

16

GRANTS TO TEACHERS APPLICATION
COVER PAGE

Date: March 8, 2007
 Grant Title: Literacy Centers
 Grant Applicants: Crystal Bruner, Mikela Lee, Krista Tatum
 School: Ethel Reed Elementary
 Grade Level: Pre-K
 Content Area: Language Arts is the primary emphasis of the grant. Creative Skills, Social and Personal Skills, Science, and Social Studies objectives will also be met.

Total Dollar Amount Requested: ~~\$1,476.52~~

Funded 617⁴⁷
Ethel Reed Funding

Crystal Bruner

Mikela Lee

Krista Tatum
Signature of Grant Applicants

Sherif Gagan
Signature of Building Principal

Please mail to:

Holdenville Education Foundation
PO Box 641
Holdenville, OK 74848
Attn: Teacher Grants Committee

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

Grants to Teachers Application Form

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

In accordance with Oklahoma State Department of Education Pre-Kindergarten guidelines, our classrooms provide a literacy-rich environment arranged in all learning centers or learning areas. This arrangement allows for a wide range of developmental interests and abilities within the same classroom. Currently the Pre-K classes teach reading by focusing on a letter of the week. The classroom reading centers do not have sufficient materials to cover each letter appropriately. The listening centers, as well, are not adequate to meet the developmental needs of Pre-Kindergarten age students. Our listening centers need to be updated. These updates will allow students to use materials that are on a CD format, currently our listening centers can only accommodate materials that are on cassettes. The students are using cassette players and headphones that are just placed on a table or on the floor. The Listening Center Table that this grant will provide has a place for the equipment to be out of the child's reach and will provide a more productive and safe center area. This grant will also provide a set of 52 Letter Books from Red Brick Learning for each Pre-K classroom (2 copies each of all 26 Letter Books). Red Brick Learning Letter Books present a unique approach to teaching phonemic awareness and letter recognition. Each photo-illustrated book introduces one letter of the alphabet and centers around a content area in either science or social studies. These letter books are aligned to No Child Left Behind. The materials and methods included in this grant will also meet the Oklahoma Pre-Kindergarten guidelines in the following areas: Creative Skills, Language Arts, Social and Personal Skills, Science, and Social Studies.

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

There will be approximately 60 students directly impacted by this project during the 2007-2008 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 reading 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 integral part of the plan.

Our Pre-K curriculum covers the alphabet one letter at a time, by using the Letter of the Week as a focus for most of the activities during the week. These activities may be individual, whole group, small group, and partner work during center time. The sets of letter books will be used to supplement all activities for the week. They will be used to introduce each letter and as a focus for letter activities throughout the week. They will then be placed in the reading center for the students to explore independently. The listening center materials will be used along with the Alphabet Read-Along Literacy Packs that each classroom currently has as well as other books and materials that are made available to the teacher. One Complete Letter Book Program, which includes 156 books (6 copies of each title) and a Teacher's Guide will be shared among the three Pre-K classrooms. Each class will receive 2 copies of each book, allowing for partner reading during learning centers. Ideas in the Teacher's Guide will be shared during weekly grade-level meetings. Literacy centers will be used on a daily basis in all Pre-K classrooms.

OBJECTIVES:

The learner will:

1. *Increase phonemic awareness.*
2. *Develop letter recognition.*
3. *Demonstrate increasing awareness of concepts of print.*
4. *Show a steady increase in listening and speaking vocabulary.*

Section One: Materials for Reading Center

Red Brick Complete Letter Book Program

Section Two: Materials for Listening Center

Space Saver Listening Center Tables

Sony CD/Cassette Players

4. Give a time schedule of implementation.

The materials provided by this grant will be used in each Pre-K classroom on a daily basis beginning the first week of school.

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.

Section One: Reading Center

Red Brick Complete Letter Book Program

Cost
\$425.95

Shipping and Handling:

\$42.60

Section One Total:

\$468.55 Funded

Section Two: Listening Center

Space Saver Listening Center Table

3 @ \$249.00

~~\$747.00~~

Sony CD/Cassette Player

3 @ \$49.64

\$148.92 Funded

Shipping and Handling:

\$112.05

Section Two Total:

\$1007.97

Total Grant

\$1476.52

617.47

If funding is not available for the entire grant, we will be able to use materials from any section of the grant.

6. What methods will be used for measuring the stated objectives, or what definitive 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 discussion are used to evaluate understanding and comprehension.