during the remainder of the school year. 26's 5th grade teacher, Mrs. Wilson, is the teacher in charge of this garden, and works with the 5th grade, and other grades, each year to cultivate it. Mrs. Kapica and I will work with her to start a butterfly garden there, when the weather permits outdoor planting.

This will incorporate all the basic English, Math and Science Learning standards listed prior, including Science Standard 4- Scientific connections and Applications.

- 9) 224 at 26 has composted for several years inside and out. We have a small compost bin we keep inside our 224 at 26 office, where teachers, as well as students from each class, can add food scraps and soiled napkins. Our students eat lunch upstairs in their rooms, so afterwards they can add to the compost bin. Our teachers do the same, as well as adding tea bags and coffee grinds.

Our students eat breakfast in the school cafeteria when they arrive each morning. We keep a pail to gather food scraps and napkins, then we take the scraps outside, where we have a giant outdoor compost bin, that we had won several years ago when we were the Golden Shovel Award winner. We are inviting all of 26 to join with 224 to help in the upkeep and use of our outdoor compost.

This follows Science Learning standard- S3- Earth Concepts- s3a- demonstrate understanding of properties of earth's materials. This follows Science Core Curriculum 6- plants and animals, including humans, depend on each other; & 7- humans change environments in ways that can be helpful...

- 10) All 224 students & staff, plus Class 4-327 & staff, gathered outdoors on Earth Day, in our side garden. We spoke about the meaning of Earth Day, and things we can do to help take care of the earth- like planting. We observed the garden, as is, (old tree plantings- Little Leaf Linden, Arborvitae, Dogwood, Crabapple, & a Cranberry bush, strawberry plants, herbs, & bulbs). We sang songs: "April" that we sing in science class that teaches signs of spring and nature; and our butterfly song "Here's a Song for a Butterfly..." We ended by working together to clean up litter scattered in our garden, and to turn the soil for planting butterfly seeds and plants in May. We had a beautiful time with nature all around us! (Please see photos.)

This includes Core Curriculum ELA Standard 1- we read, listen and speak for information & understanding: & 4- ...for social interaction. This also involves Science Core Curriculum Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environments: 7.1b Over time humans have changed their environment by

Byrne. He had recommended our science program to his employer, who awarded us these free materials through earthsbirthdayproject.org.

This put into motion our environmental project for the year, along with our collaboration with our 4th graders. 224 at 26 has been learning all they can about butterflies through picture books, & other materials, like our butterfly stamps and count and sort set. Class 4-327 has been researching the metamorphosis of butterflies, their body parts, and plants that attract butterflies, through books and the internet.

We received the two free kits on April 15th. We keep one in the science room, so each of our 5 classes of children with autism can observe the daily changes in the life cycle of a butterfly. We gave the second kit to the 4th grade class we are working with. Each class is currently observing and recording the life of a caterpillar and its daily growth. See work samples of some of these recordings.

After we observe the full metamorphosis, we will coordinate, and arrange to release all the butterflies in our outdoor butterfly garden. All of 224 at 26, & our 4th graders will participate.

We also received several packets of Sunflower seeds through earthsbirthdayproject.org. We were given a "Sunflower Challenge" to grow sunflowers and send a picture of it to the project, in order to receive a prize. We will be planting these seeds at school and at home.

224 at 26 is following science core curriculum Key Idea 3: Individual organisms and species change over time. 3.1a-Each animal/plant has different structures that serve different functions in growth, survival and reproduction. And, Key idea 4: The continuity of life is sustained through reproduction and development- 4.1a Plants and animals have life cycles. 4.1b- Each kind of plant goes through its own stages of growth and development. 4.1e- Each generation of animals go through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult.

It also involves the Math Measurement Strand K.M.1- name, discuss, and compare attributes of length, as we measure the growth of our caterpillars (& plants).

4-327 is following several of the basic learning standards in their butterfly pursuits: Under Science, they are following all of S2- Life Sciences Concepts: understanding characteristics of organisms; life cycles; organisms and environments; change over time. Under ELA, the students are following E1- students will read, write, listen and speak for information and understanding- as they read about, research, write and report on

butterflies. Also, E2a- Writing- producing a report; E2b- producing a response to literature.

Under Math, they are following M4- Statistics and Probability Concepts- collecting and organizing data; displaying data, and making statements and drawing simple conclusions based on data- as they observe and record the growth of caterpillars.

- 6) 224 at 26 students and staff work together every year to put together a song that will reinforce and teach some of the main aspects of the environmental project we are focusing on. This year we chose to reinforce the life cycle of the butterfly, with a familiar tune we use to teach self-awareness on an ongoing basis, entitled "Here's a Song" by Patty Zeitlin.

Ms. Esposito set up the ground work for this song in progress, with support from staff members, and student input to fill in the blanks:

Here's a Song for a Butterfly... (tune: "Here's a Song" by Patty Zeitlin)

Here's a song for a butterfly
Butterfly, you're an egg,
And, then a caterpillar tiny and new
Tell me do you change, yes, you do

Chorus- repeat 2 times: Butterfly, Butterfly, Butterfly, Butterfly, Butterfly, Butterfly,
Butterfly (movement: flap you wings)

Here's a song for a caterpillar
A caterpillar that eats and grows
Then forms a pupa like a shell
Tell me do you change, 'cause I can't tell...

Chorus- repeat 2 times

Here's a song for a pupa
A pupa moves a lot inside
Then makes a big surprise
Out of your shell comes a beautiful butterfly!

Chorus- repeat 2 times

DESCRIPTION OF INDIVIDUAL PROJECTS

- 1) P.S. 224 at 26 has 5 classes of children with autism, ages 4 ½ to 9, that attend science class daily for one school period. During the fall season, 224 at 26 science students explored the great outdoors, by taking weekly walks around the school, that culminated at our side garden, singing songs for the month and seasons, stretching to the sky, and observing plants and animals. We had planted tulip and daffodil bulbs to bloom in spring (which we are currently observing and photographing in April). We viewed flowers planted during the spring of 2009, that were still in bloom in the fall. We held a pumpkin hunt in our garden & dressed up for Halloween. A fun time was had by all! See the photos section for samples of our fall work. We noticed squirrels scurrying about, (after reading "Squirrels For All Seasons" by Melvin Berger) and birds flying overhead (introducing birds with books, like Marc Brown's "Wings On Things", and hands on activities with the audubon society's stuffed birds that make bird calls, charts of birds, etc...).

This follows our Science Core Curriculum's Standard/Performance Indicator 6.1 plants and animals, including humans, depend upon each other and the nonliving environment.

224 at 26 Science Students follow the Core Curriculum for Science, English Language Arts (ELA), and Math: Pre-kindergarten through Grade 1. This is an adaptation of the Basic Learning Standards that are used by our special ed. population.

- 2) To learn the most we can about butterflies, and the life cycle of a butterfly, we began by reading the big book "A Butterfly Is Born" by Melvin Berger. We followed this up with "The Life Of A Butterfly" By Robin Bernard, "Butterfly" by Susan Canizares, "From Caterpillar To Butterfly" by Deborah Heligman, "The Very Hungry Caterpillar" by Eric Carle, "Butterfly, Butterfly" by Petr Horacek, "Monarch Butterfly" by Gail Gibbons, & "Butterflies and Moths" by Bobbie Kalman & Tammy Everts. In exploring insects, we also read "We Both Read About Bugs" by Sheryl Scarborough, "The Icky Bug Alphabet book" by Jerry Pallotta, and "honeybees" by Deborah Heligman. We worked with hands-on butterfly teaching kits by Insect Lore: Painted Lady- Sort and Activity Cards, Count and Sort Set, Life Cycle Stages, Life Cycle Stamps. In addition, we were able to learn about various types of butterflies with Safari's Collector's Case of Butterflies, and Orb Factory's Magnetic Butterfly Puzzle.

We viewed various butterfly charts, DVDs, and internet write-ups. We read "Butterflies in the Garden" by Carol Lerner, to get our garden started. We learned how butterflies pollinate flowers in order to help all living things, and our planet earth.

These tasks involve Core Curriculum ELA Standard 1: Students will read, write, listen, and speak for information and understanding.

- 3) We read "Making a Garden" by Tracey Reeder, and had planted tulip, daffodil, & crocus bulbs in our side garden (which are now blooming in spring). We read the book "Flower Garden" by Eve Bunting, and "Growing Pumpkins" by Melvin Berger, before going on a pumpkin hunt in the fall. We use visual word cards to help teach our population of children with autism. We use visual word cards to reinforce recognition of gardening tools, soils, seeds, bulbs, flowers, butterflies, etc... that we work with hands on. Beginning in winter, we named, viewed pictures, and observed seeds of the following flowers that we learned will attract butterflies to a garden: Cosmos, Verbena, Marigold, Zinnia, Alyssum, and the herb Dill. In April, we started to plant these seeds indoors, and are charting their growth (see work section). We will plant these flowers, and others, outside in May (we are also noting bulbs, flowers, herbs, and fruits planted a couple of years before, now appearing in our garden this spring- parsley, strawberries, onions, and more). We read "Flowers And Friends" by Anita Holmes, "Butterflies in the Garden" by Carol Lerner, and viewed Insect Lore's DVD "Butterflies and Other Flying Insects" to further explore the connection between flowers and insects.

This follows ELA Standard 1: Students will read and listen for information and understanding. Also, Science Standard, The Living Environment- Performance Indicator 1.1.b Plants require air, water, nutrients and lights in order to live and thrive; & 1.2a Living things grow.

- 4) We do stretches to imitate how a butterfly moves its wings and flies. We use books such as "Stretch" by Doreen Cronin, and the following "yoga" books to move gracefully like a butterfly: "Up, Down, And Around" by Katherine Ayres, (where we integrate stretches with learning about the growth of various plants) "Yoga for Youngsters" by Kat Randall, "Earth Dance" by Joanne Ryder, "The Earth & I" by Frank Asch, "The Whole Green World" by Tony Johnston, "Yoga Class" by Uma Krishnaswami. Some of our 224 at 26 teachers have also been trained and are incorporating the NYC Department of Health and Mental Hygiene & the NYC department of Education's "Move-To-Improve" program. This program, along with other stretches, & putting on costume wings and "flying" around, has helped to give us a real feel of what it would be like to be a butterfly! (See photos).

We follow science core curriculum performance indicator 5.3a: Humans need exercise and rest in order to grow and maintain good health.

- 5) In the winter, Ms. Esposito, science cluster and project coordinator, received a letter from Earth's Birthday Project stating that we were selected to receive two free butterfly kits and lesson plans (see the letter from Earth's Birthday Project at the end of this section). This came about through the generosity of one of our 224 at 26 parents, Mr.

PHOTOS

The photos displayed include indoor and outside tasks that our students have participated in.

We have placed them in the binder by class:

Red- Class Y11 Orange- Class Y12 Green- Class Y13

Blue- Class Y14 Purple- Class Y15 Green- 4-327 mentors of
Class Y13

White- 4-327

Final 5 photos- a sample of fall photos from each class.



A Butterfly!

• Mikey Y12 April 2010



I Compost.

Chase Y13



I dig with

Anushka, my 4th
grade friend!

Tess Y13 - April 2010



I am a seed!

Jessica Y13



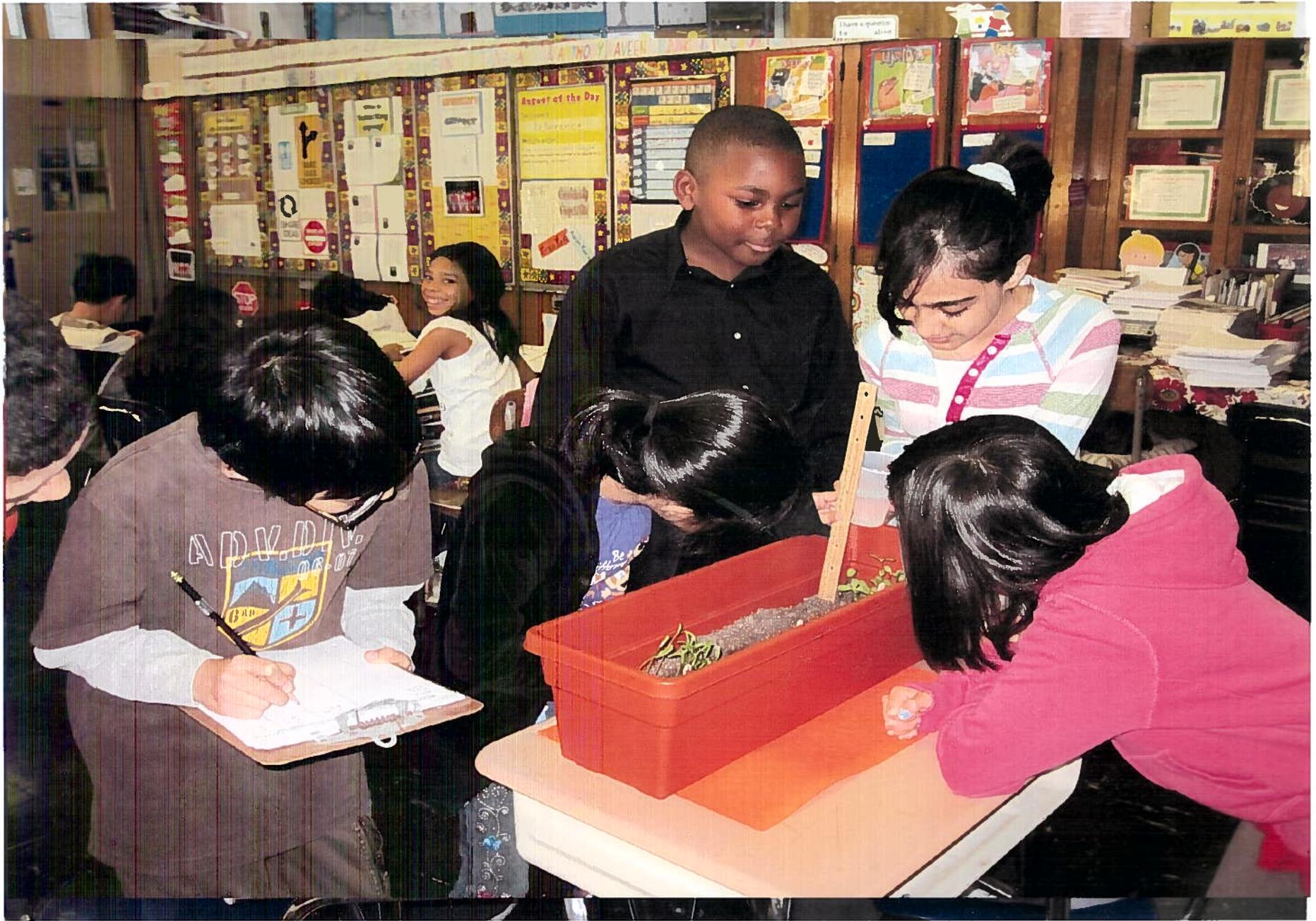
We celebrate
Earth day:

Kathleen Y-13



We celebrate
Earth day:

Kathleen Y-13



WE MEASURE AND RECORD THE GROWTH OF BUTTERFLY ATTRACTING PLANTS



FOURTH GRADERS AT P.S. 26, QUEENS WORK ON THEIR RESEARCH PROJECT 'ALL ABOUT BUTTERFLIES'.

Work Samples

Following are samples of 224 at 26 class and home work samples, including observation charts, art work, homeworks and home projects, etc....

4-327 work samples are also included- graphs and data recorded, research, a summary of future work to complete this project, art work, etc...



Name Class Y13

Observing Caterpillars

great!

Date April 20, 2010

There are 5 caterpillars in the cup.

One of the caterpillars is about 1 1/2 inches long. Arrived April 16th - late in the schoolday → 1/2" long.

This is what the caterpillars are doing.

Most are quiet - resting
2 are moving their heads

This is a picture of ^{G?} one of the caterpillars.

Draw 5 more



Robert

Cat

Name Class Y12

Observing Caterpillars

Date April 22, 2010 - Earth Day!

There are 5 caterpillars in the cup.

One of the caterpillars is about 1 1/2" inches long.

This is what the caterpillars are doing.

3 - on top lid

2 - Crawling up sides.

This is a picture of one of the caterpillars.



- Nickolai

Caterpillars

Arrive <u>April 15</u>	<u>April 16th</u>
1/2"	3/4"
<u>April 19</u>	<u>April 20</u>
1"	1 1/4"
<u>April 21 + 22</u>	
1 1/2"	

Name Class Y15

● Observing Caterpillars

Date April 22, 2010 - Earth Day!

There are 5 caterpillars in the cup.

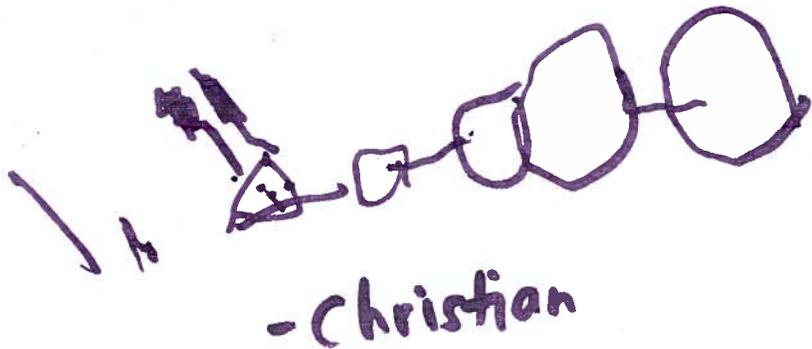
One of the caterpillars is about 1½" inches long.

This is what the caterpillars are doing.

3 resting on top.

2 resting on the side.

This is a picture of one of the caterpillars.



Name Class Y11

Observing Caterpillars

Date April 23, 2010

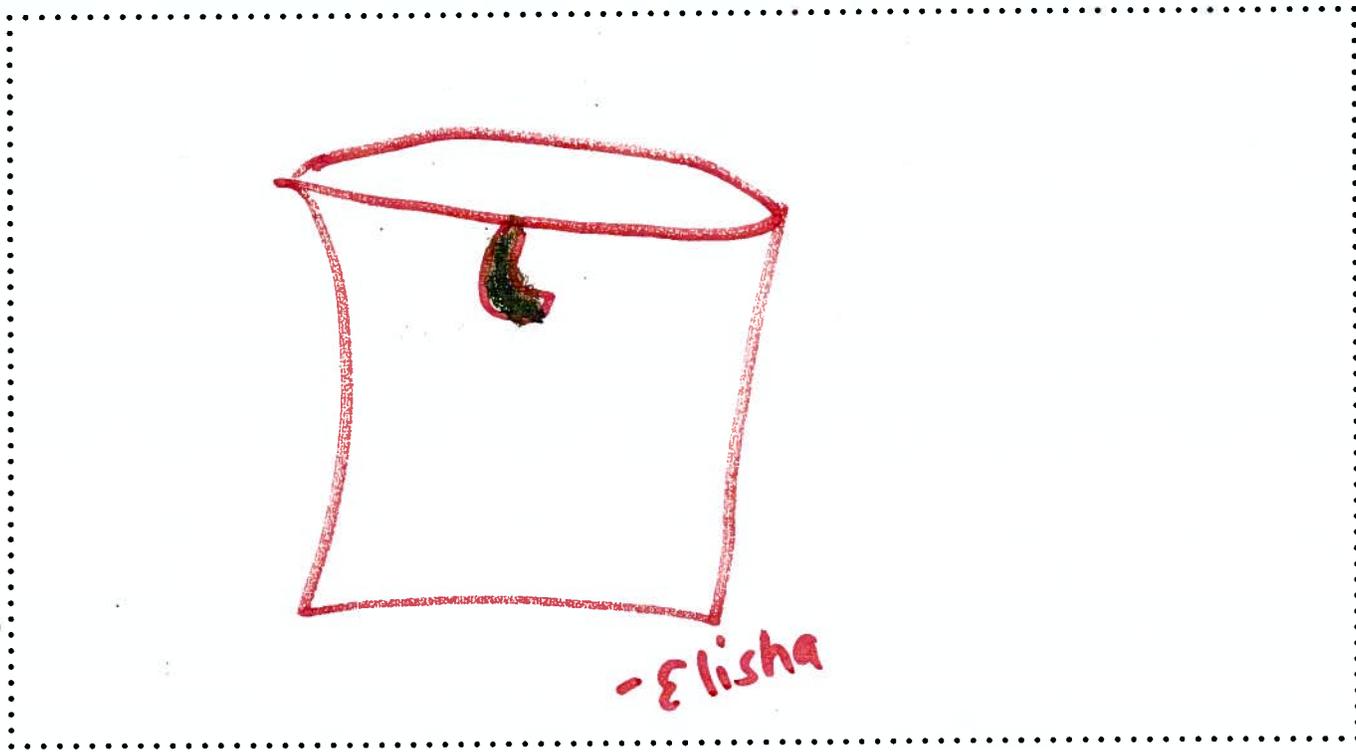
There are 5 caterpillars in the cup.

One of the caterpillars is about 1 1/2 inches long.

This is what the caterpillars are doing.

3 are forming a pupa
2 are resting

This is a picture of one of the caterpillars.



Name Class Y14

Observing Caterpillars

Date April 26, 2010

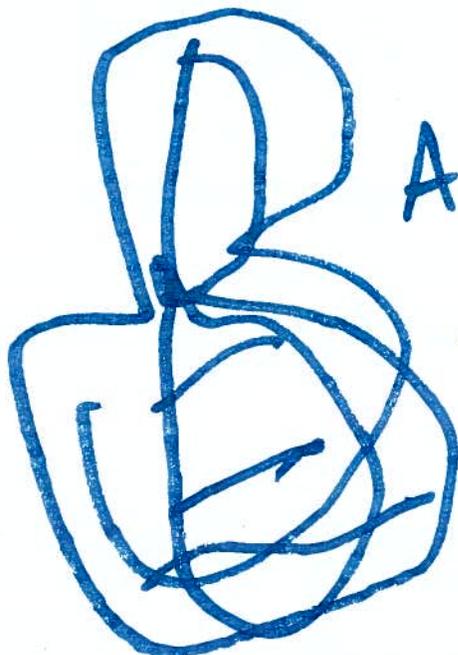
There are 5 caterpillars in the cup.

One of the caterpillars is about 1½ inches long.

This is what the caterpillars are doing.

All 5 are now pupas.

This is a picture of one of the caterpillars.



A cocoon

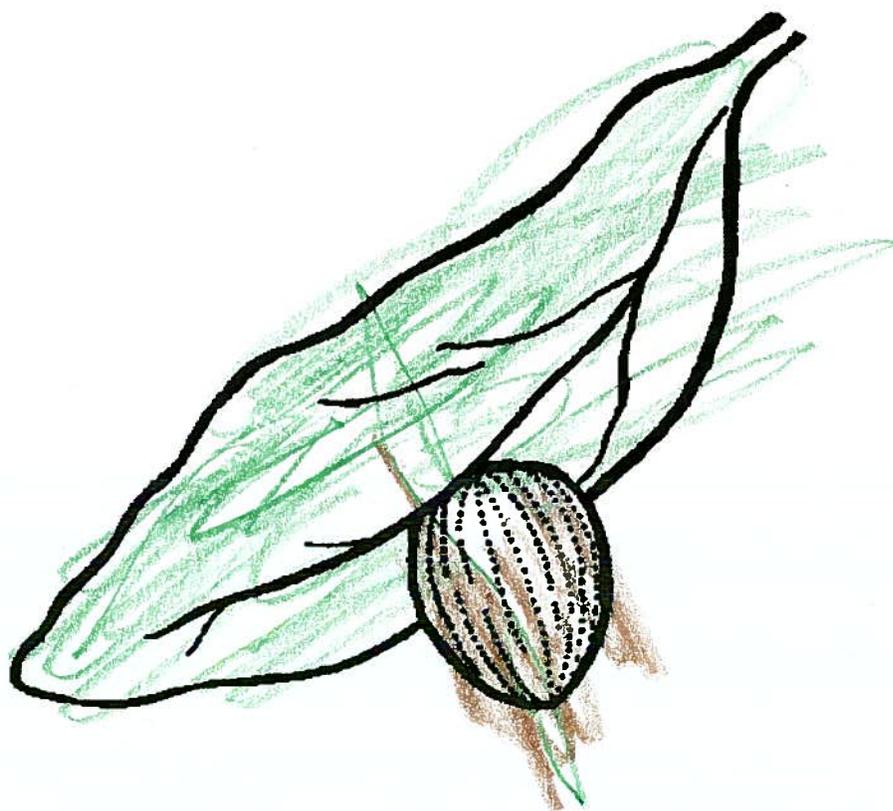
Straight
lines - a cocoon

A Pupa!

- Nathan



The Egg - L'oeuf - das Ei - Huevecillos - L'uovo - Het ei



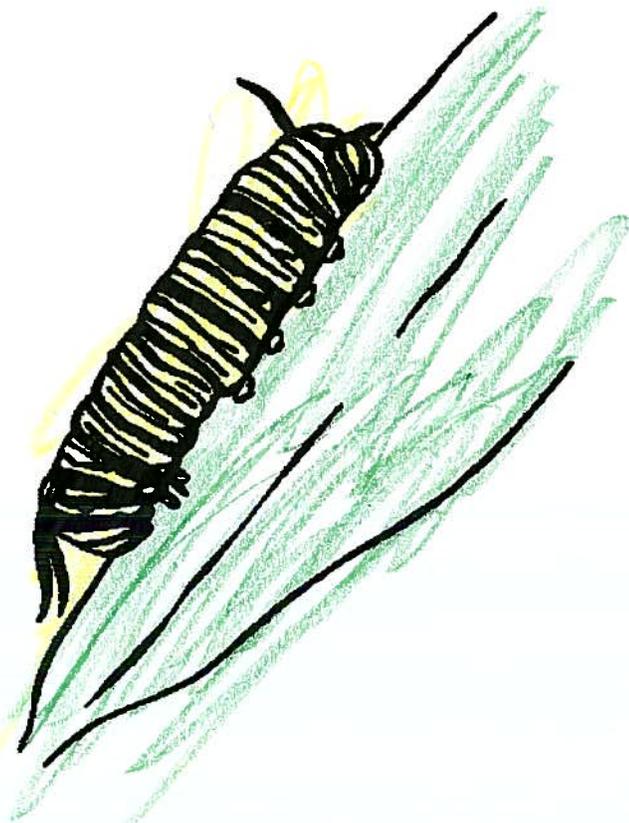
Children's Butterfly Site • www.kidsbutterfly.org



Nikolas Faison



**The Larva - La chenille - die Raupe
Gusano (larve) - Il bruco - de rups**



Children's Butterfly Site • www.kidsbutterfly.org



Nikolas Faison



**The Chrysalis (Pupa) - La chrysalide - die Puppe - Crisalida -
La crisalide - de Pop**



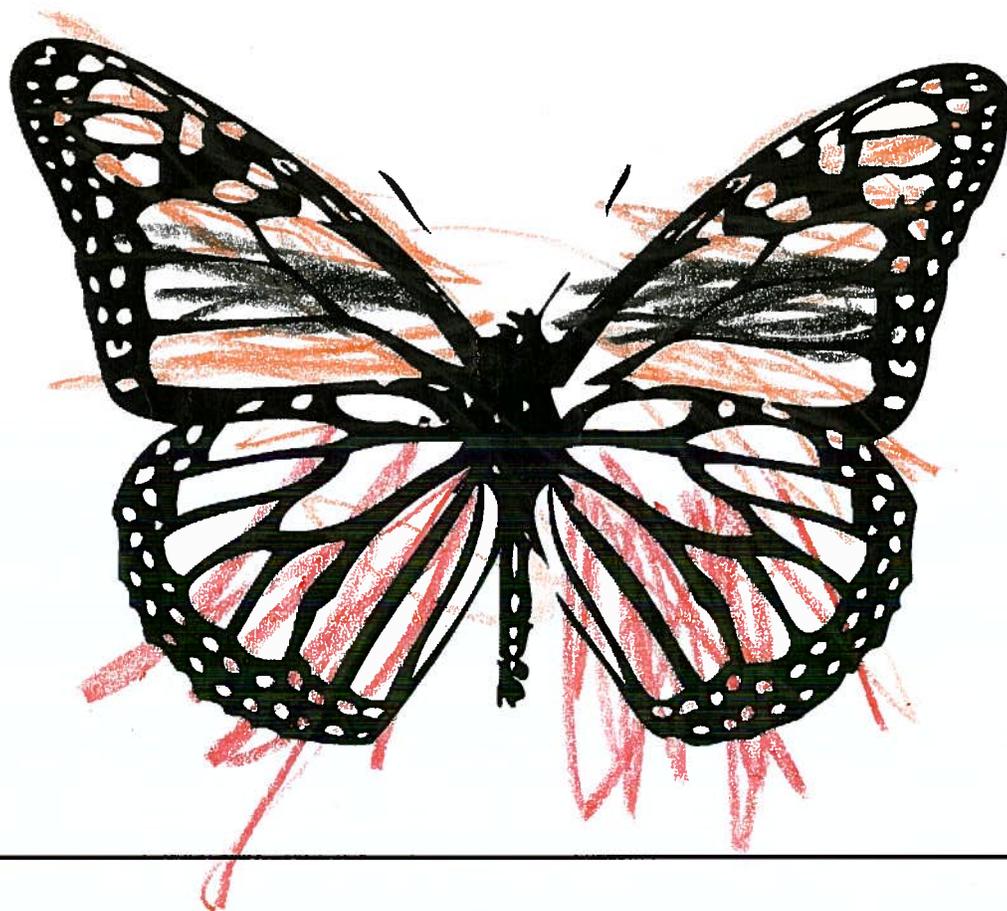
Children's Butterfly Site • www.kidsbutterfly.org



Nikolas Falson



**The Butterfly - Le papillon - der Schmetterling -
La mariposa - La farfalla - de Vlinder**



Children's Butterfly Site • www.kidsbutterfly.org





YIII

Joan

* Please send back Golden Apple Awards
Permission slip signed. Thank-you.

2) Take a walk and point out flowers that you see. Name the colors of the flowers. If able, plant seeds to grow flowers. Try to plant ones that attract butterflies.



3) Pick a butterfly task to do at home for our Golden Apple Awards contest this year: for example- Learn all you can about butterflies; plant a butterfly garden at home; set out a feeder for butterflies (try to make one out of reusables). Please send in pictures and a write up of your work by April 23, 2010 (in addition to the Homework below). Your actual project doesn't have to be completed by then, but I need to show what you are doing, and submit it in our school binder before the end of the month, for the contest. Thanks for your support!

_____ 's HW
Class 114 Due: April 23, 2010

1) I did these hygiene tasks at home:

my hand.

b T U S h

2) I saw these flowers & colors:

yellow.

3) I am working on this butterfly task at home:

wing.