

2019 – 2020 Grants for Great Ideas

#168

* I certify that I have read and understand the GFGI program guidelines

* I certify that I am able to provide data that satisfies the above reporting requirements

* I certify that I will comply with the above expenditure reporting requirements

School Name: * Lake Orienta

Teacher Submitting Grant Application: * 

Please list any additional teacher associated with this grant project:

Phone Number 

SCPS Email Address: * 

Select a Grant Category: * Literacy

Project Title: * QR codes in first grade

Total Amount Requested: * 441.76

Grade Level(s) Served: *

Project Start Date: Monday, December 2, 2019

Number of Students Impacted: * 21

Number of low performing students: 12

Program Summary: *

I would like 6 Kindle Tablets, 6 cases, 10 headphones, and 2 headphone splitters to use with my first graders. These tablets would have several different applications within the day. The first way we would use these supplies would be during our Daily 5 reading centers. I want to use QR Codes, as we have been discussing using as a part of a blended learning model. Each student would use a tablet and scan a QR code that matches a book they want to listen to during the "Listen to Reading" center. I would be recording myself reading these books ahead of time. I also want to have other familiar teachers and adults record stories for the students to listen to. I would also like to record students reading to use during this time. A student would need to practice reading and re-reading a story until they are fluent at it. At this point, the student would get the opportunity to record themselves and make their own QR code for the class. I think this will be a great incentive to practice their reading. This is also a great opportunity for the students to learn how QR codes work.

Another way that I would like to utilize these supplies is making them an option for my early finishers. There are great free apps and websites that build phonics skills and sight word recognition. These tablets will be added into

the "What do I do when I am done?" option list.

I would also like to use these tablets to help my students with publishing their writing. We recently wrote an informational book about pumpkins and we discussed how we had to use illustrations to fill our books, because we did not have a way for each student to take a photograph of a pumpkin to include in their book as an informational text feature. Having these tablet would have given the students a chance to take their own photograph of our class pumpkin. After getting them printed, they would have included it in their book in place of an illustration. Having these tablets would afford us the opportunity to take photographs for future writing projects. Knowledge of informational text features and how they help to provide important information is an important standard, but a very difficult one for students. Getting a hands-on chance to take a photograph and add their own captions, labels, etc. would be a wonderful opportunity for them.

Statement of Need: *

My 21 first graders are a very diverse group of children. Our school, Lake Orienta, is over 70% free-and-reduced lunch. My classroom is 66% FRL. Four students are ESE, 3 are tiered in reading, and 1 is ELL.

The first question that was asked to each student during the beginning-of-year DRA assessment was "Who reads to you at home?" A surprising number of my students, 9, said that no one reads to them. Five mentioned not owning any books at all. My students need to hear literature read to them. They need to hear stories read fluently, using proper expression. They need exposure to the vocabulary that is found within great stories. Unfortunately, there is not much time in the day or within the curriculum to do read alouds. Having these tablets to use during Daily 5 reading centers would provide this much needed opportunity to, not only those students, but every student in my class.

Project Goals: *

My main goal is to utilize the supplies to move into a more blended learning model, using the QR codes. I really want my students to be able to choose what they are listening to and build their love of books. One subsequent goal would be to have the students develop an understanding of how QR codes work and be able to make at least one personal recording. I also want to use these supplies for my early finishers. Those students who complete their work early can use these tablets to expand their learning in fun and exciting ways using apps and county approved websites.

Program Activities: *

If I am awarded this grant, I would immediately get started recording stories and setting up the classroom listening area. I do not have a listening center in my room, so this would be a new and exciting addition to our reading centers. I would hope to have it up and running within a week or two and have the students listening to stories. After listening to a story, there will be some kind of activity for the student to complete. Depending on the story; it could have a character map, story element worksheet, or a few text-dependent questions to be answered. This will be completed individually or within the small group of students. This will help to build the students' comprehension skills as well as their vocabulary and fluency.

One upcoming project will be publishing an informational book, similar to the one I described above that we completed on pumpkins. In the winter, students will be researching the winter season and each student will make a book using key details, text features, and photographs taken with these tablets. Each student will take a picture of another student bundled up for the "cold" weather and that photograph will be added into the books. The photograph will be given a caption and labels of the winter apparel. Doing this will help the students master those text features and how they help a reader to learn important information.

Evaluation Plan: *

I will evaluate the effectiveness of this project using two assessments. The students iReady scores will go up from the August assessment to the May assessment, due to the exposure to good literature. I will focus on the vocabulary section of the test to see how the students'

vocabulary has improved. I will also compare their BOY Oral Reading Fluency scores to the EOY scores. These scores should show great improvement as the children have been reading along with the stories recorded using QR codes.

Please attach your completed budget template here: *



[grants_for_great_ideas.xlsx](#)
9.73 KB · XLSX

- * I certify that I am able to satisfy all program requirements, and agree to all listed terms

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2019 - 2020 Grants for Great Ideas Budget Form

Category	Item List:	Cost:
Classroom Matierals:	Kindle Fire 7 Tablets x6 2019 New Kindle Fire 7 Case x 6 Kids Headphones (5 pack) x 2 Belkin Rockstar 5 Headphone Splitter x 2	 $\$49.99 \times 6 = \299.94 $\$9.99 \times 6 = \59.94 $\$25.95 \times 2 = \51.90 $\$14.99 \times 2 = \29.98
Program Supplies:		
Computer Software:		
Computer Hardware:		
Other Equipment:		
Printing:		
Shipping:		free with Amazon

Total: \$441.76