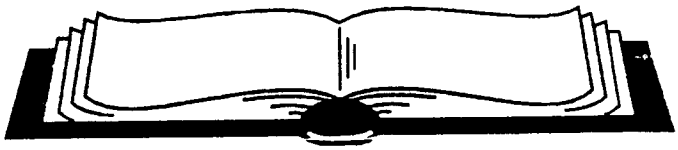
Code # 454
(for office use only)

NEW JERSEY

1999-2000
Guidelines and
Application



BEST PRACTICES

Deadline for Application to County Office:
NOVEMBER 22, 1999

Category Language Arts Literacy (Application is limited to one category. See page 3 for details.)
Practice Name The Jolly Postman
Number of Schools with Practice 1 (If more than one school or district, read and complete information on page 2.)

County	Morris
District (Proper Name)	Kinnelon Public Schools School District
District Address	street/p. o. box 109 Kiel Avenue city Kinnelon, New Jersey 07405 zip code
District Telephone	(973) 838-1418 Fax (973) 838-5527 Email mcguire@kinnelon.org
Chief School Administrator	Lois McGuire, Ed.D., Superintendent
Nominated School #1 (Proper Name)	
School Address	Kiel School street/p. o. box 115 Kiel Avenue city Kinnelon, New Jersey zip code 07405
School Telephone	(973) 838-0611 Fax (973)838-6338 Email hart@kinnelon.org
School Principal	Mrs. Pat Hart
Program Developer(s)	Marion Brozena and Kiel Second Grade Teachers
Chief School Administrator's or Charter School Lead Person's Signature	Lois McGuire

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ✓ Yes ___ No County Superintendent's Signature _____

NEW JERSEY STATE DEPARTMENT OF EDUCATION

454

NEW JERSEY'S BEST PRACTICES 1999-2000 APPLICATION

Application Requirements:

- RESPONSES to the information and the statements below must be ANONYMOUS. No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements. Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be keyboarded on 8 ½" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used. (This sentence is in ten-point.)
- KEYBOARDED RESPONSES to the statements below must be no more than a total of three pages. Keyboard the statement followed by the response. Format your response to the number of lines specified.
- The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.

The following data is required to assist the panelists in the evaluation of the application:

Type of School	Grade Levels
X Elementary School	2
___ Middle School	
___ Junior High School	
___ High School	
___ Other:	

Practice Name The Jolly Postman

Number of Schools with Practice 1

Number of Districts with Practice

Check the ONE CATEGORY into which the practice best fits.

___ Arts (Visual and Performing Arts)	___ Educational Technology	___ Safe Learning Environment
___ Assessment/Evaluation	___ Health and Physical Education	___ School-to-Careers/Workplace Readiness
___ Bilingual Education and Diversity	X Language Arts Literacy	___ Science
___ Citizenship/Character Education	___ Mathematics	___ Social Studies
___ Early Childhood Education Programs	___ Professional Development	___ Special Education
___ Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	___ Public Engagement (family involvement and partnerships with business, community and/or higher education)	___ World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at http://www.state.nj.us/education.

The Postman Best Practice: A Second Grade Literature-Based Writing Program

Second grade classes in our school take part in our Postman Project, which grows out of a thematic unit in our reading program entitled "You've Got the Write Idea." First, we read a story titled "Dear Daddy" by Philippe Dupasquier. Children follow the exchange of letters between father and daughter, which provides motivation for student letter writing.

We develop this interest further by sharing literature about the Tooth Fairy, including

- The Real Tooth Fairy by Marilyn Kaye,
- Arthur Trucks the Tooth Fairy by Marc Brown,
- A Quarter from the Tooth Fairy by Caren Holtzman, and
- Franklin and the Tooth Fairy by Paulette Bourgeois.

Then the class composes a class letter to the tooth fairy, with each child contributing a sentence as the teacher writes or keyboards this sentence for display in the classroom.

Next, children work with partners using a draft letter form to help them duplicate the correct structure for a letter. Each student creates, revises, and edits his/her own tooth fairy letter with help from a partner and from the teacher. Finally, students rewrite their own letters on "fancy" stationery.

The teacher next reads The Jolly Postman by Janet and Allen Ahlberg, sharing the book's collection of letters. Teacher and students discuss different forms of correspondence along with the form of an envelope. Students bring in and share addressed envelopes addressed to them and their family members and note the ways envelopes are addressed. Children work with partners to create envelopes for their Tooth Fairy letters.

Teachers continue to share other correspondence books throughout this process, including

- Toot and Puddle by Holly Hobbie,
- Felix books by Annette Langan and Constanza Droop,
- Kate on the Coast by Pat Brisson,
- Jolly Postman books by Janet and Allan Ahlbergh,
- Nettie's Trip South by Ann Turner,
- Postcards from Pluto by Loreen Leedy,
- Mystery of the Lost Letter by Olive Blake, and
- Don't Forget to Write by Matina Selway.

Two books that help children recognize how letters get to their destinations are Mailing May by Michael Tunnell and The Post Office Book, Mail and How It Moves by Gail Gibbons.

The teacher reads The Long, Long Letter by Elizabeth Spur. The class reviews sentence form, and each child selects a character to write a long, long letter, enclosed in an appropriately addressed envelope. Students repeat the writing process begun with the Tooth Fairy letters. They also write invitations, postcards, and sales flyers.

When all letters are completed, teachers and aides mount them in individual spiral-bound books, with poems by Pamela Kucks as introductions. Then students select appropriate titles for their books from lists they have brainstormed, and they design covers, which teachers and aides laminate and add to the book.As closure, each child has time in the "author chair" to read his/ her own book to the class.

Objectives of this Postman Best Practice include

- Sharing literature containing written exchanges of messages;
- Developing awareness of the importance of written communication;
- Utilizing proper friendly letter and envelope formats;
- Creating a personal collection of a variety of messages using declarative, interrogatory, and imperative sentences; and
- Publishing a book of correspondence.

Does this Best Practice address Language Arts Standards and meet educational needs of students?

The Postman Best Practice connects all Language Arts Standards (3.1-3.5), connecting literature with discussion, writing, sentence structure and mechanics, listening, presenting, and viewing. The seventeen books of literature build an appreciation for letter writing and keep students motivated. The Project includes many mini-lessons on such real-world items as sentence writing, writing mechanics, letter form, addressing an envelope, editing techniques, and revising techniques. All are introduced as needed.

Additionally, The Postman Project encourages Visual and Performing Arts Standards of using arts elements to produce artistic products (1.3), as students prepare artistic covers for their books. It also encourages knowledge of critique (1.4): of what is good to write about, what to include, and whom to address their writing.

Finally, Cross-Content Workplace Standards are present. Students must use critical thinking, decision-making, and problem-solving skills (Workplace Standard 3) in writing, revising, and selecting people to write. They must exhibit self-management (Workplace Standard 4) skills as they listen, write, edit, create, construct, and share their work.

What assessments have been used to evaluate this Best Practice?

This Postman Project lends itself to several measurements for success. Assessments are made for student engagement, discussion, writing, compiling, and presenting. Performance assessment is ongoing, with assessment for the first letter draft, the revision, the editing, and the finished copies of each page of correspondence. Each child has a folder of all writing and revisions to refer to and update as he/ she acquires new skills. The finished book that each child reads to classmates produces smiles, esteem-building, and a respect for communication that makes the Postman Best Practice worthwhile.