Grant Template for Fractions are Fun

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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. Math comprehension is at the core of being successful both in STEM fields generally and in today’s globalized workforce. We expect the implementation of the accessible and engaging Math & Movement “Fractions Are Fun!” math program to increase student understanding of one of the most commonly dreaded math units.  |

3. Your Program

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

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| Fractions Are Fun! |

**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 exciting, data-driven floor mats to boost our students’ achievement, enrich their learning experience, and increase their physical fitness. The bright colors and large numbers and letters on the floor mats make learning enjoyable and effective for children, thus decreasing frustration levels and shrinking achievement gaps. Students will gain number fluency and easily understand how to add or subtract fractions and how to simplify and find equivalent fractions. Most of the students will be seeing these math concepts for the first time, so there will be more explanation for each activity and the early activities will be very simple (like the one described here). My project will strengthen number sense and practice addition, subtraction, and the equivalency of fractions until mastery. I will call for the attention of the students and ask them to sit around the mat. I will ask the students what ¼ + ¼ equals. I will select a student to answer with 2/4 and then will ask the student how they came up with that answer. I will say, “Very good. When the denominators of the two fractions that we are adding are the same, we only add the numerators.” Then it will be time to practice using the mat! I will have them start at the bottom of the mat on the ½. They will walk or hop up the mat to determine how many halves make a whole. Each student will have a chance to hop forward saying “one half, two halves make a whole” as they hop on each section. I will repeat this process all the way through tenths. As they begin to understand the concept, we will discuss real world objects and how they can be described in fractions and as a whole.**While many** students will participate to some degree, the program will target below grade level math students, students with learning disabilities, and ESL students. We will integrate math exercises into classroom academics, transition times, and before and after school programs. Of the participating students, at least 80 percent will increase math 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 fraction activities are easily aligned with my current curriculum and help meet Common Core goals. This program “Fractions Are Fun!” utilizes floor mats that offer amazing visual supplements to Common Core curricula.. The Equivalent Fraction Hop will help students recognize and generate simple equivalent fractions (e.g. 1/2 =2/4 or 4/6 = 2/3) and explain why the fractions are equivalent by using a visual fraction model (3.NF.3b). Students will also learn how to compare two fractions with the same numerator or the same denominator by reasoning about their size (3.NF.3d). |

**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 math units that match the content of the requested mats. While we are on the subject of fractions, we will have our students use these floor mats and activity guides to supplement their learning within the curriculum’s math 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. The materials are durable and will last up to ten years with regular use. My students will see exponential growth and benefit throughout the school year from the consistent 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 fraction 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 math 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 math 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:** | **Equivalent Fraction Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** |  **$395** |
| **Material Subtotal:** |  **$395** |

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| **Material 2:** | **Hop by 10’s (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** |  **$95** |
| **Material Subtotal:** |  **$95** |

**\*\*\*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.