**TITLE OF PROJECT: Fractions are Fantastic**

***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 one of the most difficult concepts for students to master: fractions. My project will help my fifth grade students with adding and subtracting fractions with unlike denominators. 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 fractions and the various techniques one can implement to achieve an understanding of the subject. Based on research of kinesthetic learners, I will create 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 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 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 add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. * At least 90% of participating students will increase their math retention rate by at least 40%. * At least 90% of participating students will be able to solve real world problems involving multiplication of fractions and mixed numbers (e.g. by using visual fraction models or equations to represent the problem). * At least 85% of participating students will develop their leadership skills. My students will be trained to be “math buddies” who will learn how to teach math to younger students in our Math Buddy Program. |

***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 (Fractions are Fantastic) utilizes floor mats that fulfill many different Learning Standards: the Fractions Floor Walk Mat (the full set, which includes mats that cover halves, fourths, thirds, and sixths) and the Equivalent Fraction Hop. The Fractions Floor Walk Mats help students to apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions and make a line plot to display a data set of measurements in fractions of a unit (½, ¼, 1/8). The mats teach students basic geometric skills to a point where they can partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters. Using the mats, they can also learn to understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into “b” equal parts. |

**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 fractions until mastery. I will call for the attention of the students and ask them to sit quietly. 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 he/she 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.” I will repeat with 2/6 + 3/6 and 7/9-2/9. I will then tell the class that today, they are going to discuss adding fractions with different denominators. I will be grateful for the help of parents and volunteers to assist me with teaching the students fractions! |

**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 fractions 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’ understanding of fractions and their 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. 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’ number sense and understanding of fractions: 1) Math & Movement Fraction Floor Walk Mat (full set) ($295); 2) Math & Movement Equivalent Fraction Hop Mat ($395); 3) Reduced shipping. The total for these three items is $750. |