

8

Grants to Teachers Application

Cover Page

Date: March 10, 2005

Grant Title: Multicultural Readers

Grant Applicant: Dana Thompson

School: Thomas Elem.

Grade Level: 4th

Content Area: Reading

Total Dollar Amount Requested: \$ 1,102.92

Dana Thompson
Signature of Grant Applicant

Jean Alexander
Signature of Building Principal

18

Grants to Teachers Application

Date: March 10, 2005

Grant Title: Multicultural Readers

School: Thomas Elem.

Grade Level: 4th

Content Area: Reading

Total Dollar Amount Requested: \$ 1,102.92

We live in a place where chances for enrichment and advanced achievements are limited to only a few. Reading lends itself to all students regardless of ability of economic status. Reading can challenge all learners and allow each student to succeed on his/her own level. Our students deserve every chance to be the best they can be in our classrooms. Reading is one of the most important skills a child can have. It is a tool that each and every child must have to advance forward in and out of the classroom. We want to add multicultural books to our classroom library and a comfortable place to relax and read. This will allow students to see the world around them through multicultural books and help foster an understanding of different types of written language.

1. – What is the major need this project addresses?

Currently, our students go to the library once a week because we have to share a librarian with another site because of limited resources. Some students need access to more than one book a week, while others need lower level books for their reading level. Approximately 40% of our student population at Holdenville Public Schools is minority. Our current classroom libraries do not reflect this percentage in the literature materials that are available to the students. Reading is an important skill and students will have increased academic successes when they have access to materials that reflect their culture. In addition to promoting reading proficiency, this grant will focus on promoting pride in self, understanding of other cultures, and acceptance of differences.

Successful learning should be inclusive of recent advances both in the classroom and at home. Exposure to a variety of books provides a student with an opportunity to succeed in reading. This proposal targets reading skills focusing primarily on comprehension through multicultural books with a comfortable place to read.

2. – Approximately how many students will be affected by this project?

This proposal will impact all ninety Holdenville students enrolled in 4th grade. Additionally, it will impact all Holdenville fourth graders in the future.

3. – Describe your grant including methods, materials, and objectives. Foundation grants are intended to fund a creative teaching plan, so if equipment or materials are requested it should be clearly stated as to why they are an integral part of the plan.

Holdenville Public Schools consistently fails to meet state mandated benchmarks in reading. It is the goal of our district to address this critical need using a variety of methods and materials. We currently utilize a program, Accelerated Reader (AR), in which the students read a book and take a quiz about the book. This program works with student's comprehension. The questions it asks cover the small details about the story. If the student does not read carefully, they could miss the question. They are graded two different ways: one by a point system and the other by percentage. We have implemented incentives including pencils, swimming parties, bowling parties, Coke floats, and sundaes to encourage students to participate in the program.

In addition to providing culturally rich materials for our Accelerated Reader Program, we will provide a relaxed and safe atmosphere to promote reading for enjoyment. The grant requests multicultural books, Accelerated Reading tests, and a couch for relaxed reading. Reading is a critical skill that many of our students are lacking because students enjoy playing video games and watching television for recreation. Providing a comfortable reading area will enable us to promote reading as a recreational activity. This proposal will help each student reach their reading goals and give them quality multicultural books on their level from second to sixth grade in a pleasant atmosphere.

Objectives: The learner will:

- a. Develop an awareness of other cultures.
- b. Develop an understanding of their culture.
- c. Develop a desire to read for recreation.

4. – Give a time schedule of implementation.

The materials of this proposal will be utilized upon being received. Students will have the opportunity to use the materials in the proposal throughout the school year.

5. – Detailed budget request

| Materials | Price | |
|--|-------|------|
| Books for different grade levels: | | |
| Native American | | |
| Cherokee Indians | 17.62 | |
| Chickasaw Nation | 14.95 | |
| Choctaw Nation | 14.95 | |
| Comanche Indians | 16.95 | |
| Creek Nation | 14.95 | |
| Kiowa | 17.96 | |
| Seminole | 20.95 | |
| Shawnee | 20.95 | |
| Can You Hear a Rainbow? | 12.70 | |
| Rattlesnake Mesa | 18.98 | (10) |
| African | | |
| Oprah Winfrey | 22.95 | |
| Langston Hughes | 16.98 | |
| Coming Home: A Story of Josh Gibson | 15.95 | |
| Tar Beach | 20.50 | |
| Keepers | 10.86 | |
| Freedom Calls: Journal of a Slave Girl | 15.26 | |
| Battle of Jericho | 14.40 | |
| Ray Charles | 15.96 | (8) |
| Asian | | |
| Peacebound Trains | 12.75 | |
| Baseball Saved Us | 14.40 | (2) |
| Korea | | |
| Year of Impossible Goodbyes | 13.60 | |
| Girl-Son | 10.95 | |
| Echoes of the White Giraffe | 13.60 | |
| Single Shard | 12.75 | (4) |

| | | | |
|--------------------|---|-------|------|
| China | | | |
| | Yang the Eldest and His Odd Jobs | 13.56 | |
| | Yang the Second and Her Secret Admirers | 13.56 | |
| | Chinese American Family Album | 19.36 | (3) |
| Japan | | | |
| | Jar of Dreams | 14.40 | |
| | Wake up, World! | 15.26 | (2) |
| Spanish | | | |
| | Family Pictures | 13.56 | |
| | Jalapeno Bagels | 14.40 | |
| | Crazy Weekend | 12.76 | |
| | Pot that Juan Built | 14.40 | (4) |
| Irish | | | |
| | Radical Red | 14.40 | |
| | If the World Were a Village | 13.56 | (2) |
| Eskimo | | | |
| | Dogsong | 9.25 | |
| | Water Sky | 9.96 | (2) |
| Jewish | | | |
| | Letters from Rifka | 15.26 | |
| | Summer of My German Soldier | 14.44 | (2) |
| Canada | | | |
| | Winter's Tale | 13.56 | |
| | True Story of Trapper Jack's Left Big Toe | 18.68 | |
| | Sarah and The People of Sand River | 14.40 | (3) |
| Australia | | | |
| | On Different Shores | 14.40 | |
| | Bamboo Flute | 12.75 | (2) |
| Caribbean | | | |
| | Color of My Words | 15.89 | |
| | Crab Man | 13.56 | |
| | Tangerine Tree | 13.60 | (3) |
| Pakistan | | | |
| | Nadia's Hands | 13.56 | (1) |
| Other Lands | | | |
| | Jamaica | 28.50 | |
| | Bahamas | 28.50 | |
| | Middle East | 19.95 | |
| | Welcome to Spain | 17.95 | |
| | France | 17.95 | |
| | British Isles | 19.95 | |
| | Welcome to China | 17.95 | |
| | Germany | 17.95 | |
| | Welcome to Italy | 17.95 | |
| | Welcome to South Africa | 17.95 | (10) |

| | | |
|----------------------------|-------------|-----------------------------------|
| Accelerator Reader Quiz | \$2.69 x 58 | 156.02 /58 quizzes |
| Shipping and handling | | 21.95 |
| Accelerated Reading Prizes | | Donated from school activity fund |
| Couch | | <u>In-Kind donation</u> |
| Total amount | | 1,102.92 |

6. – What methods will be used for measuring the stated objectives?

The students will be assessed in traditional classroom methods and by the Accelerated Reading Program (AR) already in place in the classroom. Their level of competency developed will be reflected as they complete their AR goals. In addition, teacher observation will be used to assess the number of students that learn to read for recreation. Ultimately, success will be demonstrated by the students' ability to better his/her reading skills.

1. – What is the major need this project addresses?

Currently, our students go to the library once a week because we have to share a librarian with another site because of limited resources. Some students need access to more than one book a week, while others need lower level books for their reading level. Approximately 40% of our student population at Holdenville Public Schools is minority. Our current classroom libraries do not reflect this percentage in the literature materials that are available to the students. Reading is an important skill and students will have increased academic successes when they have access to materials that reflect their culture. In addition to promoting reading proficiency, this grant will focus on promoting pride in self, understanding of other cultures, and acceptance of differences.

Successful learning should be inclusive of recent advances both in the classroom and at home. Exposure to a variety of books provides a student with an opportunity to succeed in reading. This proposal targets reading skills focusing primarily on comprehension through multicultural books with a comfortable place to read.

2. – Approximately how many students will be affected by this project?

This proposal will impact all ninety Holdenville students enrolled in 4th grade. Additionally, it will impact all Holdenville fourth graders in the future.

3. – Describe your grant including methods, materials, and objectives. Foundation grants are intended to fund a creative teaching plan, so if equipment or materials are requested it should be clearly stated as to why they are an integral part of the plan.

Holdenville Public Schools consistently fails to meet state mandated benchmarks in reading. It is the goal of our district to address this critical need using a variety of methods and materials. We currently utilize a program, Accelerated Reader (AR), in which the students read a book and take a quiz about the book. This program works with student's comprehension. The questions it asks cover the small details about the story. If the student does not read carefully, they could miss the question. They are graded two different ways: one by a point system and the other by percentage. We have implemented incentives including pencils, swimming parties, bowling parties, Coke floats, and sundaes to encourage students to participate in the program.

In addition to providing culturally rich materials for our Accelerated Reader Program, we will provide a relaxed and safe atmosphere to promote reading for enjoyment. The grant requests multicultural books, Accelerated Reading tests, and a couch for relaxed reading. Reading is a critical skill that many of our students are lacking because students enjoy playing video games and watching television for recreation. Providing a comfortable reading area will enable us to promote reading as a recreational activity. This proposal will help each student reach their reading goals and give them quality multicultural books on their level from second to sixth grade in a pleasant atmosphere.

Objectives: The learner will:

- a. Develop an awareness of other cultures.
- b. Develop an understanding of their culture.
- c. Develop a desire to read for recreation.

4. – Give a time schedule of implementation.

The materials of this proposal will be utilized upon being received. Students will have the opportunity to use the materials in the proposal throughout the school year.

5. – Detailed budget request

| Materials | Price | |
|--|-------|------|
| Books for different grade levels: | | |
| Native American | | |
| Cherokee Indians | 17.62 | |
| Chickasaw Nation | 14.95 | |
| Choctaw Nation | 14.95 | |
| Comanche Indians | 16.95 | |
| Creek Nation | 14.95 | |
| Kiowa | 17.96 | |
| Seminole | 20.95 | |
| Shawnee | 20.95 | |
| Can You Hear a Rainbow? | 12.70 | |
| Rattlesnake Mesa | 18.98 | (10) |
| African | | |
| Oprah Winfrey | 22.95 | |
| Langston Hughes | 16.98 | |
| Coming Home: A Story of Josh Gibson | 15.95 | |
| Tar Beach | 20.50 | |
| Keepers | 10.86 | |
| Freedom Calls: Journal of a Slave Girl | 15.26 | |
| Battle of Jericho | 14.40 | |
| Ray Charles | 15.96 | (8) |
| Asian | | |
| Peacebound Trains | 12.75 | |
| Baseball Saved Us | 14.40 | (2) |
| Korea | | |
| Year of Impossible Goodbyes | 13.60 | |
| Girl-Son | 10.95 | |
| Echoes of the White Giraffe | 13.60 | |
| Single Shard | 12.75 | (4) |

| | | | |
|--------------------|---|-------|------|
| China | | | |
| | Yang the Eldest and His Odd Jobs | 13.56 | |
| | Yang the Second and Her Secret Admirers | 13.56 | |
| | Chinese American Family Album | 19.36 | (3) |
| Japan | | | |
| | Jar of Dreams | 14.40 | |
| | Wake up, World! | 15.26 | (2) |
| Spanish | | | |
| | Family Pictures | 13.56 | |
| | Jalapeno Bagels | 14.40 | |
| | Crazy Weekend | 12.76 | |
| | Pot that Juan Built | 14.40 | (4) |
| Irish | | | |
| | Radical Red | 14.40 | |
| | If the World Were a Village | 13.56 | (2) |
| Eskimo | | | |
| | Dogsong | 9.25 | |
| | Water Sky | 9.96 | (2) |
| Jewish | | | |
| | Letters from Rifka | 15.26 | |
| | Summer of My German Soldier | 14.44 | (2) |
| Canada | | | |
| | Winter's Tale | 13.56 | |
| | True Story of Trapper Jack's Left Big Toe | 18.68 | |
| | Sarah and The People of Sand River | 14.40 | (3) |
| Australia | | | |
| | On Different Shores | 14.40 | |
| | Bamboo Flute | 12.75 | (2) |
| Caribbean | | | |
| | Color of My Words | 15.89 | |
| | Crab Man | 13.56 | |
| | Tangerine Tree | 13.60 | (3) |
| Pakistan | | | |
| | Nadia's Hands | 13.56 | (1) |
| Other Lands | | | |
| | Jamaica | 28.50 | |
| | Bahamas | 28.50 | |
| | Middle East | 19.95 | |
| | Welcome to Spain | 17.95 | |
| | France | 17.95 | |
| | British Isles | 19.95 | |
| | Welcome to China | 17.95 | |
| | Germany | 17.95 | |
| | Welcome to Italy | 17.95 | |
| | Welcome to South Africa | 17.95 | (10) |

| | | |
|----------------------------|-------------|-----------------------------------|
| Accelerator Reader Quiz | \$2.69 x 58 | 156.02 /58 quizzes |
| Shipping and handling | | 21.95 |
| Accelerated Reading Prizes | | Donated from school activity fund |
| Couch | | <u>In-Kind donation</u> |
| Total amount | | 1,102.92 |

6. – What methods will be used for measuring the stated objectives?

The students will be assessed in traditional classroom methods and by the Accelerated Reading Program (AR) already in place in the classroom. Their level of competency developed will be reflected as they complete their AR goals. In addition, teacher observation will be used to assess the number of students that learn to read for recreation. Ultimately, success will be demonstrated by the students' ability to better his/her reading skills.