

IDENTITIES



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IDENTITY DEVELOPMENT

1.  Logo 1: The word "iNDiGo" in a blue, sans-serif font with a registered trademark symbol. The "i" is lowercase and blue, "NDi" is uppercase and blue, and "Go" is lowercase and blue. Below it, "creative productions" is written in a smaller, lowercase, blue sans-serif font.
2.  Logo 2: The word "indigo" in a blue, lowercase, cursive script font. Below it, "INDIGO CREATIVE PRODUCTIONS" is written in a blue, uppercase, sans-serif font.
3.  Logo 3: The word "InDiGo" in a blue, serif font. The "i" is lowercase and blue, "NDi" is uppercase and blue, and "Go" is lowercase and blue. Below it, "CREATIVE PRODUCTIONS" is written in a smaller, uppercase, blue sans-serif font.
4.  Logo 4: The word "INDIGO" in a blue, uppercase, sans-serif font. Below it, "creative" is written in a smaller, lowercase, blue sans-serif font. Below "creative", "PRODUCTIONS" is written in a blue, uppercase, sans-serif font.
5.  Logo 5: The word "indigo" in a blue, lowercase, sans-serif font. Above the "o" is a green circular graphic with an arrow pointing right. Below it, "creative productions" is written in a smaller, lowercase, blue sans-serif font.
6.  Logo 6: The word "Indigo" in a blue, uppercase, cursive script font. Below it, "CREATIVE PRODUCTIONS" is written in a smaller, uppercase, blue sans-serif font.
7.  Logo 7: The word "Indigo" in a blue, uppercase, sans-serif font, centered within a blue circular graphic with a white border. Below it, "CREATIVE PRODUCTIONS" is written in a smaller, uppercase, blue sans-serif font.
8.  Logo 8: The word "indigo" in a blue, lowercase, sans-serif font. The "o" is replaced by a green star with an arrow pointing right. Below it, "creative productions" is written in a smaller, lowercase, blue sans-serif font.
9.  Logo 9: The word "indigo!" in a blue, lowercase, sans-serif font. The "i" and "o" are replaced by green stars. Below it, "creative productions" is written in a smaller, lowercase, blue sans-serif font.
10.  Logo 10: The word "INDIGO" in a blue, uppercase, sans-serif font. Below it, "creativePRODUCTIONS" is written in a smaller, lowercase, blue sans-serif font.

1.  1. **TyHex**

2.  2. **TyHex**

3.  3. **TyHex**

4.  4. **TyHex**

5.  5. **TyHex**

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PEOPLE

David A. Edwards
Co-Founder and Director

David is: Professor of the Practice of Biomedical Engineering at the Harvard School of Engineering and Applied Sciences; an inventor; a literary and scientific author; a founder of commercial and nonprofit technology ventures as well as arts and cultural organizations internationally; and a perpetual crosser of cultures and time zones.

Paul B. Bottino
Co-Founder and Director

Paul is: Co-founder and Executive Director of the Technology and Entrepreneurship Center at Harvard; a designer of innovation curricula; a startup adviser and idea mentor; a social and commercial entrepreneur; a lawyer; a concept explorer and proponent of communication as the root of innovation.

Brian Pulliam
Managing Fellow

Brian is: a PhD. candidate in bioengineering; senior teaching fellow of ES 147; co-founder of a cleantech startup; and an intrepid investigator of the idea realization process.

GOAL

Increase the creative and innovative capacity of the ITL network and each of its members

ITL is eligible to receive tax-deductible philanthropic contributions from individuals, corporations and government agencies. Contact us to see how we can work with you or your organization to create mutual value.

ITL is grateful to the Heller Family Foundation for its vanguard support.

CONTACT

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Cambridge, MA 02138



new photo- to come

A creativity and

THE IDEA TRANSLATION LAB (ITL)

The Idea Translation Lab (ITL) is an environment for creativity, discovery and innovation in active collaboration across boundaries. Idea translation is how we move from concept to reality, from creativity to innovation. ITL educates through experimental collaborative projects that enable creative synthesis and value creation across traditional domains, where value can range from technology commercialization to novel art forms to public service. A conceptual age paradox is that knowledge is the primary means of value creation and must flow and combine, yet is produced and often remains in a bounded state. The organizational forms and practices that will enable the full potential of the conceptual age do not yet exist. They are emerging but unclear. How do we organize for synthesis rather than reduction and for globalization rather than ethnocentrism? How do we practice collaboration amidst specialization? ITL helps create and discover these new forms through experimentation with the creative process itself. ITL organizes a network whose members practice experiential idea generation and development education. Student ideas are at the center of this education, which is designed to complement their formal curriculum. Students pursue their ideas with the help of ITL mentors and collaborators to add meaning to bodies of explicit knowledge, to probe implicit knowledge in the communities of practice they find in their pursuit, and to gain idea translation process acumen. The ITL network is the laboratory, students are the principal investigators and their ideas are the experiments.



COURSES

Engineering Sciences 147 **Idea Translation: Effecting Change through the Arts and Sciences**

Engineering Sciences 139/239 **Innovation in Science and Engineering**

Flagship Program

Artsience: projects designed at the interfaces of art and science to reveal the creative process and to catalyze innovation by transcending intellectual, social and cultural boundaries. Artsience collaborators fuse intuition and deduction, interpretation and analysis, imagination and implementation to see things differently and make things real.

Workshops

<ul style="list-style-type: none"> Collaboration and Teamwork Change Perception and Problem Finding Opportunity Recognition Creative Problem Solving Stakeholder and Value Chain Analysis Communication and Presentation 	<ul style="list-style-type: none"> Narrative Marketing Business and Social Enterprise Planning Finance Sourcing and Modeling Cultural Awareness Technology Scanning Negotiation and Networking
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ITL is part of the Harvard School of Engineering and Applied Sciences and reaches out across the arts and sciences and across campuses, countries and continents to connect collaborators for creative experimentation and problem-solving. Harvard students enter ITL and become eligible for its services and resources either by enrolling in its title course, ES 147: Idea Translation, or in an affiliated project course (ES 139/239: Innovation in Science and Engineering, ES 100 Design Projects) or through participation in a certified ITL extracurricular program. ITL also invites students through peer institutions to collaborate in the ITL network.

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EBCL/CRL – Brussels South Charleroi Airport
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FAX: 32.71.251.129
VHF: 131.55 MHz

France:

LFPB/LBG – Le Bourget International Airport – Terminal One
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FAX: +33.1.49.92.505
ARINC: 131.55

LFPB/LBG – Le Bourget International Airport – Terminal Two
+33.1.41.69.1000
FAX: +33.1.41.69.1010
ARINC: 131.425

LFTH/TLN – Toussain Hyeres Airport
+33.4.94.38.2000
FAX: +33.4.94.12.9104
VHF: 131.910 MHz

Greece:

LGAV/ATH – Athens International Airport
+30.210.3533717
FAX: +30.210.3532407
VHF: 131.60 MHz

LGIR/HER – Heraklion International Airport
+30.2810.342056
FAX: +30.2810.283163
VHF: N/A

Ireland:

EIDW/DUB – Dublin Airport
353.1.844.6144
FAX: 353.1.844.6147
VHF: 131.900 MHz

EINN/SHN – Shannon Int'l Airport
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FAX: +353.614.75222
ARINC: 131.675

South Africa:

FACT/CTP – Cape Town International Airport
+27.21.934.0350
FAX: +27.21.934.3000
VHF: 130.65 MHz

United Kingdom:

EGPD/ABZ – Aberdeen Business Aviation Centre
44.1224.723636
FAX: 44.1224.725458
VHF: 122.35 MHz

EGBB/BHX – Birmingham International Airport
44.121.782.1899
FAX: 122.35 MHz

EGHH/BOH – Bournemouth International Airport
44.1202.364.373
FAX: 44.1202.364.374
VHF: 122.35 MHz

EGFP/CWL – Cardiff International Airport
44.1446.712627
FAX: 44.1446.712645
VHF: 122.35 MHz

EGPH/EDI – Edinburgh Airport
44.131.317.7447
FAX: 44.131.317.7484
VHF: 122.35 MHz

EGNX/EMA – East Midlands Airport
44.1332.811179
FAX: 44.1332.811139
VHF: 122.35 MHz

EGPF/GLA – Glasgow Airport
44.141.887.8340
FAX: 44.141.887.9099
VHF: 122.35 MHz

EGPE/INV – Inverness Airport
44.1667.461122
FAX: 44.1667.461133
VHF: 122.35 MHz

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FAX: +44.0208.562.9727
VHF: 123.65

EGGW/TIN – London Luton Airport
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FAX: +44.1582.455453
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FAX: 617.561.2595
ARINC: 130.25
BWI – Baltimore/Washington International Airport
410.859.8393
FAX: 410.850.9042
ARINC: 129.0
CRP – Corpus Christi International Airport
361.289.0585
FAX: 361.289.0417
ARINC: 130.875
DAL – Dallas Love Field (north side of field)
214.956.1000
FAX: 214.956.1791
ARINC: 130.4
(south side of field)
214.353.7000
FAX: 214.353.2498
ARINC: 130.75

973.824.1520
ARINC: 130.85
FLL – Fort Lauderdale International Airport
954.359.0000
FAX: 954.359.2765
ARINC: 129.72
HPN – Westchester County Airport
914.682.7770
FAX: 914.682.7774
ARINC: 132.0
HSV – Huntsville International Airport
256.772.9341
FAX: 256.772.9415
ARINC: 129.0
IAD – Washington Dulles International Airport
703.572.0000
FAX: 703.572.0011
ARINC: 131.87
IND – Indianapolis International Airport
317.248.4900
FAX: 317.248.4924
ARINC: 129.72
JAX – Jacksonville International Airport
904.741.2201
FAX: 904.741.2250
ARINC: 132.0

805.926.6344
FAX: 305.871.1696
ARINC: 131.6
MKE – General Mitchell International Airport
414.747.5100
FAX: 414.747.4588
ARINC: 131.0
MMU – Morristown Municipal Airport
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FAX: 973.292.2331
ARINC: 129.6
MSP – Minneapolis/St. Paul International Airport
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FAX: 612.726.5032
ARINC: 128.95
MSY – Louis Armstrong New Orleans International Airport
504.468.7722
FAX: 504.468.9928
ARINC: 130.600
ORD – O'Hare International Airport
773.686.7000
FAX: 773.686.7019
ARINC: 128.92
ORX – Oxnard Airport
805.382.9333
FAX: 805.382.9777
UNICOM: 122.95

847.537.2738
ARINC: 129.950
SAV – Savannah International Airport
912.964.1557
FAX: 912.964.7321
ARINC: 130.375
SBA – Santa Barbara Municipal Airport
805.967.5608
FAX: 805.967.5781
UNICOM: 123.3
SFO – San Francisco International Airport
650.877.6800
FAX: 450.877.8043
ARINC: 128.92
SNA – John Wayne/Orange County Airport
949.263.5800
FAX: 949.263.5809
ARINC: 131.5
STL – Lambert-Saint Louis International Airport
314.731.7111
FAX: 314.731.1915
ARINC: 131.35
TEB – Teterboro Airport
201.288.1880
FAX: 201.288.7972
ARINC: 130.15

SBMT – Aeropuerto Campo de Marte
55.11.6221.3030
FAX: 55.11.6221.3234
RIO DE JANEIRO
SBRJ – Aeroporto Santos Dumont
55.21.2517.7443
FAX: 55.21.2517.7441
SBGL – Aeroporto Internacional Ministro Tom Jobim
55.21.7834.8103
FAX: 55.21.3398.3344
SBR – Aeroporto de Jacarepaguá
55.21.2432.7110
FAX: 55.21.2432.7128
BELO HORIZONTE
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55.31.3490.4702/4701
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55.61.365.1614
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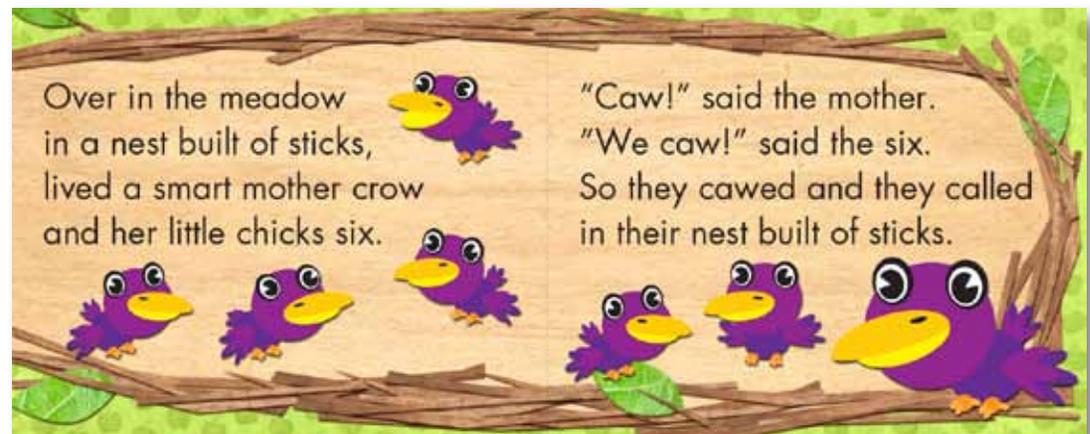
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Sodium	60mg	3%
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Sugars	5g	**
Vitamin C	1,000mg	190%
Vitamin B1 (as Thiamine HCl)	0.38mg	20%
Vitamin B2 (as Riboflavin)	0.43mg	20%
Vitamin B3 (as Special Niacin Complex)	5mg	20%
Vitamin B6 (as Pyridoxine HCl)	10mg	200%
Folic Acid	19.5mcg	3%
Vitamin B12 (as Cyanocobalamin)	25mcg	418%
Pantothenic Acid (as Calcium Pantothenate)	2.0mg	20%
Potassium	200mg	6%
Magnesium	60mg	15%
Calcium	50mg	5%
Zinc	2mg	13%
Manganese	1mg	50%
Chromium	10mcg	8%
Alpha-Lipoic Acid	1mg	**

*Percent Daily Values are based on a 2,000 calorie diet.
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CHAPTER 1

What Is Money?

Introduce the History of Money, Coins, and Coin Values



Overview

A first step in helping children be financially and mathematically savvy is to build their understanding of what exactly is money. From identifying and handling money to learning the history of it, the explorations in these lessons get students thinking, drawing, writing, and talking about those shiny coins in their parents' pockets.

Lesson 1.1 features children's voices responding to and exploring key questions such as "Why do we need money?" and "How do we get money?" (The idea of bartering is introduced and will be revisited in Chapter 4.)

Lessons 1.2 and 1.3 give students a unique opportunity (magnifying glass in hand!) to learn more about what's on a coin.

Mathematically, students are asked to count money starting with **Lesson 1.4** "A Penny a Day."

In **Lessons 1.4 through 1.6** students have opportunities to identify and count coins, trade coins, and find equivalent collections of coins. A wide array of literature—from *Cat in the Hat's One Cent, Two Cents, Old Cent, New Cent* to *Money Madness*—provides factual information about money and coins in visually engaging, entertaining formats.

The Lessons

1.1 What Is Money? <i>An economics lesson for young learners</i>	00
1.2 Beginning to Identify Coins <i>Coin identification practice for young learners</i>	00
1.3 The Matching Game <i>Coin identification practice for young learners</i>	00
1.4 A Penny a Day <i>An introduction to coin values for young learners</i>	00
1.5 A Number a Day <i>A routine for young learners who can count money</i>	00
1.6 Race to a Quarter <i>Trading coins practice for young learners</i>	00

Formative Assessment 23

Literature Used in This Chapter

- One Cent, Two Cents, Old Cent, New Cent* by Bonnie Worth
- The Story of Money* by Betsy Maestro
- Money Matters* series (*Dimes, Dollars, Nickels, Pennies, Quarters*) by Mary Hill
- The Coin Counting Book* by Rozanne Lanczak Williams
- Money Madness* by David A. Adler
- Smart About Money* by Jon Anderson

Additional Ideas for Parents

IMAGE TK *Helping your child be financially savvy with coin recognition* XX
Letter to Parents *This letter will likely have a description line (forthcoming).* XX
 (The letter will be coming in the appendix)

and you know something funny? We're about to have fun learning all about money!

—*One Cent, Two Cents, Old Cent, New Cent*

From the ancient practice of bartering to printing coins to banking. Students read the popular *Cat in the Hat* book, *One Cent, Two Cent, Old Cent, New Cent* (alternatively, second-graders may read *The Story of Money*)—both visually engaging and entertaining introductions to the world of money. Extensions offer additional reading selections—whether it be imagining a world without money in *Money Madness* or learning how Bill turns a class assignment into a monetary venture in *Smart About Money*.

Economics Goals

- Students will show:
- ▶ understanding of the Concept of Money by:
 - recognizing various forms of U.S. currency
 - ▶ understanding of the Concept of Goods and Services by:
 - explaining the difference in purchasing and bartering for goods and services

Time
1 class period

Materials

paper for drawing and writing
pencils

Literature Connections

- *One Cent, Two Cents, Old Cent, New Cent* by Bonnie Worth
- *The Story of Money* by Betsy Maestro
- *Smart About Money* by Jon Anderson
- *Money Madness* by David A. Adler

Teaching Directions

Part 1: Introducing the Lesson

1. Gather students in the whole group area of your classroom. Before you start reading, ask the key question, "What is money?" Give students time to think and then share what they know about money.
2. After students have finished telling what they think money is, ask them, "Why do we need money?" Again, give students time to tell what they think about our needs for money.
3. Finally, explain that you are going to ask one more question but you want students to respond in writing. Give each student paper. When students understand the assignment, ask them the question: "How do we get money?"
4. When students have completed writing and drawing, ask them to share their work in a whole-group setting. Ask nonwriters to explain their drawings. Make notes on the back of drawings to explain what each child said. See the following examples of student responses.

Part 2: Introducing the Lesson

5. After the above money discussion, read the popular *Cat in the Hat* children's book, *One Cent, Two Cents, Old Cent, New Cent* aloud to your class. Second-grade teachers might want to use Betsy Maestro's *The Story of Money*. Both children's picture books give a fascinating introduction to the study of money and its history, beginning with the ancient practice of bartering.
6. As you are reading, allow time for students to respond to illustrations or information given. Pause after reading about bartering. Ask students if they have ever traded lunch or snacks with another student. Allow a few students to talk about trading. Explain that bartering is trading. Help students make connections between bartering and the invention of money.

Extensions

Read *Money Madness* by David A. Adler, in which the reader first imagines a world without money then navigates the history of money

Key Questions

What is money?
Why do we need money?
How do we get money?

Teaching Insight: Differentiating the Writing Task

If your students are at an age to write, then ask them to write the answer to the question. If your students are prewriters, ask them to draw a picture to show the answer. First graders may be able to draw a picture and write a little to explain their drawings.

Teaching Insight: Students' Responses

Collect and sort students' papers so you will know how many students believe money grows on trees or is unlimited from parents and how many know money is paid for goods or services. It may be interesting to notice where student's money comes from. You might have responses like tooth fairies and grandma's. Some students might indicate they get allowances.

Teaching Insight: Picture Books

When reading picture books in whole-group settings, consider using a document camera or some form of technology that will project the illustrations for the whole class to more easily see.



Chapter

11

Sandwiches, Appetizers, & Hors d'Oeuvres

11.1 Sandwiches

11.2 Appetizers & Hors d'Oeuvres

11.1

Sandwiches

READING PREVIEW

Key Concepts

- Understanding basic sandwich elements
- Understanding the mise en place for sandwich making
- Understanding the types of cold sandwiches
- Understanding the types of hot sandwiches

Vocabulary

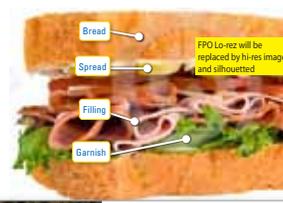
- closed sandwich
- club sandwich
- cubano
- finger sandwich
- foccacia
- grilled sandwich
- hero sandwich
- Kaiser roll
- open-faced sandwich
- panini
- pita bread
- pressed sandwich
- pullman loaf
- tea sandwich
- tortilla
- wrap

Basic Sandwich Elements

Sandwiches have become so popular you can find them on lunch, dinner, and even breakfast menus. You can find them everywhere from diners to fast food restaurants to fancy restaurants. Basically, the incredibly popular sandwich is a combination of four simple elements:

- Bread
- Spread
- Filling
- Garnish

These elements are the building blocks chefs use to create both classic sandwiches and new sandwich variations. The choice of ingredients determines if the sandwich is



Spices

Allspice

Small brown berries that are ground for use as a spice. Allspice lives up to its name. It has a flavor and aroma that is a mixture of cinnamon, clove, nutmeg, ginger, and pepper. Allspice is typically available cracked or ground. Also known as Jamaican pepper, allspice is typically used in spicy, fragrant Jamaican jerked chicken.



Caraway Seeds

A member of the parsley family, the caraway plant is actually an herb. However, the plant is best known as the source for caraway seeds. These small crescent-shaped seeds have a nutty, peppery, licorice taste. They are widely used in baked goods and



Fennel

With its feathery foliage, fennel looks like dill. It has a pronounced licorice flavor and is used fresh or dried. The oval seeds are used in Italian and Central European cuisines for baked goods and savory dishes. Fennel seeds are usually sold as whole seeds.



Ginger

Ginger is a tall tropical plant, but only the grarled root is used as a spice. Ginger root must be peeled to be used. Fresh ginger has a distinctive peppery, sweet flavor with hints of lemon and rosemary and a strong, spicy aroma. Powdered or ground ginger is made by drying fresh ginger root and then pulverizing it. Ginger is used in Asian and Indian cuisines for both sweet and savory dishes.

Cinnamon

Cinnamon is the inner bark of a small evergreen tree that originally came from India and other eastern countries. It has a sweet flavor and aroma. It is sold ground or in rolled-up sticks. It is used in a number of desserts. It is also an important flavoring in many savory dishes.



Cardamom

These long, light green or brown pods contain a seed that has a pungent, musty, lemony flavor. Cardamom (CARD-uh-mom) is available in whole pods or ground. It is used widely used in Indian dishes.



Cloves

Cloves (CLOVS) are the unopened bud of a tropical evergreen tree. Individual cloves are brown and are shaped like nails (which is why the Romans gave them the name "clavus," the Latin word for nail). Cloves are extremely aromatic, with a sweet, astringent flavor. Like cinnamon, cloves are considered a sweet spice. Cloves are sold whole or ground.



Cumin

Cumin (COO-min) is the crescent-shaped seed of a plant in the parsley family. It has a strong, distinctive earthy flavor and aroma that is often associated with Mexican cooking. Cumin is available whole or ground and is also used in Middle Eastern and Indian dishes.



Mustard

Mustard is a member of the cabbage family, and its leaves are eaten as a vegetable. However, its seeds have an earthy hot flavor and a pungent smell. There are yellow, red, and black varieties of mustard seeds. Each has a distinctive taste. Mustard is sold as whole seeds or as a powder. The whole seeds are used in Indian cuisine.



Nutmeg and Mace

The seed of the nutmeg tree, nutmeg is oval and has a smooth texture. Mace is the lacy coating that surrounds the seed. Both have a sweet flavor and are highly fragrant. Nutmeg tastes best when it is freshly ground, using a special grater. Both nutmeg and mace are available ground as well. They are used in both sweet and savory dishes.



Peppercoms

Peppercoms are the berry of the pepper vine, which originally came from India and Indonesia. Small amounts are used as seasoning, along with salt. Larger amounts can be used to flavor a dish. Besides black and white peppercoms, which were discussed in the previous section of this book, there are also green and pink peppercoms. Green peppercoms are unspiced peppercoms that are pickled or freeze-dried. They have a soft texture and a sour taste. Pink peppercoms, which are available dried or pickled, are actually not peppercoms. They are the dried berries of a South American rose, and have a bitter, piney flavor.



CHAPTER 1

Becoming a Reflective Practitioner

By Beatrice S. Fennimore
Indiana University of Pennsylvania



“Possibly no goal of education is more important—or more neglected—than self-understanding.... We need to ask not only what we believe but why we believe it. Similarly, we need to ask, What do I feel? Why? What am I doing? Why? And even, what am I saying and, again, why?”
Nel Noddings, 2006, p. 10

Meet the TEACHERS

DARLENE has been a toddler caregiver for 7 years. She arrives at a Saturday workshop wearing a sweat-shirt that shows a cartoon face shouting the word, “Mine!” If you spent the day with Darlene’s toddler group, you would see that, much of the time, she is seated on the floor interacting with the six toddlers for whom she is responsible. Darlene explains her perspective this way: “Toddlers need, first and foremost, to learn social skills. At this age, disputes over toys are common, and a frustrated toddler tends to respond physically—hitting, crying, or biting—because the words aren’t there yet. I see my primary roles as caring deeply about them, teaching them to get along with one another, and meeting their basic needs. I know that parents trust me to do what is right for their little ones, and I take that trust very seriously.”

MS. THOMAS and her aide, Mrs. Grant, teach in a special public school prekindergarten program for children with low-income backgrounds. After children arrive, the day begins with a complete breakfast served in the school cafeteria. As they eat, the 4-year-olds engage in informal conversations with their teachers and peers. After cleanup, the children return to the classroom and gather on the carpet for a planning session. They review the day’s events and choose the centers that they will visit. Each day, one child is responsible for drawing a picture depicting an important classroom event and dictating a sentence about the picture. The picture and caption become part of a journal that chronicles the school year. Following center time the children meet in small groups to review their accomplishments. Some of their comments are, “I made a farm with a fence out of blocks,” “We put together a big dinosaur puzzle,” and “Kerri and Lakisha and me played house.”

MS. GOMI teaches first grade in a small, rural elementary school. Because she believes that the transition from kindergarten to first grade is an important one, she collaborates with the kindergarten teacher to create a “buddy system.” In the late spring, each kindergarten child is paired with a first grader buddy and has the opportunity to spend a day in first grade; that way, the children are familiar with the routines and expectations for the next year well before the start of school (Laverick, 2011, in press).

LEARNING Outcomes

- Become familiar with national standards and guidelines that address the knowledge, skills, and dispositions of effective early childhood educator¹ (NAEYC #5, INTASC #9, and ACEI #5b)
- Define reflective practice
- Understand their role as reflective practitioners
- Analyze the process of reflection
- Apply your knowledge of reflective practice

Compare

What are some commonalities that these three teachers share, even though they are working with children of various ages?

Contrast

How do these teachers think about teaching? How would you characterize the outlook of each one?

Connect

What aspect of these teachers’ experiences made the greatest impression on you, and what might you incorporate into your teaching?

children to move about safely, and tables clustered together where children do their work. Ms. Schutta’s classroom is full of plants and has displays of children’s work, comfortable and cozy areas, and a few aesthetically pleasing prints and posters on clean, painted walls. The daily schedule begins first thing in the morning with a large block of time (45 minutes) called “breathing out” time, during which children transition from home to school and have time to settle into the school routines (Wassermann, 2000). During “breathing out” time, Ms. Schutta observes from the sidelines and then works one-on-one with children who need specific instruction on a sideline and then works one-on-one with children who need specific instruction on

Figure 1.1 The Experiential Learning Cycle and Teacher Reflection



Sources: Kolb, A. and Kolb D. A. (2001) *Experiential Learning Theory Bibliography 1971-2001*. Boston, MA: McBer. Available: <http://mcber.org/group.com/products/learning/bibliography.htm>; Zull, J. (2006). Key aspects of how the brain learns. *New Directions for Adult & Continuing Education*, 110, 3-9.

There is also a 2-hour language arts block, during which children bring and debriefing time. During this time, the children choose from one of the centers in this class are a class library that contains colli-

Ms. Schutta’s second graders, Jon, a child with learning disabilities, has dif- fering. When the class was studying the life cycle of the pumpkin, Jon ing to Ms. Schutta, who wrote down his words time blocks to illus- trats, and used his love for baseball to develop his writing skills. demonstrating the physical and social aspects of her second grade ment make it high-quality. Educational researchers have identified guidelines for establishing such environments.

Learning Principles to Guide Your Role as a Reflective Practitioner of Learning

What often is raised, “What do I reflect on?” In this era of teacher reflection the focus of a teacher reflection generally falls into three categories: which refers to the learning standards, subject matter, and student learning of content;

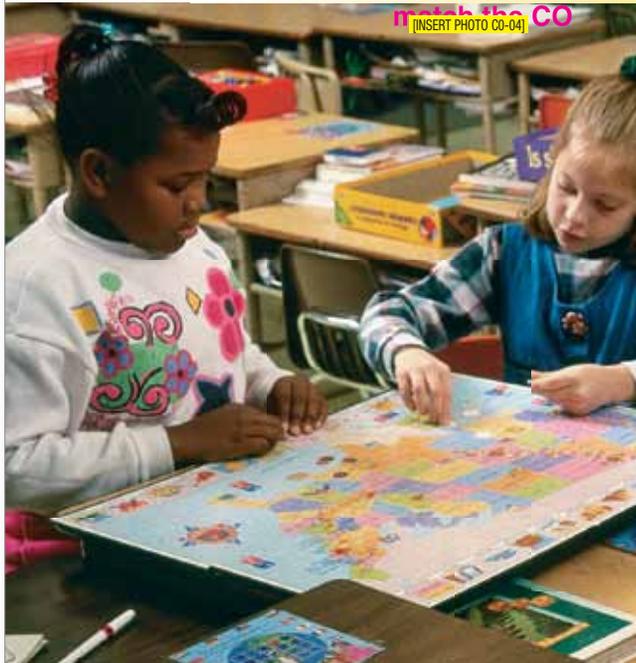
2. **teaching effectiveness**, which looks at how teachers integrate research-based practices into their work; and
3. **developmental**, which examines the learners’ needs and motivations and matches them to teaching strategies (Nagle, 2009).

Now read the following brief reflection written by a teacher as he viewed a video of his lesson.

Teacher’s Words	Teacher’s Thoughts
“Let’s look at these plants I brought today. What are some of the parts of plants that you know about?”	<i>Using real objects to introduce this lesson on plants has captured their attention.... Elisa seems very quiet today. Wow, it’s hot in here with these warm fall days and all of these windows.</i>
“Tell me and I’ll make a list. Cara says that she sees leaves. Cara, can you come up and point to some of the different kinds of leaves you see...?”	<i>Taylor and Jason are lying down. Should I say something or ignore it?</i>
“I want to see everyone sitting up. That way you can all see all of the plants.”	<i>I have to remember that Jaime’s mom is picking him up for a doctor’s appointment.</i>
“How about another part that is below the ground and that you can’t see unless you pull the plant out of the soil? Ritchie? Yes, roots. I’ll put that word up here on our list.”	<i>Maria really seems to be into the lesson today...When we have our student teaching seminar, I want to be sure to share the flannel board cutouts I got from a book to show the parts of a plant and how flowers grow.</i>

CHAPTER
Four

4



match the CO
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The Impact of Educational Theories on Educational Practice

During a typical micro-teaching session in a methods class, six prospective teachers had just finished presenting 20-minute lessons in their subject field using the instructional technique of their choice. What surprised the instructor was that no two students had used the same technique. Jim, a physical education major, had chosen demonstration as the major technique for his session on chipping in golf. Beth, an art major, had used the group project as the technique for her lesson on basic design, and Sam, a history major, had used lecture as the principal technique to teach about the Spanish-American War. During the class critique, all three students expressed how well prepared they felt they had been and how appropriate each of their instructional techniques had proven to be. The class concurred with their self-assessments. Then, in a surprise move, Beth turned to Sam and added, "You know, even though I felt that your lesson on the Spanish-American War was excellent and your mini-lecture held my attention, I would not feel comfortable giving a lecture to an art class."

"What do you mean?" asked Sam, flabbergasted at her comment.

"Just what I said, Sam," Beth replied. "Maybe it's the subject matter of art or maybe it's just me. It just doesn't fit with basic design!"

Do you agree with Beth? What is the relationship between the preferred method or instructional technique used by teachers and their philosophy of education?

Like Beth, many students enrolled in preprofessional teacher education programs do not recognize the relationship between the study of philosophy and educational practice. One explanation for this is that much of the subject matter of teacher education is taught in a fragmented fashion, with little or no connection to theory and practice. As a result, the student or novice teacher is unable to discern how educational concepts such as the purpose of schooling, nature of the learner, curriculum, instructional methods, classroom management, assessment, and the role of the teacher are associated with both educational philosophy and one's philosophy of life. For, as Hogan and Smith (2003) point out, "no teacher, beginner or experienced, is wholly innocent of theory, of having an underlying philosophy" (p. 177).

In this chapter, you will be introduced to several major educational theories or *applied philosophies* and their impact on educational practice. Based on these theories and their application to practice, you will be encouraged to formulate your own philosophy of education. Information regarding the impact of the major educational theories on the purpose of schooling, nature of the learner, curriculum, instructional methods, classroom management, assessment, and the role of the teacher will be presented.

Explore Teaching and Learning: Field Experiences

1. Visit a classroom, observe a lesson, review the teacher's lesson plan, and see if you can determine which of the six educational philosophies discussed in this chapter was used in the development of the lesson.
2. Review each of the major educational theories discussed in this chapter. Then interview the chair of the teacher education department or the associate dean for teacher education at your college or university to determine which, if any, of these educational theories is reflected in the teacher education program at your institution.

MyEducationLab

Go to Topic #: [insert topic name] in the MyEducationLab (www.myeducationlab.com) for Foundations of Education, where you can:

- Find learning outcomes for [insert topic name] along with the national standards that connect to these outcomes.
- Complete Assignments and Activities that can help you more deeply understand the chapter content (optional).
- Apply and practice your understanding of the core teaching skills identified in the chapter with the Building Teaching Skills and Dispositions learning units.

- Examine challenging situations and cases presented in the IRIS Center Resources (optional).
- Access video clips of CCSSO National Teachers of the Year award winners responding to the question, "Why Do I Teach?" in the Teacher Talk section. (optional)
- Check your comprehension on the content covered in the chapter with the Study Plan. Here you will be able to take a chapter quiz, receive feedback on your answers, and then access Review, Practice, and Enrichment activities to enhance your understanding of chapter content.
- Include any other book specific resources. (optional)

CHAPTER FOUR The Impact of Educational Theories on Educational Practice 95

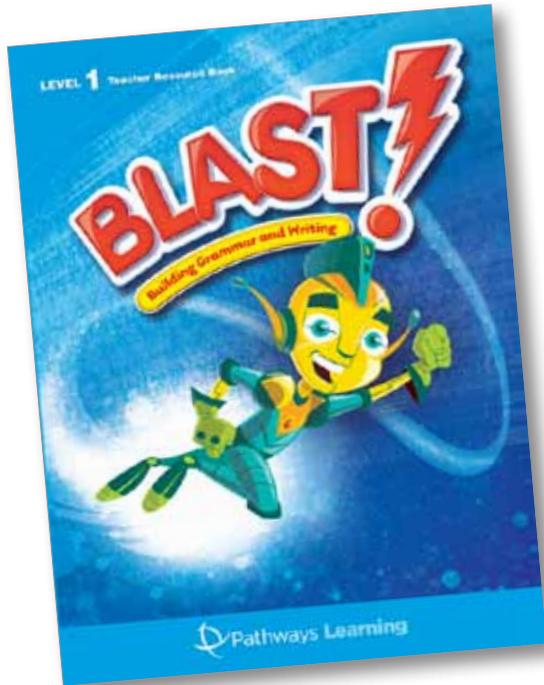
Table 7.3 — Public Elementary and Secondary School Revenues (1940–2007)

Federal	State	Local
Theorist	Educational Theories	Influence on Western Education
Aquinas (1225–1274)	Human beings possess both a spiritual and a physical nature. Man is a rational being. Faith and reason are complementary sources of truth.	Provided basis for Roman Catholic education.
Erasmus (1466–1536)	The liberally educated man is one educated in the seven liberal arts, steeped in the classics and in rhetoric. Systematic training of teachers is needed. Follower of Quintilian.	Advanced the need for the systematic training of teachers and a humanistic pedagogy. Promoted the importance politeness in education.
Locke (1632–1704)	Children enter the world with the mind like a blank slate (<i>tabula rasa</i>). The goal of education is to promote the development of reason and morality.	Provided support for the concept of the reasonable man and the ability necessary for the reasonable man to participate in the governing process.

Table 8.2 — Trends in NAEP Gap Scores in Reading and Mathematics

Subject, Race/Ethnicity, and Grade	1990	1992	1994	1996	1998	2000	2002	2003	2005	2007
Reading										
White-Black gap										
Grade 4	—	32	38	—	32	34	30	31	29	27
Grade 8	—	30	30	—	26	—	27	28	28	27
Grade 12	—	24	28	—	28	—	25	—	26	—
White-Hispanic gap										
Grade 4	—	27	35	—	32	35	28	28	26	26
Grade 8	—	26	24	—	27	—	26	27	25	25
Grade 12	—	18	23	—	22	—	19	—	27	—
Male-Female gap										
Grade 4	—	8	11	6	6	10	7	7	6	6
Grade 8	—	13	15	13	14	—	9	11	10	10
Grade 12	—	10	14	16	16	—	16	13	13	—
Mathematics										
White-Black gap										
Grade 4	32	35	—	34	—	33	—	27	26	26
Grade 8	33	40	—	41	—	40	—	35	34	32
Grade 12	20	26	—	27	—	31	—	28	30	—
White-Hispanic gap										
Grade 4	20	25	—	25	—	27	—	22	20	21
Grade 8	24	28	—	30	—	31	—	29	27	26
Grade 12	26	20	—	21	—	22	—	24	24	—
Male-Female gap										
Grade 4	1	3	2	4	—	3	—	3	2	2
Grade 8	1	1	2	3	—	2	—	4	2	2
Grade 12	3	4	4	5	—	4	—	3	2	—

Source: U.S. Department of Education, National Center for Education Statistics. (2008). The Condition of Education 2008. Washington, DC: U.S. Government Printing Office.



UNIT 4

Lesson 13 Action Verbs

1 Introduce

- An **action verb** shows what someone or something does.
- Some predicates contain an action verb.

John kicks the ball. The rabbit hops.

2 Learn Read each sentence. Circle the action verb.

- Billy drinks a soda.
- Rose plays soccer.
- I eat a sandwich.
- The girls jump high.
- Molly and Max fly a kite.
- Mom reads her book.
- A cat walks on the grass.
- We swim in the pool.

3 Practice Write an action verb to complete each sentence.

- Dad and I _____ in a taxi.
- Dad _____ the window.
- I _____ many things.
- People _____ fast.
- A man _____ down the sidewalk.
- A baby _____ a cookie.

4 Grammar Fun What action verb does each picture show? Write it in the crossword puzzle.

Down

-
-

Across

-
-

32 Lesson 13 • Action Verbs

Unit 4 • Verbs **33**

UNIT 6

Lesson 21 Action Verbs

1 Introduce

- The **verb** is the main word in the predicate.
- An **action verb** tells what the subject of the sentence does or did.

My mom **paints** really well. She **pointed** my room green.

2 Learn Circle the action verb in each sentence.

- Dolphins leap out of the ocean.
- Many fish swim in schools.
- Colorful snakes slither from place to place.
- My dog barks every morning at 6 o'clock.
- The turtle wades in the water to cool off.
- The children jumped over the flowers at the park.
- The crocodile snapped at the fish.
- The grandmother served ice cream to the children today.
- Max and Mr. Connor sing in the school talent show.
- David writes the answers to the questions on his paper.
- I jog in the park for exercise.
- You eat snacks when you are hungry.
- I chat with my friends every day.
- I returned two books to the library.

3 Practice Unscramble the words to write a sentence. Underline the action verb in the sentence. Capitalize each sentence and add the correct end punctuation.

- away boat the sailed far
- the soars sky bird in the
- car speeds the bicycle past the
- sidewalk grasshopper across the jumped the
- board on the writes teacher the

4 Grammar Fun Identify the action verb shown in each picture. Write it in the crossword puzzle.

Down

-
-

Across

-
-

52 Lesson 21 • Action Verbs

Unit 6 • Verbs **53**