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GRANTS TO TEACHERS APPLICATION  
COVER PAGE

Date: February 8, 2005  
Grant Title: Science Exploration  
Grant Applicants: Mary Barrick, Tammy Colclasure,  
Cathy Lankford, Jennifer  
Misenheimer, and Misty Turner  
School: Ethel Reed Elementary  
Grade Level: Kindergarten  
Content Area: Science is the primary emphasis of  
the grant. Math and Language Arts  
objectives will also be utilized to  
provide cross curricular lessons.  
Total dollar Amount Requested: \$1024.10

Mary Barrick

Cathy L. Lankford

Misty Turner

Jennifer Misenheimer

Tammy L. Colclasure

Signature of Grant Applicants

Shelli Gammill

Signature of Building Principal

Please mail applications to: Holdenville Education Foundation  
PO Box 641  
Holdenville, OK 74848  
Attn: Teacher Grants Committee

If you have any questions or need further assistants, please contact Shelli Gammill at 379-5483.

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## Grants to Teachers Application Form

1. What is the Major Educational need this grant addresses?

*Currently the Kindergarten classes do not have the necessary materials to teach the science curriculum using age appropriate methods. The materials purchased with this grant will be used to provide hands on experiences that will meet each Science PASS Objective. The Science PASS Objectives are the requirements that the state of Oklahoma mandates teachers use to plan curriculum. The materials will be placed in thematic, cross-curricular units, allowing each kindergarten classroom to collaborate and share materials. The thematic units are magnets, five senses, seasons and weather, plants and life cycles.*

2. Approximately how many pupils will be affected by this project, both directly and indirectly?

*There will be approximately 85 students directly impacted by this project during the 2005-2006 school year. The materials are non-consumable so this on-going project will affect an infinite number of students during the subsequent years. The project has been planned and organized so that all students regardless of learning levels or disabilities will be able to participate and be active learners in the science curriculum.*

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.

*Large plastic tubs will be equipped with materials to conduct experiments and operate learning centers for five separate fields of scientific study. The tub has three purposes: 1. Trouble-free transport*

from room to room, 2. Safe storage of materials 3. Ease of organization of materials. Each tub will include scientific materials, literature, and teachers' guides to help the teacher expand the knowledge base of the students in that particular area. These science tubs will be rotated throughout the grade level bi-weekly so that each class will have access to the materials for approximately six weeks every school year. The focus of the materials will be to provide meaningful hands-on lessons while promoting the study of science.

When a teacher receives a science tub they will be able to utilize the materials to expand the curriculum in all areas. For example if it is their classrooms' turn to have the weather tub they will have literature, experiments, and learning centers that are based on the study of weather. The teacher will read stories to the students about different types of weather and the influence it has on our daily lives. The class will have centers with puzzles and other hands on activities that the students will be able to manipulate to study weather. The teacher will present a lesson on how to correctly measure temperature using thermometers. The exciting activities will create an interest in the study of science which potentially will have an enormous impact on student achievement in our district.

### **OBJECTIVES:**

For the project as a whole the learner will:

1. Expand general scientific knowledge base.
2. Develop an interest in the study of science and science related fields.

### **LIFE CYLES OF PLANTS**

Plants Objectives: The learner will:

1. Observe and investigate plants.
2. Observe and describe what various plants need for growth.
3. Observe and describe the changes that plants go through during their lifetime.

### **Materials for Life Cycles of Plants**

Tub

Seed to Plant Life Cycle Model

All about Plants Chart Set

*Fruits, Vegetables and Their Plants*

*Experiment with Plants*

*See Inside Puzzle*

*Big Book CD "Growing Things"*

*Plants Emergent Readers (big book, cassette, teacher's manual)*

*Plants and Flowers Chart*

*Velcro Pocket Wall Chart*

*Plants Instant Learning Center*

**WEATHR/SEASONS**

*Weather/Seasons Objectives: The learner will:*

- 1. Observe and describe daily weather characteristics.*
- 2. Observe and describe characteristics of the four seasons.*
- 3. Identify the appropriate instrument used to measure temperature.*
- 4. Collect and analyze information about objects and events that are related to the weather.*
- 5. Discuss safety issues that are related to weather.*

**Materials for Weather/Seasons**

*Tub*

*Instant Learning Center: Weather/Seasons*

*Seasons/Weather Theme Box*

*Seasons/Weather CD*

*Seasons Puzzle Set*

*Seasons Literacy Box*

*Demonstration Thermometer*

*Equilateral Prism*

*Tornado Tube*

*Student Thermometers*

*Magnetic Weather Board*

**MAGNETS**

*Magnets Objectives: The learner will:*

- 1. Investigate and describe objects that can be sorted in terms of physical properties.*
- 2. Compare and describe the properties of magnetic and nonmagnetic objects.*

Materials for Magnets

Tub

Mix and Match Magnetic Animals

Magnetic Maze

Magnetic Counting Maze

Magnetic Designer

Magnetic Designer Pattern Cards

Magnetic Discovery Board

Magnetic Fun, Plan and Learn Kit with Activity Book

Giant Horseshoe Magnet

**LIFE CYCLES OF ANIMALS**

*Life Cycles Objectives: The learner will:*

1. *Observe and investigate life cycles of animals.*
2. *Observe and describe what various animals need for growth.*
3. *Observe and describe the changes that animals go through during their lifetime.*

Materials for Life Cycle of Animals

Tub

Life Cycle of a Frog

Life Cycle of a Butterfly Chart Kit

Velcro Pocket Wall Chart

Science Instant Learning Center/ Life Cycles

Lakeshore Theme Boxes/ Life Cycles

**FIVE SENSES**

*Five Senses Objectives: The learner will:*

1. *Observe, describe, sort, and classify the sensory attributes of objects according to taste, smell, hearing, touch, and sight.*
2. *Compare and describe the properties of some objects.*

Materials for Five Senses

Tub

Five Senses Theme Box

Five Senses Instant Learning Center

Five Senses Game

*Fun with my Five Senses Resource Book*  
*Five Senses Lotto*  
*Feel and Find*  
*Soundtracks*

4. Give a time schedule of implementation.

*This project will begin the first week of school and be operational for the entire year. Plastic tubs will be filled with materials to conduct experiments and operate learning centers for five different areas of scientific study. Each class will receive a tub for a two week period. The tubs will then be rotated throughout the grade level. Each class will have the opportunity to use a specific tub approximately three times throughout the school year. There will be enough activities in each tub so that the lessons and activities will not become redundant or monotonous.*

5. Detail your budget request. Include specific information about kinds of materials and equipment needed, sources of supply, and costs (including shipping and handling.) If possible, list alternatives if full funding is not available.

*Title I money will be used to provide the literature related to each scientific topic. This will provide supplementary materials for the teachers to expand the knowledge base of the students. A total of \$660 has been committed to this project from Title I funding.*

<u>Plants</u>	<u>Cost</u>
<i>Tub</i>	<i>7.99</i>
<i>Seed to Plant Life Cycle Model</i>	<i>24.95</i>
<i>All about Plants Chart Set</i>	<i>11.95</i>
<i>Fruits, Vegetables and Their Plants</i>	<i>9.95</i>
<i>Experiment with Plants</i>	<i>6.95</i>

(b)

<i>See Inside Puzzle</i>	15.95
<i>Big Book CD "Growing Things"</i>	9.95
<i>Plants Emergent Readers (big book, cassette, teacher's manual)</i>	49.95
<i>Plants and Flowers Chart</i>	29.95
<i>Velcro Pocket Wall Chart</i>	34.50
<i>Plants Instant Learning Center</i>	19.95

<u>Weather/Seasons</u>	<u>Cost</u>
<i>Tub</i>	7.99
<i>Instant Learning Center: Weather/Seasons</i>	19.95
<i>Seasons/Weather Theme Box</i>	39.95
<i>Seasons/Weather CD</i>	9.95
<i>Seasons Puzzle Set</i>	34.50
<i>Seasons Literacy Box</i>	19.95
<i>Demonstration Thermometer</i>	10.95
<i>Equilateral Prism</i>	7.15
<i>Tornado Tube (3 @ 2.69 each)</i>	8.07
<i>Student Thermometers</i>	10.05
<i>Magnetic Weather Board</i>	22.45

<u>Magnets</u>	<u>Cost</u>
<i>Tub</i>	7.99
<i>Mix and Match Magnetic Animals</i>	29.95
<i>Magnetic Maze</i>	29.95
<i>Magnetic Counting Maze</i>	29.95
<i>Magnetic Designer</i>	19.95
<i>Magnetic Designer Patter Cards</i>	6.95
<i>Magnetic Discovery Board</i>	24.95
<i>Magnetic Fun Plan and Learn Kit with Activity Book</i>	13.95
<i>Giant Horseshoe Magnet</i>	7.99

<u>Life Cycle of Animals</u>	<u>Cost</u>
<i>Tub</i>	7.99
<i>Life Cycle of a Frog</i>	29.95
<i>Life Cycle of a Butterfly Chart Kit</i>	29.95
<i>Velcro Pocket Wall Chart</i>	34.50
<i>Science Instant Learning Center/ Life Cycles</i>	19.95
<i>Lakeshore Theme Boxes/ Life Cycles</i>	39.95

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<u>Five Senses</u>	<u>Cost</u>
<i>Tub</i>	7.99
<i>Five Senses Theme Box</i>	39.95
<i>Five Senses Instant Learning Center</i>	19.95
<i>Five Senses Game</i>	29.95
<i>Fun with my Five Senses Resource Book</i>	12.99
<i>Five Senses Lotto</i>	11.99
<i>Feel and Find</i>	22.85
<i>Soundtracks</i>	15.99
<u>Subtotal</u>	<u>908.58</u>
<u>Shipping: (The materials are from more than one company)</u>	<u>115.52</u>
<b>Total</b>	<b><u>\$1024.10</u></b>

6. What methods will be used for measuring the stated objectives, or what definite evaluation will you make to determine whether the grant was successful? (Please be specific.)

*The age level of the students dictates that teacher observation and class discussions are used to evaluate understanding and comprehension.*