## D. Project Description (Max 500 words): Describe the classroom/campus need for the project, the project's specific goals, and how the project is structured to achieve them.

## Need for the project:

At our school we have been struggling to find time to teach social studies. When do you find time to teach something that is not even tested on the elementary level? Unfortunately, the social studies void in elementary schools does exist. Students in elementary schools barely know history and geography. At our campus we feel strongly about the importance of teaching history to the young generation in order for the tragic historical events not to repeat. We believe that good citizenship is founded on respect, understanding, and acceptance of cultural differences. This year we have tried integrating social studies into our ingenious novel study reading program with one of our 4th grade classes, and had huge success. Novel study is a great way to teach students reading through exposing them to high quality literature. The novel selection enables our students to discover the joy and satisfaction that comes through reading and making personal connections with their own experiences and dreams. That motivates students to learn more about what they are reading, and they are encouraged to research the relative social studies topics. We create our novel study guides, which give students pathways for a deeper understanding of the book. The novel studies serve to augment the face-to-face conversations and small group discussions the teachers host with students throughout the day. While reading novels, our 4th grade students learned so much history, geography, and different cultural traditions this year, and they enjoyed every minute of it! This project is to expend this experience to the whole 4 th grade level. Our school is in need of 510 copies of books to complete 4th grade level novel sets.

Project goals:

1. Each student in 4thgrade will have access to a book during novel study time. The students will learn about history, geography, and cultural traditions related to the setting of the novel.
2. The students will develop foundational language skills: listening, speaking, reading fluency and comprehension, vocabulary, and writing. The students will synthesize information to create new understanding with adult assistance.

Structure and description of the project:

- Each grade level will work as a team on a novel. Each month will have a thematic book with related activities aligned with our curriculum.
- Before reading a book students will build the necessary background knowledge by conducting research, writing a project (different formats, including Power Point, are encouraged), and completing time-lines on a certain subject related to the book. The students will present their project to the class. The class will listen to the presentation, generate questions, and paraphrase the report.
- The students will read a novel in class. They will have continuous discussions about the information read. (Context clues, vocabulary, check for literal understanding, make inferences, connections to the information they researched, discuss figurative language, developmental vocabulary, allegorical meaning, other literary devices and story elements...) Every student will have a chance to participate (partner or group discussions are encouraged).
- After reading the students will answer questions in the novel study guides. They will complete a story plot mar and write a summary. The students will write an expository essay connecting the social studies concept to the book.

For example, in March we will read Crossing Stones by Helen Frost.
Before reading the students will

- Learn about World War I, Women's Suffrage Movement, the 19th amendment, and important woman leaders.

They will watch History Channel videos about the Women's Suffrage.
During reading the students will

- Have continuous discussions about pacifism, patriotism, and following the moral compass. The students will make connections with the previously learned context. They will learn about narrative and free verse poetry. After reading the students will
- Answer comprehension questions in personal study guides. They will complete a story plot map and write a summary. The students will write an expository essay about an inspirational leader.


## E. Project Activity Timeline (Max 250 words): List the major activities of your proposed project with approximate target dates (must conclude prior to report due May 18, 2018).

August: The books will be ordered.
September: Freaky Fast Frankie Joe- the United States map, loyalty, responsibility, bullying, making choices. October: An Elephant in the Garden- World War II, Germany, Dresden, pacifism and patriotism.
November: Sadako and the Thousand Paper Cranes- World War II, atom bomb explosion in Hiroshima, Japan, courage, perseverance, determination.
December: Family Under the Bridge- France, Paris, homelessness, family values.
January: Diamond Willow- Alaska, personal identification, friendship, making a tough choice.
February: Esperanza Rising- Mexican revolution, migrant workers, Cesar Chavez, starting new, courage, perseverance, and determination.
March: Crossing Stones- World War I, Women's Suffrage Movement, the 19th amendment, and important woman leaders, pacifism and patriotism, following the moral compass.
April: Laugh with the Moon- Africa, Malawi, Peace Corps, dealing with a personal loss.
May: report back to grant committee.

## F. Expected Results (Max 250 words): Describe the student outcomes, or changes that will result from your work and the criteria you would like us to use to evaluate your success.

1. The students will increase their reading fluency. (Novel study includes a continuous oral reading practice component.) Criteria to evaluate the success- The students will improve their fluency rate and accuracy on EOY Treasure Fluency assessment.
2. The students will improve their comprehension of literature. (Every novel is supplemented with a comprehension study guide.) Criteria to evaluate the success- The students will perform well on Reading STAAR test.
3. The students will use the vocabulary they learned during the novel study. Criteria to evaluate the successThe students will apply the new vocabulary in novel discussions. They will incorporate new vocabulary in their writing. They will perform well on Writing STAAR test.
4. The students will broaden their knowledge in the areas of social studies. Criteria to evaluate the success- the students will prepare and present a report on a certain topic.

## G. Innovative Aspect (Max 250 words): Describe why this project is a creative, outside-the-box way to work toward achieving student excellence.

This project creates a way to integrate social studies into reading novels and tie it to writing. It is an outside-the-box way of engaging students in the subjects they show little to no interest.

Since our novel selection enables the students to discover the joy and satisfaction that comes through reading and making personal connections with their own experiences, it motivates students to learn more about what they are reading. Thus, they are encouraged to research the relative social studies topics. Students learn social studies through making personal connections! Not only they learn historical and cultural facts, they gain the understanding of how they affected their personal life. They learn to appreciate and respect the cultural differences and diversity by reliving various life situations through the book characters.

While social studies are often voided and neglected in elementary schools, we present a project that enables students to really relate to the social studies context. They will gain understanding of the importance of learning history in order not to repeat the disasters. Our school's diversity makes it even more vital to teach the students not to fear something that might look very different from their traditions, but to learn about it, to relate to it, and to respect it.

We have already experienced a great success with teaching social studies through reading novels with one of the 4th grade classes, and now we want to expend this practice to ensure that every student in 4th grade level has an opportunity to achieve excellence in this area.

## H. Transformative Potential (Max 250 words): Describe how this project has the ability to take learning to the next level through collaboration, replication, sustainability, and/or connection to real-world applications (Required for Incubator, Optional for Idea Grants).

- This project requires multilevel collaboration between the school librarian, reading specialists, classroom teachers, and students. That process will involve a school librarian, two reading specialists, six 4th grade teachers, and 120 4th grade students. For example, in January we will read Diamond Willow. Before reading a book, the whole grade level will participate in a Skype conference (facilitated by a school librarian and a readinc specialist) with Denali National Park Ranger when they will learn about Alaska, the dog sled competitions, and the science of dog sledding. The grade level teachers will collaborate with the school librarian and reading specialists to determine the most appropriate topics for students' research and projects, possible discussion pathways, and the best prompts for writing. The students will collaborate in groups and with the other classes while preparing and presenting the project, and during classroom discussions.
- Through this collaboration the students will gain a multitude of real-world essential skills- not only they will master the academic concepts, they will learn the research process and how to synthesize information to create new understanding. These skills are vital in everyday life.
- The Novel Study is a structured yearlong program, which is easy to follow and can be replicated every academic year. Perma-Bound books are high quality books, which last at least 7-10 years before they need to be replaced with the new copies.


## III. PROPOSED BUDGET

A. Add Lines as Needed. Please secure a vendor bid for any item over $\$ 1,000$.

| Description of Budget Items Requested <br> (e.g. contract services, materials/ <br> equipment, transportation, etc.) | Partner/Vendor (e.g. Arts Partner, <br> Vendor, Supply Company, etc.) | Cost Amount |
| :--- | :--- | :--- |
| Fall books (Freaky Fast Franki | Perma Bound | $\$ 2,312.4$ |
| Winter books (Family Under th | Perma Bound | $\$ 2,292.6$ |
| Spring books (Crossing Stones | Perma Bound | $\$ 2,567.7$ |
|  |  | $\$$ |
|  |  | $\$$ |
| Total Project Cost Amount: | (Add the total budget items from above) | $\$ 7,172.7$ |
| Total amount of contributions from <br> other funding sources: (Provide the list <br> of sources below in section B.) | (Sum the total amount of contributions <br> anticipated from other sources, such as <br> PTA, Title 1, etc., if any) | $\$$ |
| Total Amount Requested from Austin Ed <br> Fund | (List the total amount you are requesting <br> from Austin Ed Fund) | $\$$ |
| Total Cost per child | (Divide the total project cost amount by <br> the number of students served.) | $\$$ |

B. FUNDING SUSTAINABILITY: List other funding sources you have identified to fund this project, if any (Optional).

| Source | Amount of Request | Funding Status (Will Apply, Applied/ <br> Pending, Approved) |
| :--- | :--- | :--- |
|  | $\$$ |  |
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|  | $\$$ |  |

