Intermediate Division
Brooklyn Borough
& Citywide Winner

John Ericsson
MS 126 Magnet School for
Environmental Engineering

NEW YORK CITY DEPARTMENT OF SANITATION

2011 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, 2011

Brooklyn Borough
Golden Shovel Winner

John Ericsson
MS 126 Magnet School for Environmental Engineering

NYC COMPOST PROJECT
BUREAU OF WASTE PREVENTION, REUSE AND RECYCLING
NEW YORK CITY DEPARTMENT OF SANITATION

2011 GOLDEN SHOVEL 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 compost more and waste less.

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

Created and funded since 1993 by the Bureau of Waste Prevention, Reuse and Recycling, **NYC Compost Project** provides compost outreach and education to NYC residents, community groups, and landscapers in all five boroughs.

2011 Golden Apple Awards
Contest Entry Judging Info

(This sheet prepared for judges' use by DSNY BWPRR)

ID Info: 11005

School: John Ericsson MS 126 Magnet School for Environmental Engineering

Grade Division IS

Borough: K

☑ **Golden Shovel Award contestant**
(for borough Master School Composter)

School Population: total # 334

2011 Project Entries received for:

		Core Group:	Total Participating:
☐ **TrashMasters! Super Recyclers**	Received:		

☑ **TrashMasters! Reduce & Reuse Challenge** Received: 5/1/2011 | 24 | 40

MS 126 Recycling Campaign

Students in two 6th grade classes helped recycle trays, bottles, and cans in the cafeteria; created slogans, plays, announcements, and recycling competitions to engage student body; raised money for a trip where they recycled old jeans to make bags; brought in old garments and changed them into new artistic pieces; displayed their creations at the Greenpoint Earth Day Festival. Composting: collected scraps of fruit for classroom worm bin, and used the castings made by the worms to plant various seeds, utilizing old plastic bottles for planters.

☐ **TrashMasters! Team Up to Clean Up** Received:

Prior Year Entries:
03:RR-boro+05:RR-ru+06:RR-hon

School Contact Information:

Phone: 718 782-2527
Address: 424 Leonard St
Brooklyn 11222

Block&Lot: 3027120001
DOE Location: K126

REQUIRED for Super Recyclers only:

Custodian: Mariano Ramirez
Custodian's Phone: 718-486-0414
Custodian's Email: ck126@schools.nyc.gov

Info Confirmed: 5/3/2011

Contest Coordinator: Ms Rose Guerrier
Coord Phone # (if different):
Coordinator Email: RPierre4@schools.nyc.gov

Principal: ROSEMARY OCHOA
Principal Email: ROchoa@schools.nyc.gov

Comments (may not be relevant to judging)

Principal phone: x1271
Custodian email provided: Mramirez@schools.nyc.gov
Rose Guerrier Alt email: RGuerrier6@gmail.com
http://schools.nyc.gov/SchoolPortals/14/K126/default.htm
http://www.opt-osfns.org/dsf/schools/schoolpage.aspx?bldg=K126

5/9/2011

John Ericsson Middle School Recycling Campaign

COORDINATED BY: MRS. R. GUERRIER

Teacher Participants

Student Participants

- Anthony Boxill
- Jonathan Codrington
- Raymond Hernandez
- Amy Lopez
- Alejandra Negron
- Julian Palmero
- Brandon Rivera
- Gabriel Rosario
- Kiana Singh
- Gilbert Valiente
- Jeffrey Valle
- Tyrie Williams
- Iyona Acevedo
- Idalis Cortez
- Nikaya Craig
- Giovany Cruz
- Edgar Martinez
- Amely Melendez
- Christopher Moncada
- Manuela Ramos
- Przemyslaw Rogowski
- Nelson Santiago
- Lavone Ward
- Timothy Watt

Summary Of Project

- Students were given a background of the NYC sanitation . The sheer volume and associated costs of collecting garbage were stressed with students.
- Students learned about organic materials and composting as a way to reduce landfill waste.
- Students researched compost and sanitation related topics and produced various types of writing.
- Students learned ways to recycle, reduce, and reuse everyday items.

Summary Continued…

- Students initiated a recycling club.
- Students assisted the student body in recycling their trays, bottles and cans in the cafeteria.
- Students collected organic wastes in the cafeteria. The uneaten foods were used to create a compost bin.
- Students experimented on plant growth comparing topsoil to compost.
- Students learned about global and local environmental issues and how they can help.

Science Standards

- **S5 Scientific Thinking**
  - A. Frame questions to distinguish cause and effect; and identifies or controls variables.
  - C. Uses evidence from reliable sources to develop descriptions, explanations, and models.
  - E. Identifies problems; propose and implement solutions; and evaluate the accuracy, design, and outcomes of investigations.
  - F. Works individually and in teams to collect and share information and ideas.

Science Standards Continued…

- **S6 Scientific tools and technology**
  - D. Acquires information from multiple sources.
- **S7 Scientific Communication**
  - E. Explains a scientific concept or procedure to other students.
- **S8 Scientific Investigation**
  - A. Demonstrates scientific competence by completing a controlled experiment.
  - B. Demonstrates a scientific competence by completing a design.

Science Learning Objectives

- Students will learn the difference between renewable and non renewable resources and how they can be misused.
- Students will be able to explain the role of government agencies and private environmental organizations.
- Students will become personally involve in community projects designed to improve the environment.
- Students will discuss methods of reducing waste in an urban locale.

Math Standards

- ***Students will build new mathematical knowledge through problem solving.***
- 6.PS.1 Know the difference between relevant and irrelevant information when solving problems.
- 6.PS.2 Understand that some ways of representing a problem are more efficient than others.
- 6.PS.3 Interpret information correctly, identify the problem, and generate possible strategies and solutions.

Math Standards Continued…

- ***Students will recognize and apply mathematics in contexts outside of mathematics.***

- 6.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives.

- 6.CN.7 Apply mathematics to problem situations that develop outside of mathematics.

Math Learning Objectives

- Students will able to calculate the amount of food eaten by the worms each week.
- Students will be able to use various strategies to calculate cost related to excess garbage in New York City.
- Students will be able to estimate the length of the red wrigglers and compare it to the actual length.
- Students w able to convert between units. (km,hm,dkm,dm,cm,mm)

English Language Arts Standards

- 6.R.CS.1.1 Locate and use school and public library resources, with some direction to acquire information.
- 6.R.CS.1.3 Read to collect and interpret data facts, and ideas from multiple sources.
- 6.R.CS.1.15 Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance.
- 6.R.CS.2.15 Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance.

English Language Arts Standards Continued…

- 6.R.CS.3.12 Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content, with assistance.

- 6.R.CS.3.11 Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify differing points of view in texts and presentations.

English Language Arts Writing Standards

Standard 1:

- Use at least three sources of information with appropriate citations to develop reports.
- Take notes to record and organize relevant data, fact, and ideas.
- State a main idea and support it with details and examples.
- Maintain a portfolio that includes informational writing.
- Include relevant and exclude irrelevant information, with assistance.

Social Studies Standards

- **Standard 3- Geography**
- 6.G.3.1d Describe the relationships between people and environments and the connections between people and places.

- **Standard 4- Economics**
- 6.E.4.1b Define basic economic concepts such as scarcity, supply and demand, markets, opportunity cost, resources, productivity, economic growth, and systems.

- 6.E.4.1c Understand how scarcity requires people and nations to make choices which involve costs and future considerations.

English Language Arts/Social Studies Learning Objectives

The students will be able to:

- explain the different methods being used to eliminate trash.
- identify various types of environmental problems associated with human behavior.
- research one problem associated with waste/pollution within their community and write a proposal and possible solution for resolving the problem.
- Write and explain the steps to creating a compost bin and the benefits of composting.
- Understand the importance of reducing waste and its futuristic implications.

Library/Technology Standards

- 2.1.1. Students use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations.

- 2.1.3. Students systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals.

- 7.2.1. Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to work effectively (Contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identify and managing responsibilities of team members; and staying on task, whether working alone or as part of a group).

Arts/Performing Arts

Standard 1:

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2:

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Visual Arts Standard 1:

Students will create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.

Composting Rubric

CATEGORY	4	3	2	1
Builds a Compost Pile	Student participates in their assigned role to build the compost pile.	Student has difficulty participating in their assigned role to build the compost pile.	Student participates outside of their assigned role to build the compost pile.	Student does not participate in building the compost pile.
Describes how to use compost and why it's valuable	Student clearly describes why compost is valuable and how to use it.	Student describes how to use compost, but not how it is valuable.	Student has difficulty describing how to use compost and why it is valuable.	Student does not attempt assignment.

Preparing the bin

Cutting up newspapers

Don't forget air spaces…

Placing the worms in the bin

Bedding is ready

Let's get the worms…

Preparing the food

Worm bin

Home sweet home!

Feeding the worms

Student Research

The students conducted research about different topics relating to our project. They wrote about their findings.

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.

All About Worms!!

By: Alejandra Negron

What are worms?

Worms are a very unique part of nature. Worms are animals that are very puny, that live in the soil. They have a soft, long, rounded body and no legs or backbone. Worms like the dark, the only time you may see a worm is when it rains. They slimmer like snakes. An animal that find worms very appetizing is birds. Worms are high in protein. Worms don't have teeth, so they grind they're food. Worms can eat fruits, such as apples [chopped] the skin of the orange. Worms don't have any eyes, but they use they're senses.

Fun and Disgusting Facts

Did you know that you can eat some worms? You may not know this but in some restaurants they serve worms as an appetizer. Earthworms are both male and female at the same time! They are also toothless and have five hearts. Earthworms come to the surface when it rains because they need oxygen to breathe, and they would drown if they stayed in the soil. Some of the largest worms can live to be 50 years old. A worm chopped in half will not become 2 worms. Just the head end will regenerate into a new worm. A worm can be used as for decomposing. To me, I think worms are very cool.

All about Our Project

By: Alejandra Negron & Gilbert Valiente

To start off the vermicomposting project we had to get bins and worms. First, we collected newspapers and shredded them. After, we filled up the bin with newspaper. Next, one of the students in my class sprinkled water on the newspapers to make it moist. After, he put a little bit of topsoil so the worms could feel at home. Our next job was to put the wriggler worms in the bins and feed them.

In order to feed the worms, we went to the student cafeteria and spoke to them about our project. We mentioned that we will be coming into the cafeteria at least once per week to help recycle and collect scraps of fruits for our worms. The students found what we were doing very interesting and participated in our project and helped us. We collected Styrofoam trays and separated the bottles and cans in the cafeteria. The students would spill out milk and other drinks in metal pails. By doing this we were able to collect unwanted fruits, chips and other foods that students did not want and placed them on a table. Students who wanted more were able to come to the table and take what they wanted. The students in our school noticed how much food they wasted by throwing them out. They realized that placing the food on the table is a better alternative.

They were not being as wasteful as they use to be.

After collecting scraps of food in the cafeteria we got to chop them up. We used apples and orange peels to feed the worms. We made sure not to put any juice inside so that the bin did not smell. Over time, we checked on the worm and we spotted eggs.

After a few weeks we noticed that the worm bin had a lot of brown stuff. Our teacher told us that it was castings. Castings are worm poop; it has nutrients that are good for plants. We wanted to test it out so later we decided to plant beans. We mixed some of the casting with top soil and planted some kidney beans. We noticed that the beans with the castings grew faster and lasted longer. We then tested the beans using other things like sand.

Doing this project has been a lot of fun. We got to learn about the anatomy of the worms and plants. We also were able to observe live worms in our classroom. The best part of this project is that we started a club in our school that all the students want to be a part of. We were able to meet and talk about how we can help our school recycle. In our club we go around the school to check garbage bins and give certificates to classrooms that recycle. We even get to check up on our principal and assistant principals. We learned a lot about what we can do to save our environment. I hope we get to do this again next year.

Amy Lopez & Jonathan Codrington

Red worms

Red worm are called red wigglers. Wigglers are known for recycling kitchen waste. They will stay any Place is long as it is moist, dark, and a lot of oxygen. Wigglers are not like earthworms they live deep in the soil. Wigglers also eat oatmeal, pancake, tea bags, and crush egg. Wigglers are 2-3 inches long. You should never give meat to worms because the meat smells really bad when it starts to decay. 1,000 adult wigglers will eat one-half pound of food per day. One way these worms can help our environment is by getting rid of garbage when we compost. When we compost we can stop pollution. I think that if we do this we help the environment.

Recycling

2011

By: Jeffrey Valle

In our class 612, we were studying about recycling. We also talk to teachers about what they do with the garbage. Everyday people in different houses always take out the garbage but I think some people should recycle. They should use the blue bag for bottles, cans, plastic, and glass also in black bag they should be putting regular trash.

People around the world are dying to protect the garbage from insects like fleas, bugs, rats, and cockroach. After the people collect the garbage the Department of Sanitation comes over and gets the garbage from the sidewalk and takes it to the landfill or recycling center.

The importance of doing this around the world is Reduce, Reuse, and Recycle. We need people to protect the earth from insect and rats. Today I think we should be thankful for the sanitation department because they do keep clean the streets, free from garbage.

Jeffrey Valle's Report on Soil

M.S126
class 612

February 2, 2011
Jeffrey Valle

What is soil made of?

Soil is generally made up of many different minerals, elements, and organic matter.

The dirt of different areas has specific components such as aluminum, iron, quartz, sand, acid, or salt which is why some plants grow better in some places than in others.

Earthworms help soil because they aerate the soil by breaking and loosening it, allowing air to mix in and they enrich it with their droppings. It will surprise some to know that it was charles Darwin who did a lot of work to show that earthworms are quite benefical, and not the pests they were thought to be during his day Tweet.

Earthworms is the common name for the largest members of Oligochaeta. Earthworms are also called megadrilles (or big worms).

Now I'm talking about soil. Soil is a natural consisting of layers. layers are typical in some regions. the types of layers are regolith, horizons light layer, subsoil, and bedrock.

Environmental Engineers working the café…

Don’t forget to collect for the worms!….

It’s a dirty Job! but somebody has to do it…

All in a days work…

Time to spill the milk…

Anyone for seconds

Poetry and Art

Students were asked to create haiku poems and posters about recycling and composting.

Haiku Rubric

Category	4 points	3 points	2 point	1 points
Haiku poetry form	The poem has 3 lines, with the proper number of syllables in each line:5,7,5	The poem has 3 lines , 2 of which have the correct syllable count.	The poem has 3 lines, but only 1 line has the correct number of syllables.	The poem has 3 lines, but none has the correct syllable count.
Structure: line relationship	Lines relate to each other; Poem includes “cutting word.”	Second line does not relate to first; third line relates to second.	Second line does not relate to first, and third line does not relate to second.	Lines do not appear to be about the same subject.
Language: Imagery	Vivid and memorable imagery	Effective imagery	Vague or imprecise imagery	Imagery not discernible
Subject	Poem presents an everyday, personal experience with nature	Poem presents an everyday possible experience with nature	Poem presents an event in nature not personal, not everyday	Poem presents an experience that is not about nature.
Neatness	Neatly keyed and centered.	Keyed in but not centered.	Hand written	Smudged, smeared; messy.
Spelling	No spelling errors.	1 spelling error.	2 spelling errors.	3> spelling errors.

Slimy Worms Haiku

Worms are so Slimy
Worms Eat a lot of apples
Moving and Pooping

By: Nelson Santiago

World in our hands By: Amely Melendez

Recycle and Compost Haiku

Worms help make the soil
Worms help the trees and flowers
Worms eat different stuff

By: Christopher Moncada

I like helping out
Helping out makes a difference
Help us recycle

By: Christopher Moncada

Recycling and Composting
By: Christopher Moncada

Save the Earth Haiku

Fun to recycle
Together we recycle
Help the earth,
save lives.

By: Nikaya Craig

Recycling in the City By: Giovany Cruz

Helping out Haiku

You should recycle
Recycling is the best
Help us recycle
By: Manuela Ramos

Composting is cool
Slimy worms make the castings
In school we compost

Recycle and Save the world By: Manuela Ramos

Calculating Cost

Edgar Martinez 3/10/11

Hey Madge, it's a cinch they don't want us here; whaddaya say we go out to the country and really spread out?

New York produces over 22 million tons of solid waste annually!

It costs NYC approximately $70.00 per ton(1 Ton =2000 pounds) in tipping and transportation fees to dispose of its solid waste

Approximately how much money could NYC schools save the city if they all composted their waste?

Lets calculate it.

Consider this: ***Let's say we've collected an average of 7 lbs. of organic waste per day since we started.***

1. Multiply the daily poundage by the # of grades in this school (7 lbs x 3) = 21 lbs
   (The answer = total pounds of organic waste produced daily from students in this entire school.)
2. Multiply the # of schools in the entire NYC school system by A1(1000 x A1)= 21,000 lbs
   (This is equal to the total poundage produced city-wide by schools on a daily basis.)
3. Divide the total poundage by 2000 to get the total number of daily tons(A2 / 2000)= 1.5 tons
4. Multiply the daily tons by the cost per ton NYC pays for disposal(A3 x $70.00)= $ 105.00
   (This tells us how much the city could save per day if every school composted organic waste.)
5. Multiply the # of weeks per year by the # of days in a school week(36 x 5)= 180 days/yr
   (This number is equal to the total number of days in a regular school year.)
6. Multiply the daily savings by the number of days in a school yr.(A4xA5) $ 18,900

THIS NUMBER EQUALS THE AMOUNT OF MONEY THE NYC SCHOOL SYSTEM COULD SAVE EVERY YEAR IF EACH SCHOOL COMPOSTED THEIR ORGANIC WASTE!!!

CHRIS SMITH C.E.W.Y.C. 3/24/03

Calculating Continued..

Worms in a worm bin do not have to be fed every day. However, it is important to know the average amount of food waste you can feed your worms. If you produce 7 pounds of garbage in one week, that would be an average of one pound of garbage per day. One way to show this is:

$$\frac{\text{7 lb garbage per week}}{\text{7 days in one week}} = \text{1 lb garbage per day average}$$

Wormformation

Directions

Using Wormformation as a guide, answer the following questions to practice finding average amounts of garbage produced per day:

1. If you measured 14 lb of garbage per week, what was the average amount of garbage produced per day?

$$\frac{\text{14 lb garbage per week}}{\text{7 days in one week}} = \underline{\;2\;} \text{ lb garbage per day average}$$

2. Suzie and Ross measured 3.5 lb garbage per week at home. What was the average amount of garbage their family produced per day?

$$\frac{\text{3.5 lb garbage per week}}{\text{7 days in one week}} = \underline{\;0.5\;} \text{ lb garbage per day average}$$

3. Wild Bill's food coop was considering using a worm bin to process the waste from its produce. Pete found that they produced about 50 pounds of food waste in 10 days. What was the average amount of garbage produced per day?

$$\frac{\text{50 lb garbage per 10 days}}{\text{10 days}} = \underline{\;5\;} \text{ lb garbage per day average}$$

4. Mrs. Smith's class measured its lunchroom food waste for 3 weeks. They had an average of 300 ounces of garbage during the 5 day week. What was the average amount of food waste produced each day?

$$\frac{\underline{\;300\;} \text{ oz garbage per 5 days}}{\text{5 days}} = \underline{\;60\;} \text{ oz garbage per day average}$$

5. Mr. Taylor's class also measured its food waste for 3 weeks. They averaged 200 oz of garbage during the 5-day week. Writing your own equation, calculate the average amount of food waste produced per day. Be sure to label your answers!

200 oz garbage per 5 days / 5 days = 40 oz garbage per day Average

Bonus Activity

Calculate the amount of kitchen waste your family produces each day.

WORMS EAT OUR GARBAGE Copyright © 1993 Flower Press

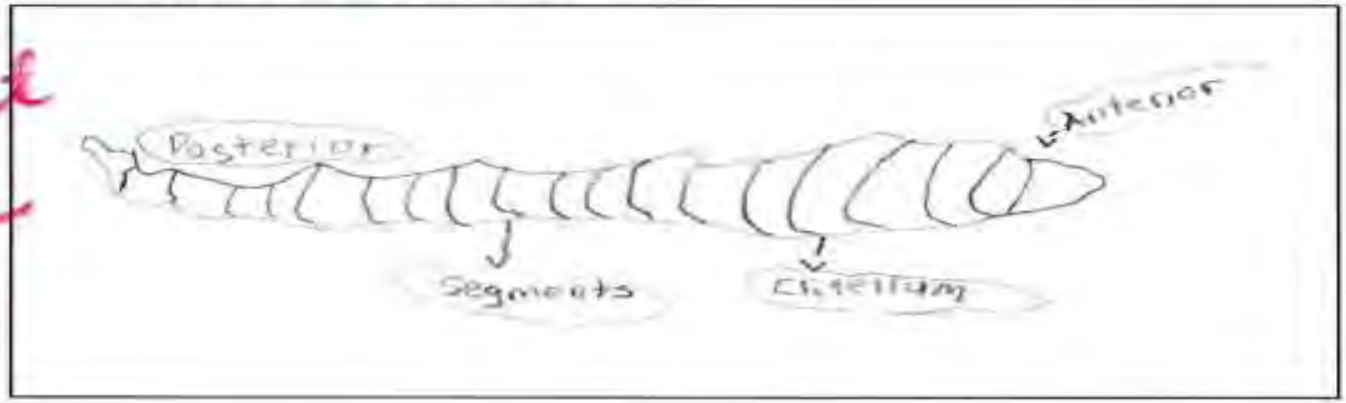
Identifying Parts of a Live Worm

Name: Jeffrey. Valle

Class: 412

Directions: Use the box below to draw a diagram of the red wriggler. Be sure to label the parts of the worm using the vocabulary words.

Beautiful job



1. What Color is the anterior?
The color the anterior is Red.

2. What color is the posterior? The color of the posterior is Brown.

3. Which end is the Clitellum, closer to? The clitellum is closer to the swallow section of the worm.

Lightly touch the worm's anterior.

4. What does it do? The worm move to mouth

Live Worm Observation

Lightly touch the posterior.

5. What does it do? The worm when up and down.

Define the following Words.

1. **Anterior-** The front end or head of a worm.
2. **Posterior-** The back end or tail of a worm.
3. **Clitellum-** the swollen section of a worm. It plays an important part in the reproduction.
4. **Segment-** The many rings a worm has that contracts and expand during movement.

How does the worm feel to you when you touch it?

When I touch the worm it felt slimy and wet Also it is like bogers.

How to Eat Fried Worms

The students read excerpts from the book “How to Eat Fried Worms” by Thomas Rockwell. The students also watched the movie based on the book. The students were posed the question of whether or not they would eat worms for one hundred dollars. If so how would they prefer to eat the worms.

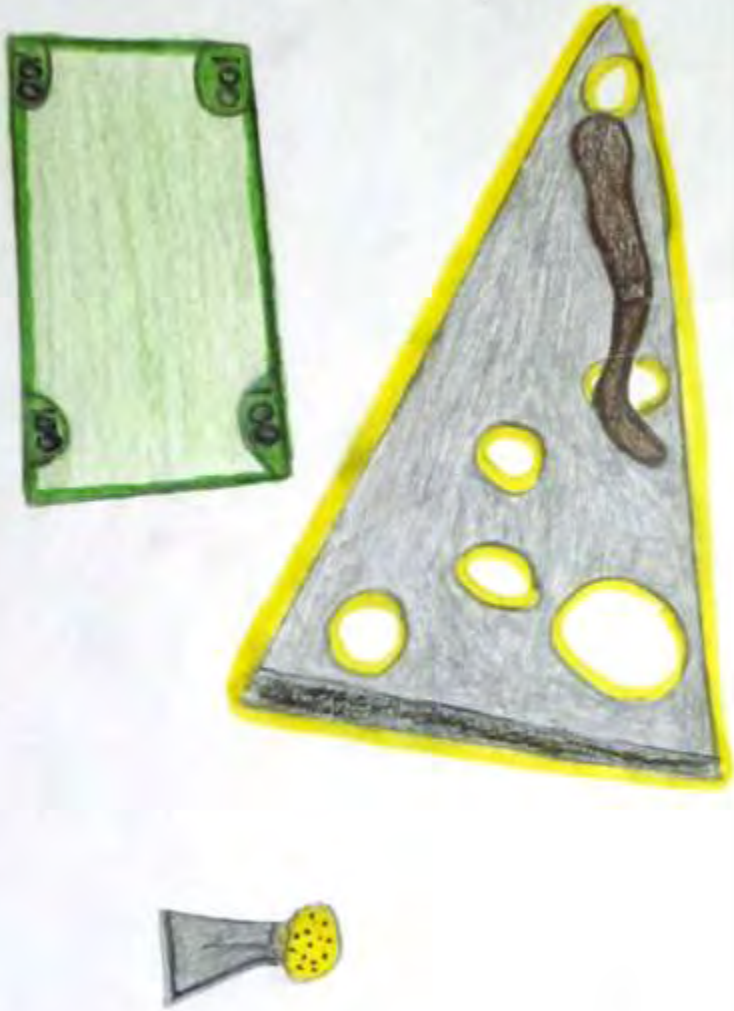
CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

Jeffrey Valle 3-31-11

Fried Worms

If I was asked to eat fried worms for One hundred dollors I would say yes. The only way I could make the fried worms delicious by putting ketchup on it "what else" pickles, spaghetti, chips, and mustard. I would want to get the one hundred dollar because I could give it to my mom to save it for college or to help japan for food and drinks.

The movie "How to eat fried worms" was about a kid named Billy who was a new kid in school because he moved. Billy met kid who were bulies, the leader was a boy named Joe. Joe decided to make a bet with Billy to eat 10 worms on Saturday and ends at 7:00pm, so the loser has to go to school with worms on his pants. I love the movie because it was a funny and silly. In the movie my favorite character was Billy's brother.



C- C13

Alejandra Negrón
Class 612

March 31st, 2011
Ms. Michel

If I were asked to eat fried worms for One hundred dollars I would do it. I would do it not for the money but to show the bully that Im up for anything. That Im not a chicken. I would put ketchup onions to give it taste. I would eat no more than 2 worms. I would also put lemon and take all of the slobbery stuff all out and put crunchy stuff in it.

Gabriel Rosario 3-31-11
6ID

If I had to eat one worm for a hondred dollars I would do it because I like tasting new things every day; , since they are giving me money for just eating a worm I would do it.

To make the fried worm more delicious I would put some lime on the worm to make it taste better.

Kiana Singh
Ms 126

March 31st, 2011
Class 612

If I were asked to eat fried Worms for hundred dollars I Would Not do it because that is Nasty If I do agree to it it Would depend on how many Worms I Would have to eat if I have to eat 10 fried Worms I Would Not eat them. if I Absolutely had to eat them I Would make it like A SandWhich that Way I Can't See the Worms as I eat them.

Performing Arts

- The students created several media outlets to teach other students about reducing, reusing, and recycling. They created a skit, jingles, an announcement, and re-enacted a play about helping save the Earth.

Recycling Announcement

Recycling Jingle

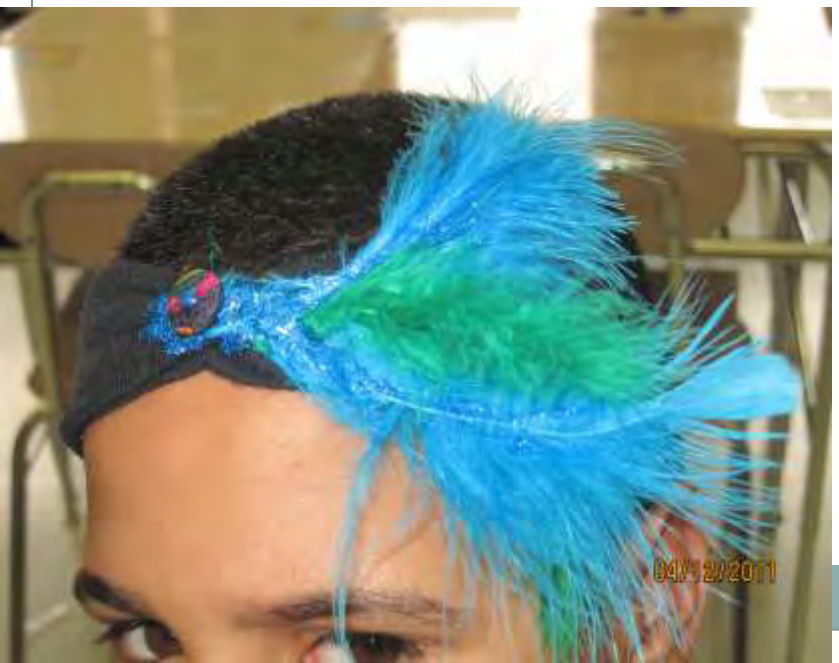
School and Home Connection

As the students became more knowledgeable about their environments and waste reduction they took personal oaths to change some of their daily home habits that are considered wasteful.

Student Oath Tree
Promising to make a change

School and Home Connection Continued…

Along with recycling in and at home, the students thought of many ways they could re-create old items into new ones they can use. The students re-created head gears, made hand-bags (out of old jeans), plant vases.



Spreading the Message of Reuse, Reduce, Recycle

The students showcased their creations at the Town Square's Go Green Greenpoint! Earth Day Festival.