I. Professional Development
No documentation other than teacher names and training dates (to be provided in the online application) are needed for this category. However, if you have one or more photos from a workshop that you’d like to share, you can paste them here.

II. Integrating Everglades Literacy into the Curriculum
No documentation other than the number of students in each grade that completed the lesson (to be provided in the online application) are needed for this category. However, if you have one or more photos of students conducting the lessons that you’d like to share, you can paste them here.

III. Inquiry- and Project-based Learning
A. Inquiry-based field studies

<table>
<thead>
<tr>
<th>Problem Based Lesson 4th and 5 Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: What type of Wetland is behind our school property?</td>
</tr>
<tr>
<td>Lesson 1 - DE Streaming Video – Florida Everglades - This video gives background knowledge of how Florida topography has changed over the last 100+ years and why the changes have not been good for Florida. The message to be taken away from this video is that we cannot keep taking away our wetlands. That is why the School District of Palm Beach County had to go into mitigation with the State of Florida to build our school on a wetland. The final outcome was that The School District of Palm Beach County could build Freedom Shores Elementary on the school grounds as long as they replace the wetland that they were destroying. That wetland still gets monitored today.</td>
</tr>
<tr>
<td>Lesson 2 - “The Future of America’s Everglades” DVD by The South Florida Water Management District SFWMD is 6 short interactive clips showing history and restoration efforts. They are an Overview, Panther Posse, Oysters, Invertebrates, Lake Okeechobee and Invasive Exotics.</td>
</tr>
</tbody>
</table>
Lesson 3 - The Heart of a Watershed Grade 9th – 12th but done with my 4th and 5th grade students.

Lesson 4 – Guest Speaker: Anne Meador
Environmental Specialist, Environmental & Conservation Services, School District of Palm Beach County. Anne spoke about the history of the Freedom Shores Wetland and details of her job as an Environmental Specialist.
Lesson 5 – Front Load the curriculum. The student went to the wetland. Their objective was to come up with questions they may have about the wetland that could be answered by the end of the unit. To save time they recorded their questions into the notes on my IPhone.

- Wetland questions
  - Why are there so many trees in the wetland?
  - Why is this area just grass?
  - When is that plant? It has little particles on it and it is dry.
  - What’s the purple plant called in the middle of the wetland?
  - Spiders make a home in habitats everywhere.
  - Was there an alligator in this wetland ever?

- What type of wildlife lives in the wetlands?
  - How many species of plants and animals live in the wetlands?
  - How tall is the tallest tree in the wetlands?
  - Why is there so much sand in the upland?
  - Why is there so much bark on the ground?

- What type of plants are in the wetlands?
  - Why is there so many tall grass around the water?
  - What animals live in the wetlands?
  - What types of plants live in the wetlands?
  - How many animals are in the wetland?
  - Is the wetlands water deep?
  - Why is the water so muddy?
  - Why did the animals that live on the wetlands choose to live in the wetlands?
  - How does the water connect to the dry sand?
  - Do vegetables grow in the wetlands?

- How was the wetland?
  - Is that the area by the poribales wetlands?
  - What type of soil is in the wetlands?
Lesson 6 – Students analyzed charts and graphs taken from Palm Beach County’s reports to the state of what was planted and the survival % of these plants. This lesson starts with understanding and writing of vocabulary words. The analyzing is done in a (Think, Paired, Shared) turn and talk.
The students are aware that these charts were dated 2007. That is the last time the district monitored the survival rate. Now they only monitor the invasive and exotic species of plants and remove them a few times per year.
Lesson 8 Everglades 3rd Grade lesson 2 – Plants of the Everglades

Dichotomous Key

Directions: You are going to identify eight plants of the Everglades by using a dichotomous key. To begin, choose a plant card and read the information on the card. Then, work your way through the key below. Start at #1 and read through each statement in the table below. As you choose the key below, start at #1 and read through each statement in the table below. When you reach a decision point you are trying to identify, it will lead you to either the name of the plant or a new set of statements. After you have identified the name of each plant, write its name in the habitat where it is found in the table below.

1. a. It is a flowering plant.  
   b. It is a nonflowering plant.
2. a. It has prop roots.  
   b. It does NOT have prop roots.
3. a. It has a woody trunk.  
   b. It does NOT have a woody trunk.
4. a. It has and grows on tree branches.  
   b. It does NOT live and grow on tree branches.
5. a. It has broad leaves and yellow flowers.  
   b. It has purple flowers.
6. a. It reproduces by seeds.  
   b. It does NOT reproduce by seeds.
7. a. It reproduces by cones and lives in a wet habitat.  
   b. It reproduces by cones and lives in a dry habitat.
8. a. It is a Red Mangrove.  
   b. It is a Sphagnum Moss.
   c. It is a replacement.
   d. It is a Slash Pine.

<table>
<thead>
<tr>
<th>CARD</th>
<th>PLANT NAME</th>
<th>HABITAT(S) WHERE IT CAN BE FOUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Pickleweed</td>
<td>Freshwater, Mudflats</td>
</tr>
<tr>
<td>#2</td>
<td>Slash Pine</td>
<td>Dry Habitat, Freshwater</td>
</tr>
<tr>
<td>#3</td>
<td>Red Mangrove</td>
<td>Water Habitat</td>
</tr>
<tr>
<td>#4</td>
<td>Sphagnum Moss</td>
<td>Water Habitat</td>
</tr>
<tr>
<td>#5</td>
<td>Bald Cypress</td>
<td>Freshwater</td>
</tr>
<tr>
<td>#6</td>
<td>Spanish Moss</td>
<td>Freshwater</td>
</tr>
<tr>
<td>#7</td>
<td>Giant Leather Fern</td>
<td>Dry and Freshwater</td>
</tr>
<tr>
<td>#8</td>
<td>Live Oak</td>
<td>Dry Habitat, Freshwater</td>
</tr>
</tbody>
</table>

Lesson 9 Everglades 3rd Grade lesson 3 – Hurry for a Habitat
Lesson 10 Looking for plants and animals that we have learned about so far that are Florida habitats to make observations on what type of habitat we have. Here is some of what we have found:

- Not sure what this is but hypothesis: Opossum
- Here is the circle of life
- Florida Softshell Turtle Pictures taken by Ms. Leicht’s class
- Mallard Ms. Heller- Pictures taken by Spencers class
This view is the swale between the water retention area and the wetland. The 5th graders noticed that it had no water in it. Last year it had water. They have concluded that we are in a drought and we need rain.
Duck Potato pictures taken by Ms. Leicht’s class

Bald Cypress pictures taken by Amelia in Ms. Hernandez class

Freshwater, Pickleweed, and cordgrass Pictures taken by Ms. Klisiak’s class

Halloween Pennant Dragonfly pictures by Amelia in Mrs. Hernandez class
Final Essays of what type of wetland students think we have at Freedom Shores Elementary. Notes include what we saw that was in each wetland, a planning sheet and the final essay.

<table>
<thead>
<tr>
<th>Cypress Swamp</th>
<th>Hardwood Hammock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alligator</td>
<td>Cabbage Palm</td>
</tr>
<tr>
<td>Bald Eagle</td>
<td>Dragon Fly</td>
</tr>
<tr>
<td>Bald Cypress</td>
<td>Great Blue Heron</td>
</tr>
<tr>
<td>Dragon Fly</td>
<td>Raccoon</td>
</tr>
<tr>
<td>Great Blue Heron</td>
<td>Zebras Lamping</td>
</tr>
<tr>
<td>Snapping Turtle</td>
<td>Pilelands</td>
</tr>
<tr>
<td>Spanish Moss</td>
<td>Bald Eagle</td>
</tr>
<tr>
<td>Marsh Grass</td>
<td>Raccoon</td>
</tr>
<tr>
<td>American Alligator</td>
<td>Saw Palmetto</td>
</tr>
<tr>
<td>Fishing &amp; Small Kite</td>
<td>Slash Pine</td>
</tr>
<tr>
<td>Bald Eagle</td>
<td>Zebra Longwing Butterfly</td>
</tr>
<tr>
<td>Dragonfly &amp; Snapping Turtle</td>
<td></td>
</tr>
<tr>
<td>Great Blue Heron &amp; Spatterdock Lily</td>
<td></td>
</tr>
</tbody>
</table>
Lex Lucang: Day & Ms. Kisinak

1. Wetland: Sawgrass Marsh
   Upland: Cypress Swamp and Pineyards

2. Animals
   a. Majority
   b. Alligator

3. Plants
   a. Moss
   b. Sawgrass

4. Not Mangrove
   a. Crocodile
   b. Saltwater

C. Wetland: Sawgrass Marsh
   Upland: Cypress Swamp and Pineyards
I think it is a cypress swamp because it is not a mangrove swamp. The mangrove swamp has crocodiles but we can not see alligators. The mangrove swamp has plants that need salt water and we do not have salt water. We can see alligators but we can not see crocodiles. Also we have a freshwater wetland. Overall, I think we have a cypress swamp and freshwater wetland at the back of Freedom Shores Elementary.
B. Interdisciplinary project-based learning

Project Based Unit Lessons Alligators and Water 1st Grade

Lesson 1 Water all over the World. In this lesson students will come to realize that there is more water on earth than on land. First they taped one of their fingers with blue masking tape. Next they threw a globe beach ball back and forth to each other and tallied where their taped finger landed more often, Land or water. After that they graphed their results.
Lesson 2 Water, Water, Everywhere...
This lesson was done as a demonstration. (I modified the lesson with containers I had in the classroom). I started with 1000ml of water in a beaker and told them that this was all the water on earth. I poured 30ml of water into another beaker and told them that this was earth’s fresh water. I told them what was left in the 1000ml beaker was salt water and we could not drink it. Next I poured 6ml of water into another beaker and told the students that the water that was left in the beaker before the pour was frozen and we cannot drink it. Next I poured water into a soda cap. I told the students that this was surface water such as lakes and rivers. They rest of the water was underground and we cannot get to it. From the cap I took a dropper and put one drop of water in my hand and told the students that this was all the clean drinking water in the world. After wiping my hand, I just touched the dropper to my hand again and there was barely any water and I told them that was all the water our Florida Everglades that we can drink.

Lesson 3 Water for us all
I modified this lesson by making the first 3 statements; One way I use water. One-way wild life uses water, and One way I can help save water a Think, Pair, Share (Turn and Talk). Next the students wrote on 2 separate pages of their journal; How do we use water? How do we get water? Next the students watched the PowerPoint, “If I Had a wish for Water”. Then the students drew pictures of their wish for water in their journals. The students were reminded that all the water we use we get from the Everglades.
Now that the students know that water is important for humans and animals. The next lessons focus on the alligator and how he helps other animals get water.
Lesson 4 We started out with a life-sized outline of an alligator on butcher paper. We named the alligator. Every class period we did lessons on the alligator and wrote any facts we learned on the alligator. Students guessed how large they alligator is in student length and with a measuring tape.

Lesson 5 Don’t Feed the Gators (comes from the 2nd Grade lesson 1 Everglades Curriculum used for 1st grade alligator project) The class listen to the play, “Please Don’t Feed the Alligators” by Debbe Wade created a sign for their alligator hole showing what not to eat with a bag of marshmallows.
Lesson 6 Alligator Jenga This game was played to emphasize that the Alligator is a Keystone species. Students were divided into groups of 3 or 4. Jenga was set up. They had 2 buckets. One labeled survived and the other labeled extinct. When the jenga piece was taken out successfully the piece was put in the survived. When the (alligator piece) key stone piece made the jenga fall then all the fallen pieces went in the extinct bucket. The piece that was touched was the alligator and all the other pieces were the other animals. Jenga was played again but only setting up the pieces that were in the survived bucket.
Lesson 7 Everglades Seasons (Comes from the 2nd Grade lesson 2 Everglades Curriculum used for 1st grade alligator project). Students were told Florida has 2 seasons dry and wet. Read “Who Lives in an Alligator Hole”. Students wrote facts that they heard on their alligator. They glued their alligator to blue paper representing the alligator hole.

Lesson 8 Ecodrama

Gluing our alligator to his new home.
Lesson 9 Let’s help the alligator create his alligator whole

This boy is helping the alligator move the mud in his alligator hole by stapling mud to the edges of the alligator hole with brown “mud” paper.

Plants also survive in an alligator hole. Look closely at the background of this picture our classmates have helped the alligator find the limestone.

Student are writing more facts on the Alligator

Coloring animal pictures to put in the alligator hole
Gluing the animals to the gator hole

The Gator Hole
IV. Everglades Leadership
A. Everglades Ambassadors Student Organization

Environmental Club

Environmental Club has 15 students (1 - 5th grader, 8 - 4th graders, 6 - 3rd Graders) repeated 4th grade Everglades Lesson 2, Wanted Alive. The 4th graders choose different animals than from my class.
Garden Club
102 Members
After care saves Manatees

Special Activity
K-5
Manatee mural.

<p>| Objective: To teach students about manatees and their environment, also about the manatees adopted by afterschool |
| Materials: white butcher paper, crayons, markers, pencils, and manatee fact sheet (attached) |</p>
<table>
<thead>
<tr>
<th>5 Minutes</th>
<th>Warm Up: Welcome students to special activity! Say today we are going to be learning about manatees and their habitats! Explain to them that we will be drawing a mural of a manatee and its habitat. Ask students where manatees live? Have they ever seen one before?</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Minutes</td>
<td>Activity Notes:</td>
</tr>
<tr>
<td>1.</td>
<td>After school has adopted 3 manatees and you will have a sheet attached with your grades manatee you can look up on savethemnatee.org</td>
</tr>
<tr>
<td>2.</td>
<td>For this activity the class will be working as a whole team on the mural. But first go over some facts with your students. Ask them if they know what animal the manatee is related to? (Elephant). Where do manatees live? (saltwater &amp; freshwater). What do manatees eat? (Plants). Attached is a fact sheet you can go over the group with</td>
</tr>
<tr>
<td>3.</td>
<td>After you have learned more about the manatees, tell your students that now they are going to draw a manatee in its habitat. Have your students decide who will start drawing what ex. The manatee, plants, other animals,</td>
</tr>
<tr>
<td>4.</td>
<td>While your students are drawing, ask them if they know that the manatee is on the endangered species list? What does this mean for animals on the list? How can we protect the manatees?</td>
</tr>
<tr>
<td>5.</td>
<td>Ask your students why they think animals end up on the endangered species list? Ex. Lack of food, being hunted off from humans &amp; other animals, lack of habitat due to building from humans.</td>
</tr>
<tr>
<td>5 Minutes</td>
<td>Clean Up: return the materials to the crate and back on the stage. Turn in the mural to Miss Katie</td>
</tr>
<tr>
<td>5 Minutes</td>
<td>Reflection:</td>
</tr>
<tr>
<td>1.</td>
<td>Ask the students to share 1 thing they learned during this activity.</td>
</tr>
<tr>
<td>2.</td>
<td>What do they plan on doing to protect the manatees?</td>
</tr>
</tbody>
</table>
This pamphlet was copied and sent out to all students at Freedom Shores Elementary not just aftercare. The aftercare director, Ms. Rosen sent it out to encourage all students to take action and adopt a manatee. Next year she plans on adopting a Florida Panther and a Loggerhead Turtle. She said the lesson that the Adopt a Manatee program sent were amazing. She is going to using them next year.
Making the mural and adding the facts
### B. Community Partnerships

Guest Speaker: Anne Meador Environmental Specialist, Environmental & Conservation Services, School District of Palm Beach County. Anne spoke about the history of the Freedom Shores Wetland and details of her job as an Environmental Specialist.

Parent Volunteer: Wynna Dunmyer is at our school every morning working in all of our gardens. With her knowledge of native plants and butterflies she is always helping and giving lessons. We owe our instant success of our butterfly garden because of the wetlands behind our school. The many native butterfly plants that exist in the wetland before we planted our butterfly garden have attributed to the migration of our butterflies. The students have created an outdoor bulletin board under her guidance with all the butterflies we have seen in our garden and in the wetlands.
She has even helped clean a path in the wetland for the 4th and 5th grade students to be able to go out there.

R DEAN SIMS
<simsmod@bellsouth.net>

Feb 16

to me

Julie,

Have you ever heard of Dawn Publishing? I am friends with author Marianne Berkes and she introduced me to this company.

As the "children's book buyer" for Mounts I've gotten the Garden Shop to stock their books. Anyway when you have a chance check out their catalog.

They carry Lynne Cherry and GaryThat book lead me to Cherry's book Braasch's book "How We Know What We Know About Our Changing Climate" as well as a Teacher's Guide with lessons, resources and guidelines about global warming. That book lead me to Cherry's book The Sea, The Storm, and The Mangrove Tangle, which in my opinion is South Florida's version of the Great Kapok Tree.

Molly

I have ordered the book The Sea, The Storm, and the Mangrove. I cannot wait until it comes in. Molly has been a great person to brainstorm ideas with.
Good evening parents, did you know that Freedom Shores is a Green School of Excellence? Did you also know that Freedom Shores is and Everglades Literacy School? Take a moment to ask your child what things they have been learning in Mrs. Beasley’s STEM Science class about the Everglades and their tour through our wetlands.

Have a great weekend.

You are receiving this email because of your relationship with FREEDOM SHORES ELEM. If you wish to stop receiving email updates sent through the Blackboard service, please unsubscribe.

FREEDOM SHORES ELEM : (561)334-3100

EVERGLADES LITERACY SCHOOL: We are an Everglades School. Integrating Everglades lessons into the curriculum and they are all standards based. Did you know an alligator is a keystone species. How about that Florida is undergoing the world’s largest restoration project to put back some of the Everglades to its natural state. There is only one Everglades in the world and we are fortunate to live in this beautiful habitat. Ask your child what they know about the Florida Everglades.
Our Everglades Team From Left to right: Mr. Smith, Principal; Jamie Sutton, 5th Grade teacher; Katherine Wilke, Assistant Aftercare Director; Cheri Rosen, Aftercare Director; Yvette Hernandez, 4th Grade Teacher; Diana Heitz, Guidance Counselor; Shari Davidsmeier, 3rd Grade Teacher and Environmental Club Coordinator; Julie Beesley, STEM Lab Teacher/Garden Club Coordinator/Everglades Lead Teacher; Uzma Ahmed, Media Specialist; Dr. Linda Leicht, 4th Grade Gifted Teacher; Laura Orlove, Reading Specialist; Jennifer Klisiak, 4th Grade Gifted Teacher. Not show in picture Barbara Victor, 1st Grade Teacher; Veronica Bergeron, 3rd Grade Teacher. Yvette Hernandez, 4th Grade Teacher
LETTER FROM THE PRINCIPAL.

Dear Parents and Guardians:

I cannot believe that we are already in May and the end of the school year is just weeks away. There is still so much to do and little time left to finish, but we will get there. State testing will conclude in two short weeks, and we can focus our efforts on teaching the remaining concepts your child needs.

Parents, we desperately need your help this time of year; keeping the students focused on school. It is very easy for students to get excited and focused on summer forgetting that they still need to finish the school year. Please, each day as you send your child to school, remind them how important it is to finish the year strong to the last day. A lot of great things have happened this year and your support has been vital.

Attestation.

Daniel Sheehan

EVERGLADES LITERACY SCHOOL: We are an Everglades School. Integrating Everglades lessons into the curriculum and they are all standards based. Did you know an alligator is a keystone species. How about that Florida is undergoing the world’s largest restoration project to put back some of the Everglades into its natural state. There is only one Everglades in the world and we are fortunate to live in this beautiful habitat. Ask your child what they know about the Florida Everglades.

DUAL LANGUAGE NEWS:

Parents of Incoming Kindergartners:

Registrations are now being accepted for our incoming Dual Language Kindergarten class. Once the number of seats are filled, there will be a lottery and waiting list for those that are not given a seat at this time, but do not despair! If we need enough registrations to open an additional kindergarten unit, we will. There has been a lot of buzz and excitement about our new Gifted Dual Language Program, and you won’t want to miss this opportunity. Please have completed registration packets in by June 1st to be entered in the lottery.

Spanish Summer Fun

Parents, please make sure that before the end of the school year you install Istation at home so that your child can continue to practice Spanish at home over the summer. It is a fun and free program available to all DL students in Palm Beach County to practice their Spanish literacy (at their own level) at home. If you do not have access to Istation at home yet, please ask your child’s Spanish teacher as soon as possible for more information. Istation can be installed on personal computers and mobile devices.

Dual Language Show Case

You won’t want to miss our Dual Language Showcase at the end of May where you will get a glimpse of what DL students have been doing in class this year (and what they will be doing in the future!). Watch those folders for the date and time. If you have any questions about the program, please contact Ms. Torres at 561-804-3106 or

REMINDERS:

Monday, May 28, 2018 – Memorial Day Holiday

No School

SUMMER CAMP JUNE 4 – JULY 27:

Summer camp registrations are due 5/10. $60 registration fee. 8 weeks $155 per week.

2018-2019 After School registrations are now being accepted. $25 registration fee. Fees to be determined.

Cheri Rosen,
Director, cheri.rosen@palmbeachschools.org 561-804-3130

CALENDAR OF EVENTS:

Wed. May 2 – SAC meeting at 5:30 pm in Media Center

V. Innovation
Workshop Agenda where I first heard about dipnetting.
I attended this workshop to get my dipnetting certificate. The students will be able to dipnet the organisms in our wetland to help identify them and the habitat they belong to.

**Aquatic Species Collection Workshop, John D. MacArthur Beach State Park, N. Palm Beach, Veronica Frehm, 180326**

Thank you for registering. You are confirmed for Aquatic Species Collection Workshop, John D. MacArthur Beach State Park, N. Palm Beach, Veronica Frehm, 180326.

Name: Julie Beslady
Registration ID: 1073433582

Review, change, or update your registration.

We look forward to seeing you at the event!

Get event information on the go with our NEW Mobile Event Guide! To access on your mobile device: Click here.

**When**
3/26/2018 9:00 AM EDT - 11:00 AM EDT
Add to My Calendar

**Where**
John D. MacArthur Beach State Park,
15000 North Ocean Drive, North Palm Beach, Florida 33408
561-776-7446 ext 104

For a map and directions to the event: Click here.

**Contact**

**SHARE WITH FRIENDS**

Like | Tweet

---

**My Certification**
The students were dipnetting to see if we have a healthy wetland. They were looking for the organisms that are not sensitive, sensitive or somewhat sensitive. The more sensitive the organisms found the healthier the wetland.
Here is what they found. Looks like a Giant Water Bug that is somewhat Sensitive. They also found Whirligig Beetles which are also somewhat sensitive.