

## 2017 Classroom Grant Summaries

### English Landing Simulated City

*Shealyn Kloeppe, Leah Peters, Kevin O'Connor, Abbie Davies*  
*English Landing Elementary*

Fifth grade classes will participate in a "Simulated City" at school. Students will design their own business, sell products or services, and develop knowledge of the concepts of business expenses, pricing, scarcity, and supply/demand. They will act as both consumers and producers throughout the program.

### MakingSpace for 21<sup>st</sup> Century Tools

*Kitchell Schneider*  
*English Landing Elementary*

MakerSpaces foster engagement, collaboration, and critical thinking. They cannot remain stagnant; they must continue to grow and bloom right along with our students. With added technology tools in our MakerSpace, students will be able to work at a 1-2 ratio with iPads, continue to think critically and problem solve with coding tools and experience virtual, hands on experiences while at school.

### Brain Games

*Joel Cozine*  
*Lakeview Middle School*

In our building, we are developing "units" and "kits" that our teachers may use throughout the year to use with our learners who are proficient or advanced in reading and math, but still need to develop further in their critical thinking and problem-solving skills. The investment in 20 simple problem-solving and strategic games, such as Chess and Mastermind, will challenge these students. Our goal is to help the students engage in unique ways, possibly sparking new interests that could extend outside of school.

### Osmotivation: Hands-On Learning for First Grade

*Abigail Biehl, Shannon Smith, Melody Waters, Shelby Culver, Dee Dee Dreiling*  
*Line Creek Elementary*

Osmo is a unique, interactive accessory for the iPad that comes with interactive resources that will enhance the way our students learn. The opportunity to engage with the Osmo will deepen students' conceptual understanding in math of how shapes are created as well as practice math fact fluency. In addition, students will be able to manipulate letters to build words.

## **ArtBots—Electricity and Art Through the Design Process**

*Kari Holub*

*Line Creek Elementary*

*Funded by the Larry Gardner Endowed Excellence in Teaching Award Grant*

Through this grant, fourth grade students will interact with the experts at Science City to create robots using components of art and electricity. Fourth graders will work with experts from the Science City On the Road Program. Our students will use problem solving skills, the design, process, and their knowledge of electricity to create and test robots.

## **Spanish 4 Children's Book Project**

*Mary Dickson, Nancy Park*

*Park Hill South High School*

Spanish IV students will write children's books. The books will be projects to reflect the breadth of their knowledge in levels I-IV of Spanish. The students will turn in segmented drafts to the teacher throughout the semester. They will then complete the final project and upload them to an online publishing website where the books will be published and bound. The finished books will be donated to Children's Mercy Hospital.

## **Flexible Seating**

*Christy Weymuth*

*Plaza Middle School*

Today's 21<sup>st</sup> century learner requires a different learning environment than previous students. Research shows providing students with a variety of seating options (stools, bean bag chairs, low tables) has resulted in an engaged, self-motivated learner. Flexible seating allows students the opportunity to choose where they feel would be the best learning environment for any particular day. This provides ownership in their behavior and learning. Therefore, as a result, students will be more engaged, enthusiastic, and cooperative with their learning experience.

## **Plaza Book Circle**

*Lindsey Latessa, Christy Weymuth*

*Plaza Middle School*

Gaining access to multiple copies of the award-winning, highly engaging, most popular texts will meet the needs of our students. Helping students foster a love for reading while collaborating with peers is a necessity in the reading classroom. Offering student choice in their book circle reading allows students to become more involved with their reading. Book circles foster collaboration with their peers as they discuss key ideas related to the text. Students are placed together in book circles according to their choices and reading levels.

## **Closing the Gap for Middle School Struggling Readers**

*JJ Collins*

*Plaza Middle School*

Through screening and diagnostic data, we will identify the very lowest readers as our target population. The students from identified will be those that lack basic phonemic awareness and phonics skills, struggle to decode word patterns, and lack the vocabulary and sight word knowledge necessary to read even 1<sup>st</sup>-2<sup>nd</sup> grade text fluently. By using low readability/high interest materials provided by the grant the students will be taught a variety of basic reading skills to decode and identify words effectively.

## **DIY MakerSpace: Developing “Makers” at the Middle School**

*Jerry Peterson*

*Plaza Middle School*

The MakerSpace is intended to give students the opportunity to innovate, create and explore their interests while providing a wide variety of equipment, tools and material available for them to utilize. This will give students an opportunity to take ownership of their learning, while greatly improving their abilities in multiple 21<sup>st</sup> Century Skills. With this grant, the MakerSpace will get a much needed boost by upgrading multiple areas and creating an extensive coding/programming area for students to utilize.

## **Motivating Readers for a Successful Future**

*Angie Langford, Shannon Carroll, Angie Timm, Amy Heckenback*

*Prairie Point Elementary*

Research indicates intermediate age struggling readers are reading 5 times less than their peers. Why? It is hard for them to find texts they can read on topics that interest them. They select texts much too difficult for them during daily independent reading time because they want to have books that look mature like their peers and rarely self-select to read at home. Chapter books with age appropriate interests and low readability text, for home and school, are perfect for students to bridge the gap that exists in their reading and ultimately impacts all other content areas.

## **Supporting Our Readers with a Home—School Connection**

*Lesley Catlett, Alexis Childs, Pam Carver, Viki Personett*  
*Prairie Point Elementary*

Research indicates that when students read text that is too difficult for them, they become frustrated, don't understand what they are reading and instead of increasing their desire to read, it actually begins to hinder the development of a "love for reading". Our kindergarten, first, and second grade students are reading books that are at their "just right" level at school but at home, many of them either do not read at all or they read books that are way too difficult for them. We need inexpensive, "just right" leveled texts for students to read during daily independent reading time at school and especially to take home to practice important reading skills.

## **Guiding Our Intermediate Readers to a Successful Future**

*Robin Graves, Carissa Parham, Laura Stegeman, Viki Personett*  
*Prairie Point Elementary*

We passionately believe that students' reading achievement has a profound effect on all academic areas and will greatly impact their life in the future. Research tells us that using specific reading level texts will help students progress more rapidly, read more by choice, improve their reading confidence and overall achievement. Our school needs leveled nonfiction texts to use during guided instruction and interventions for struggling readers.

## **MakerSpace 2.0**

*Terri Daly*  
*Southeast Elementary*

Our MakerSpace is off to a great start, *(we received a Foundation grant)* and our students want more. We have already seen growth in our students in the areas of collaboration, design, and technological skills. This grant will provide funds for robots, electronics, building-materials, and books to help our students engage in 21<sup>st</sup> Century Skills. We plan to extend some of these activities and materials to

recess, specials classes, and after school robotics and maker clubs in addition to supporting classroom curriculum.

## **Inspiring Readers for a Successful Future**

*Alicia Jones*

*Tiffany Ridge Elementary*

Most of my intermediate students are not motivated to read on their own. These students are difficult to hook into reading because they have not discovered “getting lost” in a book and I believe this has a lot to do with finding interesting books and making sure those books are at their independent reading level. The plan is to use these books in two different ways, both leading to reading fluency, stronger application of comprehension skills, and ultimately a love and respect for reading.

## **Lost in Translation**

*Patsy Crawford, Emily Henry*

*Southeast Elementary*

Imagine spending most of your day in an environment where you can't understand what others are saying, respond to questions, or tell someone what you need. If you can imagine this, you know how our English Language Learners (ELL) feel every day, when they are asked to read, write, solve problems and present information. This grant will provide our students with five iPads, loaded with phonics, vocabulary, comprehension, speaking and writing applications to help them improve their communication skills more efficiently and quickly.