**TITLE OF PROJECT: Playing with Place Values**

***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 addresses the core skill of strengthening number sense and will help students with understanding one of the most difficult concepts: place values. Many students’ early misunderstanding of basic math concepts contributes to a shaky math foundation. My project will make learning math concepts like place values enjoyable. Children become engaged when the activities are enjoyable. My project will also boost the self-confidence of my students as self-confidence comes from knowledge and accomplishment. |

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

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| **SAMPLE:**  This project will undoubtedly improve student achievement. My students will have the opportunity to engage in movement-based learning with a program called Math & Movement. This powerful program combines what is natural for children (movement) with the need to have children increase their math and reading fluency. New research has found that combining moving and learning greatly increases student learning and retention. The floor mats are specifically designed to boost a student’s critical thinking skills. This project will help my students fully master place values, preparing them to succeed in later math classes, and will use movement-based learning to improve student 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. Competency in math and in these subjects will lead to job opportunities for my students. |

***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 improve their number sense and increase their skills with place value. * At least 90% of participating students will increase their ability to count to 1,000,000 by tens, hundreds, thousands, ten thousands, hundred thousands, and to use place value understanding to round decimals to any place. * At least 85% of students will display an increase in their overall enjoyment of school and in their health measures. |

***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 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 project with Math & Movement addresses numerous state learning standards through the exercises that are taught in conjunction with the mats that Math & Movement provides. This project (Playing with Place Values) will utilize two different Hopping Mats: the 100 Number Grid and the Place Value Hopping Mat P1. These mats help students master numbers and operations in base ten, giving them the knowledge to compose and decompose numbers from 11-19 into ten ones plus one, two, three, four, five, six, seven, eight, or nine ones. The mats also teach students how to fluently add and subtract within 100 using strategies based on place value properties of operation and/or the relationships between addition and subtraction. Moreover, students who learn numbers and operation/fractions through these mats will be able to use decimal notation for fractions with denominators 10 or 100. They will also be able to add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings while relating the strategy to a written method and explaining the reasoning used. |

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

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| **SAMPLE:**  I plan to use these materials with my students on a daily basis to boost their math ability. The students will jump on the floor mats repeatedly, while reciting the place values out loud. The activity will increase their physical activity and retention of multiples, fractions, and place values. In addition, I will ask the class, “How do you know how much a number is worth? What are some ways that we can show how much each number is worth?” I will help the class answer the questions. I will tell the class that today they will discuss place value and how the class can use place value to help compare two numbers. |

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

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| **SAMPLE:**  We will use the materials and mats 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 place value 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 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, place value understanding, and math ability over the 4-month period of time. 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.  I will share the materials with the other teachers so that all students in our school will benefit this year and in years to come. We will also use these materials in our Family Fun Nights so that siblings and community members will also benefit! |

**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’ understanding of place values: 1) Math & Movement Hundred Number Grid ($400); 2) Math & Movement Place Value Hop P1 ($245); and 3) reduced shipping.  The total of these three items is $750. |