

QSM SAMPLE PROPOSAL – Grade 3 Math

The following sample proposal should be used to gain a better understanding of the grant application questions and components. Copying or including any part of this sample in your proposal will be considered plagiarism and your proposal will be disqualified.

I. Project Overview (9 points)

What is the approximate number of students that will be directly impacted by your project?

52

Which grade band levels will your project impact?

PK-3 4-8 9-12

Which subject does your project fall under?

Mathematics Science STEM

What class(es) will your project impact?

2 departmentalized 3rd grade classes

Standards Sources

Identify source of the standards. Louisiana Student Standards should be given priority over national standards. National standards can be used if Louisiana State Standards are not available (e.g., upper level subjects). If other is selected, identify the source of the standards.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Louisiana Student Standards for Mathematics | <input type="checkbox"/> Louisiana Student Standards for Science |
| <input type="checkbox"/> Louisiana’s Birth to Five Early Learning Development Standards | <input type="checkbox"/> Computer Science Teaching Association Standards |
| <input type="checkbox"/> Standards for Technological and Engineering Literacy | <input type="checkbox"/> International Society for Technology in Education |
| <input type="checkbox"/> Advanced Placement | <input type="checkbox"/> Common Core Standards for Mathematics |
| <input type="checkbox"/> Other | |

Standards Outline

Provide the following information for each standard.

- Provide a standard (by code and text) addressed by this project.
- List students' actions associated with the standard.
- List evaluation methods associated with the standard.

Standard 1

- 3.MD.E.9 Solve word problems involving pennies, nickels, dimes, quarters, and bills greater than one dollar, using the dollar and cent symbols appropriately*
- Students will engage in real world situations where they are required to solve money problems, making change, adding totals, multiplying values, etc.*
 - Paper/pencil assessment of money word problems; successful calculations during role play (teacher observation)*

Standard 2

- 3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.*
 - Students will be presented with situations that require 2 steps. When “shopping”, students will estimate cost of their items in their basket or on their receipt and then calculate to compare. Students will record their equations using a variable.*
 - Paper/pencil assessment of money word problems; successful calculations during role play (teacher observation)*

Project Summary

Provide a brief summary of the project that addresses the items being requested and how this project will increase students' content knowledge, skills, and/or practices of the listed standards. (50-120 words)

Students will engage in multiple real-world situations that require calculating money. They will role play ordering meals at a restaurant, shopping for toys for a birthday party gift, and buying and selling items in their homemade “stores”. Not only will students solve money problems with paper and pencil, but they will also use real money, calculators, and cash registers to roleplay. These activities will provide students with a range of activities to have them practice solving money word problems as well as computing money calculations as required by the stated standards.

II. Rationale (6 points)

State the primary motivating factor in proposing this project for the students (e.g., students' weakness, new curriculum, innovative project, challenges as a result of demographics, etc.). Include evidence supporting the motivating factor (e.g., student data, past experience, observation, education literature citations, etc.). (150-250 words)

"One of the great disconnects of American society is that we have a capitalist economy, yet we send our young people out into the world without a good working knowledge of how finances function." (Amplify, 2011) Money is a very abstract concept for children, yet it has very real-world implications. Engaging students in real activities that require them to compute money and learn to live within a budget is an effective way to have students learn these concepts. Additionally, our 3rd grade SS standards address personal finances and wants/scarcity and producers/consumers, which states, "Students develop an understanding of earning income, saving, and spending money in order to acquire economic decision-making skills" and "Students make connections between the US economic system and how it affects their daily lives". This innovative project can address both grade level math and SS standards concurrently.

Even though students are first introduced to money in the early grades (K-recognizing coin names and values, 1st-adding collections of like coins up to 50 cents and 2nd-solving one-step money problem), each year my students enter 3rd grade struggling to master the money standards. It seems we must spend extra time practicing these skills in isolation in addition to learning how to use the skills to solve 2-step problems. For example, on this year's grade level pretest, only 22% of my students came to third grade having mastered the prerequisite skills needed.

III. Project Description (23 points)

Timeline

Provide a timeline of project implementation.

Two weeks prior to start: Shift classroom behavior management plan from tickets to money.

Day 1-2: Administer pretest of money word problems. Students will engage in money games that review previous grades' money content.

Day 3: Whole class, direct instruction of solving 2-step word problems and using a letter (variable) in equations to represent unknown values.

Day 4: Role play situation: Classroom will be set up as a restaurant and students will take turns as customers and servers. For each role, students will be required to calculate costs and change. Students will receive a budget.

Day 5: Role play situation: Classroom will be set up as a toy store and students will take turns as customers and clerks. For each role, students will be required to calculate costs and change.

Day 6-8: Students will work in small groups to design a "store" to sell a good or service to the 2nd grade visitors.

Day 9: Open stores and welcome 2nd graders to come shop. Both the 2nd and 3rd graders will be practicing their money counting skills.

Day 10: Administer written post-test.

Description

Describe the project's instructional plan and classroom activities that will be used to improve content knowledge, skills and/or practices of your students. The items requested in your budget should be included here. (350-600 words)

2 weeks prior to project implementation, the teacher will transition the classroom behavior system from students receiving tickets for good behavior and staying on-task to receiving dollars and coins instead. (For example, when the teacher "catches" someone working hard she will give that child a \$1 bill-instead of a golden ticket as we currently do.) Students will keep their money in their personal wallet in their desk. Once our unit starts, they will use their money to budget what they would like to purchase. All of this will be explained to the students ahead of time.

Day 1-2: Administer pretest. Then, students will rotate in groups of 4-6 to play the following games that will get students in the mindset of counting money: I Have, Who Has? money (card game), Money Bingo (game), Monopoly (board game), Allowance Board Game (game), and Counting money center activities (Numeracy center). (During and after the project, these games will be available to students to "play" once classwork is finished as well as during rainy day recesses.)

Day 3: As defined in the state standards, using the Tier 1 curriculum, the teacher will teach/model appropriate strategies to solve 2-step problems and demonstrate how to use letters to represent the missing value in an equation, then students will practice; first through guided practice whole class and then individually. Calculators will be used to confirm answers.

Day 4: Desks will be arranged in groups of four. Half the class will receive a "wallet" with a designated amount of money and a menu to order a meal. The other half of the class will be the waiters that take the orders, present the checks, and make change. (No actual food will be consumed.) Students playing both roles will be required to record their work for submission. (menus, play money)

Day 5: Parents will donate old trinkets, toys, stuffed animals, etc. that will be displayed across the front of the classroom. Each item will be priced. Students will receive printed word problems to solve that requires them to use the priced items to solve. They will use the money they previously earned to determine what they will purchase. (For example: You have \$15 and would like to buy your sister a gift for her birthday. Do you have enough money to buy her a necklace and a hairbow? If so, how much money will you have leftover?)

Day 6-8: Integrated with their SS unit that calls for students to “investigate the way people are producers and consumers, explain how they affect prices, and describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services”, students will work in small groups to plan a store where they will “sell” a good or service to second graders (ex: paint nails, sell homemade cookies, etc.). Part of their planning includes marketing their product by hanging signs in the hallway and gathering their needed supplies.

Day 9: Stores will be open for business. 2nd graders will be provided a certain amount of shopping money. 3rd graders will be required to count money and make change. Cash registers will be at each store. At the end of the day, we will come together as a whole group and discuss what we learned.

Day 10: Administer Post-Test.

IV. Evaluation (9 points)

List and describe the evaluation method(s) that will be used to determine student growth during the implementation of your project. (150-300 words)

For baseline data, a pretest will be administered that includes the content of the stated standards for this project (3.MD.E.9, 3.OA.D.8), as well as the prerequisite skills taught (2.MD.C.8, 2.OA.A.1, 3.OA.A.3). Results of this test will be used to determine any remediation that needs to occur before/during this project in order to prepare students to be successful. The teacher will also utilize the comments made while the students are engaged in the multitude of money games on Day 1 and 2 for baseline data and instructional decisions.

During project implementation, the teacher will observe and monitor student conversations while they engage with all activities. Recorded work from role play situations will be collected and checked formatively (which will guide the teacher’s questions and comments on the following days of instruction).

At the end of the proposed project, a money/problem solving quiz (posttest) will be administered as a summative assessment. Afterwards, reteaching will occur as needed and then at the end of the semester a cumulative Unit assessment will be administered that covers all standards taught this semester, including the standards addressed in this project.

Identify the target outcome(s) for student success. Indicate and describe the criteria for determining success at achieving the target outcome(s). (50-150 words)

The target outcome is for 90% of my students to score 85% or higher on the post-test. A comparison of pretest and posttest results will be conducted to determine if new understandings and knowledge resulted because of the project.

V. Budget (8 points)

Budget items includes equipment and materials that will be used for quality instruction to increase knowledge, skills, or practices in Math, Science, and STEM classes. The maximum award is \$1,000 for PK-3 proposals and \$1,500 for 4-12 proposals.

The budget should include all QSM eligible items and QSM ineligible items that need to be purchased to successfully implement your project. If your budget includes QSM ineligible items and/or the total of QSM eligible items exceeds the award limitations, an explanation of how these items will be funded is required.

Click “+ New Item” to add a new budget item. For each item, specify if it is QSM eligible or QSM ineligible and fill in the Item Name/Description, Quantity, and Cost/Item. For QSM eligible items, the Vendor Name and Vendor Link is required.

QSM Eligible/Ineligible	Item Name/Description	Quantity	Cost/Item	Vendor Name	Vendor Item Link
Eligible	Real-working cash register	6	\$39.99	Lakeshore	Link
Eligible	Plastic coins	2	\$39.99	Lakeshore	Link
Eligible	Paper Money	1	\$39.99	Lakeshore	Link
Eligible	Monopoly Board Game	1	\$19.92	Walmart	Link
Eligible	Math Skills Numeracy Center-Counting Money	1	\$29.99	Really Good Stuff	Link
Eligible	Money Bingo	1	\$13.99	Lakeshore	Link
Eligible	Allowance Game	1	\$19.99	Lakeshore	Link
Eligible	I Have, Who Has? Game	1	\$8.95	EAI Education	Link
Eligible	Calculators-30 pk with storage bin	1	\$130.75	EAI Education	Link
Eligible	Student wallets	52	\$8.80	Amazon	Link
Eligible	shipping		\$6.95	Really Good Stuff	

QSM Eligible Items Total: \$1058.05

QSM Ineligible Items Total: \$0

QSM BUDGET TOTAL: \$1000.00



Please indicate who will fund any overage for QSM Eligible items if needed. Select all that apply.

- School Funded
- District Funded
- PTA
- Private Company
- Non-profit organization
- Not Needed- QSM Eligible Items within Total Limitations
- Other

Please indicate who will fund any overage for QSM Ineligible items if needed. Select all that apply.

- School Funded
- District Funded
- PTA
- Private Company
- Non-profit organization
- Not Needed- Budget does not have QSM Ineligible Items
- Other