

2004-05  
School year

**Hopkinton Education Foundation**  
**Grant Committee Funding Recommendations**  
**April 15, 2004**

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**Center School**

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**Proposal Title:** Differentiated Reading Packets for Supplemental Readers  
**Applicant(s):** Michele Andel, Nina Farquharson & Moriah Macdonald  
**Grade(s):** Kindergarten and First Grade  
**Proposed funding:** \$4,000

**Description:**

This grant is an extension of a grant that was awarded by HEF last year and is intended to create differentiated activities that accompany leveled readers. They will provide extension activities that will enhance the development of fluency and comprehension in reading and writing. This grant will pay for development of the packets (teacher time) along with materials.

**Measurement:** An evaluation sheet will be completed by the staff that will rate the benefits of these packets and allow for additional comments and suggestions. The sign-up process will allow the tracking of the frequency of book checkout.

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**Proposal Title:** Listening Centers for the 21<sup>st</sup> Century  
**Applicant(s):** Deb Lupacchino, Librarian  
**Grade(s):** Kindergarten, First Grade, Library, and The Early Childhood Inclusion Center  
**Proposed funding:** \$7,597

**Description:**

Establish state of the art **Listening Centers** in the library and in each of the classrooms of the Center school. This would further enhance and support the curriculum being taught at the school. The Listening Centers would enrich the curriculum and facilitate differentiated learning. There will be an area in the classroom that enables children to work independently and in small groups. This would give students another way to learn and reinforce what is being taught, through a different medium. Listening to audio books will help students gain confidence in their reading ability and develop a love of reading.

- Centers can be used to introduce students to new material taught or to reinforce material previously taught
- Using a Listening Center will encourage students to work independently and in small groups. Audi books help build vocabulary and increase reading fluency.
- Using a Listening Center will be beneficial to student's individual learning styles. The more we can differentiate what we teach, the more variety we can add to what we teach, and the way we teach, will benefit our students, and help them to be better learners.
- This is a great resource to use with our bilingual students to help them learn English

**Measurement:** Improved motivation with reluctant readers and high achieving students as observed by teachers. A high percentage of teachers making frequent use of the book kit in their classrooms.

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## Elmwood School

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**Proposal Title:** Technology Based Literature Library  
**Applicant(s):** Becky Arpino and Fran Hruska  
**Grade(s):** 2<sup>nd</sup> and 3<sup>rd</sup> Grade  
**Proposed funding:** \$1,044.00

### Description:

This grant would fund the building of a collection that pairs non-fiction with fiction books in the subject area of mechanization. Topics like robots, vehicles and machines would provide high interest reading to motivate reluctant readers and to expand the choices available for classroom literature circles. The collection would include reading materials at regular, remedial and accelerated reading levels. To achieve maximum reading growth, students should be reading at their instructional level (90 – 94% accuracy.) This grant would address the challenge of finding technical books suitable for young readers. Student requests for books on vehicles, space travel, robotics, underwater exploration and other machines are currently hard to fill.

- Students will differentiate between fiction and non-fiction books as they read paired books on the same topic
- Students will be motivated to read as they encounter high interest books at their reading level
- Teachers will improve literature circles, partner reading and independent research with exciting stories

**Measurement:** Continuing success and improvement on MCAS scores in the area of reading and language arts. Improved motivation with reluctant readers and high achieving students as observed by teachers. A high percentage of teachers making frequent use of the book kit in their classrooms

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**Proposal Title:** Satisfying Reading Appetites!  
**Applicant(s):** Linda Ashley, Betsi Weldon  
**Grade(s):** 2<sup>nd</sup> and 3<sup>rd</sup> Grade  
**Proposed funding:** \$800.00

### Description:

Literature and Literature Guides will be purchased which matches the reading levels of advanced readers and integrates into the grade 2 and grade 3 reading, science and social studies curricula. This project will support teachers to challenge advanced readers in diverse classrooms that include a wide range of abilities. Teachers are currently using "Literature Circles" to teach literature discussions and a variety of comprehension skills. Literature Circles allow different groups of children to be reading different books at the same time. They read and discuss their books in small groups with the teacher guiding the discussions. These different books allow the teacher to differentiate the levels of texts according to the reading levels of the students. The books are related to a specific theme, author, or genre. This project will add an advanced level to the classroom library so that teachers can challenge advanced readers during reading instruction. These books can also be used as "Read-Alouds" so that the entire class can be exposed to literature at an advanced reading level.

**Measurement:** Improved differentiation of curriculum in classrooms. Improved circulation of books at an appropriate reading level for advanced readers. Improved high-end reading scores.

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**Proposal Title:** Juggling For Success  
**Applicant(s):** Patricia Vintinner, Christine Basile  
**Grade(s)** 2<sup>nd</sup> and 3<sup>rd</sup> Grade  
**Proposed funding:** \$2,000

**Description:**

JUGGLING FOR SUCCESS will introduce the fundamental skills of juggling to all elementary students at the Elmwood School in a full day program with the goal of learning this exciting and beneficial activity. A nationally known professional juggler, Dave Finnigan aka Professor Confidence will kickoff the program in September starting with scarf juggling and progressing to juggling balls, rings and clubs. Continuing practice during Physical Education classes with the option of juggling during indoor recess time throughout the year will achieve the goal of advancing through the Master Juggler criteria for qualified students and complete this ongoing project.

- Learning and practicing juggling skills enhances concentration and focus, bilateral coordination (right /left integration), individual and group success, self –esteem, midline crossing (right/left hemispheres of the brain) and peer teaching.
- Goals: Actively involve all the students and staff (optional) at Elmwood School in learning to juggle in a day long program with carry-over to a year-long project that has excellent benefits in boosting confidence and academic success (may improve handwriting, sequencing for math and reading skills).
- Objectives: Dave Finnigan will teach juggling to large groups introducing the developmental scarf juggling program and progressing to more difficult forms of juggling. An optional program will be offered to staff in the morning of the event in an effort to include everyone in the program. A school-wide program, a juggling show, will culminate the day's event. Juggling equipment will be made available for indoor recess for continued practice throughout the year.

**Measurement:**

Project evaluation will be based on the overall success of the daylong event for students and staff, and attainment of juggling skills by students as assessed in Physical Education class. Master Jugglers will be listed on a Hall of Fame.

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## Hopkins School

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**Proposal Title:** “*Still* Mushing for Success-The Iditarod Across the Curriculum”  
**Applicant(s):** Sue Anderson, Joan Frank, Sue Green, Betsi Weldon  
**Grade(s):** 5th Grade  
**Proposed funding:** \$1,600

### Description:

The entire 5<sup>th</sup> grade in Hopkinton will benefit from this grant in the following ways:

“Mushing for Success – The Iditarod Across the Curriculum” was initially implemented during the 2003-2004 school year thanks to a grant from the Hopkinton Education Foundation. We have had an overwhelmingly enthusiastic response from the 5<sup>th</sup> grade students and teachers to this project. Through the implementation of the project across the grade level, we have successfully met the goals of the original grant.

Our goal is to expand the scope of our original concept with additional materials and supplies to further enrich our students’ experiences. Continued interest, research, and investigation, by both students and faculty, have demonstrated a need for these new requests

- to continue to organize and expand the common 5<sup>th</sup> grade literature experience through the study of the Iditarod
- to purchase additional support materials as a result of the experience of implementing last year’s grant
- to improve mobility, accessibility, and storage of materials acquired through the grant

This project flourishes in the following interdisciplinary environment:

- Art – chalk and silhouette Aurora Borealis drawings
- Music – Alaskan/Iditarod folk music and dancing
- Wellness Iditarod fitness challenge
- Health - nutrition and substance abuse information as it applies to dogs and humans
- Reading – literature circles (Hatchet and Brian’s Winter)
- Math – daily Iditarod problems, graphing, statistics (mean, median, mode)
- Technology – scavenger hunts, daily musher tracking, research across curriculum
- Science – weather, auroras
- Social Studies – race history, timelines, map skills
- Writing – poetry –journal

**Measurement:** This project was originally designed to empower the community of learners through the enrichment of reading, writing, and knowledge integration in a very high interest environment. The experience was accessible across the curriculum on various levels. Continued student enthusiasm and the successful expansion of this program across the 5<sup>th</sup> grade curriculum are the measures of success.



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**Proposal Title:** A Gift From the Heart  
**Applicant(s):** Susan Allen and Mindy Martin  
**Grade(s):** 5th Grade  
**Proposed funding:** \$900

**Description:**

In response to the Hopkins School theme of respect, this reading unit explores the value of gifts that come from the heart as being more appreciated than the typical and expected material present. In our desire to include short stories as one of the genres specified in the Massachusetts State Frameworks we chose Birthday Surprises edited by Johanna Hurwitz as the “anchor book”. Hurwitz invited a number of her author colleagues to compose an original story based on the following premise: “A child (boy or girl) receives many gifts on his or her birthday. However, on opening the presents, one beautifully wrapped package is found to be empty.”

As students explore these short stories, our intention is for them to come away with more than just a better understanding of short story and the author’s use of literary devices such as style, voice, and point of view as are included in the Massachusetts State Frameworks. Additionally, we want each of our students to gain a greater appreciation of the theme of giving from the heart to;

- Raise the awareness of children that giving from the heart is far more appreciated and long lasting than any material gift.
- Enable students to recognize that the same theme and premise can be interpreted effectively in a variety of ways and from different points of view.

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**Proposal Title:** Hopkins Weather Station  
**Applicant(s):** Jennifer Jordan and Maribeth Adams  
**Grade(s):** 5th Grade  
**Proposed funding:** \$660

**Description:**

This weather station will enable grade 5 to monitor and record the following real time data: Wind speed, wind chill, wind gusts and direction, barometric pressure, temperature both inside and outside, humidity, dew point, precipitation, solar radiation, and trends for: air pressure, temperature & humidity. The weather station ties into our science and mathematics curricula. The students will graph the various aspects of the weather during their math unit on data. They will record the daily weather throughout the year to enhance their understanding of the weather unit.

Currently, we rely on the weather channel to supply us with information. We would like the students to be able to use “real time” data for the Hopkinton microclimate. The students will gain a working knowledge of how to use weather instruments and be able to compare their forecast to the actual daily forecast.

**Measurement:** The students will be given a pre-assessment to fill out at the beginning of the school year. This survey will assess their knowledge of weather and the use of weather instruments. It will be compared to a survey at the end of the year so that we are able to assess their learning. We will also compare the MCAS results for grade 5 science both before and after the initiation of the weather station.

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**Proposal Title:** H.O.P.E (Help Our Precious Earth)  
**Applicant(s):** Jennifer Jordan and Maribeth Adams, Deanna Law  
**Grade(s)** 5th Grade  
**Proposed funding:** \$2,500

**Description:**

H.O.P.E is the fifth grade environmental club that has been in existence for two years. (Help Our Precious Environment. There are currently 57, 5<sup>th</sup> graders in H.O.P.E. They are currently working on: starting a recycling program at Hopkins, creating picture books about the environment to raise awareness for younger students, cleaning up the school grounds, working on formal presentations for the Conservation Commission and the administration, making posters to help raise awareness about the environment for all students and the community, and researching possible endangered animal adoptions. Students will also participate in an Arbor Day contest entitled "Trees Are Terrific." The Nature Trail will be started in the spring. We have permission from the administration and are awaiting a meeting with the Conservation Commission. The students are learning how to present their ideas effectively to a group of adults. Due to the cost and labor involved in creating the trail, we will hopefully be able to complete it by next year. (Spring, 2005).

**Measurement:** Students will fill out surveys to help us decide if H.O.P.E has made a difference to our school and community. Also, they can offer their suggestions on how to make the group more effective. The completion of the Nature trail by June, 2005 is also essential to our evaluation of the program. We will also ask the Conservation Commission to evaluate the effectiveness of the program.

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**Middle School**

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**Proposal Title:** Enhancing Curriculum with Picture Books  
**Applicant(s):** Diane Norby  
**Grade(s)** 6<sup>th</sup>, 7<sup>th</sup> & 8th Grade  
**Proposed funding:** \$4,278.00

**Description:**

Traditionally, picture books have been classified as a literary genre for younger, emergent readers. However, in recent years, a new category of highly sophisticated picture books has emerged. These books, with elements that appeal to older readers, have become a great asset in teaching at the middle school level, and provide valuable tools for teachers in all content areas.

When used as part of a thematic unit, picture books are a natural way to introduce a new topic. They also complement longer books and simplify difficult topics. Illustrations, when paired with text, enhance comprehension. They are a perfect medium with which to illustrate elements of writing such as plot, character, and theme development. They may also be used to awaken interest in subject matter and to tie new meaning to prior knowledge of the reader.

This project will provide a collection of picture books that will enhance curriculum delivery across all grades and disciplines. Some titles, such as those with themes of character education, will address school wide goals, as written in the school improvement plan. Many titles within this collection may potentially also be shared with students attending Hopkinton's elementary or high schools through our school district's vibrant interlibrary loan program, thus extending the value of this grant.



*Enhancing Curriculum with Picture Books, cont.*

**Measurement:** Evaluation will be ongoing, and will be accomplished in many ways. I will elicit feedback from teachers regarding their use of the books. Through a mutual sharing of ideas, teachers and I will identify the particular strengths of the books and we will use that knowledge to expand our teaching repertoires. I will share success stories with other teachers to encourage a wider audience for the books. Classroom teachers also will most likely be evaluating student use of some of the books by incorporating their use into rubrics for student assessment.

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**Proposal Title:** Percussive Technology in the Middle School Music Classroom  
**Applicant(s):** Craig Hay, David Purdy, Ashley Nelson  
**Grade(s):** 6<sup>th</sup>, 7<sup>th</sup> & 8th Grade  
**Proposed funding:** \$500.99

**Description:**

This project is a continuation to the Middle School Keyboard Lab that was funded by the HEF last spring. This additional piece of equipment, Drum Xtreme DX-150, will allow students in band and general music the opportunity to either practice or try their hand at percussion. Band students will be able to use this technology to further their skills as percussionist. This new technology comes with many new percussion software tutorials. General music students will be able to use this piece of equipment in conjunction with the keyboard lab as they further develop their musical skills and compositional techniques.

**Band:** This technology will also give the student who is struggling with certain rhythms an opportunity to practice with the headphones on so that no one else can hear them. This would give the self-conscious middle school student an opportunity to practice and gain confidence before performing in an ensemble.

**Jazz Band:** With multiple drummers in Jazz Band, this will allow both students to play. One can practice silently with headphones on while the other plays on the drum set. The rhythm pattern of the song that the Jazz Band is rehearsing can be programmed in and the student on the DX-150 can practice the exact drum set par

**Measurement:** Examples of student compositions using the Drum DX-150 will be circulated.

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**Proposal Title:** Epiphytes, Lycophytes and Terrestrials: Plants of Latin America  
**Applicant(s):** Dianne O. Johnson  
**Grade(s):** 7<sup>th</sup> Grade  
**Proposed funding:** \$2,500 - *The committee is recommending partial funding of the \$5,240.00 requested. This recommendation includes funding for everything (including an additional year of plants) except the computer and the LCD projector.*

**Description:** Students will be able to assemble a variety of plants, indigenous to Latin America, in 20 gallon aquariums for year round classroom observation. Different ecosystems will represent the variation between the tropical wet and dry climates of Latin America.



*Epiphytes, Lycophytes and Terrestrials: Plants of Latin America, cont.,*

A unit will be developed to enhance and support the information learned in World Geography class, Foreign Language class and earth science class. Hands-on activities will include gathering information from the Internet, the school library, and observing the plants under magnifying glasses. Students will have an opportunity to draw, illustrate and photograph plants from the various regions of Latin America.

This hands-on method brings the academic areas of World Geography and Foreign Language together, which help students to connect direct uses of their academic subjects to real life issues.  
*Epiphytes, Lycophytes and Terrestrials: Plants of Latin America, cont.*

Goals and objectives:

- To introduce students to various plants which exist in Latin America.
- Students will understand the importance of preserving our environment.
- Students will understand the difference between an epiphyte, a lycophyte and a terrestrial plant of Latin America.
- Students will understand the diversity in ecosystems that exist in Latin America.
- Students will be able to identify different plants of Latin America.
- Students will compare the native plants in their town of Hopkinton to the various plants of Latin America.
- Students will understand more clearly the physical geography of Latin America.
- Students will use the target language to explore more information about these plants by use of the Internet.
- Students will understand the importance of Latin American plant products for use by consumers in the United States and around the world.

**Measurement:** Student understanding and identification of various plants and their locations on a map of Latin America. Successful completion of webquest, which will be completed during class using the Internet. Student projects, which include information gained by this unit.

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**Proposal Title:** Learning with Game Show Technology

**Applicant(s):** Christopher Eggemeier, Debra Caplan

**Grade(s)** 7<sup>th</sup> Grade

**Proposed funding:** \$964.00

**Description:**

The Classroom Challenger technology turns the review of any topic into an exciting game-show type competition. Students are actively involved in the learning process in a fun and engaging way. Students are grouped in teams of 3 students. Each team has a response module connected to a central control module to register responses.

This technology can be used for ANY middle school subject. Since the grade 7 staff also teaches Social Studies, the Classroom Challenger will be easily utilized across all subject areas. For those students who don't feel comfortable being on a team, there are positions as timekeeper and scorekeepers, which will keep them involved. This technology is innovative, creative and will make learning fun for both students and the teacher.



## *Learning with Game Show Technology, cont.,*

The objective is to present information in a fun and engaging format. Before a quiz or test, we currently use a "low tech" version of game show in our classrooms. The buzzer technology will make it easier to manage the games and allow teachers to simulate a real game show experience. Add a little background music and classrooms will look and feel like so much of kids watch on television. There are opportunities to have a "knowledge bee" which can combine subjects to optimize interdisciplinary learning. The technology will promote teamwork among students as well as enhance collaboration within the faculty.

### **Measurement:**

Students should perform better on tests and quizzes. Teachers and the HEF will know if this project has been successful because your children will come home from school and talk about how much fun they are having. Additionally, a survey will be conducted. Photographs will be posted on the Middle School web site and in Postscripts on line.

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## **High School**

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**Proposal Title:** Understanding Our Neighbors; Uniting the Americas  
**Applicant(s):** Lauren Polansky  
**Grade(s)** 9-11  
**Proposed funding:** \$3,600

### **Definition:**

This project will benefit every student who takes Spanish II (2,3), as well as students of Spanish III, approximately 200 freshmen and 75 sophomores and juniors, and can be used every year for years to come. Students will come to understand not only the causes so many Central Americans to come to the United States.

Creating this project means making Spanish come alive for students, and bringing the world to them in a way that only video and multi-media can do. We are in the midst of a generation of visual learners, and we have impressive facilities here that allow us to cater to them. Taking advantage of this, I hope to engage students in these comprehensive, tailor-made activities, which will make language-learning a fun, memorable experience.

To build on students' ability to follow a conversation in the target language, thus reinforcing their drive to communicate in the language.

To gain a new cultural awareness and confidence, making students more worldly citizens.

To view and analyze presented material to the point where Spanish becomes more than just a school subject.

To recognize Spanish as a tool to open doors in their community and in the job market of the future.

To acknowledge a variety of accents and intonations, leading students to become familiar with key elements of linguistics.



**Measurement:** Measuring the success of this project entails a three-step process. This will take place during the school year, in the following ways:

Colleagues who use the new program with their students will be provided a written evaluation form. Students will be asked to complete a survey requesting feedback on the new approach to cultural learning.

Bookmarks will be embedded in a Word program. This involves students answering cultural questions electronically throughout the lesson in order to proceed with the presentation. The benefit is that it provides the chance to immediately gauge student

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**Proposal Title:** WHPS Radio Station  
**Applicant(s):** Michael G. McFarland and James Chandless  
**Grade(s)** 10-12 – benefits entire community  
**Proposed funding:** \$14,000

**Description:**

During the 2004-2005 school year, the Hopkinton High School Business Technology Department will undergo significant change. Driving this change is the department's newly adopted mission statement.

Our plan is to introduce a technology capstone course called WHPS. We seek your support in order to help us realize this exciting objective. Students electing WPHS would be charged with the day-to-day operation of a Hopkinton High School Radio Station. This new offering at Hopkinton High School is designed to provide students an opportunity to apply all they've learned to date in the technology curriculum through the operation of a live radio station. In addition, this new and active program will provide a live, student run news and entertainment source to the high school and local community.

This radio station will provide a real-world environment in which students can explore their creativity and cross-curricular skills, and enhance their sense of community by working towards common goals and objectives – all while gaining experience in an active business setting.

The ultimate goal of this project is to provide access to a multi-faceted business experience for students in which they may apply the knowledge and skills they've learned to the solution of real-life problems. More specifically, we hope to:

Give students a better understanding of the need for teamwork and skills across different curriculums.

Successfully raise funds to work towards a self-sufficient business entity.

Develop leadership skills among the "hired" staff

Provide a new and exciting resource for the community.

Involve all disciplines throughout Hopkinton High School

Impart new technical skills to students

Provide a method to increase student confidence in their abilities to communicate and work in groups.

Instill a complete sense of business responsibility including deadlines, financial duties, ethical activities, and business urgency.



At the end of this course students will be able to:

Develop a working business plan.

Effectively manage projects and problem solve.

Be familiar with all areas of a functioning radio station.

Participate in numerous areas of a functioning radio station.

Develop and improve writing skills for Public Service Announcements and group presentations to Management.

Understanding the components and functions of Mass Media.

**Measurement:**

At the conclusion of the course, students will be given the opportunity to comment on their WHPS experience. Utilizing student surveys, we plan to collect and summarize their perceptions of the educational strengths and weaknesses of the WHPS program. In addition, we will solicit specific suggestions for program improvement.

Teachers involved in the planning and implementation of the WHPS program will take the most active role in its evaluation. Throughout the year, they will meet to discuss and adjust the program to best meet the needs of participating students. At the close of the school year, a written summary of the WHPS experience will be submitted to school administrators for their review.

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**Proposal Title:** Autoclave Installation

**Applicant(s):** Bryan King

**Grade(s)** 9<sup>th</sup>-12<sup>th</sup>

**Proposed funding:** \$1,500

**Description:**

The installation of the Autoclave will bring the experiments to a new level and allow more volume of experiments. Over the past few years, the HEF has generously funded the Science Department with Grants to assist us in growing our scientific model collection, and increasing our capabilities to do higher thinking microbiological studies across all the grades.

This year, I was approached by a parent of a student who is in charge of the Genzyme Laboratory in Westboro. He wanted to donate to the school a number of items that would assist us even further in our quest to provide the best for all of our students. Complex microscopes, Biotechnological items, and machinery we could never afford, and instruments to run experiments were given to us in January.

Along with these items came an Autoclave. An autoclave is a piece of equipment which sterilization of instruments, and bacterial plates can occur safely and efficiently. Presently, the department uses a circa 1963 Pressure Cooker to do these tasks. This donated Autoclave is only ten years old. We have the location to put this device, and are looking for money to help pay for the proper installation of the device. The \$1500 would cover the electrical and venting requirement of the autoclave.

**Measurement:** A higher number of advanced experiments and more participation in science fair. I am comfortable that this backs up the request closer to our guidelines.

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