Grant Template for Grammar Greatness

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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 engaging Math & Movement literacy program to increase student reading ability and understanding of English grammar.  |

3. Your Program

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

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| Grammar Greatness |

**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 letters on the floor mats make learning enjoyable and effective for children, thus decreasing frustration levels and shrinking achievement gaps. This project will help students grasp challenging ideas like parts of speech, punctuation, and homophones. Most of the students will be seeing these grammatical concepts for the first time, so there will be an introductory concept explanation for each activity. For example, in regards to the Homophone Hop mat, I will give an initial explanation, definition, and example of what a homophone is. Then I will provide sentences (with spaces left blank for commonly mistaken homophones) for each classmate pairing. They will discover and fill in the answers by hopping to the correct place on the mat. In regards to the Punctuation Hop and Parts of Speech floor mat, I will give the students a sentence and have them hop to the punctuation mark and part of speech that best completes the sentence. The students can also quiz one another by covering up the definition of the punctuation mark/part of speech (or vice versa-- covering up the punctuation mark/part of speech and leaving the definition visible) and jumping to the correct spot after their classmate gives them a question. These activities will get my students moving and thinking about correct grammar at the same time. In this way, their retention rate of grammatical knowledge will drastically increase, so that when they begin testing, they will be confident in their understanding. This approach allows the students to learn using a combination of visual, auditory, and kinesthetic learning modalities. **While many** students will participate to some degree, the program will target below grade level readers, readers with learning disabilities, and ESL students. We will integrate literacy exercises into classroom academics, transition times, and before and after school programs. Of the participating students, at least 80 percent 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 will help me teach Common Core curriculum in a new and engaging way. My students will learn the grammar units quickly and easily while increasing their creativity and cooperation skills. The materials and grammar activities are easily aligned with my current curriculum and help meet Common Core goals. This program “Grammar Greatness” utilizes floor mats that offer amazing visual supplements to Common Core curricula: the Homophone Hop A, the Parts of Speech Hop, and the Punctuation Hop. Each of these mats (alone and combined) helps students learn to recognize the distinguishing features of a sentence (R.1.1.a) and produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (L.1.1.j). On a basic level, students will be able to explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences (L.3.1.a), and, after using the mats consistently, they will learn to use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing sentences (L.3.2.f). |

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

(Yes/**No**)

1. 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 grammar units that match the content of the requested mats. While we are on the subjects of grammar, we will have our students use these floor mats and activity guides to supplement their learning within the curriculum’s grammar units.My students will see exponential growth and benefit throughout the school year from the consistent learning goals the program supports. 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.  |

**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 grammatical skills they gain in each lesson, as active learning has been shown 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 grammatical 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:** | **Homophone Hop A (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** |  **$145** |
| **Material Subtotal:** |  **$145** |

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| **Material 2:** | **Parts of Speech Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** |  **$145** |
| **Material Subtotal:** |  **$145** |

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| **Material 3:** | **Punctuation Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** |  **$145** |
| **Material Subtotal:** |  **$145** |

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| **Material 4:** | **Activity Guides** |
| **# Needed:** | **\*\*\*** |
| **Cost Per:** |  **$0** |
| **Material Subtotal:** |  **$0** |

**\*\*\*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.