**TITLE OF PROJECT: Addition is Awesome**

***Contact person for this proposal* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal's**

**Signature *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**SUMMARY INFORMATION \_**

Total students directly benefiting from this project: \_\_\_\_\_\_\_\_\_\_

Number of general education students \_\_\_\_\_\_\_\_\_\_

Number of special education students \_\_\_\_\_\_\_\_\_\_

Total cost of project $\_\_750\_\_\_\_

Total amount requested through this grant $\_\_750\_\_\_\_

**NARRATIVE**

**1. Program Synopsis:** ***Provide a short, informative description of the program. What do you want to do and why?***

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| **SAMPLE:** I want to help students strengthen their number sense with concepts like addition and subtraction. This experience would support the child’s understanding of addition and how it is critical to success in later classes. I want to create a way for children to have an experience that supports their lifelong success. We are piloting a project in our school where we use movement-based learning to increase our students’ critical thinking skills and mastery of Learning Standards. My contribution is to develop an efficient model for teaching students about addition and the various techniques one can implement to achieve total understanding of the subject. Based on research of kinesthetic learners, I will create the best practice that will be used throughout our district. |

***How will this proposal enhance student achievement?***

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| **SAMPLE:**This project will use movement-based learning to improve student achievement and health. Our plan is to develop a scalable model for integrating math throughout the school day, during PE class, before and after school, during recess and transition times. Our project focuses on two national concerns: low student achievement and obesity. We anticipate that teachers will observe our strategies in order to adapt the techniques for their own classrooms. |

***If special education students are involved, how will this program meet their IEP goals?***

**Teacher will need to complete this section based on their own students**

 **2. Objectives:**  ***What will the students in the program be able to do once they have completed the program?***

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| **SAMPLE:****The objectives are as follows:** * At least 90% of participating students will be able to fluently add and subtract within 20 using mental strategies. By the end of Grade 2 they will know from memory all sums of two one-digit numbers (which fulfills the Learning Standard for operations and algebraic thinking 2.OA.2).
* At least 90% of participating students will be able to write numbers 0 to 20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects), both of which can be evaluated using pre- and post testing assessments.
* At least 85% of participating students will increase their leadership skills. My students will be trained to be “math buddies.” My students will learn how to teach math to younger students in our Math Buddy Program.
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***Describe how this project relates to your curriculum.***

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| **SAMPLE:**This project helps me teach my curriculum in a way that students learn the information quickly and easily. The materials and activities are easily aligned with my current curriculum and with the Learning Standards. The best practices model I develop will make it easy for other teachers to implement in their classrooms as well. |

***Identify specific learning standards and performance indicators that this project addresses.***

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| **SAMPLE:**This enabling project (Addition is Awesome) utilizes floor mats that fulfill many different Learning Standards. The Skip Counting by 2’s Mat helps students count 1-20 and to count by 2’s to 20. Students will be able to interpret products of whole numbers (e.g. interpret 2 x 3 as the by total number of objects in 2 groups of 3 objects each). Students will also be able to fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division as well as multiply one-digit whole numbers by multiples of 10 in the range by 10–90 (e.g. 9 × 80 5 × 60) using strategies based on place value and properties of operations. The Hopscotch for Threes mat will help students apply properties of operations as strategies to add and subtract and fluently add and subtract within 20 using mental strategies. |

**3. Activities:  *What are the students going to be doing? Be Specific!!***

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| **SAMPLE:**My project will strengthen number sense and practice addition facts until mastery. My students will take the number walk from zero to ten (on the Number Word Hop mat) and to 20 (on the Skip Counting by 2’s mat). They will step on each number and simultaneously say the number name. When or if the counting gets ahead of the number my student is stepping on, my student will go back and start over. Stepping on the number and saying the number name simultaneously builds skill in one-to-one correspondence. Therefore, I will be sure that my students stepping is in sync with his/her saying the number. Furthermore, I will have my students put addition worksheets on the clipboard. They will jump to determine the answer. For example, to determine the answer to “8+3,” my student will stand on 8, and then take three steps to 11. The student will write down the answer then proceed with solving more problems. For the Hop Scotch for Threes mat, my student will start on START HERE. My student will whisper “one, two” while hopping with two feet on the numerals one and two (one foot on each numeral). Then my student will hop with one foot on the three, clap and say “three” in a loud voice. My student will continue alternating between two foot and one-footed hops to the end of the mat. The activity will be repeated until the student is comfortable with the activity. I will be sure that my student says the numerals correctly.  |

**4. Proposed Timeline**: ***How much time will be involved in this project?***

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| **SAMPLE:**We will use the materials at least three times per week for five to 20 minutes each time, depending on what concepts and skills we are working on that week. |

***How long will it take to achieve your objectives?***

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| **SAMPLE:** We will meet, and likely exceed, our objectives within the four-month project period. The materials are flexible so that we can take the concepts deeper as students gain the necessary skills and understanding. |

***What is the proposed starting date? What is the completion date?***

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| **SAMPLE:**We will use the materials to increase student understanding of addition concepts from the date we are able to obtain materials (within one month of being funded) The materials are flexible in content – they can be used progressively in ways that support the students as they gain new skills and understanding. |

**5. Evaluation:  *How will you determine if the objectives have been accomplished and that student learning has occurred? What plan do you have for sustaining this project beyond this year?***

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| **SAMPLE:**The success will be evaluated by pre- and post-testing of the students skip counting, addition and subtraction understanding, and math ability over the four-month project period. We will also track our activities – which ones we do and for how long – so we can determine what is creating the greatest impact in the project and to identify anything that needs to be improved. |

 **6. Budget:**  ***An itemized budget must be accurate and complete. All items must be connected directly to your project. For unique items, please include detailed information or copies from catalogs.***

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| **SAMPLE:**I propose to purchase the following items to support my students’ number sense and understanding of addition: 1) Math & Movement Skip Counting by 2’s Mat (1-20) ($175); 2) Math & Movement Hopscotch for Threes ($195); 3) Math & Movement Number Word Hop ($95); 4) Math & Movement Count to Ten Mat ($145)5) Math & Movement Number Line 0-10 Fruits and Vegetables ($95)6) Reduced shipping. The total for these six items is $750.  |