

The South Bend Education Foundation Teacher Grant 2023

Let's get to know you!

First Name	
Last Name	
Email Address	
Mobile Phone	
School	Nuner Fine Arts Academy
What type of grant are you applying for?	Teacher Grant
Is this for a single classroom or is it building-wide?	Building-wide

Let's learn more about your project!

Project Title	Building Vocabulary and Phonemic Awareness Skills
Academic Content Area	Receptive and Expressive Tier 1 and Tier 2 vocabulary words. Working with students with Language and/or Speech Impairments to improve their vocabulary usage and phonemic awareness.
Target Grades	Kindergarten;1st;2nd;Preschool
Indiana Academic Standards or Improvement Priorities Addressed	<p>K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites). K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills. 1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms). 1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words. 1.RF.3.3 Orally blend sounds in words. 2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text. 2.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. 2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).</p>
Approximate number of students who will benefit	50
Project Start Date	08/25/2023
Project End Date	05/31/2026

Team Member

Not Available

Team Member Custom Questions and Answers

Not Available

Technology

Does your project involve technology?	No
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NGB

Not Available

NGB Custom Questions and Answers

Not Available

All about your project

Briefly describe the proposed project. Include how it will be tied to the Indiana Academic Standards or to the priorities established by your School Improvement Plan	<p>Most of the students who qualify for language impairment have a lot of difficulty with comprehension and expression of vocabulary words. To learn new vocabulary words, students must make a connection between the word and a concept and then build meaning around it. There are 4 factors that help students deepen their vocabulary- multiple exposure, explicit instruction of the vocabulary, support to build categories using perceptual features, and opportunities to connect words to themes. Themes help students make connections with words and build their understanding. For example, if using a farm theme, words such as "herd, hoof, goat, fence, produce, trade, harvest, hop" are all words that can be incorporated into the lessons. These themes help students understand the meanings (semantic relationships) between words and concepts. Themed therapy combines read-aloud books and play/manipulative activities. My proposed project is to create theme boxes/bags that will be used in my therapy sessions to help students achieve deeper understanding of vocabulary words and to improve understanding of wh-questions related to vocabulary words. This includes naming/grouping into categories, stating synonyms/antonyms, and describing pictures/objects/words and answering questions about what is happening in a story. This directly relates to K.RV.2.2, K.SL.2.1, 1.RV.2.2, 1.RV.2.1, 2.RL.2.1, 2.RV.1, and 2.RL.2.2. By using themed based therapy techniques (which is an evidenced based vocabulary strategy), students will hopefully be able to increase their vocabulary knowledge and use in the general education classroom. The boxes/bags will include story books, manipulatives, and pictures to support the theme and encourage carry over into the general education classroom and into the student's own experiences outside of school. The boxes/bags will also include a variety of sound production cue cards to assist with phonemic awareness and phonological awareness. This directly relates to K.RF.1, 1.RF.3.2, and 1.RF.3.3. The themed boxes/bags would be used over a period of 2-3 years to assist with carry-over of vocabulary.</p>
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Standards, Outcomes, and Measuring Success Set Number 1

Indiana Academic Standard	K.RV.2.2
Anticipated Measurable Outcomes	Students will sort items from book into categories when given visual and verbal cues 80% accuracy
How will you measure this?	Objective is explained and taught (i.e. what is a category). Therapist reads story out loud and brings attention to specific vocabulary words. Student answers questions about vocabulary words when prompted with visuals and verbal cues. Specific vocabulary will be targeted for 2-3 weeks to ensure carry-over. Manipulatives will be used to help with carry-over and hands-on practice of vocabulary words. Data will be collected at beginning of sessions (baseline) and at end of themed activity to determine if progress was made with specific vocabulary goal.
Other anticipated outcomes that may not be measurable	Not Answered

Standards, Outcomes, and Measuring Success Set Number 2

Indiana Academic Standard	K.SL.2.1
Anticipated Measurable Outcomes	Students will correctly answer a variety of wh-questions regarding a story/book with visual and verbal cues with 80% accuracy.
How will you measure this?	Objective is explained and taught (i.e. what is a category). Therapist reads story out loud and brings attention to specific vocabulary words. Student answers questions about vocabulary words when prompted with visuals and verbal cues. Specific vocabulary will be targeted for 2-3 weeks to ensure carry-over. Manipulatives will be used to help with carry-over and hands-on practice of vocabulary words. Data will be collected at beginning of sessions (baseline) and at end of themed activity to determine if progress was made with specific vocabulary goal.
Other anticipated outcomes that may not be measurable	Not Answered

Standards, Outcomes, and Measuring Success Set Number 3

Indiana Academic Standard	K.RF.1
Anticipated Measurable Outcomes	Students will demonstrate correct sound production skills with 80% accuracy given visual and verbal cues.
How will you measure this?	Sound production is explicitly taught using a variety of techniques (modeling, imitation, visual, verbal cues, sound production names and cue cards, minimal pairs). Sounds are then practiced throughout the session. Attention is brought to sounds that are presented in each story/book and with the manipulatives. Data will be collected at beginning of sessions (baseline) and at end of themed activity to determine if progress was made with specific vocabulary goal.
Other anticipated outcomes that may not be measurable	Not Answered

Standards, Outcomes, and Measuring Success Set Number 4

Indiana Academic Standard	1.RV.2.2
Anticipated Measurable Outcomes	Students will describe vocabulary words by using categories, descriptive features, synonyms/antonyms with 80% accuracy when given visual and verbal cues.
How will you measure this?	Objective is explained and taught (i.e. what is a category). Therapist reads story out loud and brings attention to specific vocabulary words. Student answers questions about vocabulary words when prompted with visuals and verbal cues. Specific vocabulary will be targeted for 2-3 weeks to ensure carry-over. Manipulatives will be used to help with carry-over and hands-on practice of vocabulary words. Data will be collected at beginning of sessions (baseline) and at end of themed activity to determine if progress was made with specific vocabulary goal.
Other anticipated outcomes that may not be measurable	Not Answered

Standards, Outcomes, and Measuring Success Set Number 5

Indiana Academic Standard	1.SL.2.1
Anticipated Measurable Outcomes	Students will answer a variety of questions about a story/book with visual and verbal cues with 80% accuracy.
How will you measure this?	Objective is explained and taught (i.e. what is a category). Therapist reads story out loud and brings attention to specific vocabulary words. Student answers questions about vocabulary words when prompted with visuals and verbal cues. Specific vocabulary will be targeted for 2-3 weeks to ensure carry-over. Manipulatives will be used to help with carry-over and hands-on practice of vocabulary words. Data will be collected at beginning of sessions (baseline) and at end of themed activity to determine if progress was made with specific vocabulary goal.
Other anticipated outcomes that may not be measurable	Not Answered

Standards, Outcomes, and Measuring Success Set Number 6

Indiana Academic Standard	1.RF.3.2
Anticipated Measurable Outcomes	Students will correctly produce variety of sounds including blends with 80% accuracy when given visual and verbal cues.
How will you measure this?	Sound production is explicitly taught using a variety of techniques (modeling, imitation, visual, verbal cues, sound production names and cue cards, minimal pairs). Sounds are then practiced throughout the session. Attention is brought to sounds that are presented in each story/book and with the manipulatives. Data will be collected at beginning of sessions (baseline) and at end of themed activity to determine if progress was made with specific sound production goal.
Other anticipated outcomes that may not be measurable	Not Answered

Standards, Outcomes, and Measuring Success Set Number 7

Indiana Academic Standard	1.RL.2.1
Anticipated Measurable Outcomes	Students will ask and answer questions about details in a story/book with 80% accuracy given visual and verbal cues.
How will you measure this?	Objective is explained and taught (i.e. what is a category). Therapist reads story out loud and brings attention to specific vocabulary words. Student answers questions about vocabulary words when prompted with visuals and verbal cues. Specific vocabulary will be targeted for 2-3 weeks to ensure carry-over. Manipulatives will be used to help with carry-over and hands-on practice of vocabulary words. Data will be collected at beginning of sessions (baseline) and at end of themed activity to determine if progress was made with specific vocabulary goal.
Other anticipated outcomes that may not be measurable	Not Answered

Standards, Outcomes, and Measuring Success Set Number 8

Indiana Academic Standard	2.RV.1
Anticipated Measurable Outcomes	Students will describe vocabulary words/pictures by stating category, descriptive features with 80% accuracy given visual and verbal cues.
How will you measure this?	Objective is explained and taught (i.e. what is a category). Therapist reads story out loud and brings attention to specific vocabulary words. Student answers questions about vocabulary words when prompted with visuals and verbal cues. Specific vocabulary will be targeted for 2-3 weeks to ensure carry-over. Manipulatives will be used to help with carry-over and hands-on practice of vocabulary words. Data will be collected at beginning of sessions (baseline) and at end of themed activity to determine if progress was made with specific vocabulary goal.
Other anticipated outcomes that may not be measurable	Not Answered

Standards, Outcomes, and Measuring Success Set Number 9

Indiana Academic Standard	2.RV.2.2
Anticipated Measurable Outcomes	Students will define vocabulary words by stating category, synonym/antonym, descriptive features with 80% accuracy given visual and verbal cues.
How will you measure this?	Objective is explained and taught (i.e. what is a category). Therapist reads story out loud and brings attention to specific vocabulary words. Student answers questions about vocabulary words when prompted with visuals and verbal cues. Specific vocabulary will be targeted for 2-3 weeks to ensure carry-over. Manipulatives will be used to help with carry-over and hands-on practice of vocabulary words. Data will be collected at beginning of sessions (baseline) and at end of themed activity to determine if progress was made with specific vocabulary goal.
Other anticipated outcomes that may not be measurable	Not Answered

Additional Questions

Could this project be replicated in other locations?	Yes
If yes, how could this be done?	These themed bags/books could be provided for other Speech Language Pathologists in the district to work on/develop vocabulary skills with students.
Outline ways that your project might help raise the profile of the South Bend Education Foundation.	In order to help raise the profile of the South Bend Education Foundation, I would discuss my project and how it was funded by the SBEF with the other Speech Language Pathologists in the district. I would also post pictures of my project (items) on social media and be sure to contribute the acquisition of these items to the generosity of the SBEF.

Budget

Please upload your budget document here:	Grant Budget Template
Please enter your total budget / grant request amount	387.73

Supplemental Budget Documents

Please upload supplemental budget documentation here	Grant Budget Template
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Certification & Acknowledgment

By checking this box, I acknowledge that the completion of this grant application is dependent on prior approvals.	Yes, I acknowledge
Digital Signature	

Installation

Does your project involve installation?	No
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First Name	Last Name	Email	NGB	Record	Letter
Sybil	Snyder	ssnyder1@sbcsc.k12.in.us	RN370989	Name: Rec397941, Status: Draft	Click on the 'Edit' button to replace this with your letter.

NGB Custom Questions and Answers

Rec397941

TECH/INSTALLATION	
TECH/INSTALLATION	
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ALL (INCLUDING PRINCIPAL VERIFICATION)	
ALL (INCLUDING PRINCIPAL VERIFICATION)	