**TITLE OF PROJECT: Odd and Even Numbers are Radical**

***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 odd/even numbers. Many students lack the number sense to easily determine if a number is odd or even. Their early misunderstanding of basic math concepts contributes to a shaky math foundation. My project will make learning math concepts enjoyable, and children become more 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. My contribution is to develop an efficient model for teaching students about addition and the various techniques one can implement to achieve total understanding of the subject. Based on research of kinesthetic learners, I will create the 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 (and extra math practice) 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 and recess periods. |

***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 increase their skill with speedy recognition of odd and even numbers to a point where students can fluently multiply multi-digit whole numbers using the standard algorithm. * At least 90% of participating students will increase their attendance and enjoyment of school by integrating movement (and its relationship to learning) throughout the day. This increase can be evaluated using questionnaires or observing general increases in student proficiency and attendance. * At least 90% of participating students will be able to (1) understand the relationship between numbers and quantities while connecting counting to cardinality and (2) add and subtract within 20 demonstrating fluency for addition and subtraction within 10, which in turn fulfills the requirements of the Learning Standards. |

***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 within the classroom. 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 it as well. |

***Identify specific learning standards and performance indicators that this project addresses.***

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| **SAMPLE:**  This enabling project (Odd and Even Numbers are Radical) utilizes floor mats that fulfill many different Learning Standards: the Add/Subtract Floor Mat and the Numberline Floor Mat. These two floor mats can help students count to 120 starting at any number less than 120. In this range they can read and write numerals and represent a number of objects with a written numeral. Students can also learn to add within 100 including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10 using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. Using the Add/Subtract Floor mat will also teach students how to determine whether a group of objects (up to 20) has an odd or even number of members (e.g. by pairing objects or counting them by 2s) . The Numberline Floor Mat, in addition, can help students Understand decimal notation for fractions and compare decimal fractions (i.e. use decimal notation for fractions with denominators 10 or 100). |

**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 different math exercises regarding odd and even numbers until mastery. Each student (for example) will receive nine items of the same color to mark spots on the Add/Subtract Mat). The winner is the first to get five of their items (markers) in a row vertically, horizontally, or diagonally. Students roll die to determine who is first. In each turn, student rolls die. If an odd number is rolled then student can place marker on any available odd number. If even, then student places marker on even number. Student strategizes as to whether he/she would like to attempt to get five in a row. Once student has a plan, he/she places his/her marker on the odd or even number specified by the roll of the die. The next student tries to create his/her own strategy while simultaneously trying to block other students from realizing their goal of five in a row. Another activity will be cross-curricular in nature: we will read aloud together the *Buddies, A Math Adventure* book which is about odd numbers. I will also place two of the copies of the books in our reading area so students can use them for independent reading time. |

**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 odd and even numbers 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 addition and subtraction understanding, odd and even number recognition, and overall 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. We plan to use the results from this project to write additional grants to other funding organizations. 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. |

**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 odd and even numbers: 1) Math & Movement Add/Subtract Floor Mat ($400); 2) Math & Movement Numberline Floor Mat ($175); 3) ten copies of Buddies, A Math Adventure by Suzy Koontz (10 x $9.95); and 4) Reduced shipping.    The total for these items is $750. |