All About the Alphabet

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| **1. Contact Info**  **Applicant Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Job Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Phone Number:** (\_\_\_\_)\_\_\_\_-\_\_\_\_\_\_  **Email:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **2. Your Organization**  **Organization Name:** \_\_\_\_\_\_\_\_\_\_\_  **Organization Type** (select one):  Public School / Public Library  **Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **City:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **State:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Zip Code:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

In **100 words or less,** briefly describe the geographic location and composition of the population your organization serves**.**

**This would include specific educational environment data**: rural/urban school, student population, poverty rates, dropout/graduation rates, subsidized lunch percentages, minority populations, ELL populations, students with IEPs, etc.

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| **SAMPLE: xxx** Elementary serves a **rural/urban** population of more than **#** students, **#%** of whom come from economically disadvantaged backgrounds and **#%** come from minority populations. By implementing the Math & Movement Science program, we can finally offer our students a new path to learning that actually speaks to them. The drop-out rate for our district is **#%**, and **#%** of the population in **xxx** County does not have a high school education.  Literacy comprehension is at the core of being successful in today’s globalized workforce. We expect the implementation of the accessible and entertaining M&M Literacy Program to increase student retention rates. |

3. Your Program

**What is the name of your proposed program?**

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| All About The Alphabet! |

**Describe in detail the program activities, including how the students, educators and caregivers will be participating.**

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| **SAMPLE:** We will implement movement-based learning using entertaining, data-driven floor mats to boost our students’ achievement and increase their physical fitness. The bright colors and large letters on the floor mats make learning enjoyable and effective for children, thus decreasing frustration levels and closing achievement gaps.  My students are just learning to read and pronounce basic words. My project “All About the Alphabet!” will help students learn to recognize letters and sounds. The purpose of the Alphabet Hop floor mats is to offer a kinesthetic opportunity for children to practice learning these letters and the letter sounds. My project will strengthen word recognition skills and offer students a fun way to practice sounding out words of all sorts. For example, using the Alphabet Hop mat, my student will begin on START HERE. He/she will hop on each picture while saying the name of the picture. I will be sure that my student says the name of the picture correctly. I will tell my student the name of the picture if my student doesn’t immediately recognize the picture. In regards to recognizing letter names, my student will begin on START HERE. My student will hop on each letter while saying the name of the letter. I will be sure that my student says the name of the letter correctly. I will tell my student the name of the letter if my student doesn’t immediately recognize the letter. And finally, to practice sounding out words, my student will begin on START HERE and then hop on each letter while saying the sound of the letter and determining whether the letter is a vowel or consonant. The Vowel Hop mat will be a wonderful supplement to the Alphabet Hop by helping my student memorize and correctly identify the vowels in words. Any letters that confuse my student will be practiced on the Confusing Letters Hop. My student will begin on START HERE and jump forward, saying out loud the letters he/she is jumping on. I will then ask my student to make a word using those confusing letters.  **While all** students in the class will participate, the program will target below grade level readers, readers with learning disabilities, and English Language Learners. Our school will integrate literacy exercises into classroom academics, transition times, and before and after school programs. Of the participating students, at least 80% will increase fluency by at least 25% percentage points. |

**How does this program support or extend the basic curriculum?**

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| **SAMPLE:** This project helps me teach my curriculum in a way that students learn the information quickly and easily while increasing their creativity and cooperation skills. The materials and spelling/pronunciation activities are easily aligned with my current curriculum and with the Common Core Learning Standards. This program “All About the Alphabet!” utilizes floor mats that offer amazing visual supplements to common core curricula: each of these mats helps students learn to recognize and name all upper- and lowercase letters of the alphabet (R.K.1.d) as well as isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (R.K.2.d). My students will also learn to distinguish between similarly spelled words by identifying the sounds of the letters that differ (R.K.3.d) and recognize and read grade-appropriate irregularly spelled words (R.1.3.g). |

**If not funded by a Mini-Grant, will the program go forward?** (choose one)

(Yes/No)

4. Structure & Budget

**How many sessions will be held?**

(per day/per week/for the future)

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| **SAMPLE:** This program will be implemented in approximately 15 short sessions, daily for three weeks during the spelling units that match the content of the requested mats. While we are on the subjects of spelling, vowels, and grammar, we will have our students use these floor mats and activity guides to supplement their learning within the curriculum’s literacy units. Additionally, because of the nature and construction of the materials and training, this program has the potential to be sustainable for at least 10 years after the grant is awarded. Our project becomes sustainable immediately after our teachers receive the training and materials. My students will see exponential growth and benefit from the long term, sustainable learning goals the program supports. |

**What will the length of each session be?**

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| **SAMPLE:** Each session (using the mats) will be approximately 15 to 30 minutes, incorporated throughout the day’s lessons so that students have multiple opportunities to get up out of their seats and practice these concepts, benefiting from the active movement and added learning. |

**How often will sessions be held?**

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| **SAMPLE:** Depending on what concepts and skills we are working on each week, we will try to incorporate the floor mats every day (for at least 15 minutes per day) for the **three**-week unit. The more opportunities students have to be physically active, the higher the likelihood they will retain and build on the literacy skills they gain in each lesson, as active learning has been known to increase material retention and understanding. |

**How many children do you expect to participate?**

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| **SAMPLE**: We expect **#** students to participate in the program across **#** grade levels. In upper grades, the focus will be serving students that are struggling with these concepts. As students master the scientific concepts, we will have them act as instructors for (younger) students. |

**How many caregivers?**

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| **SAMPLE**: We expect **#** caregivers to participate in the program. The activities that students learn and practice will be brought home, so parents and guardians will have numerous opportunities to participate in the program and share in the excitement of learning with their children. |

**How many other participants?**

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| **SAMPLE:** Teachers will play a major role in the instruction of these floor mats and the implementation of this program. We intend to train all of our Elementary ELA teachers to use these mats effectively. |

**COSTS**

**Remember:** A Mini-Grant funds a program.

Mini-Grants do **NOT** pay for general operating costs, administrative costs, transportation, salaries or books and equipment unrelated to the program or intended for reuse.

**MATERIALS**

(there is an “**Add Material**” icon that you will need to press to add to the list of mats/items you are applying for in the package for funding)

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| **Material 1:** | **Alphabet Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** | **$295** |
| **Material Subtotal:** | **$295** |

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| **Material 2:** | **Confusing Letter Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** | **$85** |
| **Material Subtotal:** | **$85** |

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| **Material 3:** | **Vowel Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** | **$75** |
| **Material Subtotal:** | **$75** |

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| **Material 4:** | **Word Hop Tracing Worksheets** |
| **# Needed:** | **1** |
| **Cost Per:** | **$9.95** |
| **Material Subtotal:** | **$9.95** |

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| **Material 5:** | **Literacy Books (E-Books)** |
| **# Needed:** | **\*\*\*** |
| **Cost Per:** | **$25** |
| **Material Subtotal:** | **$25** |

**\*\*\*Shipping is calculated by weight and the total mini-grant cost, materials and shipping, will not exceed $500.**

**Materials and Shipping Total: $500**

**5.** Agree & Submit

Each grant application has directions on how to submit the grant.