General Information

Grant Number	329
Project Title	Rolling the dice in Math and Reading
Please select the **MAIN** curriculum area your grant addresses.	Math
Does your grant have a technology component? (Will you have technology equipment, software, etc. in your budget?)	⦿ No ◯ Yes
Primary Contact Information	
First Name	carin
Email	carin_engelbert@allenisd.org
Last Name	engelbert
Phone Number	972-396-3016
Campus	Cheatham Elementary
Main Subject	Math - Elementary
Grade(s)	1 2 3 4 5 6
I have co-applicants.	☐

Describe details of the project

Grant Number	329
Campus/Student Information	
Your campus:	Cheatham Elementary
Will other campus' be involved/impacted by this grant?	⦿ No ◯ Yes
Your grade(s):	1,2,3,4,5,6
Will other grades be involved/impacted?	⦿ No ◯ Yes
Project Purpose	

What is the problem, need, or opportunity that this grant will address? Explain **what students will know and be able to do** as a result of this project and/or how a problem will be addresses and/or how a situation improved because of the grant. (500 words or less.)

The opportunity this grant will address is the support to the Student Success Initiative (SSI) program for the struggling, at risk, students who attend Cheatham Elementary. We are always looking for new and engaging ways to connect with this group of students to close learning gaps, build their confidence, and support their academic needs to be successful in the classroom. We already know that the more kids are involved, having fun, and engaged in learning; the more successful they will be. These dice will help ensure them to be actively thinking about the calculation of mathematics and understand what to do with the numbers to be able to take the fear out of applying the concept to problem solving and be more confident with their thought process. In small reading groups they will allow students to build CVC words, make word families, apply blends, as well as, endings for additional practice with several of the word work objectives in grades 1-3. In grades 4-6 reading we can apply everything from writer�??s craft to individual story elements, and even apply nonfiction text features to authentic text. The ways to utilize these dice in math is absolutely endless. They can be applied to first grade with basic addition or comparing numbers, all the way to adding or subtracting positive and negative integers for sixth graders. The possibilities are infinite in every grade level. The Fraction Towers allow a solid visual that snap together to be able to relate the different fraction operations for grades 4-5.

Project Description

How will the project or program be implemented? Describe activities and tasks.
Who is the target population and in what ways will they benefit? (500 words or less.)

The description of this project is simple, having wipe off dice to use with grades 1-6 for math and reading will allow our SSI to continue to engage students with fun activities to learn basic math and reading skills that are needed to apply to a higher level of comprehension and application without having to make them out of card stock every time we want to use them. We have laminated them, but even with this, the dice do not hold up to the excitement of kids learning. We will be able to change the activities for each grade level without having to make new dice regularly, and we can adjust the level of activity for differentiation as needed within the small group to meet their needs with a quick swipe and new words or mathematical concept. The rubber edges not only help with the noise, but they are more durable for kids to work with. The SSI program at Cheatham Elementary services close to 100 struggling at risk students in grades 1-6 for math and reading each year. This number does fluctuate from year to year, but only a small margin. The longevity of these dice would impact several hundred students at Cheatham Elementary for years to come.

The fraction towers allow the student�??s to manipulate the fractions, see what it means to have a part of the whole amount in grade 3, to make a mixed number or an improper fraction, and easily make the connection to add or subtract fractions in grade 4, and then apply this vertical alignment to later find common denominators and regroup fractions in grade 5. These visual fraction towers will help ensure the connection of what at first doesn't make sense on paper, make sense. It gives them a tangible way to make a connection to remember the concepts.

Allen ISD Goals/ TEKS

Which Allen ISD goals/TEKS does this project support? Provide only two or three examples.

impacted for both reading and math and give a basic summary of how I plan to engage our student�??s with these dice.
Reading: Grades 1-2 long and short vowels and vowel patterns. 23A(i) (ii) hard and soft controlled consonants. For student�??s in grades 3-6 rolling for main idea, story elements, and inference, ordering of events, or theme of the text that they have read. Non-fiction would include identifying different text features within a guided readers or books.
Math: reinforcing basic facts, fraction and decimal operations, up to adding and subtraction positive and negative integers. The activities are endless with these dice. There are endless TEKS to be listed for all the activities for each grade level.
Fraction towers would focus with grades 4 and 5. They would work with hands on models to show the actual fraction to make connections to several fractions operations on a concrete level before moving to the more abstract of calculation and finally the application to problem solving.

Measurement

What specific measurements will be used to evaluate the effectiveness of the project? (500 words or less)

To measure the amount of progress the student's make will be assessed each day as they are working through problems, or building words. These will be more informal assessments to determine if they can grasp the concepts and work through the calculation process for math and putting meaning to the words in reading. When a student is able to explain their thought process to another student or in a small group; they are more confident to apply to problem solving with more accuracy. A more formal assessment would be to apply the particular objective to problem solving questions provided from a variety of materials, or with guided reading books, as well as, progress monitoring to determine if the student is making personal growth throughout the year.

Teaching Methods

What teaching methods will be used to implement this project? (500 words or less.)

The benefit of these hands on teaching method in the SSI program is to be able to provide small group intervention, and the ability to closely monitor how the student�??s are interacting with each other and the group. We are more effectively able to close gaps in a student's learning foundation, and increase their learning through inviting activities. When you ignite the spark for a student to want to learn in a fun way, there is no telling how far that flame will go. I want to light up all my students and allow them to make connections in a fun and new way to reinforce basic skills they are struggling with. Students love to roll or play with dice and these would be something that the classroom teachers don't have, therefore, it becomes a great reason to want to come to SSI. The more they want to come for help, the more they want to learn, and ultimately the more successful they become.

Timeline

What is the project timeline and the date of implementation?

As soon as funds are available and deposited to Cheatham Elementary, I will place the order and begin to build them into my lesson plans. This will allow me to utilize the maximum time with the materials and close the gaps that students have in learning

to help ensure their personal growth and success. These materials have no end, because the dice can be applied to all grade levels for both reading and math objectives not only for the 2016-2017 school year, but many years to follow. They are not consumable and have a life time of fun and education to offer.

Curriculum/System Support
Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.

Engaging struggling students to make learning fun is often a challenge. We also have to find new ways to reach these students that are different than the classroom teacher. The wipe off dice would allow them to be a part of the teaching as well as the learning process, and make connections to both math and reading concepts. Students associate dice to games, and if they feel as if this day is more of a game than a lesson, they are more engaged and likely to apply themselves as well as, recall the information later. The dice can be used as a reinforcement activity that will follow the TEKS and objectives set by the state of Texas. I know first hand how they love to get out my place value dice, and 10 sided dice to do activities with them, and this would be the icing on the cake to have a new way to relate the basics without them lowering their self esteem for still not getting it.

The Fraction towers are already on our campus, but there are not enough of them for the SSI department to use them when needed. Often times I would love to use them with a 4th grade class, but another grade level is using them, or the teacher needs them for small group or centers in their grade level. Even though these are not new to the students, they allow endless possibilities with ways to reteach fraction concepts. A class set of them would allow both me and any paraprofessionals in SSI the ability to utilize them at will.

Budget details

Budget Details ** All awarded funds will be available by September of the next school year.				
Budget Item	Item Type	Unit Cost	Quantity	Total Cost
Wipe off dice	Instructional Supplies or Resources	15.01	18	270.18
Fraction towers - class set	Instructional Supplies or Resources	149.75	1	149.75
		BUDGET TOTAL	419.93	

Are there any additional funds available for this grant? Campus or District Funds? PTA funds? Let us know if you have or will be seeking funds from other sources to help with this project.

Additional funds?	⦿ No
	◯ Yes

Signature page and principal contact

Principal Approval Required
Please provide the Name and Email of your Principal

First Name	Last Name	Email Address (Completed)
Stephanie	Logan	Stephanie_Logan@allenisd.org

Applicant Signature

By entering my name below I signify that I understand that if I move within the District and have written the grant myself, I may take the grant with me to my school (as long as it is appropriate for my classes). If I have written the grant as part of a team, I will leave the grant behind with the team. If I leave AISD, I will leave the grant with the school for which I wrote the grant. As a condition of this grant, I will complete an evaluation form provided by the Foundation.

Signature	Carin Engelbert
Date	02/21/2016

Principal's approval form

I certify that this would be a good use of funds for our school and this grant supports the district goals and/or our campus improvement plans. **Do NOT include any identifiers, such as: campus name, your name, teachers name or mascot **
No actions possible.

Comments

Grant approved

History and final disposition of application

State Change History	
State Change	****** 02/21/2016 15:41:13 Submitted
State Change	****** 02/23/2016 12:30:37 Accepted

Grant Status	
Grant Awarded	◯ **Yes** ◯ **No**
Award Amount	300