



Examples of stories submitted.

Child's Name: Renee S.

Renee is a 10 year old in my class. This year we had a new student, J, who moved into the neighborhood. He is very shy and quiet. I did my best to include him in activities and introduce him to the other children. By mid-September, Renee seemed to have adopted him as her new friend. She began filling him in on classroom routines, rules and invited him to have lunch with her and her other friends. It wasn't long before J began to look to Renee for help. Here's a specific example: On the day when we had our first fire drill, as usual, the buzzer went off. Everyone was startled. As we all started preparing to leave the room, I saw J look for Renee and they quickly joined the others to file out of the room.

Child's Name: M

M is 9 years old and from the North Side of the city. I saw something amazing and exceptional in M as one of my 3rd graders. He loved math and he loved to talk, so I knew he would love to talk about math in our Math IQ program! During our interventions, he was a leader and loved to walk around the room escorting preschoolers from one station to the other while guiding them in each activity. Whether it was showing them how to play the shapes game on iPads, teaching them how to use scissors, or encouraging them to watch the video clips, he was able to win the preschoolers over and keep them engaged with his leadership ability. I specifically remember one of our interventions when M was helping one of our preschoolers, he was happy to teach them how to count and proudly said "I'm going to teach you like my mom taught me." Preschoolers were quite taken by M as he helped to build their confidence with such a caring and attentive attitude. I recently spoke with M and he was hopeful for the future of our preschooler's. He stated "I hope the kids remember what I taught them, like how to count and look for shapes every day!"

Child's Name: T

T is 11 years old. Her family moved to The United States from Africa when T was a baby. Education is very important to T and her family. T began attending Arsenal Elementary School as part of the Pre-K program. She is a dual language learner. She was chosen by her 3rd grade teacher to participate in the WQED Math iQ program.



T is a smart, kind, thoughtful, and shy girl. The Math iQ program gave T some clear cut strategies of how to speak to other students through the mentor aspect of the program. T became comfortable mentoring these younger students. We were amazed at how quickly T opened up to the Pre-k students. When asked to take the role of a leader with pre-k students, she became a very effective educator.

Our proudest moment with T was at our “Big Gig” celebration. This was our end of the year performance and party to showcase our work to the parents and community. Our once shy T danced, sang, and was able to stand up in front of a room full of adults and loudly proclaim what she enjoyed about Math iQ. Working with these students gave T just the confidence she needed to break out of her shell. T showed an incredible amount of growth throughout her year in the program and in the classroom. She is now a confident mathematician who faced the PSSA without fear.

