**Following are the questions for a sample grant application. For your proposal, go to the funding organization’s website to learn their specific instructions on how to apply for the grant. Once you have their specific questions, you can modify the language in this draft to more closely align with/answer their questions.**

Every grant application is different, but many ask the same general questions. The suggested answers in this template are based on previous grants that the Math & Movement team has written. Please feel free to select language from any part of this template and use it in your application either verbatim or with modification to meet your funding source’s guidelines.

Please note that this template may provide more information than is necessary for your specific grant application. Use whatever is relevant to the questions in your grant application.

**Tip:** Before you begin, determine how many students are in your school. It is likely that your grant will ask you how many students will benefit from the grant once it is approved. Depending on your project, you may be able to say the whole school will benefit (e.g., if you do a family fun night, a math lab, and/or share materials with all teachers).

**SAMPLE APPLICATION**

**Tell us about yourself**

**Name** \*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Work phone** (123-456-7890 format) \*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E-mail address** \*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Address 1** \*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Address 2**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**City** \*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**State** \*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Zip code** \*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Home phone** (123-456-7890 format) \*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tell us about your project**

Project title \* Mastering Multiplication

**Target population** Enter number of students in your school

**Academic subject** \* Elementary Math, Reading and Physical Education

**Grade level** \* Pre-K through 5th

**What need is your project addressing?** Student Achievement [other options: Student Wellness, Student Health, Student Success – use whatever language your funding source uses in their guidelines]

**Explain how this project meets the grant criteria:** This project will use movement-based learning to improve student achievement and health. INSERT NAME OF YOUR SCHOOL’s 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 travel to our school to observe our strategies in order to adapt the techniques for their own classrooms.

**What are the project goals/objectives?** \* CHOOSE ANY OF THE FOLLOWING

SAMPLE GOALS:

To use movement-based learning to develop and strengthen number sense and boost student achievement.

To increase reading fluency.

To integrate math into physical education class, before school, after school and during transition times.

To support the classroom teachers endeavors to ensure that all students are on grade level in math and reading.

To develop a model that can be used by teachers in INSERT NAME OF DISTRICT and across the country.

To use physical activity as a means to offer creative learning opportunities.

To use movement to engage students and encourage them to practice until mastery.

To encourage INSERT NAME OF COMPANY (if applying for a grant from a business) employees to volunteer. (Possible volunteer work includes working with individual students or small groups, assisting with pre- and post-testing, grading, tallying the results, contacting local media for news coverage or making presentations to explain the benefits of movement-based learning on health and learning. )

To use the Math & Movement materials in Family Fun Nights where we can invite the parents, community and INSERT NAME OF COMPANY employees to volunteer and experience the fun of movement-based learning.

To develop student leadership skills. Students will be trained to be “math buddies.” Students will learn how to teach math to younger students in our Math Buddy Program.

To increase attendance

To decrease visits to school nurse.

SAMPLE OBJECTIVES (Objectives are similar to goals, but are measurable and specific)

**What is the beginning date of your project?** (MM/DD/YYYY format) \* INSERT START DATE

**What is the end date of your project?** (MM/DD/YYYY format) \* INSERT END DATE

**List the activities you plan for this project.** \* My project will help our third grade students master multiplication. This grant request will specifically to build fluency with multiplication facts for 3’s, 4’s, 6’s 7’s, 8’s and 9’s.

**Sample Activity**

**Instruction (40 minutes)**

* I will have the Math & Movement Hop by 3’s, 4’s, 6’s, 7’s, 8’s, and 9’s spread around the room on one large rectangular formation.
* I will kneel down next to the Hop by 3’s mat by the 3.
* I will tell the class to look at the pattern of dots on the 3.
* I will ask the class, “What do you notice about the dots?”
* I will select a student to answer, “There are three dots in a row.”
* I will tell the student, “Good, there is one row of three. Three is the answer to 3x1, or three one time.”
* I will slide to the 6 and ask what the class notices about the dots.
* I will select a student to say that there are six dots, two rows with three dots in each row.
* I will say, “Great! 3x2 =6, or three two times is six.”
* I will repeat with each multiple of three until she gets to 30.
* I will then repeat on the 4, 6, 7, 8 and 9 mats, with each student taking several turns telling the class what the product means.
* I will then break the class up into six groups.
* I will tell the students that each group is going to start at the beginning of one of the mats.
* I will tell the group that they are to jump on each number and say, “4 is one group of 4, 8 is two groups of 4, 12 is three groups of 4, etc.”
* I will model her directions.
* I will tell the class that each group will have 4 minutes at each mat, and that each group member should have a turn to jump on the mat once.
* I will tell the class that when the 4 minutes is up, the groups will rotate to the next hopping mat.
* I will direct each group to their first mat, set the timer for 4 minutes and tell the class to begin.
* I will rotate around the room, monitoring the students for understanding.
* When all students have had a chance to jump on all the mats, I will direct all students to their seats where they will complete multiplication practice worksheets.

Lack of multiplication skill creates a road block for students in grade 4 and above. Students need to solve many multiplication problems to develop automatic recall. The number of problems necessary to become fluent with multiplication varies for each individual student.

If INSERT NAME OF COMPANY employees were available to volunteer their time to help me run multiplication activities, then I would be able to have students engage in Clipboard Math. In Clipboard Math, students clip a multiplication sheet on their clip board. With the help of volunteers, we can station the mats around my classroom and sometimes in the hallway. The students jump on the multiplication mats to solve the multiplication problems. If the question asks “What is 3x6” then the student makes 3 jumps on the Numberline Hopping by 6’s floor mat to 18. The method keeps the students actively engaged in learning. The students love the activity because it allows them to quickly solve the problems. The increased blood flow to the brain that occurs during exercise helps the student retain the information.

Thank you so much for your consideration of my project and your support of education!

**Date** (MM/DD/YYYY format) \* The floor mats will be used with my students throughout the day, during PE class, after school, before school and during inclement weather recess.

**Activity**\* Cross-curricular activities

**How will you evaluate success and whether your objectives have been achieved?**\* (Choose any part of the following).

The success will be evaluated by pre- and post-testing of our students over a three-month period. Depending on their grade level and ability, the students will be tested on one-to one correspondence, counting, addition, subtraction, skip counting, money, telling time, prime and composite numbers, place value, multiplication or rounding. For literacy, students will be tested on letter and sound recognition, sight word recognition, word blending, contractions, grammar or reading fluency. Our success will also be measured by increased school attendance rates and decreased visits to the school nurse.

**How many students will benefit from your project this year and in future years?** \*

I will share the materials with the other teachers so that all INSERT NUMBER OF STUDENTS IN SCHOOL students in our school will benefit this year. This same number of students will benefit in each subsequent year because the floor mats will last for approximately ten years. We will also use these materials in our Family Fun Nights so that siblings and community members may benefit!

**Can this project be continued without another grant? Please explain.** \* Yes, this project is sustainable because once I have these materials, we can use the floor mats for many years. They are made of heavy-duty, durable materials. No other grants will be necessary to sustain the project.

We will share all the materials so that ALL students will benefit.

Please view the Math & Movement website and the videos of children enthusiastically engaging in Math & Movement activities! <https://mathandmovement.com/>

Thank you in advance for your consideration of our project to help our students rapidly learn math, reading and become physically fit! I look forward to sharing INSERT NAME OF SCHOOL’s success stories!

**Grant request and project budget**

**Grant amount requested**\* (note—your specific grant may require that you don’t include dollar signs) $995

**List the equipment, supplies and other materials you require for your project, and their cost.**



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| --- | --- |
| Skip Counting Floor Mats (3's, 4's, 6's, 7's, 8's, and 9's) | $1,110.00 |
| Skip Counting Digital Banners (3's, 4's, 6's, 7's, 8's, and 9's) | 12.95 |
| Oodles of Algebra eBook Set | 59.85 |
| I Love to Cancel Workbook eBook | 29.95 |
| Multiplication Mar-A-Thon Workbooks (includes two ebooks) | 79.90 |
| Multiply With Me, Instructor Guide and Workbook eBook Set | 39.90 |
| Math & Movement Training Manual eBook | 24.95 |
| **Subtotal Materials** | **$1,357.50** |
| Shipping (@ 10%) | 135.75 |
| **Total Materials + Shipping** | **$1,493.25** |
| *Discount* | *498.25* |
| **Total Cost of Project** | **$995** |

**Total cost of project** (US currency. No dollar signs.) $995