**TITLE OF PROJECT: Grammar is Gratifying**

***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:** My project will help students learn and practice multiple grammatical concepts. First, it will help the students learn how to read and recognize homophones, prefixes, parts of speech, and punctuation. Once the students are able to recognize these grammatical concepts, they will be able in turn to recognize the same concepts in their daily reading. From there, students will be able to incorporate these tools into their own writing. Secondly, the mats will help keep kids physically active. Movement stimulates brain cells and increases energy and attention rates. Most importantly, this project will help the students gain confidence in their reading and writing skills, which will help them become life-long lovers of literacy. Once we have these grammar mats, they will be used to teach kids how to read for years to come. Unfortunately, grammar can be utterly confusing to most students, but these colorful mats help students learn to build a deep understanding of grammar by moving as they drill! My part in this project is to develop an efficient model for teaching students how to recognize and implement grammar. Based on previous research with movement-based learning, my goal is to model a 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 grammatical concepts 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 will pre- and post-test our students and carefully document the results. We anticipate that teachers will observe our strategies in order to adapt the techniques for their own classrooms. Our long-term goals are to document the results of integrating movement-based learning in order to offer a model for other schools with similar demographics. |

***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 demonstrate their command of the conventions of standard English capitalization, punctuation, and spelling when writing. This achievement can be evaluated using pre and post testing assessments.
* At least 90% of participating students will be able to choose punctuation for effect and be able to decode words with common prefixes and suffixes. This achievement can also be evaluated using pre and post testing.
* At least 85% of participating students will increase their leadership skills. My students will be trained to be “reading buddies” who will learn how to teach literacy to younger students in our Reading Buddy Program.
* At least 90% of participating students will be able to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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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 (Grammar is Gratifying) utilizes floor mats that fulfill many different Learning Standards: the Homophone Hop A, the Prefix Hop A and B, the Parts of Speech Hop, and the Punctuation Hop. Each of these mats (alone and combined) helps students be able to recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)and produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 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, 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 words. |

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

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| **SAMPLE:**Most of my students will be seeing most of these grammatical concepts for the first time, so there will be a lot of initial explanation in my activities. In regards to the Punctuation Hop floor mat, I will give the students a sentence and have them hop to the punctuation mark that best completes the sentence. The students can also quiz one another by covering up the definition of the punctuation mark (or vice versa covering up the punctuation mark and leaving the definition visible) and jumping to the correct spot after their buddy gives them a question. In regards to the Homophone and Prefix Hop mats, I will give an initial explanation, definition, and example of what these grammatical concepts are. Then I provide sentences (with spaces left blank for commonly mistaken homophones or prefixes) for each buddy pairing to fill in by hopping to the correct place on the mat. These activities will get my students moving and thinking at the same time, and their retention rate of grammatical knowledge will drastically increase, so that when they move onto testing, they will be confident in their understanding. |

**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 grammar 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’ grammatical 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. Once I have these materials, I will be able to use them again for many years to come. No additional funding is necessary. |

 **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’ learning and practice of many grammatical concepts: 1) Math & Movement Homophone Hop A ($145); 2) Math & Movement Prefix Hop A and B ($250); 3) Math & Movement Parts of Speech Hop ($145); 4) Math & Movement Punctuation Hop ($145); 5) Reduced shipping. The total for these five items is $750.  |