

FORT MILL ELEMENTARY SCHOOL  
**Kris Pratt, Laurie Machado, Wendy Hedge, Janeen Wilson**  
“Third Grade Family Math Night”

Third Grade Family Math Night invited all third grade students and their parents to participate in learning how to play a series of math games. This project reinforced and helped students retain the necessary math skills to be a successful math student both in the classroom and on state standardized testing. In addition, it promoted student self-confidence and allowed students to experience math through fun hands-on activities that can be shared with friends and family.

ORCHARD PARK ELEMENTARY SCHOOL  
**Lee Harris**  
“Extra! Extra! Read and Write All About It!”

As a writing workshop, Extra! Extra! Read and Write All About It!, allowed all Kindergartens to become authors. By using a ‘book-making’ approach, students engaged in the prewriting/brainstorming stage as they develop ideas for their book; developed a sense of story with a beginning, middle, and end; drew corresponding illustrations to depict their thoughts; utilized their knowledge of informational texts to create a story; revised and edited their writing and became published authors and illustrators.

RIVERVIEW ELEMENTARY SCHOOL  
**Jessy Belue**  
“Pairing Fiction and Non-Fiction”

By providing non-fiction books paired with fiction video storybooks, students read or listened to the electronic pages of a non-fiction book. After viewing or reading books together, students read book independently with the goal of increasing Developmental Reading Assessment scores. These fiction and non-fiction books boosted students’ engagement and comprehension skills.

SPRINGFIELD ELEMENTARY SCHOOL  
**Dorothy Myers and Sarah Sopko**  
“Shared Reading: A Building Block for Successful Reading”

By providing each student with their own copy of a book, students are able to locate the front and back cover, title page, and other parts of the book, making reading a hands-on experience. In addition, it allowed teachers more opportunity to model reading behavior that students can transfer into their independent reading and other content areas.

SPRINGFIELD MIDDLE SCHOOL  
**Melissa Stevens, Deanna Koverman, Michael Ritch**  
“Comparative Animal Dissection”

By providing three comparative dissection kits, every sixth grade science student participated individually and in small groups, in comparing and contrasting vertebrates and invertebrates through dissecting, observing, recording data, and making inferences.

FORT MILL HIGH SCHOOL

**Lynn Redmon**

“Rewards for Readers”

By utilizing a research-based reading program, REWARDS, students received 20 intense, 50-minute lessons focusing on decoding strategies to words in isolation, in sentences and in passages which increase fluency, the basic building block for reading comprehension. This program empowers students to become confident, successful readers for academic success and for life-long learning and pleasure.

NATION FORD HIGH SCHOOL

**Elizabeth Unsworth**

“Trail and Tree Labeling”

To provide an innovative way to teach Taxonomy in the biology classroom, labels for 50 trees on a one-mile trail were provided to enable students to step outside of the regular classroom and investigate the world outside. By comparing the characteristics of known, labeled trees with those of ‘mystery’ trees, students made connections between different families and species of trees.