

Grant Number 1116

Project Title A Book Tasting: Nonfiction Book Clubs

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?)

No  
 Yes

### Primary Contact Information

First Name Melissa

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Confirm Email melissa.foote@allenisd.org

Last Name Foote

Phone Number 214-495-6765

Campus Kerr Elementary

Main Subject English/LA - Elementary

Grade(s) 3

I have co-applicants. 

### Social Media

Please provide your work-related social media contact information.

Facebook

Twitter

Other (please specify)

Grant Number 1116

### Campus/Student Information

Your campus: Kerr Elementary

Will other campus' be involved/impacted by this grant?

No  
 Yes

Your grade(s): 3

Will other grades be involved/impacted?

No  
 Yes

### Project Purpose

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.)

When implementing the district purchased, Lucy Calkins Reading Units of Study, our grade level has found we are in need of more nonfiction resources to dive deeper into expository texts and grow a community of nonfiction readers. Students would benefit from more book club sets of nonfiction books because our classroom and school libraries are lacking in a wide variety of high interest nonfiction chapter book series. We would like to provide the students in our classrooms with engaging texts and a collaborative learning environment that in turn, creates a love of reading, students learning from one another through structured, meaningful discussions, and an opportunity for differentiated reading instruction based on the readers' and groups' needs. Book clubs also give students time to work on goal setting, practice effective communication, and gain new perspectives that can be applied to their learning in the classroom.

### 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.)

During our nonfiction unit, 3rd Grade students will participate in book clubs organized through "Book Tastings" where students and groups get to choose a book by interest and skill level. After each nonfiction reading lesson, book clubs will apply their learning to their book club book through structured discussions, teacher check-ins, and engaging group work. Depending on the level of independence, groups will lead their own clubs with assigned roles creating a collaborative reading community. Others, in need of more teacher assistance, will be guided through discussions and understanding of expository text.

### Project Summary

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

Kerr 3rd Graders will participate in Nonfiction Book Clubs to gain a deeper understanding of expository texts through collaborative discussions and engaging group activities. Each student will get a copy of a high interest, skill level appropriate book at a "Book Tasting". The goal, through this experience, is to generate a buzz about nonfiction books, give students opportunities to use goal setting and communication skills, that will take with them into adulthood, and use interesting, cross-curricular topics to engage students in an in-depth analysis of nonfiction.

### Allen ISD Goals/ TEKS

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

3.3A Reading/Fluency. Students read grade-level texts with fluency and comprehension

3.9 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding

3.13 Reading/Comprehension of Information Text/ Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

3.20C. Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding

3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

### Measurement

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

The students' participation and mastery of nonfiction reading skills through book clubs will be measured by daily skill practice assignments, book club discussion rubrics, teacher check-ins, and a culminating project and presentation.

### Teaching Methods

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

Book Clubs will be paired along side our district curriculum, Lucy Calkins Reading Units of Study. The teacher will model nonfiction text standards with a mentor text, and then students will apply their learning to their group's book club book. Students will independently read their book during our daily Read to Self time. Then during their book club meetings, engage in group discussions, purposeful skill activities from daily lessons, and a culminating project. The teacher will be available to groups and students who need more scaffolding to gain a deeper understanding of nonfiction texts.

### Timeline

What is the project timeline and the date of implementation?

We will start our nonfiction book clubs next school year in October and run them through December. But, these engaging nonfiction book series will always be available to students in our classroom libraries as students move reading levels and gain new interests through book recommendations from classmates.

### Curriculum/System Support

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

The ultimate outcome we are looking for is to create life-long learners and spark a passion for reading. Giving students the opportunity to self-select appropriate text and collaborate with classmates, will increase their interest in reading and understanding of nonfiction texts.

Budget Details \*\* All awarded funds will be available by September of the next school year.

Budget Item	Item Type	Unit Cost	Quantity	Total Cost
Magic Tree House Fact Tracker Penguins and Antartica- Level P	Instructional Supplies or Resources	3.41	25	85.25
Magic Tree House Fact Tracker Dolphin and Sharks- Level M	Instructional Supplies or Resources	4.46	25	111.5
Magic Tree House Fact Tracker Polar Bears and the Artic- Level Q	Instructional Supplies or Resources	6.99	25	174.75
Magic Tree House Fact Tracker Rain Forests- Level R	Instructional Supplies or Resources	3.25	25	81.25
Who Was Theodore Roosevelt?- Level R	Instructional Supplies or Resources	3.74	25	93.5
Who Was Dr. Suess- Level P	Instructional Supplies or Resources	3.74	25	93.5
I Am #3 Helen Keller- Level O	Instructional Supplies or Resources	5.99	25	149.75
Who Was Walt Disney- Level Q	Instructional Supplies or Resources	5.99	25	149.75
I Am Amelia Earhart- Level N	Instructional Supplies or Resources	4.13	25	103.25

BUDGET TOTAL 1,042.5

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

### Principal Approval Required

Please provide the Name and Email of your PRINCIPAL. (Not your name)

First Name	Last Name	Email Address <small>(Completed)</small>
Ardath	Streitmatter	ardath.streitmatter@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 Melissa Foote

Date 02/01/2019

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

Great grant to fund!

State Change History

State Change melissa.foote@allenisd.org  
02/01/2019 15:45:05  
Submitted

State Change \*\*\*\*\*  
02/01/2019 15:52:52  
Accepted

Grant Status

Grant Awarded  Yes  
 No

Award Amount 1043