



Grant Writing Finesse

for Elementary School Teachers

Lake Central Education Foundation
2009



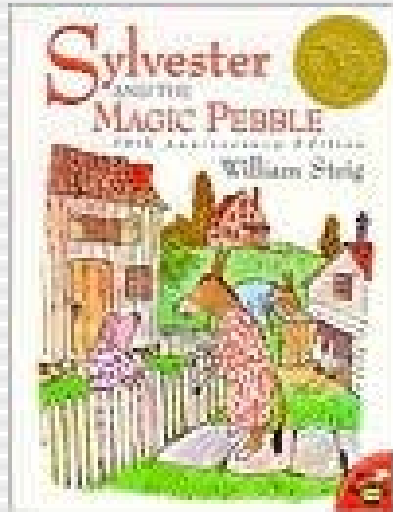
LCEF Project Guidelines

- A successful project actively involves students in a dynamic unit of study.
- The project must be cost-effective and demonstrate thorough planning.
- Proposals that are innovative and/or have a positive impact on the school community are more likely to be funded.

Starting Point



Example



\$ 8.00 per book
X 25 copies
\$200.00

You love *Sylvester and the Magic Pebble* and have always wanted to read it with your class.



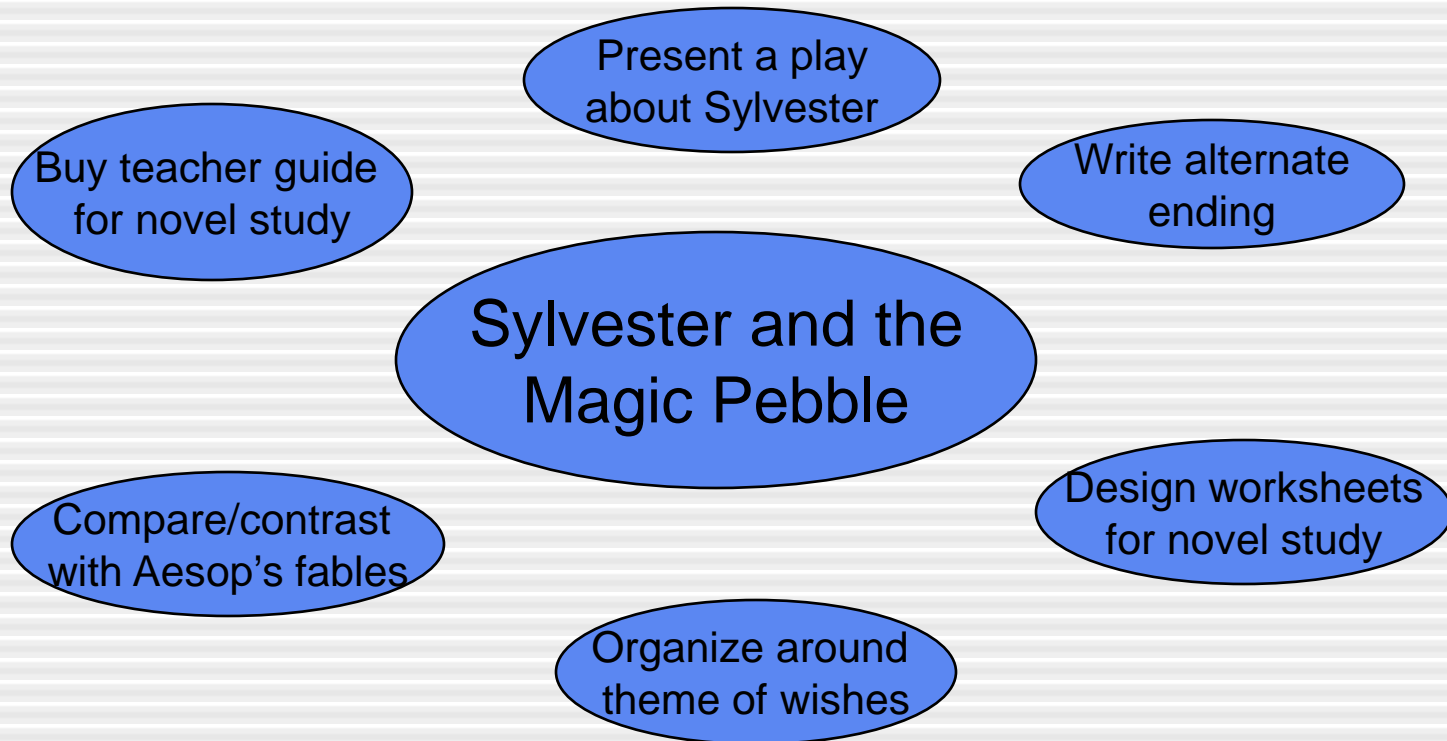
Evaluation of Your Choice

- Am I purchasing something normally covered under school budgets?
- Is my project innovative?
- *Grants centered around the purchase of books have not traditionally been favored by the LCEF Grant Committee.*



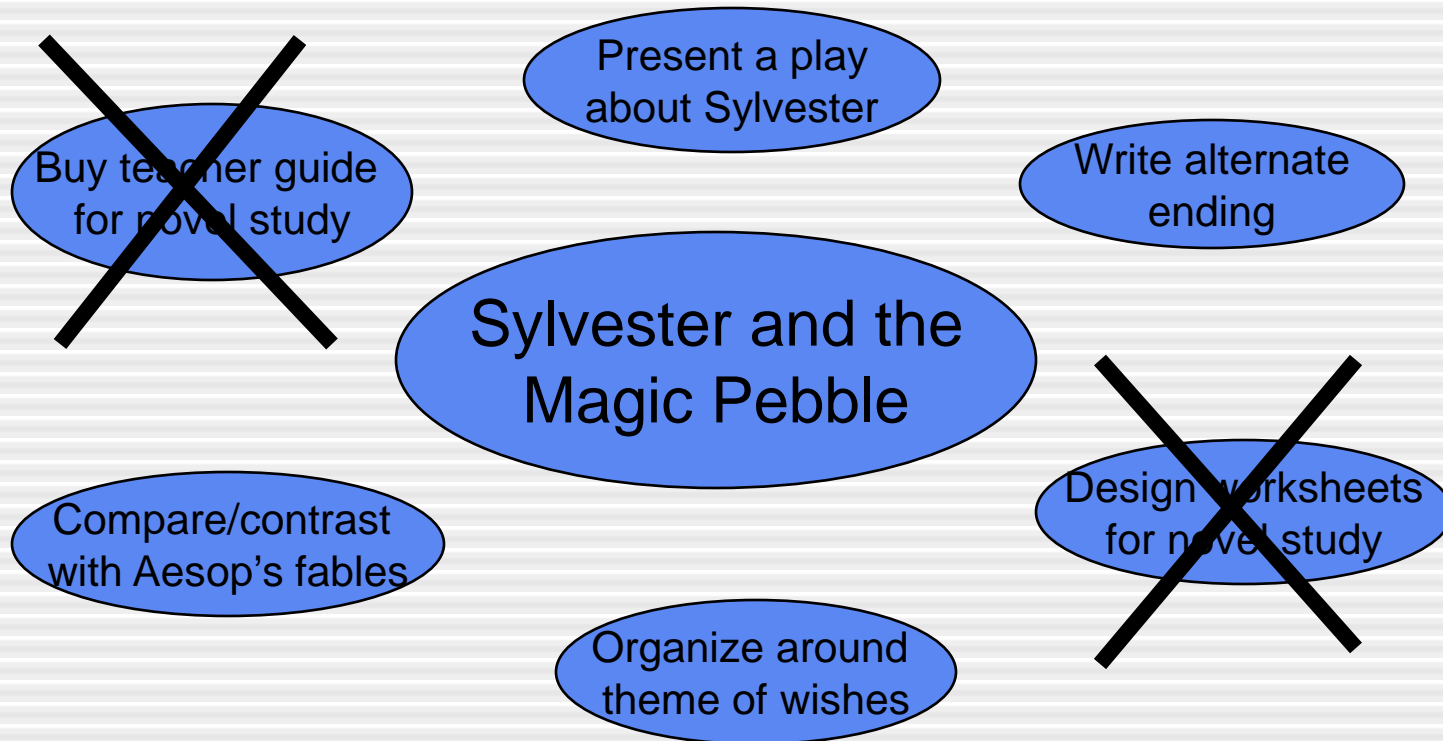
Student Activities

- Brainstorm the possibilities.



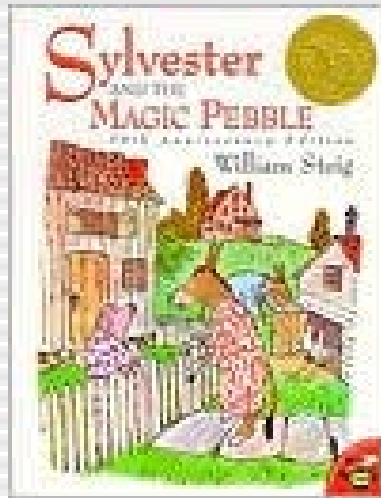
Student Activities

- A successful grant is always **student-centered**.



Expand Your Options

WISHES



Fables



Mythology

FOLKLORE



Determine Specific Activities

Sylvester and the Magic Pebble

- Listen as teacher reads book aloud; identify characters, setting, plot, and theme.
- Recognize that this is a short story which teaches a lesson and uses animals as characters. This is called a fable.



Determine Specific Activities

Fables

- Read a variety of fables.
- Recognize lesson/moral; determine why specific animals are used for characters.
- In groups of four, create and present a fable in which each character can only use one sentence type (statement, question, command, exclamation).
- Write original fables and illustrate. Use both direct and indirect quotes as characters speak.



Determine Specific Activities

The Chocolate Touch

- Read three chapters each day.
- Meet with literacy group to discuss comprehension questions and define vocabulary each day.
- Recognize various structures for direct and indirect quotes as characters speak in the book.
- Compare and contrast main characters in two books (Sylvester and John) using large Venn diagram on wall.



Determine Specific Activities

Mythology

- Read the myth of King Midas. Discuss how the novel is a *parody* of King Midas's myth.
- Discuss characteristics of mythology. Compare and contrast with fables.
- Listen to a variety of Greek myths from the tape of *D'Aulaire's Book of Greek Myths*; recognize characters, setting, plot, and theme for each.



Determine Specific Activities

Folklore

- As a class, explore the larger category of folklore. Make a wall chart listing the categories (fable, myth, legend, fairy tale, tall tale, etc.) List well-known stories in each genre. Discuss similarities and differences between the genres.



Determine Specific Activities

Wishes

- Discuss the pros and cons of wishes.
- Choose a personal wish and write a story about what could go wrong.
- Explore the differences between a wish and a goal. Listen as the teacher tells how to make a plan to achieve a goal. Think of a personal goal; make a plan, including the step-by-step process and a timeline, to help you reach your goal.
- Vote on which is better, a wish or a goal.



Writing the Proposal

Purpose

- Using contemporary children's literature as a springboard, this unit will introduce students to fables, mythology, and other forms of folklore. Related activities will build vocabulary, comprehension, writing, grammar, and speaking skills. In addition, students will learn a life lesson about setting and attaining personal goals.



Writing the Proposal

Student Activities

- **Read** *Sylvester and the Magic Pebble*; **identify** characters, setting, plot, theme.
- **Read** a variety of fables; **recognize** lesson or moral and reason specific animals are used as characters.
- In groups of four, **create** and **present** a skit on a famous fable. Each character can only use one sentence type (statement, command, question, exclamation).
- **Write** original fables and illustrate; **use** direct and indirect quotations.
- **Read** *The Chocolate Touch*; **analyze** story elements, **answer** comprehension questions, and **define** vocabulary in daily literacy groups. **Locate** direct and indirect quotations.
- **Compare** and **contrast** main characters of the two books using a large Venn diagram.
- **Read** the myth of King Midas; **compare** and **contrast** with *The Chocolate Touch*.
- **Listen** to a variety of Greek myths from an audio cassette of *D'Aulaire's Book of Greek Myths*; **identify** characters, setting, plot, and theme.
- **Compare** and **contrast** myths and fables. **Explore** the larger category of folklore and **design** a wall chart listing the categories (legend, fairy tale, etc.) and well-known examples.
- **Write** a story about a wish gone wrong.
- **Analyze** differences between a wish and a goal. **Make** a plan to achieve a personal goal.



Writing the Proposal

The Budget

- | | |
|---|-----------------|
| ● <i>Sylvester and the Magic Pebble</i> (hardcover) | \$ 14.00 |
| ● <i>The Chocolate Touch</i> (soft cover), 30 @ \$6.00 | \$180.00 |
| ● <i>Aesop's Fables</i> (Stories for Young Children) | \$ 12.00 |
| ● <i>A Guide for Using the Chocolate Touch in the Classroom</i> | \$ 9.00 |
| ● <i>D'Aulaire's Book of Greek Myths</i> (audio cassette) | \$ 40.00 |
| ● Cassette/CD Player | <u>\$ 60.00</u> |
| ● Total | \$315.00 |
- All items will be ordered together with free shipping from Amazon.



Writing the Proposal

Timeline

- When will the project take place? March/April 2010
- How long will the project last? 4 weeks

Week 1 - read *Sylvester and the Magic Pebble*; explore fables

Week 2 - write fables; begin reading *The Chocolate Touch*

Week 3 - continue reading *The Chocolate Touch*; explore mythology

Week 4 - explore folklore; write wish stories; learn about goal-setting



Finishing Touches

- It's time to type the proposal.
- Complete all information on first page. Don't forget to sign. Elaborate on student activities.
- Finish everything on the second page. Make it clear that your project can be reused.
- The summary will be used in LCEF news releases. It should reflect what students will be doing. Non-educators should be able to easily understand it.
- If other teachers are participating, attach a sheet with their names and signatures.



Self-Evaluation

- Is the grant complete?

Title

Project Director's Name

Signature

School

Grade Level

Subject Area

of Students

Amount Requested

Purpose

Student Activities

Budget

Time frame

Duration

Future Use

Summary

Extra Signatures (if needed)



Self-Evaluation

The highest scoring proposal meets these criteria:

- Project involves students in a dynamic unit of study.
- Activities are specific and well thought out.
- Budget is clearly articulated and itemized.
- Entire budget supports student activities.
- Cost per student is less than \$10.00.
- Project affects 100 or more students.
- The entire project can be reused without new purchases.
- The project provides something that is new, different, and/or engaging.



Self-Evaluation

Eligibility

- Is the applicant current staff, student, resident, or local businessperson?
- Has the applicant applied for only one grant this round?
- Does the project involve college credit, salaries, incentives, stipends, food, or travel?



Strengthening Your Case

Optional: Supportive Research

- If you would like to support your proposal with research, you may want to make reference to it at the end of the Student Activities section.
- Example: In a meta-analysis of current research, identifying similarities and differences is recognized as one of the most effective teaching strategies with an average effect size of 1.61 (.80 is considered large). In this project, the strategy is used repeatedly by comparing the two novels to fables and myths, comparing and contrasting entire stories and their characters, and looking for similarities and differences in forms of folklore. (Marzano, Pickering and Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.*)



Strengthening Your Case

Optional: Addressing the Standards

- You may also reference the standards you are addressing to strengthen your proposal.
- Example: A variety of third grade standards are covered through these activities, including vocabulary development, comprehension and analysis of literary text, writing applications, English language conventions, and listening and speaking.



Summing It Up

Steps to Success

- Determine what you want to purchase and how much it will cost.
- Brainstorm the possibilities. Push your personal limits!
- E-x-p-a-n-d your options.
- Find a broad, common theme.
- Determine specific, student-centered activities.
- Complete the proposal.
- Self-evaluate.

- **GOOD LUCK!**