**TITLE OF PROJECT: Hopping for Homophones**

***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:**  This project will enrich the learning experience of our students in several ways. First, it will help the students learn how to properly use certain words that are often confused with their homophones. Many students have been struggling with their homophones since the rise of texting and social media. Our project is meant to correct students’ understanding of homophones as early as possible. Once the students are able to recognize the proper homophone on the mats, they will be able to incorporate these words into their own writing. Secondly, the Homophone Hop mats will help keep kids physically active. Movement stimulates brain cells, as well as increases energy and attention rates. Most importantly, this project will help the students gain confidence in their reading skills and build reading fluency, which will in turn help them become life-long lovers of literacy. My part in this project is to develop an efficient model for teaching students to recognize and correct misspelled homophones. Based on previous research with movement-based learning, my goal is to model a best practice and that this model 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 literacy 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 correctly use frequently confused words (e.g., to/too/two; there/their). * At least 90% of participating students will master phonics and word recognition. * At least 90% of participating students will be able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons (L.4.1.f) * At least 90% of participating students will increase their attendance by implementing a kinesthetic strategy to learning these difficult literacy concepts. |

***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 (Hopping for Homophones) utilizes floor mats that fulfill many different Learning Standards: the Homophone Hop mats B, C, and D, and the Homophone Hopscotch mat. Each of these mats will help students demonstrate their understanding of word relationships and nuances in word meanings, and, after much training, each student will be able to recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. The Homophone Hop mats will be extremely helpful for kids who need extra assistance as they learn to correctly use frequently confused words (e.g., to/too/two; there/their). |

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

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| **SAMPLE:**  My project will strengthen basic literacy skills and practice homophone recognition until mastery. For example, we will use the homophone floor mats throughout the school day to reinforce the proper usage of homophones taught in the classroom. Students drill homophone recognition through movement and through cooperative efforts making the learning of these vital words fun. For an example activity, I will explain each homophone and their differences to the class and then have them jump with a buddy on the mat to the homophone word that most appropriately completes the sentence that I provide. I could also have both partners in a group to act as a different homophones and jump forward when they (as a homophone) best complete a sentence that I or their partner provides. |

**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 literacy 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 homophones: 1) Math & Movement Homophone Hop B ($145); 2) Math & Movement Homophone Hop C ($145); 3) Math & Movement Homophone Hop D ($145); 4) Math & Movement Homophone Hopscotch ($195); 5) Reduced shipping.  The total for these five items (including shipping) is $750. |