

## General Information

Grant Number	912
Project Title	Math and Reading: Let's Get Integrated
Please select the <b>MAIN</b> curriculum area your grant addresses.	Math - Elementary
Does your grant have a technology component? (Will you have technology equipment, software, etc. in your budget?)	<input checked="" type="radio"/> No <input type="radio"/> Yes
<b>Primary Contact Information</b>	
First Name	Kristi
Email	kristi.whatley@allenisd.org
Last Name	Whatley
Phone Number	214-674-5878
Campus	Story Elementary
Main Subject	Math - Elementary
Grade(s)	<input type="checkbox"/> 1 <input type="checkbox"/> K <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
I have co-applicants.	<input type="checkbox"/>
<b>Social Media</b>	
Please provide your work-related social media contact information.	
Facebook	
Twitter	@whatleykk
Other (please specify)	

## Describe details of the project

Grant Number	912
<b>Campus/Student Information</b>	
Your campus:	Story Elementary
Will other campus' be involved/impacted by this grant?	<input type="radio"/> No <input checked="" type="radio"/> Yes
Please select all campuses that will be involved/impacted by the grant.	Bolin Elementary
Your grade(s):	1,K,2,3,4
Will other grades be involved/impacted?	<input type="radio"/> No <input checked="" type="radio"/> Yes
Please select all grades that will be involved/impacted by the grant.	<input type="checkbox"/> 5 <input type="checkbox"/> 6
<b>Project Purpose</b>	
What is the problem, need or opportunity that this grant will address? Describe the impact of this project on your students. (500 words or less.)	

As an instructional coach, I meet with teams to plan math and science each week. One recurring need that I hear is the desire to use math literature to introduce and teach math concepts. The problem is that we simply do not have enough current math picture books that reach different concepts and different grade levels. Teachers want to use picture books in math because stories bring experiences to life. One constant struggle for children in math is seeing that real-life connection. Using children's literature to introduce new math concepts helps engage students and hook the students right away in the math at hand, and it shows the students why the math concept is important. Many students who are resistant to math happen to love reading. By using picture books in math, students get to approach math through their love of reading. They can see how characters react to math situations and learn from those characters in a fun and interesting way.

### 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 this project is all students in grades K-4, but especially our English Language Learners and students who struggle relating to math. Teachers will use these books to teach math concepts, strategies, and vocabulary. The books will also help teachers relate math concepts to real-life applications. The Stuart Murphy books requested range in topics from number sense to graphing. Teachers can use Stuart Murphy's website to get a list of free activities to go with each book. The district has purchased each school books titled, Math and Literature. These resource books have great lessons that help introduce math concepts in a way that sparks children's mathematical imaginations and helps students develop problem solving skills. Several of the other books I am requesting are referenced in these Math and Literature instructional books. As the math coach, I will help teachers sort through and find the best ways to integrate these books into their curriculum, and in some cases that may mean using these books in reading too!

### Project Summary

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

Math and Reading: Let's Get Integrated is a project to integrate reading into the math curriculum and bring math to life. Math picture books will be used to introduce concepts, teach math vocabulary and strategies, and engage students in the math concepts.

### Allen ISD Goals/ TEKS

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

This projects supports many TEKS in many grade levels. Some of the math concepts covered are counting, adding, grouping numbers, problem solving, subtraction, multiplying, algebraic thinking, tally marks and graphs, money, fractions, geometry, and financial literacy. These books cover each of these skills at different levels for different grade levels. Students will also be integrating reading skills such as making generalizations, main idea, and learning from images.

### Measurement

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

Effectiveness of the project will be measured by assessing the students for understanding of the math skills and/or vocabulary at the end of math units. Teachers will use observations, unit tests, projects, and CFA's to monitor the effectiveness of the materials in enhancing the understanding of the objectives and the vocabulary necessary for the skills.

### Teaching Methods

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

These books will typically be used to introduce or review a math skill as a whole group. The teacher will read and the class will discuss what they see and hear throughout the book. The teacher will relate the math concept to the story to show the real-life connections. Many of the stories will also introduce the students to new strategies. These books can also be used for the students to read independently or with partners in a station.

### Timeline

What is the project timeline and the date of implementation?

The books will be purchased at the beginning of the year. As the math coach, when I meet with teams at both campuses, we will discuss how to implement these books into their lessons. I have requested multiple copies of each book so that books can be read in more than one classroom or at more than one school at a time. The books will be used throughout the year in grade levels K-4 and then as needed with students in grades 5-6.

### Curriculum/System Support

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

Allen ISD promotes reading across the curriculum to enhance higher order thinking skills through the crossover of curricular ideas. The more students see and use the skills from one subject area within the activities in another subject, the more those skills will become real to them. Several of the books requested align perfectly with resource books we already have in our curriculum.

### 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
31 MathStart® Books by: Stuart Murphy - This will be a variety of his books. 2 of each.	Instructional Supplies or Resources	278.38	1	278.38
Math is CATegorical Series Set by: Brian Cleary	Instructional Supplies or Resources	54.95	2	109.9
Amanda Bean's Amazing Dream by: Cindy Neuschwander	Instructional Supplies or Resources	8.5	2	17.0
How Many Seeds in a Pumpkin? by: Margaret McNamara	Instructional Supplies or Resources	10.16	2	20.32
Numbers Everywhere by: Elliott Kaufman	Instructional Supplies or Resources	8.04	2	16.08
Sir Cumference and the Roundabout Battle by: Cindy Neuschwander	Instructional Supplies or Resources	7.95	2	15.9
Once Upon a Dime: A Math Adventure by: Nancy Kelly Allen	Instructional Supplies or Resources	7.95	2	15.9
The Greedy Triangle by: Marilyn Burns	Instructional Supplies or Resources	6.99	2	13.98
Ten for Me by: Barbara Mariconda	Instructional Supplies or Resources	9.95	2	19.9
Actual Size by: Steve Jenkins	Instructional Supplies or Resources	7.1	2	14.2
Curious George Learns to Count from 1 to 100 by: H.A. Rey	Instructional Supplies or Resources	8.97	2	17.94
What's the Place Value? by: Shirley Duke	Instructional Supplies or Resources	6.99	2	13.98
Equal Shmequal by: Virginia Kroll	Instructional Supplies or Resources	7.65	2	15.3
One is a Snail, Ten is a Crab by: April Pulley	Instructional Supplies or Resources	6.99	2	13.89
My Even Day by: Doris Fisher	Instructional Supplies or Resources	8.65	2	17.3
My Odd Day by: Doris Fisher	Instructional Supplies or Resources	8.79	2	17.58
One Hundred Hungry Ants by: Elinor J. Pinczes	Instructional Supplies or Resources	6.95	2	13.9
Trouble with Money by: Stan Berenstain	Instructional Supplies or Resources	4.69	2	9.38
Two of Everything by: Lily Toy Hong	Instructional Supplies or Resources	7.99	2	15.98
Hottest, Coldest, Highest, Deepest by: Steve Jenkins	Instructional Supplies or Resources	6.95	2	13.9
<b>BUDGET TOTAL</b>				<b>670.71</b>

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. (Not your name)**

First Name	Last Name	Email Address(Completed)
Amanda	Tabor	amanda.tabor@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 Kristi Whatley

Date 02/04/2018

### 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

Accept

### History and final disposition of application

State Change History

State Change \*\*\*\*\*  
02/04/2018 15:41:46  
Submitted

State Change \*\*\*\*\*  
02/04/2018 16:46:59  
Accepted

Grant Status

Grant Awarded  **Yes**  
 **No**

Award Amount