

2014-2015 Educational Grant Application

Submission Date	2014-03-13 10:57:56
Name of Grant	Reading Into Science!!!
Primary Contact	Leslie Janek
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Additional Teachers/Staff who are applying for or will be working with this grant:	Dianne Carnley, Jenn Smith, Amy Duckworth, Victoria Koster, Becky White
Campus	Lindsey Elementary School
Curriculum Area	Science
Grade Level(s)	1st Grade
Students Impacted	120
Approver Name	Rachel Kaiser
Approver E-mail	rachel_kaiser@allenisd.org
Project Purpose	<p>By allowing each first grade teacher a copy of these science curriculum resources, students will be able to connect what they are learning in science, to TEKS in reading. Currently, Lindsey Elementary does not have a copy of any of the books listed in the first grade science curriculum. With six teachers on our team, we are in need of multiple copies to best incorporate these texts into our lessons. There are very few books in our library that are specifically tied to our first grade science TEKS that can be used with our specific science lessons.</p>
Project Description	<p>We would like to purchase six copies of each of the following books to use for science lessons and incorporate these stories in our Daily Five centers:</p> <p>What is a Scientist? By Barbara Lehn Cactus Hotel by Brenda Guiberson Cold, Colder, Coldest by Michael Dahl Do Ducks Live in the Desert? by Michael Dahl Do Goldfish Gallop? by Michael Dahl High, Higher, Highest by Michael Dahl Swing, Slither, or Swim by P. Stockland</p> <p>We want all our first grade students to be able to use these stories as a part of centers in our classrooms to reinforce what they are learning in reading and science. The ability to use science literature in our centers provides the students a way to tie all the TEKS across the curriculums together. They can use vocabulary words found in these texts to practice their writing, the text to search for sight words and</p>

	<p>words we are focusing on in word-work each week, and the story to practice their reading fluency and review science concepts taught. Thus, tying their science knowledge into their writing and reading skills. The goal is for students to gain a better understanding of science concepts and vocabulary by reinforcing these in their reading and writing activities.</p>
Allen ISD Goals/TEKS	<p>1.3C Describe what scientist do (What is a Scientist?) 1.9C Inter-Dependence through animal using plants for shelter (Cactus Hotel) 1.10A Where animals live (Cold, Colder, Coldest; Do Ducks Live in the Desert?) 1.10A How animals move (Do Goldfish Gallop?; High, Higher, Highest; Swing, Slither, or Swim)</p>
Measurements	<p>We can measure the effectiveness of the project by assessing the students for understanding of the science TEKS and/or vocabulary at the end of the unit when a book is incorporated. The goal is for at least 90% of students to have a solid understanding of science concepts and vocabulary by the end of the unit.</p>
Teaching Methods	<p>Teacher Lead & Student Lead: The teacher will read the stories out loud during science lessons, and students will work independently in daily five centers using the books with the teacher monitoring/guiding as needed.</p>
Timeline for Project	<p>We would like to order the books as soon as we can, and will begin incorporating the stories immediately in accordance with the scope and sequence.</p>
Curriculum/System Support	<p>These texts are all currently in the Allen ISD's curriculum documents for first grade science. We are hoping to be able to use these text that the district already considers important to the curriculum.</p>
Additional Comments	<p>As a new campus, we are looking to build our curriculum resources to provide students with the best instruction possible.</p>
Instructional Supplies or Resources	<p>Instructional Supplies or Resources-\$850 cost to obtain 6 copies of each of the following books: What is a Scientist? By Barbara Lehn Cactus Hotel by Brenda Guiberson Cold, Colder, Coldest by Michael Dahl Do Ducks Live in the Desert? by Michael Dahl Do Goldfish Gallop? by Michael Dahl High, Higher, Highest by Michael Dahl Swing, Slither, or Swim by P. Stockland</p>
Supplies Budget	850
Technology	NA
Technology Budget	0
Staff Training / Staff Development	NA
Training Budget	0

Transportation/Field Trip	NA
Transportation Budget	0
Other	NA
Other Budget	0
Total Budget	850
Additional Funds	NA