

General Information

Grant Number	599
Project Title	"Otters" Explore with National Geographic Explorer Pioneer Magazine
Please select the MAIN curriculum area your grant addresses.	English/Language Arts
Does your grant have a technology component? (Will you have technology equipment, software, etc. in your budget?)	<input type="radio"/> No <input checked="" type="radio"/> Yes
Primary Contact Information	
First Name	Allie
Email	allie_thompson@allenisd.org
Last Name	Thompson
Phone Number	972-562-1800
Campus	Olson Elementary
Main Subject	English/LA - Elementary
Grade(s)	2
I have co-applicants.	<input checked="" type="checkbox"/>
Social Media	
Please provide your work-related social media contact information.	
Facebook	
Twitter	
Other (please specify)	

Grant Co-Applicants

Additional Grant Applicants			
First Name	Last Name	Campus	Grade
Trish	Choate	Olson Elementary	2nd
Melissa	Johnson	Olson Elementary	2nd
Cathy	Wilson	Olson Elementary	2nd
Tracy	Martin	Olson Elementary	2nd

Describe details of the project

Grant Number	599
Campus/Student Information	
Your campus:	Olson Elementary
Will other campus' be involved/impacted by this grant?	<input checked="" type="radio"/> No <input type="radio"/> Yes
Your grade(s):	2
Will other grades be involved/impacted?	<input checked="" type="radio"/> No <input type="radio"/> 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 National Geographic Explorer magazines' nonfiction content is authentic, engaging, and supports national reading and science standards. Explorer magazines develop readers' nonfiction reading skills through engaging, informational text. We believe the National Geographic "Pioneer Explorer" version is most appropriate for our second graders here at Olson. The students will be inspired by National Geographic's storytelling and stunning photographs in class or in our intervention groups, which provide remediation or enrichment. Nonfiction texts provide the key to success in later schooling, prepare students to handle real-life reading, appeal to readers' preferences, address students' questions and interests, build knowledge of the natural and social world, and help boost vocabulary and other kinds of literacy knowledge among our students.

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 target population for the Explorer magazines will be for all of our second grade students. They will be used for our English/Language Arts instruction as well as our Science instruction. Having an issue for partners will allow us as teachers to use them in whole group instruction, with our small groups during class, and also with our "Otter Time" enrichment and intervention groups. We have spoken with our instructional specialist, and she has inspired us to use the magazine in many different ways for English/Language Arts. Examples would be to help students find the "main idea" of a paragraph or story, or answer questions based on text evidence. Both of these examples will prove beneficial in grades to come.

Project Summary

Provide a brief summary for use on the Foundation's website and social media. (2-3 brief sentences)

The National Geographic Explorer magazines' nonfiction content is authentic, engaging, and supports national reading and science standards. Explorer magazines develop readers' nonfiction reading skills through engaging, informational text. We have selected the National Geographic "Pioneer Explorer" version for our second graders here at Olson, and are confident that these magazines will bring meaningful conversation and activities into our classrooms.

Allen ISD Goals/ TEKS

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

- 1. Reading- 3(B)- Students are expected to ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
- 2. Reading - 3(C)- Students will establish a purpose for reading and monitor comprehension. They will identify clues using background knowledge, generate questions, and will reread if necessary.
- 3. Reading-13, 14 (A)- Students will identify the topic and locate the author's stated purposes in writing the text, and identify the main idea.

Measurement

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

The students will be measured throughout the year using this magazine, whether in a reading/writing context or a science context. The beauty of it is that we will be able to teach a lesson such as main idea, then assess the students and use the findings to intervene or enrich the students based on the outcomes. As best practice indicates, we will reteach or enrich using the magazine again and again. Being a non consumable, the constant measurement possibilities are endless.

Teaching Methods

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

The format of the magazine will allow students to be in a whole group setting, with a partner, in a small group, one-on-one with the teacher, or simply reading independently. The versatility of this tool is exciting, and the fact that it is nonfiction will bring many hours of meaningful conversation and research to our classrooms.

Timeline

What is the project timeline and the date of implementation?

We plan on using these magazines throughout the year both in the classroom and in our intervention blocks. Being a non consumable means that we will be able to use these magazines for many years to come, and students will benefit from this tool for many years. This excites us as educators. We are confident that they will be used well.

Curriculum/System Support

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

As teachers, we are continuously looking for ways to engage and interest our students. The National Geographic Explorer magazine will help boost our students' vocabulary, address questions and interests, and much more. As they advance in grade, readers more frequently face content-area textbooks as well as informational passages on tests. Including more informational text in early schooling puts them in a better position to handle later reading and writing demands. Ideally, all students would read to learn and learn to read from the earliest days of school and throughout their school careers. Learning to read diagrams, tables, and other graphical devices that are often part of the informational text may develop visual literacy as well.

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

National Geographic- Explorer Pioneer edition	Instructional Supplies or Resources	4.75	55	261.25
BUDGET TOTAL				261.25
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?		<input checked="" type="radio"/>	No	
		<input type="radio"/>	Yes	

Signature page and principal contact

Principal Approval Required		
Please provide the Name and Email of your PRINCIPAL. (Not your name)		
First Name	Last Name	Email Address(Completed)
Amanda	Reyes	amanda_reyes@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	Allie Thompson	
Date	03/12/2017	

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
I believe the idea of using these non-fiction resources will be very beneficial for our students.

History and final disposition of application

State Change History	
State Change	***** 03/13/2017 13:43:23 Submitted
State Change	***** 03/13/2017 14:11:05 Accepted
Grant Status	
Grant Awarded	<input type="radio"/> Yes <input type="radio"/> No
Award Amount	262