

Project Title: It's Not Math Class Anymore!

Grade Levels: K – 4 **Subject:** Integrated Math **Budget:** \$2,328.30

1. **Grant Summary** – Integrating mathematics with other disciplines is vastly different from the way curriculum has previously been delivered. The integration of math into other subjects helps students make connections with the “real world.” Students and parents will meet monthly for Math Integration Night to work with math concepts across eight different curricula areas.
2. **What is the GOAL of your project? What OBJECTIVES will you use to meet this goal?** The overall goal of this project is to help students and their parents find creative ways to make sense of and understand math concepts at different levels and in different areas. To meet this goal we have planned monthly math integration nights that will focus on one discipline and how math ties into it. This will be accomplished using mini-lessons and hands-on, fun practice with the concept. This allows the students, along with their parent(s), to look for and make sense of curriculum and its structures across many disciplines. With national Common Core standards being implemented in schools across the district, this is one way to help students recognize that math “happens” not only in the classroom but everywhere in their lives and in each subject taught and encountered. The underlying objective of these integrated math sessions is to help students and parents develop a love of math, an appreciation of its importance in all disciplines and develop new and creative ways to work math problems. In addition to these monthly math nights, we will start the year with a Parent Math In-Service night to introduce to them the type of math that is new to us through Common Core and what to expect tests to look like. We also will give them tips on how to use questioning techniques when asking their child about math and homework and how there are many ways to work through problems to get the same answers.
3. **What ACADEMIC NEED or PROBLEM does this project address? How did you identify the need the project will address, and why is this project unique? Who do you consider this project to be an innovative solution to this need?** Through data analysis of our student testing we have found a deficit in the area of math, especially with reasoning, making sense of problems, and persevering in solving them. With the national Common Core fully implemented in the 2013 – 2014 school year, and no transition to it, it is imperative that we integrate math with other subjects so that we can teach for deeper meaning. School Math Nights are not new. What does make this project unique is that it gives meaningful mathematical concepts a whole new dimension when they are integrated with another subject. Connections are developed, rather than learned concepts in isolation. As a result, the relevance of information better prepares all students in understanding the world around them. When mathematics is connected with other subjects, students can develop the intellectual scaffolding they need that will help them become better problem solvers for a stronger future work force. Teaching in this way should also reflect in clearer meaning and higher test scores. The objective of many assessments our students now take calls for them to apply what they have learned to other situations, not just basic recall.

- 4. Describe your project in paragraph form. Tell us WHO will be using which MATERIALS or RESOURCES to do WHAT and HOW. If applicable, tell us WHY you need a specific item.** At the beginning of the year, we will have a parent only in-service to explain the mathematics of the Common Core curriculum, the types of assessments their child will encounter, and the types of homework they can expect to see and explain the changes in curriculum. We will also teach them questioning techniques so they can help their child with questions and problems at home. They will also be introduced to FASTTMATH (a computer program our district uses for math practice), Louisiana PASS (state website for practicing LEAP and iLEAP and math for lower grades), and The Standards for Mathematical Practice (nationally based mathematical practices) that teachers are trying to develop in all their students. We will also model some of the new ways of teaching math concepts that are mandated by our state curriculum. Our Instructional Strategist will help run this first parent meeting, along with teachers on the faculty at each grade level. Subsequently, Math Integration Night will take place with teachers and auxiliary staff at each grade level represented and conducting mini-lessons with the different curricula areas. The nights will be open to the entire student body and will be divided into two areas, K-2nd and 3rd- 4th, so that academic needs can be met more specifically for the different age groups. The first 15 – 20 minutes of each night will be used for introducing the discipline that is being integrated with math and then the two different groups will go off with their assigned school staff members to work on the activities planned for that night. The areas of discipline that will be integrated with math are literature, geography, science, art, music (with a kickoff to French Week), history (with an emphasis on Black History Month), health and wellness and nutrition, and engineering/robotics. (See timeline below and specifics in graphic organizer listed in supplemental attachment sheets.) In addition, our “Word of the Week” will incorporate math terms and concepts that will be presented at our Integrated Math Nights. Materials and resources used will include books, materials for making large floor maps, musical instruments and CDs, measuring devices, gummy worms and cookies, Legos and Robotics kits, printing for parental information and charts and other data analysis graphic organizers, incentives, media and t-shirt printing costs, guest speakers, guest artist, guest musician, art materials, and food items.
- 5. What are the PLANS/possibilities for continuation of this project beyond the grant completion? How will this project influence your classroom instruction and your school? If it is to continue after grant expiration, how will it be funded, if applicable? CAN and HOW can this project be completed by other schools?** As funds get increasingly tight for schools, we would probably need to look at spending Title I money to continue this grant. Many of the materials purchased this year with the grant could certainly be used again when stored properly. As teachers get more training in how to integrate subjects and work in executing this grant they will bring ideas and support for new and innovative ways of teaching back to their classrooms and grade levels. This will help unite our campus in fully implementing the Common Core curriculum. Other schools could easily conduct a grant like this. Our district now has a strong focus on

sharing across the schools and we'd be willing to be a part of that in helping math develop more deeply and effectively.

6. **Approximately HOW MANY pupils will be affected by this project? Explain this number.** This grant could easily affect 620 students, since this is our population. Even though, theoretically, not all students would attend each Math Integration Night, their teachers would be bringing back ideas and activities planned for in the grant. Evidence of completed activities will be on display in the library and/or cafeteria, which are high traffic areas. Students who could not attend would be able to see the types of activities done and the concepts taught. Their teachers could also make a mini lesson of the displays and encourage further discussion and interaction, thus including more children.

7. **Give a general SCHEDULE of events from planning to project completion.**
(Time line)

August – purchase materials for the grant and conduct parent only Math

In-Service information night – included will be information about LEAP and iLEAP

September – Math and Literature Night

October – Math and Geography Night

November – Math and Science Night

December – Math and Art Night

January – Math and Music Night (with a kickoff for French Week the following week)

February – Math and History Night (with an emphasis on Black History Month)

March – Math and Health and Wellness/Nutrition Night **April** – Math and the Environment Night

May – Math and Engineering/Robotics Night

8. **Would implementation of this program still be possible with partial funding?**

Please explain. We would be able to partially run the program with partial funding. With partial funding we would have to decide which nights we thought would have the biggest impact and run those only.

9. **EVALUATION: Which method(s) of evaluation will you use?**

We would be able to determine success in looking at pre and post math test scores using our district test, AIMSWEB. We would also be able to determine success in analyzing our EDUSOFT math test results; this is a 3rd and 4th grade periodic test conducted by the district. Another method of evaluation would be walk-throughs and informal evaluations conducted by our administration to determine if mathematical practices and standards are occurring in the classroom. Embedded assessment takes place anytime a teacher conducts investigative discussions in their math classrooms. This could be evidenced by administrative observations and discussions at grade level meetings.

FUNDING REQUEST SHEET
2013-2014 LEF Grants Cycle
 Application Deadline: Friday, March 29, 2013

Do not name your school or any teachers anywhere on this page.
Your grant will be disqualified if it is not anonymous.

Project Title: It's Not Math Class Anymore!

Detail your budget request. You may use more than one page for your budget. Include specific information such as types of materials and equipment needed, sources of supply and approximate cost. List all anticipated costs and all revenue sources, such as matching funds, in-kind donations, etc.

I. Funds requested from LEF:

Item Description	Supplier	Dollar Amount
5 sets Lego Bricks and More	WalMart	\$ 54.85
8 - 9x12 Canvas Drop Cloths	Harbor Freight	\$ 120.00
Guest Artist - prep, planning, materials	Little Paintbrush	\$ 300.00
6 - 16 Oz. jars Posterboard Paint	Michaels	\$ 25.50
Tra. Mix Ingredients	WalMart	\$ 46.00
Elmer's Painters Paint Marker - 2	WalMart	\$ 18.94
AAA Batteries for Robotics	WalMart	\$ 10.00
AA Batteries for Robotics	WalMart	\$ 7.00
(continued) on 7a	I. Subtotal	\$
	LEF	
	Request	2328.30

II. Are Other Sources Included in Project Cost (Matching Funds)? If so, itemize below:

Item Description	Supplier	Dollar Amount
Measuring Devices for Science Connection	School	0
Copying	School	0
Literature Books (a few appropriate titles)	School/Pub. Lib.	0
(continued)	II. Subtotal	\$
	Other Sources	

Subtotal I (Funds requested from LEF)	\$ 2,328.30
Subtotal II (Funds from other sources)	\$ 0
Total Project cost:	\$ 2,328.30

Funding Request Sheet Continued:

I. Funds requested from LEF:

Item Description	Supplier	Dollar Amount
Robotics Kits	Discover This	\$211.02
Literature Connection Books	Barnes and Noble	\$202.66
Rhythm Band Kit	Rhythm Band Instruments	\$70.00
Lummi Sticks – 2 sets	West Music	\$39.95
“Shape” Foods	Wal Mart	\$60.00
Fadeless Paper Roll	Mpmschoolsupplies.com	\$48.67
Guest Musician	The Howdies Band Member	\$150.00
Cardstock	Wal Mart	\$14.00
Parent Night Refreshments	Wal Mart	\$100.00
Chocolate Chip Cookies – 4 bags of 3 different brands	Wal Mart	\$48.00
Gummy Worms – 12 bags	Wal Mart	\$24.00
Nutrition Posters	Amazon.com	\$63.78
Zydeco and Cajun CDs	Barnes and Noble	\$26.98
5 (1 per grade level) Children’s Map of the World	Mapkids.org	\$116.45
“Treasures” for geography night and recycling incentive stickers	Oriental Trading	\$50.50
Faculty and Staff “Integration Math Night” school spirit shirts to wear year long to encourage attendance – faculty designed	Sidelines – Lafayette	\$520.00
	1. Subtotal LEF Request	\$2,328.30

II. Are Other Sources Included in Project Cost (Matching Funds)? If so, itemize below:

Item Description	Supplier	Dollar Amount
Robotics Kits – Free Shipping	Discover This	0
Barnes and Noble – Free Shipping	Barnes and Noble	0
Wal Mart – tax exemption	Wal Mart	0
Calculators	School	0
	II. Subtotal Other Sources	0

Supplemental Attachments:

Grant: It's Not Math Class Anymore!

Month	K-2 nd Activity	3 rd – 4 th Activity
<p>August – Math and the Parent</p> <p>September – Math and Literature</p>	<p>Parent-only Information Night</p> <p>Books grouped by math concept – reading and discussing how the different concepts covered in the books shared mesh together</p>	<p>Parent-only Information Night</p> <p>Books grouped by math concept – reading and discussing how the different concepts covered in the books shared mesh together</p>
<p>October – Math and Geography</p>	<p>Floor size Treasure Hunt map – cardinal directions for K-1 covered and intermediate directions for 2nd covered – movement on map by counting up, down, sideways, and diagonally to match compass rose directions to discover the treasure</p>	<p>Floor size map – discover latitude, longitude, degrees, coordinates within quadrants by using movement on map</p>
<p>November – Math and Science</p>	<p>Weighing, measuring, and recording data of science experiments</p> <p>“Stretchy” – testing elasticity of frozen and room temperature gummy worms</p>	<p>Weighing, measuring, recording and analyzing recorded data of science experiments</p> <p>“What Counts?” – number of chocolate chip cookies in 3 different brands of cookie -</p>
<p>December – Math and Art</p>	<p>Guest artist – shapes in Cubism</p> <p>Design art using different two dimensional shapes</p> <p>Food snack – “shape” food (i.e. Doritos/triangles, Bugles/cones, etc.)</p>	<p>Guest artist – geometric shapes in Kandinsky art</p> <p>Design art using geometric shapes and terms</p> <p>Food snack – “shape” food (i.e. Twizzlers/parallel lines, chesse/cubes, etc.)</p>
<p>January – Math and Music (kickoff to French Week)</p>	<p>Counting the beat with a part in a rhythm band – performing a song</p> <p>Counting the beat with Lummi Sticks</p>	<p>Guest musician</p> <p>Counting the beat and noting the differences in Cajun and Zydeco music – learning to dance to the rhythm</p>

<p>March – Math and Health, Wellness, and Nutrition</p>	<p>Designing a recipe for a healthy trail mix (nut free) after discussion of serving sizes of Food Pyramid Learning to take resting pulse and pulse after activity – charting the difference</p>	<p>Analyzing 4 different food labels and charting healthy/unhealthy indicators according to the Food Pyramid Participate in a “brain drain” challenge, then learn relaxation techniques</p>
<p>April – Math and the Environment</p>	<p>Recycling focus with recycling bins set out in school during the month of April prior to Integration Night – guesstimation activities for amounts of paper and plastic saved in bins for recycling by the entire school</p>	<p>Recycling focus with recycling bins set out in school during the month of April prior to Integration Night Guest Speaker – discussion of benefits and economic indicators of recycling for the parish</p>
<p>May – Math and Engineering/Robotics</p>	<p>Design using Legos – discussion of math involved – have groups with “What can you make with 5 legos?” What can you make with 10 legos?” – lots of counting different ways during designing</p>	<p>Designing robots using robotics kits – discussion of math involved and possible career avenues with robotics</p>



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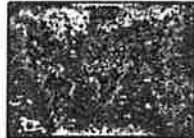
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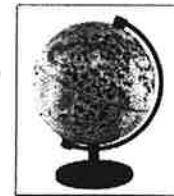
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2 item(s) subtotal

\$50.50

Continue Shopping

Check Out

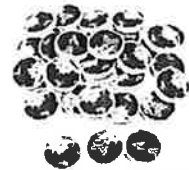
OR

Check out with **PayPal**
The safer, easier way to pay

Check out with **BillMeLater**



Inflatable World Globes
Per Dozen
\$13.50



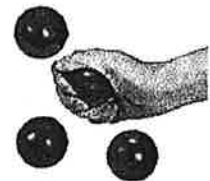
Earth Erasers
48 Piece(s)
\$6.25



Our Earth™ Punch Balls
Per Dozen
\$6.50



Globe Pencil Sharpeners
Per Dozen
\$8.00



Globe Stress Balls
Per Dozen
\$14.50

Previously Viewed Items



Save The Earth Roll Stickers
100 Per Roll
\$2.50

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